

TERMS OF REFERENCE
INSTITUTIONAL CONSULTANCY/CONTRACT

Section:	Evaluation/Education	Date:	February 2024
Title:	Evaluation of the UNICEF support to the Ministry of Education and Higher Education of Lebanon on the Inclusive Education Programme scaling up in public schools	Duty station:	Beirut, Lebanon
Reporting to:	Evaluation Officer	Contract type:	Institutional
Duration:	77 days	Start date:	March 2024

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Background	<p>OVERALL SITUATION</p> <p>Education Situation</p> <p>Lebanon participated in the foundation of the Universal Declaration of Human Rights and is in accordance with all relevant international treaties and agreements. The Lebanese Law no 220/2000 guarantees the right to education for every individual -meaning that the law provides equal opportunities for education and learning for all individuals, including those children and adults with special educational needs, within its educational institutions.</p> <p>Over the recent years, the Lebanese Education system has been negatively impacted by several events namely, the Lebanese economic downturn in October 2019, the Beirut Blast in August 2020, and the Covid-19 pandemic – which saw the education of 1.2 million school aged children disrupted. Aside from the disruption of their traditional education track these events have also affected the psychological well-being of children and other education stakeholders. Several humanitarian and developmental responses have been implemented by UNICEF to address the challenges raised by these events; the most recent one being the Transition Resilience Education Fund (TREF), an aid modality set up by UNICEF and the Ministry of Education and Higher Education (MEHE), to support Lebanon’s national 5 years education plan. TREF takes a dual approach on strengthening governance, transparency, efficiency and learning outcomes for children in the education sector, (1) by supporting the upgrade of the public education system and (2) by supporting non-formal education. TREF enables the MEHE to provide higher levels of accountability and transparency through its focus on enhanced assurance and risk-management mechanisms. The increase of equitable access to inclusive education for vulnerable children is a priority of the Ministry of Education and Higher Education (MEHE), as stipulated in the MEHE Lebanon Five-Year General Education Plan 2021–2025 (https://www.mehe.gov.lb/ar/SiteAssets/Lists/News/AllItems/5YP%20MEHEGE%20_amend1_%20Feb%202022.pdf).</p> <p>Trends in enrolment data suggest that the economic crises has made many Lebanese students move from the (semi)private to the already-challenged public education system. This affected the quality of education in public schools and reduced the enrollment capacity for both Syrian refugee children and children with disabilities. Apart from difficulties in accessing quality, equitable and inclusive education, the limited available data also suggests difficulties in learning progression of in-school children. Children with disabilities remain less likely to have access to education. Furthermore, when they do access it, they have lower completion rates hence attain fewer years of education compared to their peers without disabilities.</p> <p>UNICEF is supporting the MEHE and partners to ensure that the most marginalized boys and girls aged 3–18 years have access to good quality, gender-responsive and disability inclusive learning. In 2023, an Evaluation of UNICEF Lebanon Education Programme (2016-2022) was completed. It assessed the results (outputs, outcomes, and impacts) achieved by UNICEF’s Education Programme during the reporting period including access to education and development of the inclusive education response in the public schools. The evaluation report can be found here https://evaluationreports.unicef.org/GetDocument?fileID=50595&documentID=19190.</p>

