

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

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B.O.T

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List of Acronyms

AAP	Accountability to Affected Populations
CATI	Computer-Assisted Telephone Interview
CERD	Centre for Educational Research and Development
ECW	Education Cannot Wait
ECE	Early Childhood Education
ERP	Education Response Plan
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GLO	Gender Lead Organization
ICF	International Classification of Functioning
KII	Key Informant Interview
LCRP	Lebanon Crisis Response Plan
MEHE	Ministry of Education and Higher Education
MHPSS	Mental Health and Psychosocial Support
MYRP	Multi-Year Resilience Programme
NFE	Non-Formal Education
NGO	Non-Governmental Organization
OOSC	Out-of-School Children
OPD	Organization of Persons with Disabilities
PEC	Programme Executive Committee
PSC	Programme Steering Committee
PSEA	Protection from Sexual Exploitation and Abuse
SCI	Save the Children International
SDG 4	Sustainable Development Goal 4 (Quality Education)
SEL	Social and Emotional Learning
ToR	Terms of Reference
ToT	Training of Trainers
TREF	Transition and Resilience Education Fund
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USD	United States Dollar
WASH	Water, Sanitation and Hygiene
WG	Working Group

Executive Summary

Background

Lebanon's public education system has been overwhelmed by a decade of intersecting crises – including the Syrian refugee influx, a deepening economic crisis, political instability, COVID-19 disruptions, and the 2024 escalation of conflict – which have deepened inequalities and strained already fragile services. Public schools now serve large numbers of refugee and vulnerable Lebanese children amid declining teacher capacity, rising poverty, and increased protection risks, placing significant pressure on access, retention, and learning. Children with disabilities and adolescent girls and boys face persistent barriers, contributing to widening gaps and negatively impacting progress toward SDG 4 on inclusive and equitable quality education.

The Lebanon Multi-Year Resilience Programme (MYRP) 2022–2026 was designed to address these challenges by expanding equitable access to quality learning for crisis-affected children through both formal and non-formal pathways. Led by MEHE and implemented by UNICEF, UNESCO, and Save the Children with ECW seed funding, the programme seeks to strengthen inclusion, gender equality, disability-responsive systems, and holistic learner support.

By late 2025, most field-based activities had been completed, while several system-level reforms were still underway under a no-cost extension running through December 2025. This evaluation covers all MYRP interventions implemented across Lebanon from programme start in 2022 through the evaluation period, which ran from March to October 2025 and incorporated additional updates from grantees up to November 2025.

Evaluation design and methodology

The evaluation used a revised framework that built on the original terms of reference (ToR) questions and ECW guidance, integrating OECD-DAC criteria together with cross-cutting dimensions such as gender responsiveness, Leave No One Behind, safe programming, accountability to affected populations (AAP), and Voluntās' additional criterion of Meaningfulness, which assesses whether the MYRP fostered a sense of hope, dignity, and purpose among right-holders and implementers. A participatory, theory-based mixed-methods design combined process theory and impact theory to examine both how the programme was implemented and how it contributed to outcomes. Data collection drew on an extensive desk review, 29 key informant interviews, 18 focus group discussions and five site visits, with purposive sampling to capture perspectives from the government, donor, grantees, implementing partners, consultants, teachers, caregivers and students across regions and programme activities. All work followed UNEG ethical standards and UNICEF procedures, with strong safeguards for informed consent, confidentiality, child protection and Do No Harm. Data were analysed thematically at system, programmatic and rightsholder levels, supported by contribution analysis to test the Theory of Change and assess the plausibility of MYRP contributions. While cancellation of the planned CATI survey, lower than expected participation in some activities, weaknesses in the results framework and incomplete implementation due to the no cost extension limited the depth and triangulation of some findings, these constraints were partly mitigated through expanded qualitative work, extensive document review, repeated data verification and direct follow up with key stakeholders. The primary intended users of this evaluation are ECW and the MYRP grantees, to inform programmatic and strategic decision-making; MEHE, to support education sector planning and coordination; and donors and partners, to guide future investments in education in emergencies in Lebanon.

Relevance

The evaluation found that the MYRP's objectives and design were broadly aligned with the education needs of crisis-affected children in Lebanon and appropriately shaped by the country's overlapping crises. Its combined focus on immediate crisis response and longer-term system strengthening was reflected in priorities around NFE pathways, inclusive education, gender-responsive interventions, and strengthened learning quality for out-of-school children, refugees, adolescent girls at risk, and children with disabilities. The programme showed adaptability as grantees adjusted modalities in response to school closures, displacement, and insecurity. However, participation in the design and assessment phases was uneven, with limited engagement of the Education Sector Working Group and some MEHE departments. Overall, while the MYRP's scope and resourcing corresponded to priorities identified at the time of design, and became increasingly pertinent as crises deepened, subsequent shocks and the inability to secure additional funding limited its ability to fully meet the scale of needs.

Coherence

The MYRP was broadly coherent with national education priorities and sector strategies, aligning with MEHE's Five-Year General Education Plan and the Reform Roadmap 2025, and reflecting core pillars on access, quality, and institutional capacity. It was also coherent with major initiatives such as TREF, with MYRP-supported work on NFE, accreditation, and system strengthening informing the Multiple Flexible Pathways framework and efforts to strengthen MEHE's management and accountability systems. Coherence with other programmes targeting similar groups was mixed: coordination among the three grantees was regular and well structured, but the Education Sector WG reported limited information-sharing on implementation plans and tools. Overall, the MYRP helped bridge the humanitarian–development divide by combining crisis-response activities with system-strengthening efforts, but there remains scope to strengthen sector-wide coordination and ensure more consistent involvement of national stakeholders.

Effectiveness

The MYRP demonstrated partial effectiveness, achieving strong gains in expanding access to NFE, promoting inclusive and gender-responsive learning environments, and advancing work on essential policy frameworks. However, the overall results framework proved only partially realistic: while several outputs were feasible and achieved, especially those related to NFE delivery, inclusion, blended learning infrastructure, and policy development, other outputs and indicators relied on preconditions beyond the programme's control, such as the operationalisation of the Transition Framework and stable learning conditions. As a result, the programme could not fulfil its most critical outcome of transitioning out-of-school children (OOSC) into formal education, and progress on learning outcomes remains unverified. Despite meaningful system-strengthening contributions, contextual volatility, systemic policy barriers, and capacity gaps limited the extent to which planned indicators could be achieved and outcomes fully realised.

Efficiency

The MYRP was implemented efficiently despite operating in a highly volatile context. Partners adapted their use of resources by reallocating funds, adjusting activities, and localising procurement to contain rising costs, even as inflation, strikes, security incidents, and MEHE capacity constraints caused delays and made original timelines and targets difficult to achieve. As a public institution, MEHE must follow national legal and administrative procedures, which require several compliance steps. These necessary bureaucratic processes naturally lengthen timelines and contributed to delays. Clear division of roles among UNESCO, UNICEF and SCI, along with transparent selection processes for partners and consultants, supported efficient use of resources and reduced overlap. However, ambitious planning assumptions and limitations in the results framework and monitoring systems, including input-focused indicators, gaps in measurement and duplicated reporting, limited the programme's ability to clearly demonstrate performance and value for money.

Impact

The MYRP delivered meaningful gains in education access, learning, and well-being for some of Lebanon's most vulnerable boys, girls, and adolescents, while laying important groundwork for more inclusive education policy and practice at national level. By enrolling over 11,300 OOSC in protective, learner-centred NFE spaces, the programme enabled improvements in foundational and socio-emotional skills and helped re-engage learners who had been excluded from schooling, particularly non-Lebanese children affected by documentation barriers. Caregiver engagement and targeted gender- and disability-inclusive measures further supported children's participation, safety, and continuity of learning. At the system level, the MYRP contributed to institutionalising NFE, updating curricula, improving teacher capacity, and advancing policies on inclusive and blended learning. However, longer-term systemic influence remains constrained: operationalisation of new policies is incomplete, financing is uncertain, and structural barriers, especially those affecting non-Lebanese learners, continue to limit equitable transitions to formal education.

Sustainability

The MYRP has established critical foundations for sustaining its achievements beyond the funding period through institutional integration, capacity transfer, and enhanced coordination with national authorities. Significant progress has been made, including the integration of blended learning modules into CERD's official educational platform and the adoption of the Inclusive Education Policy in over 116 schools, signalling important institutional commitments to inclusive and equitable education. Nevertheless, operational uptake remains partial, hindered by ongoing financial

instability, inconsistent follow-up, and systemic challenges such as staff turnover and fragmented data systems. For long-term impact, continued technical support, stable financing, structured follow-up, and robust coordination among stakeholders remain essential to consolidate the MYRP's early achievements into lasting systemic change.

Gender responsiveness

The MYRP demonstrated a strong commitment to gender responsiveness by effectively addressing gender inequalities and empowering girls through context-specific, adaptive approaches at classroom and community levels. Interventions such as gender-responsive pedagogy, distribution of Laha kits, targeted safeguarding measures, and community engagement initiatives significantly improved girls' participation and safety. UNICEF, as the Gender Lead Organization, effectively coordinated efforts across grantees, provided targeted capacity-building, and institutionalized gender considerations in programme implementation. However, systemic integration of gender mainstreaming within national policies and data systems remained limited, shaped by differing institutional approaches to gender equality and inconsistent availability of gender-disaggregated data. While the MYRP advanced gender equity in practice, sustained progress toward embedding gender equality across Lebanon's education system will require continued policy focus, dedicated resources, and strengthened collaboration among stakeholders.

Cross-cutting aspects

The MYRP effectively integrated cross-cutting priorities such as gender equality, disability inclusion, AAP, and safeguarding at the operational level, enhancing learner safety, equitable access, and community participation. Interventions such as gender-responsive pedagogy, Laha kits, strengthening safeguarding protocols, and community-driven feedback mechanisms collectively improved inclusion and protection outcomes. However, progress at the systemic level was uneven due to policy constraints, limited institutional capacity, fragmented data systems, and inconsistent follow-up on feedback. While advances such as the Inclusive Education Policy and ICF-aligned screening tools were achieved, broader institutionalisation within MEHE and CERD remains incomplete, and sustaining these gains will require formal integration into national policies, stronger monitoring and accountability, and dedicated resources.

Conclusions

Programme Performance: Access and Learning Outcomes. The MYRP expanded educational access in an exceptionally challenging environment, enrolling substantial numbers of out-of-school children, meeting NFE completion targets, and strengthening MEHE's NFE infrastructure. Equity objectives were largely achieved across safety, inclusion, and protection indicators. However, performance gains were uneven, with learning outcomes constrained by security disruptions and school closures. Evidence from NFE centres indicates improvements in learning and social-emotional development; however, longer-term pathways remained constrained, with documentation requirements preventing transitions to formal education for non-Lebanese children and rigid NFE age criteria hindering continuous progression.

Program design and adaptability. The MYRP demonstrated design coherence and adaptability in a challenging context, balancing humanitarian response with system strengthening. The programme adjusted activities flexibly while maintaining alignment with its programme logic. Alignment with national strategies was strong, and pooled funding enabled progress on system-level priorities. Coordination among grantees supported operational delivery, though engagement with the Education sector was uneven. MEHE engagement was regular but largely focused on outputs rather than strategic direction, with limited updates on implementation between meetings, while internal ministry coordination challenges and bureaucratic delays constrained delivery speed.

System strengthening and institutional change. The MYRP's most significant and potentially durable contributions occurred at the system level, supporting NFE institutionalization under MEHE, expanding the partner pool, advancing unified data systems, embedding blended learning nationally, and establishing the Inclusive Education Policy. These shifts move the sector from fragmented, NGO-led delivery toward government-owned programming. However, sustainability is threatened by financial instability and the absence of clear funding strategies. Operational integration remains incomplete, with persistent institutional challenges including staff turnover, fragmented data systems, and limited inter-departmental coordination undermining continuity.

Gender, disability and inclusion. The MYRP promoted gender equality through context-specific interventions, gender-responsive pedagogy, and a Gender Action Plan. However, the Gender

Network was less effective than intended, and policy-level integration remained uneven due to differing stakeholder perspectives and lack of reliable gender-disaggregated data. On disability inclusion, the programme advanced the first Inclusive Education Policy and exceeded pilot enrolment targets, but broader implementation was constrained by limited OPD engagement. While inclusion structures were established, implementation quality varied and confidence was weakened by confidentiality concerns.

Monitoring, accountability and learning. The MYRP established monitoring systems stronger than many comparable programmes. However, evidence robustness was uneven. Several indicators were input-focused, lacked or had overly ambitious targets, or relied on estimates rather than direct measurement, limiting utility for adaptive decision-making. Complex reporting templates also created inefficiencies. At community level, participation mechanisms were in place, but delays in responding to feedback and closing the loop reduced clarity and weakened accountability.

Financing and sustainability. Despite significant system-strengthening achievements, financial instability poses the greatest threat to sustaining MYRP results. The failure to mobilize external funding, Lebanon's ongoing economic crisis, and uncertainty about continued government investment create significant risks of reform reversal. The ECW seed funding did not function as a catalyst for mobilizing additional resources, as the assumption that documented results would attract external financing did not hold. Without sustainable financing mechanisms and continued donor engagement, even well-designed frameworks may not be implemented at scale.

Lessons learned

Flexibility preserves continuity in crisis contexts: The MYRP's ability to shift between delivery modalities enabled continuity despite repeated disruptions, with regular MEHE coordination supporting rapid reprogramming while maintaining alignment with national priorities. However, frequent adjustments were not systematically documented, reducing transparency. This demonstrates that flexibility is most effective when deliberately built into programme design and accompanied by mechanisms to document key changes, allowing programmes to remain responsive without weakening accountability.

Efficient delivery depends on managing inflation and cost volatility. Lebanon's rapid inflation significantly reduced purchasing power and required continuous adaptations, highlighting the importance of inflation-adjusted budgeting and contingency measures to safeguard implementation against economic shocks.

Administrative constraints are often greater than technical ones. Administrative constraints often outweigh technical ones. Delays largely resulted from slow internal approvals and overlapping mandates within MEHE. As a public institution, MEHE operates within national legal and administrative frameworks that require multiple compliance steps and layers of approval, which inevitably extend timelines. Early mapping of decision-making processes and the establishment of clear, realistic timelines – grounded in actual administrative capacity and ministerial procedures rather than ideal scenarios – could help mitigate these delays.

Digital infrastructure must be matched with support for effective use. Devices were provided to schools in need, but uneven utilisation showed that laptops alone are insufficient; reliable power, software access, maintenance pathways, security measures, and targeted digital skills support for teachers are essential to integrate technology into teaching and learning.

Non-formal education is effective but must link to formal pathways. NFE programmes re-engaged thousands of out-of-school children, but formal reintegration stalled while the Transition Framework was inoperable under documentation requirements that have since been reversed. Continued dialogue with MEHE is needed to ensure consistent implementation, clear guidance, and active monitoring so transition pathways function in practice.

Tangible actions drove faster change than policy commitments. Practical initiatives such as menstrual hygiene support, safe transport, and gender-responsive facilities led to immediate improvements in girls' attendance and confidence, while gender mainstreaming within national policy frameworks advanced more slowly, highlighting the importance of maintaining community-level initiatives alongside system-level advocacy.

Effective safeguarding relies on trusted and transparent referral systems. Although referral systems were in place, confidence was low due to perceived confidentiality risks and unclear

follow-up, demonstrating the need for clear referral guidance and strong confidentiality safeguards to rebuild trust.

Sustainability was stronger where capacity transfer was gradual and embedded. Embedding reforms within MEHE and CERD structures supported institutional ownership and continuity, while the gradual transfer of responsibilities through mentoring strengthened confidence and capacity. However, ensuring these reforms are backed by costed implementation plans and dedicated budgets will help preserve gains beyond external funding cycles.

Recommendations

Strategy and coordination

Ensure early, inclusive engagement of the Education Sector Working Group and key stakeholders. Future programming should involve the Education Sector Working Group, MEHE departments, regional offices, school directors, and frontline staff from the outset to strengthen design, alignment, and complementarity with sector priorities.

Strengthen strategic oversight and clarify programme identity. A shared information dashboard should give MEHE real-time visibility over activities and results, while committee meetings should evolve into strategic dialogue spaces. Clear programme branding and communication would help distinguish MYRP activities from other ECW and donor mechanisms and improve evaluability.

Operationalisation

Ensure full implementation of the Transition Framework to enable NFE–formal pathways. With documentation barriers eased, grantees should support MEHE in communicating policy changes, simplifying enrolment procedures, strengthening coordination between NFE providers and schools, and documenting early transitions to address bottlenecks. Without functional transitions, investments in NFE quality will not achieve intended reintegration outcomes.

Integrate MYRP-developed policies and systems into MEHE planning and budgeting. NFE frameworks, unified data systems, and other tools should be embedded into routine MEHE and CERD operational planning. Time-bound implementation roadmaps, clear role and responsibilities, resource requirements, and dedicated budget lines are essential to consolidate system gains and reduce reliance on external consultants.

Ensure safe, accessible, and inclusive learning through stronger referral protocols and provision. Referral systems should guarantee confidentiality, non-retaliation, and clear feedback. Digital exclusion should be mitigated through offline alternatives or safe study spaces, and all centres should be physically accessible. Course durations should be extended, and interim learning options provided for learners affected by age-based restrictions to prevent gaps in schooling.

Match laptop investments with practical, ongoing support. To ensure classroom use, laptops must be backed by clear maintenance arrangements, reliable software access, teacher digital skills training, and simple contingencies for power and connectivity. Basic security guidance is also needed to minimize risks of loss or theft.

Enhance gender equality and disability inclusion through stronger policy integration and inclusive engagement. Community-level initiatives that improved girls' participation should be sustained while system-level advocacy advances policy integration and dedicated reporting. Disability inclusion should be deepened through broader OPD engagement and practical application of intersectional approaches.

Sustainability and accountability

Strengthen monitoring, reporting, and feedback systems to improve data quality and accountability. Future programming should standardise data collection, use directly measurable indicators, and set realistic targets. Simplified templates and centralized documentation of adjustments will improve transparency. Feedback mechanisms should follow clear protocols, respond in a timely manner, and use varied modalities to remain accessible to diverse groups.

Develop and implement a financing strategy to ensure sustainability. Given ongoing financial instability, MEHE and partners should develop a multi-year financing strategy that combines domestic budget advocacy with targeted donor engagement and explores pooled or innovative funding mechanisms. Without a clear plan, key policies and frameworks risk stalling or being abandoned.

1. Introduction

Background and Context

Public education sector in Lebanon has been shaped by a succession of overlapping and mutually reinforcing crises over the past decade, placing the system under significant strain. These include the prolonged Syrian refugee crisis, persistent political instability, a severe economic collapse that became fully apparent in 2019, the Beirut port explosion in August 2020, the COVID-19 pandemic, and most recently the nationwide escalation of conflict between September 2023 and November 2024. Together, these shocks have disrupted education service delivery, weakened institutional capacity, and undermined learning outcomes, particularly for vulnerable children.

Even before the Syrian crisis, Lebanon's public education system faced structural challenges related to quality, equity, and resourcing. **Public schools already served large numbers of non-Lebanese students**, while many Lebanese families opted for private education due to perceived shortcomings in the public sector. The influx of Syrian refugees significantly increased pressure on the system and, by 2018, enrolment of Syrian refugee students had nearly doubled attendance in public schools. To cope with demand, many schools adopted double shifts,¹ which expanded access but placed additional strain on infrastructure, teaching staff, and learning conditions.

The **economic downturn** that intensified in late 2019 further affected public education through three interrelated challenges. First, reduced household purchasing power led to increased enrolment in public schools as families sought lower-cost education options. Between the 2019/20 and 2020/21 academic years, more than 51,500 Lebanese children transferred from private to public schools, increasing pressure on already limited resources.² Second, currency devaluation reduced the real value of teachers' salaries by 50 percent, while rising transportation costs affected staff attendance.³ These conditions contributed to periodic strikes from 2022 onward and to staffing shortages as many educators left the country in search of better opportunities, disrupting instructional time and continuity of learning. Third, economic conditions also increased vulnerability among Lebanese and non-Lebanese households. High food inflation contributed to rising food insecurity,⁴ while loss of livelihoods reduced families' ability to meet education-related expenses such as transportation, learning materials, and school supplies.⁵ Refugee families also increasingly relied on child labour as a coping strategy.⁶ These factors contributed to higher risks of absenteeism and dropout and increased the need for complementary student support services, including health, nutrition, and psychosocial assistance.

The **COVID-19 pandemic** further disrupted education through nationwide school closures beginning in March 2020, affecting more than 1.2 million school-aged children.⁷ The shift to remote learning lasted nearly two years but was largely ineffective due to weak internet infrastructure, frequent electricity outages, fuel shortages, and limited access to digital devices, particularly in rural areas and among low-income and refugee households.⁸ As a result, learning losses widened and educational inequalities deepened, disproportionately affecting the most vulnerable children.

The **escalation of conflict in southern Lebanon in October 2023**, followed by nationwide hostilities between September 2023 and November 2024, further destabilized the education system. Large-scale displacement and widespread infrastructure damage affected regions such as the South, Baalbek, and Dahieh in Mount Lebanon. Approximately half of public schools were repurposed as collective shelters, and hundreds sustained damage, severely disrupting access to safe learning

¹ UNICEF, Lebanon: Education Thematic report, 2018

² MYRP Lebanon proposal and budget

³ ATFL, *How to Prevent Lebanon from Experiencing a "Lost Generation"*, 2023

⁴ World Food Programme, *WFP Lebanon Situation Report – July 2023*, 2023

⁵ Human Rights Watch, *Lebanon: Rising Poverty, Hunger Amid Economic Crisis*, 2023

⁶ UNICEF, *Lebanon Humanitarian Situation Report No. 2*, 2023

⁷ Save the Children, *The Global Refugee Crisis and COVID-19: Situation Report*, 2023

⁸ SMEX, *Remote Learning and the Digital Divide in Lebanon*, 2023

environments.⁹ Displaced children faced heightened barriers to education due to unstable living conditions, psychosocial distress, and limited access to alternative learning options.

Across these contexts, **certain groups face persistent barriers to education**. Children with disabilities continue to experience limited access due to gaps in the implementation of inclusive education policies, insufficient classroom adaptations, and limited teacher capacity. Adolescent girls and boys face different challenges, with boys more likely to leave school for work and girls affected by early marriage, caregiving responsibilities, safety concerns, sexual harassment, and limited access to appropriate menstrual hygiene support, all of which contribute to absenteeism and dropouts.¹⁰

These compounded challenges have severely undermined Lebanon's progress toward achieving Sustainable Development Goal 4 (SDG 4), which calls for inclusive and equitable quality education and lifelong learning opportunities for all. Persistent disparities in access, retention, and learning outcomes, particularly among refugees, children with disabilities, and adolescent girls, highlight the urgent need to strengthen the resilience, inclusivity, and gender responsiveness of the education system in line with SDG targets.

About the Multi-Year Resilience Programme (MYRP)

The rationale behind the Lebanon Multi-Year Resilience Programme (MYRP) is rooted in addressing the acute and protracted education crisis affecting Lebanon due to overlapping shocks. 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. In doing so, the MYRP contributes to SDG4 by promoting inclusive, equitable, and quality education and lifelong learning opportunities for all. **The MYRP's contribution to SDG4 will be assessed in detail in section 4.5 on Impact of this report.**

The MYRP was implemented nationwide across all eight governorates of Lebanon, including Akkar, North Lebanon, Baalbek-Hermel, Bekaa, Mount Lebanon, Beirut, South Lebanon, and Nabatiyeh. Originally designed as a three-year programme (2022-2024), the MYRP experienced significant implementation delays and disruptions which affected programme delivery across multiple locations. As a result, the programme was granted several no-cost extensions, and its implementation period was extended to June 2026.

The programme aims to ensure that 233,369 crisis-affected girls and boys, including adolescents, have equitable access to free, quality education and effective learning opportunities. It follows a Leave No One Behind approach and promotes accountability to affected populations (AAP) through inclusive participation and feedback mechanisms. Adopting a whole-of-system approach, the programme strengthens both formal and non-formal education (NFE) pathways, promotes gender-responsive blended learning, and advances inclusive education for children with disabilities. In doing so, the MYRP works to build an inclusive, equitable, and resilient education system that addresses immediate learning needs while supporting long-term system strengthening and reform. It is structured around four overarching outcomes that focus on:

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

The MYRP was initially estimated to require USD 50 million, with ECW providing USD 12 million in seed funding to launch the programme. **In practice, the MYRP was implemented with a total programme budget of USD 12 million**, as additional resources were not directly mobilised under

⁹ Save the Children, *Education Disrupted for Sixth Year for 1.5 Million Children in Lebanon, with Half of Public Schools Used as Shelters*, 2024; United Press International, *Israel-Hezbollah War Deepened Lebanon's Education Crisis, New Study Says*, 2024.

¹⁰ Save the Children International (2020) – Gender Analysis: Education and Protection Needs of Girls and Boys in Lebanon.

the MYRP framework. However, the programme sought to influence wider education financing through advocacy and policy engagement, as discussed under output 4.2 in section 4.3 on Effectiveness.

Duty bearers

Operating under a joint framework coordinated by the **Ministry of Education and Higher Education (MEHE)**, the Lebanon MYRP 2022–2026 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, while the **Centre for Educational Research and Development (CERD)** provides technical support in curriculum development, teacher training, and inclusive education policy design. **MEHE's Department of Orientation and Pedagogy (DOPS)** also worked alongside CERD to finalize and validate the Inclusive Education Policy Roadmap.

UNICEF, **UNESCO**, and **Save the Children (SCI)** (hereinafter: the three grantees) are responsible for the implementation of programme activities under MEHE's leadership, each managing distinct but complementary outputs in line with their areas of expertise.

- ❖ **UNICEF**, receiving 29 percent of the seed fund, co-leads upstream and system-strengthening components with UNESCO, focusing on access and NFE system development. It also leads on gender integration as the Gender Lead Organization (GLO), overseeing the MYRP's gender action plan, partner capacity strengthening, partnerships with women-led organizations, collaboration on gender equality in education in emergencies and protracted crises, and monitoring and advocacy of gender results. UNICEF further manages delivery of the school improvement plans, the learning outcomes roadmap, and the MYRP's advocacy and communication initiatives.
- ❖ **UNESCO**, receiving 30 percent of the seed fund, leads on blended and remote learning development, early language preparedness, and modelling future education demand and investment needs. It brings technical expertise in quality education, evidence-based planning, and teacher professional development, supporting system-level design and the integration of educational technology within both formal and non-formal settings.
- ❖ **Save the Children**, receiving 41 percent of the seed fund, is responsible for the delivery of NFE services and community-based interventions, focusing on out-of-school and marginalized children. Together with UNICEF, it co-leads on child protection, counselling, and safeguarding components, ensuring safe, inclusive, and gender-responsive education delivery.

A reference group was established comprising of representatives from MEHE, the grantees, and the donor. The reference group contributed to the evaluation by providing feedback at key points in the evaluation process, including on the inception report, preliminary findings, final findings, conclusions, and recommendations.

A number of Lebanese **civil society organizations (CSOs)** also contributed to the implementation of the MYRP. These included SCI's implementing partners (IPs) Al Fayhaa Association, Ana Aqra Association, and Mouvement Social, which implemented NFE programmes through their learning centres. Several CSOs and international non-governmental organizations (INGOs) also served as UNICEF's implementing partners under the MYRP, distributing UNICEF-provided Laha Kits to adolescent girls. These included ANERA, KAFA, Lebanese Council to Resist Violence Against Women (LECORVAW), Lebanese Organization for Studies and Training (LOST), Sawa for Development and Aid (SAWA), Action Against Hunger (ACF), Oxfam, Terre des Hommes (TDH), War Child Holland (WCH), and World Vision Lebanon (WVL). KAFA also contributed to gender capacity-building and training initiatives within the programme.

Moreover, a range of **external consulting organizations and individual experts** contributed to policy development, inclusive education, and systems strengthening. Réseau Canopé supported the development of blended learning modules; Statistics Lebanon conducted the national assessment of French and English language preparedness as well as the blended learning assessment; and Triangle implemented the education demand scenario modelling. In addition,

some **consultants were embedded within CERD and MEHE** to support implementation, while others provided thematic expertise in areas such as inclusive education, blended learning, and education planning.

Right-holders, particularly children, youth, parents/caregivers, and teachers, were the primary rightsholders of MYRP interventions and **contributed through participatory activities, individual consultations, and feedback on activities and trainings**. The programme targeted approximately 875,000 vulnerable school-aged children, including 60 percent girls and 10 percent children with disabilities. Seed funding was set to reach 233,369 learners, 67 percent of whom are refugees, with the remaining gap expected to be covered through additional resource mobilization.

Across the MYRP, Coordination mechanisms were put in place to ensure coherence between interventions, alignment with national priorities, and strong government ownership. These mechanisms are discussed further under section 4.2 on Coherence.

Key interventions and expected results included:

- ❖ Establishing NFE 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

Current status of the MYRP

By the end of the MYRP's first no-cost extension, which ran through to December 2025, most field-based activities had been delivered, including NFE enrolment and courses with associated learning-kit distribution, NFE teacher training, rehabilitation of gender-responsive WASH facilities, approval of the Inclusive Education Policy and roadmap, laptop distribution to public schools, development of the National Blended Learning Strategy, trainer and teacher training in blended learning and second-language preparedness, completion of education-demand scenario modelling, training-of-trainers for senior MEHE and CERD officials on education budgeting, and rollout of the student-tracking database (with the partner platform still under development).

Ongoing work focused on activities disrupted by the nationwide escalation in September 2024, including trained teachers implementing blended learning and language preparedness activities. At the same time, several system-level components were still pending or delayed: the Transition Framework remained non-operational, the costed action plan for the Blended Learning Strategy was still outstanding, and learning assessment tools and the revised NFE curricula had not yet been implemented.

Theory of Change (ToC)

The ToC underpinning the MYRP articulates how coordinated investments across access, equity, learning quality, and system strengthening were expected to contribute to improved education outcomes for crisis-affected girls and boys in Lebanon. At the **impact** level, the MYRP aimed to ensure that all girls and boys, including adolescents, have **access to free education that supports effective learning regardless of their vulnerabilities**. This included gains in enrolment, access to early childhood education (ECE), transitions from non-formal to formal education, and retention through Grade 9, while mitigating COVID-19-related learning losses and responding to growing demand for secondary education.

To achieve this impact, the MYRP pursued four interrelated **outcomes**. First, it sought to expand **access** to inclusive, gender-responsive, and relevant quality learning for crisis-affected children. Second, it aimed to strengthen **equity** and protection by ensuring that learners study in inclusive and protective environments that respond to their specific needs. Third, the programme focused on improving **learning** outcomes for girls, boys, and adolescents through system-level quality improvements. Fourth, it prioritized **resource** mobilization, recognizing that sustained and scaled impact depended on a strengthened evidence-base, advocacy, and financing for education.

These outcomes were expected to be achieved through a set of mutually reinforcing **outputs**, which translated the programme logic into concrete areas of action. Key outputs included the establishment of a **whole-of-system approach to NFE**, the provision of bridging programmes and **NFE opportunities for OOSC**, and expanded access to flexible and blended learning modalities. Complementary outputs focused on strengthening referral pathways and support services, advancing inclusive education policy and gender mainstreaming, reinforcing school improvement planning, supporting early learning readiness, and improving learning measurement systems. In parallel, demand modelling and advocacy efforts were intended to inform future planning and mobilize additional resources for the education sector. **Indicator targets and activity-level progress are analysed in section 4.3 on Effectiveness, while the full and updated results framework is provided in Annex J.**

The logic of the MYRP assumed that, if vulnerable children could access flexible and inclusive learning pathways, receive appropriate protection and support services, and benefit from improved teaching, learning, and system-level planning, then education access, equity, and learning outcomes would improve, contributing to a more inclusive, equitable, and resilient education system in Lebanon. **The ToC logic is assessed in detail in section 4.3.1 on Contribution Analysis.**

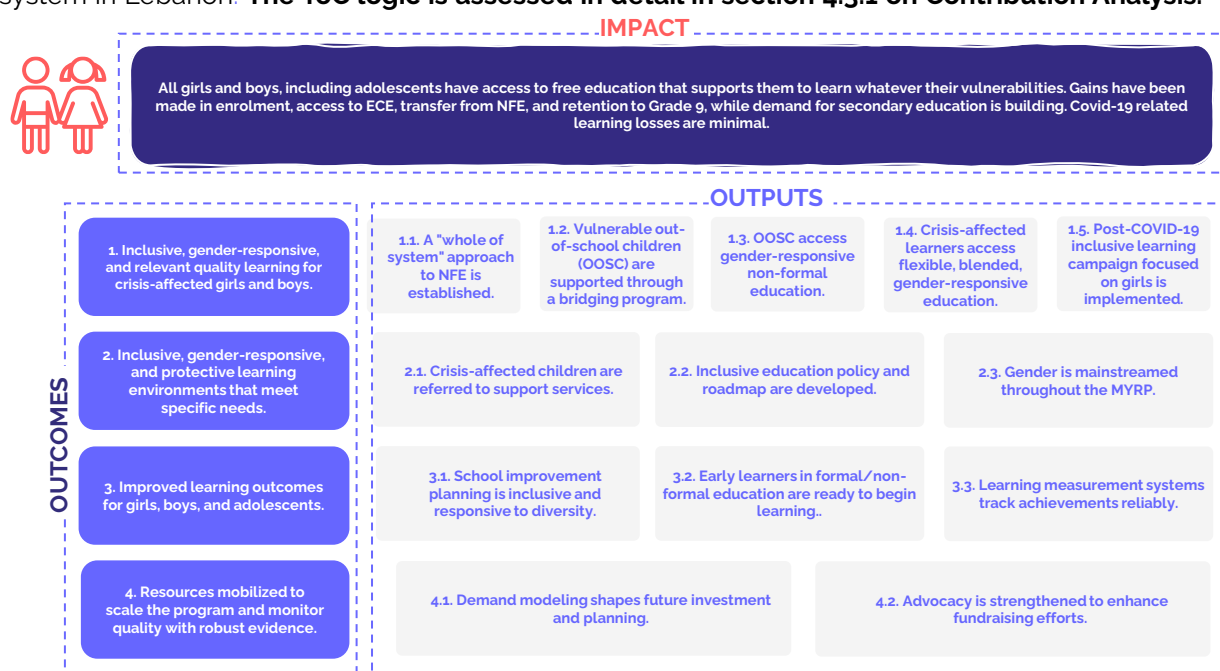


Figure 1 MYRP Theory of Change

Evaluation purpose

The main purpose of this evaluation is to assess the MYRP's relevance, coherence, effectiveness, efficiency, impact, and sustainability in addressing Lebanon's education needs and its contribution to a more resilient and inclusive education system.

Conducted as the MYRP was being finalized in late 2025, the evaluation is timely in capturing the programme's most recent achievements and delivery under crisis conditions. The evaluation's findings will inform the transition toward post-MYRP education support in Lebanon and guide future education investments by ECW, the MYRP grantees, MEHE, and key donors. It also contributes to ECW's global learning agenda by generating evidence that can be applied beyond the Lebanon context.

The primary intended users of the evaluation are ECW and the MYRP grantees (for programmatic and strategic decision-making), MEHE (for strengthening education sector planning and coordination), and donors and partners (for guiding future investments in education in emergencies in Lebanon).

Scope

This evaluation is national in scope, covering all UNICEF, UNESCO, and SCI activities implemented across all eight governorates of Lebanon under the MYRP, which utilized the full programme budget of USD 12 million.

Temporal Coverage: The evaluation began in March 2025, with data collection conducted between June and November 2025, and covers the MYRP from its inception in 2022 through December 2025, including grantee progress updates up to that date. As data collection concluded in November 2025, beneficiary perspectives on activities implemented thereafter could not be captured. While the programme continues under a no-cost extension until June 2026, activities implemented after December 2025 fall outside the evaluation scope and are therefore not covered.

Programmatic Coverage: As outlined in the ToR, the evaluation assesses the programme using the OECD-DAC criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability, together with cross-cutting dimensions such as gender responsiveness, Leave No One Behind, safe programming, and AAP. The evaluator, Voluntās, also included an additional evaluation criterion of Meaningfulness. The evaluation also includes a contribution analysis focusing on the causal linkages within the ToC and assesses achievement across all indicators in the results framework. One exception is the indicator for Outcome 3, which could not be evaluated due to implementation delays; however, the outputs under this outcome were assessed.

The specific evaluation questions and criteria are presented through the detailed objectives overview below and are further discussed in Section 2 of this report.

Objectives

The ToR outlined four main objectives focused on assessing the MYRP's results, contribution to access and learning, lessons learned, and recommendations for future programming. During the inception phase, and following consultations with ECW, MEHE, and the grantees, these objectives were refined to align more closely with the evaluation's scope and evidence base. The updated objectives expand on the ToR by reflecting the OECD-DAC and ECW criteria and adding focus on programme design, coherence, system strengthening, catalytic funding, and sustainability in response to Lebanon's evolving context.

The evaluation's objectives are to:

1. Determining the MYRP's **achievement of its four intended outcomes**
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.

2. Evaluation Design and Methodology

Revised Evaluation Framework

The evaluation framework builds upon the original questions outlined in the ToR. Voluntās refined the framework by incorporating feedback from consultations with the three grantees, MEHE, and ECW, as well as insights from the desk review of ECW's evaluation guidelines and relevant programme documents (*cf. Annex: Inception consultation process*).

In addition to the standard **OECD-DAC criteria and cross-cutting aspects highlighted above**, Voluntās introduced the criterion of **Meaningfulness**, which aimed to assess whether the MYRP's interventions fostered a sense of hope, dignity, and purpose among both rightsholders and implementers. This addition reflects Voluntās' commitment to evaluating not only programmatic outcomes but also the human impact of the intervention. These criteria and cross-cutting dimensions are operationalised in a comprehensive evaluation matrix (*cf. Annex: Final Evaluation Framework*), which sets out the evaluation questions and corresponding data sources, and serves as the main framework for data collection and for structuring the analysis and conclusions presented in this report.

