

Evaluation of the Lebanon ECW Multi-Year Resilience Programme (MYRP)

Inception Report

May 2025

Voluntās B.O.T

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1. Introduction

1.1. Background

Public education in Lebanon has experienced multiple compounding crises over the past decade, including the Syrian refugee crisis, economic collapse, political instability, the aftermath of the Beirut port explosion, and most recently, the intensified conflict with Israel.

Before the Syria crisis, Lebanon's public educational system already served large numbers of non-Lebanese students, while most Lebanese families opted for private education due to perceived shortcomings in public services. By 2018, the number of Syrian refugee students enrolled had almost doubled the attendance in public schools, with many schools operating second shifts to accommodate demand.¹

Following Lebanon's economic collapse in late 2019, public education came under additional pressure from three major challenges:

1. **Increased Enrolment** – Over 51,500 Lebanese children transitioned from private to public schools between 2019/20 and 2020/21, as families sought lower-cost options.²
2. **Strained Workforce** – Educators' salaries lost value due to currency devaluation, triggering widespread strikes and reduced service delivery.
3. **Rising Vulnerability** – Poverty has deepened across all communities, increasing the need for comprehensive student support services (health, nutrition, psychosocial care).

The COVID-19 pandemic further disrupted learning through school closures and shifts to remote education, which disproportionately affected vulnerable children.

Children with disabilities face persistent exclusion due to inadequate implementation of inclusive education policies, lack of necessary classroom adjustments, and insufficient teacher capacity. Likewise, adolescent girls and boys encounter gender-specific barriers to education, including risk of early marriage, child labour, sexual harassment, and lack of access to menstrual hygiene products—all contributing to higher dropout rates.³

These compounded challenges have severely undermined progress toward achieving Sustainable Development Goal 4 (SDG 4), which calls for inclusive and equitable quality education and lifelong learning opportunities for all. Disparities in access, retention, and learning outcomes, especially among refugees, children with disabilities, and adolescent girls, highlight the urgent need for strengthened, gender-responsive, and inclusive education systems in line with SDG targets.

1.2. About the Project

The rationale behind the Lebanon Multi-Year Resilience Programme (MYRP) 2022-2024 is rooted in addressing the acute and protracted education crisis affecting Lebanon due to overlapping shocks, including the Syrian refugee crisis, school closures, economic collapse, and political instability. The programme's logic is based on strengthening access, equity, and quality of education for crisis-affected children, with a particular emphasis on reaching the most vulnerable groups, including refugees, IDPs, children with disabilities, and marginalized Lebanese communities.

The MYRP aimed to ensure that over **875,000 crisis-affected girls and boys**, including adolescents, had equal access to free education and were able to learn effectively, focusing on a **Leave No One Behind (LNOB)** approach and strengthening **accountability to affected populations (AAP)** through feedback and complaint mechanisms. The programme adopted a

¹ UNICEF, Lebanon: Education Thematic report, 2018.

² ECW Multi-Year Resilience Programme (MYRP) Lebanon (2022-2024).

³ Save the Children International (2020) – Gender Analysis: Education and Protection Needs of Girls and Boys in Lebanon.

whole-of-system approach to education, supporting non-formal education, vulnerable out-of-school children, gender-responsive blended learning, and inclusive education for children with disabilities.

The MYRP aims to strengthen an inclusive, equitable, and resilient education system by addressing immediate learning needs while also supporting longer-term system reforms. It was structured around four overarching outcomes:

1. Crisis-affected girls and boys have access to inclusive, gender-responsive and relevant quality learning.
2. Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments, where their specific needs are met.
3. Crisis-affected Girls, boys and adolescents achieve better learning outcomes in education.
4. Sufficient resources are mobilized to scale implementation of the programme and to monitor programme quality based on robust evidence.

The MYRP 2022–2024 operates under a joint framework coordinated by the **Ministry of Education and Higher Education** (MEHE) and is implemented by three grantees. **Education Cannot Wait** (ECW) serves as the primary funder and global advocate, mobilizing resources and ensuring alignment with humanitarian education standards; MEHE leads on policy development, system coordination, and the integration of MYRP initiatives into national education plans; and the **Centre for Educational Research and Development** (CERD) supports technical initiatives such as curriculum development and inclusive education policies. **UNICEF**, **UNESCO**, and **Save the Children** (SCI) (hereinafter: the three grantees) are responsible for the implementation of programme activities under MEHE's leadership, with each grantee managing specific outputs.

- ❖ UNICEF drives operational delivery, focusing on access, teacher training, emergency response, and supports MEHE by developing a unified, inclusive system for non-formal education to help out-of-school children. UNICEF also acts as the Gender Lead Organization (GLO), responsible for partner capacity strengthening, partnerships with women-led organizations, collaboration on gender equality in Education in Emergencies and Protracted Crises (EiEPC), and monitoring and advocacy of gender results;
- ❖ UNESCO contributes technical expertise in quality education, learning outcomes, and evidence-based programming, particularly in curriculum development and teacher training;
- ❖ Save the Children implements grassroots interventions, providing non-formal education, child protection, and gender-responsive support to marginalized children.

Beyond the three grantees, there is a range of **local civil society organizations and service providers**, including KAFA, Réseau Canopé, Triangle, and Statistics Lebanon which contributed through gender capacity building, blended learning module developments, as well as the education demand scenario modelling, respectively. Moreover, a range of **technical experts and consultants** were involved in policy development, gender mainstreaming, inclusive education, and systems strengthening.

MEHE's Department of Orientation and Pedagogy (DOPS) provided support to teachers and schools and was involved in bridging non-formal and formal education pathways.

Right-holders, particularly children, youth, parents/caregivers, and teachers, were the primary beneficiaries of MYRP interventions and contributed through participatory activities, individual consultations, and feedback on activities and trainings.

Coordination mechanisms across the MYRP structure were designed to ensure coherence between interventions, alignment with national priorities, and strong government ownership. The MYRP was initially estimated to cost USD 50 million. With ECW's SEED funding providing USD 12 million, the program aimed to leverage additional funding over the course of its implementation.

Key interventions and expected results included:

- ❖ Establishing non-formal education pathways to integrate out-of-school children.
- ❖ Delivering gender-responsive, flexible learning opportunities.
- ❖ Rolling out an inclusive back-to-school campaign with a strong focus on girls' education.
- ❖ Strengthening inclusive education for children with disabilities.
- ❖ Enhancing gender-responsive teaching and learning methodologies.
- ❖ Ensuring crisis-affected children receive holistic support services, including psychosocial care.
- ❖ Mobilizing sufficient resources to scale programme implementation and monitor quality.

The figure below presents the current Theory of Change (ToC) for the MYRP. As detailed in the analysis and reporting section, this ToC will be revised as part of the contribution analysis process

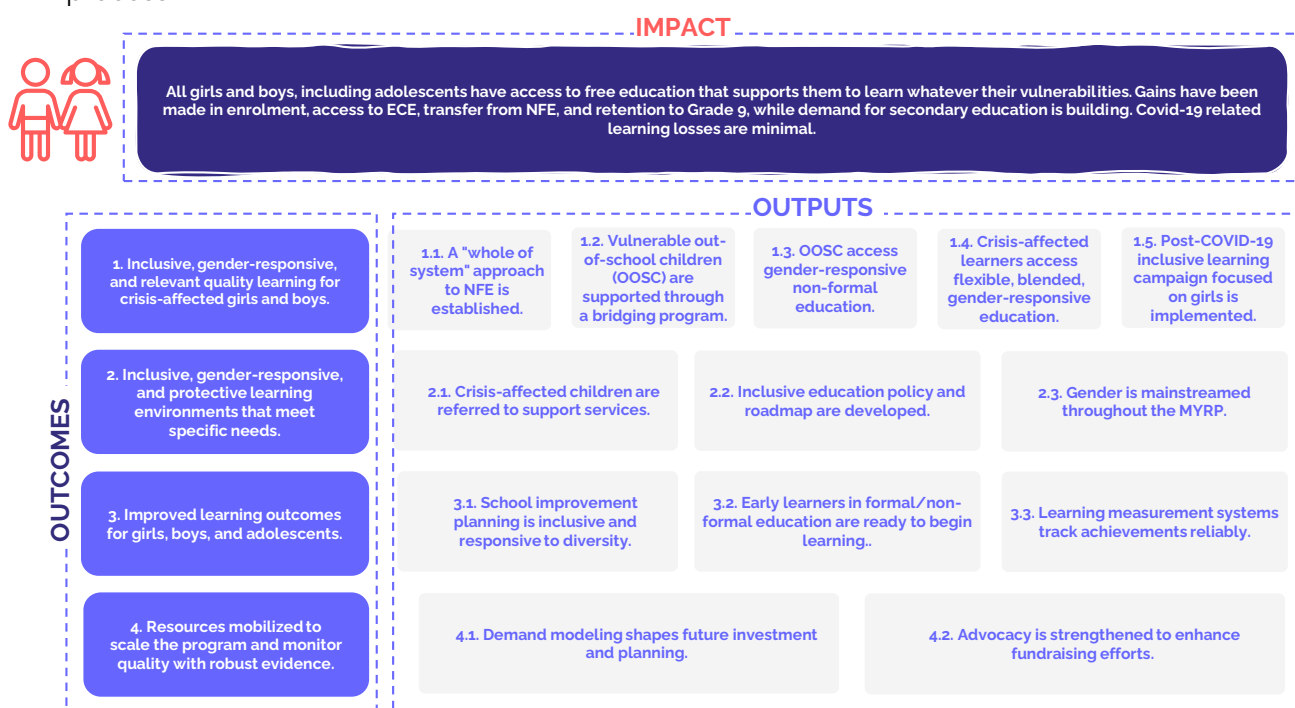


Figure 1. Theory of Change

Withing this context, UNICEF Lebanon sought a partner to evaluate the MYRP's implementation, outcomes, and lessons learned to inform future education programming and policy recommendations.

1.3. Our Understanding of the Assignment

The scope of the evaluation covers the Lebanon MYRP 2022–2024 across its full implementation period, including any no-cost extensions and recent crisis-related adaptations. It is national in scope, assessing interventions delivered by UNICEF, UNESCO, and SCI across all MYRP outputs. The evaluation applies OECD-DAC and ECW-specific criteria—relevance, coherence, effectiveness, efficiency, impact and sustainability, along with cross-cutting themes, including gender responsiveness, disability inclusion, Leave No One Behind, safe programming, and accountability to affected populations (*cf. section 2.1*). It focuses on assessing the MYRP's contribution to meeting education needs in Lebanon, including how well it addressed gender equality, vulnerability, and disability inclusion, and the extent to which it strengthened education systems and aligned with national plans such as the MEHE Five-Year Plan, Lebanon's Crisis Response Plan (LCRP), and Emergency Response Plan (ERP) as well as with humanitarian standards (Sphere, PSEA) and rights-based frameworks (UNEG guidance on human rights and gender equality). The evaluation also examines coordination and governance among partners, the catalytic role of ECW funding, and the sustainability and institutionalization of results.

This evaluation applies a transparent, participatory, and **theory-based approach**, combining **process theory** (implementation effectiveness) and **impact theory** (outcomes and sustainability), and employs a **mixed-methods methodology**, including desk reviews, interviews, focus groups, site visits, and a contribution analysis approach to triangulate data and evaluate the MYRP's progress toward its objectives.

Key objectives of the evaluation include:

1. Determining the MYRP's **achievement of its four intended outcomes** (*cf. above section 1.2*)
2. Evaluating the **realism and feasibility of the MYRP design and resourcing**, including whether the program was too ambitious given Lebanon's education sector challenges and whether adjustments during implementation were appropriate
3. Validating the **Theory of Change**
4. Assessing the **coherence across MYRP outputs and activities**, and how well they aligned and reinforced each other, as well as their **alignment with national frameworks** like MEHE's Five-Year Plan, the LCRP, and the ERP
5. Assessing the **extent to which the MYRP effectively bridged the humanitarian–development nexus**, ensuring that short-term emergency interventions were connected to longer-term education sector development and resilience-building in Lebanon
6. Evaluating its **contribution to strengthening education systems** in Lebanon
7. Examining the **collaboration and coordination between the three grantees**, including partnerships with MEHE, CERD, and other local actors
8. Assessing the **catalytic effect of ECW seed funding**, in terms of attracting additional funding and partnerships to support education sector resilience and reform
9. Identifying **lessons learned and scalable practices**
10. Identifying operational and coordination **challenges faced during implementation**
11. Evaluating **potential extension needs** to assess whether the MYRP should be extended based on current achievements and challenges
12. Assessing the **sustainability of MYRP achievements** — particularly in non-formal education, inclusive education, and system strengthening

13. Providing **clear, achievable and realistic recommendations** for future phases of the project or guiding similar initiatives moving forward.

The **evaluation of the MYRP is intended to generate evidence for accountability, learning, and strategic decision-making**. Its findings will inform the design of future education sector programming in Lebanon, guide the planning of a second phase of the MYRP, strengthen accountability to donors and stakeholders, and contribute to ECW's global learning agenda by capturing lessons from the implementation of the MYRP in a complex crisis context.

1.4. Inception Phase Preparation

To inform the Inception Report and refine the evaluation objectives, Voluntās conducted an extensive desk review and held a series of meetings with key stakeholders. To inform the Inception Report, the following documents have been reviewed:

List of Documents Reviewed

- ✓ MYRP 2022-2024 Lebanon Programme Document
- ✓ 5 Year Plan MEHE (Feb 2022)
- ✓ Final Evaluation of UNICEF ECW MYRP in Syria (Sep 2023)
- ✓ MYRP Lebanon Overview of UNESCO UNICEF Save the Children Activities_Powerpoint
- ✓ ECW Updated Guidance for grantees on country level MYRP evaluations (Mar 2025)
- ✓ MYRP Workplan, Proposal and Budget documentation
- ✓ UNICEF & ECW Results Matrix
- ✓ UNICEF & ECW Intervention Strategy
- ✓ ECW, STC, UNESCO, & UNICEF Risk Assessments
- ✓ ECW Narrative Report (2022/23)
- ✓ Draft of the 2024 Narrative Report
- ✓ ECW Financial Reports
- ✓ ECW & Gender Lead Organization Narrative Report

List of Requested Documents

- ✓ Additional activity/progress reports from UNICEF, UNESCO, & STC
- ✓ Overview of activity implementation locations/areas
- ✓ Technical presentations
- ✓ Documents produced as part of activity implementation (Education response plan, transition framework, NFE action plan, inclusive education policy, gender action plan and capacity development plan, and blended/remote learning plan)

In preparation for the Inception Report, Voluntās conducted the following meetings to refine the evaluation scope and clarify stakeholder expectations regarding the evaluation's objectives:

- ❖ Kick-off Meeting with UNICEF on March 13th, 2025;
- ❖ Kick-off Meeting with MEHE's DGE on March 18th, 2025;
- ❖ Inception Meeting with the three grantees on March 19th, 2025;
- ❖ Kick-off Meeting with ECW on March 20th, 2025;
- ❖ Meeting with UNICEF on April 3rd and 14th, 2025.
- ❖ Meeting with CERD on April 10th, 2025.

2. Methodology

2.1. Revised Evaluation Framework

The evaluation framework builds upon the original set of questions outlined in the ToR. Voluntās refined the framework based on feedback received during consultations with the three grantees, the MEHE, and ECW; aligned it with ECW's revised evaluation guidelines on priority evaluation questions and requirements; and further elaborated it based on the desk review of the documentation mentioned above (*cf. section 1.5*).

In addition to the standard **OECD-DAC criteria**, the evaluation will also consider **cross-cutting aspects**, such as gender responsiveness, the principle of leaving no one behind, safe programming, and accountability to affected populations. Furthermore, Voluntās also included the criterion of **Meaningfulness**, with the aim of assessing whether the MYRP's interventions fostered a sense of hope, dignity, and purpose among beneficiaries and implementers. This addition reflects Voluntās' commitment to evaluating not just programmatic outcomes, but also the human impact of the intervention.

