

EVALUATION OF CASH FOR EDUCATION 2021-2023

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Lebanon

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List of Acronyms

CFE	Cash for Education
CO	UNICEF Country Office
CRC	Convention on the Rights of the Child
ECE	Early Childhood Education
NGO	Non-Governmental Organization
MEHE	Ministry of Education and Higher Education
SDGs	Sustainable Development Goals
ToR	Terms of Reference
UNHCR	United Nations High Commission on Refugees
UNICEF	United Nations Children’s Education Fund
ILO	International Labor Organization
TREF	Transition and Resilience Education Fund
CSO	Civil Society Organization
EU	European Union
BPRM	Bureau of Population, Refugees, and Migration
AVSI	Association of Volunteers in International Service
LOST	Lebanese Organization for Studies and Training
OMT	Operations Management Team
OECD	Organization for Economic Cooperation and Development
NPTP	National Poverty Targeting Program
ESSN	Emergency Social Safety Nets
NGO	Non-governmental Organization
KII	Key Informant Interview
SMEB	Survival Minimum Expenditure
CFRA	Child-Focused Rapid Assessment

LCRP	Lebanon Crisis Response Plan
UNEG	United Nations Evaluation Group
PDM	Post-Distribution Monitoring
TF-MADAD	EU Regional Trust Fund in Response to the Syrian Crisis
CERD	Centre for Educational Research and Development

Executive Summary

Cash for Education Programme

The UNICEF-supported Cash for Education programme provides cash assistance to families of eligible vulnerable children to help them cover indirect costs for education. The cash assistance was designed to cover education-related costs such as: transportation, school supplies, school uniforms, snacks, books and other essential learning materials. The overall goal has been to help families address barriers to accessing education and enable eligible vulnerable children enrolled in public schools to attend school regularly and complete their school year. The CFE intervention covered by this evaluation was valued at approximately \$26.6 million USD. The primary stakeholders involved in the CFE programme included UNICEF, government partners, donor partners, UN agency partners, NGO partners, private sector partners and rights holders

Evaluation Purpose and Uses

The purpose of this evaluation was twofold: (1) to provide an independent assessment of the relevance, coherence, effectiveness and efficiency of the Cash for Education programme design and implementation mechanisms; and (2) to examine the extent to which equity, inclusion, gender and safe access objectives were achieved in the programme. The findings from this evaluation will be utilized for both accountability and learning purposes. The primary users of this evaluation are the UNICEF Education Section and the European Union because the findings and recommendations inform the future design and implementation of the Cash for Education programme in Lebanon.

Evaluation Design and Methods

The evaluation team utilized a participatory and theory-based approach to implement the rapid evaluation of the CFE programme. Theory-based evaluation designs focus upon understanding an intervention's contribution to the observed results through [contribution analysis](#), rather than determining causation through comparison to a counterfactual. This evaluation utilized mixed methods to answer the evaluation questions. These methods included: (a) a desk review of 81 relevant programme documents, evaluations and studies; (b) secondary data analysis of 12 programme monitoring databases; (c) consultations with 11 UNICEF staff members and consultants; (d) key informant interviews with 19 government partners, donor partners, UN agency partners, NGO partners and private sector partners; (e) participatory focus groups with 116 parents/caregivers who benefited from the CFE programme; (f) a reconstruction of the theory of change; and (g) participatory sense making sessions with evaluation stakeholders. Data triangulation is the process of integrating and synthesizing the data from multiple sources to inform judgements about the CFE programme.

Evaluation Questions, Criteria and Results

1. Relevance - Is the CFE programme doing the right things?

- 1.1. How relevant is the CFE programme for UNICEF's mandates, core commitments to children, children's right to education, government priorities, and the evolving country context?

The evaluation found good alignment between the CFE programme and UNICEF's mandates and core commitments to children regarding access to education, as the intervention spanned the development-humanitarian nexus through the inclusion of vulnerable Syrian and Lebanese children within its eligibility criteria.

The evaluation also found good alignment between government priorities on access to education of vulnerable populations and the CFE programme. The evaluation found the CFE programme was unique in its design to better identify and mainstream children with disabilities into formal education, which had not yet been addressed in the country. The evaluation also found that the CFE programme was designed to address specific equity and gender barriers to vulnerable children's attendance and retention in school, namely high costs for transportation and school supplies, and by the inclusion of older grades to address gender-related school dropouts. However, the omission of ECE from the eligibility criteria after the first programme cycle covered by this evaluation due to funding shortfalls was not in line with UNICEF's initial rationale for targeting, nor with government priorities for ECE.

1.2. To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?

The CFE programme was successful in two out of the four programme cycles (school year 2021-2022 and summer school 2023) in registering the targeted number of eligible children enrolled in public formal education to receive the cash assistance. Lower reach in other programme cycles was due to a lack of accurate contact details provided by families and the MEHE for some of the eligible children. The CFE programme reached an equal proportion of females and males, a higher proportion of Syrian children during the school year cycles and a higher proportion of Lebanese children during the summer school cycles, and increased the coverage of children with disabilities over time. While the CFE programme was designed for implementation at a national level to promote equity, the scale of need was greater than the current implementation scope.

1.3. In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?

UNICEF utilized available evidence to identify eligible CFE programme participants based upon their needs by nationality, age, sex and ability. The programme was equitable in reaching a similar proportion of girls and boys through the benefit and in its inclusion of children with disabilities. However, the scale of need in Lebanon was greater than the allocated programme resources which limited the reach of the programme. The lack of geographical targeting increased the likelihood of non-coverage for eligible hard-to-reach child populations. Changes in eligibility criteria over each programme cycle were designed to promote greater equity, such as the inclusion of Lebanese students, and the increased inclusion of children with disabilities. Some changes in the number and type of children reached by the benefit due to lack of resources may have contributed to partner and community perceptions about the inequity of the CFE programme, which poses reputational risks to UNICEF.

1.4. How well and to what extent has participant feedback been incorporated to improve the design and delivery of the CFE interventions?

UNICEF partners had limited or no involvement in the design of the CFE programme, which meant that community needs may have not been fully understood or incorporated into the programme logic. UNICEF met its objectives for safe access to the cash and made necessary adjustments to improve access. UNICEF also took actions to address the concerns or requests raised by parents/caregivers through the CFE Call Center, which consisted primarily of payment related issues or requests to be included in the benefit. UNICEF also incorporated feedback from parents/caregivers from post-distribution monitoring studies. However, the Call Center and PDM surveys may not be sufficient for fully understanding the community context and needs of the affected populations.

2. Coherence - How well does the CFE programme fit the context?

- 2.1. How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?

The CFE programme, with its focus on education, compliments and extends the broader objectives of the NPTP, which aims at reducing poverty, and that of the ESSN, which aims to address the immediate needs of highly vulnerable populations. While these programmes have similarities and can complement one another, they also differ in their aims, objectives and target groups. Better coordination between the MEHE and MoSA is required to ensure complementarity in poverty-reduction schemes, especially for education sector based cash responses.

- 2.2. How aligned is the CFE programme with UNICEF Lebanon’s Education Programme Strategy, and other social assistance programmes for families with children being carried out by UNICEF?

The CFE programme was well aligned with the UNICEF Lebanon’s Education Programme Strategy and complemented or extended other UNICEF-supported social assistance programmes for families with children in Lebanon. The CFE programme can contribute directly to education outputs on access, and on education outcomes for attendance, retention and transition. The CFE programme also has the potential to indirectly contribute to outputs on education quality and systems, and on education outcomes for exam pass rates and impacts on dropout rates and out-of-school rates.

- 2.3. How can the CFE programme be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance?

The CFE programme can be better aligned and integrated with national social protection/social assistance programmes by ensuring the relevant government ministries manage and coordinate their implementation, including access to programme data to avoid duplication, and through referrals across programmes. Another way to integrate these efforts is by including awareness campaigns to sensitize communities on the importance of having comprehensive, inclusive social protection programmes for both vulnerable Lebanese and Syrian families. The CFE programme would benefit from an examination of how the NDA is gender responsive and adapt best practices, such as training for Call Center operators in gender and gender-based violence.

- 2.4. To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national and regional cash assistance programmes?

Implementation arrangements and coordination platforms with the MEHE were sufficient for ensuring complementarity with other cash assistance programmes. Coordination with other national cash programmes was facilitated through national technical working groups on education and cash assistance programmes, and through bilateral meetings between UNICEF and the MEHE. Collaboration between UNICEF and the MEHE received primarily positive views for the CFE programme; however, more consistent communication with the MEHE is warranted. In particular, the coordination of attendance data between UNICEF and the MEHE systems and platforms requires strengthening to avoid implementation delays.

3. Effectiveness - Has the CFE programme achieved its objectives?

- 3.1. To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?

There is strong evidence that the CFE programme was only somewhat effective at reducing economic barriers in access to education. There was a good amount of evidence that the CFE programme was effective in ensuring student attendance, and contributed to student retention. There was also some evidence that the CFE programme directly contributed to student transition rates for children who were eligible for more than one programme cycle. There was insufficient data at this time to determine if the CFE programme indirectly contributed to student enrolment, exam pass rates, or out-of-school/drop-out rates.

3.2. Has there been any unintended positive or negative consequences or effects of the CFE programme?

The evaluation found one positive and two negative unintended consequences that had effects on increased programme reach (+), perceived household inequity in the lack of coverage for all children in the family (-), and a lack of safe routes to school (-). The negative unintended consequences present risks to UNICEF's reputation among the affected populations.

3.3. How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?

The contributions of CFE programming to addressing inclusion gaps for children with disabilities enrolled in public formal education were significant, as this population has largely been excluded from humanitarian efforts in Lebanon, and in development efforts within the education sector. The CFE programme reached an equal proportion of girls and boys on a national level according to its targeting and selection criteria, and facilitated access among children with disabilities across all grades in primary education. However, the scale of need among the populations residing in Lebanon is much greater than the programme can currently support.

3.4. How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?

UNICEF put in place different strategies for managing inclusion, exclusion and duplication errors. Some duplication errors were found between the Haddi and CFE programmes during the 2021-2022 school year that could have been avoided, but were promptly addressed by UNICEF once discovered. However, the risk mitigation strategy for communicating the logic of eligibility to the affected populations was less effective. There were no explicit strategies for addressing non-coverage of eligible children given the lack of data upon which to examine this issue from a spatial and equity perspective.

4. Efficiency - How well were the CFE programme resources used?

4.1. To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?

The evaluation found that UNICEF took actions to deliver the payments in a timely manner to programme recipients; however, sometimes the payments were delayed due to the receipt of incomplete attendance data and other reasons that are further explained in the report. UNICEF delivered the CFE programme within the planned monetary resources.

4.2. How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?

UNICEF adjusted the amounts paid and currency type according to the changing context. However, the payment amount is no longer sufficient to cover all of children's indirect education costs. There is insufficient data to link resource inputs with the results achieved at this time.

4.3. To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?

UNICEF put appropriate structures in place and had adequate technical and financial resources to implement the CFE programme. However, additional resources for absenteeism follow up are warranted.

4.4. To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?

UNICEF leveraged existing partnerships with NGOs and private sector service providers (the Call Center and OMT Operators) to efficiently mobilize stakeholders for the CFE programme. Coordination and communication with NGO partners could be strengthened to improve efficiencies with other education programming efforts. System strengthening of the MEHE for this specific programme was not explicit in UNICEF documents, but some advancements were made with regards to Syrian student IDs within the SIMS.

Conclusions and Recommendations

Relevance - UNICEF is doing the right things to promote equity and inclusion of vulnerable children in accessing school in Lebanon. However, certain aspects of the CFE programme design, implementation and monitoring procedures require refinement or strengthening. These include increased participation of programme partners, implementers and rights holders in the design of the programme to ensure it is equitable; strengthened communication with cash recipients to ensure the rationale for targeting is clear; explicit strategies for addressing non-coverage of eligible children, especially children with disabilities; and explicit approaches to strengthen the gender-responsiveness of the programme.

Coherence - The CFE programme fits well in the context of other national education and social protection programmes by extending or complementing efforts to reduce the economic barriers to education access. The primary difference is that the CFE programme includes Syrian refugees in its target populations, while the national social assistance programmes focus only upon Lebanese households. The linkages between UNICEF's education and social policy strategies, how they converge and contribute to one another, requires clarity as it applies to the CFE programme. This includes a better articulation of how the CFE programme contributes to the broader aims of the Social Policy strategy in the country and has implications for the sustainability of the intervention.

Effectiveness - The CFE programme contributed to the mainstreaming of children with disabilities in formal education, student attendance, retention and transition, but only partially achieved its planned results to reduce economic barriers in accessing education. However, these results may regress if the monthly cash allocation does not keep pace with inflation on indirect education costs for transportation, food and stationary. Concerns about the perceived fairness of UNICEF's selection and targeting criteria require further investigation and action. In particular, more research is required on this phenomenon, and better communication with the community is required on the logic of the eligibility criteria.

Efficiency - The CFE programme utilized its resource in a manner consistent with the planning documents. However, continued action with the third party monitor to ensure greater efficiencies in system strengthening of the attendance data and the payment process are warranted.

Strategic Learning Recommendation #1 - Based upon the evaluation findings, it is recommended that the CFE programme target all children with disabilities (regardless of nationality) from ECE through grade 9 as its main eligibility criteria moving forward.

Strategic Learning Recommendation #2 - Based upon the evaluation findings, it is recommended that the conditionality of cash assistance include sufficient resources for validating the attendance data for children with high absenteeism rates before a payment reduction is made.

Additional recommendations to strengthen programme are as follows:

Programme Relevance

- Include the MEHE and other implementing partners in the design of the new programme cycle with the purpose of strengthening implementation and coordination of the cash benefit with other education access programmes, especially those targeting Syrian students and children with disabilities.
- Include parents/caregivers in the programme design through in-person monitoring visits that are led by UNICEF's Education Section with the aim of developing approaches for communicating the logic of the targeting and selection criteria with parents/caregivers, taking into consideration variations in language and literacy levels.
- Stabilize the targeting and selection criteria to the extent possible so there are limited changes in who is eligible, and to allow for more advanced planning and retention of programme recipients over time for greater impact.

Programme Coherence

- Ensure continuous communication with the MEHE for this programme and document decisions made; streamline communication between UNICEF and the various units in the MEHE, such as by having one focal point for the CFE programme.
- Be more explicit in the programme documents and the theory of change which approaches are utilized for ensuring the CFE programme is gender-responsive.
- Be more explicit in programme documents and the theory of change how the CFE programme is addressing system strengthening and the quality of education, especially as it applies to attendance data and children with disabilities. Better articulate the linkages between the CFE programme and broader social protection strategy and national social policies in the country.

Programme Effectiveness

- Improve the evaluability of the CFE programme by developing coding manuals for each database that provides a clear description of the variables in each database. Provide clear steps and procedures utilized by UNICEF to extract and merge databases.

Programme Efficiency

- Continue the efforts of UNICEF and the MEHE to strengthen the quality and validity of the attendance data through third party monitoring and the TREF modality, possibly increasing resources for school level data entry. Identify and address bottlenecks in the timely receipt of attendance data.

1. INTRODUCTION AND BACKGROUND

This report summarizes an independent evaluation of UNICEF’s Cash for Education (CFE) programme that was implemented in Lebanon from 2021 through 2023, as per the Terms of Reference (ToR) (see [Annex 1](#)). Section 1 begins with a description of the country context and provides an overview of the object the evaluation. Section 2 introduces the purpose, objectives, scope, questions and criteria for the evaluation. Section 3 explains the evaluation design and methodology, and Section 4 presents the evaluation findings. Section 5 details the conclusions and lessons learned, and Section 6 provides the evaluation recommendations.

1.1. Country Context

Lebanon has a complex development environment that has been shaped by compounding humanitarian and economic crises in the country. Multiple crises, including a high refugee caseload, socio-economic collapse, political turmoil, the COVID-19 outbreak, and the Beirut explosion have limited vulnerable communities’ access to education, basic services, nutritional needs, and livelihood opportunities, with significant impact on social cohesion and psychological well-being. Recently, conflict in Southern Lebanon associated with the war in the Middle East has the potential to aggravate these multiple and overlapping crisis, especially the economic crisis. These factors informed the design of the CFE programme that is the object of this evaluation.

Humanitarian Crisis - Lebanon has faced a series of profound challenges over the past few years. With a population of approximately six million including Lebanese and non-Lebanese refugees, 44% are under the age of 24, a relatively high percentage as compared to the global average (UNICEF & ILO, 2022). Lebanon has also faced challenges due to the arrival of large numbers of refugees, particularly Syrian and Palestinian, which placed further demands on its resources and infrastructure. Lebanon remains the country hosting the largest number of refugees per capita and per square kilometer in the world. It is estimated that 1.5 million refugees are Syrian, and 250,000 are Palestinian (UNHCR, nd).

Economic Crisis - It is suggested by UNICEF and ILO (2022) that Lebanon is facing a “triple crisis”, including the economic crisis and the hyperinflation and devaluation of the currency, the COVID-19 pandemic which placed immense pressure on the healthcare system, and the Beirut blast of August 4th 2020, which resulted in widespread destruction and loss of life. Lebanon continues to grapple with these interconnected crises, seeking international aid and internal reforms to stabilize the nation and restore hope for its people. For example, the multidimensional poverty rate in 2021 in Lebanon was at 82%, this number has doubled from 42% in 2019, including nearly 4 million individuals living in poverty (ESCWA, 2021).

Fragile Public Education System – According to the [Lebanon Crisis Response Plan](#) (2017-2021), government spending on education has long been insufficient in Lebanon, at less than two percent of Gross Domestic Product (GDP) in 2020, which was well below the Organization of Economic Co-operation and Development (OECD) average of 4.4 percent (2016) and among the lowest in the MENA region. Over the past few years, the COVID-19 pandemic and the various crises in Lebanon have significantly impacted the education system's capacity to consistently offer high-quality education and have made it increasingly challenging for parents and caregivers to ensure their children's continued enrollment in schools. According to a report by Save the Children (2021), 1.2 million Lebanese, Syrian and Palestinian children across Lebanon have had their education disrupted with many having last attended school in October 2019. Despite the initiation of a distance learning program by the Ministry of Education and Higher Education (MEHE) in March 2021, participation rates have exhibited disparities among governorates, grade levels, and student groups. The digital divide has particularly impacted the most

disadvantaged members of both Lebanese and non-Lebanese communities, leading to a significant and detrimental rise in educational inequality and school dropout rates among the most economically disadvantaged Lebanese and refugee children. Moreover, teachers are going on strikes for poor pay and working conditions, and public schools in Lebanon were eventually forced to close their doors (Save the Children, 2023).

Violence Against Children and Harmful Gender Norms - It is also important to note that the economic crises has also contributed to an increase in the amount of violence against children. According to a survey conducted by the UNHCR, UNICEF and WFP in 2021, more than half of children between the ages of 1 to 14 years had been exposed to violence whether physical or psychological in 2021 (UNHCR, UNICEF and WFP, 2021). Moreover, the incidence of child labor among those aged 5 to 17 has doubled, with boys being at four times higher risk as compared to girls (UNHCR, UNICEF and WFP, 2021). The issue of violence against adolescents extends to early marriages among girls, as in 2021, one in five adolescent girls between the ages of 15 and 19 were wedded at the time of the survey (UNHCR, UNICEF and WFP, 2021).

Household Poverty and Education Access – A majority of Lebanese and non-Lebanese families have lost their sources of income or had limited access employment opportunities after COVID and the financial crisis. As a result, it has been increasingly difficult for parents to cover indirect education expenses, such as purchasing books, providing transportation, and acquiring uniforms. Consequently, there has been a growing reliance on their children to engage in work activities instead of attending school (Save the Children, 2020). Additionally, because of currency devaluation, surges in prices, and the discontinuation of subsidies, nine out of every ten Syrian refugee households found themselves incapable of covering the costs of necessary goods and services required for basic living standards [64]. To make ends meet, these households often have to resort to detrimental coping mechanisms, including begging, taking out loans, preventing their children from attending school, cutting back on healthcare expenses, or disregarding rent payments (UNHCR et al., 2022). A recent [UNICEF report](#) found that on average, 9% of families residing in Lebanon sent their child to work, 15% stopped their children’s education, and 60% had to buy food on credit or borrow money. The situation was worse for Syrian household as 22% had children who were working, 35% stopped their children’s education, and 100% had to buy food on credit or borrow money.

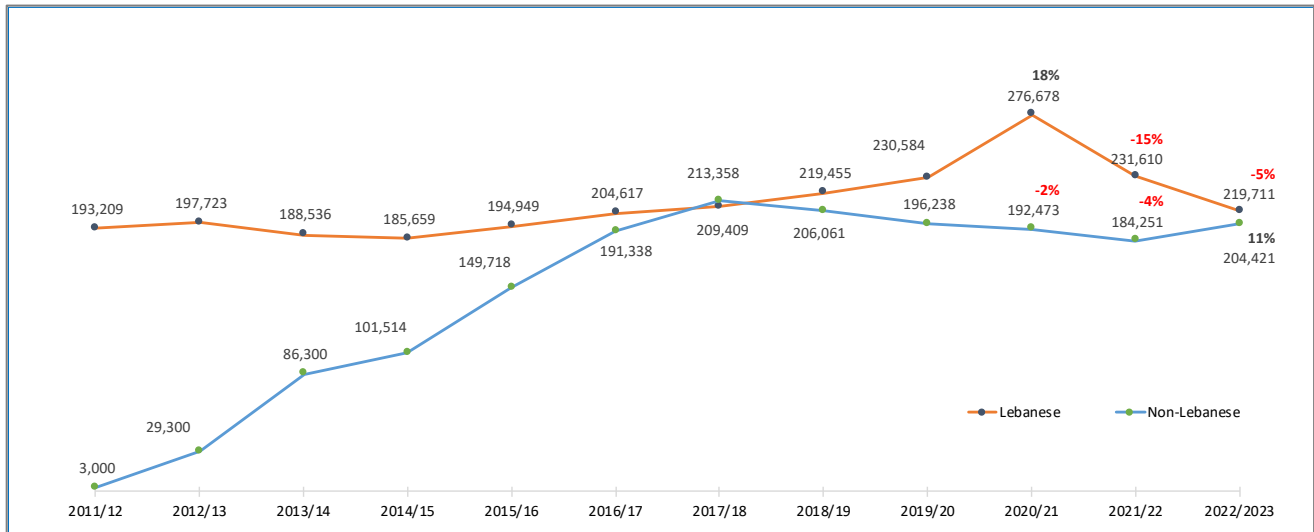
Trends in Formal School Enrolment - While the enrolment of non-Lebanese children (primarily Syrian refugees) on a national level steadily increased from 3,000 students in 2011 with the onset of the Syrian crisis and peaked in 2018 with 209,409 students, it slightly decreased through 2021 and then increased in 2022 (see Figure 1). As over 70% of Syrian refugees were residing below the poverty threshold in 2020, a rise in school dropout rates and decrease in student enrolment was observed from 2020-2021 (see Figure 1) (Save The Children, 2020). The percentage of Syrian refugee youth (aged 15 to 24 years old) who were attending school was as low as 13% in 2021 (UNHCR, UNICEF & WFP, 2021). Cost was the primary cause for not attending school, followed by work and marriage.

For Lebanese families, trust in the quality of the public education system has diminished, and most households with the financial means send their children to private school. However, at the onset of the financial crisis in 2018, there was a steady increase in the enrolment of Lebanese students in the public education system (see Figure 1). After COVID, there was a spike in enrolment of Lebanese students in formal public education by 18% given many families could no longer afford private school (see Figure 1). This spike appeared to be short-term, as the number of Lebanese children enrolled in public education has steadily decreased since the 2020-2021 school year. By the 2022-2023 school year, the enrolment gap between Lebanese and non-Lebanese students was reduced.

The percentage of Lebanese and Syrian students enrolled in formal public education for grades KG through grade 12 varies by region. For the 2021-2022 school year, the MEHE reported that both students were found in all regions. However, Lebanese students (AM shift) were concentrated in three urban regions (North, Mount Lebanon

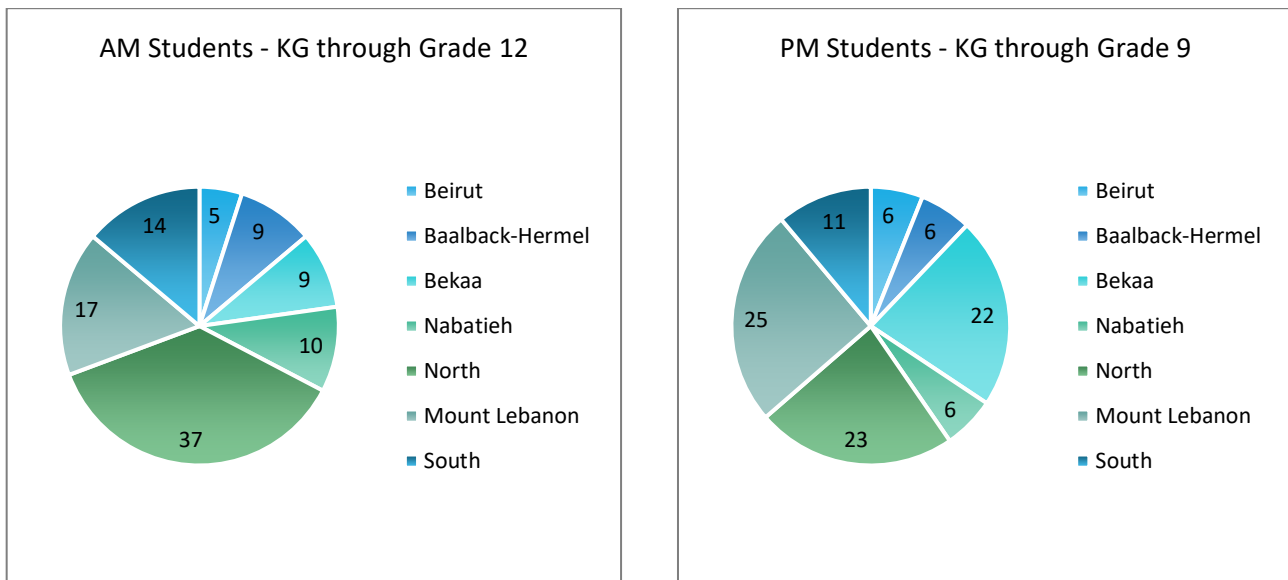
and Beirut) (see Figure 2). Syrian students (PM shift) were more evenly distributed across two urban regions (North and Mount Lebanon), and one rural region (Bekaa) (see Figure 2). Enrolment in formal public education by sex indicates near gender parity for both Lebanese and Syrian students, with slightly more females (52% females versus 48% males during the 2021-2022 school year) [58]. The MEHE reported that 1,318 “special needs learners” were enrolled in AM schools during the 2021-2022 school year, but no data was available for students with disabilities for the PM shift [58].

Figure 1: Number of children enrolled in formal education in Lebanon (KG-Grade 9), by nationality and year



Data Source: UNICEF Cash for Education External Evaluation Inception Meeting Presentation, August 28, 2023. [77]

Figure 2: Percentage of students enrolled in Lebanon, by region and shift (2021-2022 school year)



Data Source: MEHE. (2022). Public General Education Data and Indicators Monitoring Report. [58]

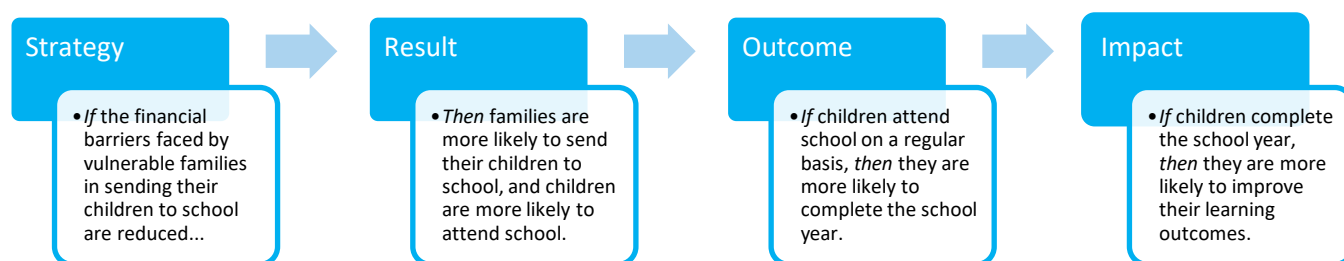
1.2. Object of the Evaluation

1.2.1. CFE Theory of Change

In response to the economic conditions and education access issues in the country, the CFE programme provides cash assistance to families of eligible vulnerable children to help them cover indirect costs for education. This includes costs such as: transportation, school supplies, school uniforms, snacks, remote learning,¹ books and other essential learning materials. The overall goal has been to help families address barriers to accessing education and enable eligible vulnerable children enrolled in public schools to attend school regularly and complete their school year.

Narrative and Logframe - A simplified theory of change narrative was retroactively developed by the evaluation team to describe the overall logic of the programme (see Figure 3). According to programme documents, the **overall objective** of the CFE programme was to enhance the equity of the Lebanese education system by supporting access to quality education for all vulnerable children (ages 3 to 14 years old) (see Figure 4). The **specific objective** was a reduction of barriers for enrolment and retention into formal education. The intended **output** was facilitated access, enrolment and retention of vulnerable girls and boys in public education. The **implementation strategy** was monthly cash assistance transfers to vulnerable girls and boys. There were two assumptions guiding the theory of change, that supply side challenges are resolved and public schools can operate. The main risk identified was continued school closures due to the economic crisis.

Figure 3: CFE theory of change narrative



CFE Results Framework - The CFE results framework is based upon the UNICEF Education Programme Strategy Note [30] and the Lebanon Country Programme Documents [28, 29] (see Annex 10, [CFE Results Framework](#)). CFE contributes to the following outputs, outcomes and impacts, as outline in the programme proposals and logframes for 2021-22 and 2022-23 [2, 4]:

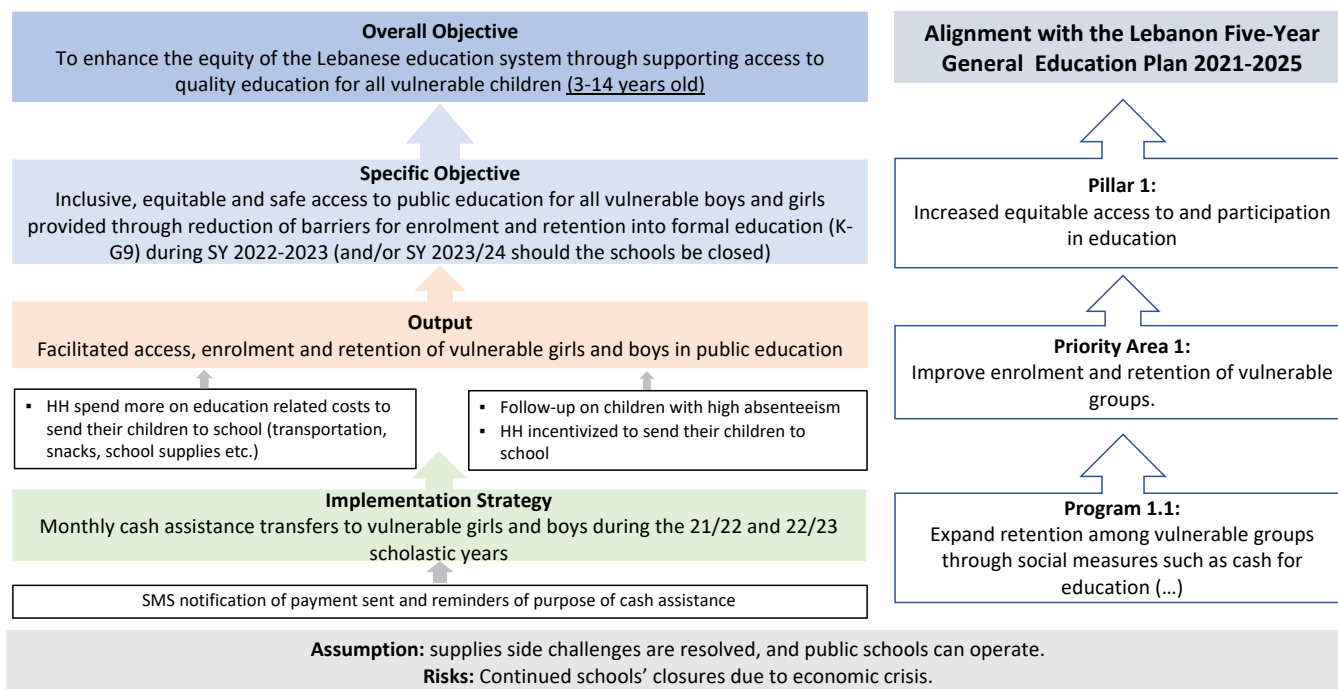
- Overall Objective (Impact) – Vulnerable children (ages 3-14) have access to quality and inclusive learning in safe and protected environments in public schools; as measured by the out-of-school and drop-out rates;
- Specific Objective 1 (Outcome KPI) – To ensure continued access to and retention in public formal education for Syrian refugee and vulnerable Lebanese children; as measured by enrolment rates, attendance rates, retention rates, transition rates, exam pass rates; and

¹ Remote learning was originally provided as an option to ensure continuity in learning, but was subsequently removed from the CFE design per donor regulations.

- Output 1.1 (Output KPI) - Children affected by the Syria crisis have access to quality primary certified learning opportunities in public schools; as measured by programme reach and implementation.

A summary table of the key performance indicators that may be associated with the CFE programme is found in Annex 10, Table 10, [CFE Results Framework](#). The overall objective remained the same over the two scholastic years of CFE programme implementation; however, key performance indicators were modified and reduced over time.

Figure 4: CFE logframe



Data Source: UNICEF Cash for Education External Evaluation Inception Meeting Presentation, August 28, 2023. [77]

1.2.2. Programme Relevance for National Context

Relevance for UNICEF Programmes - CFE reflects UNICEF's global, regional and country priorities to increase access to education, and SDG 4 – education for all, especially among the most vulnerable populations such as refugees and children with disabilities. The CFE programme is a key component of the overall UNICEF education programme in Lebanon to increase access to education. It was designed to complement other interventions aimed at increasing access to education by removing financial barriers in order to improve enrolment and retention of vulnerable children in formal education.

Relevance for Government Priorities - CFE was designed to complement national priorities to increase access, enrolment and retention of vulnerable groups in education, as outlined in the Lebanon Five-Year General Education Plan (2021-2025). CFE was also aligned with the Transition and Resilience Education Fund (TREF) aid modality established through an agreement between UNICEF and the Ministry of Education and Higher Education (MEHE) [55, 56]. At least five types of cash transfer and social assistance programmes were supporting education outcomes in Lebanon when the CFE programme began. This included the Haddi programme, which ended due to

a lack of resources; the National Disability Allowance, which targets older youth; the National Child Grant, which was pending during the time of CFE programme implementation; the Education and Social Safety Net programme, which targets Lebanese children ages 13 to 18; and various small-scale NGO cash transfer programmes.

1.2.3. Programme Resource Allocations and Targets

The CFE intervention covered by this evaluation was valued at approximately \$26.6 million USD, with contributions provided by the European Union, Dutch/Prospects, BPRM (see Table 1) [77]. UNICEF targeted a total of 386,645 children on a national level from 2021 through 2023 through CFE, and according to the aforementioned categorical eligibility criteria (see Table 1) [77]. The total number of children targeted varied by programme cycle and donor allocation, however the amount of cash transferred remained the same across the 4 programme cycles.

Table 1: Number of children targeted and resources allocated

Programme Cycle	Total Donor Allocation (USD)	# of Children Targeted	Planned Duration of Assistance	Actual Duration of Assistance	Cash Transfer Amount Value (USD)
1. 2021-2022	\$9,750,734	87,000	8 months	5 months	\$20/child/month
2. Summer 2022	\$2,892,316	96,000 ²	1 month	1.5 months	\$30 one-time payment
3. 2022-2023	\$10,355,500	87,645	6 months	4 months	\$20/child/month
4. Summer 2023	\$3,700,000	116,000	1 month	1.5 months	\$30 one-time payment

Data Source: UNICEF Cash for Education External Evaluation Inception Meeting Presentation, August 28, 2023. [77]

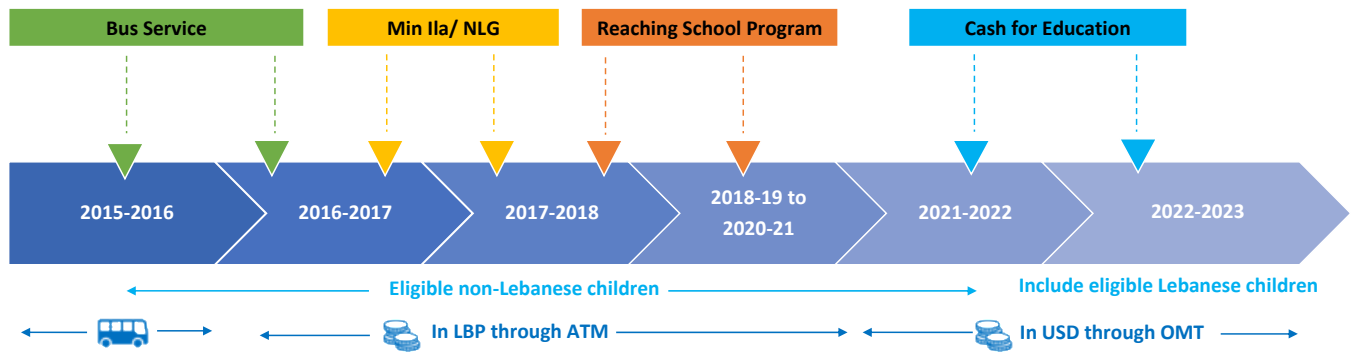
1.2.4. CFE Programme Design

Programme Precedents - The CFE programme draws upon decades of experience by UNICEF in delivering education services in support of women’s and children’s rights, especially the most vulnerable and in humanitarian contexts [1]. In Lebanon, UNICEF provided school bus services to eligible non-Lebanese children from 2015-16 with a focus on Syrian refugees (see Figure 5). Starting in 2016, UNICEF shifted from providing direct transportation services to providing cash transfer programmes in support of children’s development and learning through the Min Ila and Reaching School programmes. The CFE programme builds upon these experience by providing monetized assistance to vulnerable children in formal school, but is unique from previous interventions by including both non-Lebanese (primarily Syrian refugees) and Lebanese children in the eligibility criteria.

Targeting and Selection Criteria - The CFE programme design was led by UNICEF through technical consultants and staff members from the Education and Social Protection teams. UNICEF faced a number of constraints in determining who should receive the benefit. The primary constraint was that the amount of resources for the CFE programme were not sufficient for reaching all vulnerable children enrolled in formal education in Lebanon. Therefore, UNICEF had to develop a rationale for the targeting and selection of a smaller cohort of children to benefit from the intervention. UNICEF considered three options: (1) poverty targeting; (2) geographical targeting; and (3) categorical vulnerability targeting.

² Summer school targets reflect enrollment estimates; cash assistance is based upon meeting minimum attendance requirements.

Figure 5: Chronology of UNICEF cash assistance programs for children enrolled in public formal education



Data Source: UNICEF Cash for Education External Evaluation Inception Meeting Presentation, August 28, 2023. [77]

According to documentation, poverty targeting was not feasible due to a lack of recent data. The highly volatile economic context in Lebanon meant that updated household poverty rates were not available from the government, and only a forecast figure on the household poverty rate was available from the World Bank. Geographical targeting was also not feasible due to a lack of disaggregated data by district or cadaster and outdated population data, and no spatial mapping of vulnerability was available. As a result, UNICEF adopted **categorical vulnerability targeting** for identifying the *most* vulnerable child populations *among all* vulnerable children in Lebanon.

UNICEF utilized national data on enrollment rates by grade level, as well as other education evidence to inform its targeting and selection criteria. For example, for Syrian students in the 2020-2021 school year, prep-ECE had the poorest overall enrolment rate (39%), followed by grades 8 (45%) and 9 (40%) [1]. Programme documents indicated that UNICEF was also guided by research on social vulnerability that demonstrates investing in early childhood education ensures children are prepared to enter the first grade of formal schooling, usually around age six in Lebanon. Research also indicates that attending school during the first three years of compulsory education increases the likelihood of completing basic education. This provided additional justification for investing in grade 1, as it marks the beginning of compulsory education. [1, 3]. Social vulnerability studies also pointed UNICEF to substantial barriers for children with disabilities to access education, and on the positive gains achieved through inclusive education. Programme documents indicate that UNICEF selected “children in grades with, on average, the lowest enrolment rate were prioritized for cash assistance” [23].

Programme Cycles and Coverage - From 2021 to 2023, the Cash for Education programme was implemented across four cycles including two academic school years and two summer school periods. According to the ToR (see [Annex 1](#)), during the **first programme cycle** in the 2021-2022 school year, the CFE programme targeted all non-Lebanese children, including those with disabilities, in ECE and grades 1, 2, 6 through 9. Non-Lebanese children with disabilities in grades 3 through 5 were also eligible. No Lebanese children benefitted from the CFE programme in the first programme cycle, as the original focus of the grant and requirements of the donor was for the Syrian refugees. However, grades 7 through 9 were covered under the national ESSN programme starting in the 2022-2023 school year, which provides cash assistance to eligible Lebanese children in this age range. During the **second programme cycle** in the summer of 2022, the CFE programme targeted all non-Lebanese and Lebanese children in grades 1 through 8. During the **third programme cycle** in the 2022-2023 school year, all Lebanese and non-Lebanese children in grade 1 received the benefit, as well as all non-Lebanese students in grades 7 through 9 and all Lebanese and non-Lebanese children with disabilities from grade 2 to grade 6. Lebanese children in grades

7 through 9 were covered by the ESSN programme. During the **fourth programme cycle** in the summer of 2023, all non-Lebanese and Lebanese children in grades 1 through 9 were eligible for the benefit.

Payment Amounts, Intended Uses and Duration – The initial payment amount was calculated based upon an education expenditure survey done by UNICEF on the average monthly costs for indirect education expenses, which was estimated at \$18.88 USD [6]. A subsequent education expenditure survey in summer of 2022 estimated the average monthly cost for indirect education expenses to \$21.10 USD. UNICEF thus planned to give \$20.00 USD per month during the school year. According to the project proposal for 2021 [1], UNICEF envisaged the cash assistance would cover, depending on learning scenarios: (1) blended learning, by covering costs for transportation, snacks, clothing and connectivity; (2) full in person learning, by covering costs for transportation, snacks and clothing; and (3) full remote learning, by covering costs for connectivity and stationery. According to the project proposal for 2022, UNICEF envisaged the cash assistance would cover indirect costs for in person learning only, with an emphasis on transportation costs [1]. The duration of the benefit was different over these two programme cycles due to school closures and teacher strikes. During the 2021-22 school year, eligible children received the for five months; during the 2022-23 school year, eligible children received the benefit for four months when the schools were open for in person learning.

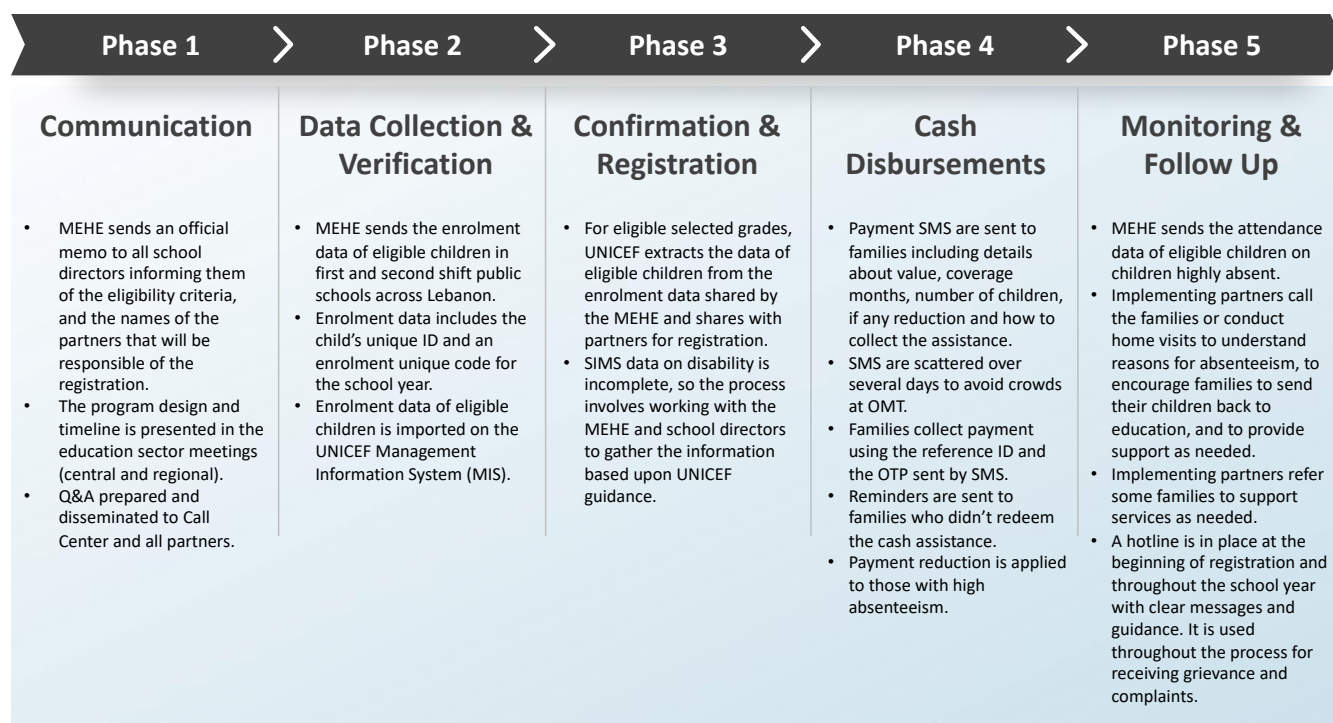
Conditions for Cash Benefit - Initially, the CFE programme was unconditional, or what UNICEF referred to as “soft conditionality.” This information was conveyed through messaging to parents on how to utilize the cash towards indirect education expenses, and through the follow-up on absenteeism activity for the children reported as highly absent (having missed at least 10 consecutive teaching days in month). However, starting with the second cycle in the summer of 2022, and per the donor request, the CFE programme became conditional based upon student attendance. This change was necessary to ensure the resources were being properly utilized and to track programme outcomes. For summer school in 2022, children had to attend at least 50% of the sessions to receive the benefit, which was increased to 75% for summer school in 2023. For the academic school year from 2022-23, children who were reported as highly absent (having missed 10 or more consecutive days of school in a given month) would receive a reduced benefit by \$10 USD. If a child unenrolled from school, or if there were full school closures, the cash assistance would be discontinued.

1.2.5. Programme Implementation and Monitoring

Programme implementation and monitoring procedures were designed, led and managed by UNICEF staff members and technical consultants. The programme work plan was comprised of five phases and involved the collaboration of MEHE, NGO partners, and private sector partners, including: (Phase 1) communication; (Phase 2) data collection and verification of recipient details; (Phase 3) confirmation of eligibility and registration; (Phase 4) cash disbursements; and (Phase 5) monitoring and follow up (see Figure 6).

Existing resources and systems were utilized by the UNICEF Lebanon Country Office to implement and monitor the CFE programme. This included the UNICEF Management Information System (MIS) that was designed for all UNICEF-supported cash transfer programming in Lebanon. UNICEF also led in evidence generation for the CFE programme, including: a baseline assessment in 2021 and an end-line assessment in 2022; post-distribution monitoring in 2022 and 2023; the follow-up on absenteeism exercise; and attendance monitoring and validation through a third party as part of the TREF modality starting in the summer of 2022 through 2023.

Figure 6: CFE implementation and monitoring phases



Data Source: UNICEF Cash for Education External Evaluation Inception Meeting Presentation, August 28, 2023.

1.2.6. CFE Programme Stakeholders and Roles

The primary stakeholders involved in the CFE programme included UNICEF, government partners, donor partners, UN agency partners, NGO partners, private sector partners and rights holders (see Table 2). According to programme documents, each stakeholder group had a different role in the project.

Table 2: CFE programme stakeholders and roles

Stakeholder Group	Description on Stakeholders	CFE Programme Role(s)
UNICEF	Deputy Representative of Programmes, Education Section, Social Protection/Policy Section, Partnerships Section	Programme design, funding, coordination, implementation systems, monitoring and evaluation
Government Partners	The Ministry of Education and Higher Education (MEHE)	Facilitating coordination and implementation across public schools and supporting monitoring through provision of attendance data
Donors Partners	EU, Dutch/Prospects, BPRM	Programme resources and thought partners
UN Agency Partners	UNHCR, The World Bank	World Bank: coordination on program duplication. UNHCR: support on monitoring absenteeism during 1 program cycle
Transition and Resilience Education Fund (TREF) Third Party	BDO	Technical contributions to attendance and payment monitoring and verification by a third-party agent contracted under the TREF
Education Sector Task Force		Programme coordination

Stakeholder Group	Description on Stakeholders	CFE Programme Role(s)
NGO Partners	AVSI, Al Fayhaa, LOST, War Child Holland, World Vision International, Bridge Outsource Transform (B.O.T)	NGOs who provide direct support for programme implementation and monitoring
Private Sector Partners	TeleSupport International (Call Center), OMT	Private sector companies supporting the cash transfers and Call Center
Rights Holders	Parents/caregivers of children in prep-ECE through Grade 9, children with disabilities, non-Lebanese children (primarily Syrian refugees), and Lebanese children	Benefitting from direct service provision to cover the indirect costs of education

UNICEF - UNICEF served in a leadership role on the CFE programme design, resource mobilization, coordination, implementation, monitoring and evaluation. The Education Section was in charge of the overall programme design and management, regular coordination with the MEHE, monitoring programme registration done by NGO partners, problem-solving and follow up on unsolved grievances, coordinating with NGO partners on student absenteeism and follow up, and post-distribution monitoring. The Social Policy/Protection Section was responsible for the management of the cash transfer related operations, payment reconciliation, managing the MIS and other tools required for programme registration and grievance mechanisms. The Partnerships Section was responsible for donor relations and engagement, and in leading resource mobilization activities.