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	<p>Inclusive Education (IE)</p> <p>Millions of children with disabilities around the globe continue to be left behind, despite the near-universal ratification of the Convention on the Rights of the Child, the call for action embedded in the Convention on the Rights of Persons with Disabilities and the clear mandate set by the Sustainable Development Goals. Often, this neglect is the result of limited data. When absent from official statistics, children and adults with disabilities remain politically and socially ‘invisible’, increasing their marginalization and exposure to rights violations.</p> <p>Lebanon was one of the first countries to sign the UN Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007 but remains the only country in the region still to ratify it. The Lebanese Parliament adopted a law authorizing the Government to proceed with the ratification of the UNCRPD on 29 March 2022. This is an important step towards applying human rights standards to diversity and complexity through accessibility and inclusion. The government's commitment to ratify the UNCRPD creates a unique opportunity to support the country in the critical transition to adopting a bio-psychosocial model of disability, based on which we can provide additional support and adjustments for learning. General Comment 4 to Article 24 of the UNCRPD (GC4) provides further guidelines for governments on implementing inclusive education.</p> <p>The inclusion of children with disabilities has become a priority for the MEHE in Lebanon. This is affirmed in Lebanon’s recently passed National Policy on Inclusive Education for Children with Special Needs in Lebanon (June 2023) and the Ministry of Education and Higher Education’s Reform Roadmap 2025. The policy and reform roadmap are aligned to global treaties such as the Convention of the Rights of Children (CRC), United Nations Convention for the Rights of People with Disabilities (UNCRPD) and General comment no. 4 of the CRPD. The policy provides guidance on implementation of inclusive education practices to cater to the 300,000 (13%) estimated number, of children aged 0-17 who live with disabilities in Lebanon (UNICEF, 2022). MEHE is currently finalizing the policy’s implementation roadmap.</p> <p>The lack of consolidated data on children with disabilities is the main challenge that is facing the implementation of inclusive education in Lebanon. The data sets available are inconsistent among different sources. From MEHE, 2022/23 school year, 4,850 children have been registered with disabilities based on the results of this inclusive education programme. According to CERD’s statistical bulletin report for the 2022/23 academic year, out of the total number of students enrolled in all schools Lebanon (1,079,048 students) 10,179 are children with disabilities¹. By August 2023, according to data reported by MOSA, the Ministry of Social Affairs has issued 12,401 disability cards to children. None of these data points can be cross-referenced with each other, as there is no cross-sectoral cooperation on data harvesting. Additionally, the national population disability inclusive data surveys have not been carried out for a long time.</p> <p>OBJECT OF EVALUATION</p> <p>UNICEF support to Inclusive Education in Public Schools</p> <p>To promote the development of inclusive education in Lebanese public schools and ensure quality education for all children, UNICEF Lebanon supports the Ministry of Education and Higher Education in implementing inclusive education for children with disabilities through the Inclusive Education Programme, which started in 2018. This Inclusive Education Programme is one of UNICEF Lebanon’s disability targeted programmes. It adopted the UNESCO’s (2005) definition for inclusion: “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning and reducing exclusion within and from education.” This involves changes and modifications in content, approaches, structures, and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the state’s responsibility to educate them.</p> <p>The programme is aligned with EU MADAD Trust Fund for the Syrian crisis objective of ensuring vulnerable children (3-14) have access to quality and inclusive learning in safe and protective environments in public</p>

¹ CERD statistical bulletin report <https://www.crdp.org/sites/default/files/2023-12/Statistical%20Bulletin%202022-2023%20DEC01.pdf>

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	<p>schools through the strengthened and resilient public education system. It also feeds into UNICEF CPD 2023-2025 commitment to “work across programme outcomes to gather robust data and mainstream the needs of children and youth with disabilities, planning evidence-based specific interventions to address their needs”.</p> <p>The programme aims to support the most marginalized children to access high-quality inclusive education and integrated support services. It includes a strong focus on capacity building, provision of support services, technical support, advocacy and developing policies and procedures around inclusion.</p> <p>The three main objectives of the Inclusive Education programme are:</p> <ol style="list-style-type: none"> 1) Build the capacity of public school system to provide quality education of all children. 2) To Operationalize and Test the Model of Inclusive Education in Lebanon 3) To Inform Policy Development and Implementation on Inclusive Education 			
<p>Alignment with UNICEF and EU Outcome</p>	<p>EU fund Overall Outcome: Vulnerable children (3-14) have access to quality and inclusive learning in safe and protective environments in public schools</p> <p>UNICEF CPD Outcome 2: The most marginalized boys and girls aged 3–18 years have access to quality and inclusive learning, including foundational literacy, numeracy, and transferable skills to prepare them for work and for life.</p>			
<p>Alignment with UNICEF and EU Output</p>	<p>EU fund Specific Objective 2: Inclusivity in formal and informal education for the period 2021-2024 is improved</p> <p>EU fund Output 2.2: Inclusive education pilot in MEHE public schools is scaled up, documented, and evaluated</p> <p>UNICEF CPD Output 2.2: National capacity improved, resulting in marginalized girls, boys and adolescents, in and out of school, having increased access to quality education in a gender-responsive and inclusive learning environment</p> <p>UNICEF CPD Output 2.3: Education system strengthened through evidence-based planning, policy development, data management and monitoring</p>			
<p>IE project Objectives</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="459 1299 810 1429"> <p>Objective 1: Increased capacity of public-school systems to provide inclusive quality education for all children</p> </td> <td data-bbox="810 1299 1129 1429"> <p>Objective 2: Operationalization and testing of a model of Inclusive Education in Lebanon.</p> </td> <td data-bbox="1129 1299 1487 1429"> <p>Objective 3: An evidence based National Inclusive Education Policy and policy implementation strategy.</p> </td> </tr> </table>	<p>Objective 1: Increased capacity of public-school systems to provide inclusive quality education for all children</p>	<p>Objective 2: Operationalization and testing of a model of Inclusive Education in Lebanon.</p>	<p>Objective 3: An evidence based National Inclusive Education Policy and policy implementation strategy.</p>
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Figure 1. Program logical framework