The revised evaluation framework also specifies the data collection methods that will be used to gather information and address each evaluation question, ensuring a comprehensive and triangulated analysis. **Desk reviews** will be employed to assess programme outputs, contextual relevance, documented progress and verify alignment with national policies. **Key Informant Interviews** (KIIs) with the grantee implementing teams, implementing partners, government actors, and technical experts will provide in-depth insights into coordination, decision-making processes, programme design and delivery, contextual adaptation, and sustainability. **Focus Group Discussions** (FGDs) with teachers, students, parents, and other relevant stakeholders will capture perceptions and experiences related to the programme from the perspective of those affected by the implementation. **Computer-Assisted Telephone Interviews** (CATI) will generate large-scale perception data from students and parents to validate findings on programme reach, equity, learning outcomes and behavioural change. **Site visits** will enable direct observation and assessment of infrastructure, learning environments, and service delivery to assess the quality, safety, impact and accessibility of interventions.

The evaluation will adopt a gender-responsive approach by integrating gender-related considerations across all data collection methods with the different stakeholder groups. This includes ensuring that interviews, focus groups, and site visits explore gender dynamics and equity in access, participation, and outcomes. In addition, the evaluation will include targeted discussions with key gender stakeholders involved in the project, including the gender specialist, gender focal point, and the PSEA and protection focal point. A dedicated focus group discussion will also be held with members of the gender network to further explore gender-specific insights and challenges.

Below, we outline the refined framework. The original questions, detailed revisions, and data collection methods are provided in the annexes (*cf annex*).

CRITERIA	EVALUATION QUESTIONS
RELEVANCE	<ul style="list-style-type: none"> • To what extent are the objectives and design of the MYRP relevant and appropriate for addressing the diverse education needs of crisis-affected children in Lebanon—including those identified in needs assessments—and reflecting the specific needs of Syrian and Lebanese boys, girls, youth, children with disabilities, and host, refugee, and IDP communities? • To what extent are the choices of geographical locations and target groups transparent and evidence-based, taking into account displacement dynamics (i.e., the movement of conflict-affected populations such as refugees, IDPs, and host communities) and the broader national context needs? <ul style="list-style-type: none"> a) How realistic was its design and resourcing in relation to the scale of identified needs? • To what extent has the MYRP adapted to changing needs and context over the implementation period?
COHERENCE	<ul style="list-style-type: none"> • How well aligned is the MYRP with <ul style="list-style-type: none"> a) <i>The Ministry of Education and Higher Education's (MEHE) Five-Year Plan;</i> b) <i>other national education sector strategies / education programs;</i> c) <i>relevant humanitarian response frameworks in Lebanon;</i> and d) <i>other programmes targeting the same groups</i> • To what extent has the MYRP effectively bridged the humanitarian–development nexus in education? • To what extent did the MYRP's gender equality, gender-based violence (GBV) prevention, and disability inclusion activities align with, or complement, broader national or sectoral strategies and frameworks (e.g., national plans on gender equality, GBV, child marriage prevention, disability inclusion)? • To what extent has the MYRP fostered effective coordination, collaboration, and communication—both within its own structures (amongst UNICEF, UNESCO, and Save the Children) and among the wider education sector (CERD, MEHE, and local partners)—encompassing all stakeholders involved in the design and implementation of its activities? • To what extent does the MYRP align and collaborate with other funding sources supporting the same target groups —including any additional ECW funding available in-country?
EFFECTIVENESS	<ul style="list-style-type: none"> • To what extent has the MYRP achieved or is likely to achieve all the planned education outputs and outcomes as described in the programmes results framework, including any relevant systems strengthening outcomes? <ul style="list-style-type: none"> a) <i>What intervention(s) were most critical for achieving the intended programme outcomes?</i>

	<ul style="list-style-type: none"> • To what extent and how were the key actors (ECW, Government, CSOs and UN grantees) involved in design, planning, implementation, and monitoring of the interventions? • To what extent has the MYRP contributed to strengthening national education systems, policies, and institutional capacities in Lebanon? • To what extent and how did the MYRP promote and strengthen a joint (humanitarian-development), coordinated, evidence-based, and inclusive approach to EiEPC programming? • Are there any factors that contributed to or hindered the effectiveness of the interventions?
<p>EFFECIENCY</p>	<ul style="list-style-type: none"> • To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner? <i>a) Were the allocated budgets and implementation timelines realistic, and how well were they managed to ensure that the results were achieved within the planned timeframe, without compromising on quality?</i> <i>b) How adaptable and cost-efficient was the MYRP in responding to evolving crises and shifting needs?</i> • To what extent did implementation and coordination mechanisms—including processes for allocating resources such as funds and personnel among the three grantees and other stakeholders—support the efficient use of resources in line with the programme's objectives? • To what extent was the MYRP efficient in monitoring the quality and results of the programme? <i>a) To what extent was this monitoring based on robust evidence?</i>
<p>IMPACT</p>	<ul style="list-style-type: none"> • To what extent has the MYRP contributed to sustained and equitable access to quality learning opportunities of boys, girls, and adolescents, including those transitioning from NFE to formal education? ? • Has the MYRP (un)intentionally led to wider positive or negative effects on supported boys, girls, schools, teachers, and communities? <i>a) how were the (un)intended negative effects of the support provided under the MYRP addressed?</i> • To what extent has the MYRP contributed to broader education/SDG4 development in Lebanon and informed future education initiatives?
<p>SUSTAINABILITY</p>	<ul style="list-style-type: none"> • To what extent are the benefits of the MYRP likely to continue after funding ends? • To what extent has the MYRP strengthened the capacity of national institutions (e.g., MEHE, CERD) to sustain inclusive, gender-responsive, and protective education systems beyond the project period? • What concrete measures has the MYRP taken to support longer-term continuity, resilience, and the transformation of the education system through institutional and systemic change? <i>a) How can the MYRP be strengthened in this regard?</i> • To what extent and in what ways has the MYRP facilitated and strengthened new and existing partnerships—particularly with national authorities—and how have these collaborations

	<p>contributed to effective program delivery and local ownership in the design and implementation of the MYRP?</p> <ul style="list-style-type: none"> • What challenges or barriers could hinder the sustainability of MYRP results after the end of the funding period?
<p>GENDER RESPONSIVENESS</p>	<ul style="list-style-type: none"> • How effectively did the MYRP address gender inequalities, promote gender-responsive education, and empower girls — including adolescent girls? • To what extent were interventions tailored to the specific needs of girls and boys? • To what extent is the role of the Gender Lead Organisation (UNICEF) effective in strengthening the capacity of partners, cultivating strategic partnerships, and advocating for greater results on gender equality? • To what extent has the MYRP mainstreamed gender across its interventions to promote equitable access to quality education and address the specific barriers faced by girls and boys, including through the creation of safe learning environments?
<p>LEAVE NO ONE BEHIND</p>	<ul style="list-style-type: none"> • How effectively did the MYRP identify and address the specific barriers faced by the most marginalized and vulnerable groups (incl. children with disabilities)? • To what extent does the MYRP prioritize the most urgent education crisis-affected population groups—such as children impacted by the conflict with Israel—and the most affected geographical areas? <i>a) What strategies were employed to ensure equitable access and participation?</i> • To what extent has the MYRP provided proportionate and equitable support to marginalized and vulnerable children who would otherwise be unable to access education? • Was the process for the selection of beneficiaries transparent and fair, given the country context and needs?
<p>SAFE PROGRAMMING</p>	<ul style="list-style-type: none"> • To what extent did the MYRP incorporate child safeguarding and protection measures? • How effective were efforts to create safe and protective learning environments? • To what extent has the MYRP contributed to address GBV risks and barriers faced by girls and female teachers?
<p>ACCOUNTABILITY TO AFFECTED POPULATIONS</p>	<ul style="list-style-type: none"> • How were crisis-affected communities, including children, involved in programme design, implementation, and monitoring? • What feedback and complaint mechanisms were in place and how responsive was the programme to community input?
<p>MEANINGFUL CHANGE (VOLUNTAS CRITERIA)</p>	<ul style="list-style-type: none"> • To what extent did the MYRP intervention contribute to an increased sense of hope and dignity among direct beneficiaries (children, youth, and parents/guardians) and secondary beneficiaries (teachers/educators)?

2.2. Data Collection

To conduct this evaluation, Voluntās will adopt a methodology that draws on different qualitative data collection techniques. This will include a comprehensive desk review, key informant interviews, focus group discussions, site visits, and case studies. These methods have been selected to build a well-rounded evidence base that draws on diverse perspectives and sources, allowing for the triangulation of information. In particular, data collection will be structured to support contribution analysis by generating the evidence needed to assess the plausibility of causal linkages and explore alternative explanations.

Desk review will be integrated throughout the evaluation process as it provides critical background on the project's design, implementation, and operational context. The review will draw on key documents, including the results matrices, intervention strategies, risk assessments, narrative reports, financial statements, and monitoring and indicators data. These materials will help assess progress against targets, identify implementation challenges and financial considerations, and highlight gaps or issues requiring further exploration through primary data collection. The desk review will also support triangulation by contextualizing primary data within an established body of evidence. It has also informed the development of the inception report, feeding into the revision of the evaluation framework, the design of the data collection scope, and the development of data collection tools. In addition to core project documents, the review will include materials produced as part of project activities – such as response plans, policies, and frameworks – to ensure a comprehensive understanding of implementation processes and outputs.

Key informant interviews (KIIs)

Voluntās will conduct 24 KIIs with the donor, grantee teams, implementing partner organizations, technical experts, and government representatives involved in the MYRP. Ten of these interviews will be conducted jointly with multiple participants, meaning the evaluation team will engage with more than 24 individuals overall. Interview participants were identified through the desk review, with the aim of engaging directly with individuals and organizational representatives who were closely involved in the design and implementation of various aspects of the project. The specific focus areas for each stakeholder group are outlined below.

- An interview with **ECW** will examine their role as donor and funder of the MYRP in Lebanon. Discussions will explore ECW's oversight, strategic guidance, and funding strategy, including perspectives on programme relevance, coherence, and effectiveness. Topics will also cover the selection of grantees and target areas, programme adaptations to Lebanon's evolving crises, alignment with national education strategies, and cross-cutting priorities such as gender equality, inclusion, and safeguarding. ECW's reflections on the catalytic impact of its funding, monitoring systems, challenges, and lessons for future investments will also be discussed.
- **Eight KIIs with the main grantee organizations** – UNICEF, UNESCO, and SCI, and SCI's implementing partners (Ana Aqraa Association, Al Fayhaa Association, and Mouvement Social) – will assess the relevance, effectiveness, efficiency, and sustainability of their interventions. Interviews will explore contributions to improving education access, system strengthening, and resilience for crisis-affected children, as well as programme achievements, challenges, coordination mechanisms, coherence of activities, financial resource use, and the integration of gender and humanitarian-development considerations. Questions are tailored to the specific outputs and responsibilities of each grantee.
- **Four interviews with the implementing organizations** – Triangle, Réseau Canopé, Statistics Lebanon, and KAFA – will explore their respective contributions. Discussions with Triangle will focus on the development of education demand scenarios under Output 4.1 to support MEHE's strategic planning. The interview with Réseau Canopé will address their work on blended learning module development and Training of Trainers (ToT) delivery

under Output 1.4. The interview with Statistics Lebanon will focus on their role in conducting the Blended Learning Review and the Second Language Preparedness Assessment, including methodologies, findings, and recommendations to support evidence-based planning under Outputs 1.4 and 3.2. The interview with KAFA will focus on gender mainstreaming activities under Output 2.3, including capacity building, development of gender action plans, and consultations with adolescent girls. Common themes will include relevance, effectiveness, coordination and coherence, sustainability, and lessons learned.

- **Eight Kilis with technical experts** will explore their contributions to key MYRP outputs, including strengthening non-formal education, developing inclusive education policies, advancing blended learning, supporting school improvement planning, and mainstreaming gender. Interviews will assess the design and implementation of technical frameworks and tools, integration of equity and inclusion principles, challenges encountered, capacity building efforts, coordination with organizations involved, coherence with national strategies, sustainability prospects, and recommendations for future reforms.
- A total of **three interviews will be conducted with government representatives**—two with the current and former Acting Director General of Education at MEHE, and one with CERD—focusing on the government’s leadership, coordination, and technical roles in the MYRP. Discussions will cover programme alignment with national education strategies (e.g., MEHE’s Five-Year Plan), system-strengthening achievements, bridging of non-formal and formal education pathways, blended learning initiatives, cross-sector partnerships, institutional capacity building, sustainability prospects, and challenges encountered during implementation. In addition, the interviews will explore the perceived impact of the MYRP on the knowledge, attitudes, and practices (KAP) of the government agencies involved, providing insight into how participation in the programme may have influenced institutional approaches and capacities.

The table below provides an overview of the division of interviews by grantees.

Overarching interviews: ECW, the DGE (two interviews with interim and current DGEs), and CERD		
UNICEF	UNESCO	SCI
<ul style="list-style-type: none"> • UNICEF implementation team (chief of education, Dep REP) • UNICEF implementation team (education manager and focal point) • UNICEF implementation team (gender focal point and specialist) • UNICEF implementation team (PSEA and protection focal point) • AAP specialist • Education sector coordination consultant at MEHE • Multiple flexible pathways senior advisory at MEHE 	<ul style="list-style-type: none"> • UNESCO implementation team (Associate Project Officer, Senior National Programme Officer, National Programme Coordinator) • Technical consultant working with MEHE • Joint interview with the CERD technical team • Financing education trainer • Statistics Lebanon (assessed second language preparedness) • Réseau Canopé (designed training model for blended learning) • Triangle consultancy (Service Provider for Scenario Modelling) 	<ul style="list-style-type: none"> • Save the Children implementation team (ECW Project Manager and other relevant staff) • Joint interview with SCI implementing partners (Ana Aqra Association, Mouvement Social, and Al Fayhaa Association)

<ul style="list-style-type: none"> • Joint interview with technical consultants to CERD • Joint interview with key experts that worked on developing the report on applying the International Classification of Functioning (ICF) to Lebanon • KAFA (local CSO) supporting output 2.3 	<ul style="list-style-type: none"> • National Digital Learning strategy expert 	
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Focus Group Discussions (FGDs)

As outlined in the scope of the evaluation, Voluntās and B.O.T. will conduct 23 FGDs with six to eight participants per group, targeting two main groups: representatives of local organizations involved in MYRP implementation and direct beneficiaries of the programme. The discussions aim to assess the relevance, effectiveness, and impact of the MYRP, while also exploring cross-cutting dimensions such as gender, inclusivity, and safety. In addition, the FGDs will assess perceived changes in KAP among participants as a result of their engagement with MYRP activities. This includes reflections on how the programme has influenced teaching methods, parental engagement, student motivation, organizational practices, and gender-responsive programming.

Two FGDs with local organizations will include local organizations who supported the development of various components of the MYRP. Discussions will examine the alignment of interventions with local needs, the effectiveness of coordination and capacity-building activities, and prospects for sustainability. Cross-cutting issues such as equity, safeguarding, and inclusion will also be addressed, along with reflections on challenges and recommendations for improvement.

21 FGDs with direct beneficiaries will involve school directors, teachers, education personnel, language trainers, students, and parents. These discussions will explore the relevance and effectiveness of activities such as financial management training, language proficiency programs, parental engagement initiatives, and non-formal education. Key areas of focus will include the adaptation of interventions to participants' needs, improvements in teaching and learning practices, the inclusiveness and safety of learning environments, changes in student motivation and confidence, and the sustainability of outcomes beyond the MYRP. FGDs will also cover challenges faced and suggestions for strengthening future programming.

UNICEF

Representatives of local organizations of persons with disabilities (OPDs) supporting the development of the Inclusive Education policy: Participating organizations will be drawn at random from the list of organizations provided by UNICEF. This FGD will be held online or offline depending on participants' preference.