Government Partners - The Ministry of Education and Higher Education was responsible for reviewing the eligibility criteria and in supporting the selection of hard to reach children, providing lists of eligible children, supporting communication with families/caregivers about registration dates, registration verification and monitoring school attendance.

Donor Partners – Donor partners included the EU, Dutch/Prospects, and BPRM. They not only provided financial resources for the CFE programme. As the largest financial contributor, the EU was also involved in the programme design by giving inputs into the preferred targeting and selection criteria.

UN Agency Partners – UNICEF collaborated with the UNHCR through the Education Community Liaison Officers to support gathering attendance data from school directors of children registered in the CFE programme during the 2021-2022 school year. UNICEF collaborated with the World Bank to coordinate cash assistance programmes and to ensure non-duplication of programme coverage.

NGO Partners – NGO partners supported UNICEF in the registration of eligible children on site, follow up and resolving of selected grievances, and for following up with children with high absenteeism and drop-out in order to refer them to appropriate services to stay or return to school. All NGO partners were selected based on their prior experience with UNICEF, their assessed capacity and geographical coverage. For the 2021/22 scholastic year, UNICEF partnered with five NGOs (AVSI, Al Fayhaa, LOST, War Child Holland and World Vision International) for the registration of eligible children across second shift schools in the cash assistance program, and with three of them (AVSI, LOST and War Child Holland) for follow-up on children with high absenteeism across second shift schools. For the Summer School 2022: UNICEF collaborated with one NGO, Build Outsource Transform (B.O.T) that supported the remote registration of children in the cash assistance program through its call center service. For the 2022/23 scholastic year UNICEF partnered with two NGOs (LOST and War Child Holland) for the registration of eligible children across first and second shift schools in the cash assistance program and for follow-up on children with high absenteeism across public schools.

Private Sector Partners – UNICEF partnered with TeleSupport International (Call Center) to ensure appropriate grievance mechanisms were in place and to monitor safe access. UNICEF partnered with OMT to distribute the cash to parents/caregivers through the thousands of withdrawal points with agents throughout the country.

Rights Holders – Parents/caregivers of eligible children in prep-ECE through Grade 9, children with disabilities, non-Lebanese children (primarily Syrian refugees), and Lebanese children were the recipients of the CFE benefit. Parents were responsible for registering their child for the benefit, for receiving the cash transfer, and for determining how the cash was utilized.

2. EVALUATION PURPOSE, OBJECTIVES AND SCOPE

2.1. Evaluation Purpose

This evaluation was conducted for accountability to donors and stakeholders. According to the Terms of Reference (see [Annex 1](#)), the evaluation purpose is twofold: (1) to provide an independent assessment of the relevance, coherence, effectiveness and efficiency of the CFE programme design and implementation mechanisms; and (2) to examine the extent to which equity, inclusion, gender and safe access objectives were achieved in the programme.

This evaluation was timely for UNICEF Lebanon because the CFE programme was implemented for four programme cycles from 2021 to 2023 without an independent examination of its efficacy. In addition, the new school year began in October and lessons from this evaluation will inform decision making on the future of the CFE programme. Thus, the evaluation team was requested to conduct a **rapid evaluation**. A [rapid evaluation](#) is different from a traditional evaluation in one key way – it is rapid. That means that the evaluation was designed, implemented and validated over a period of three months, with the inception, data collection and reporting taking place in parallel rather than linear stages. Rapid evaluations can provide systematic and impartial findings about an intervention to quickly inform decision making, but time constraints inform what is feasible in terms of the scale and completeness of data, such as primary data collection with programme recipients.

The findings from this evaluation will be utilized for both accountability and learning purposes. The primary users of this evaluation are the UNICEF Education Section and the European Union because the findings and recommendations inform the future design and implementation of the Cash for Education programme in Lebanon. The secondary users of this evaluation are national stakeholders, including: the Ministry of Education and Higher Education; non-governmental organizations (NGOs) supporting the implementation of the CFE programme; and UN agencies implementing similar cash transfer programmes in Lebanon. Implementing partners will benefit from the lessons learned and good practices identified through the evaluation. UNICEF Lebanon is also interested in utilizing the evaluation findings for evidence-based advocacy for continued support in facilitating access to education for the most vulnerable children and adolescents in Lebanon.

2.2. Evaluation Objectives

The evaluation objectives are aligned with the purpose of the evaluation to assess the coherence, relevance, effectiveness and efficiency of the CFE intervention against its design, objectives, implementation and results. There are a total of eight evaluation objectives, as outlined in the ToR (see [Annex 1](#)).

1. Assess the **relevance** of the CFE programme selection criteria, **targeting processes** for inclusion and exclusion, potential errors, risks of duplication or non-coverage, in order to examine the extent to which inclusion, equity, gender and safe access objectives were achieved in the programme.
2. Explore how and to what extent the CFE programme, in its design and implementation, has been successful in facilitating better **inclusion of children with disabilities**.
3. Assess the CFE programme **coherence**, and how it links with other social assistance programmes for families with children, and can be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance.
4. Evaluate the CFE programme **effectiveness** in achieving planned results, with a focus on outcomes related to linkages to attendance, retention, continuous learning, household use of cash resources, and other aspects.
5. Analyze the factors that affected progress towards results and the hindering and supporting effect of the country context, and capture **challenges, lessons learned, and success factors**.
6. Assess project **efficiency**, and how well the CFE programme utilized its resources efficiently to achieve desired results.
7. Highlight areas requiring further focus and possibly **further research**, and **main risks** to be considered during the upcoming phase, outlining possible mitigation results.
8. Provide **strategic learning recommendations** aimed at informing the upcoming phase of the programme design and implementation by UNICEF Lebanon, mainly in terms of targeted groups criteria and conditionality of assistance.

2.3. Evaluation Scope

Evaluation Approach: This rapid evaluation was both formative (examining the intervention design and implementation), and summative (examining the effectiveness of the intervention against its objectives and planned results). The evaluation was both retrospective (looking back on what has happened) and prospective (forward looking on what should be done in the future).

Evaluation Focus: The evaluation focused upon the CFE programme as implemented by UNICEF on behalf of the European Union and outlined in the programme proposals for 2021 and 2022 [[1](#), [2](#), [3](#), [4](#), and [5](#)]

Evaluation Timeframe: The evaluation examined available data on four implementation cycles of the CFE programme: (Cycle 1) the 2021 to 2022 academic school year (SY); (Cycle 2) summer school in 2022; (Cycle 3) the 2022 to 2023 academic school year; and (Cycle 4) summer school in 2023.

Geographic Coverage: Given the CFE programme has been implemented nationally across all regions in Lebanon, the evaluation examined the intervention at various geographic scales of analysis. On a national level, we examined the efficacy of the CFE programme and its coherence with UNICEF, UN and government policies and strategies for education in emergencies. On a regional level, we examined the relevance and effectiveness of the CFE programme in relation to equity and inclusion and in achieving results for the most marginalized children. On a community level, we examined the relevance and effectiveness of the CFE programme based upon the views of a select number of CFE programme implementers (NGO partners) and rights holders (parents/caregivers who received the cash benefit).

3. EVALUATION METHODOLOGY

3.1. Evaluation Questions and Criteria

The evaluation questions and sub-questions were organized around the [OECD evaluation criteria](#) specified in the Terms of Reference (see [Annex 1](#)). Four evaluation criteria were prioritized in the requirements because they respond best to the evaluation purpose and objectives: (1) relevance; (2) coherence; (3) effectiveness; and (4) efficiency. Equity, gender equality and human rights-based considerations were cross-cutting criteria that were integrated throughout the evaluation questions.

Relevance refers to the extent to which the CFE intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change. Coherence refers to the compatibility of the CFE intervention with other interventions in Lebanon, other sectors or institutions. Effectiveness refers to the extent to which the CFE intervention achieved its objectives and results, including any differential results across the targeted groups. Efficiency refers to the extent to which the intervention delivered results in an economic and timely way.

The evaluation team reviewed, strengthened and revised the evaluation questions in the Terms of Reference to reduce the number of sub-questions and ensure greater clarity.³ The CFE evaluation covered a total of 20 questions - four key evaluation questions and 16 sub-questions.

5. Relevance - Is the CFE programme doing the right things?

- 5.1. How relevant is the CFE programme for UNICEF's mandates, core commitments to children, children's right to education, government priorities, and the evolving country context?
- 5.2. To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?

³ The following questions were removed because they are covered by other similar evaluation questions and are incorporated into the evaluation framework (see Annex 2, [Evaluation Framework](#)).

- To what extent has UNICEF been able to adapt this intervention to changes in needs and priorities caused by the evolving country context, Covid-19, and socio economic and financial crisis (covered in question 1.1)?
- To what extent were the CFE programme selection criteria and targeting processes effective in achieving the planned results (covered in question 1.3)?
- How well has accountability to affected populations, complaints and feedback mechanisms and safe programming provisions worked in the CFE (covered in question 1.4)?
- Does the UNICEF cash for education programming actively contribute to the promotion of the right to education and education outcomes, especially for the most vulnerable (covered in question 3.1)?
- To what extent was UNICEF support effective in reducing economic barriers for enrolment and retention into formal education (K-G9) during SY 2021-2022 and SY 2022-2023, and facilitating access, enrolment and retention of vulnerable girls and boys in public education (covered in question 3.1)?
- In what ways and to what extent has the CFE intervention been gender responsive or transformative (covered in question 3.3)?
- How efficiently did UNICEF respond to equity-based challenges (covered in question 3.3)?
- Were there any inefficiencies because UNICEF did not work with certain or adopted different implementation modalities (covered in question 4.1)?
- Were appropriate monitoring and financial accountability mechanisms in place (covered in question 4.3)?
- To what extent were social and gender disaggregated data collected and monitored during the programming (covered in question 4.3)?

- 5.3. In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?
- 5.4. How well and to what extent has participant feedback been incorporated to improve the design and delivery of the CFE interventions?

6. Coherence - How well does the CFE programme fit the context?

- 6.1. How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?
- 6.2. How aligned is the CFE programme with UNICEF Lebanon's Education Programme Strategy, and other social assistance programmes for families with children being carried out by UNICEF?
- 6.3. How can the CFE programme be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance?
- 6.4. To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national and regional cash assistance programmes?

7. Effectiveness - Has the CFE programme achieved its objectives?

- 7.1. To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?
- 7.2. Has there been any unintended positive or negative consequences or effects of the CFE programme?
- 7.3. How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?
- 7.4. How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?

8. Efficiency - How well were the CFE programme resources used?

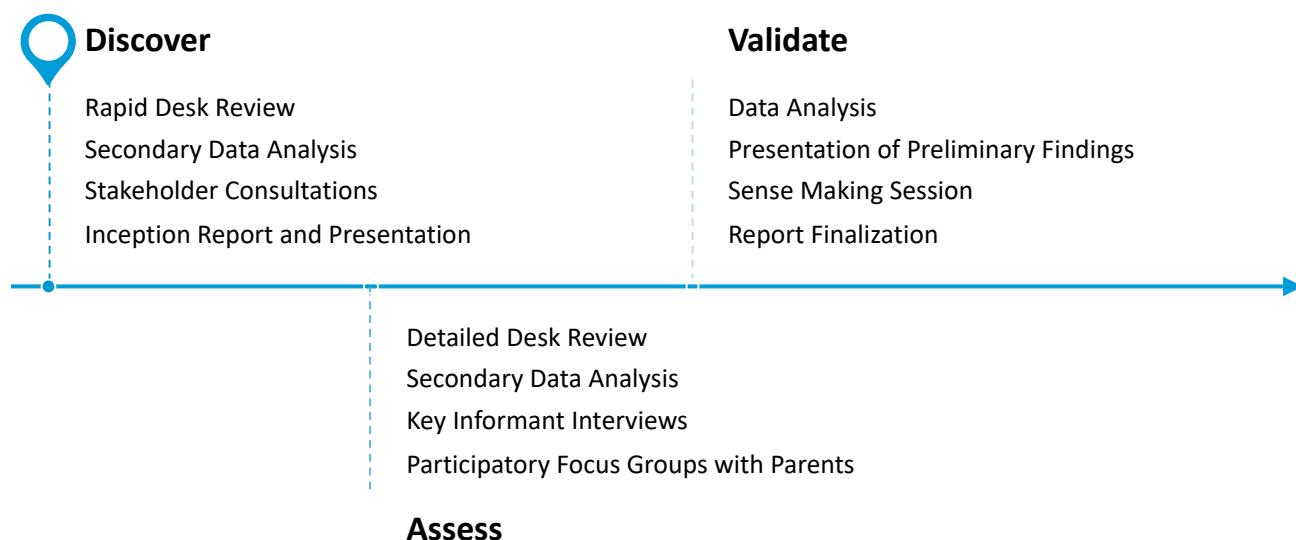
- 8.1. To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?
- 8.2. How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?
- 8.3. To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?
- 8.4. To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?

3.2. Evaluation Design

The evaluation team utilized a participatory and theory-based approach to implement the rapid evaluation of the CFE programme. Theory-based evaluation designs focus upon understanding an intervention's contribution to the observed results through [contribution analysis](#), rather than determining causation through comparison to a counterfactual. This evaluation design was selected because there was no theory of change specific to the CFE programme. Rather, there was a generalized logic model of UNICEF's education programme in Lebanon and how the CFE programme fit into this logic to increase access to education. A theory-based evaluation design focuses upon the reconstruction and analysis of the results chain logic and identifies the pathways to change. Through an iterative data collection and analysis process, theory-based evaluations permit the identification of the unique attributions of an intervention, as well as its contributions to collective outcomes and impacts.

The CFE evaluation was implemented in three phases that ran in parallel given the rapid nature of this evaluation (see Figure 7).

Figure 7: Overview of the evaluation design



The first phase of the evaluation focused on discovery or exploring what the CFE intervention is, why it was needed, any factors about the evaluation context that may have influenced implementation, and stakeholder interests and needs. The second phase of the evaluation approach involved data collection and analysis to assess the relevance, coherence, effectiveness and efficiency of the CFE programme. The third phase of the evaluation approach involved data analysis, validation of the findings, and a co-creation of the evaluation recommendations with relevant internal and external stakeholders. This participatory process culminated into this evaluation report.

3.3. Data Collection Methods and Sample

This evaluation utilized mixed methods to answer the evaluation questions. The selection of methods was informed by the requirements in the ToR (see Annex 1, [Terms of Reference](#)) and the evaluation framework (see Annex 2, [Evaluation Framework](#)).

These methods included: (a) a desk review of relevant programme documents, evaluations and studies; (b) secondary data analysis of programme monitoring data; (c) consultations with relevant UNICEF staff members and consultants; (d) key informant interviews with government partners, donor partners, UN agency partners, NGO partners and private sector partners; (e) participatory focus groups with parents who benefited from the CFE programme; (f) a reconstruction of the theory of change; and (g) participatory sense making sessions with evaluation stakeholders.

Table 3 summarizes the planned evaluation methods and participant sample (n=148) compared to the actual evaluation participants sample (n=146). A majority of parents (81%) and partner key informants (58%) were female, while fewer UNICEF informants (33%) were female. More documents and secondary databases were reviewed and analyzed than planned.

Table 3: Planned versus realized evaluation sample, by method

Method	Planned Sample	Actual Sample	% Female	Notes
Desk Review	58 documents	81 documents		See Annex 3
Secondary Data Analysis	10 databases	12 databases		See Annex 4
Consultations with UNICEF	8 key informants	11 key informants	33%	See Annex 5
Key Informant Interviews with Partners	20 key informants	19 key informants	58%	See Annex 6
Participatory Focus Groups with Parents	120 parents	116 parents	81%	See Annex 7
Total Sample	148 participants	146 participants		

3.3.1. Desk Review

The desk review consisted of 81 documents that were provided by UNICEF or identified by the evaluation team for inclusion in the evaluation (see Annex 3, [Documents Reviewed](#)). These documents included programme proposals, donor reports, operational documents, post distribution monitoring reports, country programme documents, national policies and strategies, and partnership agreements. The evaluation team also examined additional documents for the evaluation, including national strategies for social protection, and evaluations or studies of similar cash for education interventions supported by UNICEF. The evaluation team coded passages of text for 33 out of the 81 documents that provided relevant information to answer the evaluation questions. Other documents were reviewed strategically to answer the evaluation questions, but were not coded (see Annex 3, [Document Sample](#)). An annotated bibliography for the 33 coded documents is provided in Annex 3 (see [Annotated Bibliography](#)).

3.3.2. Secondary Data Analysis

Secondary data analysis of quantitative monitoring data was performed during inception and data collection stages. During the inception stage, demographic data on programme recipients was analyzed to identify a relevant sample of regions, households and parents to include in the evaluation (see Annex 7, [Selection of Regions](#),

[Selection of Households and Parents](#)). During the data collection stage, 12 databases were analyzed to answer all relevant evaluation questions (see Annex 4, [Secondary Data Analysis](#)). These databases consisted of: (1) partner school data (n=1,410); (2) programme enrolment data (n=336,743); (3) Call Center data (n=34,917); (4) post-distribution monitoring data (n=1,377); and student attendance data (n=765,586). These databases were utilized to identify descriptive and spatial trends for the evaluation results and in alignment with the CFE theory of change and measurement framework.

3.3.3. Consultations with UNICEF

Consultations with UNICEF took place throughout the evaluation process with the Monitoring and Evaluation Section. During the inception phase, the evaluation team consulted with UNICEF Programme Specialists from the Education and Social Protection Sections to inform the evaluation design and to determine which stakeholders to include as key informants. During the data collection phase, a total of 11 key informant interviews were conducted through 12 sessions with relevant UNICEF staff members from Senior Management (Deputy Representative and Education Chief); and from Education, Social Protection and Partnerships Sections (see Annex 5, [Evaluation Sample and Participants](#)). During the evaluation reporting phase, relevant UNICEF stakeholders were consulted through debrief meeting and presentation on emerging themes from the data.

UNICEF consultations were conducted by the Team Leader in English, lasted approximately 30 minutes to one hour, and were remote. UNICEF informants were read the consent form out loud and were asked their permission to participate in the evaluation and to audio-record the conversation for the efficient preparation of interview transcripts for data analysis (see Annex 9, [Participant Consent Forms](#)). These consultations provided an opportunity to obtain UNICEF views on the relevance, coherence, effectiveness and efficiency of the CFE programme. Interview questions were mapped against evaluation questions and differed for each informant type (see Annex 5, [UNICEF Interview Protocols](#)).

3.3.4. Key Informant Interviews

The evaluation included 19 key informant interviews through 15 sessions with relevant stakeholders from the Ministry of Education and Higher Education, donor partners, UN agency partners, NGO partners and private sector partners (see Annex 6, [Evaluation Participants and Sample](#)). These interviews provided an opportunity to obtain partner views on the relevance, coherence, effectiveness and efficiency of the CFE programme, as relevant to their role in the programme. Interview protocols included the evaluation questions, mapped against the interview questions, which varied by the type of partner (see Annex 6, [Key Informant Interview Protocols](#)).

The key informant interviews took place remotely or in-person in Lebanon, depending upon stakeholder availability. The interviews were overseen by the Team Leader and conducted by the Education Expert in the most appropriate language for the informants (such as Arabic or French). The interviews lasted approximately 30 minutes to one hour. The evaluation team took notes on a computer or notebook for in person interviews. Permission was asked to participate in the evaluation utilizing the appropriate consent forms (see Annex 9, [Participant Consent Forms - Implementing Partners](#)). The evaluation team also requested permission to audio record any remote interview sessions to facilitate the preparation of transcripts for data analysis.

3.3.5. Participatory Focus Groups with Parents

Research demonstrates that engaging parents or caregivers in evaluations is beneficial as it increases the quality and relevance of the study and results in credible and more significant outcomes (Shen et al., 2017). Parents can also represent those who are less well placed to represent themselves, such as children with disabilities or those who are young, and help in the development of a more culturally responsive and sustainable intervention (Blackburn et al., 2010).

Given the rapid nature of the evaluation, the evaluation team conducted participatory focus groups with a select number of parents/caregivers in three regions. The selection of regions and evaluation participants was done in consultation with UNICEF programme managers to ensure we obtained a **representative sample of beneficiaries** that was also **operationally feasible** within the evaluation timeline. We utilized secondary data to determine which regions and parents to include in the sample (see Annex 4, [Selection of Regions](#) and [Selection of Household and Parents](#)).

The main criteria used to select the evaluation region and participants was data on the CFE programme reach, which included information on: (1) parents/caregivers who benefitted from the cash transfers for at least one programme cycle (SY 21-22 and/or SY 22-23); (2) the child's nationality, grade/age, and sex; (3) the inclusion of children with disabilities. Based upon this analysis, Mount Lebanon, North and Bekaa regions were identified for the participatory focus group sessions with parents/caregivers (see Annex 7, [Description of Regions](#)). These regions had some of the highest concentration of Syrian refugees and included beneficiaries from all grades. They also offered a mix of urban and rural settings where the distance from home to school would vary. Furthermore, children with disabilities were also beneficiaries of the CFE programme in these regions.

The evaluation team implemented 10 participatory focus groups with parents and caregivers using a stratified sampling logic to identify the parents across the selected regions (see Annex 7, [Selection of Household and Parents](#)). Potential participants were recruited through UNICEF's implementing partners (see Annex 7, [Parent Recruitment Form](#)). The first level of stratification was based upon a child's nationality; the second level of stratification was based upon their age group/grade range; the third level of stratification was their sex; and the fourth level was based whether or not a child had a disability. This sampling logic was important for ensuring that the evaluation team could analyze the unique perceptions of sub-groups of parents who represented children of different nationalities, different ages, and different abilities.

Other factors were taken into consideration for the sampling. UNICEF advised the team to select programme recipients from the 2022-2023 academic school year since these participants would likely be reached through the most up-to-date phone numbers in the Management Information System (MIS). Given no ECE grades benefitted from the CFE programme during this school year and the parents may not be reachable, and given the emphasis on Grade 1 in the CFE programme targeting and selection criteria in the second programme cycle, the evaluation team opted to include additional sessions for grades 1-3 (or replacing the ECE sessions proposed in the inception report with grades 1-3). Further, given no Lebanese students in Grades 7-9 received the benefit, they were not included in the potential sample.

In total, 116 parents/caregivers who represented 161 children participated in the evaluation sessions (see Annex 7, [Households Characteristics of Evaluation Participants](#)). An even proportion of female and male parents/caregivers were invited to participate in the evaluation. Among the session participants, 81% were female/mothers and 19% were male/fathers. Given gender roles and social norms in Lebanon, the evaluation team anticipated that more mothers than fathers might be represented in our sample. Further, the sessions took

place during the day and fathers may have had to work. The session had more Syrian participants (74%) than Lebanese participants (26%), even though we sought an even mix of both nationalities. The sessions had a mix of grades and child age groups according to our sampling logic, covering each cycle of basic education. Children represented by the parents were as follows: 49% of children were in cycle 1 (grades 1-3), 25% of children were in cycle 2 (grades 4-6), and 16% of children were in cycle 3 (grades 7-9). The sessions included households in which parents/caregivers reported that 31% of their children had disabilities, including physical, visual, hearing, psychosocial or learning disabilities.

The participatory focus group sessions with parents/caregivers focused upon their perceptions of the outputs and outcomes achieved by the CFE programme. The evaluation utilized a child-rights based, interactive, and graphic survey tool, called Child Friendly Places⁴ that enabled the participants to score and discuss the results of a survey in real-time. For this evaluation, we included seven survey items related to school access, and which aligned with the CFE programme objectives and measurement indicators (see Annex 7, [Indicators and Survey Statements](#)).

Each session with the parents lasted for about 90 minutes and took place in a community setting or school classroom (see Annex 7, [Session Outline](#)). The sessions were overseen by the Team Leader and facilitated by the Education Expert. A note taker was present to gather anonymous household demographic data and to take detailed notes of parent views during the discussion of the results for each survey item (see Annex 7, [Session Note Taking Tools](#)). Participants were informed of the evaluation purpose and uses, and asked to volunteer to participate in the evaluation using informed oral consent forms that were read out loud in the Lebanese Arabic dialect (see Annex 9, [Participant Consent Forms for Parents](#)).

The quality of the focus group sessions was monitored by the Education Expert and the Team Leader (see Annex 7, [Session Monitoring Tool and Quality](#)). One challenge in implementing the focus group sessions was that parents did not show up during the correct times. As a result, many sessions had a mix of nationalities and children of differing abilities. While this did not affect the quality of data collection, it did limit what the evaluation team could do with the quantitative data. The environment in which the sessions took place was crowded and noisy in four group sessions, but the facilitator adjusted her engagement techniques accordingly. Because children were brought by their parents to the sessions, the lack of sufficient space and illiteracy among the participants, the Evaluation Expert also made refinements to the scoring technique aimed at enhancing clarity and comprehension among participants, which had negligible effects on the overall outcomes. Adjustments included the removal of scoring using colored candy with scoring by participants closing their eyes and raising their hands when their preferred response was shared by the facilitator out loud.

⁴ Child Friendly Places is a methodology for integrating children's rights into local development initiatives and educational programs. The methodology can be used for programme planning, monitoring and evaluation and can be facilitated by adolescents and community members. The methodology includes a global toolkit for participatory community assessments with children and youth ages 6 to 18, parents of infants and toddlers ages five and under, and service providers (such as teachers, youth workers, social workers). The methodology was designed by the Children's Environments Research Group within the Center for Human Environments, at the Graduate Center of the City University of New York with funding from the UNICEF Office of Research, UNICEF Headquarters Education Section, and the Bernard van Leer Foundation. To date, the methodology has been applied by UNICEF, civil society organizations, international and national NGOs and other community members in more than 35 countries with 70,000+ participants. The data is used for community-led action planning and for monitoring and evaluating the situation of children and adolescents. Learn more about the approach through this [global evaluation](#), and an interactive [map of case studies](#). Read a recent application of this methodology for the [UNICEF Eritrea Country Programme Evaluation](#) in 2022.

3.3.6. Reconstruction of Programme Theory of Change

Given this is a theory-based evaluation, the evaluation team retrospectively reconstructed the CFE programme theory of change based upon all of the available evaluation data. The theory of change was developed through an interactive and participatory process with relevant stakeholders. First, a simplified theory of change was developed and shared during inception with relevant UNICEF stakeholders. Second, the evaluation team revised and strengthened the theory of change after data collection and contribution analysis was completed (see Section 4.2.2., [Alignment with UNICEF Programmes](#)). Feedback from UNICEF informed the final theory of change in both a narrative and infographic formats, and included the identification of strategies, assumptions and risks.

3.3.7. Sense Making Sessions

The evaluation team participated in four sensemaking session(s) with programme staff and implementing partners to understand the context of the CFE programme, the factors that contributed to its achievements or lack of progress, and the implications of the evaluation findings for future programming. The first session consisted of a virtual UNICEF presentation to the evaluation team about the CFE intervention. The second session involved a virtual presentation by the evaluation team to UNICEF and the Reference Group on the inception report. The third session was blended in person and remote with UNICEF and implementing partners during which the evaluation team presented emerging findings from the data collection phase. The fourth session will be virtual with UNICEF, the Reference Group and a larger external audience of interested stakeholders to disseminate the conclusions and recommendations.

3.4. Data Analysis Procedures

3.4.1. Contribution Analysis

The evaluation team utilized contribution analysis as its primary data analysis procedure. Contribution analysis is particularly useful when working in complex international development contexts like Lebanon, where sole attribution is difficult.⁵ The steps involved in contribution analysis include: (1) identification of the evaluation questions; (2) developing a theory of change; (3) gathering existing evidence; (4) assembling and assessing the contribution narrative; (5) seeking out additional evidence; and (5) revising and strengthening the contribution narrative. Further, the evaluation team sought to understand both direct and indirect contributions of the CFE programme, but this was dependent upon the strength and availability of information in the extant data analysis.

3.4.2. Qualitative Data Analysis

Qualitative analysis was carried out using Dedoose, an online software designed for data management, coding, and analysis. The evaluation team employed an inductive qualitative analysis method to extract insights from the collected data, utilizing thematic coding. The analysis was guided by the evaluation questions as outlined in the evaluation framework (see Annex 2, [Evaluation Framework](#)). To ensure consistency in the application of codes and inter-rater reliability, the evaluation team has developed a codebook structured around the evaluation questions (see Annex 8, [Coding Manual for Qualitative Data Analysis](#)).

⁵ The evaluation team anticipated not having the necessary data or time to empirically test the CFE programme theory of change through process tracing. Process tracing is more concerned with deciding which of a series of alternative explanations is correct through formal tests, while contribution analysis aims to look at the relative importance of an intervention within larger development processes.

This codebook was aligned with the programme's objectives and the core dimensions of the theory of change, ensuring that the results are actionable and directly tied to the evaluation's objectives. To maintain high reliability, the application of codes was tested, compared and discussed among analysts. In instances where it was deemed necessary, assessments of inter-coder reliability was carried out to ensure uniformity in the application of coding throughout the analysis process. The established coding structure was consistently applied to all transcripts. Each code was developed and applied inductively to identify emergent themes.

A total of 102 thematic codes were applied 2,593 times to 927 passages of text from 69 qualitative data sources (48% documents, 52% stakeholder views (see Annex 10, [Qualitative Data Summary](#)). Each evaluation question had a sufficient amount of qualitative data associated with it, but primary data collection skewed the coded text towards programme effectiveness. Stakeholder views reflected 88% of the coded excerpts, in comparison to 2% of the coded excerpts from the document review. This trend was because programme effectiveness was one topic of key informant interviews with implementing partners and was the primary focus of the participatory focus group sessions with parents/caregivers.

3.4.3. Quantitative Data Analysis

The quantitative data was analyzed in Microsoft Excel. Given the nature of the evaluation questions, quality and scope of the data provided, the evaluation utilized descriptive statistics to share trends in the information. We analyzed the quantitative data according to the evaluation framework to assess trends in access to education, the programme selection criteria, programme coverage, and participant experiences, disaggregated by age, sex, geography (region/directorate), disability, distance to school, nationality/refugee status, wealth quintile, urban/rural (see Annex 2, [Evaluation Framework](#)). We also performed spatial data analysis with the quantitative data on enrolled participants by comparing maps of programme coverage with the location of Syrian refugees, and to assess programme coverage by region and village.

The steps involved in quantitative data analysis included: cleaning and validating the fields, transforming the data as needed, and the creation of pivot tables. Limitations included that inferences were made regarding some fields given no coding manuals were provided. Quantitative data (survey responses) from the participatory focus groups with parents were transformed into scorecards (weighted averages) from a low of 1 to high of 10 for each survey statement. The scorecard provides a summary score for each survey item and facilitates comparison in perceptions across the selected population. The scorecard formula is: $(\# \text{ of participants who said mostly true} * 10) + (\# \text{ of participants who said somewhat true} * 5) + (\# \text{ of participants who said not true} * 1) / \text{total \# of participants}$.

3.4.4. Data Triangulation

Data triangulation is the process of integrating and synthesizing the data from multiple sources to inform judgements about the CFE programme. This process was facilitated through Dedoose, where all qualitative data (including documents, key informant interviews and consultations) were analyzed together (see Annex 8, [Coding Manual for Qualitative Data Analysis](#)). The key evaluation questions in the evaluation framework also represent a summation of all data sources according to a qualitative summary scale (see Annex 2, [Evaluation Framework](#)). We also provided hyperlinks to the documents utilized in reporting results, to increase transparency of the data sources using [hyperlinked numbers in brackets] aligned with the document review (see Annex 3, [Documents Reviewed](#)).

3.5. Evaluation Limitations and Mitigation Measures

The primary limitation of this evaluation was the proposed timeline for its completion. The evaluation team was requested to complete the entire evaluation process within one month to facilitate donor decision making. However, in this scenario, it would have meant the evaluation was not as comprehensive or robust as envisaged in the Terms of Reference. For instance, it would not have been possible to include rights holders in the evaluation due to the time constraints involved with obtaining ethics approval, as well as the time involved to notify and efficiently engage implementing partners. It would also not have been possible to conduct in-person key informant interviews with implementing partners; all discussions would need to be remote to complete the evaluation on time.

Through discussions with the donor, we learned that there was a preference to include parents/caregivers in the evaluation, and to ensure the evaluation is of high quality. Thus, we agreed to a three month evaluation timeline that would permit the inclusion of parents and in-person key informant interviews. Nonetheless, this was still considered a rapid evaluation, which placed constraints on the scale of primary data collection with parents/caregivers. For example, we could only cover a select number of regions where the intervention was implemented and with the most recent cash recipients. As a result, the data representing parents/caregiver perceptions cannot be utilized to assess programme impact or be generalized to the larger national population. Instead, the data from these sessions was utilized to spot check programme implementation in order to determine to what extent the theory of change was holding true. This data also represented one source of information among several data sources we included in our analysis of programme effectiveness.

The second major limitation for this evaluation was a lack of sufficient data, specifically data that would permit the analysis of the contributions and pathways to results for children. In particular, there was insufficient participant data to assess the contributions of the CFE programme on student enrolment and attendance pre- and post-intervention, or to assess the contributions of CFE towards learning outcomes. Further, it was not possible for the evaluation team to analyze and validate all secondary data given the complexity of the databases involved. The evaluation team mitigated this issue by examining all available data and by explaining where pathways in the theory of change were clear and strong, and where more data is needed to test and validate the pathways to outcomes and impacts.

3.6. Gender and Human Rights

This evaluation integrated considerations of gender and human rights from multiple perspectives. First, the evaluation was informed by United Nations and UNICEF policies and procedures for evaluations, including the ethical inclusion of programme managers (duty bearers) and beneficiaries (rights holders) in the evaluation process.⁶ The evaluation was also guided by the principles of confidentiality, accountability, integrity, and independence, as expressed in the ethical review procedures and consent forms for all evaluation stakeholders (see Annex 9, [Ethical Review](#)). The evaluation team applied for and received approval for the ethical inclusion of human subjects in this evaluation to ensure participants' rights were known and respected (see Annex 9, [Ethical Review Board Approval](#)). This evaluation explicitly addressed gender and human rights (especially children's rights,

⁶ This includes [UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis](#); [Standards for Evaluation in the UN System](#); [UNICEF Guidance on Gender Integration in Evaluation](#); and [UNICEF Global Evaluation Reports Oversight System \(GEROS\) Handbook](#).

women's rights and rights for persons with disabilities) throughout its proposed design and data collection and analysis methods and procedures.⁷

From the design standpoint, the evaluation included specific questions about equity, inclusion and gender equality within each evaluation criteria. In terms of methods, the evaluation aimed to include a representative sample of parents who are the rights holders, alongside their children, in receiving benefits from the CFE programme. The evaluation team proposed to gather the views of parents of vulnerable girls and boys, parents of children with disabilities, and parents of Syrian refugee children. The participatory data collection sessions enabled the parents to score their views on children's right to education as it applies to the CFE programme. In addition, we gathered the views of duty bearers to answer the evaluation questions. While also sought to have a gender balance of key informants, although we anticipated the gender composition of the education sector and those working within it may vary by organization type. Finally, the evaluation team ensured that all of the data was analyzed to the extent feasible by age, sex, geography (region/directorate), disability, distance to school, nationality/refugee status, wealth quintile, and urban/rural settings.

4. Evaluation Findings

In this section, we summarize the findings for each core evaluation question and sub-question, which is supported through evidence that was triangulated from different data sources to formulate the responses. We indicate the data sources within each paragraph to facilitate transparency in our analysis.

4.1. Relevance

EQ 1 - Relevance - Is the CFE programme doing the right things?

High-Level Findings: UNICEF is doing the right things to promote equity and inclusion of vulnerable children in accessing school in Lebanon. However, certain aspects of the CFE programme design, implementation and monitoring procedures require refinement or strengthening. These include increased participation of programme partners, implementers and rights holders in the design of the programme to ensure it is equitable; strengthened communication with cash recipients to ensure the rationale for targeting is clear; explicit strategies for addressing non-coverage of eligible children, especially children with disabilities; and explicit approaches to strengthen the gender-responsiveness of the programme.

4.1.1. Relevance for Children's Right to Education

EQ 1.1. - How relevant is the CFE programme for UNICEF's mandates, core commitments to children, children's right to education, government priorities, and the evolving country context?

Key Findings: The evaluation found good alignment between the CFE programme and UNICEF's mandates and core commitments to children regarding access to education, as the intervention spanned the development-

⁷ See the [United Nations Convention on the Rights of the Child](#); the [United Nations Convention on the Elimination of all Forms of Discrimination against Women](#); and the [United Nations Convention on the Rights of Persons with Disabilities](#).

humanitarian nexus through the inclusion of vulnerable Syrian and Lebanese children within its eligibility criteria. The evaluation also found good alignment between government priorities on access to education of vulnerable populations and the CFE programme. The evaluation found the CFE programme was unique in its design to better identify and mainstream children with disabilities into formal education, which had not yet been addressed in the country. The evaluation also found that the CFE programme was designed to address specific equity and gender barriers to vulnerable children's attendance and retention in school, namely high costs for transportation and school supplies, and by the inclusion of older grades to address gender-related school dropouts. However, the omission of ECE from the eligibility criteria after the first programme cycle covered by this evaluation due to funding shortfalls was not in line with UNICEF's initial rationale for targeting, nor with government priorities for ECE.

The evaluation found the CFE programme was well aligned with UNICEF's mandates because the intervention bridged the development-humanitarian continuum. UNICEF's mandate for children's right to education is to ensure that all children learn, especially the most vulnerable child and adolescent populations, as outlined in the global [UNICEF Strategic Plan \(2022-2025\)](#) and Sustainable Development Goals for education. Within emergency or humanitarian contexts like Lebanon, UNICEF is mandated to ensure continued access to education to the affected populations.

While initially focused only on Syrian refugees in response to the regional conflict that displaced and interrupted nearly 200,000 children from accessing education, the CFE programme evolved in response to other contextual factors and operating conditions ([Lebanon Five-Year General Education Plan](#)). The CFE programme design was adjusted to include Lebanese children in the eligibility criteria given the rapid and compounding effects of the economic situation in the country. This change was viewed positively by key informants from the MEHE and UNICEF, and was in direct response to government requests to include Lebanese students in the cash assistance given their increased vulnerability. The influx of Lebanese into the public formal education system after COVID also indicated a shift in needs due to increases in household poverty (see previous Figure 1). UNICEF informants also noted there was a lack of community social cohesion between Lebanese and non-Lebanese populations, and considered the addition of Lebanese to the eligibility criteria as a risk reduction strategy.

The evaluation found good alignment with national education priorities regarding improved retention of vulnerable groups and the CFE programme, which is Pillar 1, Priority Area 1 of the [Lebanon Five-Year General Education Plan](#) (2021-2025). However, for Pillar 1, Priority Area 2 on strengthening of ECE for children ages 3-5 years, the CFE programme only supported this priority during the first programme cycle covered by this evaluation, and then subsequently removed this age group from all other programme cycles. While UNICEF informants indicated this decision and change was made in consultation with the MEHE and due to funding constraints, the government priority to provide at least one year of ECE for all children a year before their official primary entry year was no longer supported by the CFE programme. This change was significant, as the CFE programme had been supporting 88% of the national, second shift Prep-ECE student population of Syrians enrolled in formal education (see Annex 10, Table 12).

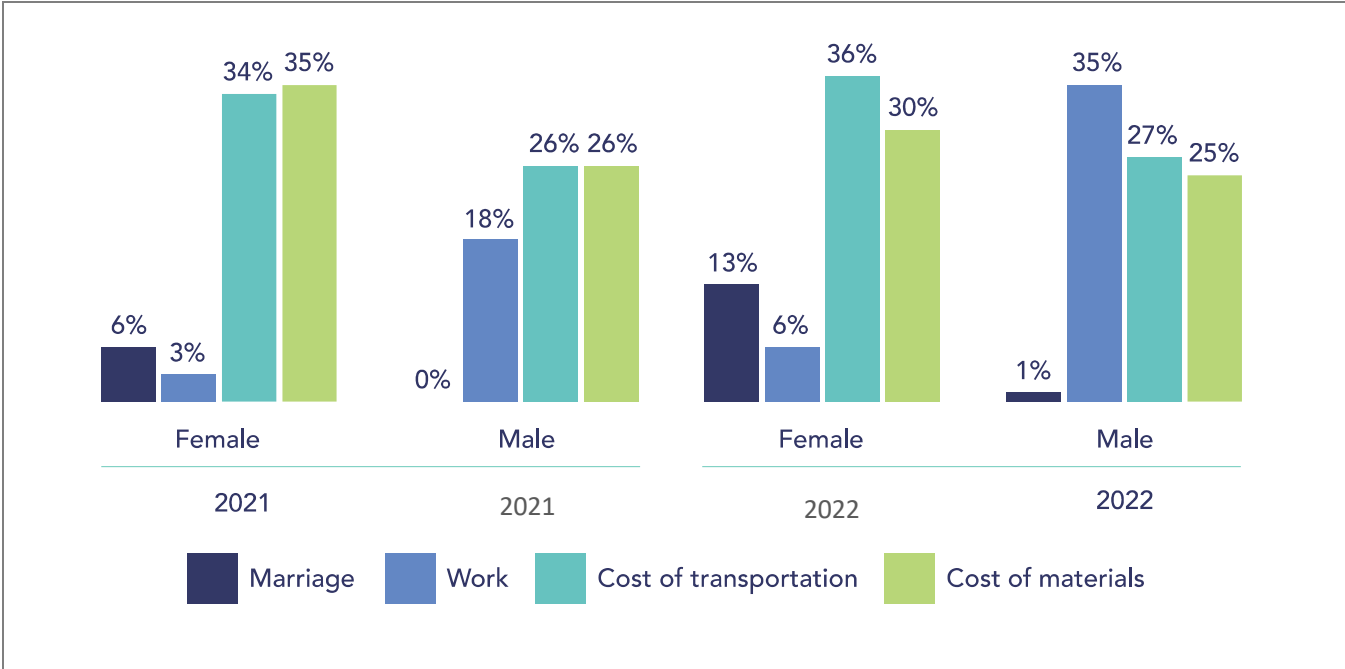
The decision to eliminate ECE from the eligibility criteria was in contrast to UNICEF's approach to categorical targeting, which included a criteria for targeting the grades with the poorest overall enrollment in formal education. This decision was done in consultation with the MEHE and donor, and was related to a lack of resources and government requests to include Lebanese students. According to data from UNICEF and the MEHE, the ECE age group had the overall poorest enrolment figures across all grades. The MEHE indicated that 50% of children aged 3 to 5 were enrolled in ECE on a national level during the 2019-2020 school year ([Lebanon Five-Year General Education Plan](#)). UNICEF reported that only 39% of Syrian children aged 3 to 5 in ECE were enrolled in 2020-2021

based upon a vulnerability assessment [23]. Another study found refugee children in the ECE age group had the poorest overall attendance rates among all age groups within this populations. For example, only 7-11% of Syrians ages 3-5 were attending in school in 2020-2021, compared to 50 to 72% of Syrians ages 6-14 [33].

The evaluation found the CFE programme had a logical link with the needs of vulnerable Syrian children to access schooling, namely by addressing the gender-related barriers from the high indirect costs for education.

A vulnerability study of Syrian refugees found that a lack of money for transportation and for school supplies were the main reasons why children did not attend school (see Figure 8) [33]. The study found gender differences in these reasons for older children even though primary enrollment has near gender parity, as well as increased vulnerability among females and males from 2021 to 2022 [33]. For example, 6% of females reported that marriage was the main reason for not attending school, which increased to 13% in 2022. Similarly, 18% of males reported work was the main reason for not attending school, compared to 35% in 2022. The CFE programme sought to address these gender social norms by ensuring older girls and boys were included in the eligibility criteria.

Figure 8: Main reasons for not attending school, by sex (2021-2022)



Data Source: Vulnerability Assessment of Syrian Refugees in Lebanon [33]

The evaluation found that the CFE programme was unique because it was designed to support the mainstreaming of children within formal public schools. The CFE programme was also aligned with the government’s priority to have a common and coherent screening process for children with disabilities.⁸ Within the [Lebanon Five-Year General Education Plan](#), the MEHE reported piloting 30 inclusive schools for an estimated 6,000 students with disabilities, which has since expanded to 110 schools [1]. However, there was no data on the number of children with disabilities served through formal public education, the models for inclusion, or the types

⁸ According to key informants, this includes alignment with the 2023 National Inclusive Education Policy.

of services available. The national education plan outlined a priority to better identify children with disabilities, and this was also a common goal of the CFE programme. Given the high number of Syrian refugees with disabilities, UNICEF found children with disabilities were largely overlooked and had limited access to services or systematic interventions that addressed their needs. For example, UNICEF reported that 56% of Syrian children with disabilities aged 6-14 were not enrolled in school in 2019, compared to 31% for those without disabilities [1]. Thus, the CFE programme fills an important gap within the country on ensuring access to school among children with disabilities.

4.1.2. Responsiveness to Children's Needs

EQ 1.2. - To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?

Key Findings: The CFE programme was successful in two out of the four programme cycles in registering the targeted number of eligible children enrolled in public formal education to receive the cash assistance. Lower reach in other programme cycles was due to a lack of accurate contact details provided by families and the MEHE for some of the eligible children. The CFE programme reached an equal proportion of females and males, a higher proportion of Syrian children during the school year cycles and a higher proportion of Lebanese children during the summer school cycles, and increased the coverage of children with disabilities over time. While the CFE programme was designed for implementation at a national level to promote equity, the scale of need was greater than the current implementation scope.

The CFE programme exceeded its targets for the registration of eligible children in cycles 1 and 4, but did not achieve its targets in cycles 2 and 3. The CFE programme exceeded its targets for the 2021-2022 school year by 3%, and for summer school in 2023 by 5%. It did not meet its targets for summer school in 2022 (19% fewer children were reached than planned), and for the 2022-2023 school year (16% fewer children were reached than planned) (see Table 4); .

According to UNICEF informants, three main factors contributed to underachievement during SY 2022-2023: (1) the under reporting of children with disabilities in selected schools; and (2) low reachability of eligible children in certain regions because of a lack of NGO partners; and (3) inaccurate government data. UNICEF faced challenges in reaching eligible families since many phone numbers given by parents to schools were not correct. Despite many follow-ups to try and get the correct phone numbers with the support of the MEHE, many families remained unreachable. However, the program eligibility criteria were widely communicated to potential recipients. In addition, the call center was active and available until December 2022 for eligible families that had not received cash assistance to reach out for complaints and registration.

Overall, a total of 367,890 children were independently validated by the evaluation team as CFE recipients from 2021 through 2023, about 5% fewer than planned (see Table 4). We validated a total of 185,356 girls (56% non-Lebanese), 182,534 boys (54% non-Lebanese), and 27,938 children with disabilities (53% non-Lebanese) who were reached by the CFE programme across all programme cycles (see Annex 10, Table 12).

Table 4: Summative programme reach and national coverage across four programme cycles

Programme Cycle	# of Children Targeted for CFE	# of Children Reached by CFE ⁹	Difference (+/- and %)	Total Enrolled in Public School	% Covered by CFE (national)
1. 2021-2022	87,000 ¹⁰	89,402	+2,402 (+3%)	184,251 ¹¹ 149,672 ¹²	49% 60%
2. Summer 2022	96,000	80,955	-15,045 (-19%)	---	---
3. 2022-2023	87,645	75,658	-11,987 (-16%)	424,132	18%
4. Summer 2023	116,000	121,875	+5,875 (+5%)	---	---
Totals	386,645	367,890	-18,755 (-5%)		

Data Sources: CFE Evaluation Launch Presentation [77], Donor Reports [23, 24, 25, 26], CFE Registration Databases

The scale of need – assuming all children enrolled in formal public education were vulnerable – was much higher than the current implementation scope of the CFE programme on a national scale. When the CFE programme was focused upon vulnerable Syrian children in the 2021-2022 school year, the national programme coverage for this population was an estimated 49-60%, depending upon which enrollment figures are used (see Table 5). When the CFE programme eligibility criteria was adjusted in response to the growing vulnerability of Lebanese children, the national coverage for the CFE programme with all students enrolled in formal public education in Lebanon was 18%.