The evaluation adopted a transparent, participatory, and theory-based mixed-methods approach, combining **process theory** (implementation effectiveness) and **impact theory** (outcomes and sustainability). The evaluation also employed **contribution analysis** to systematically examine the causal pathways as outlined in the ToC and the extent to which they materialized. This design was considered most appropriate to address the evaluation questions because it allows for both an examination of how the MYRP was implemented and why certain outcomes occurred. The process theory approach enabled a systematic assessment of the mechanisms and contextual factors influencing implementation effectiveness, while the impact theory approach, together with the contribution analysis, provided a framework to explore causal pathways and assess the programme's contribution to observed results.

To operationalize the framework, the evaluation employed a mixed-methods data collection strategy, including key informant interviews (KIIs), focus group discussions (FGDs), and site visits. This combination allowed for triangulation between qualitative and quantitative data, thereby enhancing the robustness, credibility, and comprehensiveness of findings.

Data collected was analysed at three interrelated levels:

1. **System level**, examining policy coherence, coordination, and institutional capacity
2. **Programmatic level**, exploring consortium coordination, implementation structures, and alignment between grantees and IPs
3. **Rightsholder level**, capturing participants' perspectives on inclusion, gender responsiveness, accountability, and the quality and relevance of programme delivery

The full refined framework is presented in the *Evaluation Framework* section of the annex. The original questions, detailed revisions, and data collection methods are provided in the *Evaluation Framework Amendments* and *Final Evaluation Framework* sections of the annex.

Data Collection

A purposive sampling strategy was applied to ensure representation across all levels of the MYRP's governance and implementation structure. Participants included policy and coordination actors (MEHE, CERD, ECW), operational stakeholders (UNICEF, UNESCO, SCI, their implementing partners, and external consultants), and direct rightsholders (teachers, parents, and students). Sampling lists were developed in coordination with grantees and reviewed during the inception phase to ensure diversity across gender, regions, and programme types.

The evaluation integrated a gender-responsive approach across all data collection methods, ensuring that interviews, focus groups, and site visits explored gender dynamics and equity in

access, participation, and outcomes. Targeted discussions were also held with key gender stakeholders, including the gender specialist, gender focal points, and the PSEA and protection focal point, along with a dedicated focus group with Gender Network members to explore gender-specific insights and challenges.

All data collection and analysis were undertaken in line with UNEG ethical norms and standards, including independence, impartiality, credibility, accountability and avoidance of conflicts of interest, as well as the principles set out in the 2020 revised UNEG Ethical Guidelines (integrity, accountability, respect, beneficence). The evaluation also complied with relevant UNICEF procedures and policies on ethics, information security, personal data protection, and standards for research, evaluation, data collection and analysis. In practice, this translated into voluntary participation; informed consent; clear communication of the purpose of the evaluation and use of data; the right to withdraw at any time; and the protection of participants' confidentiality and anonymity. Sampling and recruitment were designed to promote fair representation and minimise bias, and the evaluation team remained independent from programme implementation.

Ethical safeguards were integrated into the methodology to protect participants and uphold the Do No Harm principle, with particular attention to dignity, diversity and the right to self-determination, including for children and other vulnerable groups. Any protection issues raised by data collection participants were also promptly reported through the relevant channels. All work with children adhered to UNICEF's Ethical Research with Children (2021) standards and UNICEF procedures for ethical research involving children. The methodology and tools underwent Institutional Review Board (IRB) approval prior to fieldwork; age-appropriate tools were used; informed consent was obtained from parents or guardians and assent from children themselves. Enumerators and data collection teams were trained on safeguarding, confidentiality and child protection, and data security protocols were applied throughout.

Desk Review

The evaluation began with a comprehensive desk review designed to establish a strong contextual and analytical foundation for subsequent data collection. This phase involved the systematic review of key programme documents, including narrative reports, implementation outputs, results frameworks, workplans, and meeting minutes. Findings from this review contributed to shaping the analytical framework and informing the design of data collection tools. The desk review also provided early insights into programme performance, identifying preliminary trends, data gaps, and areas for deeper exploration through primary research.

During the analysis and reporting phases, the desk review further examined national education policies, strategies, and sector response plans to assess the coherence of MYRP interventions with MEHE priorities and the broader Education Sector. Additionally, the review of activity-specific documentation, including assessment reports, pre- and post-training evaluations, and other programme monitoring materials, informed and validated the findings.

Key Informant Interviews

Following a stakeholder mapping that identified key actors, their roles, and responsibilities within the MYRP, organizational representatives occupying relevant positions were selected to participate in the KIIs. The list of stakeholders was submitted to the grantees, who subsequently provided the relevant contact details for outreach.

Based on this process, a total of 24 KIIs were originally planned to capture insights across all levels of the MYRP structure, including with the donor, representatives from the government, grantees, implementing partners, and external consultants. In practice, the team conducted 29 KIIs, ensuring coverage of the different activities and stakeholders, and robust triangulation. The KIIs explored programme design, coordination mechanisms, implementation effectiveness, and system-level outcomes, while also examining cross-cutting aspects (gender responsiveness, AAP, and leave no one behind).

Interviews were conducted using both online and in-person modalities depending on accessibility and respondent availability. The final sample included:

- **Donor (ECW):** Two KIIs were conducted with ECW representatives to capture strategic perspectives on the programme's overall design, relevance, and coherence. Discussions explored ECW's role in programme design and strategic direction, oversight and funding strategy, catalytic role in mobilizing resources, and coordination with grantees and MEHE. The interviews also covered ECW's reflections on monitoring mechanisms, challenges encountered during implementation, and lessons learned.
- **Government representatives:** Three KIIs were conducted with two MEHE representatives and one CERD representative. Discussions covered the government's coordination role within the MYRP, alignment with national education plans and priorities, communication and collaboration with implementing partners, and involvement in key activities such as digital learning, curriculum initiatives, and overall programme oversight.
- **Grantees and implementing partners:** Eleven KIIs were conducted with representatives from UNICEF, UNESCO, and SCI, along with two KIIs with IPs: one with KAFA and one joint interview with Ana Aqra Association and Mouvement Social, both SCI partners. These interviews provided operational insights into programme delivery, coordination, and adaptive management. They examined contributions to education access, gender integration, the relevance and efficiency of interventions, challenges faced during implementation, and collaboration among partners.
- **External consulting organizations:** Three KIIs were conducted with Triangle, Réseau Canopé, and Statistics Lebanon to assess their respective technical contributions. Discussions also addressed implementation challenges, coordination with grantees and government counterparts, and recommendations for strengthening collaboration and technical delivery.
- **External consultants:** Six KIIs were held with individual consultants, including two embedded within CERD, one joint KII with two consultants embedded in MEHE, and three additional consultants who provided thematic expertise on inclusive education, blended learning, and education planning. These interviews explored the development of key technical frameworks and tools, coordination with grantees, and recommendations for future reforms to sustain system-level gains.
- **Education sector representative:** One joint KII was held with representatives of the Lebanese Education Sector Working Group (WG) to discuss the sector's involvement in the design, coordination, and implementation of the MYRP.
- **Organizations of Persons with Disabilities (OPD):** One KII was conducted with a representative from an OPD to gather feedback on the participatory process used in developing the Inclusive Education Policy. The discussion focused on how they were involved in policy consultation workshops and their views on the effectiveness and inclusiveness of the stakeholder engagement process.

Focus Group Discussions (FGDs)

Based on a mapping of grantee-implemented activities and their geographic locations, Voluntas selected FGD participant profiles, locations, and modalities with a focus on community rightsholders. These selections were shared with the grantees to obtain contact lists. Participants were then randomly selected from these lists, with attention to gender balance and the inclusion of vulnerable groups where possible. The sampling approach ensured representation across all activities and geographic areas of implementation.

Based on this process, a total of 23 FGDs were originally planned to complement the KIIs by exploring perceptions of programme relevance, effectiveness, impact, sustainability, and cross-cutting issues such as gender, inclusion, and safeguarding. In practice, 18 FGDs were conducted, each comprising four to six participants, using both in-person and virtual formats depending on accessibility and security conditions, with around 100 individuals participating in total across these discussions. The final distribution included three FGDs for UNICEF-implemented activities, four for UNESCO, and eleven for SCI.

- **UNICEF-supported activities:** One FGD was conducted remotely with members of the Gender Network and two FGDs were held with recipients of Laha kits in Baalbek and Nabatiyeh, exploring gender responsiveness, safe programming, and the relevance of distributed materials
- **UNESCO-supported activities:** Four FGDs were conducted remotely: one with language trainers who participated in the ToT sessions under the Grade 3 language preparedness work,

one with blended learning trainers, and two with teachers in Nabatiyeh and the South who participated in the blended learning training. The FGDs explored trainers' experiences with the design and delivery of the trainings, including adaptation processes, coordination with CERD, and challenges related to digital and language programme implementation

- **SCI-supported activities:** A total of eight FGDs were conducted, combining in-person and online sessions across Akkar and Tripoli. In Akkar, four FGDs were held; one with primary caregivers of children enrolled in ECE, one with primary caregivers of children in BLN, one with parents who participated in the parental engagement programme, and one with NFE-centre teachers. In Tripoli, four gender-segregated FGDs were conducted with children attending BLN and YBLN. Additionally, three FGDs were carried out online with parents of ECE children, parents engaged in the parental engagement programme, and NFE-centre teachers. The FGDs brought together participants from SCI's nine centres of implementation, where relevant, to ensure that perceptions were captured from across the different locations of NFE implementation. Discussions explored perspectives on inclusion, learning quality and impact, gender responsiveness, safeguarding practices, and areas for improvement. FGDs with teachers further examined the relevance, quality, and impact of the trainings received.

A detailed overview of the output/activity, target group, and region each FGD targeted can be found in Annex D.

Site Visits

A total of 11 site visits were originally planned across Lebanon to directly observe MYRP implementation in diverse contexts and to validate qualitative findings from primary and secondary data. The visits were intended to assess learning environments, infrastructure improvements, classroom practices, and visible outcomes of interventions, while also examining aspects of gender responsiveness, child protection, accessibility, and AAP. Each visit included structured observations using standardized checklists and complemented by one to two short on-site KIIs. In practice, 5 site visits were completed. The table below provides an overview of the planned and completed visits:

Grantee	Planned	Carried out	Reason
UNICEF	<ul style="list-style-type: none"> • One distribution in each Baalbek and Sarafand 	Distribution in Sarafand	Delivery of materials for distribution was delayed beyond the data collection timeframe.
UNESCO	<ul style="list-style-type: none"> • Public schools receiving laptops in North and Baalbek/Hermel 	Public school in the North and Baalbek-Hermel	N/A
SCI	<ul style="list-style-type: none"> • Ana Aqra Association (Mount Lebanon and Tripoli) • Al Fayhaa Association (Halba, Zehrieh, and Mina/Abou Samra) • Mouvement Social (Akkar and Saida) 	Mouvement Social (Akkar and Saida)	Five NFE centres were not visited, as several had closed or shifted to non-MYRP activities before data collection.

Of the site visits carried out:

- **One UNICEF-supported sites:** A visit was conducted to a public school in Sarafand where Laha Kits were distributed to adolescent girls as part of a gender-responsive menstrual health and hygiene intervention. Observations focused on distribution practices and GBV prevention messaging. One supplementary KII was held with a school staff member to validate findings on awareness sessions and kit components and utilization

- **One UNESCO-supported site:** A visit was conducted to a public school in the North of Lebanon where laptops had been distributed under the MYRP. Observations focused on laptop availability, classroom use, storage and security arrangements, and access for different groups of students. Two short KIIs were held, one with a teacher and one with a student, to assess how the laptops are being used and their impact on teaching and learning.
- **Two SCI-supported sites:** Site visits were conducted at Mouvement Social centres in Akkar and Saida, both providing NFE courses and implementing safeguarding activities under Output 2.1. In Akkar, two supplementary KIIs were held; one with a centre staff member and one with a parent of a rightsholder. In Saida, one supplementary KII was conducted with centre staff. Both visits followed the same observation guide and examined bathroom rehabilitation, classroom safety, inclusion of children with disabilities, gender-responsive teaching practices, psychosocial support and referral mechanisms, and overall safeguarding practices.

Computer-Assisted Telephone Interviews (CATIs)

CATIs with teachers, caregivers, and students were initially planned to complement the qualitative data and to provide a broader, more geographically diverse evidence base. However, following MEHE's review of the questionnaire, some questions were considered sensitive and not appropriate for the Lebanese context, and the CATI component was therefore cancelled.

Analysis

All qualitative data was analysed thematically using an evaluation matrix based on the evaluation framework. Data from KIIs, FGDs, site visits, and secondary sources were coded according to a predefined codebook aligned with the framework, with categories organized by evaluation criteria and sub-questions. The analysis identified key themes, relationships, and explanatory factors across stakeholder groups and data sources, with particular attention to synthesizing findings across organizational levels – donors, implementers, government, and rightsholders – to build a layered understanding of programme performance and results. Triangulation across data sources further strengthened the credibility, consistency, and depth of findings.

Contribution analysis was also applied to assess the plausibility of the MYRP's contribution to the outcomes. This involved testing the theory of change at both output and outcome level by examining how different programme components and pathways were expected to contribute to results, gathering corroborating evidence across data sources, and considering external contextual factors. This analytical approach enabled the evaluation to move beyond description to explain how and why specific results occurred and to assess the MYRP's overall contribution to strengthening Lebanon's education system.

Data collection limitations

The cancellation of the planned CATI survey limited the evaluation's ability to generate quantitative data from a larger and geographically diverse sample of teachers, caregivers, and students, resulting in the report being based exclusively on primary qualitative data. To partially mitigate this, the evaluation team, in consultation with UNICEF, the evaluation lead, and MEHE, expanded the number and scope of FGDs and site visits. While the original targets were not fully met, the completed FGDs, site visits, and KIIs were used to explore the themes initially intended for the CATI, providing qualitative insights that remained aligned with MEHE guidance.

Lack of responsiveness, limited participation, and scheduling constraints affected several planned data collection activities. Interviews with a former DGE representative and a third SCI implementing partner could not be carried out due to lack of response or unavailability; the OPD FGD was cancelled due to non-responsiveness from participants and replaced by a KII with the sole available respondent; and the Gender Network FGD had low attendance, with only two of five invited members participating. Two FGDs with teachers participating in the blended learning training were also affected by low participant engagement and connectivity issues, which further limited the depth and quality of the discussions. In addition, a planned joint KII with consultants embedded in CERD was conducted as two separate interviews due to scheduling constraints.

Taken together, these limitations reduced the diversity and depth of stakeholder perspectives, particularly in relation to government representative involvement during implementation, variations in implementation experiences across SCI partners, and the collective views of Gender Network members, OPD representatives, and CERD consultants, and constrained the team's ability to fully triangulate certain findings.

Delays caused by the escalation of conflict in September 2024 meant that the training sessions for English language teachers were not completed on time, which prevented the planned FGD with this group from being conducted and limited the evaluation's ability to capture their perspectives.

Evaluability of the MYRP

Evaluability refers to whether a programme can be assessed effectively, based on the availability and quality of information about its design and implementation. It examines whether the necessary conditions were in place for an evaluation to produce valid, useful, and realistic findings. This section outlines the factors that facilitated or posed challenges to the evaluation team throughout the process.

Several factors proved favourable for the evaluation team throughout the process. The grantees were consistently available and responsive, promptly addressing questions and participating in follow-up interviews to provide clarifications when needed. A large volume of documentation was shared during the inception phase, facilitating a thorough desk review. The narrative reports were comprehensive and well structured, which contributed to the evaluation teams' understanding of project implementation and results. Data collection participants were also engaged and provided thoughtful and detailed input that enriched the depth and quality of findings.

However, despite these strengths, inconsistencies in project documentation limited the efficient execution of the evaluation. At times, stakeholders provided conflicting information, making it difficult to verify progress across outputs. These inconsistencies were mostly due to the overlapping nature of donor-supported interventions in the education sector, which sometimes made it difficult for IPs, government representatives, and some external consultants to distinguish activities implemented specifically under the MYRP. Also, given that the MYRP was designed in 2021 and launched in 2022, many current grantees staff were not involved in the programme's early phases. This turnover occasionally affected the depth of interview responses, as some informants lacked first-hand knowledge of earlier implementation activities or decision-making processes. In addition, slow responsiveness from MEHE at times constrained the evaluation team's ability to obtain timely approvals for data collection and to schedule KIIs with MEHE representatives. **The evaluation was further constrained by several weaknesses in the programmes' results framework.** Many indicators lacked clear targets, with some entries simply stating figures such as "50%" without defining the reference population or baseline.¹¹ In some cases, targets were absent altogether,¹² while in others, outcome- and output-level indicators were identical,¹³ reducing analytical value. Discrepancies emerged between reported and actual targets and data entries, and several activities were not reflected under any specific output-indicator, such as the development of the National Blended Learning Strategy. **Finally, the timing of the evaluation itself posed a limitation.** A No-Cost Extension for the MYRP was approved early in the evaluation process. Several activities and outputs were therefore still underway throughout the evaluation, limiting the team's ability to assess final results and overall effectiveness.

To mitigate these challenges, the evaluation team implemented several corrective measures. In response to slow communication from MEHE, the team conducted in-person visits to the Ministry to request meetings and follow up on pending information. Missing or contradictory data in the results framework was addressed through multiple verification requests to grantees, and the team

¹¹ For e.g. Output 4.2: 50% target for the number of government officials trained on budget management.

¹² For e.g. Output 2.1: No Target for number of ECW-supported learning spaces featuring MHPSS activities or for spaces offering SEL instructions

¹³ Outcome 4 indicator is identical to Output 4.2 indicator (additionally, both report different progress).

noted and rectified inconsistencies directly within the report. Finally, for activities lacking indicators, achievements were reported transparently, with limitations clearly stated.

4. Evaluation Findings

4.1 Relevance

This section assesses the relevance of the MYRP's objectives and design to the education needs of crisis-affected children in Lebanon. It examines the extent to which the programme's design addressed the needs of OOSC, refugees, girls at risk, and children with disabilities, and how immediate crisis responses were linked to longer-term system strengthening. The analysis also considers the appropriateness of delivery modalities such as NFE and blended learning, the realism of design and resourcing, and the programme's ability to adapt to shifting conditions, including school closures, security shocks, and funding constraints.

The assessment for this section was conducted using a mixed-methods approach, including a review of MYRP programme documents (incl. proposal and budget) and narrative reports 2022-2024, KIIs with MEHE, grantees, IPs, donors, and sector stakeholders, and FGDs with teachers and caregivers. Findings were triangulated across these sources to assess the relevance of the MYRP's design, targeting, and adaptability, comparing perspectives from policy, implementation, and rightsholders. Where documentation was limited, interview data were used to corroborate or qualify findings.

Overall, the MYRP demonstrated strong contextual and strategic relevance by aligning with MEHE's Five-Year General Education Plan and addressing the education needs arising from Lebanon's protracted crises. Its design reflected an understanding of the need for coordinated, flexible, and evidence-informed action at both system and operational levels. However, uneven consultation during the design and assessment phases limited the engagement of key stakeholders, particularly the Education Sector WG, as well as wider local sector stakeholders, reducing opportunities for broader sector ownership.

KF1. The design combined crisis response with longer-term system strengthening, integrating components on access, equity, inclusive education, and quality learning. It was informed by data and consultations, although participation of relevant stakeholders was at times limited.

KF2. The programme was designed to be nationwide, enabling flexible responses to emerging crises. Targeting was coordinated with MEHE and informed by available evidence. The scope and resourcing were appropriate to the needs identified at the design stage, but implementation was constrained by underfunding, limited resources, and successive crises.

KF3. The programme adapted flexibly to Lebanon's shifting context, adjusting activities at operational, strategic, and system levels while maintaining alignment with MEHE's priorities and the programme's overall objectives.

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?

The MYRP's design logic was shaped by Lebanon's overlapping crises, including the economic collapse, large-scale displacement of Syrians, the COVID-19 pandemic, and the 2020 Beirut explosion, all of which created complex and intersecting barriers to education.¹⁴ These crises deepened existing vulnerabilities, as poverty, unemployment, legal restrictions, and limited access to services prevented many children – especially those from displaced populations, children with disabilities, and other marginalized groups – from attending school.¹⁵ These compounded challenges underscored the need for both immediate and long-term solutions to secure education for the most vulnerable, particularly out-of-school children, girls at risk of early marriage, and those likely to drop out.

¹⁴ MYRP Lebanon proposal and budget; KIIs with grantees

¹⁵ Ibid

In response to these challenges, **the MYRP focused on addressing both urgent needs through immediate crisis response and structural issues through long-term system strengthening.**¹⁶ It pursued two main objectives: a) establishing a framework for sustained commitments, and b) enhancing the evidence base and transparency of the activities implemented in the education sector by MEHE and implementing partners.¹⁷ Outputs and activities were organized under four outcome areas – Access, Equity and Justice, Learning, and Resource Mobilization – each contributing to the programme's overarching objectives. Under **Access**,¹⁸ the programme was designed to expand opportunities for crisis-affected children by creating a unified NFE system, especially for children who were out of school or had been displaced. It included revisions to curricula and transition frameworks, along with the support of bridging programmes to facilitate the transition from NFE to formal education. The design also incorporated blended learning and period poverty interventions in response to both pandemic-era lessons and gender-specific dropout risks. The design also incorporated blended learning to ensure the continuity of education during crises. Additionally, it addressed period poverty and the risk of dropout among adolescent girls.¹⁹ **Equity and Justice**²⁰ were advanced by embedding child protection, psychosocial support, and inclusive education in the sector's response, including the development of an Inclusive Education Policy and roadmap. Gender mainstreaming was applied throughout to ensure that both girls and boys benefited equally from services and that their specific needs were reflected in system-level work.²¹ The **Learning**²² component aimed to improve quality by strengthening second language proficiency and fostering more inclusive, resilient classroom environments.²³ Finally, **Resource Mobilization**²⁴ focused on building MEHE's capacity to assess needs, advocate for resources, and sustain progress across access, equity, and learning.²⁵

The MYRP design process was formally led by MEHE's DGE, who convened a taskforce to facilitate its development on behalf of MEHE. The taskforce, which included the grantees, other UN agencies, donors, the World Bank, NGOs, OPDs, and other key sector partners, was responsible for identifying the target population, setting the programme priorities, and designing the activities. The DGE guided the process and approved the final design, ensuring alignment with MEHE's objectives, particularly those outlined in the Five-Year General Education Plan.²⁶

Contrary to ECW guidelines which emphasize that sector coordination mechanisms should play a central role in programme design and implementation, the Education Sector WG, as well as wider local sector stakeholders, were not substantively engaged in the design process.²⁷ Consultations within the ministry during the design phase were based on the expertise of selected units and staff.²⁸ However, interviews with MEHE and grantee representatives highlighted that certain MEHE departments and staff were only informed of the programme and their roles after the design was completed. Additionally, there were mentions of limited consultations with regional education offices and school directors.

Note: The evaluation team was unable to fully assess whether certain needs were unmet or to evaluate the consultation process in depth due to a lack of documentation from the design phase, which limited the ability to trace decision-making and engagement with key stakeholders.

¹⁶ Ibid

¹⁷ MYRP Lebanon proposal and budget

¹⁸ Outcome 1 on **Access**: Crisis-affected girls and boys have access to inclusive, gender-responsive and relevant quality learning

¹⁹ MYRP Lebanon proposal and budget; KIs with grantees

²⁰ Outcome 2 on **Equity and Justice**: Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments, where their specific needs are met

²¹ MYRP Lebanon proposal and budget; KIs with grantees

²² Outcome 3 on **Learning**: Crisis-affected Girls, boys and adolescents achieve better learning outcomes in education

²³ MYRP Lebanon proposal and budget; KIs with grantees

²⁴ Outcome 4 on Resource **Mobilization**: Sufficient resources are mobilised to scale implementation of the programme and to monitor programme quality based on robust evidence

²⁵ MYRP Lebanon proposal and budget; KIs with grantees

²⁶ MYRP Lebanon proposal and budget; KII with Education sector representatives; KIs with grantees; KII with government representative; KII with external consultants; KII with donor representatives

²⁷ KII with Education sector representatives

²⁸ KII with grantee representatives; KII with government representatives

Building on the design process led by MEHE, the MYRP's outputs were developed through an evidence-based and participatory approach, combining data-driven analysis with multi-stakeholder consultations across key programme components. The revision of the NFE curriculum, for example, was carried out through consultations between government and the NGOs implementing it.²⁹ The Grade 3 language proficiency assessment offers another illustration of how evidence was generated and applied: it combined standardized tests, classroom observations, and consultations with MEHE, CERD, teachers, and regional officers, which informed the design of new training modules and curriculum materials.³⁰ Similarly, the Inclusive Education Policy and roadmap were informed by desk reviews, school visits, and consultations with civil society, OPDs, and children with disabilities. Early rounds of consultation, however, involved limited participation from school-level staff. Later workshops expanded participation to include a broader range of stakeholders.³¹ However, the large scale of these meetings often made it difficult to sustain meaningful dialogue, and participation was inconsistent, with many sessions remaining surface-level despite broader attendance. Representation of OPDs also remained uneven throughout the consultation process, particularly among those representing intellectual and sensory disabilities.³² Similarly, the Digital Learning Strategy and blended learning review drew on consultations with teachers, students, school leaders, CERD staff, donors, and academic experts, while also building on lessons from digital training pilots in southern Lebanon and the mid-term review of the five-year education plan.³³ This process linked classroom realities with policy-level priorities and produced frameworks intended to support equitable and resilient learning environments once put into practice.

Implementation practices also reflected the design's focus on evidence and needs. Under Output 1.3 IPs contracted by SCI used MEHE's vulnerability tool, which considers poverty, displacement status, age, and dropout history, to guide outreach to marginalized children. Local leaders were also engaged to facilitate access in underserved areas, including Syrian camps. The success of these efforts depended on each IP's capacity and the strength of their local networks.³⁴

NFE teachers and caregivers participating in FGDs described these activities as relevant to the needs of the targeted children. Families emphasized the importance of literacy, numeracy, language, and life skills, and described the usefulness of awareness sessions and kits. Parents highlighted the parent engagement programme as particularly valuable in supporting communication with their children and helping them manage psychosocial stress. Teachers noted that the training content reflected classroom realities, especially with respect to supporting students with low academic levels and promoting inclusive practices.

To what extent are the choices of geographical locations and target groups transparent and evidence-based, and how realistic was the design and resourcing?

The MYRP was designed to be flexible and implemented nationwide, allowing grantees to adapt their programming in response to emergencies.³⁵ Targeting decisions were guided by the broader context and supported by relevant sources of evidence. For instance, in South Lebanon, where Israeli offensives led to school closures and children being displaced, UNESCO collaborated with MEHE, UN agencies, and other stakeholders to provide distance learning training for teachers and ICT equipment to affected schools, allowing children to continue their education. In Nabatiyeh, where there was a high concentration of displaced adolescent girls, an implementing partner identified a need for Laha kits, and the area was subsequently prioritized for distributions.³⁶

Furthermore, implementing partners were selected based on their ability to operate across different parts of the country, including areas with large numbers of displaced populations.³⁷ Targeting

²⁹ KII with grantees; KII with implementing partners; KII with external consultants

³⁰ KII with external consulting organizations

³¹ MYRP Lebanon Narrative Report 2022; KII with external consultants

³² KII with external consultant; KII with OPD organizations

³³ KII with external consulting organizations; KII with external consultants

³⁴ KII with grantees; KII with implementing partners

³⁵ MYRP Lebanon proposal and budget; KII with donor representatives

³⁶ MYRP Lebanon Narrative Report 2024; KII with grantees

³⁷ KII with grantees

decisions for NFE activities were guided by vulnerability assessments conducted by these partners, who also engaged caregivers and children to identify the most appropriate educational modalities – whether blended or in-person – particularly during crises such as heatwaves or conflict escalations. These partners also tailored the parental engagement programme topics based on recurring community issues and feedback from caregivers.³⁸

Activities targeting public schools were carried out in coordination with MEHE, given the Ministry's overview of school capacities and work already carried out. For example, to ensure equity and avoid duplication, the Ministry was asked to share a list of schools that had already received laptops from other donors, and efforts then focused on schools that had not yet been supported. MEHE and CERD were also responsible for providing lists of teachers and trainers to participate in the different trainings and ToTs.³⁹

Overall, the MYRP's design and resourcing was relevant to the scale of identified needs at the design stage. Given the nature of the interventions supported under the programme – such as system strengthening, non-formal education, and inclusive learning – the MYRP's work became increasingly relevant as Lebanon's crises deepened, addressing both immediate needs and long-term sector resilience. However, unforeseen contextual challenges, including the October 2023 hostilities in the South of Lebanon and later the September 2024 nation-wide escalation of conflict, together with Lebanon's worsening socio-economic crisis, limited the programme's ability to fully address those needs. The inability to secure additional funding further constrained its capacity to expand or scale up interventions as planned.

To what extent has the MYRP adapted to changing needs and context?

The MYRP adapted in multiple ways throughout its implementation to respond to Lebanon's shifting context, demonstrating flexibility at multiple levels. From the outset, ECW allowed grantees to reprogramme activities in consultation with government counterparts as the context evolved.⁴⁰ At the operational level, partners shifted from in-person to remote modalities during school closures, heatwaves, and periods of insecurity.

At the strategic level, the programme underwent significant reprogramming following the nation-wide escalation of conflict in 2024. With ECW's approval and in line with government priorities, the foreign language preparedness component was suspended due to teacher unavailability and CERD's redirection of efforts toward emergency response. In its place, interventions on learning recovery, crisis-sensitive instruction, and school leadership were prioritized. Once the immediate crisis subsided, the government requested the reintegration of foreign language training into the national recovery plan. This was taken forward, with Grade 3 teacher trainings rescheduled for November/December 2025. This demonstrates how the programme maintained continuity by sequencing activities to match shifting priorities.⁴¹

At the system level, the programme advanced broader reforms while adapting them to crisis conditions. During the September 2024 nation-wide escalation of conflict, UNESCO launched a digital learning training programme in 59 institutions across southern Lebanon to support the continuity of education despite school disruptions caused by the ongoing conflict.⁴² In parallel, the blended learning ToT for CERD staff, originally scheduled for 2024, was postponed due to the September 2024 escalation and will now be implemented during the project extension period.⁴³ Public schools in the South that had been converted into temporary shelters were also supported through cross-sector collaboration with WASH and child protection to ensure safe access for displaced families.⁴⁴ At the same time, the UNICEF-led gender network conducted a rapid gender

³⁸ KII with grantees; KII with implementing partners

³⁹ MYRP Lebanon Narrative Report 2023; KII with grantees

⁴⁰ KII with grantees; KII with donor representatives

⁴¹ KII with grantees; KII with government representatives

⁴² MYRP Lebanon Narrative Report 2024; KII with grantees

⁴³ KII with grantees

⁴⁴ MYRP Lebanon Narrative Report 2024; KII with grantees

analysis in affected areas, refreshed GBV referral training for partners, and provided guidance on gender-responsive online delivery for NFE centres that had shifted to remote modalities.⁴⁵

The approach to Output 3.1 on School Improvement Plans (SIPs) and output 3.3 on learning measurement provide other illustrations of system-level flexibility. SIPs aimed to help schools address challenges and allocate resources for improvement. However, repeated crises prevented large-scale implementation, leading to funds being redirected to support national exams. Despite this, some groundwork was carried out under the MYRP and will be built upon through UNICEF's Teaching and Learning Innovation Fund. As for Output 3.3, it initially aimed to strengthen Lebanon's national learning assessment system and enable certification across NFE and formal pathways. However, the output was reprogrammed in 2023 due to shifting national priorities, with directed to MEHE for administering official exams for Grade 12 and Technical and Vocational Education and Training (TVET) students. In 2024, once priorities realigned and the security situation stabilized, work on this output resumed.⁴⁶

The programme was initially scheduled to conclude in December 2024. However, following the September 2024 nation-wide escalation of conflict and its impact on implementation timelines, the grantees requested, and were granted, a no-cost extension through to December 2025. This extension reflected the MYRP's flexibility and adaptive management, allowing the grantees additional time to complete outstanding activities and maintain progress despite contextual disruptions. Overall, the adaptations remained consistent with children's needs, MEHE's shifting priorities, and the MYRP's objectives.

4.2 Coherence

This section assesses the coherence of the MYRP within Lebanon's education sector, examining its alignment with MEHE's Five-Year Plan, national strategies, humanitarian frameworks, as well as its complementarity with other initiatives and funding mechanisms such as TREF and FER. The analysis also considers the effectiveness of coordination and governance structures, clarity of roles and programme identity, and the quality of information sharing across partners. It also examines thematic coherence on gender, GBV, and disability inclusion, and how the programme bridges humanitarian response and system strengthening through joint planning and technical assistance.

The assessment for this section draws on a review of key policies and programme documents (incl. MEHE's Five-Year General Education Plan, the MYRP proposal and budget, narrative reports, relevant governance materials such as Programme Executive Committee (PEC)/Programme Steering Committee (PSC) ToRs, minutes and slides, and relevant humanitarian frameworks such as the Lebanon Crisis Response Plan (LCRP) and the Education Response Plan (ERP), alongside KIs with MEHE/CERD, grantees, donors, sector representatives, external consultants, and IPs. Findings were triangulated by comparing documentary evidence with stakeholder accounts across governance and implementation levels.

The MYRP maintained strong internal coherence through effective collaboration among grantees and consistent alignment with MEHE's strategic and humanitarian frameworks.

However, horizontal coherence across the wider education sector remained partial, as coordination mechanisms beyond the core partnership were inconsistently applied and information exchange with external actors was limited.

KF4. The MYRP aligned with MEHE's Five-Year Plan, national strategies, and key humanitarian frameworks, complementing systems and building institutional capacity to meet immediate needs and advance long-term reform. Coordination with the wider Education Sector was uneven, raising concerns about potential duplication of efforts.

KF5. The MYRP bridged humanitarian response and system strengthening by combining emergency interventions with efforts to build institutional capacity and develop policy. Each outcome linked short-term education needs to long-term reform, supported by a full-time

⁴⁵ Ibid

⁴⁶ Ibid

sector lead within MEHE, the first role to formally connect NGOs and government through joint coordination.

KF6. The MYRP aligned with national frameworks on gender equality, GBV prevention, and disability inclusion. It integrated gender-responsive approaches addressing barriers for at-risk girls, strengthened GBV referral pathways through national coordination, and advanced disability inclusion through the Inclusive Education Policy. However, differing perspectives of gender between MEHE and international partners limited full integration of gender considerations in disability-related work.

KF7. The MYRP maintained effective coordination among the grantees and with the donor, though occasional delays in internal information sharing delayed reporting cycles.

KF8. Grantees, MEHE, and CERD engaged regularly through committee meetings that supported coordination but focused on outputs rather than strategy. Senior MEHE representatives reported limited oversight between meetings – particularly of SCI's work – and insufficient follow-up on implementation and results. Some also perceived the MYRP as operating primarily as an emergency-response mechanism, while the grantees emphasised that distinctions and reprogramming were clearly communicated and jointly managed.

KF9. Engagement between external consultants, MEHE, and CERD was facilitated through ministerial focal points. However, workload pressures and cross-departmental complexity within MEHE led to varied response times, inconsistent information flow, and occasional task overlap. External consultants reported positive collaboration with grantees, and the EoI process strengthened engagement between MEHE, CSOs, and NGOs.

KF10. The MYRP effectively sought synergies with other funding sources, with ECW contributing to pooled funds that supported system-level work.

Alignment with MEHE'S five-year plan:

The MYRP aligns with MEHE's Five-Year General Education Plan (2021–2025), which lays out three strategic pillars: expanding equitable access and inclusion, improving the quality of learning and teaching, and strengthening institutional capacity and governance.⁴⁷ These priorities are reflected in the MYRP's four outcome areas – Access, Equity and Justice, Learning, and Resource Mobilization – which mirror the policy logic of the Plan and position the programme within MEHE's broader reform agenda.⁴⁸ The design process, led by MEHE, ensured that the programme complemented and reinforced national efforts.⁴⁹ Meanwhile, ECW's oversight helped maintain alignment with both MEHE's Five-Year Plan and ECW's strategic frameworks through its review and feedback on the draft proposal.⁵⁰ The MYRP is also aligned with MEHE's Reform Roadmap 2025, issued in 2023, which was discussed and endorsed during the second Steering Committee meeting. According to the grantees, this alignment further strengthened the programme's coherence with MEHE's evolving reform priorities.

Interviews with MEHE and DGE officials, as well as external consultants, highlighted a deliberate effort to develop policies and strategies consistent with national frameworks to enhance ownership and sustainability. MEHE and CERD also played an active role in reviewing and approving outputs which helped ensure alignment with national priorities.⁵¹ UNICEF and UNESCO's system-level work also supported the Plan's institutional strengthening pillar by contributing to the development of MEHE's capacities.

Alignment with other national education strategies/education programmes:

The MYRP also aligned with Lebanon's national education strategies. At the institutional level, the MYRP was closely aligned with the Transition and Resilience Education Fund (TREF), a pooled financing mechanism managed by UNICEF in cooperation with MEHE and other key partners. TREF

⁴⁷ MEHE Five-Year General Education Plan (2021–2025)

⁴⁸ MEHE Five-Year General Education Plan (2021–2025); MYRP Lebanon proposal and budget

⁴⁹ KII with government representatives; KII with grantees; KII with external consultants

⁵⁰ KII with donor representatives

⁵¹ KII with external consultants; KII with grantees

includes a dedicated Window 2 focused on advancing the Multiple Flexible Pathways (MFP) framework.⁵² Evidence from interviews with the grantees and the desk review indicates that the MYRP and TREF were mutually reinforcing, with MYRP-supported work on NFE and system strengthening aligning with and informing the development of the MFP. The MYRP also contributed to TREF's broader objectives by supporting initiatives to strengthen MEHE's management and accountability systems and enhance coordination with sector partners.