Gender Network Members: Gender focal points from all member organizations of the Gender Network – including UNESCO, UNICEF, Save the Children (SCI), Ana Aqra, and AL-Fayhaa – will participate in this focus group discussion. This FGD will be held online or offline depending on participants' preference.

School Directors Trained in Financial Management: Two online FGDs will be conducted with school directors who received training in financial management. In each FGD, at least one school director will be selected from each of the following regions to ensure geographic representation: Bekaa, South Lebanon, North Lebanon, Nabatiyeh, Baalbek, Beirut, and Mount Lebanon. In areas where more than one school participated in the intervention, the participating school will be selected randomly. UNICEF has provided the full list of trained

school directors along with their contact information, which will be used for recruitment. The FGDs will be held online due to the geographic distribution of participants.

Laha kits recipients: Two in-person FGDs will be held with female students who received Laha kits. To ensure accurate recall, participants will be selected exclusively from those who benefitted from the most recent round of distribution. One FGD will take place in Baalbek and the other in Tripoli, both held at the centres where the distributions were conducted. Participants will be randomly selected from the beneficiary lists provided. Transportation costs will be covered for all participants to facilitate their attendance.

UNESCO

Language Trainers (French and English): Participants for this FGD will be drawn from the list of trainers provided by UNESCO. Half of the participants will be French language trainers, and the other half will be English language trainers. To the extent possible, gender balance will be maintained in the selection process. The FGD will be conducted in Arabic to ensure full participation. Participants will be randomly selected within these constraints. If participants are based in Beirut or surrounding areas the FGD will be held in-person. If they are dispersed, the FGD will be held online.

Grade 3 Teachers that participated in Language Training and Placement Tests: Two FGDs will be organized: one with Grade 3 French teachers and another with Grade 3 English teachers who participated in the language training and placement tests. To capture perspectives from across Lebanon, each FGD will include one teacher from each of the following areas: Bekaa, South Lebanon, North Lebanon, Nabatiyeh, Baalbek, Beirut, and Mount Lebanon. Teachers will be selected randomly from the lists provided by UNESCO and contacted for participation. Separate FGDs for French and English teachers will ensure that distinct experiences and feedback from both groups are fully captured. Both FGDs will be held online due to the geographic distribution of participants.

CERD ToT participants: One FGD will be conducted with CERD staff who received the Training of Trainers (ToT) on integrating AI-driven and blended learning methodologies into teaching practices. Participants will be randomly selected from the list of ToT beneficiaries, with gender balance maintained. The FGD will be held online to facilitate trainer participation.

Teachers that received training in digital learning: Two FGDs will be conducted; one with teachers from Nabatiyeh and the other with teachers from South Lebanon. To facilitate participation, the FGDs will be held online. Each discussion will include six to eight participants randomly selected from the lists provided by UNESCO. Gender balance will be maintained to the extent possible in both FGDs.

STC

Parents

FGDs with parents will include participants from every centre where the project was implemented. **A total of five FGDs will be organized: two with parents who took part in the positive parenting training, two with parents of children who attended the Early Childhood Education (ECE) course, and one with parents of children who attended in the Basic Literacy and Numeracy (BLN) course.** Discussions are held with parents of children who attended ECE, in place of speaking with the children themselves, as they are too young to meaningfully participate in the sessions.

Transportation will be provided for all in-person FGDs to ensure that participants are able to attend. Efforts will also be made to maintain gender balance when selecting participants from the beneficiary lists.

For **parents who participated in positive parenting training** the FGDs will be as follows:

- The **first FGD** with positive parenting participants will take place in person in Tripoli, at the centre that is most accessible for the majority of participants. One parent will be randomly selected from each centre listed in the table below.
- For the **second FGD**, given the geographical distance between the locations, it is proposed to hold the session online, with three or four parent representatives from each centre. If an online FGD is not feasible, an in-person session will be organized at one centre with its own beneficiaries, without mixing participants from different areas.

Note: Parents selected for the FGDs will be those who attended more than one training session at their respective centres.

FGD	Implementing partner	Center location	Center name
1	Ana Aqra Association	Akkar	Al Shamael
		Tripoli	Dar Al Zahraa
	Mouvement Social	Akkar	MS community centre, Cheikh Mohammad
		Tripoli	MS community centre, NejmeH
	Al Fayhaa Association	Zehrieh	NA
		Mina/Abou Samra	NA
Halba		NA	

FGD	Implementing partner	Center location	Center name
2	Ana Aqra Association	Mount Lebanon	Lycee Palais des Pins
	Mouvement Social	Saida	Dar El Yateem

For **parents whose children attended the BLN course**, one in-person FGD will be organized either in Tripoli or Akkar, based on the location that best suits the majority of participants. As with the previously first FGD, one parent will be randomly selected from the list of beneficiaries at each centre. Transportation will be provided to ensure that all selected participants are able to attend.

FGD	Implementing partner	Center location	Center name
3	Ana Aqra Association	Akkar	Al Shamael
		Tripoli	Dar Al Zahraa
	Mouvement Social	Akkar	MS community centre, Cheikh Mohammad
		Tripoli	MS community centre, NejmeH
	Al Fayhaa Association	Zehrieh	NA
		Halba	NA

For **parents whose children attended the ECE course**, two FGDs will be conducted. The first will be an in-person FGD, held at either Ana Aqra or Movement Social's centres in Akkar or Tripoli. The location will be selected based on participant preferences, and transportation will be provided to ensure that all participants are able to attend. Two participants will be randomly selected from each centre outlined below to take part in the discussion.

FGD	Implementing partner	Center location	Center name
4	Ana Aqra Association	Akkar	Al Shamael
		Tripoli	Dar Al Zahraa
	Mouvement Social	Akkar	MS community centre, Cheikh Mohammad
		Tripoli	MS community centre, NejmeH

The **second FGD** will be held either online or in person in Mount Lebanon, depending on the preferences of the participants. Three participants will be randomly selected from each of the following centre's beneficiary lists.

FGD	Implementing partner	Center location	Center name
5	Ana Aqra Association	Mount Lebanon	Lycee Palais des Pins
	Mouvement Social	Saida	Dar El Yateem

Students

Two gender segregated FGDs will be conducted with **primary-level students enrolled in the Basic Learning and Numeracy Course**. As with the other FGDs, participants from different centres will be gathered at the location that is most convenient for all. The FGD will be gender segregated and will include one course participant from each centre outlined below. Transportation services will be provided to all participants to facilitate their attendance.

FGD	Implementing partner	Center location	Center name
6 & 7	Ana Aqra Association	Akkar	Al Shamael
		Tripoli	Dar Al Zahraa
	Mouvement Social	Akkar	MS community centre, Cheikh Mohammad
		Tripoli	MS community centre, NejmeH
	Al Fayhaa Association	Zehrieh	NA
		Halba	NA

Two gender segregated FGDs will be conducted with **secondary-level students enrolled in the Youth Basic Learning and Numeracy Course**. As with the FGDs outlined above, participants from different centres will be gathered at the location that is most convenient for all. Each group will include an equal number of participants from each centre. Specifically, each FGD will include four students from Mouvement Social – two from Tripoli and two from Akkar – and four students from Al Fayhaa Association – two from Zehrieh and two from Mina/Abou Samra. Transportation services will be provided to all participants to facilitate their attendance.

FGD	Implementing partner	Center location	Center name
8 & 9	Mouvement Social	Akkar	MS community centre, Cheikh Mohammad
		Tripoli	MS community centre, NejmeH
	Al Fayhaa Association	Zehrieh	NA
		Mina/Abou samra	NA

Teachers

Two FGDs will be conducted with **teachers who have received training on pedagogical methods, child protection, and safeguarding**. **One of these FGDs will be held in person in Northern Lebanon**, bringing together teachers from centres located across different implementation areas. Participants will include one teacher from each of Ana Aqra Association's centres in Tripoli and Akkar, two teachers from Mouvement Social – one from Tripoli and one from Akkar – and one teacher from each of Al Fayhaa Association's centres in Zehrieh, Mina/Abou Samra, and Halba. This session will be held at the centre that is easiest to access for the majority of participants, with transportation provided to ensure everyone can attend.

The second FGD will be held online and will bring together teachers from Mount Lebanon and Saida. This session will include three teachers from Ana Aqra Association's centre in Mount Lebanon and three from Mouvement Social's centre in Saida.

While most participating teachers are women, efforts will be made to ensure gender balance across all FGDs to the extent possible.

FGD	Implementing partner	Center location	Center name
10	Ana Aqra Association	Tripoli	Dar Al Zahraa
		Akkar	Al Shamael
	Mouvement Social	Akkar	MS community centre, Cheikh Mohammad
		Tripoli	MS community centre, NejmeH
	Al Fayhaa Association	Zehrieh	NA
		Mina/Abou samra	NA
		Halba	NA

FGD	Implementing partner	Center location	Center name
11	Ana Aqra Association	Mount Lebanon	Lycee Palais des Pins
	Mouvement Social	Saida	Dar El Yateem

Site visits. Voluntās and B.O.T will conduct 11 site visits across various regions in Lebanon where program activities have been implemented. Each site visit will include a structured observation section aimed at assessing visible and physical changes resulting from the interventions. In addition, one or two short key informant interviews (KIIs) will be conducted on-site with relevant school personnel. These interviews will provide insight into how the interventions were implemented and the impact they have had on students, teachers, and school environments

The 11 site visits will be distributed across the activities implemented by the three grantees, ensuring a representative sample of intervention types and geographic locations. **For UNICEF, the site visits will focus on locations where Laha kits have been distributed.** To maximize the accuracy of recall and relevance of findings, the evaluation will target centres that received kits during the latest distribution phase (Phase III). As Phase III was conducted in Baalbek and Tripoli, these will be the selected UNICEF sites. The site visit will assess the distribution process, contents, and usage of menstrual hygiene kits, as well as their perceived impact on adolescent girls' comfort, attendance, and participation in school. It also covers related awareness sessions and the availability of private, safe, and gender-sensitive WASH spaces.

For UNESCO, the visits will focus on schools that received laptops through the program. The two schools proposed by UNESCO for this purpose – located in Baalbek and Nabatieh – will be included in the site visit sample. The site visit will assess the availability, use, storage, and maintenance of digital devices, the extent of teacher training and integration into teaching practices, and the effect of digital access on student engagement and learning outcomes.

The **remaining seven site visits will focus on centres supported by SCI.** All centres where latrine rehabilitation was conducted will be visited. Additional SCI sites that hosted activities under outputs 1.3 and 2.1 will also be included. A detailed list of the SCI centres and the specific interventions implemented at each site is provided below.

The site visits will assess the following aspects of each intervention area:

- **Latrine rehabilitation:** Assess the condition, cleanliness, and gender- and disability-responsiveness of WASH facilities, as well as their impact on safety, dignity, and school attendance, particularly for girls.

- **Output 1.3:** Evaluate non-formal education delivery, including the quality of learning environments, availability of learning and teaching materials, gender and disability inclusion, and overall student engagement.

Output 2.1: Assess the functionality of referral and child protection systems, including the presence of safeguarding protocols, emotional support mechanisms, and staff capacity to respond to student well-being and protection needs.

Implementing partner	Location	Site visit focus
Ana Aqra Association	Tripoli	Rehabilitation of latrines + activities under O1.3 & 2.1
	Mount Lebanon	Activities under O1.3 & 2.1
Al Fayhaa Association	Halba	Rehabilitation of latrines + activities under O1.3 & 2.1
	Zehrieh	Rehabilitation of latrines + activities under O1.3 & 2.1
	Mina/Abou samra	Rehabilitation of latrines + activities under O1.3 & 2.1
Mouvement Social	Saida	Activities under O1.3 & 2.1
	Akkar	Activities under O1.3 & 2.1

Case Studies. Throughout the data collection process, researchers will identify stories that could serve as compelling case studies or human-interest pieces to illustrate the impact of the MYRP. These will be drawn primarily from interviews and focus group discussions with direct beneficiaries. The three grantees are also invited to suggest specific cases they believe capture meaningful aspects of the program's outcomes. Selected case studies will highlight individual or community-level experiences that bring the effects of the intervention to life and provide a deeper understanding of its reach and relevance.

Note: Information on participant recruitment, consent procedures, and the protection of personally identifiable information can be found in Annex 2, which outlines Voluntās' Data Safety Management Plan.

2.3. Analysis and Reporting

During the analysis and reporting phases, the evaluation team will conduct a structured and in-depth analysis of the qualitative data collected from stakeholders across all levels of the program. **Qualitative materials** (KIIs, FGDs, and desk review documents) will be imported into **ATLAS.ti v23, where they will be coded using a codebook structured around the evaluation framework, with codes organized by evaluation criteria and corresponding sub-questions.** All materials will be analysed using the software's query and co-occurrence tools to identify key themes and patterns.

Specific attention will be given to synthesizing findings across organizational levels (e.g., donor, implementers, government, and beneficiaries) to build a layered understanding of program performance and perceived outcomes. The analysis will compare perspectives across data sources (e.g., KIIs and FGDs) to validate results and surface any inconsistencies. **Triangulation across interviews, focus groups, site visits, and project documentation will enhance credibility, consistency, and analytical depth.**

The **collected data will be used to answer the evaluation questions** under the criteria: **relevance, coherence, effectiveness, efficiency, impact, sustainability, gender responsiveness, leaving no one behind, safe programming, AAP, and meaningfulness.** For efficiency, data will be drawn from KIIs with grantees, implementing partners, and government stakeholders, as well as from financial reports, budget information, and project

documentation. Questions will explore how financial, human, and technical resources were managed and coordinated to deliver results, including perceptions of value for money, timeliness, and operational efficiency.

The final evaluation report will include a dedicated section assessing the **evaluability of the MYRP** (cf. Figure 3, section nr 4). This section will examine the availability, accessibility, and quality of primary and secondary data sources, including partner reports, results frameworks, and progress documentation. It will also identify limitations in the evidence base that may affect the robustness of findings related to programme performance and monitoring efficiency.

As part of the analysis, the evaluation will apply **contribution analysis** to assess the extent to which the MYRP has influenced the outcomes observed. Rather than seeking to attribute results directly to the MYRP alone, contribution analysis will assess how the programme's activities, outputs, and outcomes fit within broader change processes. This includes testing the theory of change by examining how different programme components were expected to contribute to results, and gathering evidence from across the data collection methods (KIIs, FGDs, and secondary data) to assess whether these pathways held in practice. The analysis will also consider other contributing factors or external influences, in order to provide a balanced assessment of the programme's contribution to change.

The **theory of change revision** will be presented as part of the contribution-analysis subsection and will subsequently be revisited and revised based on the evaluation findings, allowing for a reflection on which pathways proved effective and where adjustments may be necessary to strengthen the program's logic and strategic direction moving forward.