On a national level, the evaluation found a spatial mismatch between the location of Syrian refugees and the cash assistance due to pre-existing inequities in enrollment in formal education. Namely, the Syrian populations residing in Lebanon are concentrated in the regions of Baalbek El-Hermel, Akkar and Beqaa; whereas the CFE reach in 2021-2022 was highest in Mount Lebanon where enrollment of Syrian students in formal education was the highest, and in the South (see Figure 9). The number of CFE recipients increased in Akkar and North during the 2022-2023 school year by about 3,000 participants, and was reduced in Baalbek El-Hermel and Beqaa by about 1,000 each (see Figure 9).

On a regional level, the evaluation found variations in programme coverage by age, nationality and disability status, but not by sex. For example, a higher proportion of ECE children were covered in Baalbek El-Hermel when compared to Akkar (35.38% versus 26.77%) in 2021-2022 (see Figure 10). In the same year, a higher proportion of children in grades 1-3 were reached in Mount Lebanon when compared to Akkar (48.23% versus 42.09%) (see Figure 10). Akkar had a higher proportion of children in grades 4-6 when compared to Baalbek El-Hermel (15.83% versus 9.85%). Akkar also had a higher proportion of children in grades 7-9 when compared to Baalbek El-Hermel (15.32% versus 8.36%).

During the 2022-2023 school year when the CFE programme expanded to include both Syrian and Lebanese students, there was a substantial increase in the percentage of students from grades 1-3, whereas no ECE children were covered (see Figure 11). A higher percentage of children in grades 7-9 were also covered, especially in Mount Lebanon and Beirut (see Figure 11). A smaller percentage of children in grades 4-6 were covered, especially in South (1.78%).

⁹ This reflects data that was independently validated by the evaluation team through secondary data analysis of raw data from the CFE monitoring databases (see [Annex 4](#)).

¹⁰ The original target was 45,000; this target was adjusted to 87,000 because of school closures and a shorter duration of assistance.

¹¹ This figure is based upon EMIS data reported by UNICEF for the 2021-2022 school year (see Figure 1) [77].

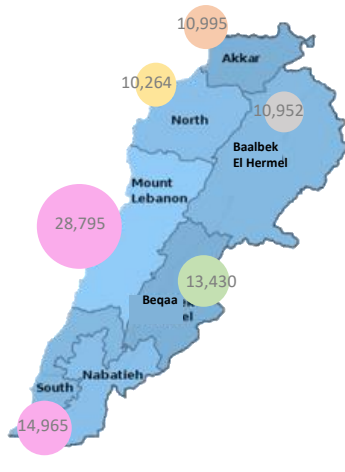
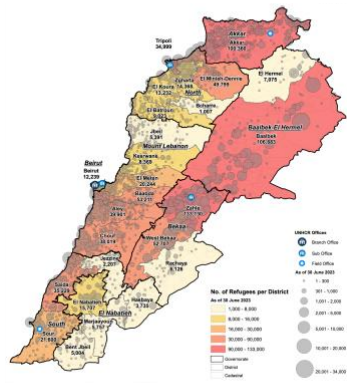
¹² This figure is based upon enrolment data provided by MEHE to UNICEF in November 2022 [23].

Figure 9: Maps of national CFE programme coverage, by year



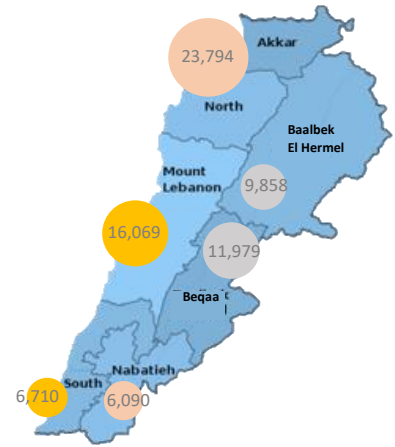
Regions/Governorates of Lebanon

Location of Syrian Refugees



2021-2022 School Year

NGO Registration Partners



2022-2023 School Year

NGO Registration Partners

CFE 2021-2022

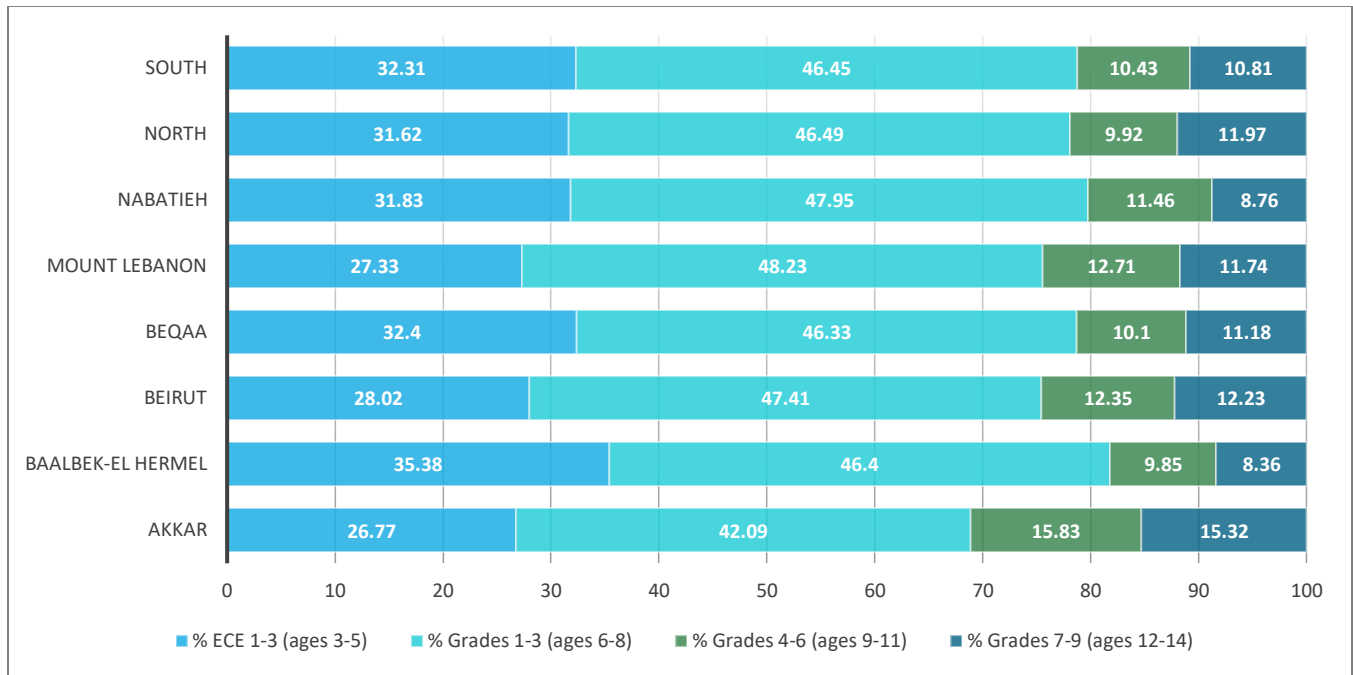
- WCH
- Al Fayhaa
- WVI
- LOST
- AVSI

CFE 2022-2023

- WCH
- LOST
- Call Center

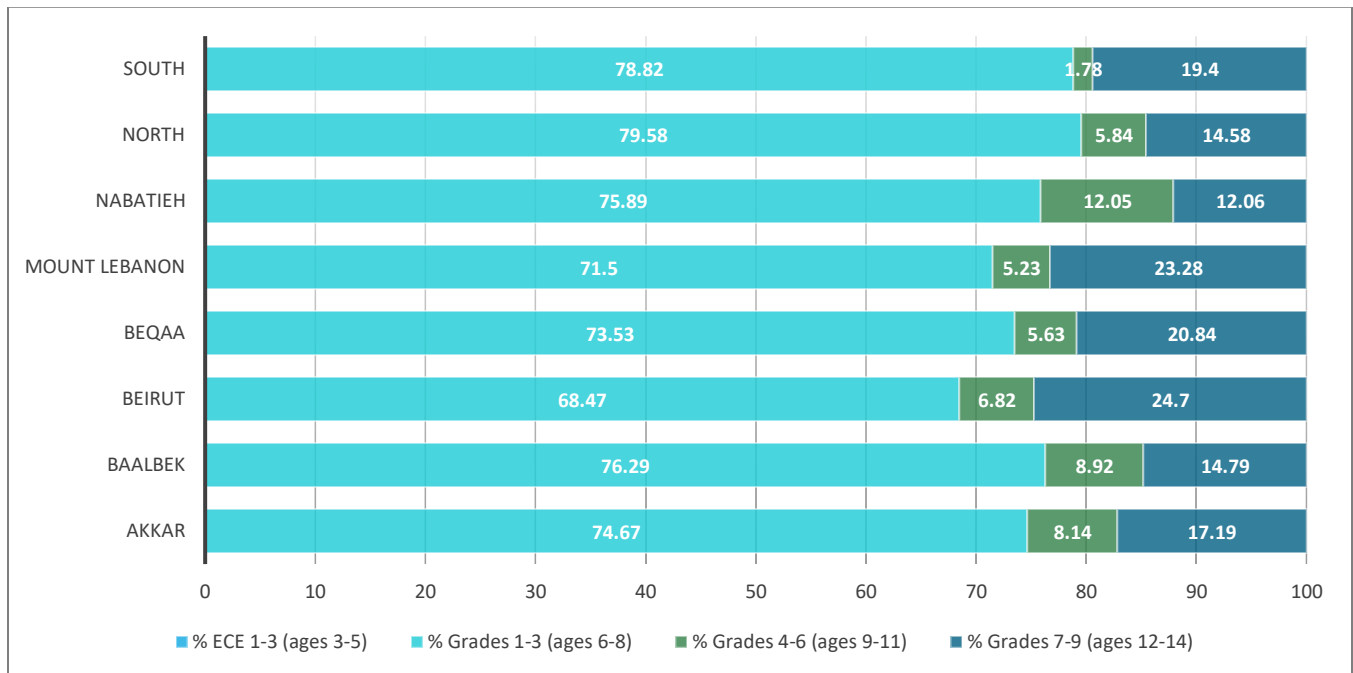
Data sources: UNICEF Evaluation Launch Presentation [77], Map of Syrian Population [79]

Figure 10: Percentage of CFE recipients, by region and grade (2021-2022)



Data Sources: CFE Registration Databases (2021-2022)

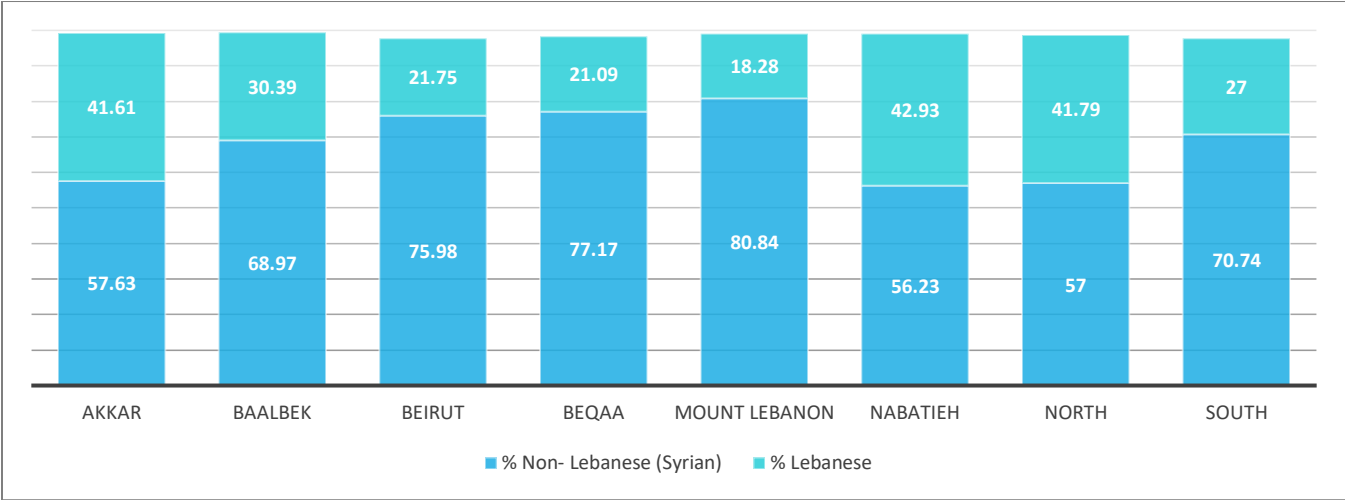
Figure 11: Percentage of CFE recipients, by region and grade (2022-2023)



Data Sources: CFE Registration Databases (2022-2023)

The evaluation found a greater proportion of Syrian refugee children were covered when compared to Lebanese children in all regions during the school year programme cycles. The highest proportion of Syrian refugees covered by CFE was found in Mount Lebanon (80.84%), whereas the highest concentration of Lebanese children covered by CFE was found in Nabatieh (42.93%) (see Figure 12). (see Annex 8, Tables 7 and 8). This data indicates that the CFE benefit continued to favor Syrian populations during the school year. This can be explained by the fact that the CFE programme targeted only Syrian children in cycle 3, while the ESSN programme covered Lebanese children in grades 7 through 9. A UNICEF informant also reported that 63% of children enrolled in Grade 1 public schools were Syrian.

Figure 12: Percentage of CFE recipients, by region and nationality (2021-2022 and 2022-2023 school years)

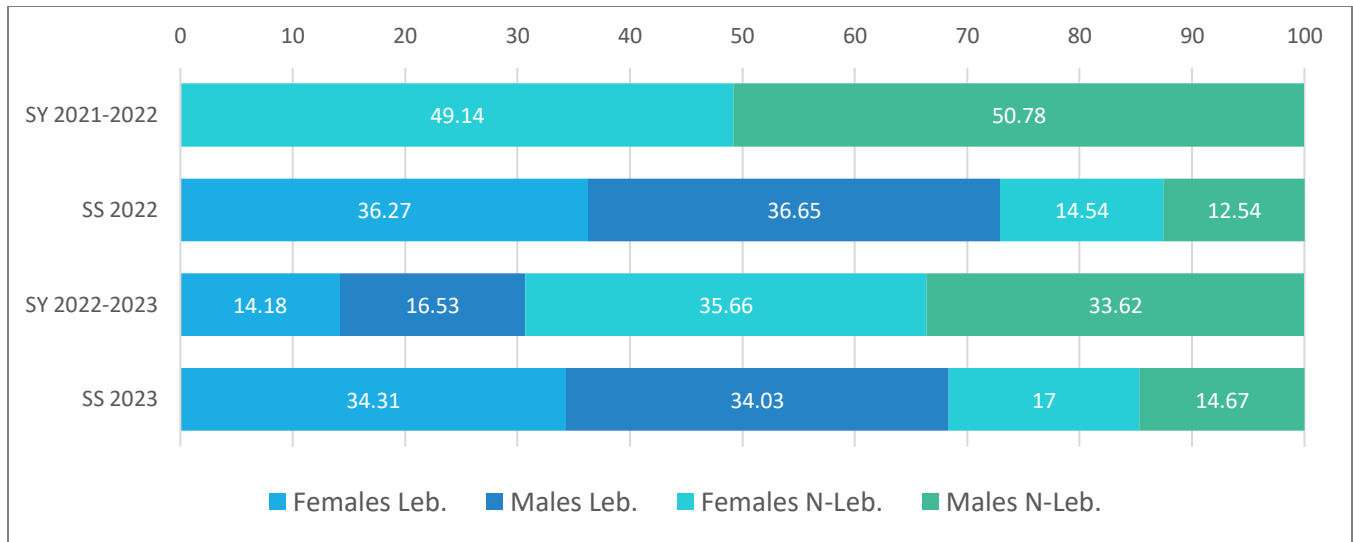


Data Sources: CFE Registration Databases (2021-2022 and 2022-2023)

The evaluation found a greater proportion of Lebanese children were covered when compared to non-Lebanese children during the summer school programme cycles. Nearly 73% of the cash recipients were Lebanese in the summer of 2022 and nearly 78% were Lebanese in the summer of 2023 (see Figure 13). This finding suggests that many Syrian children do not enroll in summer school, and therefore are not eligible for the cash benefit during the summer.

The evaluation found roughly an equal percentage of girls and boys were covered by the CFE benefit during the four programme cycles (see Figure 13 and Annex 10, Tables 13, 15, 17 and 19). A slightly higher percentage of Syrian girls were included in the summer school benefit for 2022 and 2023 and during the 2022-2023 school year when compared to boys (see Figure 13). A slightly higher percentage of Lebanese boys were included in the benefit for the 2022-2023 school year.

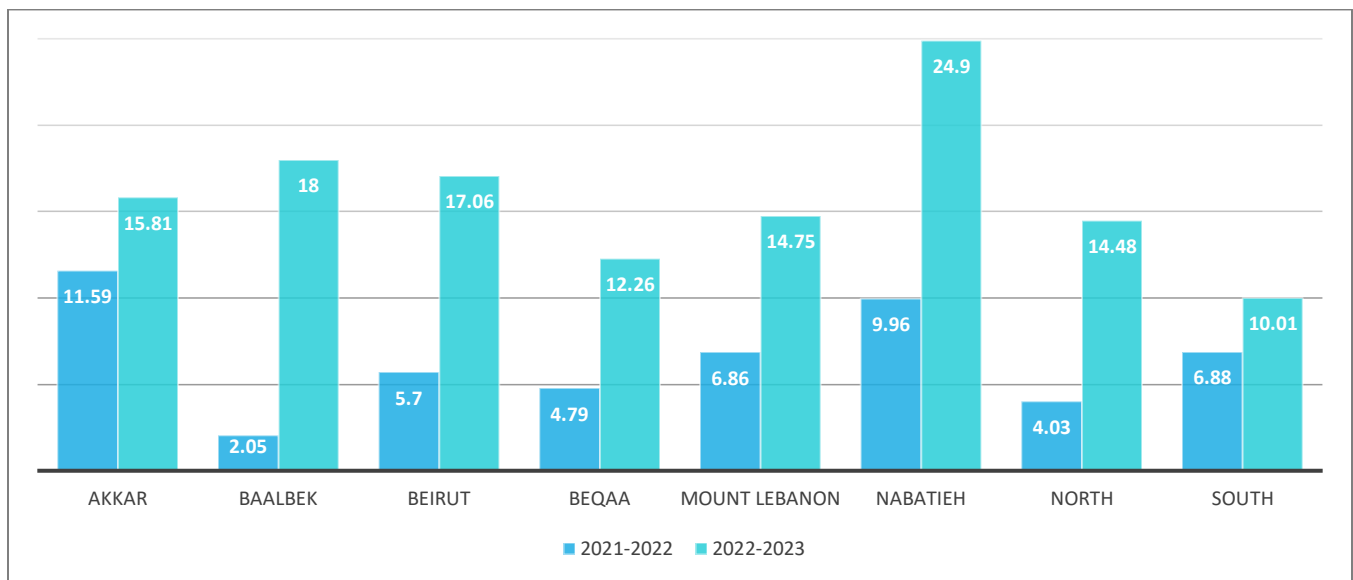
Figure 13: Percentage of CFE recipients, by nationality and gender (all programme cycles)



Data Sources: CFE Registration Databases (all programme cycles)

The CFE programme increased its coverage of children with disabilities from cycle 1 to cycle 3 in all regions (see Figure 14 and Annex 10, Tables 14, 16, 18 and 20). The largest increase in coverage of children with disabilities was in Baalbek (from 2.05% to 18%), and Nabatieh (from 9.96% to 24.9%) (see Figure 13). According to one UNICEF study, most of the children with disabilities who were supported by the CFE programme had visual impairments or a physical disability [10]. More Lebanese children had learning difficulties when compared to Syrian children covered by the benefit [10].

Figure 14: Percentage of CFE recipients with disabilities, by region and year



Data Sources: CFE Registration Databases (2021-2022) and (2022-2023)

4.1.3. Appropriateness of Equity-Based Approach

EQ 1.3. - In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?

Key Findings: UNICEF utilized available evidence to identify eligible CFE programme participants based upon their needs by nationality, age, sex and ability. The programme was equitable in reaching a similar proportion of girls and boys through the benefit and in its inclusion of children with disabilities. However, the scale of need in Lebanon was greater than the allocated programme resources which limited the reach of the programme.. The lack of geographical targeting increased the likelihood of non-coverage for eligible hard-to-reach child populations. Changes in eligibility criteria over each programme cycle were designed to promote greater equity, such as the inclusion of Lebanese students, and the increased inclusion of children with disabilities. Some changes, such as the omission of younger children ages 3 to 5 in the number and type of children reached by the benefit due to lack of resources, may have contributed to partner and community perceptions about the inequity of the CFE programme, which poses reputational risks to UNICEF.

Recent studies in Lebanon indicate an ongoing marginalization of vulnerable populations, including those from displaced and refugee backgrounds, as well as children with disabilities. This exclusion is attributed to multiple factors such as a lack of parental interest in education, limited educational resources in rural areas, socio-economic challenges, perceived expenses associated with education, and various health and hygiene-related issues [56]. Research on cash transfer programmes in 12 countries indicated that poor households were more frequently the target of assistance (rather than individual children as in the CFE programme). Household poverty was the main criteria for eligibility, as well as households with pregnant women and children under 18.

UNICEF's equity-based approach was based upon evidence of education needs and utilized categorical vulnerability targeting according to nationality, age, sex and ability (see Figure 15). This approach was utilized in the absence of recent poverty data in Lebanon, which has fluctuated drastically during the CFE implementation time period. According to documents and UNICEF key informants, geographical targeting of children living in hard-to-reach areas was initially considered but not included in this equity-based approach due to a lack of sufficient spatial data.

Figure 15: UNICEF's equity-based approach for the CFE programme

Nationality	Age	Sex	Ability
<ul style="list-style-type: none">• High vulnerability of refugee students, especially Syrian children and adolescents• Increased vulnerability of Lebanese students due to economic context	<ul style="list-style-type: none">• Focus on grades with lowest enrollment• Inclusion of ECE and grade 1 because of return on investment to promote school readiness and transition	<ul style="list-style-type: none">• Focus on upper grades of primary education, when girls drop out because of early marriage and when boys drop out to work	<ul style="list-style-type: none">• Focus on children with disabilities because they are the most vulnerable and excluded population within in the country in terms of access to education

The evaluation found the main challenge to UNICEF’s equity-based approach was that it was too broad given the scale of need in the country, with 80-90% of the population living in poverty. As a result, for each programme cycle UNICEF was in the difficult position of narrowing down the pool of eligible recipients based upon the available resources because it could not cover all the eligible children within these vulnerability categories. The result of these decision-making processes led UNICEF to drop ECE from eligibility after the first programme cycle covered in the evaluation, and the privileging of children with disabilities instead of all children in certain grades (see Table 5). These decisions were made in consultation with the MEHE and donor, who preferred prioritization of grade 1 because it is the first year of compulsory education. On the other hand, UNICEF was able to cover all children in the summer school cycles given the reduced number of students enrolled in summer school on a national level (see Table 5).

Table 5: Changes in targeting and eligibility criteria, by nationality, grade and programme cycle

Nationality	Non-Lebanese (PM shift)										Lebanese (AM shift)											
	Cycle/Grade	ECE	1	2	3	4	5	6	7	8	9	ECE	1	2	3	4	5	6	7	8	9	
1. 2021-2022																						
2. Summer 2022																						
3. 2022-2023																						
4. Summer 2023																						

Table Color Legend	
All Children	
Children with Disabilities only	
Non-Coverage	
Covered by ESSN	

Data Source: Terms of Reference (see Annex 1), CFE Programme Proposals [1, 3]

The changes made in eligibility criteria had an impact on the number and types of students reached by the CFE programme. An estimated 47,000 Syrian students were not retained after the first programme cycle, including an estimated 11,000 children ages 3 to 5 years in ECE, and 12,000 children in grade 2 (see Annex 10, Table 25). An estimated 23,000 Lebanese, 21,000 Syrian children and 8,800 children with disabilities were added to the programme in 2022-2023, with 81% representing the first cycle (grades 1-3) (see Annex 10, Table 26). Further, the lack of geographical targeting meant there was a greater likelihood that some vulnerable populations living in hard-to-reach areas were not covered by the programme.

The changes in the number of types of children covered may have also contributed to perceived inequality in the targeting and selection criteria. According to some key informants from the MEHE, UN agencies, NGOs, private sector partners, and parents/caregivers from the evaluation focus groups, the targeting and selection criteria was not considered fair or equitable (see Section 4.3.2., Unintended Consequences). For example, UN agencies and NGO partners received frequent complaints from parents/caregivers about the eligibility criteria, and distanced themselves from this decision making process by making it clear that UNICEF determined eligibility criteria. UNICEF’ risk management strategy for the CFE programme acknowledged dissatisfaction might occur due to the eligibility criteria, but was more focused upon the risks associated with social cohesion and the inclusion of Lebanese children.

4.1.4. Accountability to Affected Populations

EQ 1.4. - How well and to what extent has participant feedback been incorporated to improve the design and delivery of the CFE interventions?

Key Findings: UNICEF partners had limited or no involvement in the design of the CFE programme, which meant that the assets and needs of parents/caregivers and children may have not been fully understood or incorporated into the programme logic. UNICEF met its objectives for safe access to the cash and made necessary adjustments to improve access. UNICEF also took actions to address the concerns or requests raised by parents/caregivers through the CFE Call Center, which consisted primarily of payment related issues or requests to be include in the benefit. UNICEF also incorporated feedback from parents/caregivers from post-distribution monitoring studies. However, the Call Center and PDM surveys may not be sufficient for fully understanding the community context and needs of the affected populations.

The evaluation found that there was limited engagement of stakeholders in the design of the CFE programme. The CFE programme was led by UNICEF in its design, implementation and monitoring. Our assumption was this approach was related to the Lebanon context, in which there was a previous lack of transparency in the use of international development resources for the education sector. Results from key informant interviews indicated that the MEHE was consulted on the initial design of the programme, but thereafter was informed about design, implementation and monitoring decisions made by UNICEF. NGOs, UN agencies, private sector partners and programme recipients reported they were informed about the CFE programme, but not involved in its design. According to some key informants, their lack of involvement in the design of the CFE programme led to some inefficiencies in the delivery and monitoring of the programme.

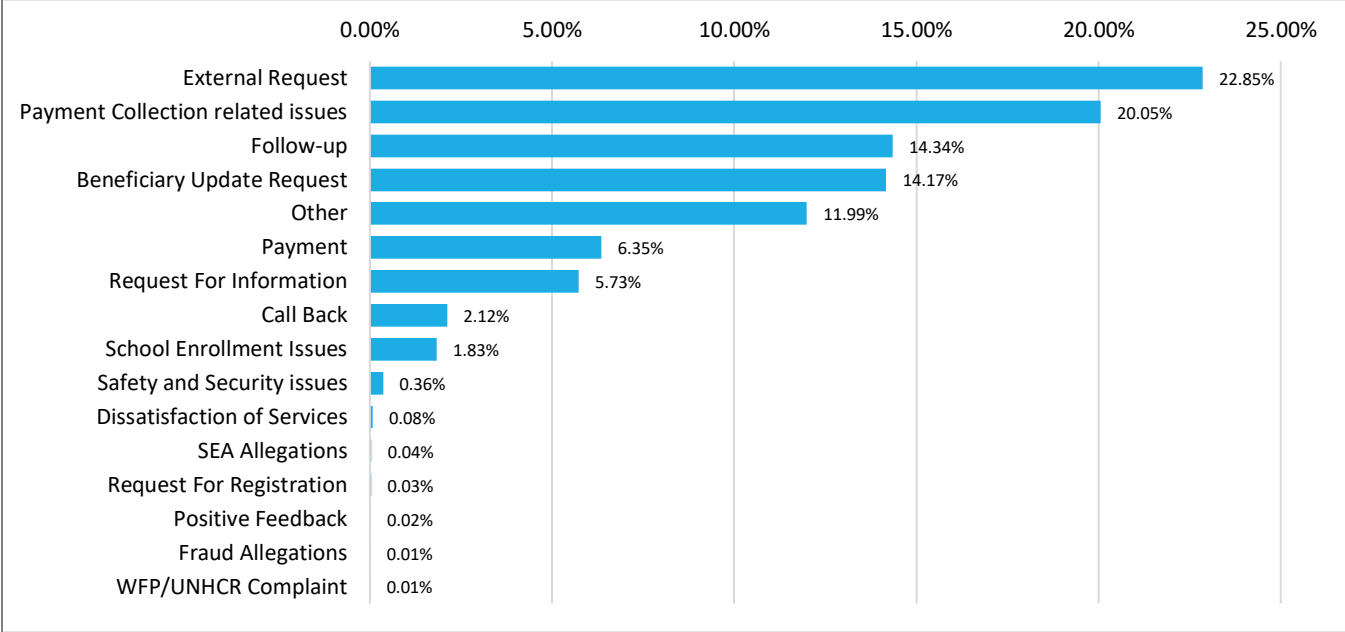
The evaluation found the CFE Call Center was effective at identifying issues among the affected populations. The primary mechanisms for incorporating feedback from programme recipients was through the CFE Call Center. This Call Center was established by UNICEF and is managed by a private sector partner. A total of 33,415 complaints or requests were logged for the CFE programme from 2022 to 2023 (CFE Call Center Database). There was a significant increase in the total number of calls logged during this time period, with a growth of approximately 45%.

Most of the calls from CFE recipients received by the Call Center were associated with payment collection related issues (n=7,001 or about 20% of all calls) (see Figure 16). Most of the payment collection related calls were about parents/caregivers not having a valid ID document (n=2,928 or about 42% of these calls). External requests saw the highest number of the registered calls (n=7,978 or about 23% of all calls) (see Figure 15). These calls were from individuals not participating in the CFE programme and mainly consisted of parents/caregivers requesting to receive the cash benefit, or asking questions about who was eligible.

According to programme documents and key informants, UNICEF addressed any issues raised through the Call Center or discovered through its post-distribution monitoring. For example, in June of 2023, UNICEF found that 58% of recipients did not know how to report a complaint through the UNICEF call-center if needed [10]. A higher percentage of Syrian recipients were unaware of how to report a complaint with UNICEF through the call-center, yet a higher percentage of Syrian recipients reported a complaint compared to Lebanese (26% vs. 7%) [10]. UNICEF addressed this issue through frequent SMS messages about the Call Center, during registration and with each payment. In November of 2023, key informants from the call center reported that about 600 calls were being logged per day for the CFE programme. Other issues affecting the safety in accessing the cash were identified

through programme monitoring and were addressed by UNICEF. Namely, the withdrawal of cash from ATM machines posed security risks to parents/caregivers when retrieving the money. As a result, UNICEF switched to utilizing OMT stations that offered safer ways of accessing the cash.

Figure 16: Percentage of calls received through the CFE Call Center, by call type (2022 and 2023)



Data Source: UNICEF CFE Call Center Database

The evaluation found the CFE programme met its safe access objectives, but communication on the logic and duration of the assistance with cash recipients was not always effective. The payment modality consists of over the counter cash payments at OMT locations. UNICEF’s PDM studies overwhelmingly point to safe access to the cash; 98.9% of recipients reported they did not feel unsafe or at risk at any stage in redeeming the cash in 2022, which dropped slightly in 2023 to 95% [7, 10]. Further, UNICEF monitoring studies in 2022 and 2023 found that for a majority of recipients, it took less than 30 minutes to reach an OMT agent and less than 15 minutes to obtain the cash [6, 10]. However, a small percentage of recipients (5%) reported challenges in obtaining the funds in 2023 due to a lack of transportation [10]. Syrian recipients also reported feeling unsafe or harassed on their way to or from the OMT location [10]. There were no major gender differences reported in safely accessing the cash.

Outside of the Call Center, endline assessment and monitoring studies, other touchpoints with programme recipients have not taken place due to limited UNICEF capacity for community-based engagement given the scale of the CFE programme and the number of schools involved. Given this reality as well as the lack of involvement of NGOs partners in the CFE programme design, there may be other issues related to accountability to affected populations that were not fully addressed. For example, one NGO key informant reported there were issues of crowd control during registration for the CFE programme. Parents and caregivers from the evaluation focus groups also had misperceptions about the logic of the eligibility criteria, which suggests they were not made sufficiently aware of the rationale used by UNICEF (see Section 4.3.2., Unintended Consequences).

4.2. Coherence

EQ2 - How well does the CFE programme fit the context?

High-Level Findings: The CFE programme fits well in the context of other national education and social protection programmes by extending or complementing efforts to reduce the economic barriers to education access. The primary difference is that the CFE programme includes Syrian refugees in its target populations, while the national social assistance programmes focus primarily upon Lebanese households. The linkages between UNICEF's education and social policy strategies, how they converge and contribute to one another, requires clarity as it applies to the CFE programme.

4.2.1. Programme Complementarity in Context

EQ 2.1. - How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?

Key Findings: The CFE programme, with its focus on education, compliments the broader objectives of the NPTP, which aims at reducing poverty, and that of the ESSN, which aims to address the immediate needs of highly vulnerable populations. While these programmes have similarities and can complement one another, they also differ in their aims, objectives and target groups. Better coordination between the MEHE and MoSA would be required to ensure complementarity in poverty-reduction schemes, especially for education sector based cash responses.

The CFE programme was reported to complement or extend other national cash assistance programmes, including the NPTP and ESSN programmes. The NPTP was established in 2011 by the Government of Lebanon and was the first and only poverty-targeted social safety net program for extreme poor and vulnerable households in Lebanon. Evidence obtained from the implementation of the NPTP revealed that 15% of the children enrolled in the programme had never been registered in school, and among them, 50% cited financial constraints as the primary reason for not enrolling [56]. The ESSN was later established in 2021 as a scale up and a way to enhance the NPTP by supporting the education component.

The CFE and the NPTP both shared the common objective of addressing poverty-related issues. The ESSN's education component shares similar goals to that of the CFE, to ensure that children stay in school by providing cash assistance for families (see Annex 10, Table 21). However, the CFE, NPTP and ESSN programmes target different populations; the CFE includes Syrian refugees, but the NPTP and ESSN programmes focus upon vulnerable Lebanese households. The only potential for overlap between CFE and the ESSN was with cycle 3, with both programme covering adolescents aged 13 and 14 years of age. However, the CFE programme only targeted Syrian students of this age group to avoid duplication. This means there was complementarity in the design of the CFE programme to minimize duplication and to reach more children in this age group.

4.2.2. Alignment with UNICEF Programmes

EQ 2.2. - How aligned is the CFE programme with UNICEF Lebanon’s Education Programme Strategy, and other social assistance programmes for families with children being carried out by UNICEF?

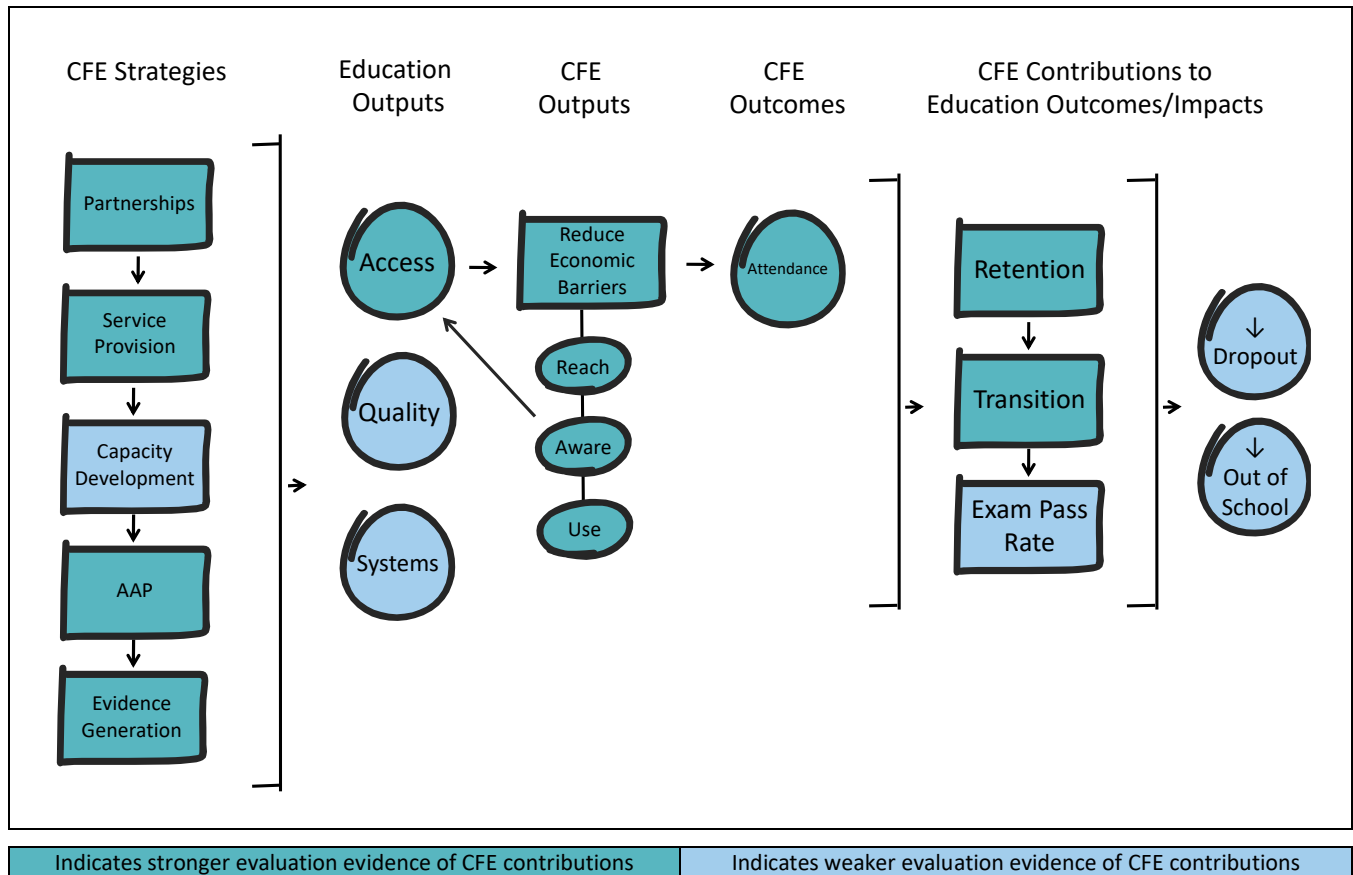
Key Findings: The CFE programme was well aligned with the UNICEF Lebanon’s Education Programme Strategy and complemented or extended other UNICEF-supported social assistance programmes for families with children in Lebanon. The CFE programme can contribute directly to education outputs on access, and on education outcomes for attendance, retention and transition. The CFE programme also has the potential to indirectly contribute to outputs on education quality and systems, and on education outcomes for exam pass rates and impacts on dropout rates and out-of-school rates.

The evaluation team retroactively developed a theory of change for the CFE programme according to the evaluation data to demonstrate its logic and alignment with UNICEF education and social assistance programming in Lebanon (see Figure 17). The CFE programme theoretically contributes to the three programmatic outputs of the UNICEF Lebanon Education Strategy, and the child development component of the UNICEF Lebanon Country Programme Document (2017-2020), either directly or indirectly [27, 28, 30].

Specifically, the CFE programme can contribute directly to demand, and indirectly to quality and systems outputs for the larger UNICEF Lebanon education programme as follows:

1. Output 1: Demand - Contribute to increasing demand and reducing financial barriers for enrolment into formal and non-formal education and early development opportunities for children between 03 to 18 years of age;
 - a. The CFE programme can directly contribute to a reduction in financial barriers for student participation in formal education by providing direct cash assistance to eligible children ages 3 to 14 years old.
2. Output 2: Quality - Contribute to increasing capacity of the education sector (formal and non-formal) to deliver quality and inclusive education services, teaching, and learning environments;
 - a. The CFE programme can indirectly contribute to quality, especially as it applies inclusive education services for children with disabilities. The CFE programme works to unify how teachers and other professional identify children’s type of disability which is vital information for determining the need for assistive devices and other educational services, as well as the need for capacity development for teachers and frontline staff.
3. Output 3: Systems - Contribute to enhancing governance and managerial capacity of the MEHE and institutions to effectively plan, coordinate, implement, and monitor public education sector (formal and non-formal).
 - a. The CFE programme can indirectly contribute to system strengthening the capacity of the MEHE at the central and decentralized level through improved data collection systems for student attendance in formal education, as well as standardized identification systems for children with disabilities and Syrian students so they can benefit from the required support services to attend school regularly.

Figure 17: Retroactively reconstructed CFE theory of change



The CFE programme utilizes **five strategies** to strengthen education access objectives, including: (a) partnerships with the MEHE, NGOs, UN agencies and private sector service providers; (b) service provision in the form of direct cash transfers to eligible children via their parents/caregivers; (c) capacity development to partners to strengthen systems for programme registration and monitoring; (d) provisions to ensure accountability to affected populations, namely through safety provisions to receive the cash transfer; and (e) evidence generation on vulnerable children’s access to formal school, especially for Syrian refugees and children with disabilities. The CFE programme complements UNICEF’s education access interventions by targeting children enrolled in formal public education to facilitate their attendance on in school.

The overall goal or intended **impact** of the CFE programme is to reduce the number of children who drop out of school, and by association, reduce the number of children who are out of school. It does this by achieving its **output** to reduce the economic barriers of indirect education costs for transportation and other expenses, including national reach to eligible vulnerable children, awareness raising activities with parents/caregivers on the preferred use of the cash, and monitoring of the actual use of the cash. When parents/caregivers become more aware of the CFE programme, some may choose to enroll their children in school for the first time. When children attend school on a regular basis, this increases their likelihood of **outcomes** for retention through the end of the school year, and their transition to a higher grade the subsequent years. When children stay in school and advance in their learning outcomes, they are more likely to pass the national exams.

Overall there was good collaboration between the education and social policy sections, despite initial differences in opinions about the programme's conditionality. Key informants from UNICEF indicated that the social policy section provided the technical expertise for programme registration, payments, data management, and accountability to affected populations, while the education team focused upon programme design, implementation and monitoring with a view to education objectives. However, it was not clear from the given documents how the Education Strategy and Social Policy Strategy in the country intersect towards a common goal or in their respective theories of change. Is the CFE programme contributing to the social policy strategy, or is the social policy strategy contributing to the education strategy, or is the contribution bidirectional?

It is our assessment that the relationship should be bidirectional, but the articulation of programme convergence is not explicit in the documentation. For example, it is clear how the CFE programme was designed to complement existing cash programmes in the country to avoid duplication. However, it was less clear how the CFE programme fits into social policy programming efforts conceptually as a sector-based poverty reduction strategy, as outlined in the National Social Protection Policy. The CFE programme has been largely managed by the UNICEF education and social policy teams with limited involvement of the government. Clarity is required on how the CFE programme contributes to system strengthening and policy objectives for both components of the UNICEF Lebanon Country Programme.

4.2.3. Alignment with National Programmes

EQ 2.3. - How can the CFE programme be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance?

Key Findings: The CFE can be better aligned and integrated with national social protection/social assistance programmes by ensuring the relevant government ministries manage and coordinate their implementation, including access to programme data to avoid duplication, and through referrals across programmes. Another way to integrate these efforts is by including awareness campaigns to sensitize communities on the importance of having comprehensive, inclusive social protection programmes for both vulnerable Lebanese and Syrian families. The CFE programme would benefit from an examination of how the NDA is gender responsive and adapt best practices, such as training for Call Center operators in gender and gender-based violence.

There are similarities and differences between the CFE programme and the National Disability Allowance (NDA) (see Annex 10, Table 23). Both programmes aim to ensure that individuals with disabilities have equal access to education. However, the NDA prioritizes youth with disabilities aged 18 to 28 who are Lebanese, whereas the CFE programme targets children with disabilities age 3 to 14 years who are Lebanese and non-Lebanese.¹³ The NDA and the CFE complement each other in terms of helping individuals get financial access to education, and alleviate all potential barriers including the additional cost of living with a disability. However, a UNICEF informant noted that the NDA is more gender-responsive in its design and capacity building efforts for implementing partners.

There are also similarities and differences between the CFE programme and the National Child Grant (NCG) (see Annex 10, Table 24). Both programmes provide regular cash payments to families with children below 18 years old. The National Child Grant provides monthly cash grants to Lebanese caregivers with children between the ages of 0 and 2, to support them in facing the additional costs of raising children. However, the CFE programme does not include infants and children in its target groups.

¹³ According to UNICEF informants, the MoSA approved the expansion of the NDA to the ages of 15 through 30.

The evaluation found variations in the extent to which the government has ownership of the cash assistance programmes within the country. The NDA, NCG, NPTP and ESSN programmes rely on government entities (namely the Ministry of Social Affairs) in their implementation. By contrast, the CFE programme is UNICEF led in design, implementation, monitoring and evaluation with limited engagement from the MEHE. Some key informants from UNICEF and UN agencies reported that improved collaboration among the MEHE and MoSA is required to create a more cohesive and impactful strategy for addressing poverty, emergencies, and educational needs.

Some key informants suggested incorporating communication about the importance of comprehensive, inclusive social protection programmes into community engagement activities for CFE to improve awareness and create demand for these forms of assistance. Other informants suggested creating an infographic of all cash programmes for children and adults to better communicate the continuum of supports provided through the ESSN, NPTP, National Child Grant, NDA and CFE programmes, and to raise awareness among community members.

4.2.4. Programme Coordination with Government

EQ 2.4. - To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national and regional cash assistance programmes?

Key Findings: Implementation arrangements and coordination platforms with the MEHE were sufficient for ensuring complementarity with other cash assistance programmes. Coordination with other national cash programmes was facilitated through national technical working groups on education and cash assistance programmes, and through bilateral meetings between UNICEF and the MEHE. Collaboration between UNICEF and the MEHE received primarily positive views for the CFE programme; however, more consistent communication with the MEHE is warranted. In particular, the coordination of attendance data between UNICEF and the MEHE systems and platforms requires strengthening to avoid implementation delays.

There were primarily positive views on the coordination between UNICEF and the MEHE regarding the CFE programme and other cash assistance programmes in Lebanon. On a national level, the main coordination mechanisms UNICEF participated in with the MEHE included a national education working group and a task force for cash for education programmes. Through these platforms and bi-lateral CFE project-based meetings, key informants from UNICEF shared that there was good collaboration with the MEHE and other actors providing cash assistance. UNICEF informants also reported that good collaboration with the MEHE throughout the programme implementation cycle, including reviewing the eligibility criteria, providing lists and contact details of eligible children, communicating with families/caregivers regarding programme registration, and coordinating monitoring of school attendance among eligible children. One informant from the MEHE also felt that there was good collaboration with UNICEF as it related to children with disabilities. However, another MEHE informant reported more coordination was required because mistakes and misunderstandings occurred that could have been avoided.

CFE relied upon the MEHE system for tracking attendance, which requires substantial strengthening to be utilized effectively for determining payment reductions. The main challenge with the attendance data was that the data was not received in a timely and complete manner from the ministry in order to deduct payments from highly absent CFE recipients. Another challenge was the manner in which the attendance data was collected at the school level (which was paper-based), how well the data is entered by school directors in SIIMS, when the data is transferred to regional MEHE focal points, and how the data is aggregated and used in the SIMS system at

the central level. A UN agency informant shared that there was a disconnect between MEHE central and the school level, and misinformation coming from the MEHE central. UNICEF and the MEHE reported being aware of these issues and have taken steps to improve the quality and timeliness of attendance data.

The attendance data should be received more promptly to avoid payment delays, with continued improved protection and quality assurance processes. While UNICEF and the MEHE have taken steps to independently validate and strengthen the attendance data through a third party monitor, some MEHE informants reported that the key stakeholders from UNICEF never met with them to review the attendance data or results achieved to make adjustments to the implementation. For example, one key informant from the MEHE shared that they were not included in discussions about the attendance data, and were only asked to provide the data and clean it when needed. It is possible that different perceptions on coordination exist within the MEHE given different units were involved in implementation (the Director General, Inclusive Education and IT). The IT unit works most closely with UNICEF on the attendance data and reported effective collaboration.

4.3. Effectiveness

EQ3 – Has the CFE programme achieved its objectives?

High-Level Findings: The CFE programme contributed to the mainstreaming of children with disabilities in formal education, student attendance, retention and transition, but only partially achieved its planned results to reduce economic barriers in accessing education. However, these results may regress if the monthly cash allocation does not keep pace with inflation on indirect education costs for transportation, food and stationary. Concerns about the perceived fairness of UNICEF’s selection and targeting criteria require further investigation and action.

4.3.1. Results Achieved

EQ 3.1. - To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?