At the programmatic level, technical assistance and coordination functions were integrated within MEHE's existing structures, with MYRP-supported consultants working alongside MEHE and CERD staff to strengthen planning, policy development, and communication.⁵³ This approach ensured that the programme complemented national systems and priorities. The collaboration strengthened links between non-formal and formal education through joint work on MFP frameworks and key policy areas like accreditation and curriculum reform. Other MYRP initiatives, such as the development of the Inclusive Education Policy and National Blended Learning Strategy, were also informed by desk reviews of existing national frameworks.⁵⁴

Alignment with relevant humanitarian response frameworks in Lebanon:

The MYRP aligned with Lebanon's key humanitarian response frameworks, the LCRP and the ERP, though it was not formally embedded within either. While the LCRP targets Syrian and Palestinian refugees and vulnerable Lebanese communities, the MYRP broadened this focus to include all vulnerable children facing learning challenges. The MYRP also complimented the LCRP's humanitarian focus through its emphasis on strengthening education systems and ensuring continuity of learning beyond immediate crisis response. Furthermore, the programme supports the ERP's goal of mitigating the impact of the economic crisis on education by focusing on inclusion and learning continuity. Interviews with MEHE consultants further confirmed that the programme's NFE work was developed in reference to both the LCRP and ERP, ensuring consistency with national and humanitarian education priorities.

Other programmes targeting the same groups:

The MYRP's alignment with other programmes targeting similar groups was uneven. While coordination among the three grantees was strong, this coherence did not extend to the wider Education Sector. Sector representatives noted that they were rarely invited to coordination meetings and that outputs – such as the Transition Framework, National Blended Learning Strategy, and Inclusive Education Policy – were either shared informally or not at all. They also emphasized that while the sector was involved in multiple consultations and workshops on the revision of the NFE curricula, engagement beyond that process remained limited. The grantees, in contrast, reported that the sector received regular updates through the MYRP's partner and core groups, though these focused on activity progress rather than implementation plans or tools. As a result, information exchange remained largely one-sided, leaving Sector actors without a clear view of implementation and raising concerns about potential overlap.

Coherence Between Humanitarian Response and System Strengthening

The MYRP aimed to bridge the humanitarian–development gap by addressing immediate education needs while supporting long-term system strengthening. It achieved this by combining emergency response activities with efforts to build institutional capacity and develop policies, thus reinforcing Lebanon's education system amid crises. Each outcome included outputs that addressed short-term needs and contributed to system improvements.⁵⁵ A full-time sector lead, funded by ECW and other agencies, was placed within MEHE as part of this approach. This was the first such arrangement linking the NGO sector and the government through joint coordination, helping to connect humanitarian delivery with ongoing education reform efforts.⁵⁶ The

⁵² MYRP Lebanon Narrative Report 2024

⁵³ KII with grantees; KII with external consultants

⁵⁴ KII with external consultants

⁵⁵ MYRP Lebanon proposal and budget; KII with grantees

⁵⁶ KII with grantees

effectiveness of these efforts to bridge the humanitarian-development nexus in education will be discussed further in the Effectiveness section.

Alignment with National Strategies on Gender, GBV, and Disability Inclusion

In terms of gender equality, the programme worked to integrate gender-responsive approaches into its education initiatives, drawing from Lebanon's National Strategy for Women and the General Education 5 Year Plan (2021-2025). The focus was on addressing specific needs for girls, particularly those at risk of early marriage or dropping out of school due to economic pressures. Efforts to incorporate gender considerations throughout the programme are discussed in further detail in the Gender Responsiveness section.

On GBV prevention, SCI, as part of the national child protection working group, contributed to updating referral pathways to make them inclusive of the needs of girls, children with disabilities, and refugees.⁵⁷ The pathways integrate gender-responsive approaches addressing risks such as GBV, early marriage, and sexual exploitation, while promoting safe, confidential, and child-friendly reporting mechanisms. They also emphasize accessible communication and coordination with specialized service providers for children with disabilities and ensure that referrals for refugee and displaced children are made regardless of legal status or nationality.⁵⁸ This effort aligned with national child protection protocols, helping ensure that children in need are promptly identified and referred to specialized services. SCI subsequently trained teachers in NFE centres on these pathways. Their effectiveness is discussed further in the Gender Responsiveness and Cross-Cutting Aspects sections of the report.

Regarding disability inclusion, the Inclusive Education Policy developed under the MYRP aimed to integrate children with disabilities into the broader education system, drawing from lessons learned from the implementation of RACE II.⁵⁹ However, integrating gender-specific considerations was challenging, as MEHE promotes a gender framework emphasizing equal opportunities for all learners, which differs from the approach of donors and international partners, who aim to ensure equality, while also addressing the specific needs of girls who may face additional barriers to education. Although efforts were made to reflect the intersection of gender and disability, these differing perspectives limited the extent to which gendered risks were fully integrated into the final policy document.⁶⁰

Coordination, Collaboration, and Communication within the MYRP and among the wider education sector

Engagement among the grantees: The MYRP governance structure supported regular and effective coordination among the three grantees. Monthly meetings provided a space to share updates, discuss challenges, and exchange lessons learned. For day-to-day communication, the grantees used shared agendas, bi-weekly touchpoints, and WhatsApp groups. All three grantees viewed the coordination process positively. Clear roles and responsibilities ensured smooth collaboration, with UNICEF managing the collection of reporting data, organizing it into ECW's template, and submitting it to the donor. While the process was viewed positively by the donor, occasional delays in internal information sharing among the grantees were noted.

Engagement between the grantees and the donor: Communication with the donor was reported as regular and constructive. In addition to participating in the steering committee with MEHE, the donor held routine check-ins with the grantees to monitor progress and address concerns and maintained an open line to support the grantees and discuss any issues encountered during implementation.

⁵⁷ KII with grantees

⁵⁸ Identification and referral training material

⁵⁹ RACE II (Reaching All Children with Education, 2016-2021) was a programme that aimed to promote equitable access to education for vulnerable Lebanese and Syrian refugee children amidst the Syrian crisis. It aimed to expand access to formal education, improve the quality and inclusivity of teaching and learning environments, and strengthen the Lebanese education system.

⁶⁰ KII with external experts; KII with grantees

Engagement between the grantees, MEHE, and CERD: The grantees engaged MEHE regularly through committee meetings, including the PEC and PSC, which meet quarterly and biannually.⁶¹ These meetings helped maintain communication and alignment, although one grantee representative noted that discussions tended to concentrate on outputs rather than broader strategic issues.⁶² Another senior MEHE representative highlighted that, because PSC/PEC meetings were sometimes attended only by the DGE, updates were not consistently shared with other relevant senior staff. A review of the meeting minutes and member lists confirms that the DGE is the only official MEHE representative on the committees. Occasionally, another senior MEHE official would attend as well, but this participation was inconsistent.

The senior MEHE representative also noted that a MEHE high official was frustrated by the lack of direct oversight of MYRP activities between committee meetings. This was especially the case with SCI's work, where MEHE only received updates during PSC meetings, which were limited to presentations of completed work without any opportunity for consultation on ongoing activities. The representative also noted that grantees provided limited follow-up on their activities, making it difficult to assess impact or effectiveness. For example, while MEHE was involved in selecting the recipient schools and was aware that laptops had been distributed, it lacked clarity on how the devices were being used in practice and the extent to which they contributed to improving access or learning outcomes for students and teachers. Additionally, there was a perception held by a senior MEHE representative and a MEHE high official that the MYRP primarily functioned as an emergency response programme. Whenever an emergency arose, the programme would respond, leading to budget reallocations that sometimes deviated from the original scope. This perception may have been linked to the fact that the FER, an ECW mechanism supporting emergency interventions in Lebanon such as school rehabilitation and the delivery of essential supplies, was being implemented with MEHE at the same time. The grantee, however, clarified that the distinction between the MYRP and FER and the purpose of each had been clearly communicated to the MEHE high official, who was closely involved in the reprogramming efforts during the crisis response.

As for communication with CERD, while CERD representatives were not officially included in PSC/PEC meetings,⁶³ good communication was maintained through activities implemented directly by UNESCO and UNICEF, which ensured regular coordination and information exchange.⁶⁴

Engagement between external consultants, MEHE, and CERD: The ministerial focal points played a key role in facilitating the engagement of external consultants with MEHE and CERD. They arranged meetings with relevant stakeholders, coordinated access to data, ensured experts received the necessary support to engage effectively with the ministry, and provided feedback on outputs when needed.⁶⁵

However, coordination was sometimes affected by workload pressures and the complexity of cross-departmental work within MEHE. Response times varied, even when communications were channelled through the grantees, and information did not always flow consistently across departments, occasionally resulting in parallel or overlapping efforts.⁶⁶ For instance, both MEHE and CERD work on aspects of curriculum development. Without regular joint planning, tasks occasionally overlapped and delays occurred. In the case of the Inclusive Education Policy, internal coordination varied, with alignment across ministries and departments evolving over time. This meant some meetings advanced decisions while others surfaced issues needing further convergence, which made it difficult to sustain momentum.

Engagement between the grantees and external consultants: IPs and external consultants generally reported good communication and support from the grantees. In the case of SCI, communication with their IPs was described as positive and consistent. However, some challenges in communication and coordination were noted between the grantees and the IPs and consultants,

⁶¹ KII with grantees; KII with government representatives; PEC and PSC ToRs

⁶² PEC and PSC presentation slides

⁶³ PEC and PSC member lists

⁶⁴ KII with government representatives; KII with grantees

⁶⁵ KII with external consultants; KII with external consulting organisations

⁶⁶ KII with external consultants; KII with external consulting organisations

particularly during transitions between online and in-person work or periods of staff turnover, which at times led to delays or inconsistencies in guidance.

Engagement with local organizations: The MYRP also laid the groundwork for more structured engagement between the Ministry, CSOs, and NGOs through the EoI, led by MEHE with support from UNICEF. The EoI mapped partner activities and was regarded as a positive step toward institutionalizing coordination. CSOs were also engaged in system-level activities, such as the review of the Inclusive Education Policy and the revision of the NFE curriculum, by sharing their experiences from the field.

Alignment with Other Funding Sources

The MYRP sought to create synergies with other funding sources, with ECW contributing to pooled funds that supported system-level work. For example, ECW supported UNICEF's *Dirasa* and *Makani*⁶⁷ programmes by funding consultants within MEHE and initiating NFE curriculum development, while additional donor resources were used for programme implementation. However, some crisis-response funding was channelled through the FER mechanism instead of the MYRP. Grantee staff suggested that directing this funding through the MYRP could have strengthened programme continuity and coherence.

4.3 Effectiveness

This section assesses the effectiveness of the programme, measuring the extent to which it has achieved its intended objectives. It is structured per outcome, with tables presenting outcome- and output-level targets and progress. While the results framework, last updated in March 2025, served as a reference point, the indicator tables were revised to reflect additional progress identified through data collection. Each outcome section discusses progress under its outputs, the actors involved, and the main contributing and hindering factors for effective achievement. At the end of each outcome, the analysis highlights the interventions most critical to achieving results and examines how the outcome has contributed to broader system strengthening. This analysis aims to answer the following evaluation questions:

- To what extent were the different outputs and outcomes achieved?
- What were the most critical interventions for achieving the outcomes?
- To what extent were key actors (MEHE, CERD, grantees, CSOs) involved in planning and implementing the outputs?
- To what extent and how did the MYRP promote a joint (humanitarian-development) approach to EiEPC programming?
- To what extent have the outputs contributed to system strengthening?
- What factors have contributed to or hindered the effectiveness of the interventions?

This section draws primarily on quantitative monitoring data and results data (incl. the MYRP results framework, participant and rights-holder lists, learning enrolment and progress records), complemented by a review of key programme and policy outputs (incl. annual narrative reports, the ToC, MYRP proposal and budget, technical studies such as the independent *Dirasa* evaluation, the Inclusive Education Policy and the National Blended Learning Strategy). It is further informed by KIs with MEHE/CERD, grantees, IPs, donors, and external consultants, and FGDs with teachers, caregivers, and school representatives where applicable. Findings were triangulated by cross-checking reported indicator progress against documented evidence and stakeholder interviews, and by using qualitative evidence to explain variation in performance and assess contributing and hindering factors.

⁶⁷ The UNICEF Makani programme ("My Space") is a community-based initiative that offers children and youth a safe and inclusive space to access integrated services such as education, psychosocial support, and life-skills training. The centres operate as holistic hubs that promote learning, emotional well-being, and personal development within a protective and supportive environment.

This section also includes the contribution analysis, which draws on the MYRP results framework and theory of change to examine causal linkages between activities, outputs, and outcomes, assess the strength of contribution, and identify key enabling and hindering factors.

A comprehensive results matrix, including all updated targets and progress against indicators, is provided in Annex J.

Overall, the MYRP demonstrated partial effectiveness. It delivered strong results in expanding access to NFE, promoting safer and more inclusive learning environments, and advancing key system-level frameworks such as the Transition Framework, Inclusive Education Policy, and National Blended Learning Strategy. However, its transformative potential was constrained by systemic policy barriers around the formal enrolment of non-Lebanese children, chronic underfunding, and escalating insecurity, resulting in the non-achievement of its most critical outcome, namely effective transition of OOSC from NFE to formal education. While important foundations for system strengthening were laid (notably in NFE institutionalisation, inclusive education, blended learning, and financial modelling), gaps in learning assessment systems, incomplete rollout of teacher training and referrals, and limited institutional capacity for implementation and follow-up reduced the programme's ability to systematically convert outputs into sustained learning gains.

KF11. Most outcomes and outputs were not fully achieved at the time of data collection, largely due to the deteriorating security situation following the October 2023 hostilities in the South of Lebanon, which then escalated nation-wide in September 2024. With the MYRP ending in December 2025 and no additional phase anticipated due to funding constraints, the majority of outstanding activities and their related outcomes are unlikely to be fully completed within the current programme period.

KF12. Outcome 1 (Access) was partially achieved: The programme expanded NFE access, meeting the completion target (80 percent), enrolling over 11,300 OOSC, and distributing materials to more than 10,100 learners. However, these gains did not translate into high formal education transition rates (15 percent), as the Transition Framework and unified data system remained non-operational. In essence, while the programme strengthened access and structures, the enabling conditions required for learner transition (policy implementation, institutional coordination, and instructional continuity) were not in place. NFE effectiveness issues – short course durations, bureaucratic delays, and limited teacher preparedness – also negatively affected learner readiness.

KF13. Outcome 2 (Equity & Justice) was mostly achieved: Outcome 2 demonstrated significant progress in promoting inclusive, protective, and gender-responsive education environments. Nearly all learners and teachers in ECW-supported spaces reported feeling safe, all NFE providers established referral pathways, and over 6,200 children were enrolled in Inclusive Pilot Schools. However, gaps in referral training for teachers and limited psychosocial services constrained full implementation, meaning that while institutional foundations for inclusion were established through the new Inclusive Education Policy and standardised referral systems, their reach and consistency remained incomplete. UNICEF's sustained support to MEHE and CERD, along with the Gender Action Plan, ensured policy uptake and mainstreamed gender and safeguarding across interventions.

KF14. Outcome 3 (Learning) was partially achieved: Progress toward improved learning outcomes could not yet be measured, as output-level activities were not fully finalised by the time of data collection. The most critical intervention was the design and national endorsement of Grade 3 second-language preparedness programmes (English/French), which aims to reach 10'000 learners by the end of 2025. The school improvement planning output was reprogrammed as the context made it impractical, and the assessment system is not yet operating, though groundwork (item banks, standards) has started.

KF15. Outcome 4 (Resource Mobilisation) is mostly achieved: Modelling work produced four medium-term education demand scenarios and capacity building for government representatives has been carried out, strengthening MEHE's evidence-based financial

planning despite data gaps and bureaucratic delays. External fundraising against the USD 38 million target fell short, but sustained advocacy helped secure USD 150 million in domestic funds for the 2023/24 school year.

Outcome 1. (Access) Crisis-affected learners have access to inclusive, gender-responsive and relevant quality learning

Indicators	Target	Progress
T1. Crisis-affected girls, boys and adolescents who completed an ECW-supported NFE programme	80%	80%
T2. Crisis-affected girls, boys and adolescents attending formal education after completing an ECW-supported NFE programme	70%	15%
T3. Crisis-affected girls, boys and adolescents (3-18 years) in formal and non-formal education benefitting from flexible access and relevant blended learning solutions and content	60%	60%

For outcome 1, the evaluation team defines achievement as the extent to which crisis-affected learners gained sustained access to inclusive, gender-responsive, and relevant quality learning opportunities. Achievement was primarily measured through the achievement of outcome-level indicators, including the percentage of OOSC completing ECW-supported NFE programmes, the rate of transition from NFE to formal education, and the proportion of learners benefitting from flexible, blended learning solutions. These indicators, complemented by qualitative evidence from KIs, FGDs and programme reports, informed judgments about both quantitative progress and perceived inclusivity, safety, and gender responsiveness in learning environments.

The ToC assumed that strengthening institutional frameworks (Output 1.1), operationalising transition mechanisms (Output 1.2), expanding NFE provision (Output 1.3), enhancing blended learning infrastructure and capacity (Output 1.4), and addressing socio-cultural barriers (Output 1.5) would collectively remove institutional, programmatic, and social obstacles to education and enhance access of OOSC to inclusive quality learning.

While this causal logic is coherent and theoretically sound, its feasibility and realism were only partial in the Lebanese context. The achievement of Outcome 1 depended heavily on preconditions that lay beyond the project's control, particularly the operationalization of the Transition Framework and the legal ability of non-Lebanese children to enrol in formal education. As a result, the links between Outputs 1.1 and 1.2 and the intended outcome were weakened in practice, as institutional and political constraints limited their effect on actual access. Conversely, Outputs 1.3–1.5 proved more feasible and realistic, as they addressed immediate and tangible barriers, such as safe learning spaces, flexible modalities, and social acceptance, allowing them to contribute more directly to the outcome. Overall, the ToC presents a credible but partially constrained causal pathway, where systemic ambitions outpaced contextual and operational realities.

As of November 2025, outcome-level indicators were mostly achieved. 80 percent of OOSC had completed an ECW-supported NFE programme, meeting the outcome-level target and demonstrating strong programme reach. In addition, the 60 percent target for flexible, blended learning support was achieved, with progress delayed due to security-related disruptions and connectivity challenges. However, UNICEF and SCI reported that only a small percentage (15 percent) of learners were able to transition from NFE to formal education, mainly due to the non-operational status of the Transition Framework. In practice, the few exceptional cases who were able to enrol were primarily Lebanese children or non-Lebanese children in ECE.

Output 1.1. A whole-of-system approach to NFE (UNICEF)

Indicators	Target	Progress
T1. Strategy for the transition of OOSC to formal education is approved, signed and operationalised (“Transition Framework”)	1	0
T2. One data system hosted on an online platform is available and provides data for evidence-based planning and evaluation	1	0

Output 1.1 aimed to deliver a Transition Framework and a unified data system to create a coherent, whole-of-system approach to NFE in Lebanon. These activities were intended to institutionalise NFE, improve coordination, and enable smoother transitions from non-formal to formal education. The logic behind this approach was sound, as it sought to address systemic barriers through policy and data tools. However, implementation proved only partially feasible in practice. While both instruments were mostly developed, political and legal decisions stalled the Transition Framework, whereas the unified data system became partially operational, limiting the output's overall effect.

The Transition Framework was developed by MEHE and formally endorsed in June 2024 by the Minister of Education and the Prime Minister of Lebanon. Its development was supported by UNICEF in collaboration with the DGE, whose technical guidance ensured quality and alignment with national priorities. However, implementation has been stalled since September 2024 owing to a decision made by the Council of Ministers, which reinstated official documentation requirements for non-Lebanese children to access formal education. This poses a major challenge for the MYRP, as the vast majority of its target group consists of non-Lebanese children who lack official documentation.⁶⁸ A new MEHE decision issued in September 2025 has since eased these restrictions, allowing the conditional registration of non-Lebanese children with residency permits, UNHCR certificates, General Security receipts, or, if undocumented, through the Non-Standard Learning system⁶⁹. This policy shift represents a positive step toward activating the Transition Framework, as it reopens pathways for non-Lebanese learners to enrol in formal education and could gradually restore the operational conditions needed for formal transitions.

The unified data system was jointly developed by UNICEF, MEHE and two ECW-funded consultants embedded within the ministry. It consists of a student-tracking database linking formal and NFE pathways to identify OOSC, and a partner platform intended to consolidate all project-level data into a single MEHE-owned system. By August 2025, the student database was fully operational and used as the main tool for monitoring student enrolment and transitions, while the partner platform was still under development.⁷⁰

Both activities involved embedding consultants within MEHE to support implementation and capacity-building efforts. However, this arrangement introduced challenges, as key informants noted that internal dynamics created friction between MEHE staff and external MYRP-consultants. Workload pressures and differences in compensation arrangements contributed to perceptions of inequity, leading to resistance that at times hindered coordination and progress. These tensions were compounded by bureaucratic delays and inter-departmental sensitivities arising from overlapping mandates and unclear lines of authority within MEHE. However regular coordination meetings, and joint review processes helped to gradually build trust, improve communication, and ensure greater alignment of technical work with ministry priorities. Nevertheless, despite these positive developments, the persistent legal barriers for undocumented children prevented the Transition Framework from being operationalised, and thus the output was not fully achieved.

⁶⁸ KII with government representatives

⁶⁹ The Non-Standard Learning system is a digital registration and tracking platform established by MEHE to record children who are not formally enrolled in the official education system.

⁷⁰ KII with government representatives

Output 1.2. OOSC are provided with the support they need to join and stay in school (UNICEF)

Indicators	Target	Progress
T1. One School-Bridging Programme with legal foundation, procedural description and functioning budget	1	0
T2. OOSC transitioned (7,500 male/7,500 female) from NFE to FE	15,000	0

Output 1.2 aimed to establish the transition strategy for the School Bridging Programme *Dirasa*, by strengthening teacher capacity, updating NFE curricula, and reactivating the NFE Committee within MEHE to help OOSC children transition from TREF 2nd window (NFE/MFP) to TREF 1st window (formal education). The underlying logic was that clear bridging pathways, relevant curricula, and institutional coordination would facilitate sustainable re-entry into schooling. While the design was realistic and technically feasible, progress depended on the implementation of the Transition Framework, making full achievement unattainable within the programme period. Overall, the activities were well conceived, but external constraints limited their effectiveness in practice.

***Dirasa* was developed by UNICEF and MEHE and rolled out nationwide during 2022–2023 and is, according to UNICEF, one of the strongest NFE models globally.** It is a structured, school-based bridging programme designed to help OOSC acquire foundational skills and transition into formal education. To strengthen the programme, MEHE consultants carried out preparatory steps, including developing updated SOPs and designing formal assessments for transitioning students.⁷¹ MEHE, CERD, and UNICEF revised the national ALP and BLN NFE curricula to integrate social-emotional learning elements, following a consultative workshop with education specialists. However, as observed under Output 1.1, progress was at times constrained by internal coordination challenges within MEHE, partly linked to differing roles and working conditions between public servants and MYRP consultants. Operationalisation of the revised curricula was further delayed by funding and staffing gaps, as well as multiple approval steps required for its national rollout. Political sensitivities around placing Syrian OOSC in semi-private schools required agreement from MEHE and the Ministry of Social Affairs, along with sustained engagement at senior political and community levels, making it one of the most politically challenging education initiatives in Lebanon. This finding is supported by an independent *Dirasa* evaluation commissioned by UNICEF in 2022, which highlights the complex negotiations and coordination efforts needed to implement this approach effectively.⁷²

At the teacher-capacity level, CERD's Pre-service and In-service Training Bureau (PITB) developed training modules and ToT packages with UNICEF's technical support to prepare educators to deliver the new curricula. As of November 2025, ToTs are ongoing and expected to be finalised in December 2025.⁷³

In parallel, efforts to update NFE curricula and train teachers also benefit the NGO-led bridging programme *Makani*, which is designed for OOSC unable to access or remain in *Dirasa* due to child labour, mobility restrictions, family obligations, or extreme vulnerability. *Makani*, coordinated by UNICEF and implemented through local NGOs, offers shorter and more flexible learning cycles, serving both as an entry point for the most marginalised children and as a fallback option for those struggling to meet *Dirasa's* requirements.

At the institutional level, the previously inactive NFE Committee was reactivated within MEHE, bringing together ministry staff and MYRP consultants with a clear mandate to oversee NFE activities. Through this structure, MEHE led an EoI process launched in March 2023, which expanded the sector's pool of education partners from around 60 to nearly 135 organisations. These measures helped institutionalise NFE within MEHE's operations and align field delivery with policy frameworks.⁷⁴

⁷¹ Narrative report 2024; KII with government representatives

⁷² Independent Evaluation for *Dirasa* Project Pilot, Lebanon, February 2022

⁷³ KII with grantees

⁷⁴ ECW Annual Joint Narrative Report 2024; KII with government representatives

The target of transitioning 15,000 OOSC to formal education was not met, as no learners had transitioned by the time of data collection. This shortfall is not only quantitative but also qualitative, as the transition result represents the defining feature that distinguishes Output 1.2 (school bridging) from Output 1.3 (NFE enrolment). While Output 1.3 successfully ensured access to education through non-formal pathways, Output 1.2 was intended to operationalise a structured bridge between NFE and the formal system, which could not materialise without an enabling policy environment. The stalled implementation of the Transition Framework caused by the legal restrictions preventing undocumented non-Lebanese children from enrolling in formal schools effectively broke this causal link. As a result, efforts to strengthen the *Dirasa* programme remained strong, but their intended aim of establishing a solid transition system to facilitate formal school entry could not be realised. This failure to achieve transition undermines the coherence of Outcome 1's results chain, revealing that institutional and policy-level dependencies outweighed the programme's otherwise solid technical groundwork.

Output 1.3. Out-of-school girls and boys are provided with relevant, gender-responsive, non-formal education (SCI)

Indicators	Target	Progress
T1. Crisis affected boys, girls and adolescents (3–18-year-olds) enrolled in relevant NFE programmes	16,476	11,333
T2. Conflict and/or crisis affected boys, girls and adolescents provided with individual learning materials	16,476	10,183
T3. Teachers / trainers trained on subject knowledge, curriculum or pedagogy topics	750	224
T4. Gender-responsive and/or inclusive latrines constructed/rehabilitated	40	9

Output 1.3 aimed to provide relevant and gender-responsive NFE access through enrolment drives, provision of learning materials, teacher training, and upgrading of gender-responsive facilities. These activities were expected to reduce immediate barriers to education and make learning environments safer and more inclusive. The logic was direct and achievable, addressing short-term access and quality challenges. Implementation was largely feasible and produced strong results in student outreach and enrolment. However, teacher training was disrupted by the September 2024 nation-wide escalation of conflict and infrastructure upgrades proceeded at a reduced scope based on needs assessments.

According to the Results Framework, over 11,300 OOSC were enrolled in NFE programmes, and over 10,100 learners received individual learning materials, both activities achieving just under 70 percent of their respective targets. Of these, 52 percent were girls, and 6 percent were learners with disabilities, thereby meeting inclusion targets (53 percent and 5 percent, respectively). This output was carried out by SCI and its IPs, who designed and oversaw programmatic delivery. High enrolment rates were achieved thanks to extensive community-based awareness sessions and door-to-door outreach conducted by SCI's IPs, which included Al Fayhaa Association, Ana Aqra Association, and Mouvement Social. Their established community networks and field presence enabled them to identify and reach highly vulnerable children who might otherwise have remained excluded from education. The IPs were also encouraged to use their own content and tools, as described in their original proposals. This allowed for creativity and localization while staying aligned with MYRP objectives.⁷⁵

According to the latest figures, 224 teachers, facilitators, and centre supervisors received training in inclusive and gender-responsive pedagogy (30 percent of the target). However, SCI explained that the target had never been revised downward to reflect the reduced number of operational centres following funding constraints, meaning the figure no longer corresponded to the actual size of the teaching workforce involved in the programme. The programme design also intentionally aimed to retain the same teachers across cycles to ensure continuity, consistent delivery, and cumulative skill strengthening. As a result, many education personnel received

⁷⁵ KII with implementing partners.

multiple trainings, either on different topics or as refreshers, rather than being replaced each round, making the original target unattainable unless there had been a full turnover of staff, which was neither intended nor appropriate. SCI further clarified that the trainings which were planned to be carried out in 2025 were meant as refreshers, but these could not be resumed due to shifts in context and operational modalities. Additionally, the September 2024 nation-wide escalation of conflict further disrupted operations, as many teachers were displaced, unreachable, or experiencing psychological distress, reducing opportunities for training delivery. IPs reported that 91 percent of trained teachers were women,⁷⁶ reflecting the predominantly female composition of the education workforce. These trainings were led and coordinated by SCI, which provided technical guidance and oversight, built the capacity of its partners, and ensured that the content aligned with inclusive education principles. Teachers generally appreciated the gender responsiveness training by SCI but found it brief and lacking depth, leaving many uncertain about referral steps and procedures. While some applied what they learned, others remained confused or fearful of reporting due to unclear confidentiality protocols and weak follow-up. Overall, they valued the initiative but called for more practical, detailed, and consistently delivered training with clearer protection guarantees.

Infrastructure improvements were guided by field visits and needs assessments across IPs' centres. Ana Aqra rehabilitated bathrooms in 9 NFE centres, upgrading flush toilets, installing menstrual hygiene boxes, creating separate facilities for girls and boys, and improving handwashing stations. The lower number of rehabilitations compared to the target of 40 centres was mainly due to funding restrictions.

Overall, FGDs with NFE students indicated high levels of learner motivation and regular attendance across NFE programmes delivered under this output. Teachers' use of repetition, clear explanations, interactive methods and engaging activities (storytelling, drawing, and play-based learning), sustained learners' motivation. However, participants noted that the five-month duration of NFE courses was too short to cover the full curriculum effectively. During FGDs, caregivers also emphasised the importance of their own involvement, noting that being informed about their children's classroom environment and getting advice from IPs on home-based learning supported greater engagement in their children's education and helped sustain their children's participation in NFE classes. Progress made under this output benefited particularly from ECW's flexible funding approach, which allowed IPs to adapt their activities rapidly without complex approval processes. IPs reported through KIIs that this flexibility enabled timely adjustments, such as adding an extra NFE session per week to complete the curriculum within the school year or shifting to online learning during heatwaves and conflict-related disruptions.

Output 1.4. Crisis-affected girls and boys in formal and non-formal education are provided with flexible access, and relevant, gender-responsive blended learning (UNESCO)

Indicators	Target	Progress
T1. Schools whose infrastructure is supported and that are equipped with digital devices and support the provision of remote and blended learning	420	421
T2. Teachers/ administrators/ trainers trained in blended learning approaches and content	4,080	4,121
T3. Crisis affected boys and girls who participate in blended or remote learning education in formal and non-formal education programmes	60%	60%

Output 1.4 aimed to equip schools with digital devices, train staff, and develop a national blended learning strategy to expand flexible, relevant, and gender-responsive learning opportunities for students in formal and non-formal education. These activities were intended to maintain continuity of learning during crises and integrate digital tools into education delivery. The approach was logically coherent, but implementation was constrained by limited connectivity, energy shortages,

⁷⁶ Female inclusion target was 66 percent.

and varying digital literacy of the education personnel. Despite these challenges, the activities were realistic and achieved substantial progress in building a foundation for future blended learning.

By October 2025, 421 public schools had received 1,260 laptops and internet routers, exceeding the initial target. These achievements were made possible through strong coordination between UNESCO, MEHE, CERD, and public schools, as well as timely procurement and delivery processes. However, the use of digital devices in many schools remained constrained by the unstable security situation, intermittent power supply, and limited digital literacy among some teachers, which hindered the consistent integration of technology into learning. Follow-up with six recipient schools indicated varying levels of readiness and use: at *Al Marj* Public Intermediate School (Beqaa), five laptops had not been used because activation codes from the Ministry were still pending, despite repeated requests for support; at *Arsal First* Mixed Intermediate School (Baalbek/Hermel), 10 laptops were delivered, with utilisation differing between teachers depending on their digital skills; and at *Nabi Kzayber* Mixed Public School (North), higher levels of use were reported, with teachers and students noting increased motivation, improved focus, and basic digital skills development. Nonetheless, system restrictions preventing the installation of essential programmes (such as Word and Excel), the absence of a designated technical support contact, and reluctance among staff to take corrective action without official authorisation meant that several functional laptops remained stored and unused. Additional constraints, including generator malfunctions, an insufficient number of devices for large classes, and security-related incidents, such as laptop theft at *Metwassat Sleim Haidar* School (Baalbek-Hermel) and the loss of devices following the bombing of *Ali Hussein Abdallah* Intermediate School (South/Nabatiyeh), further impeded effective use. Therefore, despite strong willingness and readiness from teachers, the lack of software access and absence of clear maintenance and support pathways significantly impeded the full integration of laptops into teaching and learning.

As of September 2025, 4,121 school staff had completed training on blended learning methods, exceeding the target set. These efforts were coordinated by UNESCO and implemented in close collaboration with CERD, whose technical departments integrated blended learning content into existing training structures. Progress was facilitated by the development of twelve blended learning modules by Réseau Canopé, which were embedded within CERD's national Moodle platform. The modules were also tested for smartphone compatibility and offline use to ensure accessibility in areas with limited connectivity. The long-standing partnership between Réseau Canopé and CERD, built over more than a decade, enabled smooth coordination and a shared understanding of the work's objectives. Nonetheless, the finalisation of the modules was delayed and sustained progress was hampered by CERD's internal structural limitations, including unclear leadership roles within departments, weak inter-unit coordination, and the absence of a formal task-assignment system.⁷⁷

Teachers generally perceived the blended learning training as highly relevant and useful, particularly in the context of prolonged school closures, displacement and insecurity. They highlighted concrete gains in their day-to-day practice, such as learning to use Teams, Google Forms, PowerPoint, e-books and the *Madrasti* platform to share lessons, assignments and videos, and to reach students who could not attend live sessions. Several teachers noted that digital learning is now "a necessity like food and water" and an important future skill for students, while also stressing that it should complement rather than replace in-person teaching, especially for younger learners and for complex subjects such as early literacy or geometry. The quality of training delivery and facilitation was consistently praised: trainers were described as clear, patient and responsive, offering step-by-step guidance, repeated explanations, recorded sessions and WhatsApp support groups. At the same time, teachers emphasised that the real barriers lay beyond the training itself, including electricity cuts, weak or absent internet, limited number of devices, delayed timing of the course, disrupted school calendars due to the war, and limited preparedness of students and parents to use digital platforms. They therefore called for more subject-specific follow-up training (including in-person coaching in schools), stronger parallel training for students and parents, clearer alternatives for low-connectivity environments, and sustained investments in

⁷⁷ KII with external consulting organisations

infrastructure (internet, devices, classroom equipment) and curriculum integration to ensure that the skills acquired can be applied and maintained over time.⁷⁸

Finally, to support activities under this output and strengthen blended learning at the system level for long-term sustainability, a **National Blended Learning Strategy** was developed. An external consultant, commissioned by UNESCO, led the drafting process, which was reviewed by MEHE and CERD. The strategy aims to strengthen remote learning, address digital literacy gaps, and promote the use of offline-compatible technologies. A **blended learning review**, conducted by Statistics Lebanon, informed its design by assessing schools' IT infrastructure and evaluating how technology is currently perceived and applied in the education system. Strong stakeholder engagement (UNICEF, World Bank, government representatives, school staff, etc.) contributed to the timely development of the strategy and the external consultant played a proactive role in managing coordination and outreach with diverse stakeholders. However, progress was limited by several operational challenges, as well as delays due to initial coordination issues with the grantees.⁷⁹ As of November 2025, UNESCO reported that the first draft of the strategy's costed action plan had been submitted to MEHE for review.

Output 1.5. A post-Covid-19 inclusive and gender-responsive learning campaign focused on girls' education is rolled out (UNICEF)

Indicators	Target	Progress
T1. ECW supported caregivers who report increased understanding of the importance of girls' education	N/A ⁸⁰	12,000

Output 1.5 aimed to raise awareness about girls' education by carrying out a campaign for caregivers but was adapted to address menstrual hygiene management through the distribution of Laha kits⁸¹ and awareness sessions for girls. The rationale behind this shift was that prolonged school disruptions following COVID-19 led to reduced opportunities for direct engagement with communities and prompted a decision to focus on period poverty as one of the most urgent barriers to girls' continued access to education. The planned activities were sound and highly feasible, and implementation achieved its goals effectively, demonstrating that addressing period poverty can meaningfully support girls' access to education.

For the International Day of the Girl, on October 11th, 2023, UNICEF IPs distributed over 12,000 Laha kits to adolescent girls in NFE centres, GBV safe spaces, and informal settlements across Beirut, Mount Lebanon, and the Bekaa. These distributions were accompanied by awareness sessions that provided information on menstruation and hygiene management. According to recipients, these sessions helped ensure that the kits were not only distributed but also meaningfully used, by equipping girls with knowledge and confidence to manage their menstrual health responsibly. Awareness sessions were mainly delivered in community-based safe spaces, such as "Miss Amina's room" and "Maktab Lazkani," which provided private and supportive environments for open discussions with adolescent girls. Overall, UNICEF IPs reported facing no major challenges during implementation of both activities, noting that the interventions were well-received by communities. Successful rollout of activities was attributed to strong coordination among IPs, UNICEF, and NFE centres, the involvement of trained social workers, as well as the integration of the activities within existing gender and protection structures.

Outcome 1: Key Activities and Contribution to System Strengthening

The overall goal of Outcome 1 was to ensure that crisis-affected learners have access to inclusive, gender-responsive, and relevant quality learning opportunities across both formal and non-formal pathways. While Output 1.1 was the most critical from a policy perspective, laying the groundwork for institutionalising NFE and enabling future learner transitions, the most immediate and tangible achievements came under Outputs 1.2 and 1.3, through NFE curricula

⁷⁸ FGDs with trained teachers in two schools in South Lebanon

⁷⁹ Discussed in detail in the Coherence section.