Based on the evaluation findings, a set of actionable recommendations will be developed to inform a potential second phase of the MYRP, or similar future programs implemented in Lebanon. To maintain a clear line of sight from evidence to action, the evaluation team will first synthesize the qualitative results into themed findings, map those findings to concise, evidence-linked conclusions, and then derive recommendations that are SMART/FAIR and explicitly traceable to those conclusions. This entire logic chain will be captured in a **Findings-Conclusions-Recommendations (FCR) matrix** – shared with UNICEF as a standalone annex – so that each recommendation can be tracked back to the underlying data. Before finalising the report, the team will present the preliminary findings, conclusions and draft recommendations to the Reference Group in a validation session; feedback from that discussion will be incorporated to ensure that the recommendations are both accurate and operationally relevant. The outline of the final report is presented in the figure below:

1. **Executive Summary**
2. **Introduction**
3. **Methodology**
 - Data collection
 - Limitations
4. **Evaluability of the MYRP**
5. **Evaluation findings**
 - Relevance
 - Coherence
 - Effectiveness
 - Efficiency
 - Impact
 - Sustainability
 - Cross-cutting aspects
 - Meaningful change
6. **Contribution analysis**
7. **Conclusion, Lessons learned, and Recommendations**
8. **Annexes**

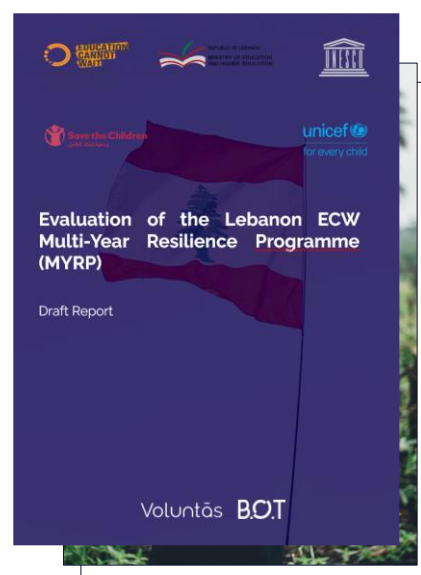


Figure 2. Report Outline

2.4. Data Collection Partner

Bridge, Outsource, Transform (B.O.T)

B.O.T (Bridge, Outsource, Transform) will serve as our data collection partner under the MYRP evaluation. B.O.T is a social enterprise specializing in business process outsourcing in Lebanon. B.O.T offers quality-assured data management services, including data collection, cleaning, tagging, labeling, categorizing, bulk data entry, and data transformation such as transcriptions and optimal character recognition (OCR).

As the first impact sourcing platform in the Middle East and North Africa region, B.O.T addresses the market needs in Lebanon for quality data while creating income-generating opportunities for disadvantaged youth. B.O.T also partners with local development organizations to offer income-generation opportunities through freelance employment for graduates. Since its inception, B.O.T has onboarded over 2,500 young people onto its digital platform, primarily from low-income and underprivileged communities across Lebanon.

B.O.T–Evaluation Team Coordination and Data-Flow Protocol:

For this evaluation, B.O.T will work under the direct supervision of the Evaluation Team, which retains full responsibility for methodological oversight. All KIIs, including high-level interviews with senior officials and technical advisers, will be conducted by the Evaluation Team. B.O.T enumerators will be responsible for conducting some online and all in-person FGDs and site visits. The B.O.T researcher will record the sessions for transcription purposes, take notes during data collection, and afterward clean the transcripts. Once the transcripts are finalized, B.O.T will translate them into English and deliver detailed English-translated transcripts to Voluntās on a rolling basis. Recordings will only be deleted after Voluntās has reviewed and confirmed the quality of the transcripts.

During the data-collection phase the Evaluation Team and B.O.T field coordinator will hold a brief daily check-in (≈10-15 minutes) to (i) review progress against sampling targets, (ii) flag logistical or ethical issues, and (iii) agree on immediate corrective actions.

2.5. Quality Assurance

Voluntās maintains data reliability and findings validity through internal quality assurance measures implemented at every stage of data collection, analysis, and reporting. To uphold high data quality, we undertake the following activities:

2.5.1. Training:

Voluntās and B.O.T have a pool of trained and qualified enumerators and researchers with prior experience in data collection and monitoring. Project coordinators will provide targeted training for enumerators and researchers to ensure they fully understand the project's objectives and adhere to ethical standards in data collection.

Enumerators and researchers will receive training prior to the start of data collection. This training will cover the project's purpose, the overall work plan, conflict sensitivity, ethical considerations during fieldwork, safety and security protocols, quality assurance measures, and a detailed walkthrough of all data collection tools. In addition, the training will address key methodological topics such as moderation and interviewing techniques, strategies to minimize refusals and dropouts, and approaches for responding to interviewees in distress. To ensure high-quality data collection, the training will also include mock interviews and practical exercises.

2.5.2. Data collection tool piloting:

B.O.T., under the guidance and supervision of Voluntās, will pilot the data collection tools using cognitive interviewing techniques to identify comprehension challenges, evaluate response options, and detect any sensitive topics. This process ensures that the tools are contextually appropriate and tailored to the specific needs of the target populations. Insights from the pilot will inform necessary adjustments to enhance the tools' relevance and clarity. All proposed changes will be communicated to the evaluation manager for approval prior to finalization.

2.5.3. Data validity approach:

Voluntās ensures the accuracy, reliability, and correct representation of all data by applying robust collection and analysis strategies. To minimize bias, we apply standardized data-gathering protocols, triangulate findings across multiple sources, and carefully verify all results. These practices support the objectivity and credibility of the evaluation outcomes. Prior to submission to Voluntās, B.O.T. will carry out internal quality checks to confirm data accuracy and completeness. Voluntās will then review all submissions from B.O.T. to ensure consistency, reliability, and adherence to agreed standards before any reporting is finalized. Additionally, we will work closely with MYRP partners to ensure effective project coordination through regular weekly check-ins and ad-hoc communication to address urgent issues, manage daily operations, and resolve any challenges that may arise.

2.5.4. Field Quality Assurance Plan: (B.O.T.)

The presence of B.O.T. enumerators within local communities enhances their understanding of the local context, cultural sensitivities, and potential security threats. This proximity, combined with our ability to gather data across Lebanon, equips us with a comprehensive understanding of local dynamics, enabling effective planning and adaptation to the fluid environment.

To ensure the quality of data collected, our field quality assurance plan includes the following measures:

- **Field Reports and Assessment Forms:** Every field report is matched with an assessment form and a monitor
- **Recording Details:** The time and duration of on-site visits are recorded
- **Form Verification:** All completed assessment forms (100 percent) are thoroughly checked for completeness and consistency before data entry

- **Quality Control Measures:**
 - Verification that site visits took place, including photo documentation.
 - Random checks of visit durations by the Project Leader.
 - Confirmation of proper administration of all sections of data collection tools.
 - Assessment of interviewers' adherence to professional standards.
- **Issue Resolution:** Any identified issues are promptly reported to the client, along with options to reject or repeat the data collection.
- **Supplementary Data Collection:** If documentation quality is inadequate, we conduct supplementary data collection to ensure a thorough assessment

2.5.5. Ethical Standards:

1. **Adherence to UNEG guidelines:** The evaluation will adhere to **UNEG Ethical Guidelines**, with strict safeguards in place to ensure informed consent and confidentiality for all participants. Gender- and human rights-sensitive methodologies will be applied, with particular attention to disability inclusion, to promote equity and inclusivity throughout the process (For more detailed explanations on how gender, human rights, and child protection considerations are applied, see points 5 and 6 below). The evaluation will also uphold the principles of impartiality, transparency, and independence, ensuring that both the findings and reporting remain objective and credible.
2. **IRB Clearance:** Prior to any data-collection activity, the full protocol—including all instruments—will be submitted to an accredited Institutional Review Board (IRB) for ethical clearance, and fieldwork will commence only after written IRB approval is secured.
3. **Data Safety Management Plan:** Voluntās operates under a Data Safety Management Plan that restricts access to data to authorized personnel and devices, enforces password-protection and up-to-date antivirus software on all computers, backs up data, and shares password-protected files only with approved partners; within this framework, grantees upload participant contact lists to a secure drive, and, during data collection, names, ages, sex, and positions are recorded with consent, then anonymized, assigned unique IDs, and grouped by stakeholder type, with roles used in reports only when consented to and essential. Identifiable data is kept separately from the transcripts for six months or throughout the study's duration and then permanently destroyed—recordings are deleted once transcripts are checked.⁴
4. **Informed Consent and Confidentiality:** The evaluation will ensure informed consent, voluntary participation, and the confidentiality of all respondents. To maintain the integrity of the consent process, approval will be sought at two key stages: first, when participants are initially contacted and invited, and again immediately before data collection begins. This two-step approach allows participants time to consider their involvement and ensures that their decision is fully informed.

Before any data is collected, potential participants will be given clear and comprehensive information about the evaluation, its purpose, the type and scope of data to be gathered, the process involved, the risks and benefits of participating, a description of privacy and confidentiality precautions, the expected duration, and the contact information of a supervisor (B.O.T) or team member (Voluntās) for participants with questions or concerns. If they express interest in participating, they will be reminded, before data collection starts, of their right to decline or withdraw at any time without any negative consequences. They will also be informed that their responses

⁴ For full procedural detail, see the Data Safety Management Plan in the inception-report annexes.

will remain anonymous and will not be attributed to them directly, that they can skip any questions without needing to provide a reason, and that participation will not result in any additional support or services. Once these points are explained, participants are asked again if they are still willing to take part. If they decline, they are free to leave without any pressure or follow-up.

Confidentiality will be strictly upheld throughout the evaluation. All data will be securely stored and handled in line with data protection protocols. Identifiable information will be anonymized or removed where necessary to protect privacy, and all appropriate safeguards will be in place to prevent unauthorized access or disclosure. These measures are intended to ensure that participants' identities remain protected at every stage of the process.

5. **Do No Harm:** The evaluation will strictly follow the "do no harm" principle, ensuring that neither the data collection process nor its outcomes have any negative impact on respondents, MYRP staff, or researchers. This includes safeguarding participants from psychological distress, stress, anxiety, or invasion of privacy. The data collection process will be designed to minimize risks, and field researchers will be trained to refrain from making any material or non-material promises to respondents.
6. **Conflict sensitivity:** Given the regional dynamics and complexity of MYRP partner's operational context, Voluntās will adopt a conflict-sensitive approach to evaluation. This ensures that the evaluation process and its findings do not inadvertently exacerbate tensions. Data collection tools will be designed to account for diverse stakeholder perspectives, incorporating contextual sensitivities to ensure that findings reflect a nuanced understanding of MYRP partner's role in supporting stability and sustainable development.
7. **Gender and human rights sensitivity:** The evaluation will align with international human rights and gender equality standards, ensuring that women and girls' voices are actively included, and gender-related impacts of the MYRP are assessed. The evaluation will examine how gender-responsive⁵ approaches were integrated into the MYRP's design and implementation and assess their broader effects on MYRP partners staff, stakeholders, and regional partners. Where necessary, gender-responsive data collection methods will be used, including single-sex focus groups for respondents who prefer them and ensuring that female interviewees are available for female respondents. One of the main purposes of this evaluation is to identify whether the project did mainstream gender efficiently and ensured equitable and gender responsive access for girls and boys to the program. The evaluation will also provide actionable recommendations for enhancing gender mainstreaming in future organizational reforms.
8. **Child protection:** Child protection is paramount in our research, especially when engaging with vulnerable populations. Our approach includes strict measures to safeguard children's rights and well-being throughout the data collection process. This entails obtaining informed consent from guardians, employing child-friendly interviewing techniques, and ensuring that our interactions with children do not expose them to harm or distress.

Parental consent will be obtained through one of two methods: either parents will be contacted directly using information provided by the grantees to request permission for their children's participation, or children will be given permission slips to take home,

⁵ Gender-responsive describes a policy, programme, budget, evaluation or other intervention that systematically analyses gender roles, relations and power imbalances and then takes concrete action to remove the specific barriers faced by women, men, girls and boys, so that all can enjoy equitable opportunities, benefits and rights.

outlining the study and seeking their parents' consent. During data collection, a teacher or parent may be present to provide additional support and reassurance.

We are committed to creating a safe and respectful environment for all participants, with a particular focus on preventing any form of exploitation or abuse. Our methodology and team training will emphasize ethical considerations and best practices for conducting research with children, ensuring that the team is fully prepared to recognize, address, and mitigate any potential risks.

- 9. Anti-corruption strategy:** Voluntās is committed to providing accountable and transparent services to all our clients. Our work and anti-corruption strategy are guided by the *Standards of Conduct for the International Civil Service*, developed by the International Civil Service Commission, United Nations New York, 2013⁶.
- 10. Whistleblower policy:** Voluntās upholds a strict whistleblower protection policy with the aim to support the reporting of any observed misconduct and protect whistleblowers from any sort of repercussions or retaliation. Our partnership structures allow for mutual accountability procedures, with multiple oversight mechanisms that enable safe reporting. This policy also applies to B.O.T., and we will provide dedicated contact channels—such as phone numbers and email addresses—for submitting complaints related to Voluntās, B.O.T., or MYRP partners. Any issues raised concerning activities hosted or supported by MYRP partners will be promptly documented and communicated in writing to the relevant parties.

⁶ <http://icsc.un.org/resources/pdfs/general/standardsE.pdf>

2.5.6. Risk and Mitigation Measures:

Given the scope of data collection, the nature of the Lebanese context, and the geographic distribution of activities, Voluntās anticipates certain risks and outlines below the measures that will be taken to mitigate them throughout the implementation of this evaluation.

Potential Risk	Mitigation Measures	● High risk ● Medium risk ● Low risk
<p>The suspension of activities in case of crisis escalation</p>	<p>Dual-track approach: safety protocols for field teams and adaptive evaluation strategies</p>	<p>While the current ceasefire in Lebanon went into effect in November 2024, the security situation—particularly in the south—remains volatile and may impact both the safety of field researchers, participants, and the continuity of MYRP implementation. To safeguard those involved in data collection, we apply a strict, tested security protocol: area supervisors maintain regular check-ins with local researchers to assess the security environment and jointly decide whether it is safe to proceed with fieldwork. This ensures timely adjustments to data collection to avoid unnecessary risks.</p> <p>In parallel, should the security situation result in the suspension of MYRP activities and prevent full implementation by UNESCO and Save the Children, we will adapt the evaluation scope accordingly. This includes focusing on completed activities, engaging relevant personnel for prospective insights, and incorporating documentation reviews to assess progress up to the point of suspension. This dual-track mitigation strategy ensures the safety of researchers while maintaining the continuity and integrity of the evaluation, even under challenging conditions.</p>
<p>Impact of unexploded ordnance on field visits and data collection</p>	<p>Pre-field security assessments</p>	<p>The presence of unexploded ordnance in conflict-affected areas like the south of Lebanon may restrict access and pose safety risks for researchers. We will conduct security assessments before fieldwork, avoid high-risk areas, and adapt remote data collection where necessary.</p>
<p>Limited access to areas of intervention</p>	<p>Enhancing coordination with local authorities and stakeholders</p>	<p>Restricted access to intervention areas due to security concerns or logistical constraints may hinder data collection. To mitigate this, we will strengthen coordination with schools, local authorities, community-based organizations (CSOs) and the grantees to facilitate access. By leveraging partnerships with project stakeholders and engaging trusted community members, we aim to enable smooth and timely data collection, even in hard-to-reach locations.</p>

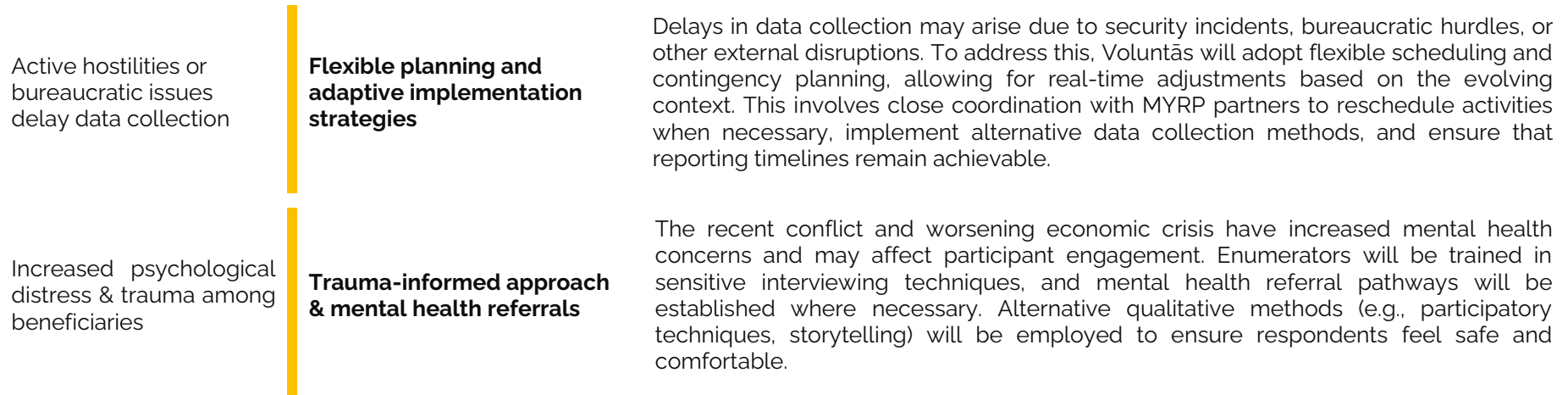


Figure 3. Risk and Mitigation Matrix

3. Workplan:

3.1. Project Process

Voluntās will take a transparent, context-sensitive, and inclusive approach to the collaboration with the MYRP partners. The study will be divided into three main phases, as outlined in the figure below: (1) Inception, (2) Data Collection, and (3) Reporting & Final Presentation.