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	<p>In May 2018, MEHE in collaboration with UNICEF piloted the inclusive education programme to generate evidence that would inform the scale up and development of the Inclusive Education Policy of Lebanon. The pilot was conducted in 30 public schools (am shift), where a special educator (funded by the Government of Lebanon) was deployed to each of the selected schools to provide methodological support to teachers on curriculum adjustment, teaching techniques and strategies, and support children with special education needs and learning difficulties. Other interventions included building the capacity of the public school system by equipping education personnel with knowledge and skills to foster an inclusive education environment and increasing awareness at the family and community levels about children’s right to inclusive education. This inclusive education programme adopted the Multi-Tiered System of Support (MTSS) as its theoretical framework. It depicts inclusive education systems that; issue high-quality instruction to all children in the same classroom, make provisions for groups of children who may require targeted interventions, and offers individualized intensive interventions to those who require them, to ensure equitable participation and learning for all.</p> <p>In 2021, MEHE with the support of UNICEF, documented the results of implementation of the Inclusive Pilot in 30 public schools (2019-2021), and the results informed the decision about further scaling up of the programme in 2021-2024 (MEHE, June 2021: “Case Study on the Inclusive Education pilot project in Lebanese public schools” https://uni.cf/3iWqLUQ). UNICEF also supported MEHE in developing the national policy as a framework for inclusive education in Lebanon to achieve long-term results for the most disadvantaged children in the country, launched in June 2023 by MEHE.</p> <p>In 2021-2022 school year, MEHE scaled up the programme to 30 more schools, and in school year 2022/2023 another additional 50, totaling 110 public schools (90 am shift and 20pm shift), with financial support of the European Union. Table 1 below provides an overview of programme results.</p> <p><i>Table 1. Achievements of the Inclusive Education Programme 2018-2023</i></p> <table border="1" data-bbox="280 1115 1538 1426"> <thead> <tr> <th rowspan="2">School Year</th> <th rowspan="2">Number of schools</th> <th rowspan="2">Number of learners</th> <th colspan="3">Number of CWD</th> <th colspan="3">Multi-tier Systems of Support</th> <th rowspan="2">CWD Referred for assessment and therapy</th> <th rowspan="2">Learning Materials</th> </tr> <tr> <th>Total</th> <th>Males</th> <th>Females</th> <th>Tier 1</th> <th>Tier 2</th> <th>Tier 3</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>30</td> <td></td> <td>1,147</td> <td>58%</td> <td>42%</td> <td>-</td> <td>-</td> <td>-</td> <td></td> <td></td> </tr> <tr> <td>2019-2020</td> <td>30</td> <td></td> <td>1,547</td> <td>59%</td> <td>41%</td> <td>-</td> <td>-</td> <td>-</td> <td></td> <td></td> </tr> <tr> <td>2021/2022*</td> <td>60</td> <td>13,341</td> <td>1,326</td> <td>62%</td> <td>38%</td> <td>40%</td> <td>32%</td> <td>23%</td> <td>75</td> <td></td> </tr> <tr> <td>2022/2023*</td> <td>110</td> <td>43,924</td> <td>4,850</td> <td>62%</td> <td>38%</td> <td>31%</td> <td>48%</td> <td>21%</td> <td>1020</td> <td>157 IE kits 36 assistive devices 1425 tablets</td> </tr> </tbody> </table> <p>* School years are part of the scale up that will be covered by the evaluation.</p> <p>Embedded in the Inclusive school's programme is an outreach and community engagement approach based on Social-Behavior Change Communication (SBCC), which uses communication to change behaviors by positively influencing knowledge, attitudes and social norms. This is implemented through targeted outreach, continuous awareness raising and engagement of community members on the importance of education for children with disabilities.</p> <p>The Inclusive Education programme’s implementation is geographically spread across all governorates in Lebanon with an accumulated budget of \$5,800,000. Its main donors have been the Government of Canada, the European Union and Education Cannot Wait (2018-2024).</p>	School Year	Number of schools	Number of learners	Number of CWD			Multi-tier Systems of Support			CWD Referred for assessment and therapy	Learning Materials	Total	Males	Females	Tier 1	Tier 2	Tier 3	2018-2019	30		1,147	58%	42%	-	-	-			2019-2020	30		1,547	59%	41%	-	-	-			2021/2022*	60	13,341	1,326	62%	38%	40%	32%	23%	75		2022/2023*	110	43,924	4,850	62%	38%	31%	48%	21%	1020	157 IE kits 36 assistive devices 1425 tablets
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Purpose and Objectives	<p>Purpose</p> <p>The main purpose of this evaluation is to provide an independent assessment of the UNICEF’s support to MEHE for the upscale phase of the Inclusive Education programme (2021/2022 to 2023/24 school year) in terms of its relevance, effectiveness, coherence, efficiency, and sustainability. The evaluation should generate evidence that informs the further upscale of the inclusive education programme and recommend best practice to Inclusive Education policy implementation.</p>																																																													