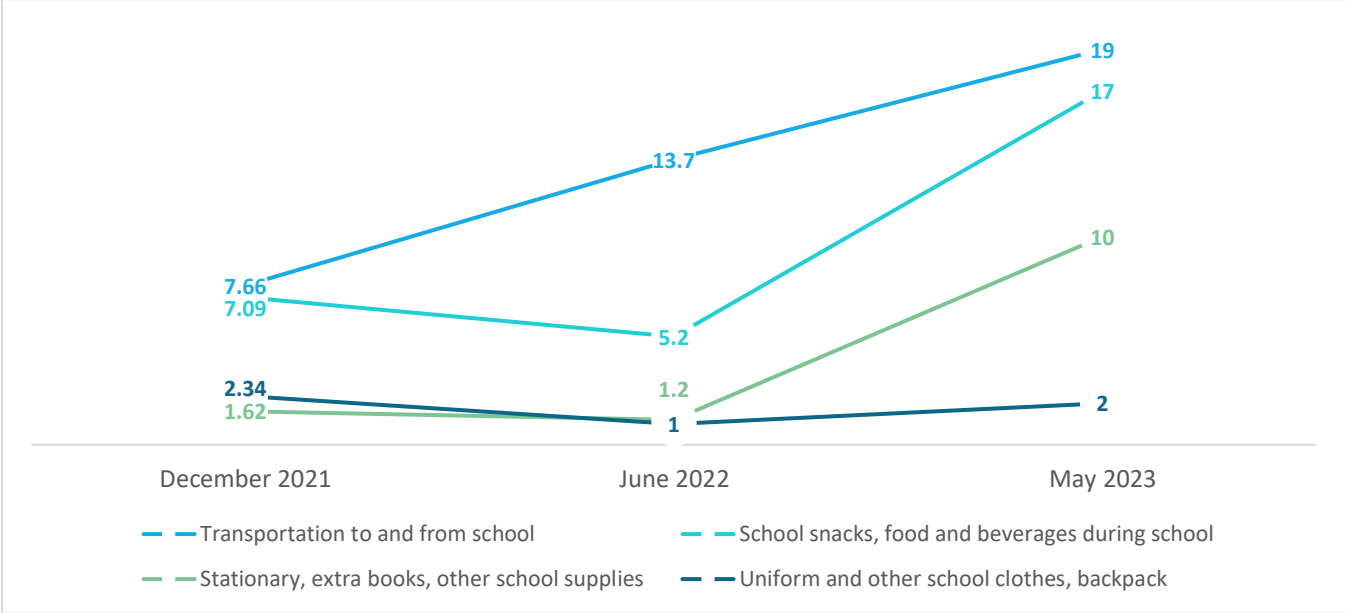
Key Findings: There is strong evidence that the CFE programme was only somewhat effective at reducing economic barriers in access to education. There was a good amount of evidence that the CFE programme was effective in ensuring student attendance, and contributed to student retention. There was also some evidence that the CFE programme directly contributed to student transition rates for children who were eligible for more than one programme cycle. There was insufficient data at this time to determine if the CFE programme indirectly contributed to student enrolment, exam pass rates, or out-of-school/drop-out rates.

Reduction of Economic Barriers to Education

The CFE programme partially reduced the indirect costs for education; however, the amount provided was insufficient for meeting the indirect education costs planned for by UNICEF in recent programme cycles. Before the CFE intervention began, 15% of the cash recipients reported they had to stop their child’s education as a negative coping strategy to meet their basic food needs in 2021, which reduced to 2% after the CFE intervention

was implemented in 2022 [6]. However, indirect education costs have nearly tripled since 2022 and the allocated amounts have not kept pace with inflation (see Figure 18).

Figure 18: Changes in value of monthly indirect education costs, by expenditure category (2021-2023)



Data Source: Programme proposal [1]; donor reports [24, 25]; PDM study [10]

Initially, UNICEF fixed the monthly allocation of \$20.00 USD based upon an education expenditure survey in 2021 that found indirect education costs were \$18.88 USD per month (see Figure 17 and Annex 10, Table x). Cash recipients reported spending \$21.10 per month on indirect education costs by 2022 [6]. These expenditures increased to \$48.00 USD per month by 2023, which represents a 61% increase in indirect education costs since the CFE intervention began [10]. Costs for stationary have risen the most, nearly 84% of the forecasted amount; followed by a 60% increase in transportation costs, and a 58% increase in costs for food. According to documents and key informants, these costs increased as a result of high inflation rates in Lebanon, as well as from fluctuations in the cost for fuel in relation to global and local market conditions [26].

Parents and caregivers who participated in the evaluation focus groups echoed these findings. For example, they reported a doubling or tripling of costs for food, stationary, fuel and transportation fees. When asked if the CFE programme was beneficial for their child’s education and development, only 16% reported this was true, 55% somewhat true, and 29% never true (see Annex 10, Figure 22). These results reflect a mixed scorecard (4.65 out of 10) because while parents/caregivers appreciated the cash assistance, their main recommendation to strengthen the CFE programme was to increase the monthly allocation because the amount was not sufficient for their child’s needs.

Awareness of Preferred Cash Uses – The CFE programme was effective in ensuring that parent/caregiver recipients understood the intended uses for the cash benefit. According to programme documents and informants from UNICEF, the recipients of the cash benefit received SMS messages describing how to use the cash [1, 3, 77]. In particular, UNICEF requested parents/caregivers to directly support their eligible children to attend school, such as by arranging transportation, purchasing snacks and obtaining necessary school supplies. However,

while parents/caregivers are encouraged to use the cash to cover education related expenses, the use of the cash assistance is unrestricted. An assessment at the end of the first programme cycle in 2022 indicated that more than 97% of the households understood that the main purpose of the cash benefit was to cover education-related costs; 59% said the focus was on transportation costs only; and 38% said the cash was to help children attend school regularly [6]. Post-distributions monitoring data after the third programme cycle in 2023 indicated that 78% of parents/caregivers listed education related costs as the main expenditure of CFE funds [10]. Further, 100% of the parents/caregivers who participated in the evaluation focus groups reported that the messages from UNICEF were clear to them about the uses for the cash.

Household Uses of Cash - *While most parents/caregivers used the funds according to UNICEF recommendations, some household went beyond what UNICEF had anticipated in terms of the types of expenditures.* UNICEF key informants reported one of the strengths of the CFE intervention was that the funds were sent directly to caretakers who then had ownership and flexibility in choosing how to prioritize what their child needed most to attend school. There is evidence that Syrian and Lebanese households used the cash in different ways. The post-distribution monitoring study in 2023 indicated that 91% of Syrian recipients mentioned education related costs as the main expenditure with the CFE assistance compared to 53% of Lebanese recipients [10]. A greater proportion of Lebanese reported one of their top three expenditures was food when compared to Syrian refugees (49% versus 27%), for health related costs (19% versus 8%), and for paying bills (21% versus 5%) [10]. A higher percentage of Syrian recipients reported spending on transportation costs compared to Lebanese recipients (93% vs. 68%) [10]. In the evaluation focus groups, 44% of the parents/caregivers reported using the cash for transportation fees or fuel, and 38% used the cash for food. However, 13% reported using the cash for medicine for their children and 5% used the cash to hire a special teacher for their child's needs. These findings suggest that the CFE benefit may have a greater effect on sending Syrian children to school, whereas the CFE benefit may have a greater effect on the Lebanese household overall.

School Transportation – *During the first and second programme cycles, a majority of the cash recipients utilized the funds for transportation related expenses. However, as the costs for transportation and food have risen beyond the allocated monthly amount in the CFE benefit, there is greater potential for children to revert to walking.* During the summer school programme, UNICEF messaging to parents/caregivers emphasized the importance of using the cash benefit to ensure children had transportation to and from school. This rationale was based upon evidence that demonstrated transportation was the most significant barrier to accessing education among vulnerable populations [6]. A baseline assessment by UNICEF found that 3 out of 10 children were walking to school before the CFE intervention began, and by the end of the programme cycle, only 1 out of 10 were walking [6]. The same study found that 55% of recipients were using a bus to get to school before the CFE intervention, compared to 73% after receiving the benefit [6]. The post-distribution monitoring report in 2023 also found that 87% of the recipients used the cash for transportation, and that more Syrian recipients used the cash for transportation when compared to Lebanese recipients (93% versus 68%) [10].

However, transportation costs rose by 60% from 2021 and 2023, from \$13.7 to \$19.0 USD per month as of July 2023 (see Figure 17). According to MEHE informants, the costs of transportation for children with disabilities was double the amount of a non-disabled child, or \$38.0 USD per month. NGO partners reported that children who live in rural or hard to reach areas also have higher transportation costs. Because of rising fuel costs, 70% of the parent/caregiver participants from the evaluation focus group sessions reported that their children walked to school (see Annex 10, Figure 23). Some parents/caregivers reported that they opted to walk their children to school so they could use the cash for other purposes, especially food. NGO partners confirmed this cost-benefit approach to parent/caregiver decision making on how to use the cash. In addition, only 21% of parents/caregivers reported their children have a safe way to get to school; 23% said this was sometimes true; and 56% said this was never true. This survey item received one of the lowest scorecards, 3.82 out of 10 (see Annex 10, Figure 24). Many

parents/caregivers and key informants also reported that Syrian girls and boys and children with disabilities face violence on their journey to and from school (see Section 4.3.2., [Unintended Consequences](#)). To help protect their children, a majority of parents/caregivers (83%) indicated they personally walked their child to school; 64% reported it took them anywhere from 30 to 60 minutes to walk their child to school (see Annex 10, Figure 23).

School Supplies – *School supplies have become unaffordable for parents/caregivers, which means children often go to school unprepared to participate in classroom activities.* The cost of school supplies has increased significantly by nearly 84% since the CFE intervention began (see Figure 17). As a result, many recent cash recipients reported they cannot afford to buy school supplies, such as extra books, stationary, uniforms and backpacks. An overwhelming majority of parents/caregivers from the evaluation focus group sessions (85%) said their children do not have enough books, stationary and other school supplies. This survey item received the lowest scorecard overall, 1.70 out of 10.0 (see Annex 10, Figure 24). A majority (65%) also reported their children do not have a school uniform or appropriate clothes or a backpack, which received the second overall lowest scorecard (2.90 out of 10) (see Annex 10, Figure 24). Parents/caregivers reported that stationary used to be provided for free from UNICEF through the school but that this stopped over the past two years. They expressed concern that their children are not prepared for school and that they are slipping behind academically, even though they can access books in community libraries. Some also reported that their children are scolded by teachers if they do not have the right stationary or uniform, and are made fun of by other students if they do not have appropriate clothing. Families often resort to passing down uniforms from child to child because they cannot afford new ones, which also contributes to their children being teased at school.

School Nutrition – *School snacks have become unaffordable for parents/caregivers, which means children often attend school without sufficient nutrition for optimal learning.* The cost of food has more than tripled since the CFE intervention began, from \$5.20 USD per month to \$17.00 USD per month (see Figure 11). Only 21% of parents/caregivers reported their children have enough to eat and drink at school; 49% said this was sometimes true; and 30% said this was never true. As these percentages demonstrate, this survey item received a mixed scorecard (4.84 out of 10) (see Annex 10, Figure 24). Some parents/caregivers reported that they prepared whatever they could for their children to eat, which often consisted of Labneh bread with thyme and oil, fruit and juice. Other parents/caregivers reported they often opted to use the cash benefit for food over transportation so their children would not go hungry. Households rarely have access to meat because of the high costs, and have limited vegetable intake and parents/caregivers reported their children are undernourished. Parents/caregivers reported cases in which their child's food was stolen while at school, and that the schools only provide expensive and unhealthy food options.

Remote Learning – *Remote learning has been largely inaccessible to the children targeted by the CFE programme.* During the CFE programme design stage, there was a contingency plan to use the cash to support expenses for remote learning if the schools were closed. While this expense was subsequently removed from the design of the CFE intervention as per donor regulations, it is important to reflect upon what was learned through the evaluation focus groups with parents/caregivers about this expense given the continued likelihood of school closures. The scorecard for access to remote learning was low (3.69 out of 10), with 59% reporting that their children did not have access to the Internet for remote learning; 21% reporting they did have access, and 21% reporting they sometimes have access (see Annex 10, Figure 24).

The main reasons for children not being able to access the Internet for remote learning included the following: (1) costs; (2) lack of devices; (3) lack of parent knowledge, awareness and skills to support their children on remote learning platforms; and (4) poor Internet connectivity overall in Lebanon; (5) lack of household electricity. On average, parents reported paying \$25 USD per month, and that there was a substantial increase in these costs over the last year (from \$7-12 USD to \$25-35 USD per month). All households reported that children connected

via their parents' mobile phone. Most parents can only afford one mobile phone. If they have more than one child, only one child would be able to access remote learning on their phone. Parents reported they are illiterate and do not understand school lessons for remote learning or how to navigate the platforms. Irregular access to the Internet is also common, as the connection gets frequently interrupted due to electricity outages. Access to electricity in households is also limited, especially in the refugee camps who do not have the Internet in their living areas.

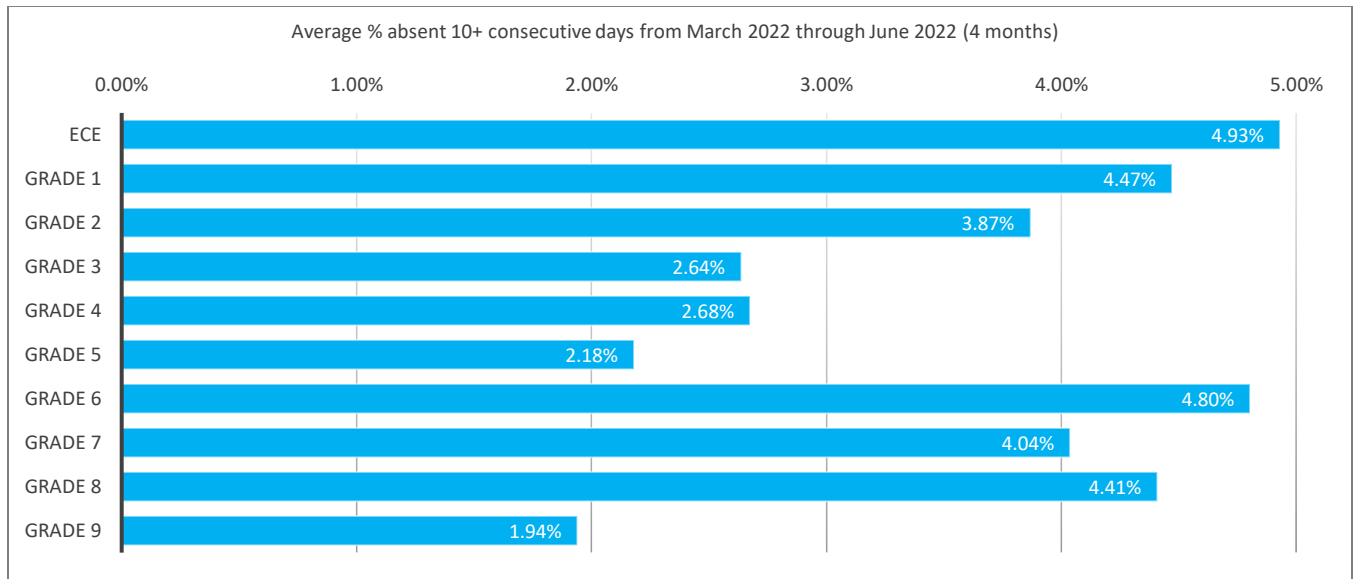
Attendance Rates

The evaluability of the attendance data could be strengthened. The evaluation team was able to independently validate the attendance data for the 2021-2022 school year. However, given the complexity and nuances involved, we could not validate attendance results for subsequent programme cycles. Thus, there are no results to report from the secondary data from the MEHE for attendance in the summer of 2022, the 2022-2023 school year, or in the summer of 2023. Moreover, the attendance data was collected in different ways through different actors over time, making comparisons across the programme cycle challenging. Further, the measures for attendance vary and the manner in which the data was collected, entered, cleaned and aggregated could not be fully validated by the evaluation team. Therefore, we share below trends in the attendance data we analyzed with the caveat that UNICEF's efforts to strengthen the manner in which attendance data is collected and reported upon with the MEHE should continue. The threshold set for the attendance may also need to be adjusted or revised to ensure the CFE programme is measuring what matters. For example, the MEHE provided data in intervals of the number of days absent in a range that does not align with UNICEF measures.

The CFE programme was successful in achieving its annual attendance target in 2021-2022; however, there were variations in performance by grade, and the target was not met in certain regions. The annual target set for the CFE programme was that 95% of students registered in Lebanese public schools and receiving cash for education support were absent for less than 10 consecutive days during a given month of the scholastic year, disaggregated by nationality, shift, grade and sex. The UNICEF reported results were independently validated by the evaluation team for the **2021-2022 school year**, which indicated the average percentage of CFE students who were *absent for 10 or more consecutive days per month* was less than 5% (see Figure 19) [2]. In our analysis, we found younger children had the poorest attendance rates overall, as well as grade 6, or adolescents aged 11 years old. Students in grades 3, 4, 5 and 9 had the best overall attendance rates.

In our analysis, we found the attendance target (5% or less of children who were highly absent) was not met in Akar for any grade except grade 3; not met in El Nabatieh for grades 2, 3, 4, 6 and 8; not met in Baalbek-El Hermel for ECE and grade 1; and not met in North for grades 6 and 7. The targets were met in Beirut and Mount Lebanon across all grades (see Figure 19). There was no attendance data for the 2021-2022 school year by sex with the databases provided by UNICEF. UNICEF reported the percentage of children with disabilities who were highly absent was less than 5%, except for pre-ECE students in the month of June, though we were not able to validate this information with the databases provided by UNICEF [6].

Figure 19: Average percentage of CFE students who were absent, by grade (2021-2022)

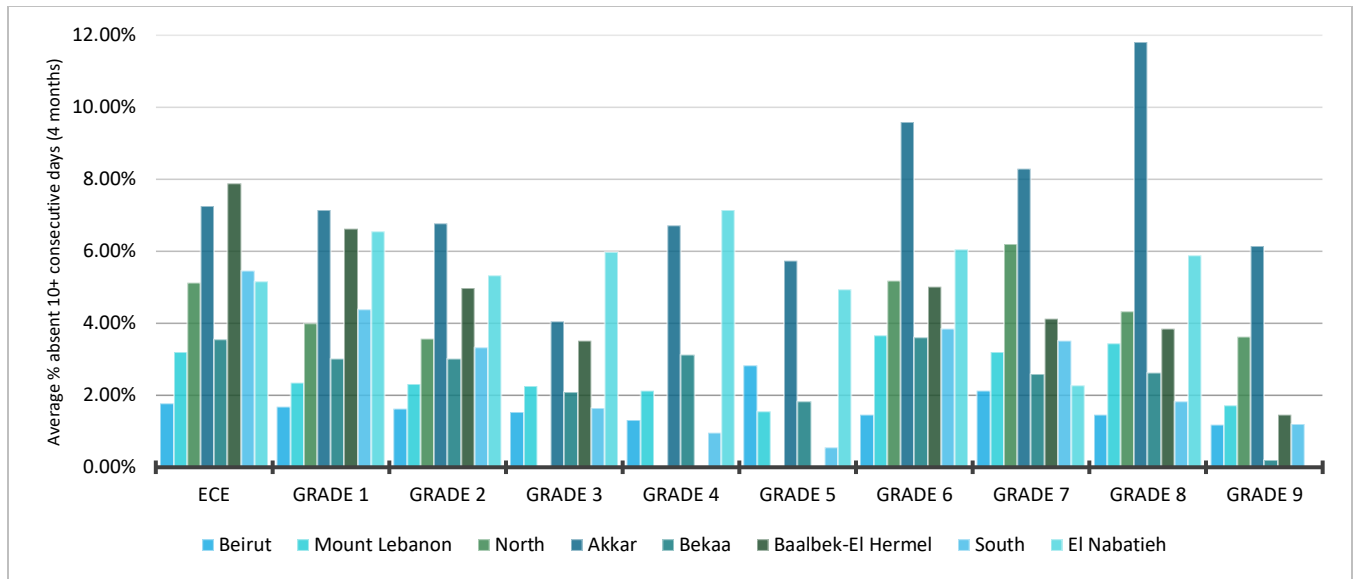


Data source: CFE Attendance Monitoring Data, 2021-2022 school year

Other evidence confirms the positive results found in the CFE attendance monitoring data, as well as variations in performance by nationality. A rapid post-distribution monitoring survey in April of 2022 found that 99% of the cash recipients perceived the assistance would have a positive impact on children’s attendance, with 60% stating it would have a significant positive contribution [7]. By October of 2022, an assessment indicated that 93% of the cash recipients perceived the assistance to significantly or moderately support their children to attend school regularly; 86% reported that the cash support was perceived to have a positive impact on their child’s well-being [6]. By 2023, 80% of recipients felt that the cash assistance supported eligible children in their household to attend school regularly either significantly or moderately [10]. In 2023, a higher percentage of Lebanese recipients felt the cash assistance supported eligible children in their household to attend school regularly when compared to Syrian recipients (85% vs. 78%). A higher percentage of Syrian recipients reported that their child was absent from school for more than 10 consecutive days in the past three months compared to Lebanese recipients (9% vs. 5%) [10].

Parents/caregivers who participated in evaluation focus group sessions also reported the CFE programme was effective at promoting attendance. The survey item regarding whether or not their children attended school a regular basis received the highest overall scorecard (8.61 out of 10), with 75% of parents responding this mostly true, 22% responding sometimes true, and 3% responding never true (see Annex 10, Figure 24). When asked what factors facilitated their children’s attendance, parents/caregivers reported the financial support from CFE; motivation to learn and gain knowledge; a high quality school; a good learning environment; and access to food. When asked what factors prevented their children from attending school, parents/caregivers reported teasing, bullying and violence in school, corporal punishment by teachers, unequal treatment of Syrians and Lebanese students, lack of school supplies, high transportation fees, unclean bathrooms, and health issues or illness. A UNICEF study in 2022 found that the main reasons for absenteeism among highly absent students were health problems or illness, and the costs of transportation to school [6].

Figure 20: Percentage of CFE students who were highly absent, by region (2021-2022)



Data source: CFE Attendance Monitoring Data, 2021-2022 school year

NGO partners mostly agreed that the CFE programme facilitated attendance, but said they could not be sure without a control group to compare performance. Some NGO partners reported that the conditionality of attendance helped to increase attendance rates. However, other NGO partners reported cases in which parents/caregivers adapted to the conditional requirements for attendance by sending their child to school for the minimum number of days required to still receive the benefit. UNICEF had mixed opinions about the attendance conditionality and some were not in favor of this given corporate mandates and experiences in promoting equity.

Retention Rates

There is evidence that the CFE programme was somewhat effective at supporting student retention, or their completion of the scholastic year. For example, UNICEF reported that 34% of the 5,384 children who were highly absent and who received additional support returned to school and completed the school year in 2022 [6]. The number of children who remained absent was the highest in Akkar (n=816), Baalbek-El Mermel (n=606), and Mount Lebanon (n=494), where follow up activities were less successful. Given less than 5% of CFE programme participants were highly absent during the 2021-2022 school year when it was open, this might also indicate student retention over the scholastic year. However, it should be noted that the percentage of students who were highly absent was the highest in the month of June [6].

Transition Rates

There is evidence that the CFE programme supported some students to transition to a higher level grade the next scholastic year. When examining the registration data from the CFE programme over two scholastic years (2021-22 to 2022-23), a total of 30,959 children were retained in the programme because they met the eligibility criteria over both programme cycles (see Annex 10, Table 25). A majority (99.76%) were Syrian, enrolled in cycle 1 (grades 1-3) (66.12%), and not disabled (91.03%). However, due to the limitations of the registration data, we could not verify if the common students across both programme cycles were in the same grade or in the next

higher grade. Studies by UNICEF in 2022 and 2023 found that 98-99% of the parents/caregivers benefitting from the cash would enroll their children in school next year [10].

Exam Pass Rates

There is no evidence at this time that the children enrolled in the CFE programme passed the end of year exams. However, a recent study by UNICEF found that 91% of parents/caregivers reported that their child *participated* in the final exam [10]. A higher percentage of Lebanese household reported this to be true, when compared to Syrian households (96% versus 88%) [10].

Enrolment

The programme does not directly contribute to student enrollment outcomes, as it relies upon enrolled students as a condition of eligibility. However, it is plausible that some parents/caregivers might choose to enroll their child in school because of their awareness of the cash benefit. There is some evidence of this contribution; a UNICEF study in 2022 found that 18% of parents/caregivers enrolled their children in school after learning about the CFE programme [6]. One NGO partner reported that more children enrolled in summer school because of the CFE programme. Another NGO partner reported that enrollment in grade 1 increased because of the CFE programme. Therefore, the CFE programme may have an indirect contribution on student enrolment.

Out-of-School/Drop-Out Rates

At this time, there is limited evidence that the CFE programme is contributing to a reduction in out-of-school children or dropouts. However, it is plausible that the intervention could have an indirect contribution on these rates. A study by UNICEF in 2022 found that 56% of parents/caregivers would have to stop sending their children to school if the CFE cash assistance was no longer available [6].

4.3.2. Unintended Consequences

EQ 3.2. - Has there been any unintended positive or negative consequences or effects of the CFE programme?

Key Findings: The evaluation found one positive and two negative unintended consequences that had effects on increased programme reach (+), perceived household inequity in the lack of coverage for all children in the family (-), and a lack of safe routes to school (-). The negative unintended consequences present risks to UNICEF's reputation among the affected populations.

The **unintended positive consequence** of the school closures from teacher strikes in the 2021-2022 school year permitted UNICEF to include a greater number of children as eligible to receive the assistance. The target increased from 45,000 to 87,000 [1, 77]. This is near doubling of programme reach was because the schools were open for four months instead of the planned eight months.

One **unintended negative consequence** of the targeting and selection criteria and the lack of sufficient resources for the scale of need in Lebanon were parent/caregiver and NGO reports of household inequity arising from the CFE assistance. Many of the parents/caregivers from the evaluation focus group sessions reported that covering only one child in their family presented them with ethical challenges in terms of fairness and non-coverage within their household. For example, some parents/caregivers reported they did not feel comfortable purchasing

stationary and school uniforms for only one child in their household, so they ended up purchasing none. One NGO partner explained that the amount provided has led some families to not send any of their children to school because they do not have enough money to send all their children.

The main concern expressed by parents/caregivers was that they have more than one child, and they did not understand why only one child was considered eligible. A study by UNICEF in 2023 confirmed that the average household size of families benefiting from the CFE programme was 6, but the average number of children benefiting was 1 per household [10]. NGO and UN agency partners also expressed concern that the funds were not sufficient for children's needs within the households benefitting from CFE, stating this issue facilitated a sense of discrimination within the household among some beneficiaries. This issue presented reputational risks to UNICEF among the parents/caregivers we spoke with, who questioned whether the organization understood the realities of their situation. Some even suggested UNICEF conduct a study to understand vulnerability in the country and to ensure no children are left out of the benefit.

Another **unintended negative consequence** was children's exposure to violence on their way to and from school. In previous iterations of the CFE programme, Syrian parents reported a preference for direct cash assistance over bussing so they could choose their transportation modality. Many parents reported facing issues with buses, such as overcrowding, delays, and safety concerns. Some children were dropped far away from their homes. When UNICEF changed its approach from providing direct transportation services to Syrian students to providing direct cash assistance for transportation costs, this shifted the liability to parents/caregivers to ensure their child's safe routes to school. The evaluation heard from key informants and parents/caregivers that there were serious child protection issues (especially for Syrian girls and boys and children with disabilities) on their routes to and from school. The lack of safety reported by parents/caregivers in the focus groups was related to harmful gender and social practices, such as: sexual harassment, verbal and physical violence against girls; physical assault and discrimination arising from a lack of social cohesion among Syrian and Lebanese populations; and unsafe roads and transportation options in Lebanon, especially for children with disabilities. In some cases, this led parents/caregivers to stop sending their children to school.

4.3.3. Equity, Gender and Inclusion

EQ 3.3. - How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?

Key Findings: The contributions of CFE programming to inclusion gaps for children with disabilities enrolled in public formal education were significant, as this population has largely been excluded from humanitarian efforts in Lebanon, and in development efforts within the education sector. The CFE programme reached an equal proportion of girls and boys on a national level according to its targeting and selection criteria, and facilitated access among children with disabilities across all grades in primary education. However, the scale of need among the populations residing in Lebanon is much greater than the programme can currently support.

The specific contributions of the CFE programme to children with disabilities included facilitating their identification, attendance and retention in school. Children with disabilities had roughly an equal proportion of students (less than 5%) who were highly absent during the reporting period [25, 26]. However, key informants from UNICEF, MEHE, NGOs and donor agencies all recommended the monthly amount allocated for children with disabilities should be higher given there are added expenses for this child population. Another contribution of the CFE programme was a sharpening of the definition of, as well as tools to identify children with disabilities. This

was because UNICEF had to standardize the definition to ensure the right children were being targeted by the CFE programme. This definition and tool is based upon the Washington Group’s list of short questions to identify children who have difficulty walking, seeing, hearing, speaking, with self-care, learning new things and interacting with others [19].

Using this classification, UNICEF found a higher percentage of children with disabilities were enrolled in the CFE programme than previously found during the 2021-2022 school year (6.3% versus 7.9%). UNICEF also found that a higher percentage of Syrian children enrolled in the CFE programme had a visual impairment, while a higher percentage of Lebanese children had difficulty learning /remembering/concentrating or difficulty communicating or speaking [10]. However, the evaluation found that these tools require further harmonization in their application across the MEHE (especially at the decentralized and school director levels), NGOs and UN agencies. For example, MEHE informants reported that the data on students with disabilities during the 2021-2022 school year inflated due to data entry errors and other factors. For example, there is no unified or interoperable data collection system for children with disabilities in the country across sectors. UNICEF informants also noted that NGO partners were not consistently applying the same criteria for identifying children with disabilities across the education portfolio.

The CFE programme was effective at registering and facilitating the attendance of an equal proportion of girls and boys from 2021 through 2023 on a national level. In addition, the CFE programme adjusted its selection and targeting criteria to address the equity issues faced by Lebanese household in sending their children to school starting in 2022. However, while the CFE programme was national in reach, it only supported a small proportion of vulnerable child populations in Lebanon who were already enrolled in formal public education. For example, an estimated 700,000 children were out-of-school in Lebanon during CFE implementation. The CFE programme does not address this equity issue directly, only indirectly, and evidence is limited of this causal pathway at this time. Further, the CFE programme was not able to target “hard to reach” children through the cash assistance as it had originally intended, due to a lack of spatial data on this population and sufficient resources [1]. Finally, UNICEF attempted to make the CFE programme more gender responsive for girls of certain grades given their risks of dropping out because of early marriage, and for boys due to early entry into the labor force, but could not secure funding for these populations. In sum, the overall scale of need in Lebanon is much greater than the CFE programme can address. The CFE programme represents only one intervention among many that UNICEF is supporting to improve access of vulnerable populations. As such, it was not expected to address all issues related to access, only those related to the economic barriers to access among eligible children.

4.3.4. Implementation Oversight

EQ 3.4. - How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?

Key Findings: UNICEF put in place different strategies for managing inclusion, exclusion and duplication errors. Some duplication errors were found between the Haddi and CFE programmes during the 2021-2022 school year that could have been avoided, but were promptly addressed by UNICEF once discovered. However, the risk mitigation strategy for communicating the logic of eligibility to the affected populations was less effective. There were no explicit strategies for addressing non-coverage given the lack of data upon which to examine this issue from a spatial and equity perspective.

UNICEF effectively employed a range of technical strategies - such as spot checking, post-distribution monitoring and participation in technical working groups - to manage oversight of the eligible participants. Based upon its

history of providing cash assistance to vulnerable children in Lebanon, and given the existence of other cash transfer programmes in the country, UNICEF was aware of the potential for exclusion or non-coverage, and for inclusion or duplication errors [1]. The CFE programme design was based upon a national landscape analysis of existing cash programmes to avoid duplication and to address equity gaps [1]. Based upon this mapping, one reason UNICEF preferred categorical targeting criteria for CFE eligibility was due to a lack of updated data on household vulnerability and the high potential for exclusion errors. UNICEF also reported its leadership and participation in a national education working group, as well as a national task force on cash programmes in Lebanon to ensure coordination and to avoid duplication errors [23]. However, one UN agency partner felt that there should be better coordination between UNICEF, other UN agencies and the MEHE as it relates to sector-based cash programmes. Finally, UNICEF reported it performed frequent duplication checks, such as between the recipients of the Haddi child grant and CFE in 2021, which found 9,783 overlapping beneficiaries who were subsequently removed from the CFE benefit [25]. UNICEF informants viewed this as a successful duplication check, as beneficiaries who benefitted from Haddi did not receive the CFE assistance. The viewpoint from other informants was that this duplication error could have been avoided, even though the issue was quickly addressed by UNICEF once known.

Communication with cash recipients was less effective regarding the logic of UNICEF's selected inclusion and exclusion criteria, even though UNICEF had a risk mitigation strategy for this component [16]. This strategy provided clear messaging, communication and awareness raising information to avoid bias perception and misinformation about UNICEF's support for both Lebanese and non-Lebanese children. However, NGO partners, private sector service providers and UN agency partners reported that parents/caregivers frequently complained about the eligibility criteria. According to the parents/caregivers in the evaluation focus groups, they considered the eligibility criteria as unfair and unequitable. This is because they made the assumption that CFE eligibility was based upon vulnerability. Even though UNICEF clearly communicated who was eligible and not-eligible through its call centre, parents/caregivers communicated to the evaluation team that UNICEF should do more to understand who is vulnerable and needs the cash assistance, because they perceived many children were being left out (non -coverage).

Some eligible children are likely missing out on the CFE benefit, but the scale of non-coverage is currently unknown. UNICEF informants reported that it was not possible to fully examine the issue of non-coverage and that they suspected this was happening to some extent given school enrolment figures compared to CFE programme coverage, which was 18% in 2023. Further, when examining the targets versus CFE programme reach for the 2021-2022 school year, there was a gap of nearly 4,000 children in coverage for cycle 2 (grade 4 through 6), and a gap of nearly 1,500 children in coverage for cycle 3 (grades 7 through 9) (see Annex 10, Table 13). UNICEF explained one reason for this gap was due to a lack of recent spatial data at the household and regional level to understand and map vulnerability in education access, especially among hard-to-reach populations who live far from school. NGO partners also raised concerns that eligible children were missing out on the CFE benefit, especially those in hard-to-reach areas. UNICEF informants also raised concerns that some children with disabilities may not have been covered due to a lack of proper identification of their condition.

4.4. Efficiency

EQ4 - How well were the CFE programme resources used?

High-Level Findings: The CFE programme utilized its resource in a manner consistent with the planning documents. However, additional steps are required to ensure greater efficiencies in system strengthening of the attendance data, the payment process, amounts and community-based monitoring.

4.4.1. Programme Resourcing and Delivery

EQ 4.1. - To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?

Key Findings: The evaluation found that UNICEF took actions to deliver the payments in a timely manner to programme recipients; however, sometimes the payments were delayed due to the receipt of incomplete attendance data and other reasons that are further explained in the report. UNICEF delivered the CFE programme within the planned monetary resources.

UNICEF actions to ensure prompt payments to CFE programme participants worked in some ways, but not in others. A majority of cash recipients (75%) reported that it took them 30 minutes or less to travel to an OMT agent given their network of 1,200 OMT locations in Lebanon, and 15 minutes or less to obtain the cash [7]. On the other hand, the timing of the payments did not align with the start of the school year. Cash recipients did not receive the benefit during the first month of school, but instead, were required to cover transportation costs for one month and have their child attend school before receiving the benefit.

Further, ***the evaluation found the data collection systems for conditional payments based upon student attendance were not sufficient or timely.*** The payments were supposed to be monthly, but UNICEF reported delays in receiving attendance data from the MEHE. UNICEF also reported the formula to stratify payments based upon attendance was challenging. These factors combined created delays in paying parents/caregivers. According to data from the Call Center, the evaluation found it took on average 19 days, 22 hours and 54 minutes for UNICEF to resolve payment issues. Non-payment related issues took much longer, on average 56 days, 7 hours and 31 minutes. The median resolution time for all queries was 3 working days.

UNICEF delivered according to the planned resource allocations for the CFE programme, but these resources fluctuated each year which made it difficult to facilitate advanced or multi-year planning. Fluctuations in donor allocations also contributed to changes in the targeting and selection criteria, which posed other challenges to efficiency in CFE annual planning. Fluctuations in school closures meant that the duration of assistance changed each year and also contributed to inefficiencies in programme delivery, despite having the benefit of covering more students.

The cost of ensuring children's attendance and retention during the school years in 2021 and 2022 was \$100 USD per child, based upon five months of assistance (see Table 6). The average cost for facilitating attendance during summer school was \$30 USD per child, for one-time payments for 1.5 months of assistance (6 weeks). UNICEF's direct cash transfer to recipients were less than the overall budget allocation for each programme cycle. The remaining budget for operating costs varied from 6% to 16% of the total allocation. There were variations in the remaining budget each year. This was partly due to higher operating costs during Summer School 2022. All registrations were done through a call center, which incurred higher costs than through NGO partners. However, documents of partnership agreements and reports from key informants suggested the remainder of the budget was utilized for implementing partners to facilitate registration and follow-up on absenteeism, call center services, SMS services, OMT fees, training costs, and consulting fees for program design, conduct post-distribution monitoring, and evaluation.

Table 6: CFE programme resources and direct costs

Programme Cycle	# of Children Reached by CFE	Actual Duration of Assistance	Total Cash Value per Child (USD)	Total Donor Allocation (USD)	Total Direct Costs to Recipients	Remaining Budget for Indirect Costs
1. 2021-2022	89,402	5 months	\$100	\$9,750,734	\$8,940,200 (92%)	810,534 (8%)
2. Summer 2022	80,955	1.5 months	\$30	\$2,892,316	\$2,428,650 (84%)	\$463,666 (16%)
3. 2022-2023	75,658	4 months	\$80	\$10,355,500	\$6,052,640 (58%)	\$646,610 (6%)
4. Summer 2023	121,875	1.5 months	\$30		\$3,656,250 (35%)	

4.4.2. Payment Methods and Amounts

EQ 4.2. - How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?

Key Findings: UNICEF adjusted the amounts paid and currency type according to the changing context. However, the payment amount is no longer sufficient to cover all of children’s indirect education costs. There is insufficient data to link resource inputs with the results achieved at this time.

UNICEF was responsive to the changing economic context and fluctuations in the Lebanese pound and switched to paying cash recipients in USD. This change was viewed positively by most key informants and parents/caregivers we spoke with for the evaluation. UNICEF also changed the duration of cash assistance due to teacher strikes and based upon changes in the number of months that schools were open. As it has been pointed out previously, the scale of children’s needs in the country exceeds the available funding, which may be contributing to perceptions of inequity. While the CFE programme reduced household indirect education costs, there is strong evidence from all data sources that the payment amounts were insufficient for these costs given high levels of inflation in the country.

Currently there is insufficient data that links attendance data with the CFE assistance. Thus, we cannot draw any conclusions about the efficiency in achieving the planned results.

4.4.3. Structures and Resources

EQ 4.3. - To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?

Key Findings: UNICEF put appropriate structures in place and had adequate technical and financial resources to implement the CFE programme. However, additional resources for absenteeism follow up are warranted.

The evaluation found UNICEF's internal technical and financial resources to implement the CFE programme were sufficient. For example, the CFE programme leveraged UNICEF's MIS system, established standard operating procedures for the registration process and call center, and the roles of various stakeholders were clear. UNICEF hired an international technical expert to support the design of the cash programme and had other education and social policy staff who had the necessary skills to implement the programme. NGO informants reported that UNICEF provided sufficient training and technical support (such as tablets) for them to implement the programme, such as for registration, attendance and follow up procedures.

UNICEF designed, led and invested in robust monitoring processes for the CFE programme. For example, UNICEF conducted a baseline and endline for the first programme cycle, conducted two post-distribution monitoring surveys in 2022 and 2023, and established systems for monitoring the follow up of students with high absentees. UNICEF's data service provider has robust quality assurance procedures and they were competent to gather data directly from parents/caregivers and were aware of the illiteracy prevalence, especially among the Syrian adult populations. UNICEF relied upon its implementing partners to monitor the programme under its leadership, and has commissioned an independent third party to strengthen the monitoring and validation of attendance data.

Some NGO informants considered the resources for monitoring sufficient, while others did not. For example, one NGO partner reported not having enough resources to travel to the number of schools in their portfolio for monitoring visits. Both UNICEF and NGO informants reported the follow up monitoring of children with high absenteeism could be expanded, but that there were insufficient resources and a limited implementation timeframe. Further, as mentioned in previous evaluation questions, the coordination and evaluability of the attendance data requires strengthening to ensure appropriate monitoring of the CFE outcomes. Key informants from UNICEF, UN agencies and NGOs reported that capacity strengthening with the MEHE regarding the procedures to collect and quality assure the attendance data require strengthening. For example, the third-party monitor found that some schools were at high risk of errors in their attendance data through one spot check with 120 schools.

UNICEF reported being aware of the need for additional resources for monitoring, but has found it challenging to mobilize resources for this purpose given reduced interest and resources from international donors. Global conflicts have negatively impacted the funding landscape for international development initiatives during the CFE implementation period. The current donors of the CFE programme forecasted a reduction in the amount of resources they could provide moving forward, and were examining exit strategies. Further, UNICEF reported not being in a position to engage business or the broader private sector in support of the CFE programme given the financial crisis in the country.

4.4.4. Collaboration and System Strengthening

EQ 4.4. - To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?

Key Findings: UNICEF leveraged existing partnerships with NGOs and private sector service providers to efficiently mobilize stakeholders for the CFE programme. Coordination and communication with NGO partners could be strengthened to improve efficiencies with other education programming efforts. System strengthening of the MEHE for this specific programme was not explicit in UNICEF documents, but some advancements were made with regards to Syrian student IDs within the SIMS.

UNICEF's existing partnership service agreements with implementing partners were much broader than the CFE programme, which created both opportunities and challenges. One opportunity was that NGO partners already had community and school-based activities that the CFE programme could complement or leverage. For example, during school enrollment, the CFE programme utilized NGO/ Implementing Partners' enumerators to register eligible children for the cash benefit. One challenge was related to contracting procedures and the potential need for a separate contract for the CFE programme to ensure its timely implementation and in alignment with the school year.

Coordination and communication with NGO partners was mostly positive, but some offered suggestions for strengthening these components. For example, it was suggested that UNICEF map out other education access interventions for the same populations to ensure efficiency. Perhaps because implementing partners were not involved in the design of the CFE programme, there were missed opportunities for programme integration. As one informant described it, "the CFE programme parachuted into an ecosystem of programming." Other suggested UNICEF strengthen the capacity of NGO partners and the MEHE to better identify children with disabilities using a harmonized set of tools for the collection and reporting of data. Coordination and communication between UNICEF and the call center was reported as efficient, consistent and timely by both informants. Other informants thought that having additional ways beyond the call center to communicate with the affected populations may be needed, especially around awareness raising activities and feedback mechanisms.

System strengthening of the education sector through the CFE programme was not explicit in the programme proposals or reports, but nonetheless happened to some extent through the CFE programme. When the first cycle of the CFE programme was implemented, because of its focus on Syrian refugees and operational feasibility, UNICEF did not utilize the MEHE's system for attendance. At this time, there was also no unique ID for Syrian students within the SIMS and the MEHE was not tracking this population's attendance. The change of the program eligibility criteria to include Lebanese students coincided with the completion of the transition from the Compiler to SIMS. As a result UNICEF was able to receive attendance data for both populations starting in SY 2022/23 through SIMS. In the 2022-2023 school year, it became possible to receive attendance data for both first and second shift schools through the MEHE SIMS.

5. Evaluation Conclusions and Lessons Learned

5.1. Programme Equity and Inclusion

The **first objective** of this evaluation was to assess the relevance of the CFE programme selection criteria, targeting processes for inclusion and exclusion, potential errors, risks of duplication or non-coverage, in order to examine the extent to which inclusion, equity, gender and safe access objectives were achieved in the programme.

Overall, the evaluation found the CFE programme was partially successful in integrating gender, equity and inclusion objectives into the design and implementation of the intervention. The CFE programme design excelled in its alignment with UNICEF mandates, core commitments to children and children's right to education. The CFE programme was also found to be relevant for the national education needs of vulnerable children; however, the scale of need was greater than the available resources. This fact meant that UNICEF had to narrow its equity-based approach to targeting and eligibility, which led to changes in the number and types of children covered by

the cash benefit. For example, 30,959 children (39.7%) (primarily Syrian children and children with disabilities) received the benefit during the 2021-22 and 2022-23 school year), and we can conclude that they transitioned to the next school year. However, 46,995 children (60.2%) (primarily Syrian children in ECE and grades 2 and 3) received the benefit during the 2021-22 school year only, and their transition to the next school year cannot be confirmed.

The CFE programme was mostly successful in reaching the targeted number of vulnerable children each programme cycle, although there were regional differences in coverage by nationality, age and ability. The programme was successful in reaching an equal proportion of girls and boys and was therefore gender sensitive. However, other aspects of the gender responsiveness of the programme require strengthening, especially regarding the training of Call Center staff on gender and gender-based violence. While UNICEF attempted to make the CFE programme more gender responsive of certain grades given their risks of dropping out because of early marriage, and for boys due to early entry into the labor force, but could not secure funding for these populations for school year 2023-24 to cover all children in cycle 3 in pm shift. During SY 2022-23, children in grades 7 to 9 in second shift, representing children at risks of dropping out due to early marriage, and for boys due to early entry into the labor force were eligible to receive the cash assistance.

UNICEF effectively supported safe access objectives and responded to requests or complaints from programme recipients with minimal gender differences. However, the limited involvement of implementing partners and parents/caregivers from the design of the intervention, as well as changes in coverage for each programme cycle may have contributed to a perception that the CFE programme was inequitable.

The **second objective** of this evaluation was to explore how and to what extent the CFE programme, in its design and implementation, has been successful in facilitating better **inclusion** of children with disabilities.

The evaluation found the CFE programme provided a significant contribution to education access for vulnerable children with disabilities in Lebanon. The inclusion of children with disabilities substantially increased over time with a narrowing of focus on CFE eligibility criteria for this population, which included both Lebanese and non-Lebanese students. The CFE programme was unique in that it supported the mainstreaming of children with disabilities in formal public education, rather than their participation in specialized schools. The CFE programme also contributed to strengthening the identification of children with disabilities, and has taken steps to harmonize the actions of the MEHE and NGOs for this population.

5.2. Programme Linkages and Integration

The **third objective** of this evaluation was to assess the CFE programme coherence, and how it links with other social assistance programmes for families with children, and can be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance.

The CFE programme complimented or extended existing national education and social protection priorities and programmes by offering a strategy to reduce economic barriers in access to education. The CFE programme was unique in its focus to include both Lebanese and non-Lebanese populations. In the current version of the CFE programme, there has been limited leadership of the MEHE in its design and implementation; whereas other social assistance programmes are led or owned by the Ministry of Social Affair. Efforts to coordinate across sector agencies take place through technical working groups and bi-lateral meetings, although coordination between the MEHE and the MoSA is limited at this time. Collaboration between UNICEF and the MEHE needs improving as it

related to the collection and reporting of attendance data for the CFE programme. A stronger articulation between the UNICEF education and social protection strategies is required as it relates to programme convergence and the contributions of the CFE programme with other social assistance programmes in Lebanon.

5.3. Programme Quality

The **fourth objective** of this evaluation was to examine the CFE programme effectiveness in achieving planned results, with a focus on outcomes related to linkages to attendance, retention, continuous learning, household use of cash resources, and other aspects.

The CFE programme largely achieved its objectives in relation to student attendance, but only partially achieved its objective to reduce the economic barriers for indirect education costs. Without the CFE programme, many children will likely not attend school given the high levels of vulnerability. The CFE programme directly contributed to retention and transition rates among children who were eligible over more than one programme cycle, though more data is required to fully assess these linkages. The programme may also indirectly contribute to enrolment rates, dropout rates, and exam pass rates, although evidence is too limited to draw conclusions at this time.

5.4. Programme Resources and Systems

The **fifth objective** of this evaluation was to assess project efficiency, and how well the CFE programme utilized its resources efficiently to achieve desired results.

The evaluation found the CFE programme resources were efficiently utilized, although a variety of factors led to payment delays. The amount of resources allocated changed each programme cycle, making it difficult for advanced or multi-year planning. The payment amount was not sufficient for the last two programme cycles due to high increases in inflation. There were gaps in resources for programme monitoring at the school and community levels, and in planning for system strengthening with the MEHE.

5.5. Challenge and Lessons Learned

The **sixth objective** of this evaluation was to analyze the factors that affected progress towards results and the hindering and supporting effect of the country context, and capture challenges, lessons learned, and success factors.

A variety of factors affected implementation planning and progress for the CFE programme. The context of Lebanon, namely the poor economic conditions and fragile public education system – contributed to the results achieved. For example, school closures led to a reduction in the duration of the CFE benefit, which had an unintended positive effect on programme reach (nearly double the number of children could be covered). The scale of need resulting from the poor economic conditions may have contributed to the perception that the CFE programme benefit was insufficient for children’s needs or not equitable.

The main challenges of the CFE programme were associated with the equity-based approach utilized by UNICEF for the targeting and selection criteria. Given the scale of need in the country, this approach was too broad for the amount of resources allocated. Each year UNICEF had to determine how to narrow the target population based upon available resources. This led to changes in who was covered through the CFE programme, who was retained, and who was dropped from the benefit over time. The fluctuations in resource allocations made advanced planning for the targeting and selection criteria a challenge, and for multi-year planning.

The main success story of the CFE programme was its contribution to the mainstreaming of children with disabilities in formal public education. The CFE programme reached nearly 28,000 children with disabilities over the four programme cycles, including Lebanese and non-Lebanese students. The focus on children with disabilities was warranted given the lack of systematic identification, monitoring and assessment tools for this population. However, the indirect costs for education of children with disabilities are likely higher than the current CFE monthly allocation, though there was no study to confirm these costs.