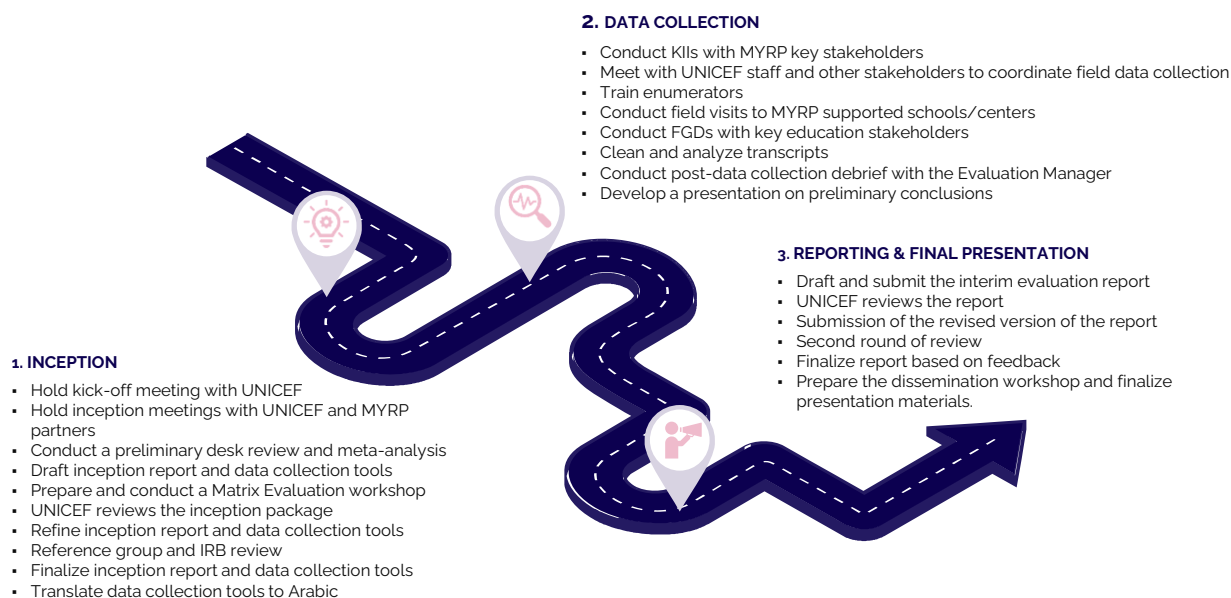


Figure 4. Project Process

The table below outlines each phase of the evaluation process, along with the specific roles and responsibilities of the Evaluation Team (Voluntās) and the Reference Group in each phase.

Inception Phase	
<p>Evaluation Team:</p> <ul style="list-style-type: none"> • Lead kick-off and inception meetings • Conduct desk review & meta-analysis • Draft inception report and data collection tools • Revise tools/report after UNICEF, Reference group, and IRB comments • Translate tools to Arabic 	<p>Reference Group:</p> <ul style="list-style-type: none"> • Supply stakeholder contacts and documents requested. • Review inception report & tools; return consolidated comments. • Endorse refined methodology before IRB submission.
<p>The inception phase began with a series of meetings with UNICEF and key MYRP stakeholders, including UNESCO, Save the Children, ECW, MEHE, CERD and others to clarify the evaluation’s overall objectives, scope, timeline, and areas of focus. These discussions were critical to building alignment among partners and ensuring that the evaluation is both responsive to the Lebanese context and strategically useful for all stakeholders involved. These discussions played a key role in refining the evaluation questions to align with shared priorities—such as learning outcomes, system strengthening, gender responsiveness, and the evolving crisis context in Lebanon. Alongside these consultations, the team conducted a desk review of programme documents and monitoring data to inform the evaluation framework and tool development. Draft tools will be revised in coordination with UNICEF and the Evaluation Reference Group. The Final Inception Report, along with the finalized</p>	

data collection tools (including Arabic versions), will be submitted for review and ethical approval prior to fieldwork.

Data Collection Phase

Evaluation Team:

- Train enumerators; coordinate field logistics with UNICEF, UNESCO, and SCI staff
- Conduct KIIs, FGDs, and school/centre visits
- Clean/anonymize data; run initial analyses
- Debrief with Evaluation Manager and draft preliminary-findings deck

Reference Group:

- Facilitate access to ministries, schools, centres, and partner staff
- Monitor data-collection progress and flag contextual risks
- Comment on preliminary-findings deck and FCR matrix

During the Data Collection Phase, the evaluation team will conduct primary data collection through site visits, KIIs and FGDs with key stakeholders, including students, teachers, caregivers, school administrators, government representatives, and implementing partners. The team will visit MYRP-supported schools and learning centres across Lebanon to assess the programme's effectiveness, inclusivity, and impact. Regular updates will be shared with the Evaluation Manager to ensure transparency in the data collection process. Once data collection is complete, the team will analyze and process the data, followed by a debrief session with the UNICEF evaluation team to present preliminary insights. A PowerPoint presentation summarizing preliminary findings will be developed and discussed in a validation workshop with the Reference Group.

Analysis & Reporting Phase

Evaluation Team:

- Draft interim & final reports, FCR matrix, and presentation materials
- Integrate feedback from all reviews
- Present findings, emerging recommendations, and slides at validation & dissemination workshops

Reference Group:

- Conduct two rounds of technical review (interim and final).
- Validate conclusions and recommendations in workshops.

During the analysis & reporting phase, the evaluation team will analyze and synthesize the data collected during the fieldwork. This phase will focus on drafting, reviewing, and finalizing the evaluation report to ensure it meets UNICEF's quality standards. The team will develop a Draft Evaluation Report (Draft 0), which will be reviewed internally by the UNICEF evaluation team. Alongside the draft report, the evaluation team will submit a FCR matrix, providing a mapping of how each conclusion and recommendation is linked to specific findings. Once feedback on Draft 0 is integrated, Draft 1 will be submitted for review by the Evaluation Reference Group (ERG). After incorporating the feedback, a Final Evaluation Report will be submitted. A dissemination workshop will then be conducted to present the findings, conclusions, and recommendations to key stakeholders, including UNICEF, implementing partners, government representatives, and donors.

3.2. Deliverables

Voluntās will deliver the following key outputs:

- **Inception Report:** A detailed evaluation plan, including methodology, data collection tools, and timeline. The inception report will also include a presentation of the workplan, data quality assurance procedures and risks and mitigation measures
- **Reference Group Presentation:** The Reference Group Presentation is a key activity in the Inception Phase of the evaluation. It serves as an opportunity for the evaluation team to present the proposed methodology, evaluation framework, and data collection approach to the reference group for feedback, ensuring alignment with expectations and priorities before the start of data collection.
- **Clean Transcripts:** Clean transcripts of key informant interviews, focus groups, and site visits will be shared with MYRP partners
- **Preliminary Findings Presentation:** A PPT summary of preliminary findings and emerging recommendations will be shared with the Reference Group to support collective understanding and gather feedback.
- **FCR matrix:** A table summarizing the evaluation’s findings, conclusions, and recommendations, clearly mapping each conclusion to the relevant findings and demonstrating how each recommendation is grounded in the evidence. The matrix will be submitted alongside the draft evaluation report.
- **Draft Evaluation Report:** A comprehensive analysis of findings, including conclusions and actionable recommendations.
- **Final Evaluation Report:** A revised report incorporating stakeholder feedback, including an executive summary and actionable recommendations.
- **Dissemination Workshop:** A final workshop will be held to present all the results and recommendations to relevant stakeholders.

All deliverables will adhere to UNICEF quality standards, ensuring clarity, rigor, and usability for decision-makers and programme stakeholders.

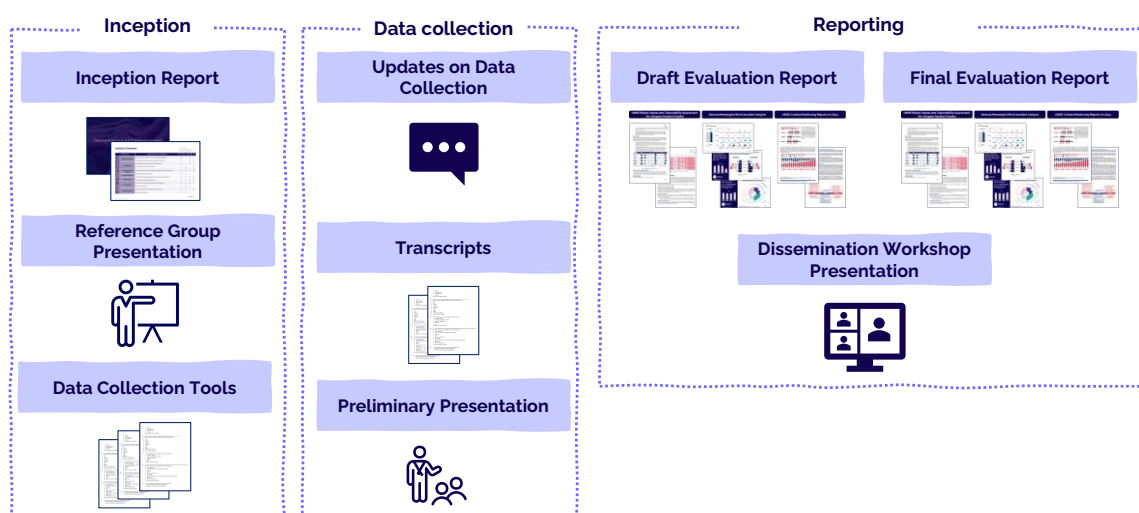


Figure 5. Deliverables

3.3. Timeline

The project started with the kick-off meeting on March 6th and the final evaluation report is planned to conclude by the first week of September 2025. Changes to the timeline may occur based on delays in the activities to be carried out. Any changes to the timeline will be discussed with MYRP partners.

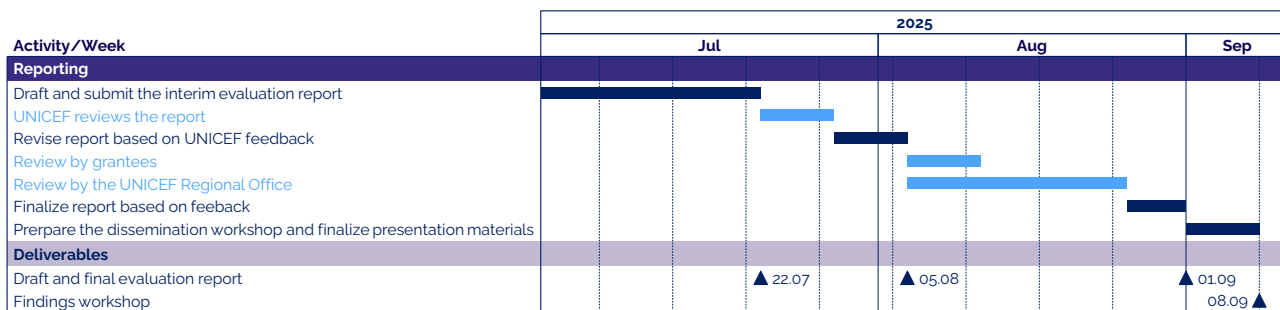
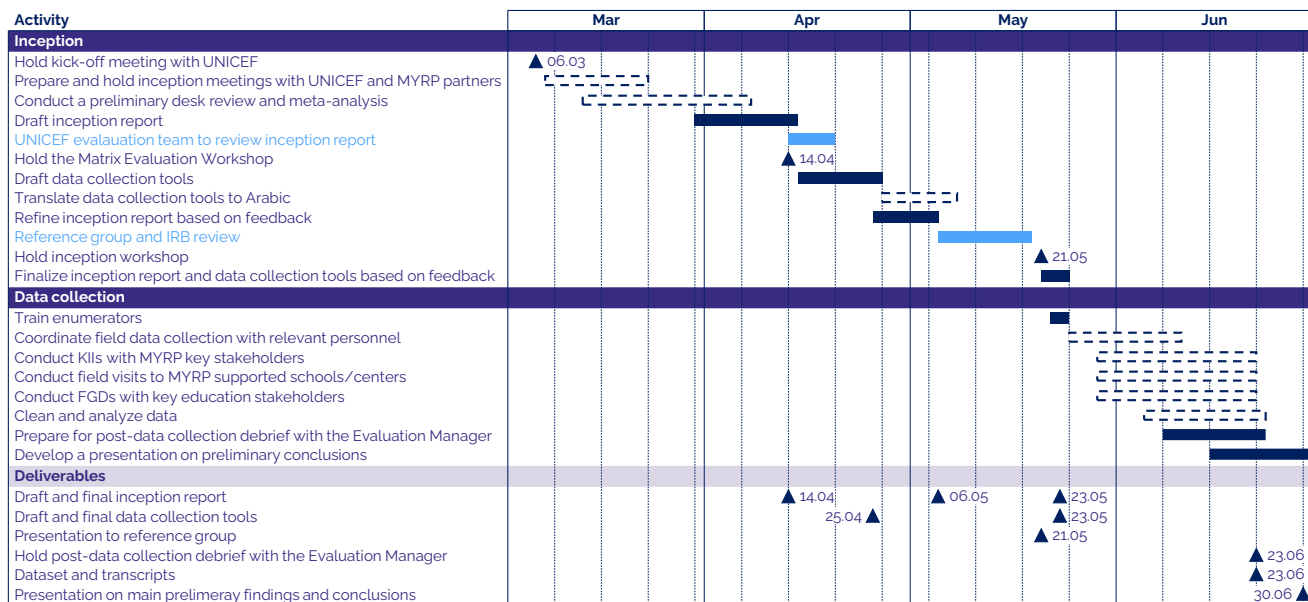


Figure 6. Timeline

4. Annex A – Evaluation Matrix Amendments

Evaluation Question	Revision	Rationale	#	Final Evaluation Framework
RELEVANCE				
1) To what extent were the objectives and design of the MYRP relevant to addressing the education needs of crisis-affected children in Lebanon?	To what extent are the objectives and design of the MYRP relevant and appropriate for addressing the diverse education needs of crisis-affected children in Lebanon—including those identified in needs assessments—and reflecting the specific needs of Syrian and Lebanese boys, girls, youth, children with disabilities, and host, refugee, and IDP communities?	The three questions were merged into one, ensuring focus on diverse needs (Syrian and Lebanese children, by gender, disability status), while avoiding repetition. The revised question also incorporates an item from ECW's guidelines, which has been adapted to prevent overlapping with Question 5.	Q1	To what extent are the objectives and design of the MYRP relevant and appropriate for addressing the diverse education needs of crisis-affected children in Lebanon—including those identified in needs assessments—and reflecting the specific needs of Syrian and Lebanese boys, girls, youth, children with disabilities, and host, refugee, and IDP communities?
2) How relevant, appropriate, and significant is the support provided to the MYRP target group(s) i.e. boys, girls, youth, teachers, learning spaces, communities?				
3) To what extent and how does the MYRP equally respond and adapt to differentiated needs of conflict and crisis-affected population groups i.e. boys and girls, IDPs/refugees/hosts, children with disabilities?				