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	<p>Therefore, this evaluation will validate the theory of change/rational of this project, assess the results achieved, acknowledge specific achievements, and make recommendations regarding possible adjustments in the upcoming phase of the programme, and inform the exit strategy. Further, it will support accountability requirements, both internally within UNICEF, and externally regarding government and donors.</p> <p>Objectives</p> <p>The main objectives of the evaluation are as follows:</p> <ol style="list-style-type: none"> 1) To provide an independent assessment of relevance, coherence, effectiveness, efficiency, and sustainability of UNICEF support to inclusive education in Lebanon, against its original design and objectives, its implementation, collaboration processes with main partners, and results achievement with a particular emphasis on its contribution to promote the right to education for all; 2) To analyse the factors that facilitated or affected implementation and progress toward results, to capture challenges, lessons learned, and success factors; 3) To provide strategic learning and recommendations aimed at optimization of the model for the efficient and effective scaling up across all public schools, and sustainability. In addition, provide MEHE with adequate evidence on inclusive education practice to inform an inclusive education policy implementation and resource allocations. 4) To objectively document the implementation of the upscale phase of the inclusive education programme lessons learnt, innovations, best practices notably at school-level etc., to clearly communicate to MEHE and donors the efficiency of the current model.
<p>Scope</p>	<p>This evaluation will cover UNICEF support to the Inclusive Education Programme in public schools, with a focus on the upscale phase covering 2021/22 and 2023/24 school years. The evaluation covers all the schools targeted by the intervention in the different geographic area of the country.</p> <p>The evaluation will:</p> <ul style="list-style-type: none"> • Assess the ability of the intervention, in its current design, to address the barriers to inclusive education faced by children with diverse disabilities, while looking at specific barriers girls with disability might be facing in the current form of the program. By focusing on the upscale phase, it will assess if the scaling of the current design is viable, given the constraint in resources - both fiscal and human. • Assess the design, the Theory of Change in relation to achieved results. • Assess the relevancy of the IE current model and its efficiency, including economic efficiency and unit cost per beneficiary, as well as the relevancy in the selection of IE schools. • Identify how the program can become gender responsive, as in take into account the specific barriers and needs of girls and boys with disabilities, especially due to the additional vulnerabilities girls with disability face. • Analyse the ownership of the national authorities and analysis of the mobilization of public resources for inclusive education. <p>Additionally, the evaluation will highlight the challenges of the programme design, showcase anticipated challenges if further scaling is carried out with this design format and submit recommendations on how to address these challenges.</p> <p>Lessons and best practices drawn from this programme evaluation will inform inclusive education implementation, as well as used to providing guidance to other sectors on how to invest in ensuring that children with disabilities in Lebanon enjoy all their human rights.</p> <p>The overarching results of the evaluation shall be used to build synergies with other national programmes pertinent to children with disabilities.</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 UNICEF support to IE interventions in Lebanon.</p>