⁸⁰ Results Framework indicated 20 percent from the baseline, but no indication of baseline value.

⁸¹ Each Laha-kit contained sanitary pads (disposable and reusable), undergarments, socks, a flashlight, soap, and an informational leaflet on menstrual hygiene, along with a QR code for feedback collection.

revisions, teacher trainings, reactivation of NFE unit within MEHE, and the enrolment of over 11,300 OOSC in NFE. Transitions to formal education did not occur because the Transition Framework remained non-operational due to legal restrictions on enrolling undocumented non-Lebanese children, which weakened the overall achievement of Outcome 1 by limiting progress toward sustained, system-level access. Nonetheless, gender-responsiveness and inclusivity were effectively integrated into NFE delivery through gender-balanced enrolment, provision of gender-responsive facilities, and targeted measures such as Laha kit distributions and awareness sessions addressing girls' specific needs. These interventions enhanced girls' participation and safety, while flexible schedules and outreach strategies ensured that both boys and girls facing socioeconomic or protection barriers could access learning, demonstrating meaningful progress toward inclusive and gender-responsive education.

Outcome 1 contributed substantially to strengthening Lebanon's education system. The MYRP's most significant system-strengthening contribution under Outcome 1 was laying the groundwork for a national NFE framework under MEHE's leadership. If operationalised, the Transition Framework would establish Lebanon's first structured national system to reduce OOSC among both Lebanese and non-Lebanese children and could prompt a shift from NGO-run to government-run NFE centres. This institutionalisation process was reinforced by embedding technical consultants *within* MEHE, especially at a time where the ministry lacked a fully developed NFE Unit. Their presence facilitated the reactivation of a NFE Committee and the creation of a unified partner coordination platform, processes that previously relied on ad-hoc arrangements.

Outcome 1 also deepened national ownership of education reform by empowering CERD to lead curriculum and teacher development. For the first time, CERD officially led both NFE curriculum development and teacher training, noting that in the past these trainings were fragmented and sometimes delivered by NGOs. CERD expressed eagerness to assume full responsibility and expects this shift to enhance the quality of teacher capacity building through the use of national trainers and standardised content. Moreover, the joint revision of ALP and BLN curricula by CERD, MEHE, and 25 NGOs, represented another milestone in system development. It was the first-ever joint government-NGO consultation process in Lebanon, embedding NGO field expertise into nationally led system reforms.

Further, the MYRP strengthened the feedback loop between local service delivery and national planning, ensuring that policies were informed by field realities. During service implementation, UNICEF IPs collected insights from children and communities on education access barriers, child protection concerns, and emerging risks, and systematically shared this information with MEHE.⁸² While a direct causal link to policy change cannot be established, this process ensured that sector discussions and planning were increasingly grounded in field realities and informed by the lived experiences of learners and communities.

Digital learning initiatives under Outcome 1 helped institutionalise blended learning and upgrade CERD's capacities. By embedding the modules on the national Moodle platform, the MYRP institutionalised blended learning within CERD. Réseau Canopé encouraged CERD's ownership over the modules, revitalised CERD's audiovisual department, and encouraged collaboration among CERD-units that had previously worked in isolation. They ensured that CERD staff are included in the creation, validation, and ToTs, enabling them to independently design and implement future digital modules.⁸³ To date, over 4,000 teachers have been trained in digital and blended approaches, and the development of Lebanon's first National Blended Learning Strategy, aligned with national and global education priorities, has fortified these gains at the policy level. Once the Roadmap for the National Blended Strategy is completed, blended learning will be fully institutionalised.

⁸² KII with implementing partners

⁸³ KII with external consulting organisations

Outcome 2. (Equity and Justice) Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments, where their specific needs are met

Indicators	Target	Progress
T1. Conflict- and/or crisis-affected teachers and administrators who feel safe in, to, or from ECW-supported learning spaces/schools	80% (211 in total ⁸⁴)	96%
T2. Conflict- and/or crisis-affected boys, girls and adolescents who feel safe in, to, or from ECW-supported learning spaces/schools	80% (5'115 in total ⁸⁵)	97%
T3. Percentage of NFE providers implementing functioning referral pathways for child protection	80%	100%
T4. Number of children enrolled in MEHE's Inclusive Pilot Schools benefiting from improved learning environments and inclusive education disaggregated by sex and community of origin	5,000 ⁸⁶	6,249 ⁸⁷

For Outcome 2, the evaluation team defines achievement as the extent to which crisis-affected learners and educators experience safe, inclusive, and gender-responsive learning environments that meet their psychosocial and educational needs. Achievement was measured primarily through outcome-level indicators on safety perceptions, functioning referral pathways, and enrolment in inclusive schools, supported by qualitative evidence from KIIs, FGDs, and programme reports.

The ToC assumed that strengthening child protection and psychosocial support systems (Output 2.1), institutionalising inclusive education through national policy and teacher capacity-building (Output 2.2), and mainstreaming gender equality across all programme components (Output 2.3) would collectively lead to safer, more inclusive, and gender-responsive learning environments where the diverse needs of crisis-affected children are met. While the causal logic was coherent, feasibility varied as protection-related results were constrained by limited service availability, whereas inclusive education and gender mainstreaming proved more realistic and sustainable.

By December 2024, outcome-level indicators were reported as fully achieved or exceeded. Most school staff and learners expressed feeling safe in ECW-supported learning spaces, all NFE providers had functioning referral pathways for child protection, and over 6,000 children were enrolled in MEHE's inclusive pilot schools. These findings suggest notable progress in creating safe and inclusive learning environments. However, these results should be interpreted cautiously, as the outcome-level indicators primarily measure perceptions of safety and inclusion rather than concrete improvements in protection systems or service delivery. Despite the strong outcome performance, several underlying output-level targets remained unmet, revealing a coherence gap between perceived and actual protection outcomes.

Output 2.1. Crisis-affected girls and boys are referred to relevant support services (SCI)

Indicators	Target	Progress
T1. ECW-supported education personnel adequately refer students to psychosocial, legal and case management services	525	149
T2. Learners (3–18-year-olds) supported by ECW that are referred to a psychosocial, legal and case management services where appropriate	1,318	556
T3. ECW-supported learning spaces featuring Mental Health and Psychosocial Support (MHPSS) activities for learners	N/A	9
T4. ECW-supported learning centres offering curricula that offer Social and Emotional Learning (SEL) / life skills instruction	N/A	9

Output 2.1 aimed to promote child referrals among education personnel, establish referral mechanisms, and introduce psychosocial and social-emotional learning activities to improve

⁸⁴ Numbers provided by SCI

⁸⁵ Ibid

⁸⁶ 50 percent female/male

⁸⁷ 42 percent female / 58 percent male

learner well-being and ensure that they are referred and supported by relevant services. The rationale was that a stronger protection environment would enable safer and more consistent learning participation. While the approach was coherent and logical, feasibility was constrained by service shortages and limited follow-up capacity.

A total of 149 education personnel were trained by SCI IPs, Ana Aqra, Al Fayhaa and Mouvement Social, on safe referral protocols, interactive pedagogy, inclusive practices, digital tools, and strategies for addressing learning difficulties, and have referred children in need of services.

This represents 28 percent of the target of 525. SCI clarified that this target was not possible to reach for same reasons as outlined above under Output 1.3, namely, the target was never downsized to match the reduced number of operational centres, and the programme intentionally retained the same teachers across cycles rather than replacing them. Additionally, the September 2024 nationwide escalation of conflict further constrained training delivery by displacing staff and disrupting centre operations.

Despite the above, SCI IPs explained that training quality was maintained through smaller, more focused sessions, complemented by post-training visits and mentoring by IPs, which helped teachers apply new techniques in the classroom. Nonetheless, large class sizes, limited access to technology/RIMS,⁸⁸ and insufficient follow-up support with teachers constrained teachers' ability to apply the newly acquired skills in practice. Some teachers felt that the training was overly theoretical or not well adapted to their classroom realities, which reduced their confidence in identifying and referring learners in need. During the interviews, teachers further expressed low confidence in reporting mechanisms, citing a lack of assured confidentiality and fear of potential repercussions if their identities were revealed.

By March 2025, 556 learners had been referred to specialised services, partially meeting the target.⁸⁹ At-risk children were identified by trained teachers and social workers who referred them toward appropriate services, coordinating through RIMS. According to SCI IPs, the shortage of specialised psychosocial service providers was one of the main constraints affecting referral outcomes. IPs reported that the available psychological support services in Lebanon were insufficient to meet demand, particularly in rural and crisis-affected areas. In addition, confidentiality protocols prevented SCI and its IPs from receiving updates or following up on individual cases after referral. Teachers and IPs therefore relied on classroom observation to monitor children's progress, and partners reported improvements in well-being among those who accessed services.

All nine ECW-supported centres implemented structured sessions to strengthen learners' self-awareness, interpersonal relationships, and problem-solving skills. Facilitated by SCI IPs, these activities created supportive environments where students could express emotions and build confidence. Teachers and learners both described noticeable improvements in participation and emotional openness. Although SEL/MHPSS activities were included within the overall intent of Outcome 2, the MYRP did not prescribe a specific toolkit or structured approach for their delivery. As clarified by SCI, IPs therefore relied on their own toolkits and integrated SEL and MHPSS sessions into daily education activities, adapting content in response to emerging protection trends in the community. Because these sessions were not defined as a standalone intervention within the initial Results Framework, no corresponding targets were established at the planning stage, making it difficult to draw conclusions about the extent to which progress was achieved for this activity.

Finally, parental engagement sessions were delivered by Ana Aqra, Mouvement Social and Al Fayhaa in ECW-supported learning centres to strengthen caregivers' involvement in their children's education. Although this activity was not included in the MYRP Results Framework and thus achievement cannot be formally assessed against a target, interviews with SCI implementing partners and involved caregivers suggest that it was implemented successfully, faced no major

⁸⁸ The Referral Information Management System is a system used globally in humanitarian, social work, and healthcare settings to track and manage referrals to various services, such as psychosocial, legal and case management support.

⁸⁹ The unmet referral target does not impact the progress-assessment of this output. Setting a specific referral target does not align with a needs-based approach, as referrals should be driven by actual learner requirements, not pre-set numbers.

challenges, and was well received by participants. IPs coordinated session schedules at times convenient for parents, which ensured strong participation and engagement. Caregivers reported gaining confidence in addressing their children's emotional and educational needs and shifting from punitive to supportive approaches that use positive reinforcement.

Output 2.2. Inclusive Education Policy and Roadmap are developed (UNICEF)

Indicator	Target	Progress
T1. Inclusive Education Policy and Roadmap approved	1	1

Output 2.2 aimed to develop and implement a national Inclusive Education Policy and Roadmap to embed inclusion in Lebanon's education system. The activities logically targeted systemic change by strengthening frameworks, guidance, and teacher capacity. The approach was realistic and feasible, and the endorsement of the policy and roadmap demonstrated strong ownership and early results.

This output achieved its target with the Inclusive Education Policy (2023) and its roadmap (2024) developed and formally endorsed by MEHE. To support implementation, a practical handbook for teachers and implementers was produced by MEHE, alongside capacity-building measures such as teacher training and annual refresher sessions for educators of children with special needs. By 2024, the policy had already been introduced in 116 public schools, where evaluation showed inclusive enrolment targets had been exceeded (14 percent enrolment of children with disabilities compared to a 10 percent target) and positive changes in school-level attitudes toward inclusion.

This output was delivered through collaboration between UNICEF, CERD and MEHE/DOPS⁹⁰. UNICEF recruited external consultants specializing in ICF⁹¹ to draft the policy and provide capacity-building workshops for CERD staff on the ICF framework, ensuring alignment with international standards and offering ongoing technical and strategic support. CERD and DOPS jointly developed the policy's roadmap, while MEHE played a crucial role by reviewing and endorsing the policy and selecting pilot schools.⁹² Although OPDs were consulted during the design phase, their engagement was limited and primarily focused on physical disabilities. According to the external consultants, more active inclusion of OPDs, particularly those representing a broader range of disabilities (e.g. intellectual), could have enhanced the effective development and comprehensiveness of the policy.

While the output's main objectives were achieved, there were several challenges. External consultants' efforts to embed linkages across disability, gender, and refugee status were affected by the fact that stakeholders held diverse perspectives on what constitutes gender disparities in the Lebanese education context, and what a gender-responsive education system should entail. As a result, several cross-cutting elements were softened or removed prior to publication. External consultants noted that high workloads contributed to varying levels of engagement among MEHE staff, and that differences in role clarity occasionally affected coordination and communication processes, with some implications for the overall effectiveness of implementation. Effective progress was additionally challenged by limited familiarity with the ICF framework among CERD, OPDs, and educators, and a largely medicalised perception of disability, which led to resistance in adopting a social model. However, constant support from UNICEF was highlighted as an essential factor, providing continuity and technical backing that enabled the policy and roadmap to be finalised despite these challenges.

Output 2.3 Gender is adequately mainstreamed throughout the MYRP (UNICEF)

Indicators	Target	Progress
T1. One Gender Action Plan (GAP) developed	1	1
T2. MYRP partners ⁹³ that implement gender responsive projects	100%	100%

⁹⁰ DOPS is the MEHE Department of Orientation and Pedagogical Counselling

⁹¹ International Classification of Functioning, Disability, and Health

⁹² ECW Annual Joint Narrative Report 2024, KII with external consulting organisations

⁹³ KAFA, Ana Aqra, Mouvement Social, Amal Association, LOST, and IRM Foundation

Activities under this output aimed to strengthen gender equality across all components of the MYRP by developing a GAP, ensuring that every partner implemented gender-responsive interventions, and building partner capacity on gender, GBV, and safeguarding. Implementation was feasible and achieved its objectives, although engagement through the Gender Network was weaker than planned. Overall, the logic was sound and realistic within the programme's scope.

By June 2025, the GAP had been finalized, providing a framework for integrating gender across the MYRP. UNICEF, as the Gender Lead Organization (GLO), reported that all partners were implementing gender-responsive projects. The Gender Network, which brought together gender focal points from grantees and IPs, created space for exchange but was less effective than intended due to the absence of mandatory reporting requirements and low engagement in its meetings. Together, the GAP, GLO, and Gender Network provided a structure that supported the integration of gender considerations across the programme. Further details are provided in the Gender Responsiveness section.

To ensure gender-responsiveness across MYRP interventions, capacity-building activities were conducted for IPs and local organizations. As the GLO, UNICEF delivered ToTs on gender, GBV, PSEA, and sexual and reproductive health (SRH) to SCI and UNICEF's IPs, who then decided how to cascade the trainings within their implementation areas. KAFA, already a UNICEF partner prior to the MYRP, was also trained to support other organizations in developing their own GAPs and delivering gender, PSEA, and SRH trainings. KAFA subsequently trained other UNICEF IPs under the MYRP, a modality designed to strengthen partners' capacity to mainstream gender in their programming. A SCI IP, Ana Aqra, reported notable strengthened capacity through participation in MYRP activities, particularly during the *gender-transformative parenting sessions* delivered jointly by UNICEF and KAFA in March 2025. Ana Aqra explained that these sessions influenced how their staff communicated with caregivers and improved strategies used in the caregiver sessions implemented under Output 2.1. This activity was not included in the MYRP Results Framework, and therefore its achievement cannot be formally assessed. However, UNICEF and IPs did not report any major challenges, and activities progressed well, with KAFA's strong thematic expertise, facilitation skills, and established community trust contributing to their effective delivery.

Overall, gender was adequately mainstreamed across the MYRP, not only through training and policy tools but also through the integration of gender-responsive pedagogy, gender-balanced enrolment, and targeted interventions such as safe transport, WASH improvements, and menstrual hygiene support. These efforts achieved meaningful progress in promoting girls' participation and safety, even though full institutionalisation of gender equality within MEHE systems remains limited (as elaborated in the Gender Responsiveness section below).

Outcome 2: Key Activities and Contribution to System Strengthening

Taken as a whole, outcome 2 was mostly achieved. Outcome-level targets were exceeded, and most outputs delivered strong qualitative results, leading to safer, more inclusive, and gender-responsive learning environments. While referral targets and teacher capacity under Output 2.1 were not fully met, this did not undermine the broader success, as systems, policies, and practices were put in place and are already showing positive impact.

Two core activities were central to the effective achievement of Outcome 2, which aimed to provide access to crisis-affected girls and boys to safe, inclusive, and gender-responsive education: The establishment of effective referral systems for NFE centres (under Output 2.1) and the development and rollout of the Inclusive Education policy (under Output 2.2). The referral systems addressed children's immediate protection and psychosocial needs, enabling them to engage more fully and safely in learning, while the Inclusive Education policy laid the groundwork for sustained systemic change, embedding inclusive practices into the public education system.

Outcome 2 strengthened Lebanon's education system in several ways. Activities under Output 2.1 enhanced institutional capacity for protective and inclusive learning environments by standardising and updating national referral pathways, formalising follow-up protocols, and embedding these procedures into the regular operations of NFE centres. Training education

personnel on safe identification and referral practices helped institutionalise a common child protection approach. Under Output 2.2, MEHE and CERD co-developed Lebanon's first Inclusive Education Policy and roadmap, establishing a solid policy foundation for inclusion. Capacity-building workshops with CERD staff improved familiarity with the ICF framework, aligning national approaches with internationally recognised, rights-based standards.

Outcome 3. (Learning) Crisis-affected Girls, boys and adolescents achieve better learning outcomes in education

Indicators	Target	Progress
T1. % of girls and boys with improved learning outcomes	10,000	0%

For outcome 3, the evaluation team defines achievement as the extent to which crisis-affected learners demonstrate measurable improvements in learning outcomes across formal and non-formal education settings. However, outcome-level progress cannot be assessed at this stage, as several output-level activities are still ongoing under the NCE granted until June 2026.

The ToC assumed that improving Grade 3 second-language preparedness, strengthening assessment systems, and advancing school improvement planning would enhance learning outcomes. The causal logic was sound, but contextual constraints, including unstable institutions, disrupted schooling, and weak data systems, limited implementation. This causal component did therefore not contribute as intended.

Output 3.1. School Improvement Planning (SIP) (UNICEF)

Indicators	Target	Progress
T1. Number of schools implementing a funded plan that is documented and monitored locally.	400	0

Output 3.1 initially aimed to implement innovative and measurable SIPs that meet the needs of all children, including children with disabilities and girls. While the logic was sound, repeated postponements due to the worsening security situation, nationwide school closures, and teacher strikes made sustained planning unfeasible, as schools focused on maintaining basic operations. In this context, SIPs lost relevance and implementation was discontinued, with funds reallocated to support the administration of national exams. Nonetheless, some groundwork was completed: two consultants conducted preparatory work that will be taken forward through UNICEF's Teaching and Learning Innovation Fund.

Output 3.2. Early learners in formal and non-formal education are ready to begin learning (UNESCO)

Indicators	Target	Progress
T1. An evidence-based programme for second language preparation has been disseminated and is being piloted.	1	2
T2. Number of teachers and counsellors (f/m) trained in language preparedness programme.	1,000	701*
T3. Number of girls and boys in Grade 3 of formal education who have participated in second language preparation programmes (either French or English).	10,000	0 ⁹⁴

* This figure is provisional and will be formally reported to ECW as part of the final report scheduled for March 2026.

Output 3.2 sought to develop second-language preparedness programmes, train teachers, and reach learners to strengthen early learning outcomes. The premise – that stronger foundational language skills would improve learners' second-language outcomes – was sound, and the design was feasible and technically robust. However, crisis-related disruptions slowed implementation. The logic remains valid, but results have not yet fully materialised.

As of September 2025, two second language preparedness programmes for Grade 3 were developed by CERD's Joint Academic Department (JAD) and endorsed by MEHE. To inform these,

⁹⁴ Outcome-level results are not yet available due to ongoing implementation under the NCE.

CERD conducted readiness assessments on a total of 743 learners, and placement tests of 331⁹⁵ teachers to determine the current English and French levels across Lebanon's public education sector.⁹⁶ Effective cooperation among stakeholders enabled smooth development of the programmes: Institut Français du Liban and Amideast administered placement tests, CERD approved their design, and MEHE and all selected schools were notified of the process and cooperated fully.⁹⁷

As of December 2025, language preparedness training reached over 700 educators and the outreach to students was still pending. ToTs were delivered to 25 CERD staff and reached 701 teachers. The teacher's training began in 2024 but was interrupted by the September 2024 nationwide escalation of conflict. Activities were paused through the school catch-up period and summer break and resumed in October 2025 with 18 French and 9 English trainers, aiming to train 1,000 teachers by early November and reach 10,000 students by the end of 2025. However, CERD staff reported facing difficulties in reaching the teacher training target since the teacher data provided by MEHE was found to be outdated, containing duplicates, and based on the previous academic year, with many teachers having changed schools or grades, left service, or passed away. Updated lists were therefore sent to school principals for confirmation of current Grade 3 French and English teachers. This verification process caused delays and slowed overall progress in launching the training for educators, which was finalised in December 2025. Therefore, outreach to students is scheduled for the extension period in 2026. Despite these setbacks, strong collaboration between national institutions, grantees, and specialised language education institutions ensured technical rigor, and supported effective progress.

Output 3.3. Learning measurement contributes to track achievements and effective practices across the system in a valid and reliable manner (UNICEF)

Indicators	Target	Progress
T2. A measurement system that collects evidence with sound psychometric principles, provides foundation for standards and/or competency benchmarks and identifies associated factors is operating in the country for at least one year	1	0

Activities under this output were initially designed to strengthen the measurement of learning outcomes in Lebanon's education system and to establish a reliable mechanism for tracking student achievement across NFE and formal education pathways.⁹⁸ The initial plan focused on developing standardised assessment tools aligned with NFE curricula to enable accreditation and certification of learning, thereby facilitating transitions from NFE to formal education. To achieve this, UNICEF, in consultation with CERD, developed ToRs for three consultants tasked with providing technical support. Their responsibilities included producing and standardising assessments across NFE curricula, developing tables of specifications based on curriculum analysis, building item-writing competencies among teachers, and establishing a national item bank. These measures aimed to create a consistent and credible framework for assessing learning achievements and informing certification processes.⁹⁹

However, due to the evolving national context and competing education priorities, activities under this output were reprogrammed in 2023 to support national examination and certification processes. UNICEF redirected ECW funding to assist MEHE in administering the 2023 official exams, ensuring that approximately 90,000 Grade 12 students could continue their education and receive

⁹⁵ Numbers provided by UNESCO

⁹⁶ For French, the study combined KIIs with MEHE, UNESCO, CERD, Regional Educational Officers, and NGOs, as well as FGDs with principals and a standardised assessment of 373 randomly selected students, proportional by governorate with a 50 percent gender balance. The English assessment included KIIs, FGDs with 73 principals and 229 English teachers, and a standardised assessment of 370 students.

⁹⁷ KIIs with implementing partners and government representatives

⁹⁸ ECW Annual Joint Narrative Report 2022, KII with grantees

⁹⁹ KIIs with government representatives

certification. This reallocation ensured that critical national assessments could take place, maintaining the integrity of Lebanon’s certification system during a period of acute disruption.¹⁰⁰

In 2024, the focus of Output 3.3 shifted back toward strengthening the national learning assessment system, building on earlier design work. A technical support team was recruited under CERD to advance the development of standardised assessment tools and certification instruments. Activities included finalising technical documents, conducting workshops with teachers to build item-writing competencies, and preparing materials for the creation of an item bank. These instruments are intended to be implemented starting from the 2025/2026 school year, which began on 15 October 2025. All planning documents have been finalised by CERD and submitted to MEHE for approval and roll-out.¹⁰¹

Outcome 3: Key Activities and Contribution to System Strengthening

Outcome 3 aimed to ensure that students achieve better learning outcomes in education by strengthening school systems and enhancing learner readiness. Overall, achievement was limited due to contextual disruptions. The most important activity under this outcome was the design and institutional endorsement of the second language preparedness programmes, representing a key step toward improving foundational learning. This outcome mostly contributed to system strengthening by advancing the objective in MEHE’s Five-Year Plan of harmonising quality teaching across Arabic, English, and French.

Outcome 4. (Resource Mobilisation) Sufficient resources are mobilised to scale implementation of the programme and to monitor programme quality based on robust evidence base

Indicator	Target	Progress
T1. Amount of USD mobilised to support MYRP and sector programmes	USD 38 million	USD 150 million

For this outcome, the evaluation team defines achievement as the extent to which the MYRP effectively mobilised financial and institutional resources to sustain and scale education interventions and strengthen national planning capacity. Achievement was measured primarily through outcome-level indicators, notably the total amount of funds mobilised for the education sector, supported by qualitative evidence from programme reports, partner interviews, and documentation of MEHE’s financial planning processes.

The ToC assumed that developing robust education demand modelling and strengthening financial planning capacity (Output 4.1) alongside coordinated advocacy and communication efforts at national and international levels (Output 4.2) would jointly enable greater resource mobilisation for the MYRP and the wider education sector. Through Output 4.1, scenario modelling and budget analysis were expected to provide an evidence base for informed policy dialogue and donor engagement, while Output 4.2 aimed to convert this evidence and visibility into financial commitments to sustain and expand programme interventions.

While this causal logic was coherent, it was only partially feasible. The assumption that technical evidence and advocacy would translate directly into new external funding underestimated structural and contextual constraints, including the global decline in aid budgets, and the complexity of finding external donors to fund teacher salary costs.

¹⁰⁰ ECW Joint Narrative Report 2024; KII with government representatives

¹⁰¹ KII with government representatives

Output 4.1. Modelling scenarios (UNESCO)

Indicator	Target	Progress
T1. Number of modelling scenarios undertaken to outline the scale of demand in medium-term planning for formal public education and NFE	4	4
T2. Percentage of government officials (MEHE/ CERD, f/m) who have enhanced capacity in education financial planning, analysis and management and using the budget model as planning tool	50%	50%*

* This figure is provisional and will be formally reported to ECW as part of the final report scheduled for March 2026.

Activities under Output 4.1 aimed to develop four modelling scenarios to estimate and plan for medium-term demand in formal public education and NFE. The output also sought to strengthen institutional capacity by training 50 percent of government officials involved in education financial planning, analysis, and management. These activities were intended to provide an analytical foundation for evidence-based decision-making and more effective resource mobilisation. The approach was realistic, though slowed by data gaps and administrative hurdles. The completed modelling work confirms that the logic is valid and achievable, even if capacity-building was delayed.

The modelling target was fully met. UNESCO hired the consultancy firm Triangle to produce four medium-term education demand scenarios using the EPSSIM model,¹⁰² based on national education budget data. These scenarios (recovery, stabilisation, continuation, and degradation) allow policymakers to estimate future education costs, student enrolments, and resource needs under different macroeconomic and political conditions. A final study compiling all scenarios was completed with input from a finance expert, and the scenarios were planned for official launch with MEHE in September 2025. This was however postponed to December 2025 or early 2026, should the requested NCE until June 2026 be granted by ECW. The modelling process was led by UNESCO, which acted as the coordinating partner and was commended by Triangle for its dynamic, responsive, and proactive facilitation of design and communication among stakeholders.

However, the process faced significant structural and contextual challenges that slowed progress. MEHE's bureaucratic procedures, lack of a centralised data system, and reluctance to share information due to security concerns extended a process that was initially planned for four months into more than a year. Incomplete government statistics forced Triangle to make several assumptions to fill data gaps, which affected the precision of the scenarios.¹⁰³ The absence of technical staff within MEHE constrained effective collaboration with Triangle and the volatile context of the war required repeated revisions to the modelling assumptions. A temporary fifth "war scenario" was introduced and later removed, creating some uncertainty and debate over the number of scenarios needed before all parties agreed that four provided the right balance between depth and feasibility.¹⁰⁴

To overcome these constraints, Triangle adapted by maintaining close communication with MEHE through informal meetings to secure access to data and by continuously revising the modelling parameters to reflect the evolving national context. Although the instability delayed completion, this additional time ultimately allowed the team to refine assumptions and finalise a more robust and contextually relevant set of scenarios at the beginning of 2025.

As of December 2025, the capacity-building activity has been completed after experiencing heavy delays due to contextual disruptions. A needs assessment identified training priorities for government heads of departments and technical leads directly involved in ministry budgeting. An external consultant developed a training module, and initial sessions were scheduled for

¹⁰² The Education Policy and Strategy Simulation (EPSSIM) model is a UNESCO-developed tool that enables governments to project and analyse the costs, resources, and enrolment implications of different education policy scenarios over time.

¹⁰³ For example, extrapolating some numbers from previous school years to estimate current enrolment levels, staffing needs, and associated education costs.

¹⁰⁴ KII with external consulting organisations

September 2024 but were disrupted by the nation-wide escalation of conflict, with only 10 of the planned 40 officials able to join online. In-person workshops were cancelled, and virtual learning proved ineffective, leading to a temporary suspension.

According to UNESCO, the programme has since resumed in early October 2025, using a revised hybrid approach, combining in-person and online modalities and adopting a ToT model to strengthen institutional ownership. By December 2025, the Education Financing training had been finalised, reaching 50 percent of key MEHE and CERD staff and heads of department, thereby meeting the intended capacity-building threshold.

Output 4.2. advocacy efforts at national and international levels are strengthened to boost fundraising efforts (UNICEF)

Indicator	Target	Progress
T1. Amount of USD mobilised aligned with the grant, number of human-interest stories, advocacy documents	USD 38 million	USD 0

Output 4.2 aimed to mobilise additional resources for the MYRP through advocacy and donor engagement. The rationale was that evidence and communication would attract external funding. However, this assumption proved unrealistic in a context of donor fatigue and limited appetite for financing recurrent costs. Implementation was feasible, but the approach did not deliver the intended fundraising outcomes because the causal logic did not hold in this context.

Concretely, output 4.2 aimed to leverage external funding, using the initial ECW seed funding of USD 12 million to mobilize an additional USD 38 million, thereby reaching the overall USD 50 million target in support of MYRP interventions. However, since funding was partly needed to cover teacher salaries, it was particularly difficult to attract external donor support. Many international partners were reluctant to finance public-sector costs such as government wages, viewing these as beyond the scope of humanitarian funding. Combined with Lebanon's financial collapse, the "stop work" order,¹⁰⁵ and an overall decline in global aid resources, these factors created an unfavourable environment for external fundraising.¹⁰⁶ Internally, grantees acknowledged that the shared responsibility for resource mobilisation among MEHE, grantees and ECW lacked the coordinated advocacy and follow-up needed to convert demonstrated programme results into tangible, sustained financial commitments for scale-up.

In response, MEHE, UNICEF and UNESCO adopted a strategic shift, moving the focus from attracting new external resources to securing domestic funding. MEHE has done important work in promoting national policies developed under the MYRP, such as the Inclusive Education Policy, to create talking points within the government on investing in inclusive education and in the education sector in general. Through sustained advocacy efforts, USD 150 million from the national budget was secured for the 2023/24 school year, enabling continuous instruction and covering salaries for approximately 60,000 education staff. However, while policy and coordination work under the MYRP helped advocate for education financing, the USD 150 million were mobilised through broader sector-wide efforts and these funds are not earmarked specifically for the MYRP.

In this context, the ECW fund's catalytic function was realised implicitly, benefitting the education sector as a whole, rather than MYRP interventions explicitly. Therefore, it would be inaccurate to present this mobilisation as a direct programme achievement, despite the MYRP contributing to creating an enabling environment for such results.

System Strengthening and Key Activities of Outcome 4:

Outcome 4 contributed significantly to system strengthening. Developing a strategic financial modelling tool filled a critical gap in MEHE's budgeting and long-term capacity planning, enabling

¹⁰⁵ The "stop work" order refers to a government directive issued by the Council of Ministers in Lebanon that temporarily froze the implementation or initiation of new donor-funded projects pending administrative and legal review. The measure, introduced amid political and financial instability, delayed several international cooperation activities, including those under the MYRP, as ministries were required to seek explicit approval before continuing or launching externally funded initiatives.

¹⁰⁶ KII's with grantees

evidence-based policy discussions. If effectively embedded within the finance department, it could support sustained institutional reform and provide a structured, data-driven foundation for dialogue among government stakeholders, UN-agencies, and potentially international partners like the IMF and World Bank. Furthermore, capacity-building for government staff include sessions on managing budgets in crisis contexts, addressing inflation, emergency funding, and auditing practices, which is essential in the current economic landscape.

In line with the outcomes' objective of resource mobilisation, **supporting the securement of domestic funds constituted a key activity under this outcome** and was crucial for maintaining education service delivery in the short term. In the longer term, however, the development of financial modelling scenarios represents the more strategic achievement, providing an evidence-based foundation for future planning and negotiations with donors.

Effectiveness of the MYRP's Joint Humanitarian–Development Approach

As outlined in the Coherence section above, the MYRP's design explicitly adopted a dual orientation, aiming to respond to immediate shocks, such as COVID-19, heatwaves or security disruptions through flexible and rapid interventions, while simultaneously investing in long-term system reforms.¹⁰⁷

Several outputs illustrated the nexus approach particularly clearly. The distribution of laptops and internet routers, for example, responded to crisis-driven remote learning needs while accompanying the drafting of Lebanon's first National Blended Learning Strategy.¹⁰⁸ This demonstrates a strong nexus effort, particularly given CERD's ownership of the digital modules and the strategy's grounding in crisis experience and alignment with national priorities.¹⁰⁹ However, immediate school-level use of devices was constrained by power shortages and technical barriers, and the strategy has yet to be fully operationalised through a costed action plan.¹¹⁰ A similar linkage was visible in the Laha kit distributions and related awareness sessions, which met immediate needs while simultaneously feeding into the development of the GAP to strengthen longer-term gender-responsive practice.¹¹¹ Here too, the longer-term influence remained modest, as the GAP's integration across MEHE structures is still incomplete.¹¹² Psychosocial referrals likewise addressed urgent protection needs while informing the Inclusive Education Policy, which established more sustainable standards for supporting diverse learners. However, uneven implementation of referral systems and limited service availability reduced the extent to which short-term practices could evolve into system-wide inclusive support.¹¹³ Finally, the delivery of NFE programmes provided short-term education for OOSC and was paired with the institutionalisation of an NFE Unit within MEHE and the revision of NFE curricula to anchor these services within national systems. Yet the extent to which this bridge materialised in practice remained constrained due to the stalled implementation of the Transition Framework which prevented NFE pathways from linking to formal education pathways and therefore constrained the programme's ability to offer longer term, sustainable solutions.

A factor that strengthened the nexus across outputs was the sustained engagement of Local and National Actors (LNAs).¹¹⁴ These actors participated not only as implementers but also as contributors to coordination platforms such as the Education in Emergencies Working Group, the Refugee Education Working Group, and the Local Education Group, ensuring that local priorities and knowledge informed both immediate humanitarian responses and longer-term development strategies.¹¹⁵

Stakeholders' views diverged on which dimension of the nexus predominated in practice. Some considered the MYRP as a development-oriented initiative, emphasising its core focus on system reforms including the Transition Framework, the Inclusive Education Policy and roadmap, the

¹⁰⁷ MYRP Lebanon proposal and budget; KII with grantees

¹⁰⁸ KIIs with external consulting organisations and government representatives; ECW Annual Joint Narrative Report 2024

¹⁰⁹ KIIs with external consulting organisations

¹¹⁰ FGDs with schools who received laptops, KIIs with grantees

¹¹¹ KIIs with implementing partners; ECW Annual Joint Narrative Report 2024

¹¹² KIIs with implementing partners

¹¹³ KIIs with implementing partners

¹¹⁴ ECW Annual Joint Narrative Report 2024

¹¹⁵ ECW Annual Joint Narrative Report 2024

Blended Learning Strategy, revised NFE curricula, and national financial-scenario modelling.¹¹⁶ Others viewed the programme primarily as a humanitarian intervention, noting that the most visible achievements were NFE delivery and enrolment, while several planned policy instruments remain non-operational.¹¹⁷ At times, the severity of Lebanon's crises also reduced the perceived relevance of development-oriented outputs; as a grantee representative noted, long-term policies held less prominence for stakeholders when "*bombs were falling*".¹¹⁸

In sum, the nexus approach was strongly conceptualised and visible across several components, but contextual and institutional barriers constrained its full translation into sustained, system-wide change. The MYRP laid important foundations for a humanitarian–development bridge, even if many of its longer-term ambitions will require continued stability, political commitment, and resourcing to be fully realised.

4.3.1. Contribution analysis

This section examines how the MYRP contributed to its intended outcomes and overarching objectives. It assesses how activities translated into outputs and how outputs contributed to outcomes, evaluating the strength of attribution and identifying key enablers and hindering factors. The analysis distinguishes between direct contributions (MYRP-funded activities) and indirect contributions (policy advocacy and system-level changes), then draws implications for refining the Theory of Change.

Overall contribution of activities to outputs

Across the MYRP, activities translated into outputs most reliably when they addressed immediate, controllable barriers. Enrolment drives, learning materials, gender-responsive facilities, and menstrual hygiene support expanded access and made NFE safer; digital investments laid the groundwork for blended learning; and the Inclusive Education Policy and roadmap signalled system uptake. By contrast, outputs dependent on external decisions or wider capacity advanced only partly: the Transition Framework stalled; the unified data system became only partly operational; bridging measures that relied on these tools could not fully take effect; referral improvements were constrained by service gaps; school-improvement planning proved infeasible; second-language gains are still emerging; and fundraising fell short amid donor fatigue. Overall, objectives for access, digital groundwork, and policy frameworks were largely met, while formal transition pathways, referral scale-up, SIPs, and new financing were not. These shortfalls reflect not faulty logic but unstated dependencies and unaddressed barriers (e.g., legal/data preconditions, service availability, connectivity/skills, financing).