6. Recommendations

6.1. Areas for Future Research

The **seventh objective** of this evaluation was to highlight areas requiring further focus and possibly further research, and main risks to be considered during the upcoming phase, outlining possible mitigation results.

The following components of the CFE programme would benefit from additional research to mitigate potential risks in the upcoming implementation phase.

- Conduct an education expenditure survey on the costs for households who have children with disabilities to ensure the monthly cash allocation is sufficient for this population.
- Implement UNICEF-led monitoring visits with a representative sample of communities to better understand how parents/caregivers who have received the cash benefit are adapting to the attendance requirements and to having fewer children covered in their household. Explore how parents/caregivers make decisions on how to use the cash, if there are any positive spillover effects for other children.
- Conduct an intersectional analysis of the attendance data (such as sex by age, sex by region) to better understand which students are chronically absent and why.
- Conduct an analysis of the attendance data to determine the prevalence of children who only attend school two days per month during the middle of the month to meet the minimum requirements for the cash benefit.

6.2. Strategic Learning Recommendations

The **eight objective** of this evaluation was to provide strategic learning recommendations aimed at informing the upcoming phase of the programme design and implementation by UNICEF Lebanon, mainly in terms of targeted groups criteria and conditionality of assistance.

Based upon the evaluation findings, it is recommended that the CFE programme target all children with disabilities (regardless of nationality) from ECE through grade 9 as its main eligibility criteria moving forward.

This narrowing of focus on children with disabilities has the potential to reduce the identified risks, including: (1) a 50% reduction in donor funding for the CFE programme for the next implementation cycle; (2) dismantling community perceptions that the CFE programme is unequitable because it covers some grades but not others, or covers only 1 child out of 6 within the household; (3) focusing UNICEF efforts on system strengthening for children with disabilities within the MEHE, and with better coordination of the MoSA cash assistance programmes for this population.

Based upon the evaluation findings, it is recommended that the conditionality of cash assistance include sufficient resources for validating the attendance data for children with high absenteeism rates before a payment reduction is made. MEHE systems for tracking attendance need to be strengthened if the CFE programme intends to continue the conditionality of reduced payments based upon student attendance. The coordination between UNICEF and the MEHE on attendance data measures, data collection tools and systems needs to be strengthened before this conditionality will be fully operational. As is, UNICEF risks providing lower payments to students who may have not been absent given the status of attendance data quality and systems in the country. UNICEF should develop procedures for validating the attendance data of students with high levels of absenteeism before any payment reduction is made.

Additional recommendations to strengthen programme are as follows:

Programme Relevance

- Include the MEHE and other implementing partners in the design of the new programme cycle with the purpose of strengthening implementation and coordination of the cash benefit with other education access programmes, especially those targeting Syrian students and children with disabilities.
- Include parents/caregivers in the programme design through in-person monitoring visits that are led by UNICEF's Education Section with the aim of developing approaches for communicating the logic of the targeting and selection criteria with parents/caregivers, taking into consideration variations in language and literacy levels.
- Stabilize the targeting and selection criteria to the extent possible so there are limited changes in who is eligible, and to allow for more advanced planning and retention of programme recipients over time for greater impact.

Programme Coherence

- Ensure continuous communication with the MEHE for this programme and document decisions made; streamline communication between UNICEF and the various units in the MEHE, such as by having one focal point for the CFE programme.
- Be more explicit in the programme documents and the theory of change which approaches are utilized for ensuring the CFE programme is gender-responsive.
- Be more explicit in programme documents and the theory of change how the CFE programme is addressing system strengthening and the quality of education, especially as it applies to attendance data and children with disabilities. Better articulate the linkages between the CFE programme and broader social protection strategy and national social policies in the country.

Programme Effectiveness

- Improve the evaluability of the CFE programme by developing coding manuals for each database that provides a clear description of the variables in each database. Provide clear steps and procedures utilized by UNICEF to extract and merge databases.

Programme Efficiency

- Continue the efforts of UNICEF and the MEHE to strengthen the quality and validity of the attendance data through third party monitoring and the TREF modality, possibly increasing resources for school level data entry. Identify and address bottlenecks in the timely receipt of attendance data.

Annex 1: Terms of Reference

Section	Evaluation/Education	Date	Jul 21, 2023
Title	Evaluation of the Cash for Education (2021 and 2023)	Duty Station:	Beirut, Lebanon
Reporting to:	Evaluation Officer	Contract Type:	LTA
Duration	67	Start date:	September 2023
Background	<p>OVERALL SITUATION OF LEBANON</p> <p>Lebanon is home for 5.6 million people, 40 per cent of which are children. With an estimated 1.5 million Syrian refugees and 250 thousand Palestinian refugees, Lebanon remains the country hosting the largest number of refugees per capita. Lebanon has been experiencing multiple crisis over the last three years including the worst economic collapse in recent times, the COVID-19 pandemic, and the August 2020 Beirut blast. These compounded crises have significantly reduced people’s access to income and purchasing power exacerbating vulnerability among both Lebanese and non-Lebanese.</p> <p>IMPACT ON EDUCATION</p> <p>As a result of the multiple crisis both Lebanese and non-Lebanese families have been facing several deprivations that have been impacting the education and well-being of their children. For the last three years the COVID-19 pandemic and the multiple crises in Lebanon have severely undermined the ability of the education system to provide sustained access to quality education and parents and caregivers’ ability to keep their children in school. As a result, the education of over 1.2 million children has been disrupted resulting in growing learning gaps and education being increasingly de-prioritized, especially among the most vulnerable.</p> <p>Starting in March 2020, there has been prolonged periods of schools’ closures due to the COVID-19 pandemic. Over 1.2 million school-aged children enrolled in public, private, semi-private, and UNRWA schools, as well as an additional 50,000 children attending non-formal education were affected by these closures mandated by the MEHE and the Ministry of Public Health. In spite of the launch by the MEHE of a distance learning initiative as of March 2021, participation rates have been uneven across governorates, grade levels and student populations. The digital gap has affected the most vulnerable among both Lebanese and non-Lebanese communities, with major and detrimental increase in learning inequality and drop out among the poorest Lebanese and refugee children.</p> <p>In parallel, the aggravating economic crisis, the significant devaluation of the Lebanese pound and growing inflation have dramatically reduced purchasing power, impacting families’ ability to access the education system as they struggle to cover a range of education related costs, while sometime resorting to alternative coping strategies to compensate for a rampant inflation and uncertain or decreasing source of income.</p>		

The multidimensional deprivation rate in Lebanon was estimated at 82 per cent in 2021 and it is likely to have increased even more in 2022[1], and 88 per cent of Syrian refugees were below the Survival Minimum Expenditure Basket (SMEB) in 2021[2]. As a result, the overwhelming majority of the population in Lebanon is poor.

According to the Child-Focused Rapid Assessment (CFRA)⁵ conducted by UNICEF in April 2021, children are missing out on education. As per the 2020-2021 Lebanon Crisis Response Plan (LCRP), the number of Syrian children out of school increased from 55% to 63% between 2020 and 2021 (a total of 445,000 children). The total number of Lebanese children out of school is estimated to be 257,000 (22% of the Lebanese school-aged population), bringing the total to approximately 700,000 children (37% of the total school-aged population). The risk of new children dropping out of education or falling out of learning is also high and in danger of further deteriorating because poorer families might assign a lower value to education and its long-term benefits to prioritize immediate needs.

Even under a subsidized system where access to public education is free (no tuition fees) many families cannot afford other (indirect) education-related costs (such as transportation, money for food and snacks at school, stationery and school supplies, uniform and school clothes, and backpack).

Object of evaluation

Cash for Education (CFE) Assistance

For the last three years in Lebanon, the aggravating economic crisis, the significant devaluation of the Lebanese pound, and growing inflation have dramatically reduced purchasing power, impacting families' ability to access the education system as they struggle to cover a range of education-related costs. Even under a subsidized system where access to public education is free (no tuition fees), many families cannot afford other (indirect) education-related costs (such as transportation, money for food and snacks at school, stationery and school supplies, uniform and school clothes, and backpacks).

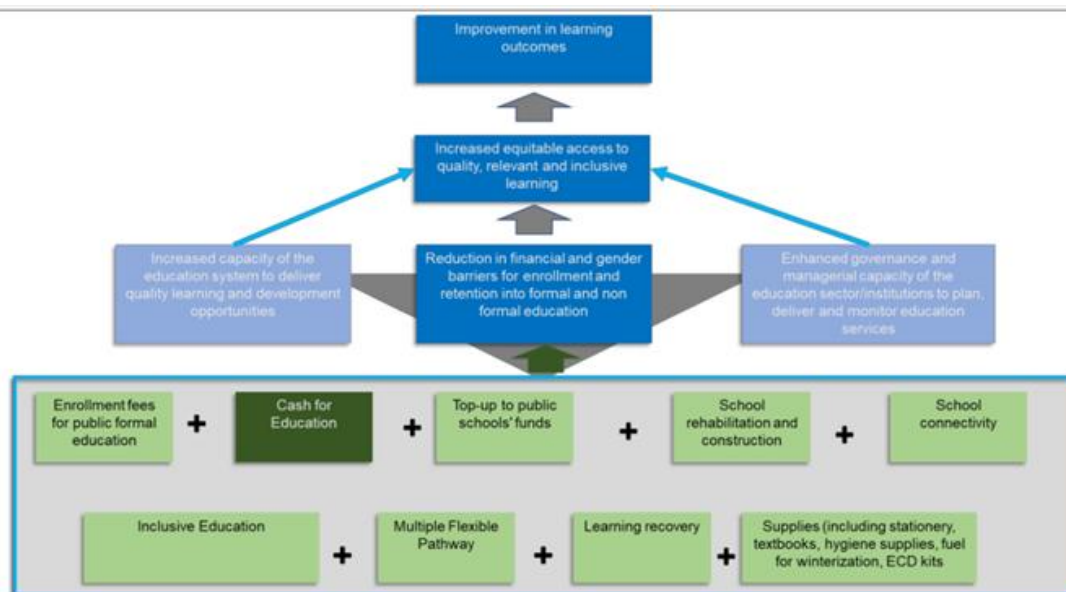
To respond to these challenges and reduce access barriers, the Cash for Education (CFE) program provides cash assistance to families of eligible children to help them cover indirect costs of education.

The UNICEF Cash for Education programme seeks to reduce financial barriers faced by vulnerable families in sending their children to school to ensure these children can attend school on a regular basis and complete the school year.

The Cash for Education programme is a key component of the UNICEF Education programme (figure 1 below [3]). It complements other interventions that are aimed at increasing access to education by removing barriers and improving enrolment and retention of vulnerable children in formal education. It is aligned with the new Transition and Resilience Education Fund (TREF) aid modality established through an agreement between UNICEF and the Ministry of Education and Higher Education (MEHE) and officially launched in June 2022. It falls under the first TREF funding window that supports agreed upon priority outputs and programs under access, quality

and the strengthening of the Lebanese public education system of the MEHE Five Year General Education sector plan.

Figure 1. Cash for Education in UNICEF Education programming in Lebanon to support Access to Education



CFE Program Design and Implementation

During the period from 2021 to 2023, the Cash for Education program was implemented across four rounds including two school years and two summer schools. Below is a summary of program design and results across each implementation round.

Implementation cycle	Eligibility	Numbers reached, duration
School Year 2021-2022	<p>Non-Lebanese children enrolled in second shift public schools as follows:</p> <ul style="list-style-type: none"> -children enrolled in Prep-ECE; -children enrolled in grades 1 and 2; 	<p>89,401 children supported over 5 months (February to June 2022). Short implementation period due to extended schools' closures</p> <p>Assistance amount: \$20 per child monthly. A total of \$8,940,100 was disbursed and redeemed by eligible beneficiaries</p>

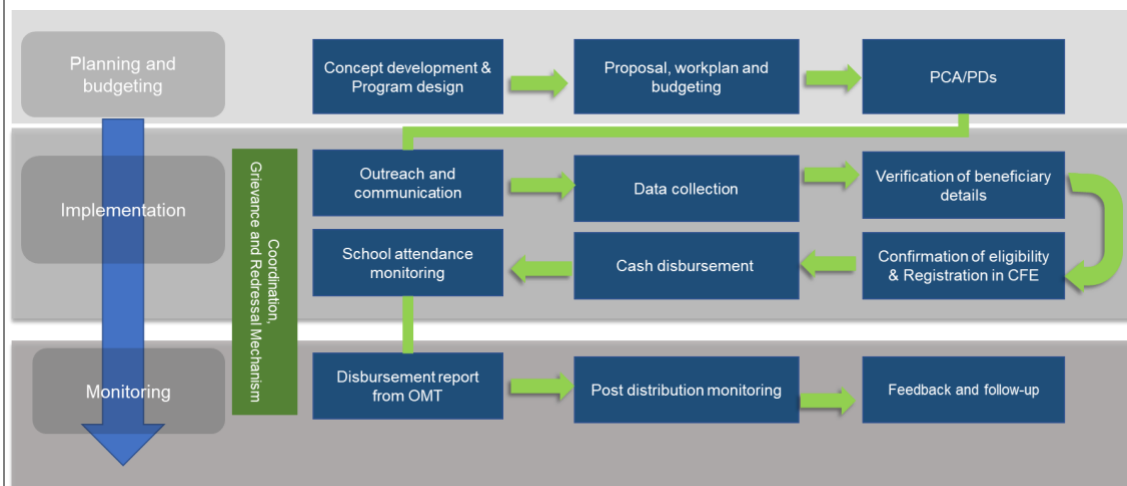
		<p>-children enrolled in grades 6 to 9;</p> <p>-children with disabilities (enrolled in other grades, i.e. in grades 3 to 5).</p>	
Summer School 2022	-Lebanese and non-Lebanese children that attended at least 50% of the summer school program	<p>80,955 children supported over 6 weeks</p> <p>One time assistance amount of \$30 per child</p> <p>A total of \$2.428,650 was disbursed and redeemed by eligible beneficiaries</p>	
School Year 2022-2023	<p>Eligible Lebanese and non-Lebanese children enrolled across first and second shift public schools.</p> <p>Eligible children include:</p> <p>-All children in grade 1 across first and second shift schools</p> <p>All children with disabilities enrolled in Grades 2 to 6 in first and second shift schools</p> <p>All children in cycle 3 (grades 7 to 9) in second shift schools</p> <p>Note: the program is not targeting children in cycle 3 in first shift schools to avoid duplication of assistance with the cash assistance component of the World Bank ESSN program</p>	<p>Implementation period covers March to June 2023</p> <p>As of May 2023, an estimated 70,000 eligible children (49.8 per cent female, 31 per cent Lebanese, 15 per cent with disabilities) were supported. The last payment is scheduled in August/September to cover the month of June.</p> <p>Monthly assistance amount: \$20 per child, with a \$10 deduction for children reported as highly absent (having missed 10+ consecutive days of school in a given month). As of May 2023 a total of \$4,088,690 was disbursed and redeemed by eligible beneficiaries</p>	
Summer School 2023	Lebanese and non-Lebanese children that have attended a minimum of 50% or 70% of		

	the summer school program (still under discussion)	
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Beneficiaries’ identification, screening and registration

Implementation cycle	Participant Identification	Participant Registration
School Year 2021-2022	List of eligible children received through school directors	In person school-based registration through UNICEF NGO partners
Summer School 2022	List of eligible children received through the MEHE SIMS	Phone based registration through call centers operators.
School Year 2022-2023	List of eligible children received through the MEHE SIMS	In person school-based registration through UNICEF NGO partners and phone-based registration through a call center operator
Summer School 2023	List of eligible children received through the MEHE SIMS	Planned as above

Figure 2. UNICEF Lebanon Cash for Education implementation processes.



Quality assurance, Complaints and feedback mechanism, data quality assurance and program monitoring.

Several operational mechanisms were established to ensure the programme is delivered in a way that is accessible and meeting Participant needs, while identifying and addressing bottlenecks. These include:

- A programme Questions and Answer (Q&A) is disseminated to all program partners across Lebanon. In addition, a helpline with clear messages and guidance based on the Q&A is in place throughout program duration
- NGO partners are trained on program registration, on follow-up on absenteeism and referral mechanism
- Data Verification and quality assurance are in place and include:
 - A verification of the total number of children registered in the Cash for Education programme against estimated number of eligible children enrolled in school according to MEHE SIMS.
 - Cleaning and verifying the registration data of children against the eligibility criteria, and cross-checking against duplication and overlap of assistance.
 - Sending list of beneficiaries to OMT for the compliance check. After the compliance check is completed, the payment list will be uploaded to OMT (through a Secure File Transfer Protocol, SFTP).
 - In terms of financial monitoring, assistance is disbursed to beneficiaries in USD through OMT and payments are monitored through UNICEF cash Management Information System (MIS). OMT sends daily transaction reports to UNICEF, of beneficiaries that have redeemed or withdrawn the cash assistance, and this data is uploaded and integrated onto the Cash MIS. This ensures that all activities and payments are recorded and traceable and allows the programme/cash transfer team to monitor the cash disbursement(s).
 - Program monitoring modality varies across the different implementation rounds and is summarized in the table below:

Cycle	Attendance/Absenteeism monitoring	Assessment
School Year 2021-2022	<p>Data on students with high absenteeism and drop-out was collected monthly from second shift school directors, in coordination with UNHCR through their Education Community Liaison.</p> <p>Follow-up on children flagged as highly absent (i.e. missing 10+ consecutive days of school in a given month) is conducted by UNICEF NGO partners through initially phone calls, and then home visits and referral to support services as needed.</p>	<p>Three key programmatic assessment activities were conducted:</p> <ul style="list-style-type: none"> - A baseline assessment - A PDM - An endline assessment

Summer School 2022	Attendance/absenteeism data is shared by the MEHE at the end of the summer program (this might be modified for 2023). Data is reviewed and payment is issued to children that have attended at least 50% of the summer school days.	No programmatic assessment conducted
School Year 2022-2023	Data on students with high absenteeism and drop-out is shared on a monthly basis by the MEHE through the SIMS. Follow-up on children flagged as highly absent (i.e. missing 10+ consecutive days of school in a given month) is conducted by UNICEF NGO partners through initially phone calls, and then home visits and referral to support services as needed.	In agreement with the EU, due to the short implementation period, it was decided to only conduct a PDM.
Summer School 2023	Attendance/absenteeism data is shared by the MEHE at the end of the summer program (or possibly earlier). Data is reviewed and payment is issued to children that have attended at least 50% of the summer school days at the end of the program.	No programmatic assessment planned

For the 2021/22 scholastic year, UNICEF partnered with five NGOs (AVSI, Al Fayhaa, LOST, War Child Holland and World Vision International) for the registration of eligible children across second shift schools in the cash assistance program, and with three of them (AVSI, LOST and War Child Holland) for follow-up on children with high absenteeism across second shift schools. coverage.

For the Summer School 2022: UNICEF collaborated with one NGO, Build Outsource Transform (B.O.T) that supported the remote registration of children in the cash assistance program through its call center service.

For the 2022/23 scholastic year UNICEF is partnering with two NGOs (LOST and War Child Holland) for the registration of eligible children across first and second shift schools in the cash assistance program and for follow-up on children with high absenteeism across public schools. All NGO partners were selected based on their prior experience with UNICEF, their assessed capacity and geographical coverage.

<p>Purpose and Objectives</p>	<p>Purpose</p> <p>The purpose of this evaluation is to provide an independent assessment of the relevance, coherence, effectiveness and efficiency of Cash for Education intervention’s design and implementation mechanisms, and to examine to which extent inclusion, equity, gender, and safe access objectives were achieved in the programme.</p> <p>This evaluation will inform future programming by identifying lessons, best practices and generating recommendations to inform the design and implementation of CFE interventions in Lebanon. In addition, the findings of the evaluation will be used for advocacy for continued donor support in facilitating access to education for the most vulnerable.</p> <p>The evaluation covers the last two school years of 2021-2022 and 2022-2023.</p> <p>Objectives</p> <ul style="list-style-type: none"> ● This evaluation is designed for the purpose of both accountability and learning. More specifically, the evaluation aims at: ● Providing an independent assessment of relevance, coherence, effectiveness and efficiency of Cash for Education Intervention against design and objectives, its implementation, and results. ● Evaluating the intervention effectiveness in achieving planned results, with a focus on outcomes related to linkages to attendance, retention, continuous learning, household use of cash resources, and other aspects. ● Assess the intervention selection criteria, targeting processes, inclusion & exclusion potential errors, risk of duplication or non-coverage -among others, in order to examine to which extent inclusion, equity, gender and safe access objectives were achieved in the programme. ● Assess project coherence, and how it links with other social assistance programmes for families with children, and can be better aligned and integrated with national social protection programmes or responses such as the National Child Grant and National Disability Allowance ● Assess project efficiency, and how well was the intervention able to use its resources efficiently to achieve desired results. ● explore if and to which extent the intervention, in its design and implementation, has been successful in facilitating better inclusion of children with disabilities. ● Analyze the factors that affected progress towards results and the hindering and supporting effect of the country context, and capture challenges, lessons learned, and success factors during the two cycles of the intervention. ● Highlight areas requiring further focus and possibly further research, and main risks to be considered during the upcoming phase, outlining possible mitigation results. ● Provide strategic learning and recommendations aimed at informing the upcoming phase of the programme design and implementation by UNICEF Lebanon, mainly in term of targeted groups criteria and conditionality of assistance
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<p>Scope</p>	<p>This evaluation will focus on the Cash for Education Intervention implemented by UNICEF, with more focus on the EU grant for the school years 2021-2022 and 2022-2023, in addition to the summer school in 2022. The evaluation covers all the schools targeted by the intervention in the different geographic area of the country. Evaluation will assess the intervention’s relevance, effectiveness, efficiency and coherence. The budget of the intervention covered by this evaluation is approximately \$22.5 million.</p> <p>Evaluation will observe the ability of the intervention, in its current design and implementation mechanisms, to reach the most vulnerable children and achieve its planned outcomes in the most efficient and coherent manner. The evaluation will examine closely the beneficiaries’ outreach and selection criteria set by the intervention over the past two years, along with the modifications in their scope and target, to evaluate their relevance to the evolving needs of the vulnerable children, and their effectiveness in reaching the most vulnerable and achieving the planned results of addressing access to education barriers.</p> <p>The evaluation will identify the challenges and bottlenecks and/or flaws in the overall programme focus, design, and approaches, and also, ways in which these challenges were addressed during the past two rounds or how they would need to be addressed in view of the forthcoming phase of the project, and emerging new risks that it might entail. Finally, it will draw lessons on how the programme can be linked and build synergies with national social protection programmes</p>
<p>Use of findings</p>	<p>The intended use of the evaluation is to provide inputs into improving the design, focus and implementation modalities of Cash for Education interventions in Lebanon. The evaluation outcomes will be used by UNICEF Education section, national stakeholders, EU and other donors in the sector. Evaluation findings and lessons will also be disseminated widely to implementers of similar interventions.</p>
<p>Evaluation criteria and key evaluation questions</p>	<p>This evaluation will be assessed using criteria of relevance, coherence, effectiveness, and efficiency. These criteria are prioritized because they respond best to the evaluation purpose and objectives. In addition, the evaluation will incorporate equity and gender equality considerations as cross-cutting issues. Key evaluation questions (and sub-questions) are clustered according to the evaluation criteria provided. This initial list of questions will be further refined and unfolded by the evaluators and included in the evaluation matrix as part of the Inception Report following desk review of key documents and interview of evaluation users. Below is what should be under each criterion as per OECD/DAC.</p> <p>(1) Relevance</p> <ul style="list-style-type: none"> ● To what extent was CFE intervention designed and implemented to respond to needs of vulnerable children in Lebanon? Has Participant feedback been continuously incorporated to improved design and delivery of the CFE interventions? ● How aligned is the CFE intervention with the UNICEF mandate, core commitments to children, children’s right to education, country context, and government priorities?

	<ul style="list-style-type: none"> ● How relevant is UNICEF’s CFE intervention in addressing inherent equity gaps – taking into consideration any disparities ● How well has accountability to affected populations, complaints and feedback mechanisms and safe programming provisions worked in the CFE? ● To what extent has UNICEF been able to adapt this intervention to changes in needs and priorities caused by changing in country context, Covid-19, and socio economic and financial crisis? <p>(2) Efficiency</p> <ul style="list-style-type: none"> ● To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated? ● How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results? ● Did UNICEF put in place appropriate structures, and adequate resources (technical and financial) to deliver its intervention? If there were any lack/problem in resources/capacity, how was this addressed? ● To what extent was UNICEF able to effectively collaborate and coordinate externally with key stakeholders, and leverage existing partnerships, to: <ul style="list-style-type: none"> ○ be as efficient as possible for programme strengthening and improvement? ○ ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities? ● Were there any inefficiencies because UNICEF did not work with certain or adopted different implementation modalities? ● Were appropriate monitoring and financial accountability mechanisms in place? ● How efficiently did UNICEF respond to equity-based challenges? ● To what extent are social and gender disaggregated data collected and monitored during the programming? <p>(3) Effectiveness</p> <ul style="list-style-type: none"> ● To what extent was UNICEF support effective in reducing economic barriers for enrolment and retention into formal education (K-G9) during SY 2022-2023 (and/or SY 2023-2024), and facilitated access, enrolment and retention of vulnerable girls and boys in public education. ● Has there been any unintended positive or negative consequences or effects of the CFE? ● In what ways and to what extent has the UNICEF CFE intervention integrated an equity-based approach into the design and implementation during the implementation? And how adequate is this approach in addressing inherent equity gaps and taking into consideration the disparities? ● Does the UNICEF cash for education programming actively contribute to the promotion of the right to education and education outcomes, especially for the most vulnerable? ● In what ways and to what extent has the CFE intervention been gender responsive or transformative? ● To which extent were the CFE intervention selection criteria and targeting processes effective in achieving the planned results? How effectively were the inclusion & exclusion potential errors and risk of duplication or non-coverage -among others, managed during the implementation of the intervention?
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	<p>(4) Coherence</p> <ul style="list-style-type: none"> ● How does the CFE intervention fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs? ● How aligned is UNICEF’s CFE intervention with the Education Programme strategy and objectives, and other social assistance programmes for families with children and other interventions being carried out by UNICEF? ● How can CFE be better aligned and integrated with national social protection programmes or responses such as the National Child Grant and National Disability Allowance? ● How does implementation arrangements of CFE support coordination at MEHE and ensure complementarity and reduce duplication with other cash assistance program?
<p>Evaluation approach and Methods</p>	<p>(1) Design: Overall study design for the evaluation will be theory-based. A theory-based equity focused evaluation using process tracing and contribution analysis will enable: 1). analysis of results chain and change pathways of the theory of change, and 2) analysis to focus on whether CFE approach was designed and implemented in a way that is appropriate to context and effectively reaching the most marginalized. The evaluation team will elaborate on the design or propose a more appropriate design and methodology to conduct the evaluation during the inception phase.</p> <p>The programme theory will be empirically tested through the collection and review of quantitative and qualitative data to establish a logical model of cause-effect linkages and exploring the delivery of results.</p> <p>Process tracing and contribution analysis will in addition be employed to assess achievement of higher-level outcomes. The evaluation team is expected to elaborate on feasibility of using both approaches.</p> <p>(2) Methodology: The Evaluation should use a mixed-methods approach to answer the evaluation questions. The qualitative methodology should include desk review and key informant interviews, while quantitative methodology should include analysis of survey data and administrative data, as necessary. Each of these methods is summarized below, and will be subject to an inception phase in which the final agreed approach will be described in the inception report:</p> <ul style="list-style-type: none"> i. Desk review: The evaluation team will conduct a desk review of UNICEF documents, such as strategic plans, policies, proposals, and reports. ii. Reconstruction and empirically testing of the programme theory with appropriate indicators, borrowing from the programme documents and interviews. iii. Key informant interviews: The evaluation team will interview UNICEF Lebanon staff from the Education team, staff from implementing partners involved in the outreach and of beneficiaries, and any other relevant partners, government officials and stakeholders.

	<ul style="list-style-type: none"> iv. Sensemaking session(s) with programme staff and implementing partners to understand the context of a program, the factors that contribute to its success or failure, and the implications of the evaluation findings for future programming. v. School visits and FGDs with parents/caregivers, interview with school directors vi. Data analysis, summarizing and display: <ul style="list-style-type: none"> a. The bulk of the data collected will be qualitative, generated from the document review and key informant interviews. As such, the main data analysis approach will be extant data analysis. b. Standard qualitative data analysis techniques of thematizing, clustering and in some cases, comparing and contrasting responses to the same questions will be employed. c. Data from outreach, verification, registration and disbursement will be availed to the evaluation team as well. Depending on the type and quality of data available or collected, descriptive statistics may be generated where feasible. 										
Stakeholders	<p>(3) UNICEF Interventions are implemented in close collaboration with government and partners in achieving results. The list of institutions and stakeholders are given below.</p> <table border="1" data-bbox="342 1031 1479 1608"> <thead> <tr> <th data-bbox="342 1031 561 1073">Category</th> <th data-bbox="561 1031 1479 1073">Institution</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 1073 561 1213">Government</td> <td data-bbox="561 1073 1479 1213">The Ministry of Education and Higher Education (MEHE)</td> </tr> <tr> <td data-bbox="342 1213 561 1283">Donors</td> <td data-bbox="561 1213 1479 1283">EU, Dutch/ Prospects, BPRM</td> </tr> <tr> <td data-bbox="342 1283 561 1423">UN Agencies</td> <td data-bbox="561 1283 1479 1423">UNHCR, The World Bank (for the SSN complementarity)</td> </tr> <tr> <td data-bbox="342 1423 561 1608">Implementing Partners/ CSOs/NGOs</td> <td data-bbox="561 1423 1479 1608">AVSI, Al Fayhaa, LOST, War Child Holland, World Vision International Build Outsource Transform (B.O.T)</td> </tr> </tbody> </table>	Category	Institution	Government	The Ministry of Education and Higher Education (MEHE)	Donors	EU, Dutch/ Prospects, BPRM	UN Agencies	UNHCR, The World Bank (for the SSN complementarity)	Implementing Partners/ CSOs/NGOs	AVSI, Al Fayhaa, LOST, War Child Holland, World Vision International Build Outsource Transform (B.O.T)
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Inception phase	<ul style="list-style-type: none"> • Draft inception report • Presentation to reference group • Final inception report. 	18 days
Data collection Phase	<ul style="list-style-type: none"> • Post data collection debrief; validation workshop with stakeholders for presentation of main findings and recommendations 	32 days
Analysis, triangulation, and report writing	<ul style="list-style-type: none"> • Draft evaluation report • Final report meeting UNICEF quality standards and completed comments matrix • Dissemination workshop to share conclusions and recommendation with relevant stakeholders and external audience 	15 days

Total duration is **65 days**.

The evaluation team must provide the following products electronically (details and duration will be specified at the inception meeting):

1. **Inception report** which will describe the detailed intervention methodology, articulated around the following points (maximum 20 pages + annexes):

- Reflection on the Terms of Reference including a clear commitment to be able to answer the evaluation questions within the time and budget mentioned.
- A comprehensive background on the Cash for Education programming in Lebanon, including applicable context information
- A finalized purpose, objectives and scope of the evaluation
- Finalized evaluation questions, an evaluation matrix (including indicators (measures) through which the criteria will be assessed), a final list of data sources to be used, the methodology, finalized sampling strategy, data analysis plan and final data collection instruments. and.
- Limitations of the evaluation and mitigation measures
Indicative timelines for deliverables
- Proposed structure for the final report in line with UNEG and UNICEF standards
- Appendices: list of key documents reviewed, set of proposed tools for data collection, list of key informants and sites to visit

2. **PPT presentation of the main preliminary findings and conclusions** to the Key Stakeholders; this presentation will be discussed during the mini workshop to report the results of the evaluation towards the end of the field mission. The PPT presentation will also be updated and submitted at the same time as the final report.

	<p>3. Draft report presenting all the findings of the evaluation. This report will be the subject of several iterations between the evaluation team and UNICEF until the content of the interim report is in line with UNICEF evaluation report standards and GEROS. Each finding, conclusion and recommendation should be numbered and the link between them should be clearly explicit in the conclusions and recommendations section.</p> <p>4. Final report, the report should contain an executive summary of maximum five pages, a description of the CFE intervention evaluated, the evaluation’s objectives, the design and methodology used and the evaluation’s findings, conclusions and recommendations. Excluding annexes and the executive summary, the report should not be longer than 60 pages. The evaluation report must comply with the UNICEF standards for evaluation reports. The report will be subject to a detailed and in-depth quality review by the UNICEF country office and the regional office.</p> <p>5. Completed Comments matrix either accepting or rejecting with a valid rationale all comments made on the draft report.</p> <p>6. Raw data, including data collection instruments, electronic transcripts, complete data sets, etc.</p> <p>7. Dissemination materials for external audience, that include an infographic poster, a policy brief or any other tool for disseminating main conclusions and recommendations of the evaluation.</p>
<p>Management arrangements</p>	<p>(1) Evaluation Manager</p> <p>UNICEF Lebanon Evaluation Specialist will manage and oversee the evaluation and ensure that it upholds the UNICEF /UN Evaluation Group norms and standards for evaluations. The evaluation manager will provide quality assurance, with support from the Regional Evaluation Advisor for Middle East and North Africa Region (MENARO).</p> <p>(2) Evaluation Reference Group (ERG)</p> <p>A reference group will be formed to review, guide, and endorse the deliverables and ensure that the evaluation answers all questions. The reference group will be entrusted to guide the evaluation process, including by providing strategic inputs across the whole process, from the design phase to the delivery and comment on the final report. It will also be involved in the recommendation co-creation workshops and in the dissemination.</p>
<p>Payment schedule</p>	<p>Payment 1: 30% after completion of 1st deliverable (submission of inception report)</p> <p>Payment 2: 30% after completion of 2nd deliverable (draft report and presentation of preliminary findings to the reference group)</p> <p>Payment 3: 40% after completion of 3rd deliverable (final study report and presentation)</p>

<p>Principles and Ethical Conduct of Evaluation</p>	<p>The evaluation shall be carried out in accordance with the ethical principles and standards defined by the United Nations Evaluation Group:</p> <ol style="list-style-type: none"> 1. Confidentiality: The assessment must respect the rights of the persons providing information, guaranteeing their anonymity and confidentiality. 2. Accountability: The report should identify any conflicts or differences of opinion that may have arisen between the consultants and/or between the consultant and those responsible for the programme component regarding the findings and/or recommendations of the evaluation. The entire team must confirm the results presented, with any disagreements to be indicated. 3. Integrity: The evaluator will need to highlight issues not specifically identified in the Terms of Reference, in order to obtain a more complete analysis of the program component. 4. Independence: The evaluation team must ensure that it remains independent of the program under evaluation, and should not be associated with its management, implementation or any other element of it. 5. Incidents: If problems arise during fieldwork, or at any other time during the evaluation, they should be reported immediately to the Evaluation Manager. If this is not done, the existence of such problems can in no way be used to justify the impossibility of achieving the results foreseen by UNICEF in these terms of reference. <p>Validity of information: The consultant must ensure the accuracy of the information collected during the preparation of the reports and will be responsible for the information presented in the final report.</p> <p>Intellectual property: Using the different sources of information, the consultant must respect the intellectual property rights of the institutions and communities consulted.</p> <p>Submission of reports: If the submission of reports is postponed, or in the event that the quality of the reports submitted is significantly lower than what has been agreed, the sanctions provided for in these terms of reference will apply</p> <p>The evaluation consulting firm should adhere to the following UN and UNICEF norms and standards and is expected to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Copies of all these documents will be provided upon request:</p> <ul style="list-style-type: none"> ● United Nations Evaluation Group (UNEG) Standards for Evaluation in the UN System ● United Nations Evaluation Group (UNEG) Norms for Evaluation in the UN System, including impartiality, independence, quality, transparency, consultative process ● Ethical Guidelines for UN Evaluations and the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis will guide the overall process ● UNICEF adapted evaluation report standards and GEROS ● The evaluation should incorporate the human rights-based and gender perspective and be based on results based management principles and logical
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	<p>framework analysis, in compliance with UNEG guidelines on gender and human rights.</p> <p>The evaluation team is required to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Owing to the envisaged participation of human subjects in the evaluation, the evaluation team should seek ethical review board approval either from a recognized Institutional Review Board in Lebanon or via UNICEF’s LTA for ethical approval.</p>
<p>Profile Requirements</p>	<p>The evaluation will be carried out by a team of external consultants with solid expertise and experience in the field. The team should have a good knowledge of the Lebanon context and the sector. Team members will work closely together to co-produce and implement an appropriate methodology and approach for answering evaluation questions and achieving results expected. To carry out this evaluation, the evaluation firm will be contracted to provide required expertise.</p> <p>Required qualifications and areas of expertise: The evaluation will have to be conducted by a gender-balanced team comprising enough qualifying international and national evaluators covering the below requirements (expertise could be combined):</p> <ul style="list-style-type: none"> ● Team-leader with documented extensive experience (at least 10 years) in conducting complex development evaluations and leading evaluation teams. Must have advanced degree in public policy, economics or related fields. ● Team member with specialized experience and technical knowledge and understanding of education in emergencies programming, education sector analysis and planning, and cash for education interventions ● A team member specialized experience and technical knowledge of cash transfers and child sensitive social protection ● At least one team member with documented experience (at least 5 full years) in conducting evaluations and application of theory-based evaluation design. ● At least one team member with proven extensive experience in quantitative and qualitative data collection and analysis. ● Team members with solid knowledge of human rights-based approaches to programming, gender, results-based management (RBM) principles, participatory approaches ● Team members with experience of working in Middle East and North Africa region (previous work in Lebanon is an asset). ● The evaluation team should include a mix of local and international experts able to conduct interviews in Arabic and English or French. <p>Mixed teams of national and international consultants involving women are strongly encouraged. The evaluation team will be responsible for all technical aspects of the evaluation, under the guidance of the reference group and the evaluation manager. The Team Leader will lead the team and be responsible for carrying out evaluation activities at all stages, from methodological design to the presentation of results to the course of workshops through data collection, report writing. He/she will have to report periodically on the</p>

	progress of the work to the evaluation manager. He/she will guarantee the quality of the expected products. None of the team members should be a current staff or contractor with any of the implementing partners indicated in program description above.					
Tasks and estimated duration	This is estimated level of effort. Evaluation teams are expected to propose a more realistic schedule based on the methods and approach suggested.					
	Activities. (Detailed in Annex 1)	Duration (Days)	Team Leader, Evaluation	Team member 1	Team member 2	Team member 3
				Working days		
	I. Inception Phase	18 days	18 days	15 days	10 days	10 days
	II. Data collection phase	32 days	32 days	32 days	30 days	30 days
	III. Report Writing Phase	17 days	17 days	15 days	10 days	10 days
Total	67 days	67 days	62	50	50	

Annex 1.1. Detailed estimated team members level of effort

Activities	Duration (Days)	Team Leader, Evaluation	Team member 1	Team member 2	Team member 3
			Working days		
I. Inception Phase	18 days	18 days	15 days	10 days	10 days
Signature of the contract		-	-	-	
Initial meeting with evaluation manager		1 day	1 day	1 day	1 day
Review of the literature, and preliminary interviews		5 days	5 days	2 day	2 day
Evaluation matrix validation workshop and formalization of headings		1 day	1 day	1 day	1 day
Development of data collection tools		3 days	3 days	3 days	3 days
Submission of the draft inception report		5 days	3 days	2 days	2 days

Revision of the inception report based on the comments		3 days	2 days	1 day	1 day
II. Data collection phase	32 days	32 days	32 days	30 days	30 days
Meeting with UNICEF staff, major Donors, and other stakeholders		5 days	5 days	5 days	5 days
Field visits (and updating the evaluation manager regularly on the progress of work by WhatsApp, Tel, email, etc.)		21 days	21 days	21 days	21 days
Post data collection debrief		1 day	1 day		
Data processing and analysis		5 days	5 days	4 days	4 days
Meeting + PPT presentation of preliminary conclusions		2 days	2 days	0 days	0 days
III. Report Writing Phase	17 days	17 days	15 days	10 days	10 days
Drafting of the interim evaluation report		7 days	7 days	7 days	7 days
Submission of the Interim Evaluation Report (Draft 0)					
Submission of the revised version of the report (Draft 1) incorporating the comments of the ERG.		5 days	3 days	3 day	3 day
Submission of the final version of the report incorporating comments Reference group and key stakeholders		3 days	2 days	1 day	1 day
Workshop to disseminate results		2 days	2 days		
Total number of days	67 days	67 days	62 days	50 days	50 days

Annex 2.1: Required Report Structures

<p>Inception Report Outline</p>	<ol style="list-style-type: none"> 1) Reflection on the Terms of Reference including a clear commitment to be able to answer the evaluation questions within the time and budget mentioned. 2) Confirmation of the purpose of the evaluation, as well as the scope, and the objectives of the evaluation 3) Additional context to the one mentioned in the ToR if applicable 4) Confirmation of the evaluation criteria and questions refined from the literature review and preliminary interviews 5) Methods of data collection, including sampling and consideration of ethical considerations 6) Data analysis methods 7) Evaluation matrix showing for each evaluation criterion and question, the data collection methods and corresponding data sources. Including a clear statement on how success will be judged in the sub questions. 8) Limitations of the evaluation and mitigation measures 9) Indicative work plan 10) Proposed structure for the final report in line with UNEG and UNICEF standards 11) Appendices: list of key documents reviewed, set of proposed tools for data collection, list of key informants and sites to visit
<p>Report Structure</p>	<p>The report should be written in a style accessible by the general audience and within an 60-pages limit. The executive summary should not exceed 5 pages, while including a summary on each section of the report and being aligned with the structure of the full report. The report should be both in English and submitted electronically in Word MS format. The structure of the report should be logical and succinct (e.g., background and objectives before the findings and findings are presented before the conclusion). The research team is expected to submit two reports, one in English and another one in Arabic. The following order could be adopted for the report:</p> <ol style="list-style-type: none"> I. Table of contents, list of annexes/figures/tables, etc. II. List of Acronyms III. Executive Summary (Max 5 pages) IV. Introduction & Background V. Methodology VI. Limitations VII. Ethical Considerations

	<p>VIII. Results, Discussion, & Recommendations</p> <p>IX. Conclusion</p> <p>X. Annexes</p> <p>The report should be written in a style accessible by the general audience and within an 80-pages limit. The executive summary should not exceed 5 pages, while including a summary on each section of the report and being aligned with the structure of the full report. The report should be both in English and submitted electronically in Word MS format.</p>
Dissemination materials	<p>I. Slide deck of key findings, conclusions, and recommendations</p> <p>II. Infographic poster,</p> <p>III. A policy brief</p>

[1] ESCWA, 2021. "Multidimensional poverty in Lebanon (2019-2021): Painful reality and uncertain prospects".

[2] UNHCR, UNICEF and WFP, 2021. "VASyR 2021: Vulnerability Assessment of Syrian Refugees in Lebanon".

[3] Note that supplies were minimal in 2022-2023 school year.

Annex 2: Evaluation Framework

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
<p>Relevance</p> <p>Assess the CFE programme selection criteria, targeting processes for inclusion and exclusion, potential errors, risks of duplication or non-coverage, in order to examine the extent to which inclusion, equity, gender and safe access objectives were achieved in the programme.</p> <p>Explore how and to what extent the CFE programme, in its design and implementation, has been successful in facilitating better inclusion of children with disabilities.</p>	EQ1 - Is the CFE programme doing the right things?	Triangulation of all methods and data sources for EQ2	Extent to which gender, equity and inclusion objectives were integrated into the design and implementation of the CFE intervention: 1=no/limited integration; 2=some/partial integration with gaps; 3=sufficient integration
	1.1. How relevant is the CFE programme for UNICEF's mandates, core commitments to children, children's right to education, government priorities, and the evolving country context?	<ul style="list-style-type: none"> Document Review [29, 30] Secondary Data Analysis [1, 3, 5, 6] Key Informant Interviews [UNICEF, donors, MEHE, NGO partners] Participatory Data Collection Sessions [parents] 	<ul style="list-style-type: none"> Statistical trends in access to education (enrolment and retention) for CFE programme target groups from 2020 to 2023, disaggregated by age, sex, geography (region/directorate), disability, distance to school, nationality/refugee status, wealth quintile, urban/rural Thematic summation of informant viewpoints and document text on the relevance of CFE programme for UNICEF and the government, and how UNICEF adapted the intervention to changes in children's needs and priorities caused by Covid-19 and the fiscal crisis
	1.2. To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	<ul style="list-style-type: none"> Document Review [29, 30, 33] Secondary Data Analysis [1, 3, 5, 6, 58] 	<ul style="list-style-type: none"> Statistical trends in programme coverage - the actual reach (number) of CFE programme beneficiaries

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
		<ul style="list-style-type: none"> ● Key Informant Interviews [UNICEF and MEHE] ● Participatory Data Collection Sessions [parents] 	<p>against proposed targets in the country to determine alignment and gaps- disaggregated by age, sex, geography (region/directorate), disability, distance to school, nationality/refugee status, wealth quintile, urban/rural</p> <ul style="list-style-type: none"> ● Thematic summation of informant viewpoints and document text on relevance of the CFE programme design for reaching the most vulnerable (objectives, mapping of needs, community involvement)
	<p>1.3 In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?</p>	<ul style="list-style-type: none"> ● Document Review [13, 14, 17, 19, 21] ● Secondary Data Analysis [23, 25, 26] ● Key Informant Interviews [UNICEF, MEHE, and NGO partners] ● Participatory Data Collection Sessions [parents] 	<ul style="list-style-type: none"> ● Statistical trends in selection criteria - the vulnerability data (poverty, education access, etc.) mapped against programme reach (as above) in the country to determine extent of alignment and gaps - disaggregated by age, sex, geography (region/directorate), disability, distance to school, nationality/refugee status, wealth quintile, urban/rural ● Thematic summation of informant viewpoints and document text on the utilization of an equity-based framework to promote accessibility and disaggregated

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
			data selection criteria, and the extent to which the CFE programme targeting processes for inclusion and exclusion were equitable, inclusive and safe for beneficiaries
	1.4 How well and to what extent has Participant feedback been incorporated to improve the design and delivery of the CFE interventions?	<ul style="list-style-type: none"> • Document Review [1, 3] • Secondary Data Analysis [23, 25, 26] • Key Informant Interviews [UNICEF, MEHE, and NGO partners] • Participatory Data Collection Sessions [parents] 	<ul style="list-style-type: none"> • Statistical trends in Participant experiences - post distribution monitoring and other relevant implementation assessment data (such as access and safety to cash, number of complaints filed, etc.) • Thematic summation of informant viewpoints and document text on how well UNICEF has integrated accountability to affected populations in the design and implementation of CFE (such as complaints and feedback mechanisms, the use of data for programme improvement, and safe programming provisions).