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	<p>Evaluation recommendations will provide proposals aimed at enhancing the effectiveness, efficiency, coherence, relevance, sustainability, and coverage of CWD in inclusive education. Recommendations will intend to inform decision-making, including programme design and resources allocations.</p> <p>The evaluation outcomes will be used by UNICEF, 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 assess UNICEF support to MEHE in scaling up the IE project using criteria of relevance, coherence, effectiveness, efficiency, and sustainability. These criteria are prioritized because they respond best to the evaluation purpose and objectives. In addition, the evaluation will incorporate vulnerability, 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 <u>OECD/DAC</u>.</p> <p>Relevance</p> <ul style="list-style-type: none"> ○ To what extent was IE intervention designed and implemented to respond to needs of vulnerable children and of CWD in Lebanon? Has beneficiary feedback been continuously incorporated to improved design and delivery of the IE interventions? ○ How aligned is the IE intervention with the UNICEF mandate, core commitments to children, children’s right to education, child protection, country context, and government priorities? ○ How aligned is the programme with the MEHE IE policy, the 5-year general education sector plan, and the 2025 reform roadmap? How far is the IE policy disseminated and known in schools? ○ Has relevant is the selection of IE schools under the programme and its extension phases? ○ How relevant is UNICEF’s IE intervention in addressing inherent equity gaps – taking into consideration any disparities ○ How relevant is the process of identification of children with disabilities eg. what categories used, who identifies CWD, where is this data recorded etc. ○ How well has accountability to affected populations, complaints and feedback mechanisms and safe programming provisions worked in the IE? ○ 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? How relevant was the selection of UNICEF implementing partners for the referral, SBC and other activities? What is the quality of the partnership put in place between the implementing partner and UNICEF, and between UNICEF implementing partners and the MEHE? <p>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? ○ How efficient is the IE school model put in place, including its economic efficiency (if possible, please calculate a unit cost per beneficiary)? Are there areas that can be improved? Are appropriate structures, and adequate resources in place (technical and financial) to deliver this intervention? were there any lack/problem in resources/capacity, and 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 during the programme? ● ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for its activities?

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	<ul style="list-style-type: none"> ○ Were there any inefficiencies because UNICEF did not work with certain or adopted different implementation modalities, or because of challenges in the engagement with and commitment of the partner authority (MEHE) ○ Were appropriate monitoring and financial accountability mechanisms in place? ○ To what extent are social and gender disaggregated data collected and monitored during programming? ○ Did UNICEF implementing partners face particular difficulties during implementation and overcame them? <p>Effectiveness</p> <ul style="list-style-type: none"> ○ How valid is the project rational/theory of change pathway and linkages? Is there evidence that the design and planned activities can lead to the desired outputs and outcomes in the current implementation context? ○ To what extent was UNICEF support effective in achieving its planned results of (1) Building the capacity of the public school system to provide quality education for all children, (2) Operationalizing and testing the model of inclusive education in Lebanon, (3) Informing policy development and implementation in inclusive education? ○ In particular, how efficient was the programme in reaching out to the targeted populations (children families, communities), ensure enrolment of CWDs in IE schools (trends in figures), retain them and improve their learning outcomes? To what extent was MEHE role effective in designing and implementing the IE project to achieve its results? What are the main areas of improvement? ○ To which extent were the IE intervention selection criteria and targeting processes effective in achieving the planned results? Did UNICEF respond to equity-based challenges? ○ How effective were implementing strategies used, especially system strengthening, strategic partnerships, evidence generation, and advocacy ? ○ What are factors that affected project implementation and progress toward results, and the hindering and supporting effect of the country context? What are the main challenges, lessons learned, and success factors during IE project implementation to date? ○ To which extent was UNICEF interventions effective in enhance the partnership and capacity of parents, communities and service providers for the communication and advocacy of inclusive education for all? ○ Has there been any unintended positive or negative consequences or effects of the IE initiative? ○ In what ways and to what extent has the UNICEF IE intervention integrated an equity-based approach into the design and implementation during the implementation? What are the entry point to ensure the intervention becomes gender responsive and address the most vulnerable children in the most vulnerable areas and how adequate is this approach in addressing inherent equity gaps and taking into consideration the disparities? ○ Does UNICEF IE programming actively contribute to the promotion of the right to education and education outcomes, especially for the most vulnerable and girls with disabilities? ○ In what ways and to what extent has the IE intervention been gender responsive or transformative? <p>Coherence</p> <ul style="list-style-type: none"> ○ How does the IE intervention fit with or complement other initiatives to improve access to quality and inclusive learning in safe and protective environments in public schools? ○ How aligned is UNICEF's IE intervention with the Education Programme strategy and objectives, and other social assistance programmes for families with children, CWD, and other interventions being carried out by UNICEF? ○ How coherent and aligned is the IE programme with other programmes on child protection, cash for education, access to education (coverage of enrolment fees) school rehabilitation (inclusivity) etc.