<p>4) To what extent are the choices of geographical locations and target groups transparent and evidence-based given country/context needs?</p>	<p>To what extent are the choices of geographical locations and target groups transparent and evidence-based, taking into account displacement dynamics (i.e., the movement of conflict-affected populations such as refugees, IDPs, and host communities) and the broader national context needs?</p> <p>a) How realistic was its design and resourcing in relation to the scale of identified needs?</p>	<p>Amended to provide greater precision and to explicitly reference displacement dynamics resulting from the recent conflict. An additional follow-up question was included at UNICEF's request, focusing on how realistic the MYRP is in terms of available resources, design, and overall feasibility.</p>	<p>Q2</p>	<p>To what extent are the choices of geographical locations and target groups transparent and evidence-based, taking into account displacement dynamics (i.e., the movement of conflict-affected populations such as refugees, IDPs, and host communities) and the broader national context needs?</p> <p>a) How realistic was its design and resourcing in relation to the scale of identified needs?</p>
<p>5) How well aligned was the MYRP with national education priorities and plans?</p>	<p>Removed</p>	<p>Repetitive of Q2 and Q4</p>	<p>Q3</p>	<p>To what extent has the MYRP adapted to changing needs and context over the implementation period?</p>
<p>6) To what extent has the MYRP adapted to changing needs and context over the implementation period?</p>	<p>unchanged</p>			

COHERENCE				
<p>7) How well aligned is the MYRP with national education sector plans, humanitarian response frameworks, and other major education programmes in Lebanon?</p>	<p>How well aligned is the MYRP with:</p> <p>a) the Ministry of Education and Higher Education's (MEHE) Five-Year Plan;</p> <p>b) other national education sector strategies / education programmes;</p> <p>c) relevant humanitarian response frameworks in Lebanon; and</p> <p>d) other programs targeting the same groups</p>	<p>Question was amended based on ECW guidelines, phrasing was clarified, and point 'd' was added</p>	<p>Q4</p>	<p>How well aligned is the MYRP with</p> <p>a) the Ministry of Education and Higher Education's (MEHE) Five-Year Plan;</p> <p>b) other national education sector strategies / education programs;</p> <p>c) relevant humanitarian response frameworks in Lebanon; and</p> <p>d) other programmes targeting the same groups</p>
<p>8) To what extent did the MYRP succeed in bridging the nexus between humanitarian responses and development activities in education, and occupy a strategic position between the Sector Plan and the crisis and emergency plans that are in place?</p>	<p>To what extent has the MYRP effectively bridged the humanitarian-development nexus in education?</p>	<p>Amended to avoid overlap with Q4 c)</p>	<p>Q5</p>	<p>To what extent has the MYRP effectively bridged the humanitarian-development nexus in education?</p>
		<p>Question added based on comments received during the inception report review</p>	<p>Q6</p>	<p>To what extent did the MYRP's gender equality, gender-based violence (GBV) prevention, and disability inclusion activities align with, or complement, broader national or sectoral strategies and frameworks (e.g., national plans on</p>

				gender equality, GBV, child marriage prevention, disability inclusion)?
g) To what extent has the MYRP fostered coordination and collaboration among education actors?	To what extent has the MYRP fostered effective coordination, collaboration, and communication—both within its own structures (amongst UNICEF, UNESCO, and Save the Children) and among the wider education sector (CERD, MEHE, and local partners)—encompassing all stakeholders involved in the design and implementation of its activities?	Added communication within MYRP/grantees, based on UNICEF meeting	Q7	To what extent has the MYRP fostered effective coordination, collaboration, and communication—both within its own structures (amongst UNICEF, UNESCO, and Save the Children) and among the wider education sector (CERD, MEHE, and local partners)—encompassing all stakeholders involved in the design and implementation of its activities?
10) To what extent does the MYRP align and collaborate with other sources of funding that support the MYRP target group(s)?	To what extent does the MYRP align and collaborate with other funding sources supporting the same target groups—including any additional ECW funding available in-country?	Those two questions were merged to avoid repetition	Q8	To what extent does the MYRP align and collaborate with other funding sources supporting the same target groups—including any additional ECW funding available in-country?
11) To what extent does the MYRP align with other sources of ECW funding in-country?				
EFFECTIVENESS				
12) To what extent has the MYRP achieved its intended outcomes and outputs related to education access, quality, learning outcomes, equity and inclusion for crisis-affected children and youth?	To what extent has the MYRP achieved or is likely to achieve all the planned education outputs and outcomes as described in the programme's results framework, including any relevant systems strengthening outcomes? a) What intervention(s) were most critical for achieving the intended programme outcomes?	Amended according to ECW Guidelines	Q9	To what extent has the MYRP achieved or is likely to achieve all the planned education outputs and outcomes as described in the programmes results framework, including any relevant systems strengthening outcomes? a) What intervention(s) were most critical for achieving the intended programme outcomes?

13) To what extent and how are the key actors (ECW, beneficiaries , Government, Civil Society Organizations (CSOs) and UN grantees) engaged in the design, planning, implementation, and monitoring of the interventions?	To what extent and how were the key actors (ECW, Government, CSOs and UN grantees) involved in the design, planning, implementation, and monitoring of the interventions?	Adjusted the wording; beneficiaries' inclusion in design is covered by Q31	Q10	To what extent and how were the key actors (ECW, Government, CSOs and UN grantees) involved in design, planning, implementation, and monitoring of the interventions?
		Question added based on comments received during the inception report review	Q11	To what extent has the MYRP contributed to strengthening national education systems, policies, and institutional capacities in Lebanon?
14) How effective have MYRP interventions been in strengthening education system capacity and resilience?	Removed	Repetitive, covered by Q8	Q12	To what extent and how did the MYRP promote and strengthen a joint (humanitarian-development), coordinated, evidence-based, and inclusive approach to EiEPC programming?
15) To what extent and how is the MYRP implementing a comprehensive multi-faceted packaged response to ensure continued access to safe quality education and improve learning outcomes?	Removed	Repetitive, covered by Q8		
16) To what extent has the MYRP made progress in achieving the planned systemic outcomes (advocacy, resource mobilization (within the education sector), joint planning and reviews, capacity strengthening, data and evidence) as identified in the results framework?	Removed	Repetitive, covered by Q8		
17) To what extent and how did the MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming?	unchanged			
18) Have there been any unintended positive or negative effects of the support that was provided under the MYRP; and if so, how was this dealt with?	Amended and moved to IMPACT	Amended according to ECW Guidelines and moved to IMPACT section - Impact looks at the broader changes produced by an intervention, whether intended or unintended.	Q13	Are there any factors that contributed to or hindered the effectiveness of the interventions?
19) What were the key factors that contributed to or hindered achievement of results?	Are there any factors that contributed to or hindered the effectiveness of the interventions?	Amended wording		

EFFICIENCY				
<p>20) How efficiently were resources used to achieve results? To what extent is the MYRP designed and implemented in a cost-efficient, timely and satisfactory manner?</p>	<p>To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner?</p> <p>A) Were the allocated budgets and implementation timelines realistic, and how well were they managed to ensure that the results were achieved within the planned timeframe, without compromising on quality?</p> <p>B) How adaptable and cost-efficient was the MYRP in responding to evolving crises and shifting needs</p>	<p>Adjusted according to ECW guidelines and wording was adjusted to ensure clarity</p>	<p>Q14</p>	<p>To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner?</p> <p>A) Were the allocated budgets and implementation timelines realistic, and how well were they managed to ensure that the results were achieved within the planned timeframe, without compromising on quality?</p> <p>B) How adaptable and cost-efficient was the MYRP in responding to evolving crises and shifting needs</p>
<p>21) To what extent were implementation and coordination mechanisms effective?</p>	<p>To what extent did implementation and coordination mechanisms—including processes for allocating resources such as funds and personnel among the three grantees and other stakeholders—support the efficient use of resources in line with the program's objectives?</p>	<p>Clarified the phrasing, question was too broad</p>	<p>Q15</p>	<p>To what extent did implementation and coordination mechanisms—including processes for allocating resources such as funds and personnel among the three grantees and other stakeholders—support the efficient use of resources in line with the program's objectives?</p>
<p>22) To what extent was the MYRP efficient in monitoring the programme quality based on robust evidence base?</p>	<p>To what extent was the MYRP efficient in monitoring the quality and results of the programme?</p> <p>A) To what extent was this monitoring based on robust evidence?</p>	<p>Question was divided into two</p>	<p>Q16</p>	<p>To what extent was the MYRP efficient in monitoring the quality and results of the programme?</p>
<p>23) Is the financial absorption capacity of the MYRP satisfactory and aligned with what is planned?</p>	<p>Removed</p>	<p>Repetitive, embedded in Q12</p>		<p>a) To what extent was this monitoring based on robust evidence?</p>

IMPACT				
24) To what extent has the MYRP contributed to continued education access and learning of boys, girls, and adolescents in and beyond the supported learning spaces and communities?	<ul style="list-style-type: none"> To what extent has the MYRP contributed to sustained and equitable access to quality learning opportunities of boys, girls, and adolescents, including those transitioning from NFE to formal education? 	Clearer wording	Q17	To what extent has the MYRP contributed to sustained and equitable access to quality learning opportunities of boys, girls, and adolescents, including those transitioning from NFE to formal education?
25) Has the MYRP (un)intentionally led to wider social, health, economic, and/or environmental changes for supported boys, girls, schools, teachers, and communities?	<ul style="list-style-type: none"> Has the MYRP (un)intentionally led to wider positive or negative effects on supported boys, girls, schools, teachers, and communities? a) How were the (un)intended negative effects of the support provided under the MYRP addressed? 	Amended according to ECW guidelines (was included under effectiveness by ECW). Wording revised to a more general question following the inception presentation with reference group.	Q18	<p>Has the MYRP (un)intentionally led to positive or negative effects on wider changes for supported boys, girls, schools, teachers, and communities?</p> <p>a) how were the (un)intended negative effects of the support provided under the MYRP addressed?</p>
26) To what extent and how has the MYRP contributed to broader education/SDG4 development in the MYRP country?	To what extent has the MYRP contributed to broader education/SDG4 development in Lebanon and informed future education initiatives?	Rephrased for more clarity. Question aligns with ECW guidelines	Q19	To what extent has the MYRP contributed to broader education/SDG4 development in Lebanon and informed future education initiatives?
SUSTAINABILITY				
27) To what extent are the benefits of the MYRP likely to continue after funding ends?	To what extent are the benefits of the MYRP likely to continue after funding ends?	Revised question focuses on whether the benefits persist once external support winds down	Q20	To what extent are the benefits of the MYRP likely to continue after funding ends?
	To what extent has the MYRP strengthened the capacity of national institutions (e.g., MEHE, CERD) to sustain inclusive, gender-responsive, and protective education systems beyond the project period?	Added question for more depth	Q21	To what extent has the MYRP strengthened the capacity of national institutions (e.g., MEHE, CERD) to sustain inclusive, gender-responsive, and protective education systems beyond the project period?

<p>28) What measures have been taken to promote sustainability of results? What concrete measures has the MYRP applied to support longer-term continuity, resilience, and institutional/systemic change? How can the MYRP be strengthened in this regard?</p>	<p>What concrete measures has the MYRP taken to support longer-term continuity, resilience, and the transformation of the education system through institutional and systemic change?</p> <p>A) How can the MYRP be strengthened in this regard?</p>	<p>Phrasing was clarified</p>	<p>Q22</p>	<p>What concrete measures has the MYRP taken to support longer-term continuity, resilience, and the transformation of the education system through institutional and systemic change?</p> <p>A) How can the MYRP be strengthened in this regard?</p>
<p>29) To what extent and how did the MYRP facilitate new and strengthen existing (local) partnerships? How have partnerships contributed to effective delivery of programs?</p>	<p>To what extent and in what ways has the MYRP facilitated and strengthened new and existing partnerships—particularly with national authorities—and how have these collaborations contributed to effective program delivery and local ownership in the design and implementation of the MYRP?</p>	<p>Amended according to ECW guidelines; merged with this required question: To what extent and how has the MYRP ensured sufficient ownership and engagement by national authorities in the design and implementation of the MYRP?</p>	<p>Q23</p>	<p>To what extent and in what ways has the MYRP facilitated and strengthened new and existing partnerships—particularly with national authorities—and how have these collaborations contributed to effective program delivery and local ownership in the design and implementation of the MYRP?</p>
<p>30) How effective was MYRP in mobilizing sufficient resources to scale implementation of the programme?</p>	<p>Removed</p>	<p>Repetitive, covered by Q12-Q14</p>		
		<p>Question added based on comments received during the inception report review</p>	<p>Q24</p>	<p>What challenges or barriers could hinder the sustainability of MYRP results after the end of the funding period?</p>
GENDER RESPONSIVENESS				
<p>31) How effectively did the MYRP address gender inequalities and promote gender-responsive education?</p>	<p>How effectively did the MYRP address gender inequalities, promote gender-responsive education, and empower girls—including adolescent girls?</p>	<p>Text amended to include Q34</p>	<p>Q25</p>	<p>How effectively did the MYRP address gender inequalities, promote gender-responsive education, and empower girls—including adolescent girls?</p>
<p>32) To what extent were interventions tailored to the specific needs of girls and boys?</p>	<p>unchanged</p>		<p>Q26</p>	<p>To what extent were interventions tailored to the specific needs of girls and boys?</p>
		<p>Question added based on comments received during the inception report review</p>	<p>Q27</p>	<p>To what extent is the role of the Gender Lead Organisation (UNICEF) effective in strengthening the capacity of</p>

				partners, cultivating strategic partnerships, and advocating for greater results on gender equality?
33) To what extent have changes in the knowledge, attitudes, and behavior of education personnel regarding gender equality promoted new practice in the provision of gender responsive pedagogy?	To what extent has the MYRP contributed to change the knowledge, attitudes, and behaviour of boys, girls, education personnel and communities regarding gender equality?	Phrasing adjusted/inspired by MYRP Syria for clarity	Q28	To what extent has the MYRP contributed to changing the knowledge, attitudes, and behavior of boys, girls, education personnel and communities regarding gender equality?
34) How and to what extent has the MYRP contributed to the empowerment of girls, including adolescent girls?	Removed	Repetitive, covered by Q21		
LEAVE NO ONE BEHIND				
35) How effectively did the MYRP reach and include the most marginalized and vulnerable groups?	How effectively did the MYRP reach and include the most marginalized and vulnerable groups (incl. children with disabilities)?	Phrasing adjusted for clarity	Q29	How effectively did the MYRP reach and include the most marginalized and vulnerable groups (incl. children with disabilities)?
36) Does the MYRP focus on the most urgent education crisis population groups and geographical locations?	To what extent does the MYRP prioritize the most urgent education crisis-affected population groups—such as children impacted by the conflict with Israel—and the most affected geographical areas? a) What strategies were employed to ensure equitable access and participation?		Q30	To what extent does the MYRP prioritize the most urgent education crisis-affected population groups—such as children impacted by the conflict with Israel—and the most affected geographical areas? a) What strategies were employed to ensure equitable access and participation?
37) To what extent does the MYRP reach the most marginalized and vulnerable unable to	To what extent has the MYRP provided proportionate and equitable support to	Phrasing was adjusted for clarity	Q31	To what extent has the MYRP provided proportionate and equitable support to marginalized

access education and learning otherwise, proportionate to their needs?	marginalized and vulnerable children who would otherwise be unable to access education?			and vulnerable children who would otherwise be unable to access education?
38) What strategies were employed to ensure equitable access and participation? Was the selection of grantees process transparent and fair, given the country context and needs?	Was the process for the selection of beneficiaries transparent and fair, given the country context and needs?	First half of this question is covered by the first two questions under the Leave No One Behind criteria	Q32	Was the process for the selection of beneficiaries transparent and fair, given the country context and needs?
SAFE PROGRAMMING				
39) To what extent did the MYRP incorporate child safeguarding and protection measures?	unchanged		Q33	To what extent did the MYRP incorporate child safeguarding and protection measures?
40) How effective were efforts to create safe and protective learning environments?	unchanged		Q34	How effective were efforts to create safe and protective learning environments?
41) To what extent has the MYRP contributed to address GBV risks and barriers faced by girls and female teachers?	unchanged		Q35	To what extent has the MYRP contributed to address GBV risks and barriers faced by girls and female teachers?
ACCOUNTABILITY TO AFFECTED POPULATIONS				
42) How were crisis-affected communities, including children, involved in programme design, implementation and monitoring?	unchanged		Q36	How were crisis-affected communities, including children, involved in programme design, implementation, and monitoring?
43) What feedback mechanisms were in place and how responsive was the programme to community input?	What feedback and complaint mechanisms were in place and how responsive was the programme to community input?	Include mechanisms to report misconduct, exclusion, harm, or failure in service delivery	Q37	What feedback and complaint mechanisms were in place and how responsive was the programme to community input?