Contribution of outputs to outcomes

Access (Outcome 1):

The ToC assumed that a whole-system approach to NFE, supplemented by bridging and blended delivery, would expand safe, gender-responsive access and facilitate transitions to formal schooling. **This assumption was partially supported: access improved, but transitions to formal education did not materialize.** Access improved through NFE expansion, system product development (National Blended Learning Strategy with training modules, Transition Framework, student tracking database, and partner platform), and complementary measures. The strategy and modules were deployed during the September 2024 nation-wide escalation of conflict to support learning continuation, with wider rollout underway. The student database became operational and now informs planning decisions, while the partner platform is being developed to consolidate implementation coverage and enable gap analysis. Although the Transition Framework was developed and endorsed, its implementation has been stalled by documentation requirements that restricted transitions for non-Lebanese learners. The recent reversal of this requirement may enable future progress.

¹¹⁶ KII with donor representatives, government representatives and grantees

¹¹⁷ KII with grantees

¹¹⁸ Idem

Attribution to the MYRP is strong for access gains through NFE expansion and for the development of system products. Key enablers included flexible funding that allowed reprogramming and context adaptation, strong collaboration with MEHE and partners on system-level products, and established community networks for localized delivery. **Hindering factors** included inflation that reduced purchasing power, school closures and teacher strikes, the September 2024 escalation that displaced learners and teachers, unstable security and power outages affecting digital devices, and documentation requirements that blocked transitions. **The access pathway holds and is largely attributable to the MYRP, whereas the transition link, though designed and institutionalized, remains inoperative due to external policy barriers.**

Equity and justice (Outcome 2):

The ToC assumed that embedding child protection, inclusive education, and gender mainstreaming would improve safety and inclusion in learning spaces. **This assumption was supported:** safety and protection frameworks were established and operationalized through functional referral pathways in all NFE centres, training for education personnel, the Gender Action Plan with coordinated capacity-building led by UNICEF as Gender Lead Organization, and Lebanon's first Inclusive Education Policy and Roadmap. The policy shifted to a rights-based approach and was piloted in public schools where inclusive enrolment targets were exceeded. However, the gap between high perception scores and partial implementation of protection systems suggests that outcome indicators measured subjective safety rather than the robustness of actual protection mechanisms.

Attribution to the MYRP is strong for establishing protection frameworks and policies in NFE settings, developing and endorsing the Inclusive Education Policy, and mainstreaming gender through structured coordination. Key enablers included strong technical partnerships for GBV expertise and ICF framework guidance, UNICEF's dedicated technical support, and effective collaboration between UNICEF, CERD, and MEHE in policy development. **Hindering factors** included shortages of specialized psychosocial service providers particularly in rural areas, unclear confidentiality protocols and restrictions that prevented follow-up on referred cases, differing perspectives between government and partners on gender integration approaches, limited engagement with qualified OPDs in policy development, and the September 2024 nation-wide escalation of conflict that disrupted training schedules. Despite these barriers, the programme made significant contributions to establishing safer, more inclusive policy frameworks with clear institutional anchoring, though sustained uptake and full operationalization will depend on continued capacity-building and addressing service provider gaps.

Learning (Outcome 3):

The ToC assumed that improving second-language preparedness, strengthening assessment systems, and advancing school improvement planning would raise learning outcomes. **This assumption could not be validated, as implementation remained incomplete at the time of data collection, preventing the intended pathways from producing measurable effects.** System products were developed and nationally endorsed, and trainers and teachers were trained; however, these products had not yet been operationalized with learners, limiting their contribution to learning outcomes. The school improvement planning component was discontinued due to security deterioration and school closures, with funds redirected to support national exams – a pragmatic adjustment that maintained education continuity but eliminated this planned pathway to learning improvement.

Attribution to the MYRP is strong for system design and establishing the technical foundation for future quality improvements, with strong collaboration among national institutions, grantees, and specialized language institutions ensuring technical rigor. **However, attribution for learner outcomes cannot yet be assessed, as interventions have not reached rightsholders. Key enablers** included multi-stakeholder collaboration that ensured quality in system design and flexible reprogramming that allowed continuation despite disruptions. **Hindering factors** included the September 2024 escalation that interrupted training, repeated security disruptions that made school improvement planning unfeasible, and outdated teacher data that delayed training rollout. The programme's strongest contribution is to system design and institutional groundwork, which

lays the foundation for improved quality but has not yet translated into measurable improvements in learning outcomes.

Resource mobilisation (Outcome 4):

The ToC assumed that better planning tools and advocacy would mobilize resources and strengthen system leadership. **This assumption was partially validated.** External fundraising fell short of the USD 38 million target due to donor reluctance to finance salary costs and declining global aid. In response, MEHE, UNICEF, and UNESCO strategically shifted to securing domestic funding, and through MEHE's advocacy using MYRP-developed policies, USD 150 million from the national budget was secured for the 2023/24 school year. While this resource mobilization reflects broader sector-wide advocacy efforts led by MEHE, the MYRP – and in particular UNICEF and UNESCO – contributed by developing planning tools and providing capacity-building for MEHE.

Attribution is strong for these technical inputs but indirect for the domestic resource mobilization itself, as the programme's influence operated through strengthening MEHE's policy advocacy capacity rather than direct fundraising. **Enablers** included strong coordination among partners and MEHE's leadership in advocating for domestic investment. **Hindering factors** included the September 2024 escalation and weak coordinated advocacy for external fundraising. While the programme's direct contribution to external resource mobilization was limited, its work in evidence-based planning and policy advocacy contributed indirectly to securing domestic funding that sustained the education system.

Contribution to programme objectives

Objective 1: Establishing a framework for sustained commitments: The MYRP made substantial progress by institutionalizing NFE structures under MEHE leadership (reactivated NFE Committee, expanded partner pool from 60 to 135 organizations), developing Lebanon's first Inclusive Education Policy with a costed roadmap, embedding blended learning modules in CERD's national platform, creating the Transition Framework (though not yet operational), and establishing standardized referral pathways. These frameworks shift education delivery from fragmented, NGO-led services toward government-owned, nationally coordinated programming – laying groundwork for sustained commitments beyond the programme cycle. However, sustainability is threatened by the absence of secured financing mechanisms and limited operational uptake of some policies into routine planning and budgeting.

Objective 2: Enhancing the evidence base and transparency: The MYRP strengthened evidence-based planning through development of four medium-term education demand scenarios using EPSSIM modelling, creation of a student-tracking database linking formal and NFE pathways, ongoing development of a partner platform to consolidate "who does what where" data, and establishment of standardized NFE assessment tools and item banks. These instruments improved MEHE's capacity for evidence-based decision-making and coordination. However, transparency gains were limited because these resources are not publicly available, leaving external stakeholders with limited visibility into the underlying data and how they inform ministry decisions.

Implications for the ToC

Based on the evidence, the ToC should be adjusted to better reflect the realities of the programme's conditions. **Outcome 1:** Transitions to formal schooling should be recognised as dependent on national policy changes, rather than on the completion and endorsement of a Transition Framework alone. This adjustment will ensure the ToC accounts for the policy barrier that has hindered transitions. In addition, the ToC should include an explicit output for the development of the National Blended Learning Strategy as a key intermediary component necessary to achieve the outcome. The Strategy creates the enabling conditions and standards for flexible and relevant blended learning and therefore directly supports Outcome 1. Finally, for Outcome 1, the ToC should recognise the gap between policy development and implementation and, through its output indicators, require that each policy output be accompanied by a costed, formally endorsed, and adequately resourced implementation plan with clear budget lines and assigned responsibilities. This will increase the likelihood that outputs such as the National Blended Learning Strategy are implemented and sustained beyond the MYRP.

Outcome 2: The MYRP sought to ensure that crisis-affected children learn in inclusive, gender-responsive and protective environments. To this end, it aimed to embed child protection through functional referral mechanisms and to institutionalise inclusion and gender responsiveness. In practice, divergent views between donors and key partners on gender integration narrowed the scope of gender provisions in the Inclusive Education Policy, and capacity constraints among some local OPDs limited their ability to contribute meaningfully to consultations. As such, the ToC's assumptions and risks should be revised to include these factors as they shape the policy's content and therefore shape its scope and inclusivity. The ToC should also recognise the risk that shortages of specialised psychosocial service providers may weaken referral pathways and may depress performance against the indicator: "Number of conflict- and/or crisis-affected boys, girls and adolescents (3–18 years) supported by ECW who are referred to psychosocial, legal and case-management services, where appropriate."

Outcome 3: The MYRP sought to improve learning outcomes through enhanced instructional quality, strengthened assessment systems, and school improvement planning. In practice, implementation delays across all components prevented the outcome from being achieved, as none of the three interventions reached learners during the evaluation period. The ToC should explicitly account for the risk that prolonged crises and security disruptions may prevent implementation even when system products are ready, as evidenced by the inability to operationalize any component despite their completion or near-completion. Output 3.1 on school improvement planning should be amended to '*SIP model developed as the foundation for future use*', reflecting that only preliminary work was undertaken and that further implementation will proceed under alternative funding streams.

Outcome 4: For resource mobilisation, the focus should shift to domestic financing and strengthening planning capacity, rather than relying on external funds to bridge the MYRP's funding gap. This adjustment is necessary given the gradual withdrawal of donors from Lebanon's education sector, which has affected the sustainability of investments. This outcome should also include an output reflecting the monetary value of support provided through reprogramming that contributed to supporting MEHE's operations and, consequently, its capacity to continue implementing the MYRP. As such, the wording of Outcome 4 should be revised to: "*Sufficient resources are mobilised to support the programme's implementation, including indirectly through the support of MEHE operations.*" The part of the original outcome phrasing regarding monitoring programme quality has been removed, as it is not reflected in the outputs nor in any of the activities carried out under them. This revised ToC maintains the original strategic goals but adjusts expectations to better reflect what the programme can realistically influence, given current constraints.

Overall, while the programme had a solid rationale and strong activities, the outputs were too broad. The diversity of activities, though impressive, stretched the ToC beyond its capacity to clearly explain how change would occur. This left grantees focused on delivering outputs without always clarifying their purpose or how they would be sustained. A more focused set of outputs could have better concentrated institutional resources and support around key priorities, thereby strengthening impact. The ToC should also account for the socio-economic and other overlapping crises, which had a negative impact on MEHE's capacity and motivation.

4.4 Efficiency

This section examines the efficiency of the MYRP's design and implementation, focusing on how resources and timelines were managed in a cost-effective way amid Lebanon's volatile context. It assesses the realism of budgets and workplans, the effectiveness of coordination and role division among grantees and partners, and the adaptability of implementation to shifting needs. The analysis also reviews the efficiency of monitoring and reporting systems, including whether evidence and processes were sufficient to track progress, avoid duplication, and support timely decision-making.

This section draws on a review of financial and planning documents (incl. the MYRP proposal and budget, revised workplans, expenditure data, and results frameworks). It is further informed by KIs

with grantees, IPs, MEHE/CERD, and donors, as well as FGDs with teachers where relevant. Findings were triangulated by comparing planned versus actual timelines, costs, and outputs, and by using stakeholder perspectives and monitoring data to assess cost-efficiency, adaptability, and coordination, and value for money under changing contextual conditions.

Overall, the MYRP operated with generally strong implementation and coordination efficiencies, supported by clear role division, adaptive resource use, and effective fund management. However, external constraints, ambitious timelines, and weaknesses in the results framework and monitoring systems limited the programme's ability to clearly demonstrate performance and value for money.

KF16. The MYRP was implemented efficiently, with partners showing flexibility in reallocating resources and adapting activities. However, implementation was slowed by contextual disruptions including inflation and security incidents, which impacted MEHE's capacity. Timelines were viewed as overly ambitious and rising costs further constrained scale despite efficient fund management through adaptive planning.

KF17. The MYRP's clear role division and transparent selection processes enhanced efficiency by aligning resources with grantee and IP strengths. Coordination among UNESCO, UNICEF, and SCI minimized overlap and promoted complementarity.

KF18. The MYRP's monitoring system reliably tracked delivery but did not adequately assess quality or results. Input-focused indicators, missing measures for key activities, unrealistic targets, and unclear data derivation limited evidence on whether activities met quality standards or contributed to outcomes. Non-standardised data systems, duplicated reporting linked to ECW templates, and informal change-management practices further reduced monitoring efficiency and transparency.

To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner?

a) Were budgets and timelines realistic and effectively managed to achieve results without compromising quality?

b) How adaptable and cost-efficient was the MYRP in responding to evolving crises and shifting needs?

Delays were faced across many activities due to contextual issues. Stakeholders noted that these challenges reflected a broader planning crisis in Lebanon, with the education system operating in an environment of continuous shocks since 2019, which made it necessary to develop contingency plans alongside regular workplans. These planning challenges were also the reason MEHE later turned to UNESCO for support on crisis response planning.

Additional delays occurred in activities involving MEHE due to differing internal and programme priorities. For example, in the case of one of the external consultants, UNESCO prioritized speed while CERD prioritized the transfer of skills and methodologies so they could eventually develop modules themselves. A compromise was reached whereby the consultants developed the modules while simultaneously involving and training CERD, ensuring that the content was adapted and validated collaboratively. Implementation was further slowed at times by bureaucratic procedures and the centralization and limited digitization of information. Scenario modelling was delayed and became more expensive because data was difficult to access. Implementers had anticipated immediate access, but MEHE did not yet have a centralised data system. This led to higher costs and extended timelines. Overall, the work took a year, with costs increasing modestly from USD 30,000 to 40,000. Consultants contained costs by focusing technical experts on modelling and assigning data collection to dedicated staff. These constraints were largely driven by the operating context, including sustained inflation and security-related disruptions, which had a negative impact on MEHE's capacity and, at times, motivation.

SCI also adapted its approach to implementation to ensure cost efficiency. SCI, which received the largest share of the grant and was responsible for the direct implementation of NFE, faced rising

costs as inflation sharply increased expenses, especially for transportation and communication. To adapt, SCI localized procurement and delegated specific responsibilities to implementing partners when that proved more cost-effective. This included the procurement and distribution of learning kits, which partners managed using their own systems.¹¹⁹ These measures reduced costs and shortened delivery timelines, but even with such savings, overall costs nearly doubled, making it difficult to reach the original targets. To further strengthen delivery, the MYRP conducted organisational capacity assessments and allocated 5 percent of programme funding to strengthen IPs' internal systems, such as HR or safeguarding, thereby enhancing the long-term capacity and sustainability of education partners in Lebanon.¹²⁰

The MYRP demonstrated adaptability in responding to changing needs. Reprogramming sometimes slowed implementation but improved relevance by redirecting resources to priority areas. System-level work faced fewer delays than those with direct rightsholders, which were more affected by strikes and instability. Several grantee staff also noted that timelines were overly ambitious, as much of the system-level work required stronger institutional foundations within MEHE. In the case of NFE, the unit originally leading the work was dismantled, and responsibilities were absorbed into MEHE's broader structure.¹²¹ This shift helped consolidate NFE oversight within the ministry – recognizing it as part of the formal education system and reinforcing the link between non-formal and formal pathways – but also underscored the significant capacity-building still required within MEHE. Four consultants were hired to support implementation, but two were later replaced by CERD staff after MEHE expressed dissatisfaction, causing minor onboarding delays.

Although funding was used efficiently and managed flexibly through reallocations and adaptive planning, rising inflation and the volatile context constrained what could be achieved. The MYRP's targets were set based on the USD 12 million seed fund, but inflation and the inability to mobilize additional resources further limited implementation capacity. Frequent pauses and restarts also affected efficiency, despite implementers' consistent efforts to adapt and make effective use of available funds. In response, ECW and partners revised the overall target of children from 233,369 to over 170,000 children to better align expectations with implementation realities.¹²²

To what extent did implementation and coordination mechanisms, including resource allocation among grantees and stakeholders, support the efficient use of resources in line with the programme's objectives?

The division of work within the MYRP largely supported efficient use of resources by drawing on the comparative strengths of each grantee. UNESCO led work on blended learning, second language instruction, and scenario modelling; UNICEF was responsible for inclusion, gender, enrolment, and advocacy; while Save the Children managed non-formal education implementation and safeguarding.¹²³ This division of labour ensured that financial and human resources were directed to areas where each organization had the strongest capacity, experience, and comparative advantage. It also enhanced efficiency and reduced operational costs, as each grantee worked within its established mandate and leveraged existing structures, networks, and partnerships already in place, minimizing overlap and promoting complementarity across implementation levels.

In addition to clear role division, structured and transparent partner and consultant selection processes further supported efficient use of resources. The selection of SCI implementing partners was conducted through a joint committee comprising Save the Children, UNICEF, and UNESCO, with MEHE observing the process. IPs were chosen based on scored proposals that included logframes, budgets, and implementation plans.¹²⁴ Similarly, consultants were recruited

¹¹⁹ KII with grantees

¹²⁰ KII with grantees; KII with implementing partners

¹²¹ KII with grantees

¹²² KII with grantees; KII with donor representatives

¹²³ KII with grantees; MYRP Lebanon proposal and budget

¹²⁴ KII with grantees

through competitive processes, with UNICEF and UNESCO jointly developing ToRs with MEHE and conducting joint interview panels to ensure transparency and merit-based selection.¹²⁵

Despite this clear structure, SCI's position as a grantee was considered less strategic, as it lacked the same institutional access to MEHE as the two UN agencies and mainly functioned as an implementing NGO rather than a policy partner. A grantee suggested that its contribution could have been more efficiently positioned under the coordination of one of the UN agencies, given its operational focus outside MEHE's direct mandate. Nevertheless, collaboration across partners was constructive, supported by well-established coordination mechanisms between the grantees and MEHE, which helped maintain role clarity, ensure effective resource mobilization, and prevent duplication of efforts.

To what extent was the MYRP efficient in monitoring programme quality and results?

a) To what extent was this monitoring based on robust evidence?

Lebanon's MYRP monitoring reliably tracked implementation and produced comprehensive donor reports. ECW representatives considered it stronger than most MYRPs, noting that reports were comprehensive and required little clarification. However, evidence generation for quality assurance and results-based management was constrained by gaps in indicator design, unclear data sources, and informal documentation of programme changes.

Indicator design weaknesses meant monitoring efforts tracked delivery rather than effect. Many indicators measured inputs (teachers trained, latrines constructed) rather than intermediate results, meaning the system efficiently tracked implementation but could not assess whether trained teachers applied new skills or whether improved facilities supported better attendance.¹²⁶ Some targets were set unrealistically high relative to programme scope: Output 1.3 targeted 750 teachers for training and 40 centres for latrine rehabilitation, yet SCI operated only 9 centres with approximately 224 teachers throughout the programme, making full target achievement structurally impossible. Similarly, Output 2.1's target of 525 education personnel trained and referring students exceeded the actual number of teachers engaged across implementation sites. These inflated targets made successful implementation appear as underperformance in monitoring reports. Key activities lacked indicators entirely: Output 1.3 had no measure for parents reached through engagement sessions, and Output 1.4 lacked an indicator for the National Blended Learning Strategy – a central element of the output that warranted dedicated monitoring given its strategic role in achieving Outcome 1.¹²⁷ Output 1.2 presented a different challenge. The indicators captured transitions and the existence of a School-Bridging Programme with a legal foundation and procedures, but not the preparatory activities needed to enable those transitions, such as curriculum updates, teacher training, SOP development, and assessment design. When transitions did not occur because of external policy barriers, the indicator showed a complete output failure (0 transitions), obscuring the technical groundwork carried out under the MYRP that could support future transitions if legal restrictions are lifted. Finally, the indicator for Output 2.3 (“% of MYRP partners that implement gender-responsive projects”) was too broad to capture mainstreaming quality. Overall, these design limitations meant the monitoring system tracked some implementation activities while missing others entirely, generated limited evidence on whether the programme was achieving quality improvements or building sustainable capacity, and presented achievable implementation as underperformance due to unrealistic targets.

The MYRPs monitoring data quality and transparency could also be clearer. ECW representatives noted ambiguity around data derivation; in one case, ECW assumed rightsholder figures came from activity logs when they were actually drawn from MEHE databases and adjusted using attribution percentages. While the approach can be methodologically sound, clearer documentation would make validation easier and reduce follow-up. In parallel, the complexity of ECW's reporting

¹²⁵ Ibid

¹²⁶ MYRP Lebanon results framework 2024

¹²⁷ Ibid

templates led grantees to maintain parallel systems and populate ECW formats only at deadlines, creating duplicated effort.

At an operational level, the MYRP established multiple feedback and monitoring channels across the different aspects of implementation. There was an open line of communication for providing feedback between the Ministry and the grantees.¹²⁸ Trainers and teachers also shared feedback through surveys or informally via their trainers.¹²⁹ For NFE, SCI used a central online platform for partners to upload plans and reports.¹³⁰ However, the platform did not allow timely extraction of rightsholder data, and data sheets were not standardised across organisations, which reduced efficiency. NFE monitoring also drew on classroom observations, rightsholder calls, and input from children and caregivers.¹³¹

The monitoring system's effectiveness in supporting adaptive management was evident in the programme's ability to make both operational and strategic adjustments. Grantees regularly adapted programming based on monitoring data and partner feedback, including shifts between delivery modalities, adjustments to session content and timing, and major strategic reprogramming.¹³² However, programmatic changes to the MYRP were often discussed informally between grantees and ECW country leads or programme managers and not consistently shared with ECW staff. As a result, given staff turnover within grantee organisations, information on how and why changes were made was not always retained or easy to retrieve over time.¹³³

4.5 Impact

This section explores the extent to which the MYRP generated tangible and meaningful effects for learners, caregivers, teachers, and the broader education system in Lebanon. It assesses how the programme contributed to improved access, learning outcomes, wellbeing, and inclusion within supported learning spaces, as well as any wider social or educational changes that emerged in surrounding communities. The analysis also considers the MYRP's influence on national policies and systems, highlighting both positive and unintended effects that shaped the programme's overall impact.

This section draws on mixed quantitative and qualitative evidence, including monitoring data on enrolment, completion, and learning progress (baseline/endline assessments where available), rights-holder and participant lists, and MYRP narrative and technical reports. It is complemented by KIIs with grantees, MEHE/CERD, IPs, and external consultants, as well as FGDs with learners, caregivers, teachers, and school representatives. Findings were triangulated by comparing reported learning and wellbeing changes across data sources and by linking beneficiary-level evidence with system- and policy-level developments to assess both direct and wider impacts.

The MYRP made meaningful contributions to sustaining education access, strengthening inclusive learning opportunities, and advancing national policy frameworks in Lebanon, though long-term systemic effects remain partial. While it helped expand provision, promote inclusion, and inform emerging policies, its wider systemic impact was moderated by contextual instability and limited implementation capacity.

KF19. The MYRP sustained access and learning by enrolling over 11,300 OOSC and providing safe and inclusive NFE. Learners tripled or quadrupled pre-test scores and many rediscovered an interest in education; ECE and YBLN rebuilt foundations, confidence, and social-emotional skills, with caregivers reporting greater independence and motivation. Parent awareness sessions shifted attitudes and supported continued enrolment, though financial hardship still prevents many families from sustaining education beyond MYRP spaces.

¹²⁸ KII with grantees; KII with government representatives

¹²⁹ FGD with CERD language trainers; FGD with NFE teachers

¹³⁰ KII with grantees

¹³¹ KII with implementing partners; FGDs with students attending NFE courses; FGDs with parents attending parental engagement and with children enrolled in NFE

¹³² KII with grantees; KII with donor representatives; MYRP Narrative Reports 2023 and 2024

¹³³ KII with donor representatives

KF20. The MYRP generated benefits beyond classrooms: parenting sessions fostered calmer households, and learners showed stronger emotional regulation, confidence, and communication. Safeguarding training equipped teachers to better identify and support vulnerable children, and gains in life and literacy skills can improve learners' future employability.

KF21. The MYRP advanced progress toward SDG 4 by widening access to quality, inclusive learning, institutionalising NFE, and strengthening policy, curriculum, and infrastructure. Teacher training and blended modules on the CERD platform boosted foundational, life, and digital skills. Targeted measures promoted gender equality and disability inclusion, while new data systems, scenario models, and curricula filled evidence gaps and informed national planning. Together, these investments laid foundations for a more equitable, resilient education system.

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?

The MYRP has made an important contribution to sustaining education access and learning for boys, girls, and adolescents in Lebanon. Its contribution is mostly visible through three interrelated dimensions: immediate access through NFE, strengthened caregiver engagement, and improved academic and life skills that enable continued educational participation.

By enrolling over 11,300 OOSC, the programme ensured that those most at risk of child labour, exploitation, or social exclusion were kept in protective learning environments. While undocumented, non-Lebanese children had remained excluded from formal schooling due to the documentation requirements in place at the time, participation in NFE not only enabled learning continuity but also provided certification that could support future transitions to formal education for a broader group of learners than before. This certification may also support potential reintegration into education systems for non-Lebanese children should they be able and choose to return to their home countries in the future. Baseline and endline data provided by SCI confirmed notable improvements in literacy and numeracy of BLN students, with learners often tripling or quadrupling their pre-test scores. During FGDs, BLN students shared that they gained basic skills in reading, writing, and math, which they now use in daily life, such as reading street signs, calculating at the supermarket, or assisting others with directions. Several students across NFE programmes expressed a renewed interest in learning, with some stating they would like to return to formal schooling if given the chance.

YBLN participants confirmed that they had previously been out of school and that the programme helped them return to learning. The structure of the classes and the supportive teaching environment allowed them to rebuild foundational skills and re-engage with education in a way that felt accessible and motivating. YBLN girls reported improvements in core subjects such as Arabic, English, and Maths, and described growing confidence in their learning abilities. Life skills training emerged as a particularly valued component throughout FGDs. Both learners and caregivers highlighted that the sessions improved communication, peer relationships, and practical skills such as CV writing. In ECE settings, caregivers reported that their children became more independent and better able to express their emotions, with some developing strong attachment to the learning centres.

The MYRP has also contributed to increasing education access for girls through targeted measures. For instance, it provided safe transportation to schools, menstrual hygiene awareness sessions, and rehabilitated latrines to ensure safe hygiene facilities. Several girls explained in FGDs that menstrual hygiene awareness sessions were the first time they had received clear and factual information on menstruation. As these sessions "normalised menstruation", some participants shared that they no longer skip school during their period.

Finally, the programme contributed to continued education through strong parental involvement and enhancing caregiver's awareness on the importance of education. During FGDs, caregivers described the sessions as a "turning point" in how they support their children's education and emphasised education as essential for their families' long-term stability and future opportunities. They repeatedly expressed readiness to advocate for their children's right to education, and some already took initiative to follow up with schools to inquire about enrolment once MYRP NFE-sessions end. However, across FGDs, both learners and caregivers identified financial hardship as the main factor limiting continued education *beyond* MYRP-supported spaces. Many expressed the desire to continue schooling but lacked resources to do so, even if there were possibilities to enrol to formal schools.

Has the MYRP (un)intentionally led to positive or negative effects on wider social, health, economic, and/or environmental changes for supported boys, girls, schools, teachers, and communities?

The MYRP generated a wide range of broader positive effects for learners, teachers, schools, and communities in Lebanon, beyond immediate educational benefits. For instance, throughout the FGDs, caregivers reported that participation in parenting sessions made them feel more involved in their children's lives and contributed to calmer households. The MYRP intentionally promoted fathers' participation by organising a special day for fathers to attend NFE sessions, with one father explaining that after spending the full day drawing and playing with his daughter, he continued similar activities at home. Many children showed improved emotional regulation, social skills, and self-confidence that caregivers observed at home. Children who were previously introverted became more outgoing. For instance, one girl who used to be introverted began talking and playing with everyone and another began telling her parents about her day and showing her work with pride. These shifts influenced relationships with parents and siblings and improved the overall emotional climate in the household. Several parents reported that children shared what they learned with their siblings at home, which extended the benefits of NFE sessions.

According to SCI, a plausible unintended positive effect is that ***"teachers, after being trained in identification and safeguarding, may now be using those skills in other areas of their work or life"***. In other words, safeguarding training under Output 2.1 may have potential spillover skills beyond the classroom, enabling teachers to identify children at risk in daily life.

At this stage, it is difficult to draw conclusions on the wider positive economic impact of the MYRP, as the programme's outcomes are primarily educational and social, and no data was collected to measure economic effects or long-term livelihood changes. However, better education generally raises the probability of future employment, and one secondary YBLN student already reported securing a well-paid job due to the improved communication and life skills gained through the MYRP.

Some unintended negative effects were also observed. SCI IPs reported that the "age criterion" applied to ECE cycles sometimes blocked progression between cycles even when learning gains were evident, creating emotional distress when children could not continue classes with their peers. For instance, children who had successfully completed an ECE cycle were sometimes prevented from enrolling in the next one because they had not yet reached the minimum required age, despite being academically ready to advance. This issue was not mitigated during implementation as it would have been difficult to adjust mid-cycle, however, IPs reported it to SCI and recommended replacing the age-based criterion with an academic readiness assessment in future cycles.

To what extent has the MYRP contributed to broader education/SDG4 development in Lebanon and informed future education initiatives?

The MYRP made substantial contributions to Lebanon's progress toward SDG4¹³⁴, particularly in promoting free, equitable, and quality primary and secondary education (Target 4.1) by expanding access for OOSC through NFE and support to the *Dirasa* bridging model. It also revised ALP and BLN curricula, delivered NGO-led bridging programmes for the most vulnerable, and reactivated MEHE's NFE Committee, thereby institutionalising NFE within the national system. In support of early childhood education (Target 4.2), the MYRP strengthened learning environments for young children through caregiver engagement and improved teaching and learning materials. It also contributed to equal access for vulnerable groups (Target 4.5) through referral systems, MHPSS and SEL in learning spaces, and by developing and piloting the Inclusive Education Policy and roadmap, which exceeded disability enrolment targets. Gender equality was advanced through a programme-wide Gender Action Plan and gender-responsive interventions such as safe latrines, menstrual hygiene awareness, and safe transportation for girls.

In line with universal literacy and numeracy (Target 4.6), foundational learning was reinforced through NFE enrolment, learning materials, and literacy-focused instruction, while skills for employment and entrepreneurship (Target 4.4) were supported through YBLN and life skills activities. Quality and relevance of education were further strengthened through second-language preparedness programmes, twelve blended-learning modules embedded in CERD's Moodle platform, and training for thousands of teachers and school staff in inclusive and digital pedagogy. Finally, to advance inclusive and safe learning environments (Target 4.8), the MYRP equipped 421 public schools with laptops and routers, upgraded school infrastructure through gender-responsive latrine rehabilitation, and expanded digital access nationwide. Teacher supply and quality (Target 4.a) improved through training modules, ToTs, and large-scale capacity-building efforts for teachers.

The MYRP also filled critical evidence and information gaps that can guide future education initiatives. It has contributed to broader sector development in Lebanon by producing new education databases, including rightsholder and waiting lists, which can be leveraged by MEHE and other education partners for future planning and outreach. Its scenario modelling exercises provide evidence-based insights to inform future education budget management, while newly developed curricula have potential for nationwide application. The programme's documented best practices and lessons learned can also inform future interventions led by UNICEF, UNESCO, SCI, and local CSOs. Finally, strategies, policies, and frameworks developed under the MYRP, including those on blended learning, provide a foundation for informing and enhancing future education initiatives, particularly in areas involving online and technology-enabled learning.

¹³⁴ SDG4 targets include free, equitable, and quality primary and secondary education (4.1), access to quality early childhood and pre-primary education (4.2), equal access to affordable technical, vocation and higher education (4.3), skills for employment and entrepreneurship (4.4), elimination of discrimination and promotion of equitable access for vulnerable groups (4.5), universal literacy and numeracy (4.6), education for sustainable development and global citizenship (4.7), inclusive and safe learning environments (4.8), and increasing the supply and quality of trained teachers (4.a)

Meaningfulness

The MYRP contributed significantly to restoring a sense of hope, dignity, and purpose among children, parents, and educators affected by Lebanon's protracted crises. For many displaced and out-of-school children, the transition from instability to structured non-formal education offered not only academic continuity but also a renewed sense of belonging and normalcy. Child-centred environments - featuring safe, inclusive, and age-appropriate facilities such as low-height sinks and accessible bathrooms - reinforced children's dignity and autonomy. Gender-responsive initiatives, including the distribution of Laha kits and menstrual hygiene support, created safe spaces where girls could openly discuss sensitive issues and find emotional reassurance (KAFA KII, Laha site visits). Parenting sessions engaging both mothers and fathers fostered positive communication and improved family cohesion, which in turn supported children's emotional well-being (Gender Network FGD). In addition, teachers experienced greater professional fulfilment through targeted training, peer exchange, and psychosocial support, which enhanced their motivation, boosted their confidence in their own abilities, and deepened relationships with students (Blended Learning ToT FGD). As one Réseau Canopé representative reflected, *"The certificate ceremony at the end of the training of trainers was not just symbolic, but deeply meaningful to participants. This kind of recognition fosters pride and participation, especially when training is voluntary or self-paced."* Overall, MYRP interventions helped re-establish a sense of stability and optimism, enabling learners and educators alike to envision a more hopeful future despite ongoing uncertainty.

4.6 Sustainability

This section examines the extent to which the outcomes and institutional changes achieved under the MYRP are likely to be sustained beyond the programme's funding period. It analyses how system integration, capacity transfer, and partnership structures have contributed to longer-term ownership within MEHE and CERD, while also assessing remaining financial, institutional, and contextual risks. In doing so, the section distinguishes between measures that have already achieved functional institutionalization, such as curriculum and digital-learning reforms, and those whose continuity depends on external resources or political stability.

This section is based on KIIs with grantees, IPs, government representatives, and external consultants, complemented by FGDs with language trainers and a review of narrative report 2024. Analysis focused on stakeholders' perspectives on ownership, continuity, and risks to sustaining MYRP-supported activities beyond the funding period. Evidence was triangulated by comparing views across these sources to assess the likelihood of sustainability and identify enabling and constraining factors.

The MYRP has initiated important steps toward sustainability by strengthening national ownership of digital learning, curriculum leadership, and inclusive education. Yet progress remains uneven, and key areas, such as safeguarding, NFE-formal transitions, and teacher development, still depend on external resources and follow-up. Without stronger systems, clearer accountability, and sustained financing, long-term impact will remain fragile.

KF22. The MYRP laid solid foundations for sustainability through institutional integration, national ownership, and capacity transfer, notably through CERD's leadership on NFE, digital learning integration, and the Inclusive Education Policy. However, limited follow-up and slow operational uptake highlight the need for continued technical support and resources.

KF23. The MYRP supported systemic transformation by institutionalizing key frameworks such as the Inclusive Education Policy and MFP. Collaboration with CERD, MEHE, and UNESCO enhanced national capacity for curriculum design, digital learning, and safeguarding, while integrating MYRP tools into TREF reinforced institutional ownership under MEHE leadership.

KF24. Partnerships with national authorities were significantly strengthened by establishing a Reform Management Team and placing a UNICEF coordinator within MEHE, enhancing communication and accountability. A structured EoI process institutionalized coordination, positioning MEHE as the lead actor and strengthening local ownership.

KF25. Financial instability, limited donor uptake, and Lebanon's economic crisis threaten sustainability, further compounded by institutional challenges including staff turnover and fragmented data systems. Without stable funding, training, and MEHE coordination, core reforms risk incomplete implementation, while stricter enrolment documentation requirements may undermine progress on refugee inclusion.

To what extent are the benefits of the MYRP likely to continue after funding ends?

The MYRP has established several mechanisms and structures that enhance the likelihood of sustained benefits beyond the project's lifecycle. Institutional integration, capacity building, and knowledge management have been central to embedding sustainable practices.

A key achievement has been the integration of the blended learning modules into CERD's official educational platform. Developed jointly with CERD trainers, these resources are now considered Lebanese-owned and integrated into the national system. A representative from Réseau Canopé noted that CERD now has the tools and skills to independently produce digital training modules, reflecting the sustainability of the MYRP's capacity transfer efforts. Building on this progress, CERD also assumed full leadership of the NFE curriculum and national training portfolio under the MYRP – marking the first time these functions have been formally anchored within a government institution. The integration of the blended learning modules into CERD's official training platform transformed a project innovation into a national asset, strengthening the system's capacity to deliver flexible and inclusive learning opportunities. Developed jointly with Réseau Canopé, the modules

built lasting institutional expertise, allowing CERD to independently design and update digital training materials, a clear sign that capacity transfer has taken hold. Building on this progress, CERD's leadership of the NFE curriculum and national training portfolio anchored functions that had been externally managed. This shift consolidated previously fragmented NGO-led initiatives into a unified national framework, improving coordination, quality assurance, and continuity of learning across both formal and non-formal education. Together, these developments demonstrate how national integration and capacity ownership create the conditions for sustained, system-wide improvement.¹³⁵

Sustainability at the policy level is demonstrated by the implementation of the Inclusive Education Policy in 116 schools across Lebanon, supported by annual refresher training for teachers on inclusive classrooms. The policy institutionalizes inclusion through a national roadmap, dedicated budget, and MEHE-CERD oversight, ensuring national ownership and continuity beyond the MYRP. This achievement demonstrates how system-level investments, capacity development, and institutional coordination, have begun to translate into tangible progress toward more inclusive and equitable learning environments. Nevertheless, operational uptake remains partial, the policy has yet to be fully integrated into national planning, budgeting, and monitoring processes, and its sustained implementation continues to depend on the active engagement of MEHE and its partners. Stakeholders further cautioned that limited follow-up and inconsistent communication between MEHE and CERD may undermine the long-term consolidation and relevance of these policy reforms. Together, these developments illustrate how the programme's institutional approach is beginning to take effect at the policy level, embedding inclusive education principles within national structures, even if full operational integration is still unfolding.¹³⁶

Sustainability in sensitive areas such as PSEA remains a long-term goal due to persistent systemic challenges, particularly the lack of clear internal referral pathways, focal points, and follow-up procedures within MEHE's reporting and response structures. A UNICEF staff member noted that, although the ministry agreed to hire a consultant, progress on establishing an appropriate referral mechanism has been slow, primarily due to limited institutional buy-in. Hence, the expected progression toward fully embedded safeguarding mechanisms remains incomplete, as weak internal procedures and unclear responsibilities continue to limit the permanence of these reforms.