Section	Content
	<ul style="list-style-type: none"> ○ How do implementation arrangements of IE support coordination at MEHE and ensure complementarity and reduce duplication with another programme? <p>Sustainability</p> <ul style="list-style-type: none"> ○ What are the key barriers and bottlenecks towards achieving sustainability of UNICEF IE interventions? ○ What are the contributing factors constraints that require attention to improve prospects of sustainability of results? ○ What are the longer-term implications for sustainability, especially in relation to the likelihood of the ability of the public sector to sustain the project results and IE framework after the end of UNICEF support, and to maintain the implementation of IE policy? ○ What is the ownership of schools, regional education offices and the Ministry of Education on the programme? What is the mobilization of public resources to the project versus the contribution from UNICEF? What are the critical lessons learned from the implementation of programme especially, related to system strengthening, strategic partnerships, evidence generation and advocacy?
<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 IE project approach was designed and implemented in a way that is appropriate to context and effectively reaching the desired results. 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. Process tracing and contribution analysis will in addition be employed to assess the achievement of higher-level outcomes. The evaluation team is expected to elaborate on the feasibility of using both approaches.</p> <p>(2) Methodology:</p> <p>The Evaluation should use a mixed-methods approach to answer the evaluation questions. The qualitative methodology should include desk review, key informant interviews, and focus group discussions, while quantitative methodology should include analysis of monitoring and administrative data, as necessary. Girls with disabilities are to be interviewed and by facilitators with relevant expertise to ensure their active involvement and trust to share their feedback. 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> <ol 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 partners involved in the implementation, and any other relevant partners, government officials and stakeholders. Girls with disabilities will be asked questions relevant to their experiences, allowing them to express gendered related barriers iv. Sensemaking session(s) with programme staff and implementing partners to understand the context of a programme, 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, children, teachers, special educators, interview with school directors and girls separately. The selection of IE school to be visited should be random and cover all the regions of Lebanon, with a balance between urban and rural areas. Specific questions relating to gendered barriers are asked to all, with specific tailored questions to girls. FGD with girls to be facilitated by expert on girl facilitation to ensure quality of information provided from girls.