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
Coherence	EQ2 - How well does the CFE programme fit the context?	Triangulation of all methods and data sources for EQ1	Extent of alignment and/or complementarity of the CFE intervention with the national

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
<p>Assess the CFE programme coherence, and how it links with other social assistance programmes for families with children and can be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance.</p>			<p>context, where: 1=no/limited alignment; 2=some/partial alignment with gaps; 3=sufficient alignment</p>
	<p>2.1. How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?</p>	<ul style="list-style-type: none"> • Document Review [55, 56, 57] • Key Informant Interviews [UNICEF, donors UN agencies, MEHE and relevant government partners] 	<ul style="list-style-type: none"> • Table comparing relevant national poverty and social safety net programmes with the CFE programme to determine extent of alignment with objectives, focus of change, coverage and target groups • Thematic summation of informant viewpoints and document text on extent of alignment and complementarity, including overlaps and gaps
	<p>2.2. How aligned is the CFE programme with UNICEF Lebanon’s Education Programme Strategy, and other social assistance programmes for families with children being carried out by UNICEF?</p>	<ul style="list-style-type: none"> • Document Review [29, 30, 32] • Key Informant Interviews [UNICEF Deputy Representative of Programme, Education Section, Social Policy Section] 	<ul style="list-style-type: none"> • Infographic demonstrating the relationship between the CFE programme and relevant UNICEF programme strategies, programmes and interventions to examine attribution and contribution • Articulation of the unique contributions of the CFE programme within the UNICEF education programme theory of change • Thematic summation of informant viewpoints and document text on internal coordination mechanisms and

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
			systems for Participant selection
	<p>2.3. How can the CFE programme be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance?</p>	<ul style="list-style-type: none"> • Document Review [23, 25, 26] • Key Informant Interviews [UNICEF, MEHE and relevant government partners] 	<ul style="list-style-type: none"> • Table comparing relevant national social protection programmes or responses with the CFE programme to determine extent of alignment with objectives, focus of change, coverage and target groups • Thematic summation of informant viewpoints and document text on extent of alignment and complementarity, including overlaps and gaps
	<p>2.4. To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national cash assistance programmes?</p>	<ul style="list-style-type: none"> • Document Review [23, 25, 26] • Key Informant Interviews [UNICEF, MEHE, UN agencies, and NGO partners] 	<ul style="list-style-type: none"> • Typology of implementation arrangement and coordination mechanisms put in place to ensure complementarity and reduce duplicates • Thematic summation of informant viewpoints and document text on coordination mechanisms and lessons learned

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
<p>Effectiveness</p> <p>Evaluate the CFE programme effectiveness in achieving planned results, with a focus on outcomes related to linkages to attendance, retention, continuous learning, household use of cash resources, and other aspects.</p> <p>Analyze the factors that affected progress towards results and the hindering and supporting effect of the country context, and capture challenges, lessons learned, and success factors.</p>	<p>EQ3 - Has the CFE programme achieved its objectives?</p> <p>3.1. To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?</p>	<p>Triangulation of all methods and data sources for EQ3</p> <ul style="list-style-type: none"> ● Document Review [2, 4] ● Secondary Data Analysis [23, 25, 26] ● Key Informant Interviews [UNICEF, MEHE, and NGO partners] ● Participatory Data Collection Sessions [parents] 	<p>Extent to which the CFE intervention achieved its planned results, where: 1=few/limited achievements; 2=some/partial achievements with gaps; 3=substantial achievements</p> <ul style="list-style-type: none"> ● Reconstructed CFE programme theory of change and measurement framework ● Thematic summation of informant viewpoints and document text on how the CFE programme contributed to the right to education (reducing economic barriers and improving access) and education outcomes (enrolment and retention), especially for the most vulnerable. ● Statistical trends of all relevant CFE monitoring data and other national databases (such as the School Information Management System) to assess the outputs and outcomes achieved from 2021 through 2023 ● Parent scorecards on CFE outputs and outcomes, where 1=limited realization of children’s right to education and 10=substantial realization of children’s right to education ● Table summarizing CFE programme key performance

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
			indicators mapped against results achieved
	3.2. Has there been any unintended positive or negative consequences or effects of the CFE programme?	<ul style="list-style-type: none"> ● Document Review [23, 25, 26] ● Key Informant Interviews [UNICEF, MEHE, and NGO partners] ● Participatory Data Collection Sessions [parents] 	<ul style="list-style-type: none"> ● Thematic summation of informant viewpoints and document text on any unintended positive or negative consequences of the CFE programme
	3.3. How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?	<ul style="list-style-type: none"> ● Document Review [23, 25, 26] ● Secondary Data Analysis [6, 7, 8, 10] ● Key Informant Interviews [UNICEF, MEHE, and NGO partners] ● Participatory Data Collection Sessions [parents] 	<ul style="list-style-type: none"> ● Thematic summation of informant viewpoints and document text on how and to what extent the CFE intervention has been gender responsive or transformative (increased access, enrolment and retention for vulnerable girls and boys), and how well UNICEF responded to equity-based challenges. ● Statistical trends of all relevant CFE data to assess the results for girls and boys, disaggregated by age, sex, geography (region/directorate), disability, distance to school, nationality/refugee status, wealth quintile, urban/rural.
	3.4. How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?	<ul style="list-style-type: none"> ● Document Review [23, 25, 26] ● Secondary Data Analysis [6, 7, 8, 10] 	<ul style="list-style-type: none"> ● Thematic summation of informant viewpoints and document text on the effectiveness of UNICEF management procedures for

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
		<ul style="list-style-type: none"> Key Informant Interviews [UNICEF, MEHE, and NGO partners] 	<ul style="list-style-type: none"> reducing potential errors, duplication and gaps in coverage Statistical trends of all relevant CFE monitoring data to assess the level or extent of errors, duplication and gaps in coverage

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
Efficiency Assess project efficiency, and how well the CFE programme utilized its resources efficiently to achieve desired results.	EQ4 - How well were the CFE programme resources used?	Triangulation of all methods and data sources for EQ4	Extent to which the CFE intervention efficiently utilized resources in the achievement of results: 1=not efficient; 2=somewhat efficient with gaps; 3=very efficient
	4.1. To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?	<ul style="list-style-type: none"> Document Review [23, 25, 26] Key Informant Interviews [UNICEF, MEHE, and NGO partners] 	<ul style="list-style-type: none"> Thematic summation of informant viewpoints and document text on project coordination and any inefficiencies because UNICEF did not work with certain or adopted different implementation modalities
	4.2. How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?	<ul style="list-style-type: none"> Document Review [1, 3] Key Informant Interviews [UNICEF, MEHE, and NGO partners] 	<ul style="list-style-type: none"> Thematic summation of informant viewpoints and document text on cash payment allocations and their effect on the planned results

Criteria/Objectives	Evaluation Questions	Evaluation Methods and Data Sources	Evaluative Indicators/Analysis Approach
	<p>4.3. To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?</p>	<ul style="list-style-type: none"> ● Document Review [6, 23, 25, 26] ● Key Informant Interviews [UNICEF, MEHE, and NGO partners] 	<ul style="list-style-type: none"> ● Thematic summation of informant viewpoints and document text on sufficiency of internal human and financial resources, including monitoring and financial accountability mechanisms for the CFE programme ● Thematic summation of informant viewpoints and document text on what extent were social and gender disaggregated data was collected and monitored during the programming
	<p>4.4. To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?</p>	<ul style="list-style-type: none"> ● Document Review [34-54] ● Key Informant Interviews [UNICEF, MEHE, and NGO partners] 	<ul style="list-style-type: none"> ● Thematic summation of informant viewpoints and document text on sufficiency of external coordination mechanisms, frequency of stakeholder meetings to review and strengthen programming, and leveraging of existing partner platforms and resources for CFE activities

Annex 3: Document Review

Document Sample

A total of 58 documents were shared by UNICEF for consideration in the evaluation. A total of 23 additional documents were gathered by the evaluation team during the data collection phase. A total of 33 were included in the detailed coding analysis. Other documents, such as the national development reports, budgets and workplans were strategically reviewed to answer the evaluation questions but were not coded in Dedoose.

Document Category	# Documents Reviewed	# of Documents Coded	Notes
Proposals	5	5	All documents coded
Post Distribution Monitoring	5	3	1 file was duplicate, 1 file was secondary data
Participant Data	1	0	No data, blank Excel spreadsheet
Operational Documents	11	8	2 documents are blank templates and 1 was an Arabic duplicate
Donor Reports	4	3	1 file was duplicate
Country Programme Documents	7	6	1 file strategically analyzed for evaluation; not coded
Partnership Agreements: CFE SY 21-22	15	6	Budgets, work plans, and log frames (9 documents) strategically analyzed for evaluation; not coded.
Partnership Agreements: CFE SY 22-23	6	2	Budgets, work plans, and log frames (4 documents) strategically analyzed for evaluation; not coded.
National Development Documents (TREF)	4	0	Strategically analyzed for evaluation; not coded
Additional Documents (evaluations and studies gathered during data collection)	23	0	Strategically analyzed for evaluation
Total	81	33	

Documents Reviewed

(*) indicates the document was reviewed but not coded in Dedoose

Proposals

1. UNICEF. (2021). UNICEF Lebanon Programme Proposal. UNICEF Lebanon Country Office
2. UNICEF. (2021). UNICEF Lebanon Programme Proposal: Logical framework. UNICEF Lebanon Country Office
3. UNICEF. (2022). UNICEF Lebanon Programme Proposal. UNICEF Lebanon Country Office
4. UNICEF. (2022). UNICEF Lebanon Programme Proposal: Logical framework. UNICEF Lebanon Country Office
5. UNICEF. (2022). Cash for Education for Summer School. UNICEF Lebanon Country Office

Post Distribution Monitoring

6. UNICEF Lebanon. (2021-2022). Endline Assessment of UNICEF's Cash for Education Programme for School Year 2021-22: Supporting Vulnerable Children's School
7. UNICEF Lebanon. (2023) Rapid PDM Survey - CFE Programme
8. (*) UNICEF Lebanon. (2023) Clean_full data
9. (*) UNICEF Lebanon. (2023) Education PDM results_updated
10. UNICEF Lebanon.(2023) Education_PDM results_June 2023

Participant Data

11. (*) UNICEF Lebanon. (no date). Student Attendance List Template

Operational Documents

12. UNICEF. (2023). Summer School 2023 UNICEF Cash Assistance Programme for Children Questions and Answers (Q&A). UNICEF Lebanon Country Office.
13. UNICEF. (2023). Summer School 2023 UNICEF Cash Assistance Programme for Children Questions and Answers (Q&A). UNICEF Lebanon Country Office. V2
14. UNICEF. (2023). UNICEF Cash Assistance for Education Program 2022-2023. Disability types. UNICEF Lebanon Country Office.
15. (*)UNICEF. (no date). Interview guidelines and template for follow-up with absentees receiving Cash for Education, 2022-2023. UNICEF Lebanon Country Office.

16. UNICEF. (no date). Risk Mitigation Strategy and Measures. Internal/UNICEF Lebanon Country Office.
17. UNICEF. (2022). Summer School 2022 UNICEF Cash Assistance Programme for Children Questions and Answers (Q&A). UNICEF Lebanon Country Office (English).
18. (*) UNICEF. (2022). Summer School 2022 UNICEF Cash Assistance Programme for Children Questions and Answers (Q&A). UNICEF Lebanon Country Office (Arabic).
19. UNICEF. (2022). UNICEF Cash for Education Programme 2021-2022 Questions and Answers (Q&A). UNICEF Lebanon Country Office.
20. UNICEF. (2022). Concept Note. Support of UNHCR's ECL Volunteers for UNICEF's Cash for Education Programme. UNICEF Lebanon Country Office.
21. UNICEF. (2022). UNICEF Cash Assistance for Education Program 2022-2023. Disability types. UNICEF Lebanon Country Office.
22. (*)UNICEF. (no date). Interview guidelines and template for follow-up with absentees receiving Cash for Education, 2021-2022. UNICEF Lebanon Country Office (English and Arabic).

Donor Reports

23. UNICEF Lebanon. (no date). 1st Narrative report, TF-MADAD/2021/T04.257, Strengthening the public education system in Lebanon to deliver inclusive and quality education for vulnerable school-aged children - including Syrian refugees - ensuring their full access and retention.
24. UNICEF Lebanon. (2022). 2nd Narrative report, TF-MADAD/2021/T04.257, Strengthening the public education system in Lebanon to deliver inclusive and quality education for vulnerable school-aged children - including Syrian refugees - ensuring their full access and retention.
25. (*) UNICEF Lebanon. (no date). 2nd Narrative report, TF-MADAD/2021/T04.257, Strengthening the public education system in Lebanon to deliver inclusive and quality education for vulnerable school-aged children - including Syrian refugees - ensuring their full access and retention.
26. UNICEF Lebanon. (2023). 3rd Narrative report, TF-MADAD/2021/T04.257, Strengthening the public education system in Lebanon to deliver inclusive and quality education for vulnerable school-aged children - including Syrian refugees - ensuring their full access and retention.

Country Programme Documents

27. UNICEF Lebanon. (no date). Child Development Results Framework, CPD 2023-2025
28. UN Economic Social Council. (2016). UNICEF Country Programme Document Lebanon, 2017-2020
29. UN Economic Social Council. (2022). Draft UNICEF Country Programme Document Lebanon, 2023-2025
30. UNICEF Lebanon Country Office. (2018). Education Strategy Note.

31. UNICEF Lebanon. (no date). Programme Rationale Outcome 2: Learning and Skills.
32. (*)NFE Committee and MEHE. (2021). National Learning Recovery Initiative 2021-2022.
33. UNHCR, UNICEF, and WFP. (2022). Vulnerability Assessment of Syrian Refugees in Lebanon.

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34. (*)Al Fayhaa. (2021). Integrated work plan and log frame for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon..
35. UNICEF Lebanon. (2021). Attachment 6: Programme Document. UNICEF Lebanon Office.
36. (*)Al Fayhaa. (2021). Budget for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon. Al Fayhaa Association.
37. (*)Fondazione AVSI. (2021). Integrated work plan and log frame for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon.
38. UNICEF Lebanon. (2021). Attachment 6: Programme Document. UNICEF Lebanon Office.
39. (*)AVSI. (2021). Budget for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon.
40. UNICEF Lebanon. (2021). Attachment 6: Programme Document (Amendment). UNICEF Lebanon Office.
41. (*)Lebanese Organization for Studies and Learning. (2022). Integrated work plan and log frame for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon.
42. (*)Lebanese Organization for Studies and Learning. (2022). Budget for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon.
43. UNICEF Lebanon. (2021). Attachment 6: Programme Document (Amendment).
44. (*)War Child Holland. (2022). Integrated work plan and log frame for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon.
45. (*)War Child Holland. (2022). Budget for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon.
46. War Child Holland. (2021). Attachment 6: Programme Document PD1 and PD2.
47. (*)World Vision Lebanon. (2021). Integrated work plan and log frame for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon.
48. (*)World Vision Lebanon. (2022). Budget for UNICEF Programme: Supporting vulnerable girls and Boys to access and remain in education in Lebanon. World Vision Lebanon.

Partnership Agreements: Cash for Education SY 22-23

49. UNICEF Lebanon. (2021). Attachment 6: Programme Document. UNICEF Lebanon Office.
50. (*)Lebanese Organization for Studies and Learning. (2022). Budget for UNICEF Programme: Multi Service Community Center in Baalbeck Hermel.
51. (*)Lebanese Organization for Studies Learning. (2022). Integrated work plan and log frame for UNICEF Programme: Multi Service Community Center in Baalbeck Hermel.
52. (*)War Child Holland. (2022). Budget for UNICEF Programme: “Supporting vulnerable girls and boys to education in Lebanon- Dirasa Programme”.
53. (*)War Child Holland. (2022). Integrated work plan and log frame for UNICEF Programme: Supporting vulnerable girls and boys to education in Lebanon- Dirasa Programme.
54. War Child Holland. (2022). Attachment 6: Programme Document. UNICEF Lebanon Office.

National Development Documents

55. (*) UNICEF and MEHE. (2023). Transition & Resilience Education Fund (TREF). UNICEF Lebanon Office.
56. (*) MEHE and UNICEF. (2022). Operational Handbook: Transition and Resilience Education Fund (TREF) in support of Lebanon’s 5-Year Plan for General Education 2021-2025.
57. (*) MEHE. (2022). Linkages with the TREF Urgent Result Framework and the 5-year Plan Programs.
58. (*) MEHE. (2022). Public General Education Data and Indicators Monitoring Report.

Additional Documents

59. (*) Akresh R, de Walque D, Kazianga H.. 2012. Alternative cash transfer delivery mechanisms: impacts on routine preventive health clinic visits in Burkina Faso. *World Bank Policy Research Working Paper* 5958.
60. (*) Allas, T., Maksimainen, J., Manyika, J., & Singh, N. (2020). An experiment to inform universal basic income. *McKinsey & Company*.
61. (*) Attanasio, O., Benavides, C., Borda, C., Castro, C., Carvajal, M. E., Gómez, L. C., ... & Vera-Hernandez, M. (2004). *Baseline report on the evaluation of 'Familias en Accion'*. IFS Report.
62. (*) Baird, S. J., Garfein, R. S., McIntosh, C. T., & Özler, B. (2012). Effect of a cash transfer programme for schooling on prevalence of HIV and herpes simplex type 2 in Malawi: a cluster randomised trial. *The Lancet*, 379(9823), 1320-1329.
63. (*) Briaux, J., Martin-Prevel, Y., Carles, S., Fortin, S., Kameli, Y., Adubra, L., ... & Savy, M. (2020). Evaluation of an unconditional cash transfer program targeting children’s first-1,000–days linear growth in rural Togo: A cluster-randomized controlled trial. *PLoS medicine*, 17(11), e1003388.

64. (*) ESCWA. (2021). Multidimensional poverty in Lebanon (2019-2021): Painful reality and uncertain prospects.
65. (*) Handa S, Halpern CT, Pettifor A, Thirumurthy H.. 2014a. The Government of Kenya's cash transfer program reduces the risk of sexual debut among young people age 15-25. *PLoS ONE* 9: e85473
66. (*) Martínez-Martínez, O. A., Coronado-García, M., & Orta-Alemán, D. (2020). The effect of cash transfers from the PROSPERA programme (formerly Oportunidades) on poverty in urban households in Northeast Mexico. *Journal of International and Comparative Social Policy*, 36(2), 142-158.
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77. (*) UNICEF Cash for Education External Evaluation Inception Meeting Presentation, August 28, 2023
78. (*) United Nations Lebanon Humanitarian Country Team. (2023). Escalating Needs in Lebanon: A 2023 (*) Overview.
79. (*) UNHCR. (2023). Map of Syrian Refugee Response, Lebanon: Syrian Refugees Registered (30 June 2023).
80. (*) UNHCR. (2021). Shelter Programme – Lebanon: Fact Sheet.
81. (*) MEHE. (2021). Lebanon Five-Year General Education Plan (2021-2025).

Annotated Bibliography of Coded Documents

Category	Document Title	Annotated Bibliography
Proposals	1. UNICEF. (2021). UNICEF Lebanon Programme Proposal. UNICEF Lebanon Country Office	This document is the EU proposal of UNICEF’s programme to increase access to Education in Lebanon for the period January 2021 to December 2023. It includes a 20-page context, a detailed description of the programme (objectives, activities, targets), the implementation procedures, partnerships, monitoring, as well as additional sections relevant to the EU but less to our evaluation.
	2. UNICEF. (2021). UNICEF Lebanon Programme Proposal: Logical framework. UNICEF Lebanon Country Office	This document is the logical framework of the EU 2021-2023 proposal. It includes the targets and indicators for all outputs. The document exists in Excel and PDF (2 documents in the folder)
	3. UNICEF. (2022). UNICEF Lebanon Programme Proposal. UNICEF Lebanon Country Office	This document is the EU proposal of UNICEF’s programme to increase access to Education in Lebanon for the school year 2022-2023. This programme seems to be a complement to the 2021-2023 programme (time overlap, shorter description and limited number of activities). It includes a 10-pages context, a detailed description of the programme (objectives, activities, targets) including cash transfers modalities, as well as the implementation procedures, partnerships, monitoring, and additional sections relevant to the EU but less to our evaluation.
	4. UNICEF. (2022). UNICEF Lebanon Programme Proposal: Logical framework. UNICEF Lebanon Country Office	This document is the logical framework of the EU 2022-2023 proposal. It is very simple (3 indicators, 1 activity) but summarizes the indicators and targets.
	5. UNICEF. (2022). Cash for Education for Summer School. UNICEF Lebanon Country Office.	This document describes the activities, targets, and budget for a Summer school cash-for-education project. It is unclear who is the donor, but it seems to be an internal document destined to choose a sampling option and validate the project - it might be for the EU who already funds the overall programme, or internal to UNICEF to validate an activity under the programme, but unclear.
Donor Reports	6. UNICEF Lebanon. (No date). 1st Narrative report, TF-MADAD/2021/T04.257, Strengthening the public education system in Lebanon to deliver inclusive and quality education for vulnerable school-aged children - including Syrian refugees - ensuring their full access and retention	This donor report covers the period 1 January 2021 – 31 December 2021. The report is 41 pages long and includes 1) summary of action, 2) executive summary, 3) description of action, 4) key challenges and lessons learned, 5) cross cutting issues and response, 6) government & civil society partnerships, 7) monitoring of implementation, quality assurance, and reporting of results, 8) financial implementation - milestones, 9) communication and visibility.
	7. UNICEF Lebanon. (No date). 2nd Narrative report, TF-MADAD/2021/T04.257, Strengthening the public education system in Lebanon to deliver inclusive and quality education for vulnerable school-aged children - including Syrian refugees - ensuring their full access and retention	This donor report covers the period 1 January 2021 – 31 August 2022. This is the same report as the previous one, but with comments from Olena. We can hence disregard this previous and treat this report as the most recent one. The report is 46 pages long and includes 1) summary of action, 2) executive summary, 3) description of action, 4) key challenges and lessons learned, 5) cross cutting issues and response, 6) government & civil society partnerships, 7) monitoring of implementation, quality assurance, and reporting of results, 8) financial implementation - milestones, 9) communication and visibility.
	8. UNICEF Lebanon. (Feb 2023). 3rd Narrative report, TF-MADAD/2021/T04.257, Strengthening the public education system in Lebanon to deliver inclusive and quality	This donor report covers the period 1 January 2021 – 31 December 2022. The report is 57 pages long and includes 1) summary of action, 2) executive summary, 3) description of action, 4) key challenges and lessons learned, 5) cross cutting issues and response, 6) government & civil society partnerships, 7) monitoring of implementation, quality assurance, and reporting of results, 8) financial implementation - milestones, 9) communication and visibility.

Category	Document Title	Annotated Bibliography
	education for vulnerable school-aged children - including Syrian refugees - ensuring their full access and retention	
Country Programme Documents	9. Child Development Results Framework CPD 2023-2025	This Excel document includes UNICEF's Outcomes, Key progress indicators baseline and targets (for outcomes), Baseline for outcome indicators, Target for outcome indicators, Means of verification for outcome indicators, Indicative country programme outputs, Key progress indicators, baselines and targets (for outputs), Means of verification for output indicators, Major partners, partnership frameworks, Indicative resources by country programme outcome. The framework includes 3 key outcome indicators and 11 output indicators.
	10. UN Economic Social Council (2016). Country programme document Lebanon Document saved on GD as: 2016-PL30-Lebanon-CPD-ODS-EN-8Aug16 (002)	This document presents Lebanon's country programme for the period 2017-2020. The document includes the Programme rationale, Programme priorities and partnerships (Child survival, Child development, Child protection, Youth development, Social inclusion), Summary budget, Programme and risk management, Monitoring and evaluation. The Results and resources framework for the Lebanon UNICEF country programme of cooperation, 2017-2020 is annexed.
	11. UN Economic Social Council (2022). Draft Country programme document Lebanon Document saved on GD as: 2023-PL10-Lebanon_draft_CPD-EN-2022.11.14	This document presents Lebanon's country programme for the period March 2023 - December 2025. The document includes the Programme rationale, Programme priorities and partnerships (Survive and thrive, Learning and skills, Protection from violence, Exploitation, abuse, neglect and harmful practices, Water, sanitation and hygiene, climate and environment, Adolescents and youth, Inclusive social policy and social protection, Programme effectiveness), Summary budget, Programme and risk management, Monitoring, learning, and evaluation. The Results and resources framework for the Lebanon UNICEF country programme of cooperation, March 2023 - December 2025 is annexed.
	12. UNICEF Lebanon (no date). Programme Rationale Outcome 2: Learning and Skills Document saved on GD as: Goal Area 2_Learning and Skills PR	This document includes an introduction, theory of change, expected results, and program resources. It outlines the rationale for UNICEF's education programme in Lebanon, a discussion on the TREF, the SDGs that UNICEF aims to contribute to through the program, key partners involved in the implementation of the programme and the challenges facing the education system. It highlights specific challenges faced by marginalized children in access to education.
	13. UNICEF Lebanon Country Office (2018). Education Strategy Note	This document includes an Introduction, Context of public education in Lebanon, Impact of the Syria crisis on public education in Lebanon, Note on education of children with disabilities, UNICEF's Lebanon education programme, Outcome, Impact, Results structure, Monitoring outputs and demonstrating UNICEF's contribution to outcomes, Resource requirements, External risks and planned responses, Integration with other programmes.
	14. UNHCR, UNICEF, WFP (2022). Vulnerability Assessment of Syrian Refugees in Lebanon Document saved on GD as: Vulnerability assessment of Syrian refugees in Lebanon	This document highlights key findings related to protection issues among Syrian refugees in Lebanon. It provides information on the methodology, sampling process, questionnaire design, and analysis plan. The main issues highlighted are child protection and economic vulnerability, food security, health and education. It provides recommendations on solutions.
Post Distribution Monitoring	15. UNICEF Lebanon . (2021-2022). Endline Assessment of UNICEF's Cash for Education Programme for School Year 2021-22:Supporting Vulnerable Children's School Participation in Lebanon.	The document is an Endline Assessment Report detailing the Cash for Education Programme for the 2021-2022 school year. It evaluates the impact of cash transfers on the school attendance and overall well-being of primarily Syrian, non-Lebanese children attending second-shift public schools. Utilizing multiple data sources including baseline and endline assessments, the report also provides key findings, limitations, and recommendations for future program enhancements.
	16. UNICEF Lebanon. (2023) Rapid PDM Survey - CFE Programme.	The document presents the findings of a Rapid Post-Distribution Monitoring (PDM) Survey conducted in April 2022. Employing a quantitative methodology,

Category	Document Title	Annotated Bibliography
		the report evaluates variables such as accessibility, safety, and the impact of cash transfers on school participation for a sample of 272 beneficiary households. The document outlines specific challenges encountered during the cash withdrawal process, protection risks, and the consequential effects on education and well-being.
	17. UNICEF Lebanon.(2023) Education_PDM results_June 2023 Language : English	This document is a presentation visualizing and presenting the results of the above PDM results data.
Operational Documents	18. UNICEF. (2022). Concept Note. Support of UNHCR's ECL Volunteers for UNICEF's Cash for Education Programme. UNICEF Lebanon Country Office.	This document provides information on the role of ECL volunteers in the programmes, enrolled to report on absenteeism from CFE beneficiaries; as well as details on the mechanisms and thresholds for UNICEF to identify absentees.
	19. UNICEF. (2022). UNICEF Cash Assistance for Education Program 2022-2023. Disability types. UNICEF Lebanon Country Office. (ENG and AR)	This document provides a list of moderate disabilities, to help stakeholders identify potential beneficiaries (in addition to those with stronger disabilities) as all children with disabilities are eligible for the programme. A 2023 Arabic version is available (listed above)
	20. UNICEF. (2022). UNICEF Cash for Education Programme 2021-2022 Questions and Answers (Q&A). UNICEF Lebanon Country Office.	This document presents information on the 2021-2022 Cash for Education Programme in the form of a Q&A, destined to the project staff to verbally respond to potential beneficiaries' families. It provides practical information on the implementation of the project (i.e. selection, cash transfer modalities, adaptation to challenges, safeguarding including on GBV). The document exists in Word and PDF (2 documents in the folder)
	21. UNICEF. (2023). Summer School 2023 UNICEF Cash Assistance Programme for Children Questions and Answers (Q&A). UNICEF Lebanon Country Office.	This document presents information on the 2023 Summer School project in the form of a Q&A, destined to the project staff to verbally respond to potential beneficiaries' families. It provides practical information on the implementation of the project (i.e. selection, cash transfer modalities, adaptation to challenges, safeguarding including on GBV).
	22. UNICEF. (2023). Summer School 2023 UNICEF Cash Assistance Programme for Children Questions and Answers (Q&A). UNICEF Lebanon Country Office. V2	This document is seemingly an updated version of the previous one (more questions are available) but the order between the two versions is unclear.
	23. UNICEF. (2022). Summer School 2022 UNICEF Cash Assistance Programme for Children Questions and Answers (Q&A). UNICEF Lebanon Country Office. Language: English	This is the coding document for staff conducting follow-up calls with parents/guardians of absentees receiving Cash for Education. It contains 3 tabs: 1. Introduction and interview guidelines; 2. Template to code the responses; and 3. Drop down menus (in Arabic) for multiple answers questions. A version for the 2021-2022 year is also available (listed below)
	24. UNICEF. (no date). Risk Mitigation Strategy and Measures. Internal/UNICEF Lebanon Country Office.	The documents present 16 identified risks, their severity and likelihood, and the mitigation measures, for the CFE programme 2021-2022.
	25. UNICEF. (2022). UNICEF Cash Assistance for Education Program 2022-2023. Disability types. UNICEF Lebanon Country Office. Language: English	This is the coding document for staff conducting follow-up calls with parents/guardians of absentees receiving Cash for Education. It contains 4 tabs: 1. Introduction and interview guidelines; 2. Template to code the responses; 3. Drop down menus for multiple answers questions; and 4. Follow-up guidelines. A version for the 2022-2023 year is also available (listed above)

Category	Document Title	Annotated Bibliography
SY 2021-2022	26. UNICEF LEBANON (2021). Attachment 6: Programme Document. UNICEF LEBANON office.	This document is the contract between UNICEF LEBANON office and AL FAYHAA CSO operating in Tripoli and Akkar for the programme “Supporting vulnerable girls and boys to access and remain in education in Lebanon” from 1/08/21 till 31/01/22. The population focus was 1116 girls and boys aged 3-14 years old (outreach), 1100 girls and boys aged 8-14 years old (500 BLN and 600 ABLN programmes), 1000 girls and boys aged 5 years old (ECE programme), 900 girls and boys aged 11-14 years old (Retention support programme). The total budget was \$ 1,260,277.56. The document provided as well a detailed programme description and implementation procedures.
	27. UNICEF LEBANON (2021). Attachment 6: Programme Document. UNICEF LEBANON office.	This document is the contract between UNICEF LEBANON office and AVSI CSO operating in Akkar, Tripoli, Bekaa, Baalbeck, Beirut, Mount Lebanon, South, and Nabatye governorates for the programme “Supporting vulnerable girls and boys to access and remain in education in Lebanon” from 20/09/21 till 31/07/22. The population focus was 14,872 girls and boys aged 3-14 years old (outreach), 1100 girls and boys aged 8-14 years old (500 BLN and 600 ABLN programmes), 1000 girls and boys aged 5 years old (ECE programme), 900 girls and boys aged 11-14 years old (Retention support programme). The total budget was \$ 1,496,490.32. The document provided as well a detailed programme description and implementation procedures.
	28. UNICEF LEBANON (2021). Attachment 6: Programme Document (Amendment). UNICEF LEBANON office.	This document is the contract between UNICEF LEBANON office and LOST CSO operating in Baalbek-Hermel and Beqaa governorates for the programme “Supporting vulnerable girls and boys to access and remain in education in Lebanon” from 8/04/22 till 7/08/22. The population focus was 8500 (Outreach: BLN: 2000, ABLN: 1500, Retention Support: 3000, and Akelius: 2000. Total number of teachers:350 and total number of parents:3250. Amendment 1 was added to the initial contract to follow-up on absentees: 4,740 children including 2,240 in Baalback-Hermel and 2,500 in the Bekaa. The total budget was \$ 1,803,366. The Accelerated Learning Program initially planned was not implemented for the SY 21-22. The funds were re-allocated to support the Follow-up on absenteeism activity for the Cash for Education programme. The document provided as well a detailed programme description and implementation procedures.
	29. UNICEF LEBANON (2021). Attachment 6: Programme Document (Amendment). UNICEF LEBANON office.	This document is the contract between UNICEF LEBANON office and WCH CSO operating in North, Akkar, Beirut, Mount Lebanon, Beqaa, Baalbek-Hermel, South, and Nabatye governorates for the programme “Supporting vulnerable girls and boys to access and remain in education in Lebanon” from 13/09/21 till 30/07/22. The population focus was 4000 girls and boys aged 3-5 years (CB-ECE), 1800 girls and boys aged 10-14 years (BLN), 1500 girls and boys aged 10-14 years (ABLN), 3000 children retention support program, and parents’ involvement sessions for 5150 caregivers. The total budget was \$ 4,686,466. The document provided as well a detailed programme description and implementation procedures.
	30. UNICEF LEBANON (2021). Attachment 6: Programme Document PD1. UNICEF LEBANON office.	This document is the contract between UNICEF LEBANON office and WVJ CSO operating in North, Akkar, Mount Lebanon, Beqaa, Baalbek, and South governorates for the programme “Supporting vulnerable girls and boys to access and remain in education in Lebanon” from 27/09/21 till 26/03/22. The population focus was in total 17, 410 divided as follows: 1860 girls and boys (CB-ECE), 550 girls and boys (BLN), 550 girls and boys (ABLN), 12,500 children (RSP), and 2500 children (ALP). The total budget was \$ 1,108,881. The document provided as well a detailed programme description and implementation procedures.
	31. UNICEF LEBANON (2021). Attachment 6: Programme Document PD2. UNICEF LEBANON office	PD2 of the above document.

Category	Document Title	Annotated Bibliography
SY 2022-2023	32. UNICEF LEBANON (2021). Attachment 6: Programme Document. UNICEF LEBANON office.	This document is the contract between UNICEF LEBANON office and LOST CSO operating in Baalbek-Hermel and Beqaa governorates for the programme "Multi Service Community Center in Baalbeck Hermel" from 28/12/22 till 27/12/23. The population focus for the CASH FOR EDUCATION Programme was to register 33,000 children and follow up on 6000 children already registered in the programme with high absenteeism over 6 months from January to June 2023. The total budget was \$ 3,306,059,42. This PD covered Phase 1 and 2, Phase 3 and 4 will not be activated unless UNICEF sends a relative written confirmation to that effect. The document provided as well a detailed programme description and implementation procedures.
	33. UNICEF LEBANON (2021). Attachment 6: Programme Document. UNICEF LEBANON office.	This document is the contract between UNICEF LEBANON office and WCH CSO operating in the North governorate for the programme "Supporting vulnerable girls and boys to education in Lebanon- Dirasa Programme" from 26/09/22 till 25/09/23. The population focus is 8000 boys and girls, 240 children with disabilities, 400 teachers, 40 IM, 40 schools, 280 caregivers, and 40 para-social workers. The total budget is \$ 894,481.15. The parental engagement curriculum was highlighted in the PD as well as the fact that this PD covered Phase 1 and 2, Phase 3 and 4 will not be activated unless UNICEF sends a relative written confirmation to that effect. The document provided as well a detailed programme description and implementation procedures.

Annex 4: Secondary Data Analysis

File Contents/Name	Sample Size	Variables in Database	Uses of Information
Partner Schools Data 1. CFE21-22_ListofSchools_Operating2ndShift 2. CFE22-23_ListofSchools	1. n =337 2. n = 1,073	CERD School Name in Arabic Governorate Caza Operating	EQ 4.1: Use Operating info to assess efficiency in resource allocation and planning. EQ 4.4: Evaluate external coordination effectiveness through Operating and Caza.
CFE Enrollment Data Academic School Year 3. CFE21-22_Final_Redeemed_cases 4. CFE 22-23_Data Extraction_Registered	3. n= 89,402 4. n= 75,658	Personal Information (e.g., Participant_id, Participant_first_name_ar, Participant_gender, etc.) Contact Information (e.g., Participant_primary_phone, Participant_secondary_phone) Location Information (e.g., district, village_name_en, Governorate) Student Information (e.g., student_id, student_gender, student_disabled, student_grade, etc.) School Information (e.g., school_name, school_CERD)	EQ 1.1: Assess alignment with government priorities using geographic distribution (district, Governorate). EQ 1.2: Evaluate design for vulnerable children (student_disabled, student_difficulty). EQ 1.3: Analyze equity through student_gender and student_disabled. EQ 3.1: Measure educational effectiveness (student_grade, school_name). EQ 3.3: Assess equity and inclusion gaps (student_gender, student_disabled). EQ 3.4: Evaluate criteria implementation effectiveness (student_disabled).
CFE Enrollment Data Summer School 5. Summer SchoolCFE22_final_redeemed	5. n= 49,808	Personal Information: (e.g., Participant_id, Participant_first_name_ar, Participant_gender, etc.)	EQ 4.1: Assess resource allocation efficiency (district, Governorate).

File Contents/Name	Sample Size	Variables in Database	Uses of Information
6. Summer SchoolCFE23_DataExtraction_Registered	6. n = 121,875	Contact Information: (e.g., Participant_primary_phone, Participant_secondary_phone) Location Information: (e.g., district, village_name_en)	
Hot Line Data 7. CFE_SS_Complaints_SY21-22&22-23	7. n =34,917	complaint_id: Unique identifier for the complaint beneficiary_id: Unique identifier for the beneficiary complaint_subtype: The specific type of complaint complaint_maintype: The general category of the complaint complaint_note: Additional details about the complaint complaint_status: Current status of the complaint (e.g., Resolved, Unresolved) complaint_resolution_note: Details about how the complaint was resolved complaint_created_at: Date and time when the complaint was filed resolved_at: Date and time when the complaint was resolved	EQ 3.4: Evaluate the effectiveness of inclusion and exclusion criteria by analyzing complaint types and resolution notes. Complaints regarding missed payments or exclusion could indicate issues with the criteria. EQ 4.1: Assess the efficiency of resource allocation and planning by examining the complaints related to payment collection issues and the timeliness of resolutions. EQ 4.4: Evaluate the effectiveness of external coordination through the resolution of complaints, especially those that may have involved coordination with other stakeholders or systems.
Post Distribution Monitoring Data 8. Education PDM Results_Updated	8. Data was shared already analyzed using different sheets with tabulations and descriptions i.e not raw data. Sample size not relevant.	Sheet : Background General Information about the program Sheet : Unweighted Sample Characteristics	EQ 1.1: The geographic distribution of the population could be used to assess alignment with government priorities. EQ 1.3: The demographics could be used to analyze equity in service

File Contents/Name	Sample Size	Variables in Database	Uses of Information
		<p>Governorate/Area: The region where the data was collected Count: The number of observations or respondents from each Governorate/Area Column N %: The percentage that each count represents within the total number of observations</p> <p>Sheet :Tabulations Contains various variables related to the survey questions and the responses given. They include: Responses to survey questions (e.g., mobile phone sharing) Counts and percentages of each response option</p>	<p>delivery.</p> <p>EQ 3.3: The responses about phone sharing could provide insight into household dynamics, which might relate to equity and inclusion, particularly if the survey includes questions about access to education-related information.</p> <p>EQ 4.1: Understanding the economic context in which the program was operating, which could affect the efficiency of resource allocation due to fluctuating costs. (exchange rate sheet)</p>
<p>Student Attendance Data</p> <p>9. CFE21-222-Attendance Data Reports from UNHCR ECL</p> <p>10. CFE22-23-Enrolment and Attendance Data from MEHE</p> <p>11. SummerSchoolCFE22-Enrolment and Attendance Data</p> <p>12. SummerSchoolCFE23-Enrolment and Attendance Data</p>	<p>9. n= 87,577</p> <p>10. n (first shift) = 251,893 n (second shift) = 171,239</p> <p>11. n= 98,400</p> <p>12. n= 156,477</p>	<p>SN: Serial Number CERD: Centre for Educational Research and Development (probably the school's ID) Governorate: Administrative division where the school is located School Name (Arabic): The name of the school in Arabic Grade: The grade of the student UNHCR Case ID Number: A unique identifier for students under UNHCR care Student's Name (Arabic): The name of the student in Arabic Student's Name (English): The name of the student in English</p>	<p>EQ 3.1: Measure educational effectiveness by tracking absenteeism rates. Consistent attendance is often correlated with successful educational outcomes.</p> <p>EQ 1.2: Evaluate the program's design for reaching vulnerable children by analyzing absenteeism among different governorates or school grades.</p> <p>EQ 3.3: Assess equity and inclusion gaps by comparing absenteeism rates across different demographics (e.g., Governorate, Grade, possibly inferred by UNHCR Case ID Numbers)</p>

File Contents/Name	Sample Size	Variables in Database	Uses of Information
		Student's Date of Birth: The date of birth of the student Phone Number 1: Primary contact number Phone Number 2: Secondary contact number Absenteeism Monitoring: Tracks if the student had 1 - 10 consecutive days of absence in a given month	

Annex 5: Consultations with UNICEF

Evaluation Sample and Participants

UNICEF Stakeholder	Rationale for Inclusion	Planned		Realized			
		# Participants	# Sessions	# Participants	# Sessions	# Females	# Males
Deputy Representative - Programmes	Oversees all UNICEF programming, including cross-sectoral programme coordination and management	1	1	1	1	1	0
Chief of Education	Oversees all UNICEF education programming	1	1	1	1	0	1
Education Section	Team of programme specialists involved in managing CFE implementation and other education programmes	2	2	3	4	3	0
Social Protection Section	Team of programme specialists involved in supporting the CFE implementation and other social protection programmes	2	2	5	5	0	5
Planning, Monitoring and Evaluation Section	Team of planning, monitoring and evaluation specialists supporting all programmes to have robust and measurable strategy notes/plans, monitoring systems and periodic evaluations	2	1	0	0	0	0
Partnership Section	Manage education programme partnerships, submission of proposals, working with donors	0	0	1	1	0	1
Total		8	7	11	12	4 (33%)	7 (64%)

Interview Guide - UNICEF Senior Leadership

Description of Participants	Project Role(s): Title(s): UNICEF Section(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender: <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all UNICEF stakeholders
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	1. How well has the CFE programme responded to the evolving education needs of the most vulnerable girls and boys: (1) in recovering from COVID? (2) After the Beirut explosion? (3) After the financial decline?
(2.4) To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national cash assistance programmes?	2. To what extent has the government (MEHE) had ownership over the CFE programme design and implementation? What are their views on the CFE programme?
(3.1) To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?	3. What is UNICEF’s comparative advantage in designing and leading the CFE programme? In other words, what would happen to the CFE programme if UNICEF were not involved?
(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?	4. What have been the primary strengths and challenges in the implementation of the CFE programme? 5. Did anything happen that UNICEF did not anticipate? If yes, how did UNICEF adjust to these new circumstances?
(4.1) To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?	6. How well was the CFE programme managed and coordinated internally? 7. Did anything happen that affected UNICEF’s capacity to implement the CFE programme? 8. Were the funds received and dispersed in a timely manner, according to the proposed budget and project work plan? If not, why? What was done to address this?

<p>(4.3) To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?</p>	<p>9. Did UNICEF have sufficient technical and financial resources to implement and monitor the CFE programme? If not, why? What actions were taken to obtain needed resources?</p>
<p>(4.4) To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?</p>	<p>10. How well was the CFE programme managed and coordinated externally? Were there any challenges to coordination?</p> <p>11. How frequently did key stakeholders meet to review data on progress and results, and to make adjustments to implementation if needed?</p> <p>12. Was partner collaboration effective in engaging affected populations and rights holders in the CFE programme (such as by using existing platforms for service delivery and communication to improve the programme with their feedback, and for leveraging resources for programme monitoring activities)?</p> <p>13. What lessons have been learned in coordinating the CFE programme with the government? UN Agency partners?</p>
<p>Open-Ended Feedback</p>	<p>14. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?</p>
<p>Concluding Script:</p> <p>Thank you for your time and participation in this important evaluation. Do you have any questions for me about the evaluation?</p>	

Interview Guide - UNICEF Programme Specialists - Education

Description of Participants	Project Role(s): Title(s): UNICEF Section(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender: <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all UNICEF stakeholders
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	<ol style="list-style-type: none"> 1. How well did the CFE programme respond to the evolving education needs of the most vulnerable girls and boys: (1) in recovering from COVID? (2) After the Beirut explosion? (3) After the financial decline? 2. Were specific adjustments made or taken into consideration for each of these events? If so, how were these decisions made? Did the adjustments work? How do you know?
(1.2) To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	<ol style="list-style-type: none"> 3. Which design elements (such as vulnerability mapping) and implementation strategies (such as accountability to affected populations/community engagement) have been the most relevant for ensuring that the CFE programme reaches and benefits the most vulnerable and marginalized children and families, including those in hard-to-reach areas?
(1.3) In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?	<ol style="list-style-type: none"> 4. How well did UNICEF address the lack of sufficient data for determining its selection criteria? What actions were taken?
(1.4) How well and to what extent has Participant feedback been incorporated to improve the design and delivery of the CFE interventions?	<ol style="list-style-type: none"> 5. How did UNICEF utilize the data from the Call Center and post-distribution monitoring to improve the design or delivery of the CFE programme? Can you give some examples?
(2.2). How aligned is the CFE programme with UNICEF Lebanon’s Education Programme Strategy, and other social	<ol style="list-style-type: none"> 6. What is the unique niche or contribution of the CFE programme within UNICEF’s Education Programme Strategy?

<p>assistance programmes for families with children being carried out by UNICEF?</p>	<p>7. Within UNICEF’s Social Policy Strategy? 8. Within UNICEF’s Country Programme?</p>
<p>(2.4) To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national cash assistance programmes?</p>	<p>9. How well was the CFE programme managed and coordinated externally? Were there any challenges to coordination? 10. How frequently did key stakeholders meet to review data on progress and results, and to make adjustments to implementation if needed? 11. Was partner collaboration effective in engaging affected populations and rights holders in the CFE programme (such as by using existing platforms for service delivery and communication to improve the programme with their feedback, and for leveraging resources for programme monitoring activities)? 12. What lessons have been learned in coordinating the CFE programme with the government?</p>
<p>(3.1) To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?</p>	<p>13. Did the activities planned by UNICEF translate into results, in terms of parent use of the cash? In terms of reducing the economic barriers to access education? 14. Did the CFE programme achieve its outcomes for enrollment, attendance and retention? If not, why not?</p>
<p>(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?</p>	<p>15. What have been the primary strengths and challenges in the implementation of the CFE programme? 16. Did anything happen that UNICEF did not anticipate? If yes, how did UNICEF adjust to these new circumstances?</p>
<p>(3.3). How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?</p>	<p>17. To what extent did the CFE programme reduce disparities in access to education among vulnerable girls and boys? For children with disabilities? For Lebanese and non-Lebanese?</p>
<p>(3.4) How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?</p>	<p>18. How did UNICEF ensure the consistent application of the inclusion and exclusion criteria (such as through random spot checks, post-distribution monitoring reports)? 19. Were these measures effective in reducing potential errors, duplication and non-coverage? Why or why not?</p>
<p>(4.3) To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?</p>	<p>20. Did UNICEF have sufficient technical and financial resources to implement and monitor the CFE programme? If not, why? What actions were taken to obtain needed resources?</p>

<p>(4.4). To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?</p>	<ol style="list-style-type: none"> 21. How well was the CFE programme managed and coordinated externally? Were there any challenges to coordination? 22. How frequently did key stakeholders meet to review data on progress and results, and to adjust implementation if needed? 23. Was partner collaboration effective in engaging affected populations and rights holders in the CFE programme (such as by using existing platforms for service delivery and communication to improve the programme with their feedback, and for leveraging resources for programme monitoring activities)? 24. What lessons have been learned in coordinating the CFE programme with the government? NGO partners? Private sector partners?
<p>Open-Ended Feedback</p>	<ol style="list-style-type: none"> 25. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?
<p>Concluding Script:</p> <p>Thank you for your time and participation in this important evaluation. Do you have any questions for me about the evaluation?</p>	

Interview Guide - UNICEF Programme Specialists - Social Protection

Description of Participants	Project Role(s): Title(s): UNICEF Section(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender: <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all UNICEF stakeholders
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	<ol style="list-style-type: none"> 1. How well did the CFE programme respond to the evolving education needs of the most vulnerable girls and boys: (1) in recovering from COVID? (2) After the Beirut explosion? (3) After the financial decline? 2. Were specific adjustments made or taken into consideration for each of these events? If so, how were these decisions made? Did the adjustments work? How do you know?
(1.2) To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	<ol style="list-style-type: none"> 3. Which design elements (such as vulnerability mapping) and implementation strategies (such as accountability to affected populations/community engagement) have been the most relevant for ensuring that the CFE programme reaches and benefits the most vulnerable and marginalized children and families, including those in hard-to-reach areas?
(1.3) In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?	<ol style="list-style-type: none"> 4. How well did UNICEF address the lack of sufficient data for determining its selection criteria? What actions were taken?
(2.2). How aligned is the CFE programme with UNICEF Lebanon’s Education Programme Strategy, and other social assistance programmes for families with children being carried out by UNICEF?	<ol style="list-style-type: none"> 5. What is the unique niche or contribution of the CFE programme within UNICEF’s Social Policy Programme Strategy? 6. Within UNICEF’s Country Programme?
(3.1) To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of	<ol style="list-style-type: none"> 7. Did the activities planned by UNICEF translate into results, in terms of parent use of the cash? In

the CFE programme during the evaluation timeframe (2021-2023)?	<p>terms of reducing the economic barriers to access education?</p> <p>8. Did the CFE programme achieve its outcomes for enrollment, attendance and retention? If not, why not?</p>
(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?	<p>9. What have been the primary strengths and challenges in the implementation of the CFE programme?</p> <p>10. Did anything happen that UNICEF did not anticipate? If yes, how did UNICEF adjust to these new circumstances?</p>
(3.3). How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?	<p>11. To what extent did the CFE programme reduce disparities in access to education among vulnerable girls and boys? For children with disabilities? For Lebanese and non-Lebanese?</p>
(3.4) How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?	<p>12. How did UNICEF ensure the consistent application of the inclusion and exclusion criteria (such as through random spot checks, post-distribution monitoring reports)?</p> <p>13. Were these measures effective in reducing potential errors, duplication and non-coverage? Why or why not?</p>
(4.4). To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?	<p>14. What lessons have been learned in coordinating the CFE programme with the government? NGO partners? Private sector partners?</p>
Open-Ended Feedback	<p>15. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?</p>
<p>Concluding Script:</p> <p>Thank you for your time and participation in this important evaluation. Do you have any questions for me about the evaluation?</p>	

Interview Guide - UNICEF Partnerships Specialist

Description of Participants	Project Role(s): Title(s): UNICEF Section(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender: <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all UNICEF stakeholders
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	
(1.2) To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	
(1.3) In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?	
(2.2). How aligned is the CFE programme with UNICEF Lebanon’s Education Programme Strategy, and other social assistance programmes for families with children being carried out by UNICEF?	
(3.1) To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?	
(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?	
(3.3). How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?	
(3.4) How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that	

aimed to reduce potential errors, duplication and non-coverage?	
(4.4). To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?	
Open-Ended Feedback	
<p>Concluding Script:</p> <p>Thank you for your time and participation in this important evaluation. Do you have any questions for me about the evaluation?</p>	

Annex 6: Key Informant Interviews

Evaluation Sample and Participants

Stakeholder Group	Description of Key Informants	Planned		Realized			
		# Participants	# Sessions	# Participants	# Sessions	# Females	# Males
Government Partners	Total sample of government informants	4	3	4	3	2	2
Ministry of Education and Higher Education	<ul style="list-style-type: none"> Director General Advisor to the Director ICT Director Inclusion Counselling and Guidance Director 	4	3	4	3	2	2
Donor Partners	Total sample of donor informants	1	1	1	2	0	1
European Union	<ul style="list-style-type: none"> Programme Manager for Education 	1	1	1	2	0	1
UN Agency Partners	Total sample of UN agency informants	2	2	5	2	4	1
World Bank	<ul style="list-style-type: none"> Country Director, Lebanon Social Protection Specialists 	1	1	4	1	3	1
UNHCR	<ul style="list-style-type: none"> Education Director 	1	1	1	1	1	0
Implementing Partners	Total sample of implementing partners	13	7	9	8	5	4
NGO - LOST	<ul style="list-style-type: none"> General Manager Programs Manager 	2	1	2	2	0	2
NGO - World Vision International	<ul style="list-style-type: none"> National Director Programme Officer 	2	1	0	0	0	0
NGO - Al Fayhaa	<ul style="list-style-type: none"> President Program Manager 	2	1	1	1	0	1
NGO - AVSI	<ul style="list-style-type: none"> Country Director Project Manager 	2	1	1	1	1	0
NGO - War Child Holland	<ul style="list-style-type: none"> Country Director Head of Programs 	2	1	2	2	2	0
NGO - Bridge Outsource Transform (B.O.T)	<ul style="list-style-type: none"> Managing Director Project Manager 	2	1	2	1	1	1
Private Sector Partner	<ul style="list-style-type: none"> TeleSupport International (Call Center) 	1	1	1	1	1	0
Total Sample		20	13	19	15	11 (58%)	8 (42%)

Interview Guide - Ministry of Education and Higher Education

Description of Participants	Title(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all Implementing partners
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	1. What is the value of the CFE programme in supporting the achievement of the government’s national education goals and objectives?
(1.2) To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	2. Has the CFE programme sufficiently targeted the most vulnerable children in Lebanon? If not, why not?
(1.3) In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?	3. Was there sufficient data from the School Information Management system to determine the selection criteria and targeting process for inclusion and exclusion?
(1.4) How well and to what extent has Participant feedback been incorporated to improve the design and delivery of the CFE interventions?	4. Are the feedback mechanisms that UNICEF put in place for beneficiaries effectively utilized to strengthen programme delivery?
(2.1) How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?	5. In what ways does the CFE programme complement other national poverty and social safety nets? 6. How do they differ?
(2.3) How can the CFE programme be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance?	7. In what ways does the CFE programme complement the National Disability Allowance? 8. How do they differ?
(2.4) To what extent did the implementation arrangements of the CFE programme support coordination within MEHE	9. How was the CFE programme coordinated between UNICEF and MEHE at the national and

and ensure complementarity with other national cash assistance programmes?	<p>local levels? Were there any challenges to coordination?</p> <p>10. How frequently did key stakeholders meet to review data on progress and results, and to make adjustments to implementation if needed?</p> <p>11. What lessons have been learned in coordinating the CFE programme with UNICEF?</p>
(3.1) To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?	12. What results or outcomes have been achieved through the CFE programme?
(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?	13. Did anything happen during the implementation that was not planned, whether positive or negative?
(3.3) How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?	14. Was the CFE programme effective at eliminating access barriers for girls and boys, and for children with disabilities? For Lebanese and non-Lebanese?
(3.4) How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?	15. Were UNICEF’s actions to reduce errors, duplication and non-coverage of the cash transfers effective?
(4.1) To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?	16. Was UNICEF able to carry out the joint work plan in a timely and efficient manner?
(4.2) How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?	17. Were the cash allocations for beneficiaries sufficient in achieving the intended results? How do you know?
(4.3) To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?	<p>18. What technical and/or financial support did UNICEF provide to the government to implement and monitor the CFE programme?</p> <p>19. Were these resources sufficient?</p>
(4.4) To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?	20. What lessons have been learned on coordinating and implementing the CFE programme with UNICEF, UN agency, NGO and private sector partners?
Open-Ended Feedback	21. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?
Concluding Script:	

Thank you for your time and participation in this important evaluation.
Do you have any questions for me about the evaluation?