Grantees and government officials agreed that MEHE and CERD still need targeted external support and capacity-building to reach full ownership of MYRP gains. Building on the programme's investments in evidence-based planning, education financing, and teacher professional development systems, sustainable progress depends on the ability of these institutions to embed and expand recent gains through technical assistance integrated into routine systems and processes. The continued institutionalization of MYRP-supported tools and practices will be critical to maintaining progress beyond external funding. Key priorities include institutionalizing scenario-modelling and education budgeting tools within existing digital and financial platforms and enhancing two-way communication with regional and school-level staff to ensure that support mechanisms remain responsive to school needs. These efforts directly contribute to consolidating institutional capacity, improving teacher support, and sustaining quality and equitable learning environments across the education system. This entails reinforcing teacher support structures, improving resource allocation and classroom management, and sustaining professional development through continued coaching, periodic refresher trainings, the provision of practical classroom materials, and structured opportunities for trainers and teachers to exchange experiences and apply newly acquired skills in practice.¹³⁷

Capacity building has been a cornerstone of the MYRP's sustainability approach. Trainers reported that teachers who participated in the sessions begun adopting interactive and context-relevant teaching practices, which they intend to continue applying. Trainings focused on strengthening teachers' language proficiency and pedagogical skills across the four core competencies - listening,

¹³⁵ KII with external consultants

¹³⁶ Ibid

¹³⁷ FGD with language trainers

speaking, reading, and writing - while promoting learner-centred and inclusive classroom methods. Delivered through a ToT model jointly implemented by CERD and UNESCO, the initiative enhanced both teacher effectiveness and institutional capacity to sustain professional development beyond the project period. By embedding this model within CERD's structures, the programme advanced its broader objective of enabling national institutions to deliver and expand quality learning independently. However, as the cascade training for Grade 3 teachers had not yet been completed at the time of this evaluation - with sessions resuming in October 2025 - the full institutional impact remains to be observed. This delay has important implications for sustainability, as the long-term adoption of these methodologies depends on the timely completion of teacher training and on CERD's capacity to institutionalize and scale the approach within its ongoing professional development framework. Ensuring the continuity of these practices will also depend on tailoring content to school realities, including varied proficiency levels, limited materials, and uneven access to technology. As one language trainer noted, integrating the approach into the Lebanese education system will require further adaptation to meet the specific needs of schools. The ongoing teacher-training model illustrates how strengthening professional skills within national institutions can foster lasting improvements in classroom practice, provided that refresher sessions and peer-learning mechanisms remain active.¹³⁸

Meanwhile, IPs benefited from significant organizational strengthening, including improvements in safeguarding protocols, procurement, HR, and financial systems. Knowledge management efforts, particularly through UNICEF's gender network learning briefs, have helped capture and disseminate successful practices, supporting ongoing institutional learning.¹³⁹

At the community level, caregivers of children who benefited from MYRP-supported ECE activities expressed a strong desire to continue their children's learning journey. Many noted noticeable developmental improvements and shared their intention to enrol their children in primary school or continue learning at home. However, financial barriers were a consistent concern, with caregivers stressing the need for free services to maintain progress. As one caregiver stated, ***"We saw big changes in our child, but without support, we cannot continue."***

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? How can the MYRP be strengthened in this regard?

The MYRP has strategically complemented Lebanon's Five-Year General Education Plan by promoting a system-based approach aimed at institutional and systemic reform. Among its achievements was the development of the Transition Framework and the revision of the NFE curriculum, which together lay the groundwork for improving future pathways for OOSC once fully operational. The launch of the National Policy on Inclusive Education for Children with Special Needs marked another major milestone in institutionalizing inclusive practices.¹⁴⁰

Building on this approach, collaboration between grantees and national education institutions, particularly MEHE and CERD, was a central strategy for supporting long-term transformation. These partnerships extended beyond joint implementation to include technical assistance and skills development. For instance, CERD staff were trained by UNESCO and Réseau Canopé to independently develop and manage digital learning content, which illustrates how collaboration evolved from technical assistance to shared ownership and capacity transfer within national institutions. The digital learning strategy introduced by the MYRP further supports resilience by promoting offline usability and affordability, while the associated accountability framework aims to ensure systematic stakeholder engagement.

UNICEF also played a significant role in institutionalizing safeguarding practices. Training sessions for teachers and education personnel in MYRP-supported centres, implementing partner staff, and community focal points and caregivers covered PSEA, safe identification and referral, field

¹³⁸ FGD with language trainers

¹³⁹ KII with grantees

¹⁴⁰ ECW Annual Joint Narrative Report 2024

monitoring, and community-led awareness. These were complemented by UNICEF's broader advocacy with MEHE to establish internal referral mechanisms within the ministry for handling protection and PSEA cases. Despite this progress, structural limitations within MEHE's internal systems – such as unclear internal referral pathways, the absence of designated PSEA focal points, and a lack of formal Standard Operating Procedures (SOPs) for confidential reporting, escalation, and follow-up - have slowed adoption. According to a UNICEF GBV and PSEA specialist, progress on this line of work remains slow due to hierarchical structures that complicate reporting and confidentiality.

Recent policy developments have begun to create a more enabling environment for implementing the Transition Framework, with progress gradually establishing the conditions needed for non-Lebanese learners to access formal education. In parallel, discussions under the TREF “Window II” are exploring how MYRP-supported reforms, such as the MFP and the Transition Framework, can be anchored within MEHE-led structures. By embedding MYRP work such as the MFP within this financing and governance structure, TREF enables their continuation under MEHE leadership rather than as externally driven projects. TREF's governance structure - established with technical and strategic inputs from the MYRP - includes monthly Strategic Management Board meetings between MEHE and donors to discuss priorities and financing. These mechanisms institutionalize the coordination and planning practices first strengthened under the MYRP, reinforcing MEHE's ownership of reforms and enhancing the likelihood that programme-supported initiatives will be sustained beyond the MYRP's lifetime.¹⁴¹

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 programme delivery and local ownership in the design and implementation of the MYRP?

The MYRP has significantly strengthened partnerships at multiple levels, with a strong emphasis on collaboration with national authorities. Central to this effort was the establishment of a dedicated Reform Management Team, which clarified roles and responsibilities across institutions, including MEHE, CERD, DOPS, TVET, and UNICEF, which enhanced accountability and coherence.¹⁴²

The MYRP also employed a dedicated coordinator, seconded from UNICEF to MEHE, to work directly within the ministry. The coordinator worked closely with ministry staff on a day-to-day basis, facilitating communication across departments, troubleshooting operational bottlenecks, and ensuring timely follow-up on agreed actions. This embedded role helped bridge gaps between national leadership and implementing partners, allowing the programme to respond quickly to evolving needs while maintaining alignment with the Ministry's strategic priorities. By operating from within MEHE's structures, the coordinator contributed to building trust and promoting local ownership of programme objectives. This arrangement helped position the MYRP as an integrated component of national education planning rather than an externally driven initiative, thereby strengthening the foundation for long-term sustainability.

To further institutionalize coordination, MEHE - supported by UNICEF - launched a structured Eol process for non-formal education partners. By integrating this partner-mapping and vetting system within MEHE's structures, the Eol now serves as a sustainable tool for coordination and accountability, reinforcing the ministry's leadership beyond the MYRP.

Overall, the MYRP's structured and consultative approach to partnership building has laid a foundation for greater local ownership, improved coordination, and enhanced accountability.

What challenges or barriers could hinder the sustainability of MYRP results after the end of the funding period?

A key barrier to sustainability is financial instability. Lebanon's economic crisis and high inflation have increased operational costs and undermined resource availability. The MYRP was originally

¹⁴¹ ECW Annual Joint Narrative Report 2024; KII with government representatives

¹⁴² ECW Annual Joint Narrative Report 2024

designed as a USD 50 million programme, with ECW providing an initial USD 12 million in catalytic seed funding intended to leverage additional resources. However, limited donor uptake and Lebanon's deteriorating economic situation constrained the programme's ability to scale to its work. Donor fatigue and the global funding environment further compound these financial risks.¹⁴³ Competing priorities within MEHE - such as responding to teacher strikes, managing exam schedules, and addressing urgent operational crises - meant that routine follow-up could not always be sustained across MEHE units. Without dedicated resources to complete these reforms, they risk remaining only partially institutionalized - with frameworks and tools developed but not formally endorsed, operationalized, or consistently applied across MEHE structures once funding ends.

Sustaining the outcomes of capacity-building initiatives, such as language training for teachers, depends heavily on continued institutional support and resources. Trainers highlighted the need for refresher trainings and direct communication with schools to ensure readiness and the application of acquired skills. Without such support, training efforts risk losing relevance and impact.

Institutional constraints also pose substantial challenges. MEHE and CERD have faced high staff turnover, unclear accountability structures, and fragmented data systems. One grantee staff member highlighted that MEHE's management changes frequently and often depends on personal relationships and individual decisions, underscoring the lack of systemic continuity. According to an external consultant, structural and resource constraints, coupled with shifting political priorities and rigid hierarchies that at times undermine confidentiality and effective reporting, have limited the full operational uptake of certain initiatives.¹⁴⁴

Finally, gaps in the coordination between non-formal and formal education systems - including weak data sharing between MEHE departments and implementing partners and unclear referral processes - hinder student transitions from programmes like BLN into formal schooling or vocational training, creating frustration for both caregivers and students.¹⁴⁵ At the time of the evaluation, the enforcement of the September 2024 Council of Ministers decision requiring official documentation for enrolment had stalled NFE-to-formal transitions for many non-Lebanese learners. However, this requirement has since been reversed, which may enable the Transition Framework to resume its intended function and support future progress.

4.7 Gender responsiveness

This section consolidates findings related to gender equality, gender responsiveness, and the empowerment of girls within the MYRP. It examines how programme interventions addressed gender inequalities through context-specific, inclusive, and adaptive approaches at classroom, community, and system levels. In this analysis, gender-responsive measures refer to actions that actively address underlying gender barriers and promote equitable participation, such as gender-responsive pedagogy, initiatives that challenge harmful gender stereotypes, safeguarding integration, and measures that strengthen girls' safety, dignity, and access to learning.

This section is based on KIIs with grantees, IPs, and external consultants, FGDs with Laha-kit recipients, as well as on a review of programme documentation, including the 2024 narrative report and GAP-related reporting. Assessment focused on reported experiences and perspectives on gender-responsive practices, safeguarding, and girls' participation across programme activities. Evidence was triangulated by comparing accounts across data sources to assess how gender considerations were integrated in implementation and where limitations remained.

The MYRP effectively advanced gender-responsive practice by embedding inclusive pedagogy, safeguarding measures, caregiver engagement, and targeted support for adolescent girls across interventions. These efforts strengthened participation, safety, and dignity, particularly for girls in NFE settings. However, policy-level integration remained

¹⁴³ KII with grantees

¹⁴⁴ Ibid

¹⁴⁵ KII with implementing partners

limited, and sustained progress will require stronger gender analysis, clearer government ownership, and more systematic tracking of gender outcomes.

KF26. The MYRP promoted gender equality through context-specific interventions, improving girls' participation via gender-responsive teaching, inclusive activities, transport support, and Laha kits. However, weak policy integration and a lack of reliable gender-disaggregated data constrained broader systemic progress.

KF27. Interventions were tailored to gender-specific risks, with flexible YBLN schedules addressing boys' dropout and child labour, and awareness sessions, safe transport, and gender-responsive facilities addressing girls' early marriage and protection concerns. Parenting sessions challenged stereotypes and engaged male caregivers, while the GAP guided equitable participation.

KF28. UNICEF effectively fulfilled its GLO role by coordinating the gender network, deploying a Gender Specialist, and providing targeted capacity-building. Through mentoring, training, and MEHE advocacy, UNICEF strengthened partner capacity, institutionalized safeguarding and gender mainstreaming, and promoted accountability and collaboration despite focal-point turnover.

KF29. The MYRP mainstreamed gender across teaching, programming, and system frameworks. Teacher training, Laha kit distributions, WASH improvements, and awareness sessions enhanced girls' safety and participation, while the GAP supported gender integration in curricula and caregiver engagement. However, policy integration remained limited, requiring stronger consultation and gender outcome tracking.

How effectively did the MYRP address gender inequalities, promote gender-responsive education, and empower girls – including adolescent girls?

The MYRP demonstrated a clear and sustained commitment to promoting gender equality, advancing gender-responsive education, and empowering girls across its interventions. Although policy-level support for gender mainstreaming remained limited, the programme's success stemmed from adaptive and context-specific implementation approaches by grantees and implementing partners.

For instance, Ana Aqra, proactively addressed gender-specific barriers in classroom engagement. As one representative noted, ***"Sometimes boys were eager to get involved in all activities, but girls were shy and hesitant – especially when they feared giving wrong answers or being judged."*** To mitigate this, Ana Aqra implemented mixed-gender group activities that encouraged inclusive participation in a safe environment. Transportation support also helped overcome mobility and safety constraints, improving girls' attendance.¹⁴⁶

Efforts to promote gender equality also extended beyond the classroom. Coordination among grantees fostered shared standards, such as gender-responsive training for educators, reviewing teaching materials to eliminate stereotypes, and applying quotas to ensure gender parity. For example, SCI committed to a 50 percent female participation rate among students and made additional efforts to include children with disabilities. The rehabilitation of latrines in NFE centres to ensure gender sensitivity was also carried out to enhance girls' comfort and participation.

In addition, the distribution of Laha Kits emerged as a highly valued intervention that directly addressed girls' menstrual hygiene needs while promoting confidence and dignity. Through the Laha interventions, UNICEF partnered with WingWoman, a Lebanese woman-led NGO that supplied reusable sanitary pads, and FEMALE, a grassroots feminist CSO that managed a virtual "Laha safe space" and chatbot. These collaborations promoted local ownership and reduced dependence on external suppliers.

Adolescent girls noted that the kits contained all essential items for menstrual hygiene - pads, soap, and shampoo - offering much-needed relief amid rising costs. Several girls explained that the initiative helped ease the financial burden on their families and made them feel cared for and

¹⁴⁶ KII with implementing partners

respected. Others highlighted that the accompanying awareness sessions provided practical guidance on menstrual hygiene and created a safe space to discuss sensitive topics without embarrassment. As one girl shared, ***“The sessions helped us understand more about our bodies and that menstruation is normal. We felt comfortable because they explained things in a respectful way and gave us time to ask questions”***.¹⁴⁷ Overall, participants expressed that the combination of material support and open discussion enhanced their confidence and dignity, reinforcing the importance of pairing distributions with awareness and protection measures.

Gender considerations were also integrated into teacher development activities. Although not a standalone focus, gender-responsive pedagogy was embedded through trainings that emphasized inclusive group work, equitable classroom participation, and intervention strategies against gender-based teasing. Over 200 educators, most of them women, were trained in 2023 under a cascade model led by UNICEF as the GLO. Beyond these classroom and infrastructure-focused interventions, MYRP partners also applied deliberate consultation processes to ensure gender-informed design.¹⁴⁸ In the development of language and blended learning modules, partners engaged with equal numbers of girls and boys in FGDs and surveys, using their feedback to refine content and ensure relevance across genders.

At the consortium level, UNICEF, as the GLO, convened regular gender network meetings that brought together focal points from all grantees and partners. These meetings served as a platform to share learning, troubleshoot challenges, and align priorities. A key outcome was the co-creation of a structured GAP - a practical framework that outlined specific steps, targets, and indicators to integrate gender across activities. The GAP set measurable commitments - including targets to increase girls' and women's participation in learning and community programmes, to ensure gender balance among staff, and strengthen safeguarding practices - and was used to guide adaptations at the activity level. To support implementation, UNICEF reinforced the GAP through ongoing capacity-building, including regular coordination meetings, field visits, and trainings, which helped partners with varying levels of expertise embed gender-responsive practices more systematically.¹⁴⁹

However, significant structural challenges persist. UNICEF's 2024 Evaluation of the Inclusive Education Programme found that the integration of gender considerations into the Inclusive Education Policy was limited and inconsistent. In addition to the differing perspectives among stakeholders on the nature of gender disparities in education and on what a gender-responsive framework should entail, MEHE shared only partial versions of the document during its development, allowing contributors to review only the sections related to their own area of expertise. This limited access made it difficult to integrate cross-cutting inputs, such as gender and child protection, consistently across the whole policy.

Furthermore, implementing partners and gender focal points reported difficulties accessing reliable gender-disaggregated data due to fragmentation within MEHE systems. Despite these institutional constraints, MYRP partners advanced gender equality in learning environments through a range of practical and context-adapted measures. However, these initiatives remained limited in scope and duration and were insufficient to overcome the broader systemic gaps in data management and coordination.

To what extent were interventions tailored to the specific needs of girls and boys?

MYRP interventions were tailored to address the different risks faced by boys and girls. For boys, the main risks were child labour and early dropout. These were mitigated through flexible YBLN schedules, hybrid delivery models, and referrals to vocational training. Parenting sessions also worked to challenge stereotypes, such as perceptions that girls' education is less important than boys', or that caregiving and domestic work are exclusively women's responsibilities. These efforts

¹⁴⁷ FGD with Laha Kits recipients, Nabatiyeh

¹⁴⁸ ECW Annual Joint Narrative Report 2024

¹⁴⁹ KII with grantees

promoted girls' education and were reinforced by SCI through CP/PSS activities that integrated GBV/PSEA awareness and protection-informed classroom practices.

Adolescent girls face vulnerabilities such as early marriage, limited mobility, period poverty, and exposure to gender-based violence. Grantees and their IPs addressed these through community awareness sessions on child marriage and girls' education, safe transportation and improved gender-responsive facilities in NFE centres, and distribution of Laha kits containing menstrual hygiene items and GBV/PSEA information. The kits were paired with sensitization sessions to reduce stigma and encourage safe disclosure, while a feedback booklet allowed girls to report missing items or mistreatment, strengthening accountability. Safeguarding was further reinforced through refresher trainings for teachers, facilitators, and partner focal points on GBV referral pathways, enabling staff to identify, refer, and support survivors in line with updated protocols.¹⁵⁰

Capacity-building efforts were designed to be gender-responsive, addressing the distinct needs and roles of men and women across programme activities. For example, facilitators received support to maintain gender-responsive approaches when transitioning to online service delivery, and grantees adapted programming to better engage male caregivers. The GAP was continuously refined to reflect specific activity-level adaptations across partners. For example, new modules were integrated on gender-responsive parenting and online facilitation, participation indicators were revised to capture male caregiver engagement, and timelines were updated to reflect evolving implementation contexts.¹⁵¹ UNICEF and partners consistently applied a gender mainstreaming tool to review activity design and implementation. This helped them detect gender gaps – such as low female participation or limited representation of male caregivers – and adjust activities in real time.¹⁵²

Parental engagement sessions were crafted to be gender-responsive, offering space to address relational and communication challenges between caregivers and children. These sessions proved both relevant and transformative, particularly for mothers navigating concerns related to adolescent girls. As one KAFA representative explained, ***"Many mothers were able to talk about their fears for their daughters' futures, especially around early marriage and school dropout."*** Events like Father's Day also encouraged male caregiver involvement and promoted positive role modelling within the household. One UNICEF staff member noted that ***"Male caregivers who participated in these events showed a marked change in their involvement at home, from helping with chores to supporting their daughters' education."***

The adaptability of MYRP interventions is exemplified by the case of Dalal, an adolescent mother whose needs were specifically accommodated by Mouvement Social. With guidance from UNICEF's Gender Specialist, the centre allowed Dalal to attend classes with her baby and provided a private space for breastfeeding, enabling her continued participation. As documented in the Gender Reporting: ***"she would be allowed to attend the programme in the centre with her baby while ensuring her complete privacy for breastfeeding in a private room."***

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?

UNICEF, as GLO, played a central role in institutionalizing gender responsiveness within the MYRP through the recruitment of a full-time Gender Specialist in 2022 and the establishment of a dedicated gender network. Each grantee appointed a focal point to this network, which jointly developed an activity-specific Gender Action Plan with clear indicators. UNICEF supported partners through a comprehensive Gender Capacity Building Plan informed by assessments and staff consultations, combining trainings, workshops, mentoring, and field visits to build practical skills and enable knowledge to be cascaded within organizations. Network meetings – initially monthly and shifting to quarterly only during the final year of implementation due to competing priorities,

¹⁵⁰ Kill with grantees

¹⁵¹ Ibid

¹⁵² Gender Reporting 2022-2024

and broader contextual challenges including the September 2024 nation-wide escalation of conflict - provided a platform for sharing updates, resources, and "learning circle" inputs – referring to peer-exchange sessions designed to capture and disseminate practical learning across organizations. However, participation and reporting were voluntary, and turnover of focal points was not always communicated, leading to some inconsistent participation in network meetings and gaps in reporting, as new focal points were not always properly integrated into the gender network.

The GLO organized ToTs for gender focal points from each implementing partner participating in the MYRP, covering gender-responsive pedagogy as well as PSEA and GBV safeguarding protocols. KAFA, having completed this training, subsequently supported other local organizations to embed gender and safeguarding principles in NFE activities. These focal points used the training to inform their own work and, where needed, share knowledge to frontline staff, expanding reach and reinforcing consistent practice across the programme. The ToT approach emphasized accountability and follow-through to ensure that skills were applied beyond the training room. Partners acknowledged the value of the GLO's support and noted UNICEF's responsiveness, including encouragement to document and share success stories – boosting visibility and peer learning within the MYRP. UNICEF's role also extended to advocacy within MEHE, working to align safeguarding systems with international PSEA standards.

Overall, UNICEF effectively fulfilled its mandate by providing technical support, fostering cross-sector collaboration, and embedding gender considerations at operational and strategic levels of the MYRP.

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?

The MYRP mainstreamed gender by embedding it into teacher practice, programme design, and system-level frameworks, ensuring that gender responsiveness was not treated as a stand-alone activity but integrated across interventions. Teachers and facilitators, particularly in NFE settings, were trained and mentored in gender-responsive pedagogy and safeguarding. These trainings equipped staff to challenge stereotypes in classroom materials, encourage balanced participation, and intervene in harmful peer dynamics such as gender-based teasing.¹⁵³ Regular mentoring and follow-up enabled many educators to apply these approaches in practice, helping to create more inclusive and supportive learning environments.¹⁵⁴

Adolescent girls benefited from targeted safety and dignity measures. According to a KAFA representative, the Laha kit distributions, paired with awareness sessions and GBV/PSEA referral information, provided not only essential menstrual supplies but also a trusted entry point for discussing sensitive issues and seeking support. The inclusion of feedback mechanisms within the kits further reinforced accountability. In parallel, WASH consultations informed the rehabilitation of latrines to ensure lockable, private, and gender-responsive facilities, directly addressing one of the barriers to girls' attendance.¹⁵⁵

Mainstreaming was also advanced through the GAP, which extended gender considerations into curricula, teacher training standards, safeguarding protocols, and caregiver engagement. For example, parenting sessions and targeted initiatives such as Father's Day were designed to involve male caregivers and shift norms around gender roles in education. Safeguarding was further reinforced through visible reporting mechanisms, such as posters with hotline numbers and referral pathways, and by the establishment of confidential counselling spaces in learning centres.

The mainstreaming approach also adapted to evolving delivery modalities. Gender-responsive practices were carried into blended and remote learning, with facilitators trained to maintain inclusive engagement online and partners ensuring that both girls and boys took part in the digital learning assessment that informed the subsequent design of tools and approaches. Gender

¹⁵³ ECW Annual Joint Narrative Report 2024

¹⁵⁴ Gender Reporting 2022-2024

¹⁵⁵ KII with grantees

inclusion was similarly embedded in the recommendations of the National Blended Learning Strategy, demonstrating how MYRP's mainstreaming efforts influenced broader system frameworks.¹⁵⁶

Despite these achievements, challenges remained at the policy level. Gender was nominally included in the Inclusive Education Policy but lacked depth particularly due to insufficient gender analysis, the absence of specific gender-related targets, and weak strategies to track and measure progress on gender equality.¹⁵⁷ At the community level, economic pressures and family expectations pushed children, especially boys, to drop out of school early to work, further hindering their educational opportunities.

4.8 Cross-cutting Aspects

This section consolidates four evaluation themes - Accountability to Affected Populations (AAP), Leave No One Behind, Safe Programming, and Do No Harm - into an integrated analysis. The decision to merge these areas reflects their close interlinkages within the MYRP's design and implementation. By restructuring them thematically rather than stand-alone components, the section provides a coherent account of how equity, safety, accountability, and community engagement collectively contributed to inclusive and protective environments.

This section is based on KIIs with grantees, IPs, government representatives, and external consultants, complemented by FGDs with children, caregivers, and teachers, as well as a review of programme documentation, including narrative reports (2022-2024). The assessment focused on reported experiences and practices related to accountability, inclusion, safeguarding, and community engagement across MYRP-supported activities. Evidence was triangulated by comparing perspectives across stakeholder groups and data sources to assess how cross-cutting principles were applied in practice and where gaps remained.

Integration of cross-cutting priorities, gender equality, disability inclusion, AAP, and safeguarding, was strong at the implementation level, though progress at the systemic level was uneven. Inclusive NFE practices, strengthened safeguarding, and gender-responsive pedagogy enhanced safety and participation. Disability inclusion advanced but was slowed by data gaps and variable OPD engagement, while AAP feedback loops remained limited. Institutionalisation within MEHE and CERD is progressing but not yet complete.

KF30. The MYRP advanced inclusive access through the Inclusive Education Policy and Roadmap, promoting a rights-based disability approach with teacher training, ICF-aligned tools, and accessible facilities. However, refugee inclusion remained constrained by documentation requirements and segregated streams, while persistent physical and digital accessibility gaps and stalled transitions to formal education limited progress.

KF31. The MYRP maintained learning and protection during crises through flexible, low-tech delivery, safeguarding training, and gender-responsive interventions including Laha kits, transport support, and WASH improvements. Despite 556 referrals being conducted, concerns around trust and confidentiality limited reporting, underscoring the need for sustained awareness and strengthened survivor-centred approaches.

KF32. Community participation was embedded through consultations with children, caregivers, and teachers, shaping programme modalities, session topics, and gender discussions. Multiple feedback channels and training for teachers on escalating concerns integrated accountability into routine delivery, though some mechanisms were less accessible and responses were occasionally delayed, indicating a need for stronger, timely feedback loops.

¹⁵⁶ KII with external consulting organizations

¹⁵⁷ KII with donor representatives; KII with external consultants

Equity and Inclusive Access

The Inclusive Education Policy marked a shift from a medical to a rights-based approach to disability inclusion and was reinforced by a Roadmap rolled out in 116 public schools. Grantees, government officials, and IPs described schools as highly supportive of the policy and highlighted ongoing capacity-building to help teachers adapt their practice to meet the needs of learners with disabilities. In this context, teachers were viewed not merely as implementers but as key agents of inclusion, with one UNICEF staff member noting ***“These teachers then become the advocates to this inclusivity, preventing any bullying, supporting the children, etc.”*** To support policy uptake, ICF-aligned screening and referral tools were developed.

To promote equitable access in NFE, a standardized MEHE vulnerability assessment tool was used. IPs applied consistent criteria - such as age, school dropout status, displacement, and economic vulnerability - to identify and prioritize the most at-risk children. This process helped promote fairness and consistency in selection across locations. NFE teachers were also trained to adapt lesson plans to include children with diverse learning needs, and adjustments were made to ensure that bathrooms were gender-responsive and child-height appropriate. However, data collection with NFE students and site visits underscored the need to make all NFE centres physically accessible to children with mobility challenges.

System-level barriers to refugee inclusion persist, and some policy provisions - such as the requirements for non-Lebanese children to provide valid residency papers to enrol in public schools - have become more restrictive over time. The MYRP has helped mitigate exclusion by expanding access for refugee out-of-school children through NFE and adaptive delivery modalities (e.g., remote or hybrid). However, formal integration into public schools through the Transition Framework has not yet begun, as no learners have transitioned to date. At the time of the evaluation, this continued to limit full inclusion within the formal system. As one external consultant highlighted, ***“A major structural barrier is the segregation of refugee children into separate education streams, it’s a divided education system.”***

At the same time, data collected from NFE students and SCI’s IPs indicated that hybrid modalities can also create new forms of exclusion, particularly for children living in overcrowded homes or without reliable internet access, where concentration and participation are difficult.

To account for barriers to digital learning, the National Blended Learning Strategy includes provisions to promote tools and platforms that work offline, are culturally relevant, and do not rely on costly internet or high-end devices. For example, it proposes revisiting radio and TV technologies used during COVID-19, as many families lack smartphones or share a single device. However, persistent digital divides, especially in rural areas, continue to prevent the most vulnerable, including many displaced children, from fully benefiting.

Safety, Protection, and Wellbeing

The MYRP’s flexible design enabled swift pivots during the September 2024 nation-wide escalation of conflict. Partners shifted to blended/remote delivery, provided internet bundles so students could connect, and trained teachers to deliver online instruction and manage low-tech modalities - ensuring continuity of schooling. In collective shelters, activities focused on protection and continuity supports such as GBV/PSEA sensitization, safe reporting channels, and facilitated referrals. As highlighted in the previous section - drawing on lessons learned from COVID-19 and feedback from teachers, students, and caregivers - the new National Blended Learning Strategy includes provisions for offline and mobile platforms that would help sustain learning and address protection needs during crises.

Gender-responsive actions were implemented at scale, including the wide distribution of Laha kits accompanied by GBV/PSEA sensitization and referral information. In targeted areas, support measures comprised transport assistance for girls to attend NFE and the provision of gender-

responsive WASH upgrades in select NFE centres. These investments reflected the programme's broader emphasis on safe and dignified access for girls.¹⁵⁸

Across MYRP sites, frontline staff - including teachers, field teams, and community mobilisers (e.g., KAFA social workers) - received induction and refresher trainings on safeguarding, PSEA, safe identification, and confidential referrals. UNICEF and partners ensured compliance with minimum PSEA requirements, including staff vetting, signed codes of conduct, mandatory PSEA training, and strict enforcement of zero-tolerance policies on sexual misconduct. NFE centre staff completed mandatory incident reporting forms and escalated cases to designated safeguarding focal points in line with partner SOPs. Laha kit distribution teams were trained on gender and GBV/PSEA and shared referral contacts with caregivers and adolescents. As a result, according to the 2024 ECW narrative report, 556 referrals to specialized services were recorded across MYRP-supported sites (around 50 percent girls and 50 percent boys), with a notable share taking place in collective shelters during the emergency response.¹⁵⁹

During the displacement caused by the escalation of conflict, risks faced by children and caregivers increased. Teachers and community mobilisers responded by prioritizing safe identification and immediate referral to child protection and GBV services, while also making safeguarding information highly visible through posted hotline numbers and focal point contacts. These efforts improved access to specialized support, though reporting remained limited due to caregivers' and children's concerns around trust and confidentiality. Stakeholders therefore emphasized the continued need for survivor-centred practices and regular community awareness initiatives to help reduce these barriers.

Accountability and Community Participation

Under the NFE component, the programme engaged a wide range of stakeholders, including children, caregivers, teachers and community leaders, in consultations on design and delivery. These discussions helped tailor programming to local needs, including the choice of delivery modality and the types of additional support required. As one SCI staff member explained: ***"For some families, particularly where members had returned to Syria while others stayed in Lebanon, remote learning made more sense. We also provided internet bundles and learning kits for home use so children could continue learning effectively from home."***

Each IP established its own accountability and feedback mechanisms, which, along with tools and materials, were reviewed by SCI during the proposal stage. All partners were required to follow SCI safeguarding and PSEA policies, or their own if they are stricter.¹⁶⁰ Across centres, multiple channels were available for participants to share feedback or raise concerns. These included closed WhatsApp groups for ongoing communication, complaint boxes in learning spaces, a hotline, an anonymous reporting system called Datix, and direct contact with focal points or centre directors. An SCI IP emphasized that these multiple layers of reporting were systematically monitored to ensure responsiveness and accountability.

Given connectivity and trust barriers, many families found face-to-face interaction more accessible and reliable, and rightsholders therefore reported feeling more comfortable raising concerns directly during in-person sessions. Teachers were trained to act on concerns raised through these channels and escalate cases without delay, ensuring that AAP served as a direct link to protection. SCI staff described cases where complaint forms were filled in during one-on-one discussions after sessions, allowing children, caregivers and other participants to share concerns safely on the spot. This integration of accountability into routine delivery enabled issues to be documented immediately and supported the rapid identification of protection risks.

Caregivers, particularly mothers, played a central role in shaping implementation at the community level. Their feedback influenced session topics and schedules, guided parenting discussions on

¹⁵⁸ Kill with grantees

¹⁵⁹ Ibid

¹⁶⁰ Ibid

gender roles and girls' education, and raised safety concerns that informed transport support and awareness-raising priorities.

The Laha kits were accompanied by QR-code surveys, although limited smartphone access prevented some girls from using digital tools. Occasional delays in responding to feedback also risked undermining trust in these mechanisms

Overall, while the programme established multiple entry points for community participation and accountability, occasional delays in responding to feedback and constraints in the usability of some tools meant that not all mechanisms were used to their full extent.

6. Conclusions

This section synthesises the evaluation's conclusions across programme performance, design and adaptability, system strengthening and institutional change, monitoring and accountability, and sustainability, reflecting the core areas assessed by the evaluation objectives. The conclusions do not address each evaluation objective separately, but aggregate findings into higher-level analytical areas.

Programme performance: access and learning outcomes

The MYRP expanded educational access in an exceptionally challenging operating environment, enrolling large numbers of out-of-school children, meeting non-formal education completion targets, and strengthening MEHE's non-formal education infrastructure. The programme also equipped hundreds of public schools with laptops, expanding the potential for access to digital learning, although actual use was uneven due to security incidents, power cuts, software restrictions, and limited technical support. Equity objectives were largely achieved, with targets met or exceeded across safety, inclusion, and protection indicators, supported by the adoption of Lebanon's first Inclusive Education Policy and standardized child protection referral pathways.

However, performance gains were uneven across outcome areas. Progress toward improved learning outcomes was constrained by security disruptions, school closures, and necessary reprogramming. While second-language preparedness programmes were designed and nationally endorsed, implementation is still ongoing and outcome-level effects cannot yet be assessed. Evidence from NFE centres indicate improvements in learning, life skills, and social-emotional development among learners, with additional positive effects reported in caregiver engagement and teacher capacity. However, rigid age criteria for progression within NFE, the short duration of the NFE course, and persistent barriers to transition to formal education, particularly following the introduction of new documentation requirements, limited learners' longer-term education pathways and resulted in no transitions to formal education for non-Lebanese children.

Programme design and adaptability

The MYRP demonstrated design coherence and adaptability in an exceptionally challenging and resource-constrained context, balancing humanitarian response with longer-term system strengthening. The programme was able to adjust activities and reallocate resources flexibly in response to evolving conditions, while maintaining alignment with its overall programme logic. Alignment with national strategies and frameworks was strong, and pooled funding mechanisms enabled progress on system-level priorities that would not have been feasible through fragmented project financing. At the same time, limited success in mobilising external resources, combined with rising inflation and limited donor funds, constrained the programme's scale and depth of impact.

Coordination among grantees and with the donor supported operational delivery, with a clear division of roles aligned to each organisation's mandate helping to reduce duplication and support efficiency. Defined reporting lines contributed to operational clarity, though uneven engagement with the broader Education Sector reduced opportunities for synergy and information-sharing. Engagement with MEHE through committee meetings was regular but tended to focus on outputs rather than strategic direction, and communication on implementation progress between meetings

was less systematic. Unclear positioning of the MYRP as a distinct initiative also limited ministry-level attribution. Internal coordination challenges within MEHE, including weak coordination between ministry staff and externally funded consultants, together with bureaucratic delays and inter-departmental sensitivities, further constrained delivery speed.

System strengthening and institutional change

The MYRP's most significant and potentially durable contributions occurred at the system level. The programme supported the institutionalisation of NFE under MEHE leadership, substantially expanded the partner pool, advanced work on unified data systems, embedded blended learning within CERD's national platform, and established foundational frameworks for sustainable inclusion and protection through the Inclusive Education Policy. Collectively, these shifts move the sector from fragmented, NGO-led NFE delivery toward government-owned, nationally coordinated programming, and increase MEHE's capacity to guide the use of technology for learning and to embed inclusive practice across programmes. However, sustainability is threatened by financial instability and the absence of clear funding strategies. Operational integration remains incomplete, with some policies not yet embedded in routine planning and budgeting. Persistent institutional challenges, including staff turnover, fragmented data systems, and limited inter-departmental coordination, further undermine the continuity of system-strengthening gains.

Gender, disability, and inclusion

The MYRP promoted gender equality through context-specific interventions addressing barriers to girls' education, the integration of gender-responsive pedagogy in teacher training, and the development of a Gender Action Plan. UNICEF fulfilled its role as Gender Lead Organization through coordination, capacity-building, and advocacy. However, the Gender Network was less effective than intended in the absence of mandatory reporting requirements. Policy-level gender integration also remained uneven due to differing stakeholder perspectives on gender integration and the lack of reliable gender-disaggregated data for systematic tracking.

On disability inclusion, the programme advanced the first Inclusive Education Policy and exceeded enrolment targets in pilot schools, but broader implementation was constrained by limited engagement with qualified OPDs and challenges in integrating intersectional approaches. While inclusion structures and referral mechanisms were established, implementation quality varied, and confidence in these mechanisms was weakened by concerns over confidentiality and unclear follow-up.

Monitoring, accountability, and learning

The MYRP established monitoring and reporting systems that were stronger than those of many comparable programmes. However, evidence robustness was uneven. Several indicators were input-focused, lacked or had overly ambitious targets, or relied on estimates rather than direct measurement, limiting their utility for adaptive decision-making. Complex reporting templates created inefficiencies, and inconsistent documentation of programme adjustments limited transparency around decision-making.