Section	Content												
	<p>vi. Data analysis, summarizing and display:</p> <ol 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 learners screening and testing will be available to the evaluation team as well. Depending on the type and quality of data available or collected, descriptive statistics may be generated where feasible. d. A gender analysis of the results will be included to ensure the specific experience of girls are showcased 												
Stakeholders	<p>(3) UNICEF Interventions are implemented in close collaboration with government and partners in achieving results. The list of institutions and stakeholders is given below.</p> <table border="1" data-bbox="280 748 1543 1232"> <thead> <tr> <th data-bbox="280 748 587 786">Category</th> <th data-bbox="587 748 1543 786">Institution</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 786 587 987">Government</td> <td data-bbox="587 786 1543 987">The Ministry of Education and Higher Education (MEHE) including schools, regional education offices and various departments inside the Ministry (DOPS, DGE, Primary, Secondary, IT...) CERD</td> </tr> <tr> <td data-bbox="280 987 587 1032">Donors</td> <td data-bbox="587 987 1543 1032">The Government of Canada, the EU, ECW</td> </tr> <tr> <td data-bbox="280 1032 587 1104">UN Agencies</td> <td data-bbox="587 1032 1543 1104">UNESCO</td> </tr> <tr> <td data-bbox="280 1104 587 1232">Implementing Partners/ CSOs/NGOs</td> <td data-bbox="587 1104 1543 1232">Humanity and Inclusion (HI) Mouvement Social</td> </tr> </tbody> </table>	Category	Institution	Government	The Ministry of Education and Higher Education (MEHE) including schools, regional education offices and various departments inside the Ministry (DOPS, DGE, Primary, Secondary, IT...) CERD	Donors	The Government of Canada, the EU, ECW	UN Agencies	UNESCO	Implementing Partners/ CSOs/NGOs	Humanity and Inclusion (HI) Mouvement Social		
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Specific tasks, deliverables and timelines	<table border="1" data-bbox="280 1247 1543 1688"> <thead> <tr> <th data-bbox="280 1247 533 1285">Activity</th> <th data-bbox="533 1247 1246 1285">Deliverables</th> <th data-bbox="1246 1247 1543 1285"># of Days</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1285 533 1379">Inception phase</td> <td data-bbox="533 1285 1246 1379"> <ul style="list-style-type: none"> • Draft inception report • Presentation to reference group • Final inception report. 20% payment </td> <td data-bbox="1246 1285 1543 1379">20 days</td> </tr> <tr> <td data-bbox="280 1379 533 1473">Data collection Phase</td> <td data-bbox="533 1379 1246 1473"> <ul style="list-style-type: none"> • Post data collection debrief; validation workshop with stakeholders for presentation of main findings and recommendations (30% Payment) </td> <td data-bbox="1246 1379 1543 1473">40 days</td> </tr> <tr> <td data-bbox="280 1473 533 1688">Analysis, triangulation, and report writing</td> <td data-bbox="533 1473 1246 1688"> <ul style="list-style-type: none"> • Draft evaluation report • Final report meeting UNICEF quality standards and completed comments matrix (50% Payment) • Dissemination workshop to share conclusions and recommendation with relevant stakeholders and external audience </td> <td data-bbox="1246 1473 1543 1688">30 days</td> </tr> </tbody> </table> <p>Total duration is 90 days.</p> <p>The evaluation team must provide the following products electronically (details and duration will be specified at the inception meeting):</p> <ol style="list-style-type: none"> 1. Inception report which will describe the detailed intervention methodology, articulated around the following points (maximum 20 pages + annexes): <ul style="list-style-type: none"> ▪ 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 	Activity	Deliverables	# of Days	Inception phase	<ul style="list-style-type: none"> • Draft inception report • Presentation to reference group • Final inception report. 20% payment 	20 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 (30% Payment) 	40 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 (50% Payment) • Dissemination workshop to share conclusions and recommendation with relevant stakeholders and external audience 	30 days
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Section	Content
	<ul style="list-style-type: none"> ▪ A finalized purpose, objectives and scope of the evaluation with clarity on how it is gender responsive ▪ 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. All tools created are gender responsive and ensure specific gender related questions and specific ones focusing on girls' voices and experience ▪ 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 <ol style="list-style-type: none"> 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. 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. The report will include a good quality gender analysis of the results 4. Final report, The report should contain an executive summary of maximum five pages, a description of the IE 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. The report will include a good quality gender analysis of the results 5. Completed Comments matrix either accepting or rejecting with a valid rationale all comments made on the draft report. 6. Raw data, including data collection instruments, electronic transcripts, complete data sets, etc. 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.
Management arrangements	<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. A gender expert is included in the reference group. 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>
Evaluation follow-up and learning	<p>UNICEF follows up all evaluations with a management response that include actions to be taken to implement the recommendations. Implementation of these actions is subsequently and systematically tracked. In addition, UNICEF education section will extract and document key learnings, that will be shared with the Ministry of Education and Higher Education, Implementing partners and donors. UNICEF will</p>

