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EVALUATION



REPORT 2

UNICEF Impact Feasibility Assessment of PROSPECTS

Identification, mapping and prioritization of interventions

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Introduction

The PROSPECTS partnership brings together the International Finance Corporation (IFC), the International Labour Organization (ILO), the UN Refugee Agency (UNHCR), the UN Children’s Fund (UNICEF) and the World Bank to operationalise new partnership to enable durable improvements by putting decent work at the nexus between humanitarian action and development cooperation.



2019-2023

2024-2027

enhancing the **economic** and **social inclusion** of displaced individuals and host communities

In addition to delivering results-based and country-led approaches, PROSPECTS aims to develop and implement evidence-based solutions tailored to each local context while also testing and learning from innovative, operational solutions to the problems faced by host communities and forcibly displaced people. The first phase of PROSPECTS spanned from 2019 to 2023, focusing on enhancing the economic and social inclusion of displaced individuals and host communities. Building upon the achievements of phase one, PROSPECTS 2.0 commenced in 2024 and is set to continue until 2027, aiming to strengthen these efforts further and adapt to evolving challenges in displacement contexts. Equally importantly, it stands as an innovative model that embodies the New Ways of Working, with the potential to provide lessons and good practices for future partnerships.

In this context, the United Nations Children’s Fund (UNICEF) Migration and Displacement Hub (MDH) has commissioned an Impact Feasibility Assessment (IFA) and Evaluative Baseline exercise to assess UNICEF’s work in the PROSPECTS partnership for 2024-2027. By assessing the feasibility of an impact assessment of PROSPECTS 2.0 programming approaches, partnership structures, and implementation modalities, this exercise seeks to provide a foundation for the future evaluation process. This exercise aims to lay the groundwork for generating impact-level evidence under PROSPECTS 2.0 at the end of the phase in 2027, using rigorous evaluation methods to determine whether interventions were effective, for whom they worked, why they succeeded, and their associated costs.

The first part of this exercise, the IFA, consists of three main phases as per the Terms of Reference (ToR), and are displayed in Figure 1.

The first part of this exercise, the IFA, consists of three main phases as per the Terms of Reference (ToR). In **Phase One** of the IFA, the team conducted a rapid review to assess the existing evidence on interventions aligned with the PROSPECTS Theory of Change (ToC). This review highlighted several promising themes across the partnership's four pillars: Education & Learning, Economic Inclusion, Protection and Social Protection, and Critical Infrastructure.¹ The rapid review revealed that many ongoing interventions within PROSPECTS countries are consistent with these themes, particularly those aimed at enhancing educational outcomes, economic opportunities, and protection measures for forcefully displaced persons (FDPs) and host communities (HCs).

The rapid review identified successful programming in flexible learning pathways, vocational training, and protection services. These interventions have significantly improved education, livelihoods, and protection for vulnerable populations. The review also provided recommendations for future evaluations, including the need for multi-component program assessments, cost-effectiveness analysis, and the inclusion of medium- to long-term follow-ups. Although this report focuses on intervention mapping and country context analysis, these recommendations have informed the selection process for potential impact evaluations.

Figure 1. Phases of the IFA



¹ It is important to note that the scope of the rapid review was limited to PROSPECTS countries and focused on forcibly displaced populations and host communities. A detailed explanation on selection criteria to include studies in the review can be found in the Section 2.1 "Selection Criteria" of the Stage 1 Impact Feasibility Assessment Report.

This document presents the results of **Phase Two** of the IFA. It presents the intervention mapping exercise that identifies and analyses UNICEF's ongoing and planned programming under the PROSPECTS partnership and an analysis of the country contexts in which these programs operate. Most of the interventions mapped are conducted in partnership with other PROSPECTS partners, but the common feature is that UNICEF has a role in all the ones mapped. The analysis focuses on eight countries: Lebanon, Egypt, Iraq, Jordan, Sudan, Ethiopia, Kenya, and Uganda. The objective is to recommend three to five priority interventions with the most promise for future impact evaluations, considering various contextual and feasibility considerations, such as scalability, replicability, knowledge gains, and integrated programming as per PROSPECTS 2.0 pillars.