At community level, mechanisms for participation and feedback were in place, with teachers trained to escalate concerns and caregivers contributing to shaping implementation. However, delays in responding to feedback and closing the loop reduced clarity for stakeholders on how their input influenced decisions, weakening accountability.

Financing and sustainability

Despite significant system-strengthening achievements, financial instability poses the greatest threat to sustaining MYRP results. The failure to mobilize external funding, Lebanon's ongoing economic crisis, and uncertainty about continued government investment create significant risks of reform reversal or non-implementation. The ECW seed funding did not function as a catalyst for mobilising additional resources for MYRP interventions, as the programme's assumption that documented programme results and advocacy would attract external financing did not hold in this context, limiting opportunities to scale up and sustain MYRP-supported reforms beyond the initial funding period. Without sustainable financing mechanisms and continued donor engagement, even well-designed policies and frameworks may not be implemented at scale or maintained over time.

7. Lessons learned

Flexibility enables continuity in an unstable operating environment The MYRP's ability to shift between in-person, remote, and hybrid modalities allowed activities to continue despite repeated security, political, and economic disruptions. Regular coordination with MEHE enabled rapid reprogramming while maintaining alignment with national priorities and approved frameworks. However, frequent adjustments were not always systematically documented, which reduced transparency around decision-making. This demonstrates that flexibility is most effective when it is deliberately built into programme design and accompanied by simple mechanisms to document key changes and their rationale, allowing programmes to remain responsive without weakening accountability.

Efficient delivery depends on managing inflation and cost volatility. Lebanon's rapid inflation significantly reduced purchasing power and required continuous adaptations, highlighting the importance of inflation-adjusted budgeting and contingency measures to safeguard implementation against economic shocks.

Administrative constraints are often greater than technical ones. Delays in implementation more often stemmed from slow internal approvals, overlapping mandates, and multi-layered compliance requirements than from technical limitations. As a public institution, MEHE operates within national legal and administrative frameworks that require multiple steps and layers of review to ensure accountability and alignment with national systems, which naturally extended timelines. The placement of consultants within MEHE and CERD supported progress on technically complex outputs, but unclear expectations and misalignment with staff workloads at times created friction and affected delivery speed. Early mapping of decision-making processes, clearer role definition between embedded experts and ministry staff, and timelines informed by actual administrative capacity rather than ideal scenarios would help mitigate these constraints.

Digital infrastructure must be matched with support for effective use. The provision of laptops to schools in need was achieved through strong coordination and timely procurement. However, uneven utilisation across schools showed that hardware alone is insufficient; reliable power, software access, clear maintenance and support pathways, robust security measures to prevent loss or theft, and targeted digital skills support for teachers are all essential to integrate technology into everyday teaching and learning.

Non-formal education is effective but must link to formal pathways. NFE programmes re-engaged thousands of out-of-school children, but formal reintegration stalled while the Transition Framework was inoperable under documentation requirements that have since been reversed. The impact of these changes on transitions is not yet clear. Continued dialogue with MEHE is needed to ensure consistent implementation, clear guidance for schools and NFE providers, and active monitoring so transition pathways function in practice.

Tangible actions drove faster change than policy commitments. Practical initiatives such as menstrual hygiene support, safe transport, and gender-responsive facilities led to immediate improvements in girls' attendance and confidence. In contrast, gender mainstreaming within national policy frameworks advanced more slowly, highlighting the importance of maintaining community-level initiatives alongside system-level advocacy to consolidate gains over time.

Effective safeguarding relies on trusted and transparent referral systems. Although referral systems were in place, confidence in them was low due to perceived confidentiality risks and unclear follow-up. As such, there is a need for clear referral guidance and strong confidentiality safeguards to rebuild trust in these systems.

Sustainability was stronger where capacity transfer was gradual and embedded. Embedding reforms such as inclusive education frameworks, blended NFE systems within MEHE and CERD structures supported institutional ownership and continuity. The gradual transfer of responsibilities from consultants to national staff through mentoring and co-implementation also strengthened confidence and technical capacity over time. However, given the difficult context in which MEHE

operates, ensuring these reforms are backed by costed implementation plans and dedicated budgets will help preserve gains beyond external funding cycles.

8. Recommendations

The following recommendations stem directly from the evaluation process and are logically linked to the key findings, lessons learned, and conclusions. Each recommendation identifies the designated responsible stakeholders and its corresponding level of priority. The recommendations are classified into three groups covering strategy and coordination, operationalisation, and sustainability and accountability.

Reference group members contributed to the formulation of the recommendations through a two-stage consultation process. First, during the preliminary findings presentation, they reviewed and provided feedback on the preliminary findings and draft conclusions and recommendations, which informed subsequent revisions. The second consultation took place during the final presentation, where the revised findings, conclusions, and recommendations were presented for discussion.

An overview of the linkages between findings, conclusions, and recommendations is presented in the findings–conclusions–recommendations (FCR) matrix in Annex I

Strategy and coordination

Ensure early, inclusive engagement of the Education Sector Working Group and wider local sector stakeholders to enhance design and coordination.

Responsible: ECW

Priority: High

While the MYRP successfully balanced humanitarian response with system strengthening, its design process had limited participation from the Education Sector Working Group and certain MEHE departments, creating information asymmetries and missed opportunities for complementarity. Future education programming should ensure early engagement of sector coordination mechanisms, particularly the Education Sector Working Group, and include consultations with regional education offices, school directors, and frontline staff to align the design with operational realities.

Strengthen strategic oversight mechanisms and clarify programme identity and contributions

Responsible: Grantees

Priority: High

To improve strategic oversight between committee meetings, a shared information dashboard should be established, providing MEHE with real-time visibility into activities and results. Additionally, committee meetings should evolve from solely reporting outputs to engaging in strategic dialogue sessions that also discuss the impact of implemented interventions. Clear programme branding and communication should differentiate MYRP from other ECW and donor mechanisms, ensuring that relevant stakeholders can easily identify which activities are part of the programme, thereby enhancing its evaluability.

Operationalisation

Ensure implementation of the Transition Framework to enable NFE-to-formal education pathways

Responsible: UNICEF and MEHE

Priority: Critical

With documentation requirements now eased, grantees should work with MEHE to ensure practical implementation of the Transition Framework. This includes supporting MEHE in communicating the policy change to schools and NFE centres, assisting with the development of simplified enrolment procedures that can be consistently applied, and helping establish clear coordination mechanisms between NFE providers and formal schools to facilitate learner transitions. Grantees can also support by documenting early transition cases to identify implementation bottlenecks and provide MEHE with evidence to refine processes. Without transitions, investments in NFE quality, teacher training, and curriculum development will not achieve the intended reintegration of out-of-school children into formal education.

Integrate MYRP-developed policies and systems into MEHE's operational planning and budgeting processes

Responsible: UNICEF, UNESCO, MEHE, and CERD **Priority:** High

To ensure that system-level contributions become the programme's enduring legacy rather than remaining as unused policies, MEHE and CERD must be able to systematically integrate the NFE frameworks and unified data systems into routine operational planning and budgeting. This involves developing time-bound implementation roadmaps with clear responsibilities and resource requirements, as well as allocating dedicated budget lines for priority activities. UNESCO should also support MEHE, as needed, in utilizing the EPSSIM scenario models for their annual planning. By embedding these tools and policies into regular government systems, MEHE can consolidate gains and reduce dependency on external consultants, though sustained technical support will still be needed given persistent institutional capacity challenges.

Ensure safe, accessible learning through clearer referral protocols and inclusive provision

Responsible: SCI and implementing partners **Priority:** Critical

Referral mechanisms should be strengthened to guarantee and clearly communicate anonymity and non-retaliation, and to provide feedback to reporters so that case handling is transparent and the accountability loop is closed. To further promote safe and inclusive learning environments, risks of exclusion in digital learning can be reduced by offering offline alternatives or safe study spaces for children living in overcrowded homes or without reliable internet access, as data bundles alone were not always sufficient to address connectivity challenges. All centres should also be made physically accessible so that children with disabilities can fully participate. Course durations should be extended to give learners more time to absorb lessons, and interim learning options should be explored for students who are temporarily ineligible to progress to the next NFE level due to age-based restrictions, so they are not left out of school while awaiting eligibility. Together, these measures will help safeguard the educational gains achieved through the programme and ensure that learning environments remain inclusive and protective.

Match laptop investments with practical, ongoing support

Responsible: MEHE and UNESCO **Priority:** Critical

Investments in laptops need to be matched with practical support so they can be used effectively in classrooms. Future programming should establish clear maintenance and technical support arrangements between MEHE and recipient schools to ensure that software and access issues (such as activation codes and access to basic programmes) are resolved quickly. Teachers should also receive training on digital skills to enable them to use laptops effectively in classroom settings. Plans should include simple contingencies for power and connectivity, such as scheduling computer-based activities at times when electricity is more reliable, providing backup options where generators are available, and ensuring that key resources can be accessed offline when internet connectivity is weak or interrupted. Additionally, guidance should be provided on basic security measures to reduce the risk of theft or loss. These measures are essential to ensure that devices move from one-off distribution to regular use in teaching and learning.

Enhance gender equality and disability inclusion through stronger policy integration, advocacy, and inclusive engagement.

Responsible: UNICEF **Priority:** High

Building on the success of community-level interventions that improved girls' participation and confidence, future programming should sustain local initiatives even when national reforms progress slowly. In parallel, system-level advocacy is needed to institutionalize these gains through stronger policy integration, dedicated reporting requirements, and inclusive dialogue with MEHE. Disability inclusion should be deepened by engaging a broader range of OPDs representing different types of disabilities and promoting intersectional approaches to ensure that gender and inclusion commitments are translated into practice.

Sustainability and accountability

Enhance monitoring, reporting, and feedback systems to improve data quality and accountability.

Responsible: Grantees and ECW

Priority: Medium

To enhance the effectiveness of the MYRP's monitoring and reporting systems, future programming should prioritise standardising data collection methods, grounding indicators in direct measurement, and setting targets that are realistic in relation to programme scope. Where estimates are necessary, the methodology should be clear and sound. Simplifying reporting templates and centralizing documentation of programme adjustments would enhance transparency and accessibility, allowing for better tracking of decision-making processes. Additionally, feedback mechanisms should be systematized with clear protocols for documenting and acting on input, ensuring that all community feedback is addressed in a timely manner and communicated back to referrers. Multiple feedback channels, including in-person, phone, SMS, and paper-based options, should be maintained to accommodate varying levels of technology access.

Develop and implement a financing strategy to ensure programme sustainability

Responsible: UNICEF, UNESCO, MEHE, and ECW

Priority: Critical

Financial instability remains the most critical challenge threatening the sustainability of the MYRP's achievements. The failure to mobilize external resources, coupled with Lebanon's ongoing economic crisis, creates severe risks of reform reversal or abandonment. MEHE should collaborate with ECW and international partners to develop a multi-year financing strategy that combines domestic budget advocacy with targeted donor engagement. This strategy should identify which reforms can be sustained through government resources, which require external support, and explore innovative financing mechanisms, such as pooled funds or private sector partnerships, to diversify funding sources. Failure to address the financing gap could lead to the non-implementation or abandonment of critical policies and frameworks, thus undermining the system-strengthening investments made by the programme.

Annexes

Annex A: Inception consultation process

To refine the evaluation objectives, Voluntās conducted an extensive desk review and held a series of meetings with key stakeholders. Below is an overview of documents reviewed as part of this process:

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
- ✓ Overview of activity implementation locations/areas

Voluntās also 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.

Annex B: Desk Review

The table below presents the documents reviewed as part of the desk review that informed the evaluation's analysis, triangulation of findings, and development of conclusions and recommendations.

List of Documents Reviewed

- ✓ ATFL, How to Prevent Lebanon from Experiencing a "Lost Generation", 2023
- ✓ Blended learning review
- ✓ Blended learning – training in emergency situation in South and Nabatiyeh report
- ✓ ECW Annual Joint Narrative Report 2022

- ✓ ECW Annual Joint Narrative Report 2023
- ✓ ECW Annual Joint Narrative Report 2024
- ✓ ECW Gender Reporting (2022-2024)
- ✓ ECW Joint Risk Assessment 2023
- ✓ ECW Joint Risk Assessment 2024
- ✓ ECW learning brief – engaging male caregivers
- ✓ ECW learning brief – gender sensitive WASH
- ✓ ECW learning brief – IE Policy
- ✓ English language training materials and reports
- ✓ French and English language review reports
- ✓ Gender Network – Capacity Building Plan
- ✓ Gender Network – Capacity Building Survey Report
- ✓ Human Rights Watch, Lebanon: Rising Poverty, Hunger Amid Economic Crisis, 2023.
- ✓ Independent Evaluation for Dirasa Project Pilot, Lebanon, February 2022
- ✓ Inclusive Education Strategy
- ✓ MEHE Five-Year General Education Plan (2021–2025)
- ✓ MYRP Lebanon proposal and budget
- ✓ MYRP Lebanon Results Framework 2024
- ✓ National Blended Learning Strategy and feedback
- ✓ PEC and PSC presentation slides
- ✓ PEC and PSC member lists
- ✓ PEC and PSC ToRs
- ✓ SAFE identification and referral training plan
- ✓ Save the Children student and teacher perception surveys
- ✓ Save the Children International – Gender Analysis: Education and Protection Needs of Girls and Boys in Lebanon 2020
- ✓ Save the Children, The Global Refugee Crisis and COVID-19: Situation Report, 2023
- ✓ Save the Children, Education Disrupted for Sixth Year for 1.5 Million Children in Lebanon, with Half of Public Schools Used as Shelters, 2024
- ✓ SMEX, Remote Learning and the Digital Divide in Lebanon, 2023.
- ✓ UNICEF Lebanon: Education Thematic report 2018
- ✓ UNICEF Lebanon Humanitarian Situation Report No. 2, 2023.
- ✓ United Press International, Israel-Hezbollah War Deepened Lebanon's Education Crisis, New Study Says, 2024.
- ✓ World Food Programme, WFP Lebanon Situation Report – July 2023, 2023

Annex C: List of KII Participants

Organization	Position
ECW	Program manager
ECW	Monitoring and Evaluation Specialist
MEHE	Director General of Education
MEHE	TREF Coordinator at the Ministry of Education
CERD	President
UNICEF	AAP and inclusion focal point
UNICEF	PSEA focal point
UNICEF	Gender Specialist
UNICEF	Chief of Education
UNICEF	Manager of the Multiple Flexible Pathway Unit
UNICEF	Education Specialist
UNICEF	Education Specialist
UNICEF	NFE Specialist
UNICEF	Officer in the MFP Unit
UNESCO	National Program Coordinator
UNESCO	Senior Program Officer
Save the Children	Program Manager
KAFA	Child Protection Program Manager
Ana Aqra Association	Field Coordinator
Mouvement Social	Education Program Coordinator
Triangle	Director of Research
Réseau Canopé	Director of International and European Affairs
Statistics Lebanon	Research Director
External Consultants MEHE	Chief of Staff and the Partnership Coordinator at the Ministry of Education Minister's Office
External Consultants MEHE	Senior Advisor at the Ministry of Education Minister's Office
External Consultant CERD	Head of the Joint Academic Departments (NFE Consultant)
External Consultant CERD	Head of the Pre-Service and In-Service Training Bureau
External Consultants	National Digital Learning Strategy Expert
External Consultants	ICF and Disability Screening Experts, Director of Beyond Education
External Consultants	ICF and Disability Screening Experts, Deputy Director of Beyond Education
External Consultant	Financial Education (IIEP) Trainer
Education Sector Working Group (WG)	UNICEF Education Sector Coordinator
Education Sector Working Group (WG)	Save the Children Education Sector Coordinator
Organization of persons with disability	President of the National Association for the Rights of Persons with Disabilities in Lebanon and President of the National Disability Coalition.

Annex D: List of Focus Group Discussions

MYRP output/activity	Target group	Region
UNICEF-supported activities		
Output 2.3 + cross-cutting aspects	Gender network representatives from the grantees and Ips	National
Output 1.5: Laha kit distributions	Recipients of Laha kits	Baalbek and Nabatiyeh
UNESCO-supported activities		
Output 3.2: Language preparedness ToT	Trainers receiving ToT	National
Output 1.4: Blended learning ToT	Trainers receiving ToT	National
Output 1.4: Blended learning teacher training	Teachers trained	Nabatiyeh and South
SCI-supported activities		
Output 1.3 + 2.1: Provision of NFE courses and safeguarding activities	Parents of children attending ECE course	Akkar, Mount Lebanon, and Tripoli
	Parents of children attending BLN course	Akkar and Tripoli
	Boys and girls attending BLN course	Akkar and Tripoli
	Boys and girls attending YBLN course	Akkar and Tripoli
Output 2.1: Parental engagement sessions	Parents participating in parental engagement activities	Akkar, Mount Lebanon, Saida, and Tripoli
Output 1.3 + 2.1: NFE centre teacher training	Teachers participating in trainings	Akkar, Mount Lebanon, Saida, and Tripoli

Annex E: List of Site Visits

Grantee	MYRP output/activity	Location
UNICEF	Output 1.5: Laha kits distribution	Public school in Sarafand
UNESCO	Output 1.4: Laptops distribution	Public school in the North of Lebanon
UNESCO	Output 1.4: Laptops distribution	Public school in Baalbek/Hermel
Save the Children	Output 1.3 + 2.1: Provision of NFE courses and safeguarding activities	Mouvement Social's centre in Akkar
Save the Children	Output 1.3 + 2.1: Provision of NFE courses and safeguarding activities	Mouvement Social's centre in Saida

Annex F: Evaluation framework

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?

	<p>a) How realistic was its design and resourcing in relation to the scale of identified needs?</p> <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> <i>The Ministry of Education and Higher Education's (MEHE) Five-Year Plan;</i> <i>other national education sector strategies / education programs;</i> <i>relevant humanitarian response frameworks in Lebanon;</i> <i>and</i> <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? <ol style="list-style-type: none"> <i>What intervention(s) were most critical for achieving the intended programme outcomes?</i> 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?
EFFECIENCY	<ul style="list-style-type: none"> To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner? <ol style="list-style-type: none"> <i>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>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

	<p>stakeholders—support the efficient use of resources in line with the programme's objectives?</p> <ul style="list-style-type: none"> 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>
IMPACT	<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?
SUSTAINABILITY	<ul style="list-style-type: none"> To what extent are the benefits of the MYRP likely to continue after funding ends? 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 contributed to effective program delivery and local ownership in the design and implementation of the MYRP? What challenges or barriers could hinder the sustainability of MYRP results after the end of the funding period?
GENDER RESPONSIVENESS	<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?
LEAVE NO ONE BEHIND	<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)?

Annex G: Evaluation framework amendments overview

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>			
<p style="text-align: center;">COHERENCE</p>				

<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 gender equality, GBV, child marriage prevention, disability inclusion)?</p>

<p>9) To what extent has the MYRP fostered coordination and collaboration among education actors?</p>	<p>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?</p>	<p>Added communication within MYRP/grantees, based on UNICEF meeting</p>	<p>Q7</p>	<p>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?</p>
<p>10) To what extent does the MYRP align and collaborate with other sources of funding that support the MYRP target group(s)?</p>	<p>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?</p>	<p>Those two questions were merged to avoid repetition</p>	<p>Q8</p>	<p>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?</p>
<p>11) To what extent does the MYRP align with other sources of ECW funding in-country?</p>				
EFFECTIVENESS				
<p>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?</p>	<p>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?</p> <p>a) What intervention(s) were most critical for achieving the intended programme outcomes?</p>	<p>Amended according to ECW Guidelines</p>	<p>Q9</p>	<p>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?</p> <p>a) What intervention(s) were most critical for achieving the intended programme outcomes?</p>
<p>13) To what extent and how are the key actors (ECW, beneficiaries, Government, Civil Society Organizations (CSOs) and UN grantees) engaged</p>	<p>To what extent and how were the key actors (ECW, Government, CSOs and UN grantees) involved in the design,</p>	<p>Adjusted the wording; beneficiaries' inclusion in design is covered by Q31</p>	<p>Q10</p>	<p>To what extent and how were the key actors (ECW, Government, CSOs and UN grantees) involved in design, planning, implementation,</p>

in the design, planning, implementation, and monitoring of the interventions?	planning, implementation, and monitoring of the interventions?			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				
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?	To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner?	Adjusted according to ECW guidelines and wording was adjusted to ensure clarity	Q14	To what extent was the MYRP designed and implemented in a cost-efficient, timely, and satisfactory manner?

	<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>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>
21) To what extent were implementation and coordination mechanisms effective?	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?	Clarified the phrasing, question was too broad	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?
22) To what extent was the MYRP efficient in monitoring the programme quality based on robust evidence base?	To what extent was the MYRP efficient in monitoring the quality and results of the programme? A) To what extent was this monitoring based on robust evidence?	Question was divided into two	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 on robust evidence?
23) Is the financial absorption capacity of the MYRP satisfactory and aligned with what is planned?	Removed	Repetitive, embedded in Q12		
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 	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?			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? <p>a) How were the (un)intended negative effects of the support provided under the MYRP addressed?</p>	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?
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>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>	Phrasing was clarified	Q22	<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>
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?	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	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	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

	delivery and local ownership in the design and implementation of the MYRP?	authorities in the design and implementation of the MYRP?		delivery and local ownership in the design and implementation of the MYRP?
30) How effective was MYRP in mobilizing sufficient resources to scale implementation of the programme?	Removed	Repetitive, covered by Q12-Q14		
		Question added based on comments received during the inception report review	Q24	What challenges or barriers could hinder the sustainability of MYRP results after the end of the funding period?
GENDER RESPONSIVENESS				
31) How effectively did the MYRP address gender inequalities and promote gender-responsive education?	How effectively did the MYRP address gender inequalities, promote gender-responsive education, and empower girls—including adolescent girls?	Text amended to include Q34	Q25	How effectively did the MYRP address gender inequalities, promote gender-responsive education, and empower girls — including adolescent girls?
32) To what extent were interventions tailored to the specific needs of girls and boys?	unchanged		Q26	To what extent were interventions tailored to the specific needs of girls and boys?
		Question added based on comments received during the inception report review	Q27	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?
33) To what extent have changes in the knowledge, attitudes, and behaviour 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 behaviour 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 access education and learning otherwise, proportionate to their needs?	To what extent has the MYRP provided proportionate and equitable support to marginalized and vulnerable children who would otherwise be unable to access education?	Phrasing was adjusted for clarity	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?
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)?

Annex H: 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	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). Rights holders' views on the appropriateness of project 	✓	✓	✓		<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, implementation workplans.

	communities) and the broader national context needs?		<p>targeting to their needs and contexts.</p> <ul style="list-style-type: none"> • Transparency and clarity of the selection criteria for target groups and geographic areas. 					
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 re-ports.
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 d) other programmes targeting the same groups 	<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 interventions (including whether MYRP filled gaps). • Documented evidence of alignment in programme design 	✓	✓	✓		<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, Transition Framework, NFE action plan. •

			documents, sector reports, and government strategies.					
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 (161PSC, 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	a) What intervention(s) were most critical for	<ul style="list-style-type: none"> • Progress against planned outputs and outcomes 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Document Review: Results Framework, Activity Reports, MYRP

¹⁶¹ **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.

	to achieve all the planned education outputs and outcomes as described in the programmes results framework, including any relevant systems strengthening outcomes?	achieving the intended programme outcomes?	<ul style="list-style-type: none"> • Rights holders' views on whether the programme improved their educational access, safety, learning, and support • 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>Programme document, ECW Narrative Reports (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,		<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) 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with MEHE, CERD, DGE, UNICEF, UNESCO, Triangle, ICF, statistics Lebanon, UNICEF, technical experts

	policies, and institutional capacities in Lebanon?		<ul style="list-style-type: none"> 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"> 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 were they managed to ensure that the results were achieved within the	<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 extensions in response to contextual changes Views of grantees and implementing partners on 	✓	✓	✓		<ul style="list-style-type: none"> KIIs with grantees, ECW, MEHE, DGE, technical experts Document review of financial and narrative reports, budget allocations, no-cost extension request, monitoring documents

		<p>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>timelines and perceptions of whether implementation delays impacted outcome achievement or quality</p> <ul style="list-style-type: none"> • 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 					<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	<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>		<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	<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>	<ul style="list-style-type: none"> • Monitoring frameworks/tools • Perceptions of IPs, CERD and MEHE on monitoring tools and mechanism • Existence of feedback mechanisms • Rights holder perceptions of whether feedback mechanisms were accessible and responsive 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with grantees, ECW, MEHE • Document review of monitoring documents, activity reports, feedback/complaint tools • 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.) • Reflection by implementers on unintended consequences 	✓	✓	✓	✓	<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 • Site visits observations, school staff feedback
Q19	To what extent has the MYRP contributed to broader education/SDG4 development in Lebanon		<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 	✓	✓			<ul style="list-style-type: none"> • KIIs with MEHE, DGE, CERD, ECW, grantees, technical experts • Document review of MYRP programme document, MEHE Five

	and informed future education initiatives?		<p>influenced reforms aligned with SDG4 goals</p> <ul style="list-style-type: none"> • 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 					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
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 delivery and local ownership in the design and implementation of the MYRP?		<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 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"> • KIIs with grantees, MEHE, DGE, DOPS, CERD, KAFA, Triangle, Réseau Canopé • FGDs with local CSOs, OPDs, 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 • 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"> • 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 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, quarterly meeting reports

			<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. 					
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 Availability of referrals and support services (e.g. individual consultations). 	✓	✓	✓	✓	<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 Site visits observations of inclusive infrastructure

			<ul style="list-style-type: none"> • Proportion of children with disabilities and other vulnerable groups reached by each MYRP output • 					
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 • Number and type of referrals to additional support services for marginalized children 	✓	✓	✓		<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
Q32	Was the process for the selection of beneficiaries transparent and fair, given		<ul style="list-style-type: none"> • Selection criteria for beneficiaries • Stakeholder and rights holder understanding of selection criteria 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with implementing partners, MEHE, CERD, AAP Specialist

	the country context and needs?		<ul style="list-style-type: none"> • 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"> • 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 • 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"> • KIIs with grantees, AAP specialist, MEHE, CERD • FGDs with students, teachers • 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) • 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 	✓	✓	✓		<ul style="list-style-type: none"> • KIIs with grantees, IPs, MEHE • FGDs with IPs, students, caregivers, students • Document review of FGD guides, needs assessments, community consultation records, feedback mechanisms, narrative reports

			in program planning or feedback processes					
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 • Teachers' and educators' perceptions of improved working conditions, recognition, and empowerment through training and support • IPs perceptions of meaningfulness of their intervention and support 		✓	✓		<ul style="list-style-type: none"> • KIIs with IPs • FGDs with students, caregivers, teachers

Annex I: Findings - Conclusions - Recommendations matrix

KF #	Finding	Conclusion	Recommendation category	Recommendations	Responsible	Priority
1	The design combined crisis response with longer-term system strengthening, integrating components on access, equity, inclusive education, and quality learning. It was informed by data and consultations, although participation of relevant stakeholders was at times limited.	<p>Programme design and adaptability</p> <p>The MYRP demonstrated design coherence and adaptability in an exceptionally challenging and resource-constrained context, balancing humanitarian response with longer-term system strengthening. The programme was able to adjust activities and reallocate resources flexibly in response to evolving conditions, while maintaining alignment with its overall programme logic up to the outcome level. Alignment with national strategies and frameworks was strong, and pooled funding mechanisms enabled progress on system-level priorities that would not have been feasible through fragmented project financing. At the same time, limited success</p>	Strategy and coordination	<p>Ensure early, inclusive engagement of the Education Sector Working Group and key stakeholders to enhance design and coordination.</p> <p>While the MYRP successfully balanced humanitarian response with system strengthening, its design process had limited participation from the Education Sector Working Group and certain MEHE departments, creating information asymmetries and missed opportunities for complementarity. Future education programming should ensure early engagement of sector coordination mechanisms, particularly the Education Sector Working Group, and include consultations with regional education offices, school directors, and frontline staff to align the design with operational realities.</p>	ECW	High

2	<p>The programme was designed to be nationwide, enabling flexible responses to emerging crises. Targeting was coordinated with MEHE and informed by available evidence. The scope and resourcing were appropriate to the needs identified at the design stage, but implementation was constrained by underfunding, limited resources, and successive crises.</p>	<p>in mobilising external resources, combined with rising inflation and underfunding, constrained the programme's scale and depth of impact. Coordination among grantees and with the donor supported operational delivery, with a clear division of roles aligned to each organisation's mandate helping to reduce duplication and support efficiency. Defined reporting lines contributed to operational clarity, though uneven engagement with the broader Education Sector reduced opportunities for synergy and information-sharing. Engagement with MEHE through committee meetings was regular but tended to focus on outputs rather than strategic direction, and communication on implementation progress between meetings was less systematic. Unclear positioning of the MYRP as a distinct</p>				
3	<p>The programme adapted flexibly to Lebanon's shifting context, adjusting activities at operational, strategic, and system levels while maintaining alignment with MEHE's priorities and the programme's overall objectives.</p>	<p>was regular but tended to focus on outputs rather than strategic direction, and communication on implementation progress between meetings was less systematic. Unclear positioning of the MYRP as a distinct</p>				
4	<p>The MYRP aligned with MEHE's Five-Year Plan, national strategies, and key humanitarian frameworks, complementing systems and building institutional capacity to meet immediate needs and advance</p>	<p>was regular but tended to focus on outputs rather than strategic direction, and communication on implementation progress between meetings was less systematic. Unclear positioning of the MYRP as a distinct</p>				

	<p>long-term reform. Coordination with the Education Sector was uneven, raising concerns about potential duplication of efforts.</p>	<p>initiative limited ministry-level attribution. Internal coordination challenges within MEHE, including weak coordination between ministry staff and externally funded consultants, together with bureaucratic delays and inter-departmental sensitivities, further constrained delivery speed and strategic follow-through.</p>				
5	<p>The MYRP bridged humanitarian response and system strengthening by combining emergency interventions with efforts to build institutional capacity and develop policy. Each outcome linked short-term education needs to long-term reform, supported by a full-time sector lead within MEHE, the first role to formally connect NGOs and government through joint coordination.</p>					
7	<p>The MYRP maintained effective coordination among the grantees and with the donor, though occasional delays in internal information sharing delayed reporting cycles.</p>					

8	<p>Grantees, MEHE, and CERD engaged regularly through committee meetings that supported coordination but focused on outputs rather than strategy. Senior MEHE representatives reported limited oversight between meetings – particularly of SCI's work – and insufficient follow-up on implementation and results. Some also perceived the MYRP as operating primarily as an emergency-response mechanism, while the grantees emphasised that distinctions and reprogramming were clearly communicated and jointly managed.</p>		<p>Strengthen strategic oversight mechanisms and clarify programme identity and contributions To improve strategic oversight between committee meetings, a shared information dashboard should be established, providing MEHE with real-time visibility into activities and results. Additionally, committee meetings should evolve from solely reporting outputs to engaging in strategic dialogue sessions that also discuss the impact of implemented interventions. Clear programme branding and communication should differentiate MYRP from other ECW and donor mechanisms, ensuring that relevant stakeholders can easily identify which activities are part of the programme, thereby enhancing its evaluability.</p>	Grantees	High
9	<p>Engagement between external consultants, MEHE, and CERD was facilitated through ministerial focal points. However, workload pressures</p>				

	and cross-departmental complexity within MEHE led to varied response times, inconsistent information flow, and occasional task overlap. External consultants reported positive collaboration with grantees, and the Eol process strengthened engagement between MEHE, CSOs, and NGOs.				
10	The MYRP effectively sought synergies with other funding sources, with ECW contributing to pooled funds that supported system-level work.				
16	The MYRP was implemented efficiently, with partners showing flexibility in reallocating resources and adapting activities. However, implementation was slowed by contextual disruptions including inflation and security incidents, which impacted MEHE's capacity. Timelines were viewed as				

	overly ambitious and rising costs further constrained scale despite efficient fund management through adaptive planning.					
17	The MYRP's clear role division and transparent selection processes enhanced efficiency by aligning resources with grantee and IP strengths. Coordination among UNESCO, UNICEF, and SCI minimized overlap and promoted complementarity.					
11	Most outcomes and outputs were not fully achieved at the time of data collection, largely due to the deteriorating security situation following the October 2023 hostilities in the South of Lebanon, which then escalated nation-wide in September 2024. With the MYRP ending in December 2025 and no additional phase anticipated due to funding constraints, the majority of outstanding activities	Programme performance: access and learning outcomes The MYRP expanded educational access in an exceptionally challenging operating environment, enrolling large numbers of out-of-school children, meeting non-formal education completion targets, and strengthening MEHE's non-formal education infrastructure. The programme also equipped hundreds of public schools with	Operationalisation	Ensure implementation of the Transition Framework to enable NFE-to-formal education pathways With documentation requirements now eased, grantees should work with MEHE to ensure practical implementation of the Transition Framework. This includes supporting MEHE in communicating the policy change to schools and NFE centres, assisting with the development of simplified enrolment procedures that can be	UNICEF and MEHE	Critical

	and their related outcomes are unlikely to be fully completed within the current programme period.	laptops and connectivity, expanding the potential for access to digital learning, although actual use was uneven due to security incidents, power cuts, software restrictions, and limited technical support. Equity objectives were largely achieved, with targets met or exceeded across safety, inclusion, and protection indicators, supported by the adoption of Lebanon's first Inclusive Education Policy and standardized child protection referral pathways. However, performance gains were uneven across outcome areas. Progress toward improved learning outcomes was constrained by security disruptions, school closures, and necessary reprogramming. While second-language preparedness programmes were		consistently applied, and helping establish clear coordination mechanisms between NFE providers and formal schools to facilitate learner transitions. Grantees can also support by documenting early transition cases to identify implementation bottlenecks and provide MEHE with evidence to refine processes. Without transitions, investments in NFE quality, teacher training, and curriculum development will not achieve the intended reintegration of out-of-school children into formal education.		
12	Outcome 1 (Access) was partially achieved: The programme expanded NFE access, meeting the completion target (80 percent), enrolling over 11,300 OOSC, and distributing materials to more than 10,100 learners. However, these gains did not translate into high formal education transition rates (15 percent), as the Transition Framework and unified data system remained non-operational. In essence, while the programme strengthened access and structures, the enabling conditions					

	<p>required for learner transition (policy implementation, institutional coordination, and instructional continuity) were not in place. NFE effectiveness issues – short course durations, bureaucratic delays, and limited teacher preparedness – also negatively affected learner readiness.</p>	<p>designed and nationally endorsed, implementation is still ongoing and outcome-level effects cannot yet be assessed. Evidence indicates improvements in learning, life skills, and social-emotional development among learners, with additional positive effects reported in caregiver engagement and teacher capacity. However, rigid age criteria for progression within NFE, the short duration of the NFE course, and persistent barriers to transition to formal education, particularly following the introduction of new documentation requirements, limited learners' longer-term education pathways and resulted in no transitions to formal education for non-Lebanese children.</p>			
13	<p>Outcome 2 (Equity & Justice) was mostly achieved: Outcome 2 demonstrated significant progress in promoting inclusive, protective, and gender-responsive education environments. Nearly all learners and teachers in ECW-supported spaces reported feeling safe, all NFE providers established referral pathways, and over 6,200 children were enrolled in Inclusive Pilot Schools. However, gaps in referral training for teachers and limited psychosocial services</p>		<p>Ensure safe, accessible learning through clearer referral protocols and inclusive provision Referral mechanisms should be strengthened to guarantee and clearly communicate anonymity and non-retaliation, and to provide feedback to reporters so that case handling is transparent and the accountability loop is closed. To further promote safe and inclusive learning environments, risks of exclusion in digital learning can be reduced by offering offline alternatives or safe study spaces for</p>	SCI and implementing partners	Critical

constrained full implementation, meaning that while institutional foundations for inclusion were established through the new Inclusive Education Policy and standardised referral systems, their reach and consistency remained incomplete. UNICEF's sustained support to MEHE and CERD, along with the Gender Action Plan, ensured policy uptake and mainstreamed gender and safeguarding across interventions.

children living in overcrowded homes or without reliable internet access, as data bundles alone were not always sufficient to address connectivity challenges. All centres should also be made physically accessible so that children with disabilities can fully participate. Course durations should be extended to give learners more time to absorb lessons, and interim learning options should be explored for students who are temporarily ineligible to progress to the next NFE level due to age-based restrictions, so they are not left out of school while awaiting eligibility. Together, these measures will help safeguard the educational gains achieved through the programme and ensure that learning environments remain inclusive and protective.

19	<p>The MYRP sustained access and learning by enrolling over 11,300 OOSC and providing safe and inclusive NFE. Learners tripled or quadrupled pre-test scores and many rediscovered an interest in education; ECE and YBLN rebuilt foundations, confidence, and social-emotional skills, with caregivers reporting greater independence and motivation. Parent awareness sessions shifted attitudes and supported continued enrolment, though financial hardship still prevents many families from sustaining education beyond MYRP spaces.</p>				
20	<p>The MYRP generated benefits beyond classrooms: parenting sessions fostered calmer households, and learners showed stronger emotional regulation, confidence, and communication. Safeguarding training equipped teachers to better identify and</p>				

	support vulnerable children, and gains in life and literacy skills can improve learners' future employability.
26	The MYRP promoted gender equality through context-specific interventions, improving girls' participation via gender-responsive teaching, inclusive activities, transport support, and Laha kits. However, weak policy integration and a lack of reliable gender-disaggregated data constrained broader systemic progress.
29	The MYRP mainstreamed gender across teaching, programming, and system frameworks. Teacher training, Laha kit distributions, WASH improvements, and awareness sessions enhanced girls' safety and participation, while the GAP supported gender integration in curricula and caregiver engagement.