Section	Content
	<p>explore opportunities to share evaluation findings to inform discussions and decisions about programme scale up and replicability. Learnings from this evaluation will contribute to improvement in the way UNICEF supports inclusive education programming and inform future resource mobilization efforts.</p>
Payment schedule	<p>Payment 1: 30% after completion of 1st deliverable (submission of inception report) Payment 2: 30% after completion of 2nd deliverable (draft report and presentation of preliminary findings to the reference group) Payment 3: 40% after completion of 3rd deliverable (final study report and presentation)</p>
Principles and Ethical Conduct of Evaluation	<p>The evaluation shall be carried out in accordance with the ethical principles and standards defined by the United Nations Evaluation Group:</p> <p>Confidentiality: The assessment must respect the rights of the persons providing information, guaranteeing their anonymity and confidentiality.</p> <p>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.</p> <p>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 programme component.</p> <p>Independence: The evaluation team must ensure that it remains independent of the programme under evaluation, and should not be associated with its management, implementation or any other element of it.</p> <p>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> <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 framework analysis, in compliance with UNEG guidelines on gender and human rights.

Section	Content
	<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 Multi-Tiered System of Support(MTSS). • A team member specialized experience and technical knowledge of Inclusive Education 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 documented expertise in conducting efficiency analysis of programmes. • 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 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 programme description above.</p>
<p>Application Process</p>	<p>Evaluation LTA holders are expected to express their interest and availability to conduct this assignment. The submission should include:</p> <ol style="list-style-type: none"> 1. A brief description of how you will approach the assignment, including details of team composition and roles. No detailed proposal is expected or required. 2. CV of proposed team members 3. Estimated costs for delivering the evaluation.

Section	Content				
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
			Working days		
	I. Inception Phase	25 days	25 days	25 days	10 days
	II. Data collection phase	32 days	32 days	32 days	30 days
	III. Report Writing Phase	20 days	20 days	18 days	10 days
Total	77 days	77 days	70	50	
Budget	100,000\$				
Funding source	2490/A0/08/302/003/001 Education Studies, Assessments & Evaluations 70,000 USD SC210639 30,000 USD SC220117				

PREPARED BY:

Evaluation Manager

REVIEWED BY:

Sibylle Selwan, Supply & Logistics Manager OIC
(For Institutional contract)

REVIEWED BY:

Education Section Chief

APPROVED BY:

Representative

Annex1. Detailed estimated team members level of effort

Activities	Duration (Days)	Team Leader, Evaluation	Team member 1	Team member 2
		Working days		
I. Inception Phase	25 days	25 days	20 days	10 days
Signature of the contract		-	-	-
Initial meeting with evaluation manager		1 day	1 day	1 day
Review of the literature, and preliminary interviews		5 days	5 days	2 day
Evaluation matrix validation workshop and formalization of headings		1 day	1 day	1 day
Development of data collection tools		3 days	3 days	3 days
Submission of the draft inception report		7 days	5 days	2 day
Revision of the inception report based on the comments		5days	5 days	1 day
II. Data collection phase	32 days	32 days	32 days	30 days
Meeting with UNICEF staff, major Donors, and other stakeholders		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
Post data collection debrief		1 day	1 day	
Data processing and analysis		5 days	5 days	4 days
Meeting + PPT presentation of preliminary conclusions		2 days	2 days	0 days
III. Report Writing Phase	20 days	20 days	18 days	10 days
Drafting of the interim evaluation report		8 days	8 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
Submission of the final version of the report incorporating comments Reference group and key stakeholders		5 days	5 days	1 day
Workshop to disseminate results		2 days	2 days	
Total number of days	77 days	77 days	70 days	50 days

Annex 2: Required Report Structures

Inception Report Outline	<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
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	<ul style="list-style-type: none"> 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
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<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> <ul 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 VIII. Results, Discussion, & Recommendations IX. Conclusion X. Annexes <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>
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<p>Dissemination materials</p>	<ul style="list-style-type: none"> I. Slide deck of key findings, conclusions, and recommendations II. Infographic poster, III. A policy brief
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