MEANINGFUL CHANGE (VOLUNTAS CRITERIA)				
44) The extent to what MYRP's activities contributed to an increase sense of hope and dignity among beneficiaries?	To what extent did the MYRP intervention contribute to an increased sense of hope and dignity among direct beneficiaries (children, youth, and parents/guardians) and secondary beneficiaries (teachers/educators)?	Improved wording	Q38	To what extent did the MYRP intervention contribute to an increased sense of hope and dignity among direct beneficiaries (children, youth, and parents/guardians) and secondary beneficiaries (teachers/educators)?

5. Annex B – Final Evaluation Matrix

#	Evaluation Questions	Sub-questions	Indicators	Data Collection Mode				Means of Verification
				DR	KII	FGD	SV	
RELEVANCE								
Q1	To what extent are the objectives and design of the MYRP relevant and appropriate for addressing the diverse education needs of crisis-affected children in Lebanon—including those identified in needs assessments—and reflecting the specific needs of Syrian and Lebanese boys, girls, youth, children with disabilities, and host, refugee, and IDP communities?		<ul style="list-style-type: none"> UNICEF, IPs, and government stakeholders' views on the extent to which MYRP objectives align with national education needs assessments (e.g., LCRP, ERP, MEHE Five-Year Plan). Rights holders' (children, caregivers, teachers) views on whether MYRP activities addressed their diverse and specific education needs. Tools, systems, and assessments carried out by MYRP to identify and respond to the needs of vulnerable groups (e.g., Syrian refugees, children with disabilities, girls). Documented alignment of MYRP activities with crisis-affected population profiles and sector needs (e.g., program documents, workplans). 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with grantees, MEHE, CERD, ECW, IPs FGDs with caregivers, teachers, and students Document review of MYRP Programme Document, Five-Year Plan, LCRP, ERP, Narrative Reports
Q2	To what extent are the choices of geographical locations and target groups transparent and evidence-based, taking into account displacement dynamics (i.e., the movement of conflict-affected populations such as refugees, IDPs, and host communities) and the broader national context needs?	a) How realistic was its design and resourcing in relation to the scale of identified needs?	<ul style="list-style-type: none"> UNICEF, IPs, and government stakeholders' views on the process and evidence used for geographic and target group selection. Availability and use of displacement data and needs assessments to inform geographic targeting (e.g., mapping studies, assessments). 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with grantees, MEHE, CERD, ECW, IPs FGDs with caregivers and teachers in different governorates (e.g., North, Bekaa, South). Document review of beneficiary mapping documents,

			<ul style="list-style-type: none"> • Rights holders' views on the appropriateness of project targeting to their needs and contexts. • Transparency and clarity of the selection criteria for target groups and geographic areas. 					implementation workplans.
Q3	To what extent has the MYRP adapted to changing needs and context over the implementation period?		<ul style="list-style-type: none"> • KI views on resource prioritization and adaptive planning. • Rights holders' experiences with service delivery quality and comprehensiveness. 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with grantees, ECW, MEHE. • FGDs with caregivers, teachers (to assess adequacy of services). • Document review: MYRP budget documents, NCE justification documents, progress reports.
COHERENCE								
Q4	How well aligned is the MYRP with	<ul style="list-style-type: none"> a) the Ministry of Education and Higher Education's (MEHE) Five-Year Plan; b) other national education sector strategies / education programs; c) relevant humanitarian response frameworks in Lebanon; and 	<ul style="list-style-type: none"> • KI's views on how MYRP interventions align with the MEHE Five-Year Plan and other national sector plans (e.g., LCRP, ERP). • Extent to which MYRP activities are referenced in or contribute to national frameworks, sector plans, and humanitarian strategies. • Presence of cross-references between MYRP activities and other national education/humanitarian programs targeting the same groups. • Views of grantees and government stakeholders on complementarity versus duplication with other education 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with MEHE (DGE), CERD, UNICEF, UNESCO, SCTI, ECW. • FGDs with education sector partners (local NGOs involved in gender network, disability work, NFE partners). • Document review of MYRP Programme Document, MEHE Five-Year Strategic Plan, LCRP and ERP documents, Education Sector Working Group reports, National Inclusive Education Policy and Roadmap,

		d) other programmes targeting the same groups	<p>interventions (including whether MYRP filled gaps).</p> <ul style="list-style-type: none"> Documented evidence of alignment in programme design documents, sector reports, and government strategies. 					<ul style="list-style-type: none"> Transition Framework, NFE action plan.
Q5	To what extent has the MYRP effectively bridged the humanitarian-development nexus in education?		<ul style="list-style-type: none"> KI views on the integration of short-term emergency education interventions with longer-term education system strengthening. Presence of MYRP activities that simultaneously address immediate educational access needs and institutional reforms. Evidence of transition planning from humanitarian to development programming within MYRP outputs (e.g., transition framework, NFE pathways). Beneficiary views (school personnel, teachers) on continuity and long-term benefits of MYRP activities. 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with MEHE (DGE), CERD, grantees, ECW. FGDs with school directors, teachers, and caregivers. Document review: MYRP Programme Document, Transition Framework, NFE Action Plan, sector reports
Q6	To what extent did the MYRP's gender equality, Gender-based violence (GBV) prevention, and disability inclusion activities align with or complement broader national or sectoral strategies and frameworks (e.g., national plans on gender equality, GBV, child marriage prevention, disability inclusion)?		<ul style="list-style-type: none"> KI views on the alignment of MYRP gender mainstreaming activities with national gender and disability inclusion strategies. Integration of gender and disability considerations into MYRP activities and planning documents. Evidence of collaboration with national actors and CSOs specialized in gender and disability (e.g., KAFA, OPDs). Rights-holder (beneficiary) views on inclusion and protection across MYRP-supported interventions. 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with UNICEF Gender Specialist, KAFA, ICF and disability screening experts, MEHE, CERD, grantees FGDs with Gender Network Members, CSOs, caregivers Document review: Gender Action Plan, Inclusive Education Policy and Roadmap, Disability Screening reports.

Q7	To what extent has the MYRP fostered effective coordination, collaboration, and communication—both within its own structures (amongst UNICEF, UNESCO, and Save the Children) and among the wider education sector (CERD, MEHE, and local partners)—encompassing all stakeholders involved in the design and implementation of its activities?		<ul style="list-style-type: none"> • KI views on the quality, frequency, and effectiveness of coordination meetings (7PSC, PEC, sector working groups, etc). • Evidence of joint planning, information sharing, and joint monitoring between grantees and MEHE/CERD. • Documented coordination structures/mechanisms • Stakeholder general perceptions of collaboration challenges or successes. 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with UNICEF, UNESCO, STC, MEHE /DGE, CERD, ECW. • FGDs with local implementing partners and Gender Network members. • Document review: minutes of Programme Steering Committee and Executive Committee meetings, joint workplans, sector coordination reports.
Q8	To what extent does the MYRP align and collaborate with other funding sources supporting the same target groups —including any additional ECW funding available in-country?		<ul style="list-style-type: none"> • KI views on MYRP's complementarity with other donor-funded education programmes (EU, ECHO, Swiss government, etc.). • Evidence of MYRP leveraging or aligning with other ECW and non-ECW funding streams (e.g., seed funding and national education fund contributions). • Documented fundraising, advocacy, and resource mobilization efforts tied to MYRP activities (e.g., Output 4.2). 	✓	✓			<ul style="list-style-type: none"> • KIIs with grantees ECW, MEHE • Document review: funding proposals, financial reports, advocacy briefs, joint fundraising efforts.
EFFECTIVENESS								
Q9	To what extent has the MYRP achieved or is likely to achieve all the planned education outputs and outcomes as described in the programmes results framework, including any relevant	a) What intervention(s) were most critical for achieving the intended programme outcomes?	<ul style="list-style-type: none"> • Progress against planned outputs and outcomes • Rights holders' views on whether the programme improved their 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Document Review: Activity Reports, MYRP Programme document, ECW Narrative Reports

⁷ **PSC – Programme Steering Committee:** This is the high-level strategic governance body for the MYRP. It typically includes senior representatives from the Ministry of Education and Higher Education (MEHE), the three MYRP grantees (UNICEF, UNESCO, Save the Children), and ECW. The PSC is responsible for providing strategic direction, ensuring alignment with national priorities, and endorsing key decisions such as revisions to the workplan or budget reallocations. **PEC – Programme Executive Committee:** This is the operational-level coordination body tasked with overseeing day-to-day implementation of the MYRP. It includes representatives from the grantees and MEHE (often CERD or DGE staff), and is responsible for technical coordination, tracking progress, and addressing implementation challenges.

	systems strengthening outcomes?		<p>educational access, safety, learning, and support</p> <ul style="list-style-type: none"> • UNICEF, UNESCO, and STCI staff views on which interventions most significantly contributed to the intended outcomes • CERD and MEHE perceptions of system-level change and strengthened institutional capacity • Perceived effectiveness of key interventions such as NFE bridging programs, digital/blended learning strategies, inclusive education initiatives, school improvement planning, and gender mainstreaming 				<p>(2022/23, 2024 draft), any monitoring related reports and output-related documentation (e.g., Inclusive Education Roadmap, Transition Framework, Gender Action Plan, etc), Monitoring reports from grantees</p> <ul style="list-style-type: none"> • • KIIs grantees, MEHE / DGE, CERD, technical consultants, ECW • FGDs with School directors, teachers, language trainers, caregivers, students (primary and secondary), Gender Network members, local CSOs, and OPDs • Site Visits Observations in schools/centres supported by MYRP
Q10	To what extent and how were the key actors (ECW, Government, CSOs and UN grantees) involved in design, planning, implementation, and monitoring of the interventions?		<ul style="list-style-type: none"> • Participation of ECW, MEHE, CERD, CSOs, and grantees in MYRP design workshops and consultations • Representation in PSE, PEC, gender network, and other MYRP bodies • Frequency and quality of coordination, roles in meetings 	✓	✓	✓	<ul style="list-style-type: none"> • KIIs with grantees, MEHE/DGE, CERD, ECW • Document review (MYRP programme document, meeting minutes, activity reports, etc) • FGDs with Gender Network members, school directors, teachers

Q11	To what extent has the MYRP contributed to strengthening national education systems, policies, and institutional capacities in Lebanon?		<ul style="list-style-type: none"> Number and scope of policies, strategies, or frameworks developed or updated with MYRP support (e.g., NFE framework, inclusive education roadmap) Capacity-building activities conducted for MEHE/CERD staff and feedback from participants Integration of MYRP-supported tools or frameworks into national planning processes. Views of government stakeholders on institutional changes attributable to MYRP 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with MEHE, CERD, DGE, UNICEF, UNESCO, Triangle, ICF, statistics Lebanon, UNICEF, technical experts FGDs with trained government staff (e.g., school directors) Document review (Inclusive Education Policy, Transition Framework, Scenario Modelling reports)
Q12	To what extent and how did the MYRP promote and strengthen a joint (humanitarian-development), coordinated, evidence-based, and inclusive approach to EIEPC programming?		<ul style="list-style-type: none"> Views of stakeholders on collaboration across sectors and programme adjustments Coordination mechanisms established between grantees and government stakeholders Sustainability of intervention 	✓	✓			<ul style="list-style-type: none"> KIIs with grantees, MEHE, DGE, ECW, experts Document review of activity reports, MYRP Programme document, etc
Q13	Are there any factors that contributed to or hindered the effectiveness of the interventions?		<ul style="list-style-type: none"> Identified implementation challenges (e.g., delays, political constraints, funding gaps, conflict disruptions) Adaptive measures taken by implementing partners Right holders' and stakeholders' perceptions of challenges Alignment between planned activities and actual implementation 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with grantees, technical experts, and MEHE/CERD FGDs with teachers, school directors, students, and caregivers Document review (narrative reports, Financial reports, etc) Site visit observations
EFFICIENCY								
Q14	To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner?	a) Were the allocated budgets and implementation timelines realistic, and how well	<ul style="list-style-type: none"> Grantee reflections on the adequacy and realism of budget allocations relative to activities Evidence of budget reallocations, activity reprioritization, or no-cost 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with grantees, ECW, MEHE, DGE, technical experts Document review of financial and narrative reports, budget

		<p>were they managed to ensure that the results were achieved within the planned timeframe, without compromising on quality?</p> <p>b) How adaptable and cost-efficient was the MYRP in responding to evolving crises and shifting needs</p>	<p>extensions in response to contextual changes</p> <ul style="list-style-type: none"> Views of grantees and implementing partners on timelines and perceptions of whether implementation delays impacted outcome achievement or quality Existence and use of cost-efficiency tracking mechanisms (e.g. unit cost comparisons, budget vs. expenditure tracking) Statements and documented examples of activities adaptations Feedback from ECW and MEHE on how efficiently the programme aligned financial resources with system priorities Rights holder feedback on delays in service delivery or resource provision 					<p>allocations, no-cost extension request, monitoring documents</p> <ul style="list-style-type: none"> FGDs with teachers, caregivers and local CSOs regarding perception of timeliness and adequacy of services provided and adaptations made
Q15	To what extent did implementation and coordination mechanisms—including processes for allocating resources such as funds and personnel among the three grantees and other stakeholders—support the efficient use of resources in line with the program's objectives?		<ul style="list-style-type: none"> Perceptions of grantees and MEHE on resource allocation, coordination/communication btw stakeholders Existence and use of joint planning and coordination structures (eg. PSC, PEC) Instances of duplication or gaps due to unclear roles, responsibilities, or poor coordination Evidence of shared use of tools, staff, or delivery platforms across grantees to maximize resource use 	✓	✓			<ul style="list-style-type: none"> KIIs with grantees, ECW, MEHE/DGE, CERD, MEHE Document review on financial reports, budget revision, PSC/PEC meeting minutes,
Q16	To what extent was the MYRP efficient in monitoring the quality and results of the programme?	a) To what extent was this monitoring based	<ul style="list-style-type: none"> Monitoring frameworks/tools Perceptions of IPs, CERD and MEHE on monitoring tools and mechanism 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with grantees, ECW, MEHE Document review of monitoring

		on robust evidence?	<ul style="list-style-type: none"> Existence of feedback mechanisms Rights holder perceptions of whether feedback mechanisms were accessible and responsive 					<p>documents, activity reports, feedback/complaint tools</p> <ul style="list-style-type: none"> FGDs with right holders
IMPACT								
Q17	To what extent has the MYRP contributed to sustained and equitable access to quality learning opportunities of boys, girls, and adolescents, including those transitioning from NFE to formal education?		<ul style="list-style-type: none"> Number and profiles (gender, age, disability, displacement status) of children enrolled in MYRP-supported learning activities Percentage of students transitioning from non-formal to formal education perceptions of children and caregivers on improved access to education and improvements in learning Teacher reports on changes in student engagement, attendance, and progress Views of grantees and MEHE on how MYRP interventions supported sustained learning pathways Numbers of centres/schools supported 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with grantees, MEHE DGE technical consultants, CERD FGDs with students, caregivers, teachers Document review of narrative reports, monitoring and output related reports, transition framework, inclusive education roadmap Site visit observations of learning environments, any supported infrastructural changes on centres or schools
• Q18	Has the MYRP (un)intentionally led to wider positive or negative effects on supported boys, girls, schools, teachers, and communities?	a) How were the (un)intended negative effects of the support provided under the MYRP addressed?	<ul style="list-style-type: none"> Perceptions of right holders on whether the programme improved or worsened dynamics at school/access to education Reported feelings of inclusion or exclusion, changes in attitudes toward girls, children with disabilities, refugees, etc. Reported tensions in relation to gender (eg. laha kits, gender trainings, etc.) 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with grantees, UNICEF gender specialist, KAFA, CERD, MEHE, technical experts FGDs with Gender Network members, caregivers, students, teachers Document review of activity reports