	<p>Match laptop investments with practical, ongoing support</p> <p>Investments in laptops need to be matched with practical support so they can be used effectively in classrooms. Future programming should establish clear maintenance and technical support arrangements between MEHE and recipient schools to ensure that software and access issues (such as</p>	UNESCO and MEHE	Critical

	<p>However, policy integration remained limited, requiring stronger consultation and gender outcome tracking.</p>		<p>activation codes and access to basic programmes) are resolved quickly. Teachers should also receive training on digital skills to enable them to use laptops effectively in classroom settings. Plans should include simple contingencies for power and connectivity, such as scheduling computer-based activities at times when electricity is more reliable, providing backup options where generators are available, and ensuring that key resources can be accessed offline when internet connectivity is weak or interrupted. Additionally, guidance should be provided on basic security measures to reduce the risk of theft or loss. These measures are essential to ensure that devices move from one-off distribution to regular use in teaching and learning.</p>		
30	<p>The MYRP advanced inclusive access through the Inclusive Education Policy and Roadmap, promoting a rights-based disability approach with teacher training, ICF-aligned tools, and accessible facilities. However, refugee inclusion remained constrained by documentation requirements and segregated streams, while persistent physical and digital accessibility gaps and stalled transitions to formal education limited progress.</p>				

31	<p>The MYRP maintained learning and protection during crises through flexible, low-tech delivery, safeguarding training, and gender-responsive interventions including Laha kits, transport support, and WASH improvements. Despite 556 referrals being conducted, concerns around trust and confidentiality limited reporting, underscoring the need for sustained awareness and strengthened survivor-centred approaches.</p>					
32	<p>Community participation was embedded through consultations with children, caregivers, and teachers, shaping programme modalities, session topics, and gender discussions. Multiple feedback channels and training for teachers on escalating concerns integrated accountability into routine delivery,</p>					

	though some mechanisms were less accessible and responses were occasionally delayed, indicating a need for stronger, timely feedback loops.					
12	Outcome 1 (Access) was partially achieved: The programme expanded NFE access, meeting the completion target (80 percent), enrolling over 11,300 OOSC, and distributing materials to more than 10,100 learners. However, these gains did not translate into high formal education transition rates (15 percent), as the Transition Framework and unified data system remained non-operational. In essence, while the programme strengthened access and structures, the enabling conditions required for learner transition (policy implementation, institutional coordination, and instructional continuity) were not in place. NFE	System strengthening and institutional change The MYRP's most significant and potentially durable contributions occurred at the system level. The programme supported the institutionalisation of NFE under MEHE leadership, substantially expanded the partner pool, advanced work on unified data systems, embedded blended learning within CERD's national platform, and established foundational frameworks for sustainable inclusion and protection through the Inclusive Education Policy. Collectively, these shifts move the sector from fragmented, NGO-led NFE delivery toward		Integrate MYRP-developed policies and systems into MEHE's operational planning and budgeting processes To ensure that system-level contributions become the programme's enduring legacy rather than remaining as unused policies, MEHE and CERD must be able to systematically integrate the NFE frameworks and unified data systems into routine operational planning and budgeting. This involves developing time-bound implementation roadmaps with clear responsibilities and resource requirements, as well as allocating dedicated budget lines for priority activities. UNESCO should also support MEHE, as needed, in utilizing the EPSSIM scenario models for their annual	UNICEF, UNESCO, MEHE, and CERD	High

	effectiveness issues – short course durations, bureaucratic delays, and limited teacher preparedness – also negatively affected learner readiness.	government-owned, nationally coordinated programming, and increase MEHE’s capacity to guide the use of technology for learning and to embed inclusive practice across programmes. However, sustainability is threatened by financial instability, limited donor uptake of institutionalized frameworks, and the absence of clear funding strategies. Operational integration remains incomplete, with some policies not yet embedded in routine planning and budgeting. Persistent institutional challenges, including staff turnover, fragmented data systems, and limited inter-departmental coordination, further undermine the durability of system-strengthening gains.		planning. By embedding these tools and policies into regular government systems, MEHE can consolidate gains and reduce dependency on external consultants, though sustained technical support will still be needed given persistent institutional capacity challenges.	
13	Outcome 2 (Equity & Justice) was mostly achieved: Outcome 2 demonstrated significant progress in promoting inclusive, protective, and gender-responsive education environments. Nearly all learners and teachers in ECW-supported spaces reported feeling safe, all NFE providers established referral pathways, and over 6,200 children were enrolled in Inclusive Pilot Schools. However, gaps in referral training for teachers and limited psychosocial services constrained full implementation, meaning that while institutional foundations for				

	<p>inclusion were established through the new Inclusive Education Policy and standardised referral systems, their reach and consistency remained incomplete. UNICEF's sustained support to MEHE and CERD, along with the Gender Action Plan, ensured policy uptake and mainstreamed gender and safeguarding across interventions.</p>				
21	<p>The MYRP advanced progress toward SDG 4 by widening access to quality, inclusive learning, institutionalising NFE, and strengthening policy, curriculum, and infrastructure. Teacher training and blended modules on the CERD platform boosted foundational, life, and digital skills. Targeted measures promoted gender equality and disability inclusion, while new data systems, scenario models, and curricula filled evidence gaps and informed national planning. Together,</p>				

	these investments laid foundations for a more equitable, resilient education system.
22	The MYRP laid solid foundations for sustainability through institutional integration, national ownership, and capacity transfer, notably through CERD's leadership on NFE, digital learning integration, and the Inclusive Education Policy. However, limited follow-up and slow operational uptake highlight the need for continued technical support and resources.
23	The MYRP supported systemic transformation by institutionalizing key frameworks such as the Inclusive Education Policy and MFP. Collaboration with CERD, MEHE, and UNESCO enhanced national capacity for curriculum design, digital learning, and

	safeguarding, while integrating MYRP tools into TREF reinforced institutional ownership under MEHE leadership.
24	Partnerships with national authorities were significantly strengthened by establishing a Reform Management Team and placing a UNICEF coordinator within MEHE, enhancing communication and accountability. A structured Eol process institutionalized coordination, positioning MEHE as the lead actor and strengthening local ownership.
25	Financial instability, limited donor uptake, and Lebanon's economic crisis threaten sustainability, further compounded by institutional challenges including staff turnover and fragmented data systems. Without stable funding, training, and MEHE coordination, core reforms risk

	<p>incomplete implementation, while stricter enrolment documentation requirements may undermine progress on refugee inclusion.</p>					
30	<p>The MYRP advanced inclusive access through the Inclusive Education Policy and Roadmap, promoting a rights-based disability approach with teacher training, ICF-aligned tools, and accessible facilities. However, refugee inclusion remained constrained by documentation requirements and segregated streams, while persistent physical and digital accessibility gaps and stalled transitions to formal education limited progress.</p>					

6	<p>The MYRP aligned with national frameworks on gender equality, GBV prevention, and disability inclusion. It integrated gender-responsive approaches addressing barriers for at-risk girls, strengthened GBV referral pathways through national coordination, and advanced disability inclusion through the Inclusive Education Policy. However, differing interpretations of gender between MEHE and international partners limited full integration of gender considerations in disability-related work.</p>	<p>Gender, disability, and inclusion The MYRP promoted gender equality through context-specific interventions addressing barriers to girls' education, the integration of gender-responsive pedagogy in teacher training, and the development of a Gender Action Plan. UNICEF fulfilled its role as Gender Lead Organization through coordination, capacity-building, and advocacy. However, the Gender Network was less effective than intended in the absence of mandatory reporting requirements. Policy-level gender integration also remained uneven due</p>		<p>Enhance gender equality and disability inclusion through stronger policy integration, advocacy, and inclusive engagement. Building on the success of community-level interventions that improved girls' participation and confidence, future programming should sustain local initiatives even when national reforms progress slowly. In parallel, system-level advocacy is needed to institutionalize these gains through stronger policy integration, dedicated reporting requirements, and inclusive dialogue with MEHE. Disability inclusion should be deepened by engaging a broader range of OPDs representing different types of disabilities and promoting intersectional approaches to ensure that gender and inclusion commitments are translated into practice.</p>	UNICEF	High
26	<p>The MYRP promoted gender equality through context-specific interventions, improving girls' participation via gender-responsive teaching, inclusive activities, transport support, and Laha kits. However, weak policy integration and a lack of reliable</p>	<p>to differing stakeholder perspectives on gender integration and the lack of reliable gender-disaggregated data for systematic tracking. On disability inclusion, the programme advanced the first Inclusive Education</p>				

	gender-disaggregated data constrained broader systemic progress.	Policy and exceeded enrolment targets in pilot schools, but broader implementation was constrained by limited engagement with qualified OPDs and challenges in integrating intersectional approaches. While inclusion structures and referral mechanisms were established, implementation quality varied, and confidence in these mechanisms was weakened by concerns over confidentiality and unclear follow-up.				
27	Interventions were tailored to gender-specific risks, with flexible YBLN schedules addressing boys' dropout and child labour, and awareness sessions, safe transport, and gender-responsive facilities addressing girls' early marriage and protection concerns. Parenting sessions challenged stereotypes and engaged male caregivers, while the GAP guided equitable participation..					
28	UNICEF effectively fulfilled its GLO role by coordinating the gender network, deploying a Gender Specialist, and providing targeted capacity-building. Through mentoring, training, and MEHE advocacy, UNICEF strengthened partner capacity, institutionalized safeguarding and gender					

	mainstreaming, and promoted accountability and collaboration despite focal-point turnover.				
29	The MYRP mainstreamed gender across teaching, programming, and system frameworks. Teacher training, Laha kit distributions, WASH improvements, and awareness sessions enhanced girls' safety and participation, while the GAP supported gender integration in curricula and caregiver engagement. However, policy integration remained limited, requiring stronger consultation and gender outcome tracking.				
30	The MYRP advanced inclusive access through the Inclusive Education Policy and Roadmap, promoting a rights-based disability approach with teacher training, ICF-aligned tools, and accessible facilities. However, refugee				

	inclusion remained constrained by documentation requirements and segregated streams, while persistent physical and digital accessibility gaps and stalled transitions to formal education limited progress.					
18	The MYRP's monitoring system reliably tracked delivery but did not adequately assess quality or results. Input-focused indicators, missing measures for key activities, unrealistic targets, and unclear data derivation limited evidence on whether activities met quality standards or contributed to outcomes. Non-standardised data systems, duplicated reporting linked to ECW templates, and informal change-management practices further reduced monitoring efficiency and transparency.	Monitoring, accountability, and learning The MYRP established monitoring and reporting systems that were stronger than those of many comparable programmes. However, evidence robustness was uneven. Several indicators were input-focused, lacked or had overly ambitious targets, or relied on estimates rather than direct measurement, limiting their utility for adaptive decision-making. Complex reporting templates created inefficiencies, and inconsistent documentation of	Sustainability and accountability	Enhance monitoring, reporting, and feedback systems to improve data quality and accountability. To enhance the effectiveness of the MYRP's monitoring and reporting systems, future programming should prioritise standardising data collection methods, grounding indicators in direct measurement, and setting targets that are realistic in relation to programme scope. Where estimates are necessary, the methodology should be clear and sound. Simplifying reporting templates and centralizing documentation of programme	Grantees and ECW	Medium

31	<p>The MYRP maintained learning and protection during crises through flexible, low-tech delivery, safeguarding training, and gender-responsive interventions including Laha kits, transport support, and WASH improvements. Despite 556 referrals being conducted, concerns around trust and confidentiality limited reporting, underscoring the need for sustained awareness and strengthened survivor-centred approaches.</p>	<p>programme adjustments limited transparency around decision-making. At community level, mechanisms for participation and feedback were in place, with teachers trained to escalate concerns and caregivers contributing to shaping implementation. However, delays in responding to feedback and closing the loop reduced clarity for stakeholders on how their input influenced decisions, weakening accountability and learning processes.</p>		<p>adjustments would enhance transparency and accessibility, allowing for better tracking of decision-making processes. Additionally, feedback mechanisms should be systematized with clear protocols for documenting and acting on input, ensuring that all community feedback is addressed in a timely manner and communicated back to referrers. Multiple feedback channels, including in-person, phone, SMS, and paper-based options, should be maintained to accommodate varying levels of technology access.</p>		
32	<p>Community participation was embedded through consultations with children, caregivers, and teachers, shaping programme modalities, session topics, and gender discussions. Multiple feedback channels and training for teachers on escalating concerns integrated accountability into routine delivery,</p>					

	though some mechanisms were less accessible and responses were occasionally delayed, indicating a need for stronger, timely feedback loops.					
2	The programme was designed to be nationwide, enabling flexible responses to emerging crises. Targeting was coordinated with MEHE and informed by available evidence. The scope and resourcing were appropriate to the needs identified at the design stage, but implementation was constrained by underfunding, limited resources, and successive crises.	Financing and sustainability Despite significant system-strengthening achievements, financial instability poses the greatest threat to sustaining MYRP results. The failure to mobilize external funding, Lebanon's ongoing economic crisis, and uncertainty about continued government investment create significant risks of reform reversal or non-implementation. The ECW seed funding did not function as a catalyst for mobilising additional resources for MYRP interventions, as the programme's assumption that documented results and advocacy would attract external financing did not hold in this context.		Develop and implement a financing strategy to ensure program sustainability Financial instability remains the most critical challenge threatening the sustainability of the MYRP's achievements. The failure to mobilize external resources, coupled with Lebanon's ongoing economic crisis, creates severe risks of reform reversal or abandonment. MEHE should collaborate with ECW and international partners to develop a multi-year financing strategy that combines domestic budget advocacy with targeted donor engagement. This strategy should identify which reforms can be sustained through government resources, which require external support, and explore innovative financing mechanisms, such as	UNICEF, UNESCO, MEHE, and ECW	Critical
11	Most outcomes and outputs were not fully achieved at the time of data collection, largely due to the deteriorating security situation following the October 2023 hostilities in the South of Lebanon, which then escalated nation-wide in September 2024. With the MYRP ending in December					

	<p>2025 and no additional phase anticipated due to funding constraints, the majority of outstanding activities and their related outcomes are unlikely to be fully completed within the current programme period.</p>	<p>limiting opportunities to scale up and sustain MYRP-supported reforms beyond the initial funding period. Without sustainable financing mechanisms and continued donor engagement, even well-designed policies and frameworks may not be implemented at scale or maintained over time.</p>		<p>pooled funds or private sector partnerships, to diversify funding sources. Failure to address the financing gap could lead to the non-implementation or abandonment of critical policies and frameworks, thus undermining the system-strengthening investments made by the programme.</p>	
15	<p>Outcome 4 (Resource Mobilisation) is mostly achieved: Modelling work produced four medium-term education demand scenarios and relaunched capacity building for government representatives, strengthening MEHE's evidence-based financial planning despite data gaps and bureaucratic delays. External fundraising against the USD 38 million target fell short, but sustained advocacy helped secure USD 150 million in domestic funds for the 2023/24 school year.</p>				

16	<p>The MYRP was implemented efficiently, with partners showing flexibility in reallocating resources and adapting activities. However, implementation was slowed by contextual disruptions including inflation and security incidents, which impacted MEHE's capacity. Timelines were viewed as overly ambitious and rising costs further constrained scale despite efficient fund management through adaptive planning.</p>					
22	<p>The MYRP laid solid foundations for sustainability through institutional integration, national ownership, and capacity transfer, notably through CERD's leadership on NFE, digital learning integration, and the Inclusive Education Policy. However, limited follow-up and slow operational uptake highlight the need for continued technical support and resources.</p>					

25	Financial instability, limited donor uptake, and Lebanon's economic crisis threaten sustainability, further compounded by institutional challenges including staff turnover and fragmented data systems. Without stable funding, training, and MEHE coordination, core reforms risk incomplete implementation, while stricter enrolment documentation requirements may undermine progress on refugee inclusion.					
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Annex J: Overview Results Matrix

Indicators	Target	Progress
Outcome 1		
T1. Crisis-affected girls, boys and adolescents who completed an ECW-supported NFE programme	80%	80%
T2. Crisis-affected girls, boys and adolescents attending formal education after completing an ECW-supported NFE programme	70%	15%
T3. Crisis-affected girls, boys and adolescents (3-18 years) in formal and non-formal education benefitting from flexible access and relevant blended learning solutions and content	60%	60%
Output 1.1		
T1. Strategy for the transition of OOSC to formal education is approved, signed and operationalised ("Transition Framework")	1	0
T2. One data system hosted on an online platform is available and provides data for evidence-based planning and evaluation	1	0
Output 1.2		
T1. One School-Bridging Programme with legal foundation, procedural description and functioning budget	1	0
T2. OOSC transitioned (7,500 male/7,500 female) from NFE to FE	15,000	0
Output 1.3		
T1. Crisis affected boys, girls and adolescents (3–18-year-olds) enrolled in relevant NFE programmes	16,476	11,333
T2. Conflict and/or crisis affected boys, girls and adolescents provided with individual learning materials	16,476	10,183
T3. Teachers / trainers trained on subject knowledge, curriculum or pedagogy topics	750	224
T4. Gender-responsive and/or inclusive latrines constructed/rehabilitated	40	14
T5. Crisis affected boys, girls and adolescents (3–18-year-olds) enrolled in relevant NFE programmes	16,476	11,333
Output 1.4		
T1. Schools whose infrastructure is supported and that are equipped with digital devices and support the provision of remote and blended learning	420	421
T2. Teachers/ administrators/ trainers trained in blended learning approaches and content	4,080 ¹⁶²	4121
T3. Crisis affected boys and girls who participate in blended or remote learning education in formal and non-formal education programmes	60%	46%
Output 1.5		
T1. ECW supported caregivers who report increased understanding of the importance of girls' education	N/A ¹⁶³	12,000

¹⁶² (816 male/ 3264 female)

¹⁶³ Results Framework indicated 20 percent from the baseline, but no indication of baseline value.

Outcome 2		
T1. Conflict- and/or crisis-affected teachers and administrators who feel safe in, to, or from ECW-supported learning spaces/schools	80% (211 in total ¹⁶⁴)	96%
T2. Conflict- and/or crisis-affected boys, girls and adolescents who feel safe in, to, or from ECW-supported learning spaces/schools	80% (5'115 in total ¹⁶⁵)	97%
T3. Percentage of NFE providers implementing functioning referral pathways for child protection	80%	100%
T4. Number of children enrolled in MEHE's Inclusive Pilot Schools benefiting from improved learning environments and inclusive education disaggregated by sex and community of origin	5,000 ¹⁶⁶	6,249 ¹⁶⁷
Output 2.1		
T1. ECW-supported education personnel adequately refer students to psychosocial, legal and case management services	525 ¹⁶⁸	149
T2. Learners (3–18-year-olds) supported by ECW that are referred to a psychosocial, legal and case management services where appropriate	1,318 ¹⁶⁹	556
T3. ECW-supported learning spaces featuring Mental Health and Psychosocial Support (MHPSS) activities for learners	N/A	9
T4. ECW-supported learning centres offering curricula that offer Social and Emotional Learning (SEL) / life skills instruction	N/A	9
Output 2.2		
T1. Inclusive Education Policy and Roadmap approved	1	1
Output 2.3		
T1. One Gender Action Plan (GAP) developed	1	1
T2. MYRP partners ¹⁷⁰ that implement gender responsive projects	100%	100%
Outcome 3		
T1. Percentage of girls and boys with improved learning outcomes	10,000	0%
Output 3.1		
T1. Number of schools implementing a funded plan that is documented and monitored locally.	400	0
Output 3.2		

¹⁶⁴ Numbers provided by SCI

¹⁶⁵ Numbers provided by SCI

¹⁶⁶ 50 percent female/male

¹⁶⁷ 42 percent female / 58 percent male

¹⁶⁸ 125 male / 400 female

¹⁶⁹ 620 male / 698 female

¹⁷⁰ KAFA, Ana Aqra, Mouvement Social, Amal Association, LOST, and IRM Foundation

T1. An evidence-based programme for second language preparation has been disseminated and is being piloted.	1	2
T2. Number of teachers and counsellors (f/m) trained in language preparedness programme.	1,000	701
T3. Number of girls and boys in Grade 3 of formal education who have participated in second language preparation programmes (either French or English).	10,000	0
Output 3.3		
T4. A measurement system that collects evidence with sound psychometric principles, provides foundation for standards and/or competency benchmarks and identifies associated factors is operating in the country for at least one year	1	0
Outcome 4		
T5. Amount of USD mobilised to support MYRP and sector programmes	USD 38 million	USD 150 million
Output 4.1		
T6. Number of modelling scenarios undertaken to outline the scale of demand in medium-term planning for formal public education and NFE	4	4
T7. Percentage of government officials (MEHE/ CERD, f/m) who have enhanced capacity in education financial planning, analysis and management and using the budget model as planning tool	50%	50%
Output 4.2		
T8. Amount of USD mobilised aligned with the grant, number of human-interest stories, advocacy documents	USD 38 million	USD 0

Annex K: Terms of Reference

TERMS OF REFERENCE INSTITUTIONAL

CONSULTANCY/CONTRACT

Section:	Evaluation	Date:	February 2025
Title:	Evaluation of the Lebanon ECW Multi-Year Resilience Programme (MYRP) 2022-2024	Duty station:	Beirut, Lebanon
Reporting to:	Evaluation Manager	Contract type:	
Duration:	63 Days	Start date:	February 24, 2025

Section	Content
Background	<p>The Lebanon Multi-Year Resilience Programme (MYRP) 2022-2024 aims to ensure that over 875,000 crisis-affected girls and boys, including adolescents, have equal access to free education and are able to learn effectively. The MYRP seeks to address the growing web of vulnerabilities across the school-age population in Lebanon resulting from multiple crises, including the Syria refugee crisis, economic collapse, COVID-19 pandemic, and the Port of Beirut explosion. Key interventions and expected results include:</p> <ul style="list-style-type: none"> • Establishing a whole-of-system approach to non-formal education • Supporting vulnerable out-of-school children to join and stay in school. • Delivering relevant non-formal education programs • Implementing flexible, gender-responsive blended learning • Rolling out an inclusive back-to-school campaign focused on girls' education. • Referring crisis-affected children to relevant support services • Strengthening inclusive education for children with disabilities • Enhancing gender-responsive teaching and learning <p>The MYRP has four main outcomes:</p> <ul style="list-style-type: none"> • Crisis-affected girls and boys have access to inclusive, gender-responsive and relevant quality learning. • Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments where their specific needs are met. • Crisis-affected girls, boys and adolescents achieve better learning outcomes in education. • Sufficient resources are mobilized to scale implementation of the programme and to monitor programme quality based on robust evidence. <p>The full MYRP Theory of Change is in annex 1.</p> <p>The MYRP is delivered through a coalition of implementing partners, including UNICEF, UNESCO and Save the Children, as well as organizations of persons with disabilities. The partners will also seek to strengthen their links with other governmental actors, such as the Ministry of Social Affairs, the Ministry of Health, and the Ministry of Labor.</p>

Purpose and Objectives	<p>The purpose of this evaluation is to assess the relevance, effectiveness, efficiency, impact and sustainability of the Lebanon MYRP in meeting its objectives and expected results. The evaluation will:</p> <ol style="list-style-type: none">1. Determine the extent to which the MYRP has achieved its intended outcomes and results;2. Assess the MYRP's contribution to strengthening education access, equity and learning for crisis-affected children in Lebanon;3. Identify key lessons learned and good practices to inform future programming;4. Provide recommendations to strengthen implementation in the remaining period and for potential future phases
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Intended users	<p>The primary intended users of the evaluation are:</p> <ul style="list-style-type: none"> • Education Cannot Wait (ECW) and the MYRP grantees, to inform programmatic and strategic decision-making • The Ministry of Education and Higher Education in Lebanon, to strengthen education sector planning and coordination • Donors and partners, to guide future investments in education in emergencies in Lebanon
Scope	<p>The evaluation will cover the full implementation period of the MYRP from January 2022 to December 2024. It will assess all components and geographic areas of implementation, examining both the ECW seed funding activities as well as additional resources leveraged.</p>

**Evaluation criteria
and key
evaluation
questions**

▪ **Relevance:**

- To what extent were the objectives and design of the MYRP relevant to addressing the education needs of crisis-affected children in Lebanon?
 - How relevant, appropriate, and significant is the support provided to the MYRP target group(s) i.e. boys, girls, youth, teachers, learning spaces, communities?
 - To what extent does the MYRP align with existing education needs objectives and assessments in place?
 - 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?
 - To what extent are the choices of geographical locations and target groups transparent and evidence-based given country/context needs?
- How well aligned was the MYRP with national education priorities and plans?
- To what extent has the MYRP adapted to changing needs and context over the implementation period?

▪ **Coherence**

- How well aligned is the MYRP with national education sector plans, humanitarian response frameworks, and other major education programs in Lebanon?
- To which extent did the MYRP succeeded 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?
- To what extent has the MYRP fostered coordination and collaboration among education actors?
- 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 with other sources of ECW funding in-country?

▪ **Effectiveness:**

- 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 and how is the MYRP implementing a comprehensive multi-faceted packaged response to ensure continued access to safe quality education and improve learning outcomes?
 - To what extent has the MYRP made progress in achieving the planned systemic outcomes (advocacy, resource mobilization, joint planning and reviews, capacity strengthening, data and evidence) as identified in the results framework?
 - To what extent and how did the MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming?
- How effective have MYRP interventions been in strengthening education system capacity and resilience?

- 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?
- 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?
- What were the key factors that contributed to or hindered achievement of results?
 - **Efficiency:**
 - 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?
 - To what extent were implementation and coordination mechanisms effective?
 - To which extent was the MYRP efficient in monitoring the programme quality based on robust evidence base?
 - Is the financial absorption capacity of the MYRP satisfactory and aligned with what is planned?
 - **Impact:**
 - 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?
 - Has the MYRP (un)intentionally led to wider social, health, economic, and/or environmental changes for supported boys, girls, schools, teachers, and communities?
 - To what extent and how has the MYRP contributed to broader education/SDG4 development in the MYRP country?
 - **Sustainability:**
 - To what extent are the benefits of the MYRP likely to continue after funding ends?
 - 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?
 - To what extent and how did the MYRP facilitate new and strengthen existing (local) partnerships? How have the partnerships contributed to effective delivery of programs?
 - How effective was MYRP in mobilizing sufficient resources to scale implementation of the programme?
 - **Gender Responsiveness:**
 - How effectively did the MYRP address gender inequalities and promote gender-responsive education?
 - To what extent were interventions tailored to the specific needs of girls and boys?
 - 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?
 - How and to what extent has the MYRP contributed to the empowerment of girls, including adolescent girls?
 - **Leave No One Behind:**
 - How effectively did the MYRP reach and include the most marginalized and vulnerable groups?
 - Does the MYRP focus on the most urgent education crisis population groups and geographical locations?
 - To what extent does the MYRP reach the most marginalized and vulnerable unable to access education and learning otherwise, proportionate to their

needs?

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| | <ul style="list-style-type: none">• 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?<ul style="list-style-type: none">▪ Safe Programming:<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?▪ Accountability to Affected Populations:<ul style="list-style-type: none">• How were crisis-affected communities, including children, involved in programme design, implementation and monitoring?• What feedback mechanisms were in place and how responsive was the programme to community input? |
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**Evaluation
approach and
Methods**

Design:

The evaluation will utilize a theory-based design, incorporating both process theory and impact theory. The process theory will examine the implementation process and causal mechanisms, while the impact theory will assess the programme's effects and outcomes.

Methodology:

A mixed-methods approach will be employed, triangulating data from multiple sources:

- Desk review of programme documents, monitoring data, and relevant secondary sources
- Key informant interviews with MYRP stakeholders, including grantees, government partners, and beneficiaries
- Focus group discussions with students, teachers, and parents/caregivers
- Surveys of teachers and school administrators
- Site visits to a sample of MYRP-supported schools and learning centers
- Case studies of selected MYRP interventions
- Contribution analysis to assess the programme's contribution to observed changes

The evaluation team will develop a detailed methodology and work plan during the inception phase, including sampling strategies and data collection tools.

As a requirement, evaluation must include an assessment of the extent to which the design, implementation, and results of the intervention have incorporated equity and Human Rights, including child rights and gender equality. The evaluators are requested to review [UNEG's Guidance in Integrating Human Rights and Gender Equality in Evaluation](#) during the inception phase. In addition, the methodology used in the final evaluation, including data collection and analysis methods should be human rights and gender-sensitive to the greatest extent possible, with evaluation data and findings disaggregated by sex, age, etc. Detailed analysis on disaggregated data will be undertaken as part of final evaluation from which findings are consolidated to make recommendations and identify lessons learned for enhanced gender responsive and rights-based approach of the initiative. In addition, the evaluation approach and methodology will be guided by the following human rights instruments and policies:

- [Convention on the Rights of the Child \(CRC\)](#)
- [Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#)

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| | <ul style="list-style-type: none">• UNICEF programme guidance for the second decade: Programming with and for adolescents• Convention on the Rights of Persons with Disabilities (CRPD)• UNICEF Policy on Gender Equality• UNICEF Disability Inclusion Policy and Strategy: 2022-2030• UN Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). |
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Ethical Considerations

The evaluation shall be carried out in accordance with the ethical principles and standards defined by the United Nations Evaluation Group:

Confidentiality: The assessment must respect the rights of the persons providing information, guaranteeing their anonymity and confidentiality.

Accountability: The report should identify any conflicts or differences of opinion that may have arisen between the consultants and/or between the consultant and those responsible for the programme component regarding the findings and/or recommendations of the evaluation. The entire team must confirm the results presented, with any disagreements to be indicated.

Integrity: The evaluator will need to highlight issues not specifically identified in the Terms of Reference, in order to obtain a more complete analysis of the program component

Independence: The evaluation team must ensure that it remains independent of the program under evaluation, and should not be associated with its management, implementation or any other element of it.

Incidents: If problems arise during fieldwork, or at any other time during the evaluation, they should be reported immediately to the Evaluation Manager. If this is not done, the existence of such problems can in no way be used to justify the impossibility of achieving the results foreseen by UNICEF in these terms of reference.

Validity of information: The consultant must ensure the accuracy of the information collected during the preparation of the reports and will be responsible for the information presented in the final report.

Intellectual property: Using the different sources of information, the consultant must respect the intellectual property rights of the institutions and communities consulted.

Submission of reports: If the submission of reports is postponed, or in the event that the quality of the reports submitted is significantly lower than what has been agreed, the sanctions provided for in these terms of reference will apply.

The evaluation consulting firm should adhere to the following UNEG and UNICEF norms and standards and is expected to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Copies of all these documents will be provided upon request:

- United Nations Evaluation Group (UNEG) Standards for Evaluation in the UN System
- United Nations Evaluation Group (UNEG) Norms for Evaluation in the UN System, including impartiality, independence, quality, transparency, consultative process
- Ethical Guidelines for UN Evaluations and the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis will guide the overall process
- UNICEF adapted evaluation report standards and GEROS
- The evaluation should incorporate the human rights-based and gender perspective and be based on results-based management principles and logical framework analysis, in compliance with UNEG guidelines on gender and human rights.

The evaluation team is required to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Owing to the envisaged participation of human subjects in the evaluation, the evaluation team should seek ethical review board approval either from a recognized Institutional Review Board in Lebanon or via UNICEF's LTA for ethical approval.

Report Structure	<p>The report should be written in a style accessible by the general audience and within an 50-pages limit (excluding annexes). The executive summary should not exceed 5 pages, while including a summary on each section of the report and being aligned with the structure of the full report. The report should be in English and submitted electronically. The structure of the report should meet UNICEF adapted evaluation report standards and GEROS quality standards.</p>															
Timeline & deliverables	<table border="1"> <thead> <tr> <th data-bbox="279 338 805 383">Activity</th> <th data-bbox="805 338 1252 383">Deliverables</th> <th data-bbox="1252 338 1528 383"># of Days</th> </tr> </thead> <tbody> <tr> <td data-bbox="279 383 805 555">Inception phase</td> <td data-bbox="805 383 1252 555"> <ul style="list-style-type: none"> • Draft inception report • Presentation to reference group • Final inception report. 20% payment </td> <td data-bbox="1252 383 1528 555">15 days</td> </tr> <tr> <td data-bbox="279 555 805 925">Data collection Phase</td> <td data-bbox="805 555 1252 925"> <ul style="list-style-type: none"> • PPT presentation of the main preliminary findings and conclusions • Post data collection debrief; • validation workshop with stakeholders for presentation of main findings and recommendations (30% Payment) </td> <td data-bbox="1252 555 1528 925">30 days</td> </tr> <tr> <td data-bbox="279 925 805 1126">Analysis, triangulation, and report finalization</td> <td data-bbox="805 925 1252 1126"> <ul style="list-style-type: none"> • Draft evaluation report • Final report meeting UNICEF quality standards and completed comments matrix (50% Payment) </td> <td data-bbox="1252 925 1528 1126">20 days</td> </tr> <tr> <td colspan="3" data-bbox="279 1126 1528 1189"> Total duration is 63 days. </td> </tr> </tbody> </table>	Activity	Deliverables	# of Days	Inception phase	<ul style="list-style-type: none"> • Draft inception report • Presentation to reference group • Final inception report. 20% payment 	15 days	Data collection Phase	<ul style="list-style-type: none"> • PPT presentation of the main preliminary findings and conclusions • Post data collection debrief; • validation workshop with stakeholders for presentation of main findings and recommendations (30% Payment) 	30 days	Analysis, triangulation, and report finalization	<ul style="list-style-type: none"> • Draft evaluation report • Final report meeting UNICEF quality standards and completed comments matrix (50% Payment) 	20 days	Total duration is 63 days .		
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Payment schedule	<p>Payment 1: 20% after completion of 1st deliverable (submission of inception report)</p> <p>Payment 2: 30% after completion of 2nd deliverable (submission of data collection debrief and analysis tabulations)</p> <p>Payment 3: 50% after completion of 3rd deliverable (final study report and presentation)</p>															
Reporting Requirements	<ul style="list-style-type: none"> - The Contractor will regularly update UNICEF Lebanon Research & Evaluation Officer on the progress of the evaluation to ensure that the analysis represents the needs and expectations of UNICEF. - The reports will be electronically submitted to the Research & Evaluation Officer. - All deliverables are expected to be in accordance with the terms of this contract as described in the section on Scope. - The final report must adhere to standards of evaluation report as outlined in UNICEF-Adapted UNEG Evaluation Report Standards. - All the products developed during the course of this consultancy must comply with the standards of research integrity, i.e., plagiarism- free. - The final report will be submitted in the evaluation database Evidence Information System Integration (EISI). The Global Evaluation Reports Oversight System (GEROS) will report on the quality of the evaluations, by reviewing and assessing the quality of final evaluation reports commissioned by UNICEF Offices. The quality of the evaluation report is then reported to senior management mainly through three channels: a) annual report of the EO Director to the Executive Board; b) the Global Evaluation Dashboard, and c) inclusion of this information in the Global Evaluation database. 															

Management arrangements and quality assurance	<p>Evaluation Manager: To ensure independence of the evaluation, the Evaluation Specialist of UNICEF Lebanon will be the overall manager of the evaluation. The manager will ensure compliance with UNICEF norms and standards as well as compliance with quality standards. He/she will be the UNICEF focal point for the evaluation team and will be responsible for document validation. He/she will also ensure that the evaluation reference group is informed of the status of the evaluation.</p> <p>Evaluation Quality Control will be conducted through a review of terms of reference, methodology and reports and will be carried out by the Evaluation Manager in coordination with the Evaluation Reference Group (ERM) and the UNICEF Regional Evaluation Advisor.</p> <p>Reference Group will be established, and will include UNICEF programme staff, implementing partners, government, and representatives of right holders. It will endorse the Terms of Reference, the Inception Report and participate in the preliminary findings workshop.</p> <p>UNICEF Education Section will ensure that all documents needed for the evaluation are available and provide timely feedback to the evaluation manager.</p>
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Profile Requirements	<p>The evaluation team should include the following expertise:</p> <ul style="list-style-type: none"> • Team Leader with extensive experience in evaluating large-scale education programs in crisis contexts • Education in Emergencies • Gender and inclusion • Child protection and safeguarding • Quantitative methods and data analysis • National education sector <p>Key qualifications include:</p> <ul style="list-style-type: none"> • Advanced degree in education, international development, or related field • At least 10 years of relevant experience for the Team Leader, 7 years for other team members • Strong knowledge of education in emergencies and the Lebanon education context • Expertise in gender-responsive and disability-inclusive education programming • Experience with theory-based evaluations and mixed methods • Excellent analytical, writing and communication skills • Fluency in English and Arabic
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Detailed tasks and estimated duration	Activities	Duration (Days or weeks)	Team Leader, Evaluation	Team member 1	Team member 2
	Working days				
	I. Inception Phase	15 days	15 days	12 days	8 days
	Signature of the contract		-	-	-
	Initial meeting with evaluation manager		1 day	1 day	1 day
Review of the literature, and preliminary interviews		5 days	5 days	1 day	

Evaluation matrix validation workshop and formalization of headings		1 day	1 day	1 day
Development of data collection tools		2 days	2 days	3 days
Submission of the draft inception report		4 days	4 days	1 day
Revision of the inception report based on the comments		2 days	1 days	1 day
II. Data collection phase	26 days	26 days	25 days	25 days
Meeting with UNICEF staff and other stakeholders		3 days	3 days	3 days
Field visits (and updating the evaluation manager regularly on the progress of work by Whatsapp, Tel, email, etc.)		15 days	15 days	15 days
Post data collection debrief		1 day		
Data processing and analysis		5 days	5 days	5 days
Meeting + PPT presentation of preliminary conclusions		2 days	2 days	2 days
III. Report Writing Phase	22 days	22 days	22 days	15 days
Drafting of the interim evaluation report		13 days	13 days	10 days
Submission of the Interim Evaluation Report (Draft 0)		1 days	1 days	-
Submission of the revised version of the report (Draft 1) incorporating the comments of the ERG.		2 days	2 days	1 day
Submission of the final version of the report incorporating comments Reference group and key stakeholders		2 days	2 days	2 days
Workshop to disseminate results		4 days	4 days	2 days
Total number of days	63 days	63 days	61 days	50 days

Annex L: Data collection tools

All data collection tools used for the evaluation are attached as a separate document titled 'MYRP Evaluation data collection tools'