Interview Guide - Donor Partners

Description of Participants	Title(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all Implementing partners
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	<ol style="list-style-type: none"> 1. What factors led the EU to support the CFE programme - what was the rationale? 2. What are the overall strengths and weaknesses of the CFE programme in addressing the needs of children as they have evolved in Lebanon?
(2.1) How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?	<ol style="list-style-type: none"> 3. In what ways does the CFE programme complement other national poverty and social safety nets? 4. How do they differ?
(3.1) To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?	<ol style="list-style-type: none"> 5. What results or outcomes have been achieved through the CFE programme?
(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?	<ol style="list-style-type: none"> 6. Did anything happen during the implementation that was not planned, whether positive or negative?
(3.3) How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?	<ol style="list-style-type: none"> 7. Was the CFE programme effective at eliminating access barriers for girls and boys, and for children with disabilities? For Lebanese and non-Lebanese?
(3.4) How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?	<ol style="list-style-type: none"> 8. Were UNICEF’s actions to reduce errors, duplication and non-coverage of the cash transfers effective?

<p>(4.2) How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?</p>	<p>9. Were the cash allocations for beneficiaries sufficient in achieving the intended results? How do you know?</p>
<p>(4.3) To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?</p>	<p>10. What technical and/or financial support did UNICEF provide to the government to implement and monitor the CFE programme? 11. Were these resources sufficient?</p>
<p>(4.4) To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?</p>	<p>12. Was the CFE intervention effectively communicated to the MEHE, implementing partners and beneficiaries? 13. What lessons have been learned on coordinating and implementing the CFE programme across all stakeholder groups?</p>
<p>Open-Ended Feedback</p>	<p>14. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?</p>
<p>Concluding Script:</p> <p>Thank you for your time and participation in this important evaluation. Do you have any questions for me about the evaluation?</p>	

Interview Guide - UN Agency Partners

Description of Participants	Title(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all Implementing partners
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
1.1. How relevant is the CFE programme for UNICEF's mandates, core commitments to children, children's right to education, government priorities, and the evolving country context?	<ol style="list-style-type: none"> 1. How aware are you of the UNICEF supported CFE programme? 2. Do you know what objectives it is trying to achieve? 3. What target groups it aims to support?
2.1. How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?	<ol style="list-style-type: none"> 4. In what ways does the CFE programme complement other national poverty and social safety nets? 5. How do they differ?
2.3. How can the CFE programme be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance?	<ol style="list-style-type: none"> 6. In what ways does the CFE programme complement the National Disability Allowance? 7. How do they differ?
2.4. To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national cash assistance programmes?	<ol style="list-style-type: none"> 8. How does your agency coordinate with UNICEF on cash transfer programmes to ensure complementarity? 9. What lessons have been learned in coordinating cash transfer programmes across UN agencies?
3.4. How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?	<ol style="list-style-type: none"> 10. Is this coordination effective in reducing errors in Participant identification, duplication and non-coverage?
Open-Ended Feedback	<ol style="list-style-type: none"> 11. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?
Concluding Script:	

Thank you for your time and participation in this important evaluation.
Do you have any questions for me about the evaluation?

Interview Guide - NGO Partners

Description of Participants	Title(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, Consent Forms for all Implementing partners
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	1. Has the CFE programme sufficiently targeted the most vulnerable children in Lebanon? If not, why not?
(1.2) To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	2. Was your agency involved in the design of the CFE programme? If yes, how? At what stage in the project’s development? 3. Were parents or other community members involved in the design of the CFE programme? If yes, how? At what stage of the project’s development?
(1.3) In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?	4. Were the selection criteria and targeting process for inclusion and exclusion clear for your organization?
(1.4) How well and to what extent has Participant feedback been incorporated to improve the design and delivery of the CFE interventions?	5. Have you received any feedback from parents (positive or negative) about the UNICEF-supported cash transfers?
(3.1) To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?	6. What changes (if any) did you see in enrolment, attendance and student retention among those who received the cash transfers?

<p>(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?</p>	<p>7. Did anything happen during implementation that UNICEF did not anticipate? If yes, how did UNICEF adjust to these new circumstances?</p>
<p>(3.3) How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?</p>	<p>8. Was the CFE programme effective at eliminating access barriers for girls and boys, and for children with disabilities? For Lebanese and non-Lebanese?</p>
<p>(3.4) How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?</p>	<p>9. How were the policies and procedures communicated with you about the UNICEF-supported cash transfers? 10. What were the main points communicated?</p>
<p>(4.1) To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?</p>	<p>11. Were the cash allocations for beneficiaries sufficient in achieving the intended results? How do you know?</p>
<p>(4.2) How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?</p>	<p>12. Was the communication from MEHE and UNICEF on the cash transfers sufficient for understanding what action to take with teachers, parents and students?</p>
<p>(4.3) To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?</p>	<p>13. What technical and/or financial support did UNICEF provide to your NGO to implement and monitor the CFE programme? 14. Were these resources sufficient?</p>
<p>(4.4) To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?</p>	<p>15. What are some examples of existing platforms that were utilized to coordinate actions between UNICEF, MEHE and your NGO for the CFE programme? 16. What lessons have been learned on coordinating and implementing the CFE programme across all stakeholder groups?</p>
<p>Open-Ended Feedback</p>	<p>17. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?</p>
<p>Concluding Script:</p> <p>Thank you for your time and participation in this important evaluation. Do you have any questions for me about the evaluation?</p>	

Interview Guide - Private Sector Service Providers

Description of Participants	Title(s):
Date/Location of Consultation	Date: Location: <ul style="list-style-type: none"> ● In person ● Remote
Total Number of Participants, by Gender	Gender <ul style="list-style-type: none"> ● Male: ● Female:
Obtain Oral Consent	See Annex F, <u>Consent Forms</u> for all Implementing partners
Introduction	Please introduce yourself and describe what role you have had in the CFE programme.
Evaluation Questions	Interview Questions
(1.1) How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	<ol style="list-style-type: none"> 1. How aware are you of the UNICEF supported CFE programme? 2. Do you know what objectives it is trying to achieve? 3. What target groups it aims to support? 4. Why did your company decide to partner with UNICEF on this programme?
(1.2) To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	<ol style="list-style-type: none"> 5. Was your business involved in the design of the CFE programme? If yes, how? At what stage in the project’s development?
(1.3) In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?	<ol style="list-style-type: none"> 6. Was UNICEF’s selection criteria and targeting processes for inclusion and exclusion clear to your company?
(1.4) How well and to what extent has Participant feedback been incorporated to improve the design and delivery of the CFE interventions?	<ol style="list-style-type: none"> 7. How well have the feedback and complaint mechanisms worked? 8. How often does UNICEF receive this data? 9. What are some of the types of complaints or questions you have received on the Call Center?
(3.2) Has there been any unintended positive or negative consequences or effects of the CFE programme?	<ol style="list-style-type: none"> 10. Has anything happened during the programme’s implementation (either positive or negative) that might affect the results?
(3.4) How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?	<ol style="list-style-type: none"> 11. Have the procedures put in place by UNICEF been effective at eliminating any potential errors, duplication and non-coverage?

<p>(4.1) To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated?</p>	<p>12. Were the cash allocations for beneficiaries sufficient in achieving the intended results? How do you know?</p>
<p>(4.2) How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?</p>	<p>13. Was the communication from UNICEF on the cash transfers sufficient for understanding what action to take?</p>
<p>Open-Ended Feedback</p>	<p>14. Do you have any other feedback about the CFE programme that might be helpful for the evaluation?</p>
<p>Concluding Script:</p> <p>Thank you for your time and participation in this important evaluation. Do you have any questions for me about the evaluation?</p>	

Annex 7: Participatory Focus Groups

Selection of Regions

The main criteria used to select the evaluation region and participants was data on the CFE programme reach, which included information on: (1) parents who benefitted from the cash transfers for at least one programme cycle (SY 21-22 and/or SY 22-23); (2) the child's nationality, grade/age, and sex; (3) the inclusion of children with disabilities (see Tables 6 and 7).

Table 7: Description of programme beneficiaries, 2021-2022 school year

Region Governorate	Nationality		Grade/Age				Sex	% Children with Disabilities
	% Non-Lebanese (Syrian)	% Lebanese	% ECE 1-3 (ages 3-5)	% Grades 1-3 (ages 6-8)	% Grades 4-6 (ages 9-11)	% Grades 7-9 (ages 12-14)	% female	
Akkar	99.85	0.15	26.77	42.09	15.83	15.32	48.15	11.59
Baalbek-El Hermel	99.95	0.05	35.38	46.40	9.85	8.36	48.38	2.05
Beirut	99.98	0.02	28.02	47.41	12.35	12.23	48.73	5.70
Beqaa	99.89	0.11	32.40	46.33	10.10	11.18	48.97	4.79
Mount Lebanon	99.97	0.03	27.33	48.23	12.71	11.74	50.34	6.86
Nabatieh	99.98	0.02	31.83	47.95	11.46	8.76	48.45	9.96
North	99.94	0.06	31.62	46.49	9.92	11.97	50.81	4.03
South	99.96	0.04	32.31	46.45	10.43	10.81	47.84	6.88

Data Source: UNICEF Monitoring Data - Sample Size = 89,403

Table 8: Description of programme beneficiaries, 2022-2023 school year

Region Governorate	Nationality		Grade/Age				Sex	% Children with Disabilities
	% Non-Lebanese (Syrian)	% Lebanese	% ECE 1-3 (ages 3-5)	% Grades 1-3 (ages 6-8)	% Grades 4-6 (ages 9-11)	% Grades 7-9 (ages 12-14)	% female	
Akkar	57.63	41.61	N/A	74.67	8.14	17.19	47.43	15.81
Baalbek	68.97	30.39	N/A	76.29	8.92	14.79	48.22	18.00
Beirut	75.98	21.75	N/A	68.47	6.82	24.70	50.86	17.06
Beqaa	77.17	21.09	N/A	73.53	5.63	20.84	51.54	12.26
Mount Lebanon	80.84	18.28	N/A	71.50	5.23	23.28	51.44	14.75
Nabatieh	56.23	42.93	N/A	75.89	12.05	12.06	47.81	24.9
North	57.00	41.79	N/A	79.58	5.84	14.58	50.62	14.48
South	70.74	27.00	N/A	78.82	1.78	19.40	50.37	10.01

Data Source: UNICEF Monitoring Data - Sample Size = 75,658

Based upon this analysis, and in consultation with UNICEF, we identified Beqaa, North and Mount Lebanon regions for the participatory focus groups with parents. These regions have some of the highest concentration of Syrian refugees and include beneficiaries from all grades. They also have a mix of urban and rural settings where the distance from home to school will vary. Furthermore, children with disabilities also beneficiaries of the CFE programme in these regions. Finally, these are the regions where NGOs could facilitate support the evaluation team with parent recruitment and host the evaluation sessions.

Description of Regions

Beqaa Governate

The Beqaa Governate includes three districts: West Beqaa; Rashaya and Zahle (it's capital). The estimate population is 626,000, last calculated in June 2019, on a total of 1,433 km². It is also noted that the governate is approximately 41% Christian, 52% Muslim and 7% Druze. The Beqaa is a farming region, and its most flourishing industry is agriculture. It encompasses Roman ruins, and it has multiple of the country's most known vineyards.

As of 2019, the total number of registered Syrian refugees in the Beqaa stood at 341,600 individuals, making it the governate that hosts the largest number of registered refugees in country (39% of the total number of registered refugees in the country). The latter can be explained by the fact that the Masnaa Border Crossing in the Beqaa is the busiest crossing point between Syria and Lebanon. In addition, it hosts only one Palestinian refugee camp (Wavel, the smallest camp) including 4,500 Palestinian refugees from Lebanon, and 4,500 Palestinian refugees from Syria.

With regards to poverty rates, 84% of Syrian refugees in the Beqaa live below the poverty line (3.84\$/cap/day) considered worse than the national average. The percentage was 19.4% for Lebanese citizens (8.44\$/cap/day). Additionally, 54% Syrian refugees and 53% Palestinian refugees from Syria aged 16 and above were unemployed, also worse in the Beqaa as compared to the national average (40% for Syrian refugees; 52.5% for Palestinian refugees from Syria). Almost 50% Syrians live in shelters with dangerous conditions and 43% are overcrowded in shelters (less than 4.5 m²/ person). An estimated 20% of these populations (Lebanese; Syrians; Palestinians from Lebanon; Palestinians from Syria) were found to be living in informal settlements, as compared to 5% as the national average. Moreover, 83% Syrian refugees and 40% Palestinian refugees from Syria are without a legal residency.

Regarding children's access to education, 64.7% of Syrian refugee children aged 6 to 14 are out of school, as compared to 3.6% for Lebanese, 19.4% for Palestinians refugees from Syria and 5% for Palestinians refugees from Lebanon. 86.2% of Syrian refugee adolescents (15- to 17-year-old) in the Beqaa are out of school, above the national average of 83%.s

Data Sources:

- https://en.wikipedia.org/wiki/Beqaa_Governorate
- <https://www.unhcr.org/lb/bekaa-zahle>
- https://en.wikipedia.org/wiki/Beqaa_Valley
- OCHA. (2019). Lebanon – Beqaa Governorate Profile.

North Governate

The North Governate is an urban area with its capital Tripoli, the second largest city in the country. It's also one of the country's most deprived regions, with severe poverty. It has a population of 787,709 inhabitants and includes 6 districts: Batroun; Bsharri; El Koura; Miniyeh; Tripoli; and Zgharta. Sunnis make up the overwhelming majority in the city of Tripoli and the Minyeh district with some presence in Zgharta and the Koura districts, Alawites are present only in a small part in the city of Tripoli, while Christians make up the overwhelming majority in Zgharta, Batroun, Bsharri and Koura districts.

There are 553,637 Lebanese, and 193,900 deprived Lebanese. This region is also home for 173,756 registered Syrian refugees, 55,080 Palestinian refugees in Lebanon, and 4,235 Palestinian refugees from Syria. There are two major Palestinian camps in the North Governate: Beddawi and Nahr El Bared. The Syrian war had a strong spillover effect on northern Lebanon, reducing economic and commercial activities and amplifying sectarian tensions. The Beb El Tebbeneh (Sunnis) and Jabal Mohsen (Alawites) communities engaged in multiple armed clashes in the North leading to hundred deaths and thousands injured. These groups are historically divided along sectarian lines and political affiliation against and pro the Syrian regime.

The North governate was also noted to have a high unemployment rate (53%) across its population, with both host communities and displaced people in the area relying heavily on unskilled labour and irregular jobs. The majority of refugees in the area live in very challenging urban and semi-urban contexts with 39.8% of Syrians living in substandard shelters, and there are 122 informal settlements, hosting 9,419 registered Syrian refugees. Overcrowding is also a serious issue for refugees: the VASYR 2017 shows that North has a rate of 36 per cent of overcrowding for refugees. Poverty has increased among Palestine refugees in the North, with 72 per cent living under the poverty line, up from 65 per cent in 2010.

There are extensive unmet humanitarian needs, with an additional strain on services following the arrival of large numbers of Palestinian refugees from Syria. Access to healthcare facilities is also a challenge with only 8 public hospitals which are supported, with limited bed capacity and 5 primary health care centers in the governorate, in addition to the high costs of secondary health care. In sum, the arrival of more than 251,000 refugees into northern Lebanon since the beginning of the Syria crisis has put a strain on water, electricity, waste management and other basic services in an area of poor infrastructure.

Regarding children's access to education, about 18% of children aged 3 to 5 in the North governorate attend an early childhood education program. For primary school enrollment (6 to 14 years of age), there was a noticed decrease from 72% in 2019 to 67% in 2020. However, an increase in enrolment percentage was found for secondary school (15 to 17 years of age), from 21% in 2019, to 31% in 2020.

Data Sources:

- https://en.wikipedia.org/wiki/North_Governorate
- OCHA. (2019). Lebanon – North Governorate Profile.

Mount Lebanon

Mount Lebanon Governate extends along the coast of the Mediterranean Sea, and has diverse geographical features including urban areas, mixed rural areas and natural areas. It is divided in to four districts: Aley; Baadba (it's capital); Chouf; and Matn. Mount Lebanon has a Christian majority with the presence of other religious groups such as Muslims and Druze in the Chouf area. The economy in this area mainly depends on industrial activities as it includes around 58% of the total Lebanese industrial establishments.

There is an estimate of 1,933,000 people living in Mount Lebanon Governorate, from which 390,000 Syrian refugees, 322,000 deprived Lebanese, and 35,800 Palestinian refugees. There are 51% of Syrian refugees that live below poverty line (3.84\$/cap/day) in Mount Lebanon, as compared to 19.3% for Lebanese (8.44\$/cap/day), 90% for Palestinian refugees from Syria (6.8\$/cap/day) and 65% for Palestinian refugees in Lebanon (6.8\$/cap/day). However, all these numbers are below the national average. There are 41% unemployed Syrian refugees aged 15 and above, whereas the percentage is 53% for Palestinian refugees from Syria. Additionally, 35.2% Syrians live in shelters with dangerous conditions, and 40% report overcrowding with less than 4.5m² / person.

In Mount Lebanon, 25% of refugee households did not receive the required health care, in comparison with 11% at the national level. This could be explained by the fact that in the governorates of Beirut and Mount Lebanon, there are fewer supported Primary Health Care centers (where subsidized care is available) relative to population size than in other regions. In contrast with more rural Governorates, most people in Mount Lebanon live in residential buildings (94%).

Social tensions are also prevalent across this region, with competition over lower skilled work named by a significant 72% of Lebanese and Syrians in Mount Lebanon to be a driver of tensions in their community. Major protection concerns for refugees in Beirut and Mount Lebanon include lack of legal residency, fear of detention, restrictions on movement, insecurity of tenure (including risk of eviction) and general safety concerns. Some refugees reported facing exploitation by employers, landlords, and sponsors; others face physical and emotional abuse; child labour and begging are also a concern in Beirut.

Regarding children's access to education,, 41.4% Syrian refugee children aged 6 to 14 are out of school, and the percentage is even higher for those aged 15 to 17 (69.4%). The percentage was 79% for Palestinian refugees from Syrian, and 49.7% from Lebanon. 74% Syrian refugees and 40% Palestinians from Syria aged 15 and above don't have legal residency in the country.

Data Sources:

https://en.wikipedia.org/wiki/Mount_Lebanon_Governorate
OCHA. (2019). Lebanon – Mount Lebanon Governorate Profile.

Selection of Households and Parents

The selection of households (parents and children) for the evaluation was based upon on stratified sampling to ensure that all recent CFE programme recipients were represented (see Table 8).

The steps involved in defining the sample universe included: (1) an analysis of programme participants for each region mapped against the desired child characteristics and the villages where NGO partners were operating; (2) extracting the list of households who met the session criteria with the relevant contact information and data on their demographic characteristics; (3) sharing the list of potential evaluation participants with NGO partners; and (4) providing an orientation to NGO partners on how to recruit parents (see Parent Recruitment Form). During the recruitment process, the evaluation team checked in with each NGO partner to ensure the sampling logic was clear, and to see if respondents were volunteering to participate. Any clarifications on the sample were provided as needed.

Table 9: Stratified sample by child representation, geography, NGO partner and universe

Child Representation	Geography	NGO Partner	Sample Universe										
Lebanese Grades 1-3 50% female child	Governorate: Bekaa Area: Bednayel Setting: Semi-Rural	LOST	<table border="1"> <tr> <td>Student - Male</td> <td>19</td> </tr> <tr> <td>Student - Female</td> <td>15</td> </tr> <tr> <td>Parent - Male</td> <td>14</td> </tr> <tr> <td>Parent - Female</td> <td>20</td> </tr> <tr> <td>Total Universe:</td> <td>34</td> </tr> </table>	Student - Male	19	Student - Female	15	Parent - Male	14	Parent - Female	20	Total Universe:	34
Student - Male	19												
Student - Female	15												
Parent - Male	14												
Parent - Female	20												
Total Universe:	34												
Lebanese Grades 1-3 50% female child	Governorate: North Area: El Minieh-Dennie Setting: Rural	War Child Holland	<table border="1"> <tr> <td>Student - Male</td> <td>716</td> </tr> <tr> <td>Student - Female</td> <td>588</td> </tr> <tr> <td>Parent - Male</td> <td>849</td> </tr> <tr> <td>Parent - Female</td> <td>455</td> </tr> <tr> <td>Total Universe:</td> <td>1,304</td> </tr> </table>	Student - Male	716	Student - Female	588	Parent - Male	849	Parent - Female	455	Total Universe:	1,304
Student - Male	716												
Student - Female	588												
Parent - Male	849												
Parent - Female	455												
Total Universe:	1,304												
Lebanese Grades 4-6 50% female child Children with disabilities	Governorate: North Area: El Koura Setting: Rural	War Child Holland	<table border="1"> <tr> <td>Student - Male</td> <td>54</td> </tr> <tr> <td>Student - Female</td> <td>25</td> </tr> <tr> <td>Parent - Male</td> <td>47</td> </tr> <tr> <td>Parent - Female</td> <td>32</td> </tr> <tr> <td>Total Universe:</td> <td>79</td> </tr> </table>	Student - Male	54	Student - Female	25	Parent - Male	47	Parent - Female	32	Total Universe:	79
Student - Male	54												
Student - Female	25												
Parent - Male	47												
Parent - Female	32												
Total Universe:	79												
Lebanese Grades 1-9 50% female child Children with disabilities	Governorate: North Area: El Mina Setting: Urban	War Child Holland	<table border="1"> <tr> <td>Student - Male</td> <td>18</td> </tr> <tr> <td>Student - Female</td> <td>92</td> </tr> <tr> <td>Parent - Male</td> <td>47</td> </tr> <tr> <td>Parent - Female</td> <td>63</td> </tr> <tr> <td>Total Universe:</td> <td>110</td> </tr> </table>	Student - Male	18	Student - Female	92	Parent - Male	47	Parent - Female	63	Total Universe:	110
Student - Male	18												
Student - Female	92												
Parent - Male	47												
Parent - Female	63												
Total Universe:	110												
Non-Lebanese Grades 1-3 50% female child	Governorate: Bekaa Area: Bednayel Setting: Semi-Rural	LOST	<table border="1"> <tr> <td>Student - Male</td> <td>97</td> </tr> <tr> <td>Student - Female</td> <td>99</td> </tr> <tr> <td>Parent - Male</td> <td>116</td> </tr> <tr> <td>Parent - Female</td> <td>80</td> </tr> <tr> <td>Total Universe:</td> <td>196</td> </tr> </table>	Student - Male	97	Student - Female	99	Parent - Male	116	Parent - Female	80	Total Universe:	196
Student - Male	97												
Student - Female	99												
Parent - Male	116												
Parent - Female	80												
Total Universe:	196												
Non-Lebanese Grades 1-3 50% female child	Governorate: North Area: Zgharta Setting: Rural	War Child Holland	<table border="1"> <tr> <td>Student - Male</td> <td>362</td> </tr> <tr> <td>Student - Female</td> <td>369</td> </tr> <tr> <td>Parent - Male</td> <td>467</td> </tr> <tr> <td>Parent - Female</td> <td>264</td> </tr> <tr> <td>Total Universe:</td> <td>731</td> </tr> </table>	Student - Male	362	Student - Female	369	Parent - Male	467	Parent - Female	264	Total Universe:	731
Student - Male	362												
Student - Female	369												
Parent - Male	467												
Parent - Female	264												
Total Universe:	731												

Child Representation	Geography	NGO Partner	Sample Universe										
Non-Lebanese Grades 1-3 50% female child	Governorate: Mount Lebanon Area: Jounieh (Zouk, Ghadir, Halat)) Setting: Urban, Semi-Urban	AVSI	<table border="1"> <tr> <td>Student - Male</td> <td>73</td> </tr> <tr> <td>Student - Female</td> <td>59</td> </tr> <tr> <td>Parent - Male</td> <td>97</td> </tr> <tr> <td>Parent - Female</td> <td>35</td> </tr> <tr> <td>Total Universe:</td> <td>132</td> </tr> </table>	Student - Male	73	Student - Female	59	Parent - Male	97	Parent - Female	35	Total Universe:	132
Student - Male	73												
Student - Female	59												
Parent - Male	97												
Parent - Female	35												
Total Universe:	132												
Non-Lebanese Grades 4-6 50% female child Children with disabilities	Governorate: Bekaa Area: Zahle Setting: Urban	LOST	<table border="1"> <tr> <td>Student - Male</td> <td>52</td> </tr> <tr> <td>Student - Female</td> <td>59</td> </tr> <tr> <td>Parent - Male</td> <td>56</td> </tr> <tr> <td>Parent - Female</td> <td>55</td> </tr> <tr> <td>Total Universe:</td> <td>111</td> </tr> </table>	Student - Male	52	Student - Female	59	Parent - Male	56	Parent - Female	55	Total Universe:	111
Student - Male	52												
Student - Female	59												
Parent - Male	56												
Parent - Female	55												
Total Universe:	111												
Non-Lebanese Grades 7-9 50% female child	Governorate: Mount Lebanon Area: Sinn el Fill (Dbaiye, Befurit, Fanar) Setting: Urban, Semi-Urban	AVSI	<table border="1"> <tr> <td>Student - Male</td> <td>95</td> </tr> <tr> <td>Student - Female</td> <td>162</td> </tr> <tr> <td>Parent - Male</td> <td>182</td> </tr> <tr> <td>Parent - Female</td> <td>75</td> </tr> <tr> <td>Total Universe:</td> <td>257</td> </tr> </table>	Student - Male	95	Student - Female	162	Parent - Male	182	Parent - Female	75	Total Universe:	257
Student - Male	95												
Student - Female	162												
Parent - Male	182												
Parent - Female	75												
Total Universe:	257												
Non-Lebanese Grades 1-9 50% female child Children with disabilities	Governorate: Bekaa Area: Zahle Setting: Urban	LOST	<table border="1"> <tr> <td>Student - Male</td> <td>200</td> </tr> <tr> <td>Student - Female</td> <td>193</td> </tr> <tr> <td>Parent - Male</td> <td>199</td> </tr> <tr> <td>Parent - Female</td> <td>194</td> </tr> <tr> <td>Total Universe:</td> <td>393</td> </tr> </table>	Student - Male	200	Student - Female	193	Parent - Male	199	Parent - Female	194	Total Universe:	393
Student - Male	200												
Student - Female	193												
Parent - Male	199												
Parent - Female	194												
Total Universe:	393												

Parent Recruitment Form

Dear NGO partners,

Thank you for agreeing to support this evaluation by enlisting the participation of parents who are benefitting from the cash for education programme. Our evaluation team is very grateful for your support!

Sample Size:

Please use the databases we provided to contact the parents. Go through the list and call parents until we have reached **our ideal sample size, which is 12 parents per session.**

We recommend **recruiting up to 20 parents (10 fathers and 10 mothers) for each session**, recognizing that some parents may not show up. You can go through the list one by one or randomly select parents to call. **Sessions are 90 minutes long, or 1.5 hours.**

We request a balance of female and male students and mothers and fathers in each session. Parent (beneficiaries) and student genders are highlighted in yellow in the databases.

- 10 fathers
- 10 mothers
- 10 female children
- 10 male children

Script for enlisting parent participation:

UNICEF would like to hear from you about the cash for education programme. Your views will help UNICEF to better understand the impact of this programme and will help UNICEF improve the programme. An independent evaluation team will facilitate the sessions. No one from UNICEF or our NGO will be in the sessions.

The session will be held at [insert location] on [insert day] from [insert time]. The evaluation team will provide a small snack and a small transportation stipend so you can get to the session.

Are you interested in participating? Can you attend the session? Did you redeem the cash in the school year 22-23?

If the participant says yes, make note of their name and call them the day before the session to remind them. If the participant says no, move on to the next parent in the database.

No parent should be coerced/forced into participating. They should volunteer to participate. Let them know that nothing bad will happen to them if they prefer not to participate.








Once 20 parents have confirmed they want to participate, your recruitment can end.

Please contact Dr. Maha Mouchantaf at mmouchantaf@hotmail.com with any questions about recruitment.

Household Characteristics of Evaluation Participants

Age of Children		Sex of Children	
Prep-ECE		Male	76 (47%)
Under age 3	0	Female	85 (53%)
Age 3	0	Total	161
Age 4	1	Children with Disabilities	
Age 5	0	Yes	50 (31%)
Cycle 1 (grades 1-3)		No	111 (69%)
Age 6	6	Total	161
Age 7	43	Child's Nationality	
Age 8	30	Syrian	119 (74%)
Cycle 2 (grades 4-6)		Lebanese	42 (26%)
Age 9	19	Total	161
Age 10	15	Parent Gender	
Age 11	7	Male	22 (19%)
Cycle 3 (grades 7-9)		Female	94 (81%)
Age 12	11	Total	116
Age 13	9		
Age 14	6		
Secondary Education			
Older than 14	14		
Total	161		

Indicators and Survey Statements

Indicators and CRC Articles	Survey Image	Survey Statements (English/Arabic)
<p>School Supplies - Learning Materials</p> <p>CRC Articles: 17, 28, 31</p>		<p>My children have enough books, stationary and other school supplies</p>
<p>School Supplies - Other</p> <p>CRC Articles: 18, 27</p>		<p>My children have a school uniform or clothing and backpack</p>
<p>Internet Access</p> <p>CRC Articles: 17, 28, 29</p>		<p>My children can access the Internet for remote learning</p>
<p>Access to Nutrition</p> <p>CRC Articles: 6, 24, 27</p>		<p>My children have enough to eat and drink at school</p>
<p>School Attendance</p> <p>CRC Articles: 28, 29</p>		<p>My children go to school on a regular basis</p>
<p>Safe Routes to School</p> <p>CRC Articles: 19, 28</p>		<p>My children have a safe way to get to school</p>
<p>Programme Effectiveness</p> <p>CRC Articles: 28, 29</p>		<p>The cash payments from UNICEF support my child's education and development</p>

Survey Tools

- Results Charts
 - Survey Image Cards
 - Markers
 - Tape
 - Poster Paper
- Snack for Participants
- Transportation Stipends
- Copies of Consent Forms

Session Outline

Location: Community center, school classroom or outdoor courtyard

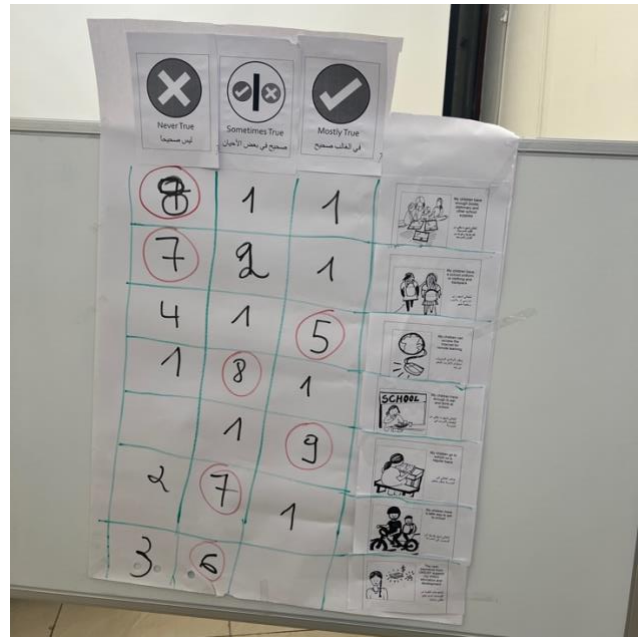
Time Required: 90 minutes

Facilitators: Team Leader and Education Expert

Participants: Parents (minimum of 12, maximum of 20)

1. Obtain oral consent (5 minutes)
 - a. Facilitators will make note of the total number of male and female participants.
 - b. Facilitators will read the oral consent and obtain consent.
 - c. Facilitators share the snack.
2. Explain scoring technique (5 minutes)
 - a. The process involved the facilitator reading the survey statements out loud and pointing to the survey image on the results chart, and holding up the survey image card near participants.
 - b. Participants scored their opinions (by responding mostly true, somewhat true, not true) by closing their hand and raising their hand when they hear their preferred response.
 - c. Facilitator models the process for participants.
3. Participant Scoring of indicators (10-15 minutes)
 - a. Before scoring begins, facilitators will stress to participants that they should answer the questions based upon their own experience and personal opinions, that all experiences and opinions are welcomed, and that we are trying to learn from their experiences and viewpoints.
4. Tabulation and discussion of the results (60 minutes)
 - a. Facilitator logged the total number of responses for each survey statement and put these on the results chart (see Figure 8).
 - b. Facilitators circle the highest number. If two numbers are similar, they will both be circled to indicate a split response.
 - c. Facilitators ask participants to help interpret the results using the common discussion questions that focus on data analysis and interpretation. Why are we seeing this trend? Why did you score your opinions this way? The note taker keeps detailed notes.
 - d. Facilitators ask the follow up questions for each survey statement. How much do school supplies cost per year? How does your child get to school?
5. Closing script (5 minutes)
 - a. Thank participants for sharing their views on this evaluation. Your perspectives are valued, and we appreciate your time.
 - b. Participants are given the transportation stipend.

Figure 21: Example survey image card and results chart for real-time data analysis and discussion



Session Note Taking Tools

Session Information and Demographics

Date	Time:	Session Location: <ul style="list-style-type: none"> ● School ● Community Center ● Other
Implementing Partner:	Region:	Community:
Participants <ul style="list-style-type: none"> ● Total: 	Parent Gender <ul style="list-style-type: none"> ● Male: ● Female: 	Children Represented by Parents <ul style="list-style-type: none"> ● Syrian Refugees ● Lebanese ● Children with Disabilities ● ECE-Grade 3 ● Grade 4-6 ● Grade 7-9

Session Demographics Tracking Tool

What are the current ages of your children?

Place a checkmark next to all ages that apply. For example, if you have one child who is 8 and one who is 13, place a checkmark next to these boxes.

Example Age 0	↓
Under age 3	
Age 3	
Age 4	
Age 5	
Age 6	
Age 7	
Age 8	
Age 9	
Age 10	
Age 11	

Age 12	
Age 13	
Age 14	
Older than 14	

What is the sex of your children?

Place one check mark for each child's sex. So if you have two girls, place two checks next to the female. If you have one boy and one girl, place one check next to the female and one check next to male.

Example Gender	↓
Male	
Female	

What is the nationality of your children?

Lebanese	
Syrian	
Palestinian	
Iraqi	
Other	

Do any of your children have a disability (hearing, seeing, walking, learning, emotional, etc.)?

Yes	
No	
I don't know	

In what years did you receive the cash payments?

School Year 21-22	
Summer School 22	
School Year 22-23	

Did you redeem the cash transfers?

Yes	
No	
I don't know	

Discussion Note Taking Tool

Survey Statement	Data Analysis Discussion Questions Common Questions for All Survey Statements	Additional Discussion Questions Unique Questions for Survey Statements
My children have enough books, stationary and other school supplies	<p>These questions are example probes to analyze the data with participants. The same questions are asked for each survey item.</p> <ul style="list-style-type: none"> ● Why did you vote this way? ● Why are we seeing these trends? ● Can you help me understand the trends we are seeing? ● Why did most of you say this statement was true? ● Why did most of you say this was sometimes true? ● Why did most of you say this was never true? 	<ul style="list-style-type: none"> ● What kinds of toys do you have to help your children learn (ECE only)? ● How much does it cost to purchase school supplies each year for one child? Have the prices gone up since last year? If yes, by how much? ● Are school supplies readily available in the markets in your community? ● Can you get free school supplies in your community?
My children have a school uniform or clothing and backpack		<ul style="list-style-type: none"> ● Is the internet connection affordable? Has the price gone up since last year? If yes, by how much? ● Does the internet connection work? Is it reliable? ● How do your children connect to the Internet (mobile phone, computer, tablet, etc.)? ● Is your child able to follow remote learning? Is it engaging for them? Are they able to continue learning?
My children can access the Internet for remote learning		<ul style="list-style-type: none"> ● Does your child have enough nutritious food to eat before going to school? Why or why not? ● Does your child bring food with him/her to school? Or do they purchase it at school? If they buy food at school, what types of foods are available? Are they nutritious? Affordable?
My children have enough to eat and drink at school		<ul style="list-style-type: none"> ● What factors help your child attend school? ● What factors prevent your child from attending school?
My children go to school on a regular basis		<ul style="list-style-type: none"> ● How do your children get to school? ● How many minutes does it take them to get to school? ● Who accompanies them (e.g., adults/parents, siblings, friends, they go alone)? ● How much does it cost for this transportation per day (to and from school)? ● Is it safe for both girls and boys? ● Is it safe for children with disabilities?
My children have a safe way to get to school		<ul style="list-style-type: none"> ● Has it been easy to receive the cash? Why or why not? ● Are the messages from UNICEF about the cash payments clear? Is there anything that is confusing? ● How have you used the cash? ● Do you have any suggestions for improving this UNICEF activity?
The cash payments from UNICEF support my child's education and development		

Session Monitoring Tool and Quality

Date:

Location:

NGO Partner:

Session #:

1. Challenges

Score	Description
4	No noticeable challenges encountered during the session.
3	Minor challenges that did not significantly impact the session.
2	Moderate challenges that required some immediate response but did not halt the session.
1	Major challenges that significantly affected the session or required halting and re-evaluating.

2. Methodology

Score	Description
4	Scoring methodology was clear, understood by all, and no adjustments were needed.
3	Minor adjustments were made for better clarity or participant understanding, with little to no impact on results.
2	Moderate adjustments were necessary, possibly affecting the uniformity of results.
1	Major adjustments or complete revisions were required, calling the consistency or validity of results into question.

3. Session Environment

Score	Description
4	Ideal environment: spacious, comfortable, free from interruptions, and conducive to discussion.
3	Good environment with minor inconveniences, which did not significantly affect the session.
2	Challenging environment with issues such as space constraints, noise, or other disruptions that impacted the session to some extent.
1	Inadequate environment causing significant disruptions or discomfort, severely affecting the session's flow and outcomes.

4. Session Participants

Score	Description
4	Ideal group of participants: engaged, punctual, and contributed actively to the discussion.
3	Good group with minor challenges, e.g., a few latecomers, but overall active participation.
2	Some issues with the participants, such as lack of engagement, excessive tardiness, etc.
1	Significant challenges with participants affecting the session's quality: lack of participation, extreme tardiness, or other issues that detracted from the session's goals.

Annex 8: Coding Manual for Qualitative Data Analysis

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
EQ1.1 Relevance			How relevant is the CFE programme for UNICEF’s mandates, core commitments to children, children’s right to education, government priorities, and the evolving country context?	Add tag if a Participant group is identified
	UNICEF’s Mandate, Right to Education		The programme is relevant to UNICEF’s mandate as it relates to children’s rights and women’s rights, evidence that the programme promotes children's right to education, especially the most vulnerable	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese), Age group
	Commitments to Children		The programme supports UNICEF’s core commitments to children in education in emergencies (access, learning resources)	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese), Age group
	Government Priorities		The programme aligns with government priorities for education access for the most vulnerable populations	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese), Age Group
	Country Context		The programme addresses the evolving country context (COVID, economic/financial crisis, Beirut explosion), evidence that adjustments were made to the programme as necessary to respond to children’s evolving needs	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese), Age Group

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
EQ 1.2 Design- Vulnerable children			To what extent was the CFE programme designed to respond to the needs of vulnerable children in Lebanon?	Add tag if a Participant group is identified
	Objectives		The programme objectives target vulnerable children	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Mapping of needs		The programme maps and identifies the specific needs of vulnerable children	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Community and Stakeholder involvement		There is community and stakeholder involvement in the design of the programme	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 1.3 Equity-based approach			In what ways and to what extent has the CFE programme integrated an equity-based approach into the design and during the implementation?	Add tag if a Participant group is identified
	Equity-based framework		An equity-based framework was developed and used.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
				Group
	Accessibility		There are specific measures to promote accessibility for marginalized groups and efforts to reduce barriers to access	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Data collection and analysis		There is disaggregated data on equity indicators and an analysis of data to identify disparities	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Selection and Targeting Processes		The selection criteria and targeting processes for inclusion and exclusion were equitable, inclusive and safe for beneficiaries	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 1.4 Participant Feedback			How well and to what extent has Participant feedback been incorporated to improve the design and delivery of the CFE interventions?	
	Feedback Mechanisms		There are accessible channels for beneficiaries to provide feedback about the implementation of the programme	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Feedback Analysis		Analysis and implementation of feedback is prioritised	Participant groups

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
				(girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Integration into Design	There is evidence of adaptations made to the programme based on feedback	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Participant Satisfaction	Beneficiaries feel their feedback is incorporated into programme implementation	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Safe Programming Provisions		There are safety procedures in place to protect beneficiaries	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ2.1 Coherence			How does the CFE programme fit with or complement the work of other donors and implementers, especially World Bank funded National Poverty Targeting Program (NPTP) and Emergency Social Safety Nets (ESSN) programs?	Add tag if a Participant group is identified
	Programme alignment		The programmes have overlapping or complementary goals and shared objectives/outcomes	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
	Collaboration and Coordination		There are collaboration and coordination efforts with other donors/implementers on cash for education interventions	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Complementarity of services		The programme provides services that complement other interventions for a holistic approach and takes actions to address gaps in coverage for all children in need	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 2.2 Alignment with internal programmes			How aligned is the CFE programme with UNICEF Lebanon's Education Programme Strategy, and other social assistance programmes for families with children being carried out by UNICEF?	
	Programme Objectives		The CFE programme's objectives, approaches, and priorities align with UNICEF's broader education strategy.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Theory of Change		The contributions of the CFE programme to the Education Programme are articulated in the theory of change	
	Cooperation mechanisms		There are mechanisms for cooperation, joint planning, and information sharing with UNICEF's other initiatives.	
	Harmonized systems		There are harmonized systems for participant selection and targeting criteria.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
				Group
EQ 2.3 Alignment with national programmes			How can the CFE programme be better aligned and integrated with national social protection/social assistance programmes including but not limited to the National Disability Allowance?	
	Alignment with national goals		The goals, strategies, and priorities are in harmony with the national agenda.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Integration of services		The programme complements and supports the services provided under national social protection programmes.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Coordination with government agencies		The programme collaborates with government authorities to ensure alignment and integration.	
	Participant linkages		There are mechanisms to link CFE beneficiaries with national programmes	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 2.4 Coordination with MEHE			To what extent did the implementation arrangements of the CFE programme support coordination within MEHE and ensure complementarity with other national cash assistance	

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
			programmes?	
	Complementarity with national initiatives		The programme avoided duplication of services, aligned with existing national cash assistance initiatives, and filled gaps in support.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Information sharing		There are arrangements for information-sharing and joint activities	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Lessons Learned	Any lessons learned on how to coordinate the programme	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 3.1 Effectiveness			To what extent was UNICEF support effective in achieving the planned objectives, outputs and outcomes of the CFE programme during the evaluation timeframe (2021-2023)?	Add tag if a Participant group is identified
	Delivery of outputs		The planned activities and deliverables were completed as intended (cash transfers, post distribution monitoring, registration campaigns, etc.)	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Household outputs		The planned activities had an impact on household capacity to send their children to school	Participant groups (girls, boys, CwD,

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
				non-Lebanese, Lebanese) Age Group
		Use of Cash	Use of cash by parents as intended in the project design (school supply, clothing/uniform, backpack, connectivity, food/snacks, transportation)	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Reduced Economic Barriers	Evidence that the CFE intervention reduced economic disparities in access to education	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		School Supplies	Books, stationary, pencils, etc. - My children have enough books, stationary and other school supplies	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		School Supplies - Other	My children have a school uniform or clothing and backpack	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		School Nutrition	My children have enough to eat and drink at school	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
		Internet Access	My children can access the Internet for remote learning	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Transportation	My children have a safe way to get to school	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Outcomes and impact on beneficiaries		There is a measurable impact on beneficiaries	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Programme Effectiveness	Overall feedback on programme effectiveness	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Enrollment	Extent to which enrollment outcomes were realized	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Attendance	Extent to which attendance outcomes were realized	Participant groups (girls, boys, CwD, non-Lebanese,

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
				Lebanese) Age Group
		Retention	Extent to which retention outcomes were realized	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 3.2 Unintended consequences			Has there been any unintended positive or negative consequences or effects of the CFE programme?	Add tag if a Participant group is identified
	Unintended positive consequences		Positive effects to beneficiaries, communities, or the education system.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Unintended negative consequences		Adverse effects or drawbacks such as potential harm to certain groups or unintended consequences on the environment.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 3.3 Equity, gender and inclusion gaps			How effective was the CFE programme in addressing inherent equity, gender and inclusion gaps – taking into consideration any disparities?	Add tag if a Participant group is identified
	Gender equality		The programme addressed gender disparities and promoted equal opportunities and outcomes for girls and boys.	Participant groups (girls, boys, CwD, non-Lebanese,

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
				Lebanese) Age Group
	Inclusion impact		The programme reduced disparities and promoted greater equity and inclusion among children with disabilities.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 3.4 Inclusion and exclusion criteria			How effectively did UNICEF manage the implementation of the inclusion and exclusion criteria that aimed to reduce potential errors, duplication and non-coverage?	Add tag if a Participant group is identified
	Implementation oversight		The criteria were consistently applied, and any errors or inconsistencies were identified and rectified.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age
		Potential errors	Recognised and addressed	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age
		Duplication	Recognised and addressed	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
		Non-coverage	Recognised and addressed	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
				Group
EQ 4.1 Efficiency			To what extent were UNICEF activities delivered in a timely and organised manner, within the planned monetary resources allocated?	
	Planning		UNICEF and implementing partners had effective planning and coordination mechanisms and activities were carried out according to the planned schedule, including milestones and deadlines.	
	Funding		Activities were adequately funded.	
		Budget adherence	Actual expenditures aligned with the budget allocated with no significant deviations.	
EQ 4.2 Intervention design			How efficient was the intervention design (amount, methods of payment, targeting) in achieving its planned results?	Add tag if a Participant group is identified
	Amount		The monetary support provided was sufficient to meet the needs of beneficiaries and adjustments were made as needed.	
	Methods of payment		The methods were cost-effective and timely in delivering assistance to beneficiaries.	
	Targeting		The targeting criteria effectively reached the intended beneficiaries and there was minimal inclusion of ineligible individuals.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Cost-benefit analysis		The interventions provided value for money	

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
		Resource optimisation	Resource allocation and expenditure were optimized to achieve planned results while minimizing waste	
EQ 4.3 Structures and resources			To what extent did UNICEF put in place appropriate structures and adequate technical and financial resources to implement and monitor the CFE programme interventions?	Add tag if a Participant group is identified
	Financial resources		Resources were effectively budgeted, allocated, and managed to support programme activities.	
	Technical expertise		The organization had the necessary personnel and expertise to carry out programme interventions and monitoring effectively.	
	Appropriate structures		UNICEF established suitable structures and mechanisms to facilitate efficient and effective programme implementation and monitoring.	
	Monitoring and evaluation framework		UNICEF established appropriate mechanisms for monitoring and evaluation.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
	Sustainability		There are strategies in place to ensure the continuation of programme activities beyond the initial phase, including securing financial resources and maintaining technical capacity.	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group
EQ 4.4 Collaboration and system strengthening			To what extent was UNICEF able to coordinate externally with key stakeholders and leverage existing partnerships, to: (a) be as efficient as possible for programme strengthening and improvement; and (b) ensure efficient use of existing platforms	Add tag if a Participant group is identified

Level 1 code	Level 2 code	Level 3 code	Description (what evidence we are looking for)	Notes/Tags
			(service, community, and media delivery platforms) and resources for its activities?	
	Stakeholder coordination		UNICEF established relationships with external stakeholders and used this to strengthen and improve the programme's efficiency and impact.	
	Partnership leveraging		The organisation leveraged its existing relationships with partners to enhance the programme's efficiency and achieve its objectives.	
	Platform strengthening		Effective use and maintenance of platforms	
		Government collaboration	There are government collaborations that directly improved the programme.	
		NGO and CSO involvement	Collaborations that directly improved the programme.	
		Donor collaboration	Collaboration ensuring availability of financial resources and efficient use.	
	Challenges		Challenges experienced while implementing the programme	Participant groups (girls, boys, CwD, non-Lebanese, Lebanese) Age Group

Annex 9: Ethical Review

The evaluation team submitted a proposal to UNICEF’s internal Ethical Review Board to obtain approval for the inclusion of human subjects in this evaluation. The data management and security procedures and other ethical procedures are described in this annex. All consent was obtained orally using the most appropriate language (English and Arabic), given the remote nature of many key informant interviews, as well as variations on literacy levels among parents. No data collection took place with beneficiaries until ethical approval was obtained. No personally identifiable information was collected or used in the evaluation.