			<ul style="list-style-type: none"> Reflection by implementers on unintended consequences 					<ul style="list-style-type: none"> Site visits observations, school staff feedback
Q19	To what extent has the MYRP contributed to broader education/SDG4 development in Lebanon and informed future education initiatives?		<ul style="list-style-type: none"> Inclusion of MYRP supported policies and frameworks in national education planning (e.g. transition framework, etc.) Perceptions of MEHE, CERD, and grantees on how the MYRP influenced reforms aligned with SDG4 goals Extent to which MYRP outcomes are embedded in institutional processes (e.g., adoption of new curriculum, certification frameworks, or teacher training standards). Replication of MYRP tools/ approaches by other actors working in education 	✓	✓			<ul style="list-style-type: none"> KIIs with MEHE, DGE, CERD, ECW, grantees, technical experts Document review of MYRP programme document, MEHE Five Year Plan, Inclusive Education Policy, Transition Framework, Digital Learning Strategy
SUSTAINABILITY								
Q20	To what extent are the benefits of the MYRP likely to continue after funding ends?		<ul style="list-style-type: none"> Frameworks/policies (eg. Inclusive education policy, Transition Framework) adopted or in the process of being institutionalized within MEHE or CERD Level of local ownership or capacity (e.g. within MEHE/CERD to continue activities initiated by the MYRP Stakeholder views on sustainability of MYRP activities Alignment of MYRP activities with national priorities and policies 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with MEHE, DGE, CERD, grantees, technical consultants, KAFA, Triangle, Statistics Lebanon FGDs with IPs, Gender Network, OPDs Document review of national education strategy documents, narrative reports

Q21	To what extent has the MYRP strengthened the capacity of national institutions (e.g., MEHE, CERD) to sustain inclusive, gender-responsive, and protective education systems beyond the project period?		<ul style="list-style-type: none"> • Number and scope of policies, strategies, or frameworks developed or updated with MYRP support (e.g., Inclusive Education Policy, Transition Framework). • Extent of capacity-building activities conducted for MEHE and CERD staff, including number of trainings and participant feedback. • Evidence of institutional uptake, such as integration of MYRP-supported tools or frameworks into national education plans or systems. 	✓	✓		<ul style="list-style-type: none"> • Document review of (Inclusive Education Policy and Roadmap, Transition Framework, Gender Action Plan, Training reports and capacity building workshop documentation (e.g., attendance sheets, agendas, evaluations, Monitoring and progress reports from the grantees, Policy adoption, etc) • KIIs with MEHE, CERD, grantees, Triangle • FGDs with trained government staff (school directors, CERD, MEHE), gender network members, local CSOs
Q22	What concrete measures has the MYRP taken to support longer-term continuity, resilience, and the transformation of the education system through institutional and systemic change?	a) How can the MYRP be strengthened in this regard?	<ul style="list-style-type: none"> • Policy-level contributions • Integration of MYRP reforms into national priorities • Capacity building activities with government actors (e.g., training CERD/MEHE staff, school directors and teachers) • Scenarios developed by Triangle • Mechanisms to ensure cross-sectoral coordination 	✓	✓		<ul style="list-style-type: none"> • KIIs with grantees, MEHE, CERD, DGE, Triangle, technical experts • Document review of Inclusive education policy, transition framework, gender and blended learning strategies, documents related to capacity building
Q23	To what extent and in what ways has the MYRP facilitated and strengthened new and existing partnerships—particularly with national authorities—and how have these collaborations contributed to effective program		<ul style="list-style-type: none"> • Evidence of new or strengthened partnerships with MEHE (including DGE, DOPS), CERD, local CSOs, OPDs, and other government entities through joint 	✓	✓	✓	<ul style="list-style-type: none"> • KIIs with grantees, MEHE, DGE, DOPS, CERD, KAFA, Triangle, Réseau Canopé

	delivery and local ownership in the design and implementation of the MYRP?		<ul style="list-style-type: none"> planning, co-implementation, and coordination mechanisms Active participation of MEHE/DGE/CERD in strategic leadership roles (e.g. via PSC or PEC) Number and nature of local partners engaged, especially women-led or rights-based organizations (e.g., KAFA, OPDs) 					<ul style="list-style-type: none"> FGDs with local CSOs, OPSs, Gender Network Document review of MYRP programme document, activity reports, meeting notes
Q24	What challenges or barriers could hinder the sustainability of MYRP results after the end of the funding period?		<ul style="list-style-type: none"> Stakeholder perceptions on the long-term viability of MYRP-supported interventions without external funding ECW and grantees views on fundings and catalytic potential Evidence of institutionalization of MYRP tools/frameworks Dependence on external technical assistance/support Availability of national education budgets Degree of capacity built within MEHE, CERD, and local institutions Views on external risks and structural challenges such as political instability, teacher strikes, or economic crises, as cited in KIIs or progress reports Interest of right holders in accessing education 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with grantees, MEHE, DGE, CERD, technical experts, ECW FGDs with IPs, teachers, school directors Document review of financial documents, narrative reports, Inclusive education roadmap, etc.
GENDER RESPONSIVENESS								
Q25	How effectively did the MYRP address gender inequalities, promote gender-responsive education, and empower girls — including adolescent girls?		<ul style="list-style-type: none"> Integration of gender analysis in programme design and implementation 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with UNICEF Gender Specialist, grantees, KAFA, MEHE, CERD

			<ul style="list-style-type: none"> • Extent to which Gender Action Plan is aligned with context-specific needs • Extent of participation of adolescent girls in gender-focused consultations and initiatives • Reported changes in knowledge, attitudes, and practices related to girls' education and gender equality among teachers, caregivers, and students • Reach of interventions specifically targeting adolescent girls (e.g. LAHA kits, individual consultations, menstrual health support) 					<ul style="list-style-type: none"> • FGDs with students, esp. adolescent girls, gender network, parents/caregivers, teachers, school directors, and local CSOs • Document review of Gender Action Plan, training reports, LAHA kits activity briefs, adolescent girls' access study • Site visits observations
Q26	To what extent were interventions tailored to the specific needs of girls and boys?		<ul style="list-style-type: none"> • Disaggregated targeting and participation data • Reports or evidence of needs assessments that identified barriers by gender • Stakeholder perceptions on relevance and appropriateness of interventions for different gender groups • Examples of adaptations made during implementation to address emerging gender-specific needs 	✓	✓	✓	✓	<ul style="list-style-type: none"> • KIIs with grantees, UNICEF gender specialist, KAFA • FGDs with students, teachers, gender network • Document review of Gender Action Plan, activity reports, MYRP Programme document
Q27	To what extent is the role of the Gender Lead Organisation (UNICEF) effective in strengthening capacity of partners, cultivating strategic partnerships, and advocating for greater results on gender equality?		<ul style="list-style-type: none"> • Number and scope of gender capacity-building activities conducted with MYRP partners • Engagements with women-led organizations and gender-focused CSOs (e.g. KAFA) • Effectiveness of the gender network and quarterly coordination meetings. 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with UNICEF Gender Specialist, KAFA, grantees, and ECW • FGDs with the gender network • Document review of gender training related materials, Gender Action Plan,

			<ul style="list-style-type: none"> Stakeholder views on technical support, leadership, and advocacy provided by the GLO Integration of gender results in reporting, advocacy, and learning products. 					quarterly meeting reports
Q28	To what extent has the MYRP mainstreamed gender across its interventions to promote equitable access to quality education and address the specific barriers faced by girls and boys, including through the creation of safe learning environments?		<ul style="list-style-type: none"> Integration of gender indicators and safeguards in programme design Availability of gender-responsive learning environments (e.g. separate WASH facilities, safe reporting mechanisms) Stakeholder and beneficiary views on gender inclusion in learning spaces and services Proportion of beneficiaries reporting a safe and inclusive learning experience Coordination between education, child protection, and WASH to address barriers for girls and boys 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with UNICEF Gender Specialist, grantees, KAFA, MEHE, CERD FGDs with students, esp. adolescent girls, gender network, parents/caregivers, teachers, school directors, and local CSOs Document review of safeguarding policies, Gender Action Plan, training reports, LAHA kits activity briefs, adolescent girls' access study Site visits observations
LEAVE NO ONE BEHIND								
Q29	How effectively did the MYRP identify and address the specific barriers faced by reach and include the most marginalized and vulnerable groups (incl. children with disabilities)?		<ul style="list-style-type: none"> Tools, assessments, and data systems used to identify education needs of vulnerable children (e.g. disability screenings, inclusion assessments) Coverage and tailoring of interventions for children with disabilities, refugee/IDP children, girls Perceptions of rights holders on whether their needs were understood and met 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with grantees, CERD, ICF consultants, inclusive education consultants, MEHE (incl. DOPS) FGDs with caregivers, students, trained teachers, OPDs Document review of Inclusive Education Policy, disability screening tools, enrolment data,

			<ul style="list-style-type: none"> • Availability of referrals and support services (e.g. individual consultations). • Proportion of children with disabilities and other vulnerable groups reached by each MYRP output • 					<ul style="list-style-type: none"> • Gender action plan, narrative reports • Site visits observations of inclusive infrastructure
Q30	To what extent does the MYRP prioritize the most urgent education crisis-affected population groups—such as children impacted by the conflict with Israel—and the most affected geographical areas?	a) What strategies were employed to ensure equitable access and participation?	<ul style="list-style-type: none"> • Selection criteria and targeting approaches used to identify crisis-affected areas and groups • Evidence of adaptations/ activity reprogramming or geographic reprioritization in response to crises (e.g. conflict escalation in the South) • Stakeholder perceptions on responsiveness to evolving crisis needs 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with grantees, MEHE, DGE, CERD, ECW, IPs • FGDs with IPs, affected students and parents in high-risk areas (e.g. South Lebanon) • Document review of implementation area maps, documents related to reprogramming, progress reports
Q31	To what extent has the MYRP provided proportionate and equitable support to marginalized and vulnerable children who would otherwise be unable to access education?		<ul style="list-style-type: none"> • Proportion of identified vulnerable groups benefiting from the MYRP (e.g. children with disabilities, refugee/IDP children, girls, etc.) • Comparison of support given to different groups and geographic areas • Stakeholder views on whether resources were equitably distributed based on needs • Rights holders' perception of adequacy of support received • stakeholder's perception of alternative pathways for marginalised children to access education, other than through the MYRP 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with grantees, CERD, ICF consultants, inclusive education consultants, MEHE (incl. DOPS) • FGDs with caregivers, students, trained teachers, OPDs • Document review of Inclusive Education Policy, disability screening tools, enrolment data, Gender action plan, narrative reports

			<ul style="list-style-type: none"> Number and type of referrals to additional support services for marginalized children 					
Q32	Was the process for the selection of beneficiaries transparent and fair, given the country context and needs?		<ul style="list-style-type: none"> Selection criteria for beneficiaries Stakeholder and rights holder understanding of selection criteria Alignment of targeting with national vulnerability indicators (e.g. from LCRP, MEHE, UNHCR) Presence of complaints/feedback mechanisms for beneficiaries Perceived transparency and of the selection process by local actors and communities 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with implementing partners, MEHE, CERD, AAP Specialist FGDs with community members, local partners Document review of documents related to beneficiary selection and outreach strategies, activity reports, LCRP, Feedback and complaint mechanisms
SAFE PROGRAMMING								
Q33	To what extent did the MYRP incorporate child safeguarding and protection measures?		<ul style="list-style-type: none"> Existence of child safeguarding policies or guidelines adopted by grantees and partners Number and type of staff trained on child protection and safeguarding Referral systems in place for psychosocial support or protection services Rights holders' awareness of safeguarding procedures and reporting channels 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with grantees, AAP specialist, IPs, MEHE, CERD FGDs with teachers, caregivers, and students Document review of safeguarding guidelines, training records, activity reports
Q34	How effective were efforts to create safe and protective learning environments?		<ul style="list-style-type: none"> Students' and teachers views on enhanced safety in school settings thanks to the MYRP Incidence of reported violence 	✓	✓	✓	✓	<ul style="list-style-type: none"> KIIs with grantees, AAP specialist, MEHE, CERD FGDs with students, teachers

			<ul style="list-style-type: none"> • Infrastructure improvements (e.g. latrines, lighting, separated WASH facilities) • Integration of safety topics in school curricula or teacher trainings 					<ul style="list-style-type: none"> • Document review of narrative reports, teacher training content, safeguarding guidelines • Site visits observations of infrastructure improvements •
Q35	To what extent has the MYRP contributed to address GBV risks and barriers faced by girls and female teachers?		<ul style="list-style-type: none"> • Number and type of GBV risk mitigation interventions (e.g. menstrual hygiene management, awareness campaigns, GBV training) • Existence and quality of referral systems for GBV survivors • Girls' reported ability to attend and feel safe in education settings • Teacher and staff training on gender-responsive pedagogy and GBV prevention • Feedback from girls and female educators on support received 	✓	✓	✓	✓	<ul style="list-style-type: none"> • KIIs with UNICEF gender specialist, KAFA, grantees, MEHE, CERD • FGDs adolescent girls, caregivers, female teachers, and gender network members • Document review of Gender Action plan, training records, activity reports
ACCOUNTABILITY TO AFFECTED POPULATIONS								
Q36	How were crisis-affected communities, including children, involved in programme design, implementation, and monitoring?		<ul style="list-style-type: none"> • Existence and use of participatory processes involving children, caregivers, and community members in programme design (e.g. needs assessments, consultation sessions) 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with grantees, IPs, MEHE • FGDs with IPs, students, caregivers, students

			<ul style="list-style-type: none"> • Number and type of FGDs, consultations, or assessments conducted with communities before and during implementation • Inclusion of community voices (especially youth, girls, and caregivers) in monitoring and evaluation tools • Rights holders' awareness of and satisfaction with their involvement in program planning or feedback processes 					<ul style="list-style-type: none"> • Document review of FGD guides, needs assessments, community consultation records, feedback mechanisms, narrative reports
Q37	What feedback and complaint mechanisms were in place and how responsive was the programme to community input?		<ul style="list-style-type: none"> • Existence of functioning feedback and complaint mechanisms across programme sites • Number and type of complaints or feedback received and resolved • Stakeholder satisfaction with responsiveness to feedback • Adjustments made to programme design or implementation based on community input • Accessibility of feedback channels (e.g. for children, persons with disabilities, caregivers) 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with AAP specialist, grantees, IPs • FGDs with community members, students and caregivers
MEANINGFUL CHANGE (VOLUNTAS CRITERIA)								
Q38	To what extent did the MYRP intervention contribute to an increased sense of hope and dignity among direct beneficiaries (children, youth, and parents/guardians) and secondary beneficiaries (teachers/educators)?		<ul style="list-style-type: none"> • Rights holders' perceptions of feeling more hopeful about the future due to educational access or support received • Reported increases in motivation, self-confidence, or optimism among children and adolescents • Feelings of being seen, valued, and treated with dignity by rights holders, teachers, caregivers 		✓	✓		<ul style="list-style-type: none"> • KIIs with IPs • FGDs with students, caregivers, teachers

			<ul style="list-style-type: none">• Teachers' and educators' perceptions of improved working conditions, recognition, and empowerment through training and support• IPs perceptions of meaningfulness of their intervention and support					
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