Data Management and Security Procedures

All data will be uploaded onto a secure, shared evaluation team folder using Google Drive in which access is only granted to the evaluation team. All interview transcripts will be de-identified before data analysis, and any identifying information will be removed from the shared folder. Upon completion of the evaluation, the data will be retained for a period of one year. After one year, the shared evaluation folder and all data will be deleted.

Mindset is committed to the principle of data minimization. All project-related data collection activities are thoroughly reviewed before implementation to identify whether data is needed for the intended purpose. Data will only be collected for the intended purpose and no more. After a specific data collection activity is completed, Mindset ensures that all unnecessary data is deleted correctly in accordance with the data protection standard operating procedures, which mandate that all obsolete paper records be shredded six months after project sign-off, and all electronic data be deleted one year after project sign-off. This is the default data holding duration policy.

Data Storage

Security measures, described below, are implemented to prevent unauthorized external access to personal information and collected data. These rules describe how and where data should be safely stored. Below are general guidelines regarding data storage, electronic, and physical.

- When not required, the paper or files must be kept in a locked drawer or filing cabinet.
- Staff members must make sure paper and printouts are not left where unauthorised people can see them, like on a printer.
- Data printouts must be disposed of securely when no longer required – in a period no longer than six months.
- When data is stored electronically, it must be protected from unauthorised access, accidental deletion, and malicious hacking attempts.
- Data must be protected by strong passwords that are changed regularly and never shared between employees.
- Data must only be stored on designated drives and servers and only be uploaded to an approved cloud computing service.
- Servers containing personal data must be sited in a secure location, away from general office space, and locked.
- Data should be backed up frequently. Those backups must be tested regularly, in line with the company's standard backup procedures.
- All servers and computers containing data must be protected by approved security software and a firewall.

Data Sharing

The following guidelines govern data sharing with authorized parties officially designated by the partner (within the partner's organization).

- PII must be deleted from the dataset before sharing with an authorized party (within the partner's organization). A system-generated unique ID must replace the PII. Only the Data Processing Manager can possess the key that can match PII with the system-generated ID.
- When the sharing of PII is necessary, only authorized persons (within the partner's organization), with documented prior approval from the official signatory, can receive it via secure and encrypted channels. Our default data encryption software is Veracrypt. This software is the default method of encrypting all data, not only PII.

Ethical Procedures

This evaluation contains minimal risks to participants. As noted in the oral consent forms, participants will be informed that if they experience discomfort, they will be able to stop participating at any time, and that they can also request any data collected to that point is not used in the evaluation.

Should a participant disclose a need for assistance, especially lifesaving and incidents related to any form of violence, there is an ethical obligation to provide respondents with information about services that could help their situation. In such a situation, or if an interviewer suspects respondent distress that would warrant a referral, or if the respondent reports an experience of violence or asks for assistance, the following procedure is engaged.

- Interviewer asks the respondent if they would like support from a referral service by saying “Would you like me to give you the contact information of an organization that may be able to provide you with support?”
- If respondent says yes, interviewer notifies field supervisor and provides respondent with contact information for a social service agency.
- Interviewer reassures respondent that the information they have given is confidential, and that they can use the contact information to seek help if they wish.

Participants showing distress during this survey and giving consent to receive referral information will be given contact information for a local organization(s) from a list provided by UNICEF. Referral information available to accepting participants will include contact phone number, hours of operation, and location if applicable for all social service agencies.

Standard Operating Procedures

At every level of interaction with respondents, these standard operating procedures will be followed.

- After reading the informed consent, the interviewers will ask the respondent if this is the right timing for the interview and if it is not, they schedule the call at the convenience of the respondent.
- Listen with a non-judgmental attitude.
- No questions will be asked about the participant's own personal experiences in sensitive topics, mainly highly personal questions such as those related to sexual behavior and experiences of intimate partner violence are avoided. If a specific incident of or experience with any form violence is voluntarily disclosed, the interviewer will not ask for any details about the experience.
- If the respondent volunteers' details about an experience, the interviewer will gently remind the respondent that they are not qualified to give support but can be provided with information to contact an organization for support. In such a case, it may be appropriate for the interviewer to offer brief non-

judgmental comfort such as saying, “I am sorry this happened to you” and offering to pause the interview until the respondent is ready, or to stop the interview entirely.

- No referrals will be made if the respondent describes an incident of violence against someone else, as direct consent is required to receive referral information.
- Upon consent to receive referral information, the interviewer must inform the participant that they are required to notify the Project Manager without mentioning any details.
- Where a participant refuses referral information, the interviewer will remind that all information given is confidential, and that they change their mind at any time about receiving the information. The interviewer will not force anyone to receive information.
- The participant will be reminded that if they have any additional questions or complaints about the survey, they can use the contact information provided in the informed consent.
- Interviewers will not give any advice or encourage respondents to contact the referral service.
- Interviewers will not make any statements or promises about the kind of services that may be received or requirements from the referral organization.
- If a respondent shows any sign of distress, the interviewer will offer to pause the interview until the respondent is more comfortable. If the respondent’s distress continues to escalate, the interviewer will remind that if they wish, it is okay to stop the interview entirely and withdraw from the study as described above. If at any point the interviewer themselves assesses that the respondent is too distressed to continue, the interviewer will stop the interview immediately and engage in withdrawal procedures.

Participant Consent Forms

Informed Oral Consent - All UNICEF Informants

Hello, my name is Dr. Pamela Wridt, and I am the Team Leader for the rapid evaluation of the Cash for Education Programme. This evaluation is being implemented by Mindset and Samuel Hall and was commissioned by UNICEF on behalf of the donor.

Your team was invited to participate in this evaluation given their role in the Cash for Education Programme. Your participation in this evaluation will help UNICEF to strengthen the CFE programme, and to tell the story of change on children's right to education.

The evaluation purpose is twofold: (1) to provide an independent assessment of the relevance, coherence, effectiveness and efficiency of the CFE programme design and implementation mechanisms; and (2) to examine the extent to which equity, inclusion, gender and safe access objectives were achieved in the programme.

The questions I will ask you cover three topics or themes: (1) programme design and implementation; (2) programme monitoring and results; and (3) programme management and resources. If at any time you feel you cannot answer a question, or prefer not to answer, please let me know and we will move onto other topics. If you prefer to not participate in the evaluation, that is okay too. Nothing bad will happen to you or your relationship with UNICEF.

With your permission, I will audio-record and take notes of your responses; however, your name will not be identified or associated with your responses in the evaluation report. The audio-recording will be utilized to efficiently prepare a transcript of the conversation. The transcript will be de-identified before saving it and including it in the data analysis and the audio-recording will be deleted.

Your confidentiality will be protected. The evaluation report will provide an aggregate summary of all data sources, without attribution to a single person or organization. The interview will last about one hour. You can contact me at pamela@consciousdatainc.com if you have any questions or concerns about this evaluation.

Do you agree to participate in the evaluation?

Do I have your permission to take notes?

Do I have your permission to audio record the meeting?

- If the participant is not comfortable with this, only notes will be taken by the evaluation team

Thank you for agreeing to participate in this consultation.

Informed Oral Consent - All Implementing Partners

Hello, my name is Dr. Pamela Wridt and I am the Team Leader for the rapid evaluation of the Cash for Education Programme. And I am Dr. Maha Mouchantaf, the Education Expert for this evaluation. This evaluation is being implemented by Mindset and Samuel Hall and was commissioned by UNICEF on behalf of the donor.

Your agency/organization was invited to participate in this evaluation given your involvement or role in the Cash for Education Programme. Your participation in this evaluation will help UNICEF to strengthen the CFE programme, and to tell the story of change on children's right to education.

The evaluation purpose is twofold: (1) to provide an independent assessment of the relevance, coherence, effectiveness and efficiency of the CFE programme design and implementation mechanisms; and (2) to examine the extent to which equity, inclusion, gender and safe access objectives were achieved in the programme.

The questions I will ask you cover two topics or themes: (1) programme design and implementation; (2) and programme monitoring and results. If at any time you feel you cannot answer a question, or prefer not to answer, please let me know and we will move onto other topics. If you prefer to not participate in the evaluation, that is okay too. Nothing bad will happen to you or your relationship with UNICEF.

With your permission, I will audio-record and take notes of your responses; however, your name will not be identified or associated with your responses in the evaluation report. The audio-recording will be utilized to efficiently prepare a transcript of the conversation. The transcript will be de-identified before saving it and including it in the data analysis and the audio-recording will be deleted.

Your confidentiality will be protected. The evaluation report will provide an aggregate summary of all data sources, without attribution to a single person or organization. The interview will last about one hour. You can contact me at pamela@consciousdatainc.com if you have any questions or concerns about this evaluation.

Do you agree to participate in the evaluation?

Do I have your permission to take notes?

Do I have your permission to audio record the meeting (if applicable)?

- If the participant is not comfortable with this, only notes will be taken by the evaluation team

Thank you for agreeing to participate in this consultation.

Informed Oral Consent - Parents

Hello, my name is Dr. Maha Mouchantaf and I am part of an evaluation team examining UNICEF's Cash for Education Programme - the programme that provides cash to parents to support their child's education related expenses. This evaluation is being implemented by Mindset and Samuel Hall on behalf of UNICEF and the donor, which is the European Union.

An evaluation is an activity to learn how well something is working or not working. You are being invited to participate in this evaluation because you have benefitted from the Cash for Education Programme. Your participation in this evaluation will help UNICEF to communicate the benefits and challenges of the programme with others, and to strengthen and improve the CFE programme.

The purpose of our discussion today is: (1) to understand if the CFE programme has worked to reduce costs for education and helped your son/daughter to attend and stay in school; and (2) to learn your views on how to improve the CFE programme in the future.

The process will take about 1.5 hours and involves scoring your opinions on 7 survey statements about your child's access to education, such as whether your son/daughter has enough school supplies. After everyone scores their own opinions, then we will tally the survey results and discuss them together. The scoring tools are confidential, such as the cup that is solid, so no one will know how you answered the survey.

Your participation in this activity is voluntary and anonymous. Please do not share any comments made in this group today with anyone outside of the group. At certain times, you may feel upset or uncomfortable talking about your community or household conditions. You do not have to be in this activity if you do not want to be, or you can stop after we begin, that is okay too. You may say "No" to answering any questions. If you say "No" to answering any questions, nothing bad will happen to you or your family, and no one will be mad at you. No services will be withheld from you if you choose not to participate.

For your time and effort, you will be given a small snack and \$5 USD for transportation to and from this session. When we talk, we will write down what you say so we do not forget it. But we will not show your answers to anyone else. When we finish this activity, we will write about what I learned. But the evaluation report will not say your name. While I cannot guarantee that UNICEF or its partners will act on your views, I can guarantee that your viewpoints will be shared with them in an anonymous way. You can contact the evaluation Team Leader at pamela@consciousdatainc.com if you have any questions or concerns about this evaluation.

If you do not understand something, please tell me and I will better explain. Do you have any questions?

Do you agree to participate in this activity? Ask for confirmation from each participant.

If you agree to participate today, please stay seated. If you prefer not to participate, that is okay, and feel free to leave at this time. Thank you!

Arabic Consent Form – Implementing Partners

تقييم اليونيسف لبرنامج المساعدات النقدية لدعم التعلّم

مرحبًا، اسمي الدكتورة مها مشنتف، وأنا خبيرة تربوية أعمل على تقييم برنامج المساعدات النقدية لدعم التعلّم. يتم تنفيذ هذا التقييم من قبل مايندست وسامويل هول بتكليف من اليونيسف نيابة عن الجهة المانحة.

تمت دعوة وكالتك/مؤسستك للمشاركة في هذا التقييم نظرًا لمشاركتك أو دورك في برنامج المساعدات النقدية لدعم التعلّم. إن مشاركتك في هذا التقييم ستساعد اليونيسف على تعزيز برنامج المساعدات النقدية لدعم التعلّم، وسرد قصة التغيير المتعلقة بحق الأطفال في التعليم.

الغرض من التقييم ذو شقين: (1) تقديم تقييم مستقل لأهمية وتماسك وفعالية وكفاءة تصميم البرنامج وآليات التنفيذ؛ و(2) دراسة مدى تحقيق أهداف العدالة والدمج والمساواة بين الجنسين والوصول الآمن في البرنامج.

الأسئلة التي سأطرحها عليك تغطي موضوعين: (1) تصميم البرنامج وتنفيذه؛ و(2) ومراقبة البرنامج ونتائجه. إذا شعرت في أي وقت أنك لا تستطيع الإجابة على سؤال ما، أو كنت تفضل عدم الإجابة، فيرجى إبلاغي بذلك وسننتقل إلى مواضيع أخرى. إذا كنت تفضل عدم المشاركة في التقييم، فلا بأس بذلك أيضًا. لن يحدث أي شيء سيئ لك أو لعلاقتك مع اليونيسف.

بعد إذنك، سأقوم بتدوين ردودك؛ ومع ذلك، لن يتم تحديد اسمك أو ربطه بإجاباتك في تقرير التقييم.

سيتم حماية سرّيتك. سيقدم تقرير التقييم ملخصًا إجماليًا لجميع مصادر البيانات، دون إسنادها إلى شخص واحد أو منظمة واحدة. ستستمر المقابلة حوالي ساعة واحدة.

إذا كانت لديك أي أسئلة أو مخاوف بشأن هذا التقييم، يمكنك الاتصال بقيادة فريق التقييم بواسطة البريد الإلكتروني:

pamela@consciousdatainc.com

تقييم اليونيسف لبرنامج المساعدات النقدية لدعم التعلّم

مرحبًا، اسمي الدكتورة مها مشنتف وأنا جزء من فريق تقييم يقوم بدراسة برنامج المساعدات النقدية لدعم التعلّم التابع لليونيسف - وهو البرنامج الذي يوفر الأموال النقدية للاهل لدعم النفقات المتعلقة بتعليم أطفالهم. يتم تنفيذ هذا التقييم من قبل مايندست وسامويل هول نيابة عن اليونيسف والجهة المانحة، اي الاتحاد الأوروبي.

التقييم هو نشاط لمعرفة مدى نجاح شيء ما أو عدم نجاحه. أنت مدعو للمشاركة في هذا التقييم لأنك استفدت من برنامج المساعدات النقدية لدعم التعلّم. إن مشاركتك في هذا التقييم ستساعد اليونيسف على إيصال فوائد البرنامج وتحدياته إلى الآخرين، وتعزيز وتحسين برنامج المساعدات النقدية لدعم التعلّم.

الغرض من مناقشتنا اليوم هو: (1) فهم ما إذا كان البرنامج قد عمل على تقليل تكاليف التعليم وساعد ابنك/ابنتك على الالتحاق بالمدرسة والبقاء فيها؛ و(2) للتعرف على آرائكم حول كيفية تحسين البرنامج في المستقبل.

ستستغرق عملية الحوار حوالي 1.5 ساعة وتتضمن تسجيل آرائك في 7 بيانات استقصائية حول حصول طفلك على التعليم، مثل ما إذا كان لدى ابنك/ابنتك ما يكفي من اللوازم المدرسية. بعد أن يسجل الجميع آرائهم الخاصة، سنقوم بعد ذلك بتجميع نتائج الاستطلاع ومناقشتها معًا. أدوات تسجيل الآراء سرية، مثل الكوب الصلب، لذلك لن يعرف أحد كيف أجبت على الاستطلاع.

مشاركتك في هذا النشاط طوعية وسرية. يرجى عدم مشاركة أي تعليقات تم إجراؤها في هذه المجموعة اليوم مع أي شخص خارج المجموعة. في أوقات معينة، قد تشعر بالانزعاج أو عدم الراحة عند الحديث عن ظروف مجتمعك أو أسرته. ليس عليك أن تشارك في هذا النشاط إذا كنت لا ترغب في ذلك، أو يمكنك التوقف بعد أن نبدأ، فلا بأس بذلك أيضًا. يمكنك أن تقول "لا" للإجابة على أي سؤال. إذا قلت "لا" للإجابة على أي سؤال، فلن يحدث أي شيء سيئ لك أو لعائلتك، ولن يغضب منك أحد. لن يتم حجب أي خدمات منك إذا اخترت عدم المشاركة.

مقابل وقتك وجهدك، ستحصل على وجبة خفيفة و5 دولارات أمريكية مقابل النقل من وإلى هذه الجلسة. عندما نتناقش، سنكتب ما تقوله حتى لا ننساه. لكننا لن نعرض إجاباتك لأي شخص آخر.

عندما ننتهي من هذا النشاط، سنكتب عما تعلمته لكن تقرير التقييم لن يذكر اسمك. في حين أنني لا أستطيع أن أضمن أن اليونيسف أو شركائها سوف يتصرفون بناءً على آرائك، إلا أنني أستطيع أن أضمن أنه سيتم مشاركة وجهات نظرك معهم بطريقة مجهولة.

إذا كانت لديك أي أسئلة أو مخاوف بشأن هذا التقييم، يمكنك الاتصال بفائدة فريق التقييم بواسطة البريد الإلكتروني:

pamela@consciousdatainc.com

Ethical Review Board Approval Form



Research Ethics Approval

28 September 2023

Dr. Pamela Wridt, BSE, MAG, MA, PHD
Evaluation Team Leader
1091 Herkimer Street, Unit 2
Brooklyn, NY 11233

RE: Ethics Review Board findings for: *Evaluation of Cash for Education (2021-2023)*
(HML IRB Review #795LEBA23)

Dear Dr. Wridt,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 20 – 28 September 2023. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval**.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Tamara Nassereddine, Emmanuel Saka, Justus Kamwesigye, Penelope Lantz, JD

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Annex 10: Additional Data Tables

CFE Results Framework

Table 10: CFE results framework

Overall Objective (2021-2022-2023)			
Key Performance Indicators	Baseline - Targets	Key Performance Indicators	Baseline - Targets
OUT-OF-SCHOOL RATE: % of non-Lebanese children (3-14) who are out-of-school at the end of the scholastic year	B: 63% T: 50%	DROP OUT RATE: % of Lebanese and non-Lebanese children (KG3-Grade 9) who drop out of school at the end of the scholastic year	B: N/A T: N/A
Strategic Objective 1 (2021-2022) - Outcomes		Strategic Objective 1 (2022-2023) - Outcomes	
Key Performance Indicators	Baseline - Targets	Key Performance Indicators	Baseline - Targets
ENROLMENT: Number of children enrolled in public primary education (KG-G9) (disaggregated by: gender, community of origin)	B: 230,584 (Leb); 196,238 (non-Leb) T: 112,500		
ATTENDANCE RATE: % of students registered in Lebanese public schools who are absent for less than 10 consecutive days during the scholastic year (disaggregated by nationality, shift, grade and gender)	B: N/A T: N/A	ATTENDANCE RATE: % of students registered in Lebanese public schools and receiving cash for education support who are absent for less than 10 consecutive days during the scholastic year (disaggregated by nationality, shift, grade and gender)	B: 95% T: 95%
RETENTION RATE: % of students who complete the scholastic year in Lebanese public schools (disaggregated by nationality, shift, grade and gender)	B: N/A T: N/A		
PASS RATE: % of children registered in Lebanese public schools who pass the end year exams (disaggregated by nationality, shift, grade and gender)	B: N/A T: N/A		
TRANSITION RATE: % of students enrolled in Lebanese public schools who transition to a higher level grade the next scholastic year (disaggregated by nationality, shift, grade and gender)	B: N/A T: N/A		
Output 1.1 (2021-2022)		Output 1.1 (2022-2023)	
Key Performance Indicators	Baseline - Targets	Key Performance Indicators	Baseline - Targets
PROGRAMME REACH: Number of Syrian refugee girls and boys enrolled in public formal education receiving cash assistance for transportation for the scholastic year	B: 27,000 T: 45,000 ¹⁴ NOTE: Only one month was possible	PROGRAMME REACH: Number of Lebanese and non-Lebanese girls and boys enrolled in public formal education receiving cash assistance for education for the scholastic year	B: 45,000 (non-Leb) children T: 55,526 (30-40% Leb, 60-65% non-Leb) children
PROGRAMME IMPLEMENTATION: Status of the protocol for the selection of refugee children qualifying for support to transportation	B: N/A T: Protocol implemented		

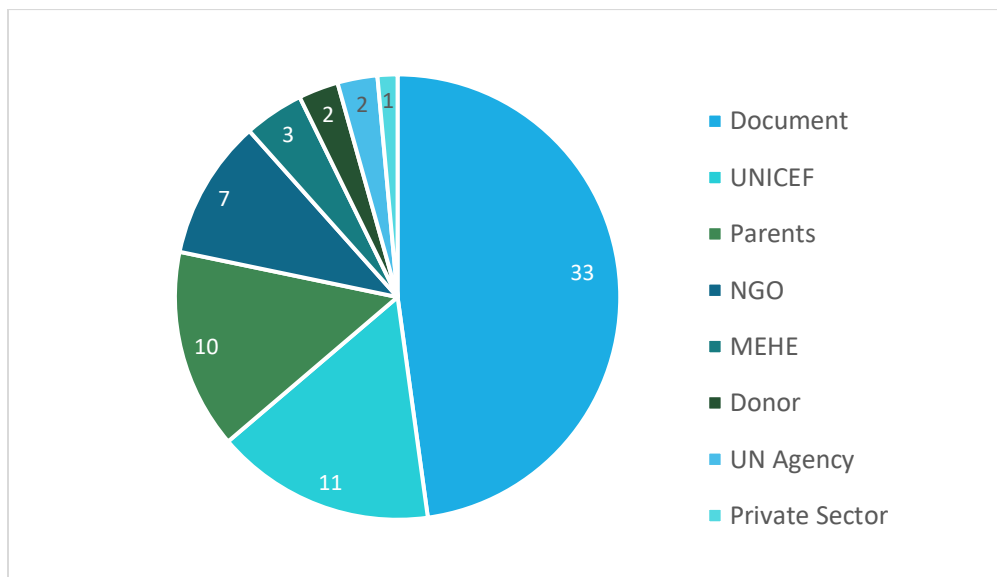
Data Source: UNICEF Lebanon Programme Proposals: Logical frameworks. [2, 4]

¹⁴ These targets from the proposal differ from other data provided by UNICEF (see Table x).

Qualitative Data Summary

A total of 69 qualitative texts were analyzed and triangulated in the Dedoose platform, including key informant interview transcripts, focus group notes and documents (see Figure 12). About one-half of the texts (48%) were documents and 52% of the texts were transcripts of stakeholder views from the key informant interviews and participatory focus group sessions with parents.

Figure 22: Number of qualitative texts analyzed and triangulated in Dedoose, by data source



N=69 texts

A total of **16 parent codes** (level 1 codes) were utilized to examine each evaluation question and theme (see Table 9). Within each parent code, there were a total of **86 child codes** (level 2 and level 3 codes) that further unpacked or nuanced the qualitative data analysis. For example, within the parent code EQ 1.4 on participant feedback, we also examined whether there was evidence on any safe access issues or any evidence on the feedback mechanisms. The codes and their relative positioning are an exact replication of the coding manual we developed for this evaluation (see Annex 8, [Coding Manual for Qualitative Data Analysis](#)).

Table 11: Total number of code applications by evaluation question - all qualitative data combined

Thematic Parent Codes (Level 1) by Evaluation Question	Total Code Applications
EQ1.1 Relevance for National Context	174
EQ1.2 Design for Vulnerable Children	151
EQ1.3 Equity-Based Approach	173
EQ1.4 Participant Feedback	139
EQ2.1 Coherence with National Context	38
EQ2.2 Alignment with Internal Programmes	53
EQ2.3 Alignment with National Programmes	41

Thematic Parent Codes (Level 1) by Evaluation Question	Total Code Applications
EQ2.4 Coordination with MEHE	92
EQ3.1 Effectiveness – Results Achieved	748
EQ3.2 Unintended Consequences	48
EQ3.3 Equity, Gender and Inclusion	39
EQ3.4 Inclusion and Exclusion Criteria	62
EQ4.1 Efficiency	69
EQ4.2 Intervention Design	106
EQ4.3 Structures and Resources	202
EQ4.4 Collaboration and System Strengthening	139
Vulnerable Populations	87
Age	44
Children with Disabilities	62
Nationality	91
Sex	35
Total Code Applications	2,593

Data Source: N=927 text excerpts

CFE Programme Reach

Table 12: Programme reach by cycle, nationality, sex and ability (2021-2023)

Programme Cycle	# of Children Reached	N/% Girls Reached		N/% Boys Reached		N/% CwD Reached	
		Leb.	N-Leb.	Leb.	N-Leb.	Leb.	N-Leb.
1. 2021-2022	89,402	n= 35 0.04%	n=43944 49.15%	n= 21 0.02%	n= 45402 50.78%	n= 4 0.00%	n= 5656 6.33%
2. Summer 2022	80,955	n = 29366 36.27%	n = 11773 14.54%	n = 29668 36.65%	n = 10148 12.54%	n = 1714 2.12%	n = 1180 1.46%
3. 2022-2023	75,658	n=10732 14.18%	n=26980 35.66%	n= 12506 16.53%	n= 25440 33.62%	n= 6334 8.37%	n= 5301 7.01%
4. Summer 2023	121,875	n= 41810 34.31%	n=20716 17.0%	n= 41468 34.03%	n= 17881 14.67%	n= 5102 4.19%	n= 2647 2.17%
Totals	367,890	81,943	103,413	83,663	98,871	13,154	14,784

Data Source: CFE Evaluation Launch Presentation [77], Donor Reports [23, 24, 25, 26], CFE Registration Databases

Table 13: Programme reach by grade, nationality, sex and ability (2021-2022)

Target Groups	# 2nd Shift Children Enrolled in Formal Education	# of Children Targeted by CFE	# of Registered Children for CFE +/- from target % National 2nd Shift Coverage	N/% Girls		N/% CwD	
				Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	30,909	20,761	27,133 +6,352 88%	0.01%	14.31%	0.00%	0.85%
Grades 1 to 3	64,640	39,942	41,576 +1,634	0.02%	21.81%	0.00%	2.68%

Target Groups	# 2nd Shift Children Enrolled in Formal Education	# of Children Targeted by CFE	# of Registered Children for CFE +/- from target % National 2nd Shift Coverage	N/% Girls		N/% CwD	
				Leb.	N-Leb.	Leb.	N-Leb.
			64%				
Grades 4 to 6	41,027	14,360	10,448 -3,872 26%	0.01%	6.18%	0.00%	2.41%
Grade 7 to 9	13,096	11,802	10,245 -1,557 78%	0.01%	6.86%	0.00%	0.39%
Total	149,672	86,865	89,402 +2,537 60%				

Source: UNICEF donor report [26], CFE Registration Databases

Table 14: Programme reach for children with disabilities, by nationality, sex and grade (2021-2022)

Target Groups	# of Registered Children	N/% Girls		N/% CwD	
		Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	762	0.0%	44.23%	0.13%	99.87%
Grades 1 to 3	2,396	0.08%	41.19%	0.08%	99.92%
Grades 4 to 6	2,151	0.00%	45.79%	0.00%	100.00%
Grade 7 to 9	351	0.28%	60.40%	0.28%	99.72%
Total	5,660				

Source: UNICEF donor report [26], CFE Registration Databases

Table 15: Programme reach by grade, nationality, sex and ability (summer school 2022)

Target Groups	# of Registered Children	N/% Girls		N/% CwD	
		Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	NA	NA	NA	NA	NA
Grades 1 to 3	34,403	33.34%	15.32%	2.01%	1.59%
Grades 4 to 6	32,776	37.28%	14.39%	2.19%	1.47%
Grade 7 to 9	13,775	41.22%	12.97%	2.21%	1.1%
Total	80,955				

Source: UNICEF donor report [26], CFE Registration Databases

Table 16: Programme reach for children with disabilities, by nationality, sex and grade (summer school 2022)

Target Groups	# of Registered Children	N/% Girls		N/% CwD	
		Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	NA	NA	NA	NA	NA
Grades 1 to 3	1,236	21.28%	19.26%	55.83%	44.17%
Grades 4 to 6	1,202	28.20%	21.21%	59.82%	40.18%
Grade 7 to 9	456	31.36%	16.23%	66.89%	33.11%
Total	2,894				

Source: UNICEF donor report [26], CFE Registration Databases

Table 17: Programme reach by grade, nationality, sex and ability (2022-2023)

Target Groups	# of Registered Children	N/% Girls		N/% CwD	
		Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	NA	NA	NA	NA	NA
Grades 1 to 3	56,882	16.23%	31.11%	5.22%	5.41%
Grades 4 to 6	5,022	29.79%	14.48%	66.89%	30.61%
Grade 7 to 9	13,754	0.03%	62.20%	0.02%	5.01%
Total	75,658				

Source: UNICEF donor report [26], CFE Registration Databases

Table 18: Programme reach for children with disabilities, nationality, sex and grade (2022-2023)

Target Groups	# of Registered Children	N/% Girls		N/% CwD	
		Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	NA	NA	NA	NA	NA
Grades 1 to 3	6,047	20.89	21.50%	49.15%	50.85%
Grades 4 to 6	4,896	29.82%	14.46%	68.61%	31.39%
Grade 7 to 9	692	0.29%	64.02%	0.43%	99.57%
Total	11,635				

Source: UNICEF donor report [26], CFE Registration Databases

Table 19: Programme reach by grade, nationality, sex and ability (summer school 2023)

Target Groups	# of Registered Children	N/% Girls		N/% CwD	
		Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	NA	NA	NA	NA	NA
Grades 1 to 3	55,254	29.56%	18.62%	3.91%	2.45%
Grades 4 to 6	43,124	36.47%	14.62%	6.05%	2.38%
Grade 7 to 9	23,497	41.50%	17.55%	1.43%	1.15%
Total	121,875				

Source: UNICEF donor report [26], CFE Registration Databases

Table 20: Programme reach for children with disabilities, by nationality, grade and sex (summer school 2023)

Target Groups	# of Registered Children	N/% Girls		N/% CwD	
		Leb.	N-Leb.	Leb.	N-Leb.
Prep-ECE	NA	NA	NA	NA	NA
Grades 1 to 3	3,511	26.17%	17.09%	61.52%	38.48%
Grades 4 to 6	3,633	32.62%	14.18%	71.76%	28.24%
Grade 7 to 9	605	32.07%	30.41%	55.37%	44.63%
Total	7,749				

Source: UNICEF donor report [26], CFE Registration Databases

Comparison of CFE and National Social Protection Programmes

Table 21: Similarities and differences between NPTP & CFE

	Similarities		Differences	
	National Poverty Targeting Program (NPTP)	Cash For Education (CFE)	National Poverty Targeting Program (NPTP)	Cash For Education (CFE)
Objectives	Both NPTP and CFE share a common objective of addressing poverty-related issues.		NPTP has diverse objectives related to income generation, access to basic needs, and overall well-being.	CFE has for objective to enhance the equity of the Lebanese education system by supporting access to quality education.
Focus of Change	Both focuses on poverty alleviation.		NPTP may have a broader mandate, encompassing various strategies to address poverty, such as cash transfers, employment generation, and social safety nets.	CFE specifically centers on education-related interventions.
Coverage	Both programs provide the same amount for beneficiaries, which is 20\$ per person/ month.		NPTP might involve a mix of cash transfers, vocational training, and other strategies. 430,000 beneficiaries in 2022. It includes 20\$ per person/ month for food & 25\$ per household/month for essential needs.	CFE may primarily utilize cash incentives for education-related expenses, and give \$20.00 per month during the school year.
Target Groups	Both programs aim to provide targeted assistance to vulnerable or low-income populations.		Poorest and most vulnerable Lebanese families.	Starting in its 2nd programme cycle, the CFE focused on households with school-going children including both non-Lebanese and Lebanese children.

Source: <https://documents1.worldbank.org/curated/en/238531641478723882/pdf/Lebanon-Emergency-National-Poverty-Targeting-Project.pdf>

Table 22: Similarities and differences between ESSN and CFE

	Similarities		Differences	
	Emergency Social Safety Nets (ESSN)	Cash For Education (CFE)	Emergency Social Safety Nets (ESSN)	Cash For Education (CFE)
Objectives	Both programs aim to address poverty or vulnerability within their target populations. They also aim to keep children enrolled in schools.		ESSN provides a safety net during emergencies by offering financial assistance for essential needs such as food, shelter, and healthcare. The ESSN also aims to build a sustainable national social safety net (SSN) system in Lebanon.	CFE provides financial support to enhance access to education, covering costs like school fees, uniforms, and books.
Focus of Change	The emphasis on providing direct financial assistance to beneficiaries.		ESSN is designed to provide immediate support to individuals and families facing emergencies or crises, addressing their basic needs for survival.	CFE focuses specifically on supporting education-related expenses and outcomes and spans the development-humanitarian nexus.
Coverage	Both ESSN and CFE involve cash-based assistance. Cash transfers provide beneficiaries with financial resources that they can use based on their specific needs.		Eligible households receive monthly a US\$25 flat amount, in addition to US\$20 per household member (up to 6 members), i.e.,	CFE provided \$20.00 per month during the school year and \$30.00 per month during summer school.

	Similarities		Differences	
	Emergency Social Safety Nets (ESSN)	Cash For Education (CFE)	Emergency Social Safety Nets (ESSN)	Cash For Education (CFE)
			a maximum monthly amount of US\$145 per household. Additional financing will also expand the provision of education cash top-up transfers to a total of 92,000 students in beneficiary households between the ages of 13-18 year. Eligible students will receive between US\$285 to US\$425 per scholastic year.	
Target Groups	Both programs are likely designed to target vulnerable populations.		Targets extreme poor and vulnerable Lebanese populations affected by the economic and COVID-19 crises. Also aims to help children age 13 to 18 to stay enrolled in public schools.	Starting in its 2nd programme cycle, the CFE focused on households with school-going children including both non-Lebanese and Lebanese children.

Source: <https://www.worldbank.org/en/news/press-release/2021/01/12/us246-million-to-support-poor-and-vulnerable-lebanese-households-and-build-up-the-social-safety-net-delivery-system>

Table 23: Similarities and differences between NDA & CFE

	Similarities		Differences	
	National Disability Allowance (NDA)	Cash For Education (CFE)	National Disability Allowance (NDA)	Cash For Education (CFE)
Objectives	Both programs aim to be inclusive, ensuring that individuals with disabilities or those facing financial barriers to education have equal access to support.		NDA provide income support for people with disabilities in Lebanon.	CFE has for objective to enhance the equity of the Lebanese education system by supporting access to quality education.
Focus of Change	To promote inclusivity and reduce disparities in access to basic needs.		NDA will provide direct income support to persons with disability and will help them face the extra costs associated with disability and facilitate access to services.	CFE specifically centers on education-related interventions.
Coverage	Both the National Disability Allowance (NDA) and Cash For Education (CFE) programs often involve providing financial support directly to beneficiaries. The assistance is typically in the form of cash transfers to address specific needs related to disability support or education expenses.		Monthly allowance of US\$40 each for a period of 12 months to over 20,000 individuals.	CFE may primarily utilize cash incentives for education-related expenses, and give \$20.00 per month during the school year.
Target Groups	Both programs aim to provide targeted assistance to vulnerable populations.		Prioritizes youth with disabilities aged 18-28 to support their transition to higher education or the labour market.	CFE focus on children with disabilities (ages 3 to 14 years old).

Source: https://www.ilo.org/beirut/media-centre/news/WCMS_894385/lang--en/index.htm#:~:text=The%20NDA%20programme%2C%20launched%20back,and%20residing%20in%20the%20country.

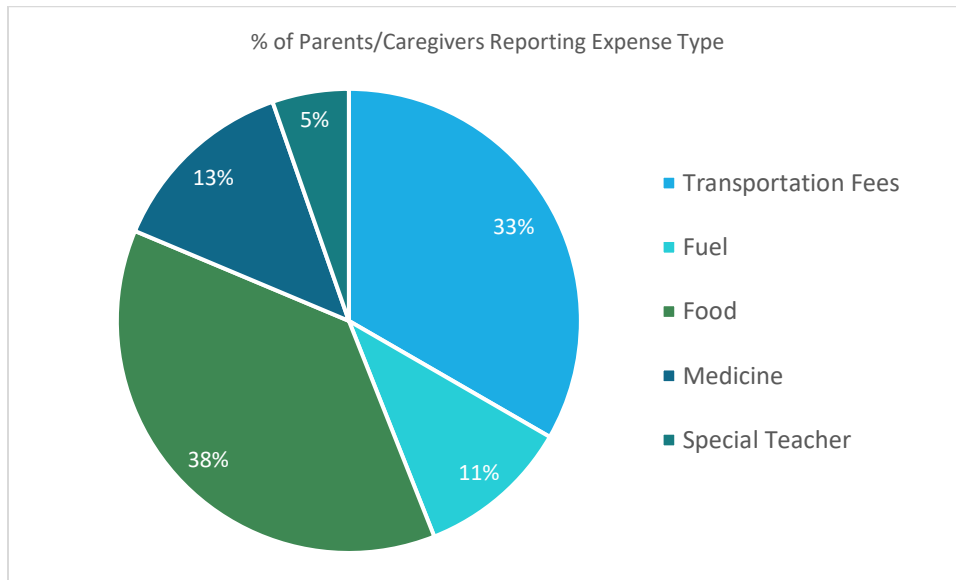
Table 24: Similarities and differences between National Child Grant “HADDI” and CFE

	Similarities		Differences	
	National Child Grant Programme	Cash For Education (CFE)	National Child Grant Programme	Cash For Education (CFE)
Objectives	Both programs include cash grants to help vulnerable children.		To provide monthly cash grants to caregivers responsible for children between the ages of 0 to 2 to support them in additional cost of raising children and assist their families. Priority to children under the age of 1 during the initial phase.	CFE has for objective to enhance the equity of the Lebanese education system by supporting access to quality education.
Focus of Change	The emphasis on providing direct financial assistance to beneficiaries.		To invest in early childhood for the proper development of the physical, intellectual, social, emotional and psychological aspects of children.	CFE specifically centers on education-related interventions.
Coverage	Both the National Child Grant and Cash For Education (CFE) programs often involve providing financial support directly to beneficiaries.		20\$ per eligible child per month provided to enrolled families for an initial period of 12 months, and linkage to child-focused services.	The cash for education assistance is conditional and is provided during the school year.
Target Groups	Both programs aim to provide targeted assistance to vulnerable populations.		Lebanese children, residing in Lebanon, not exceeding 1 year of age, with a valid ID or birth certificate.	Starting in its 2nd programme cycle, the CFE focused on households with school-going children including both non-Lebanese and Lebanese children.

Source: UNICEF document National Child Grant Programme for Lebanon - “HADDI”

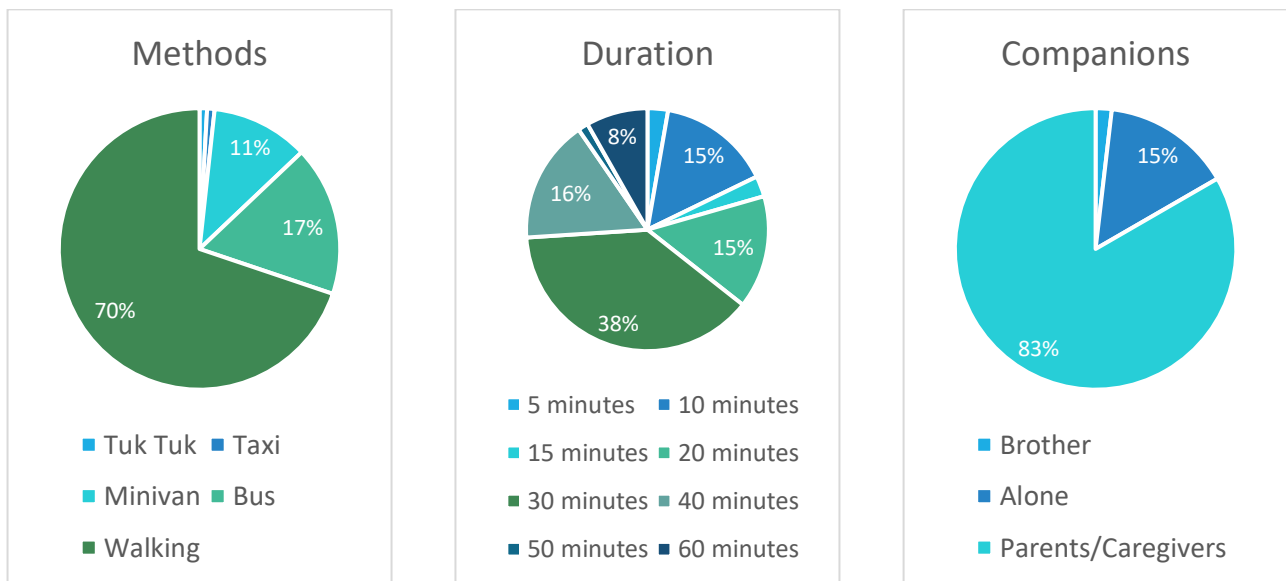
Parent/Caregiver Perceptions – Evaluation Focus Group Data

Figure 23: Reported uses of cash benefit



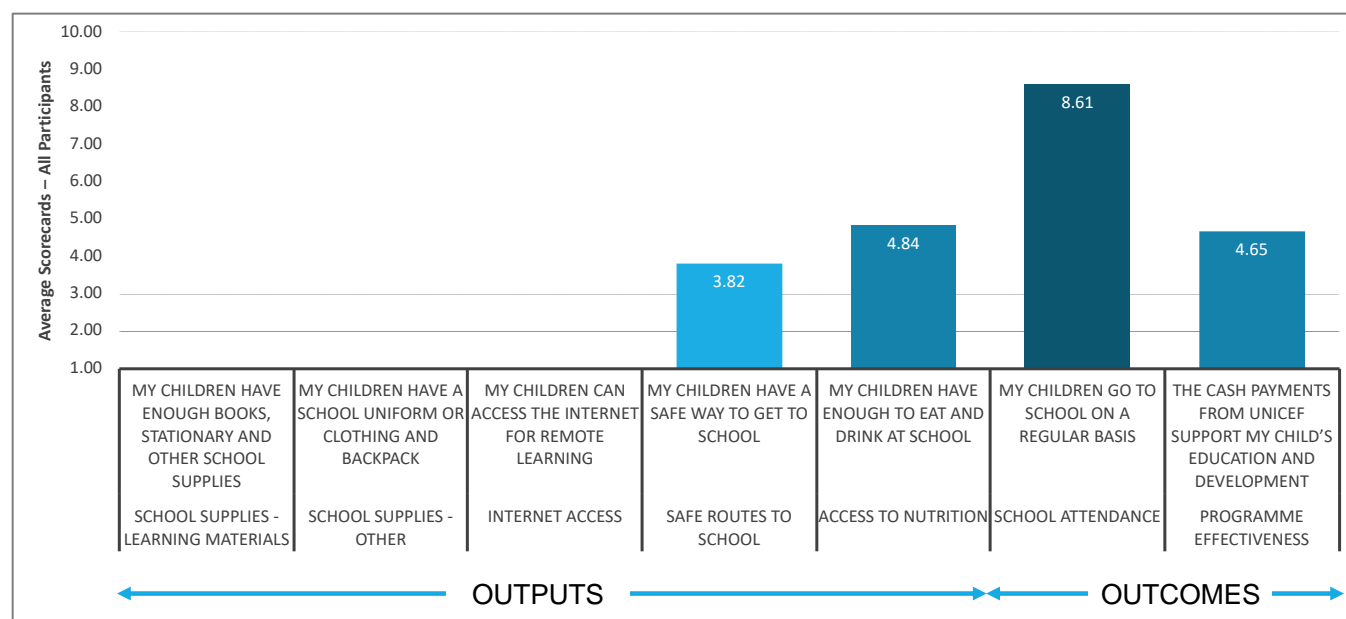
Data Source: Evaluation focus groups with parents/caregivers (n=116)
 Fuel refers to petrol for personal vehicles

Figure 24: Reported transportation methods, duration and companions



Data Source: Evaluation focus groups with parents/caregivers (n=116)

Figure 25: Average scorecards on CFE outputs and outcomes



Legend Color Coding	
Scorecard of 1.0 - 3.0 = Poor perceptions on results	Light Blue
Scorecard of 4.0 - 7.0 = Mixed perceptions on results	Medium Blue
Scorecard of 8.0-10.0 = Good perceptions on results	Dark Blue

Data Source: Evaluation focus groups with parents/caregivers (n=116)

Transition Rates

Table 25: Number of CFE students who transitioned across two programme cycles (2021-2023)

	Counts	Percentages (%)
Gender		
Female	16,298	52.64%
Male	14,661	47.36%
Total	30,959	
Nationality		
Syrian	30,885	99.76%
Other	41	0.13%
Lebanese	22	0.07%
Sudanese	4	0.01%
Palestinian from Lebanon	3	0.01%
Iraqi, Egyptian, Jordanian, Undocumented	3	0.01%
Total	30,959	
Grade Range		
Grades 1-3	20,470	66.12%
Grades 4-6	634	2.05%
Grades 7-9	9,855	31.83%
Total	30,959	

Disability Status		
Not Disabled	28,181	91.03%
Disabled	2,778	8.97%
Total	30,959	

Table 26: : Number of CFE students who did not transition over two programme cycles (2021-2023)

	Count	Percentage (%)
Gender		
Male	24,545	52.23%
Female	22,450	47.77%
Total	46,995	
Nationality		
Syrian	46,814	99.61%
Lebanese	53	0.11%
Undocumented	53	0.11%
Other	42	0.09%
Palestinian from Syria	25	0.05%
Iraqi	5	0.01%
Palestinian from Lebanon	3	0.01%
Total	46,995	
Grade		
ECE	11,357	24.17%
Grades 1-3	26,602	56.61%
Grades 4-6	4,942	10.52%
Grades 7-9	4,094	8.71%
Total	46,995	
Disabled Status		
Not Disabled	43,863	93.34%
Disabled	3,132	6.66%
Total	46,995	