In this report, we present our approach to Phase Two of the IFA - mapping and selecting the most suitable interventions for Phase Three of the IFA - evaluation designs for the selected interventions - and our findings from our review. The methodology used here is adapted from the one developed by the UNICEF Evaluation Office to conduct the IFA of the Global Programme to End Child Marriage (see the Intervention mapping and analysis of country context report [here](#)). We approach this selection from two aspects: contextual readiness and evaluation potential of existing interventions.

Contextual readiness: This aspect focuses on assessing the appetite and capacity for impact evaluations. We aim to identify settings where impact evaluations are most likely to inform policy and fill critical knowledge gaps while minimising operational challenges during implementation. To do so, we focus on key factors that may affect the implementation of the evaluation and its utilisation, including the political context or appetite for such evidence, operational facility, the knowledge gap and evaluation capacity in the country, and contextual need determined by the situation of FDPs and the poverty dynamics of the country. To assess the country-level contextual factors, we compiled information from existing literature. We will supplement those with insights from UNICEF country offices on the national demand for evaluation evidence, political will for scaling successful interventions, and the status of research and evaluation infrastructure in the country - information that is not reliably available in the available literature.

Intervention mapping: This aspect focuses on developing a complete understanding of the programs implemented by UNICEF, independently or with other partners under the PROSPECTS partnership. This exercise aims to identify sufficiently mature interventions for evaluation, have a high perceived impact, fill knowledge gaps, and are logistically aligned with future impact evaluations. We rely on input from UNICEF HQ and country offices, Multi-Annual Country Plans (MACPs), technical reports, and program descriptions to populate all the programs and activities. We then cluster activities and smaller programs into interventions. The list of interventions by country is presented in Annex B.

This document summarises the results of the country context analysis and the intervention mapping exercise. Finally, the document presents the selection and description of the four most suitable interventions for which an outline of impact evaluation is going to be prepared as the final step of the IFA.

Analysis of Country Context

To prioritise the most suitable countries for conducting impact evaluations within the PROSPECTS partnership, we have considered five key factors, each weighing equally.

First, we assess **political interest and will** - the level of buy-in from local actors, such as government agencies and civil society organisations, for utilising evaluation evidence. We also evaluate whether there is political will to scale up successful interventions and act on the evidence generated.

We also assess the **operational facility** - logistical or operational feasibility - of conducting an impact evaluation regarding security concerns in the country and sensitivities concerning publicising or prioritising evidence on FDP's integration, economic inclusion, education, protection, and social protection in the given country context.

Third, we examine the **knowledge gaps** - research and evaluation gaps - identified in Phase One of the IFA (the rapid review). Phase One helped us understand where evaluations have been conducted, are currently in progress, or are notably absent. Countries with significant gaps in evidence will be prioritised in Phase Two, as this would provide an opportunity to generate new, impactful data.

Fourth, we consider each country's **data and evaluation capacity** and infrastructure. This includes the availability of high-quality secondary data on refugee and host community outcomes (such as large-scale surveys or administrative data) and the extent to which national evaluation capacity exists to support rigorous impact evaluations. Countries with strong data and evaluation infrastructures will be favoured because they provide a solid foundation for conducting high-quality research.



5 key factors

to prioritise the most suitable countries

Finally, we assess the **burden and progress on key outcomes** related to refugee integration, economic inclusion, education, protection, and social protection. We will prioritise countries with the greatest challenges and limited progress in improving conditions over time. The burden will be measured using the number of refugees and internally displaced persons (IDPs) or the ratio of refugees and IDPs to the national population.

The indicators of progress on outcomes will be determined by data availability. Some of the proposed indicators are as follows:

1. Education access (e.g., refugees and IDPs enrollment rates in pre-primary, primary and secondary education);
2. learning (e.g., national examination refugee and IDPs pass rates in primary and secondary education);
3. gender disparities in access to education;
4. economic inclusion (e.g., % of refugees and IDPs that are employed, % of refugees and IDPs employed in the formal sector and % of refugees and IDPs that are self-employed);
5. protection and social protection (e.g., % of refugees and IDPs with access to cash transfer programmes and % of refugees and IDPs with access to national health insurance schemes)

Our assessment has been limited by the information we have, and we present the summary of our assessment in Table 1.² In the table, we also identify areas we have been unable to assess, marked N/A, due to the lack of information and data. The cells in red font indicate that data is either unavailable or irrelevant in the country. With the available data, we populated the contextual analysis table. Each consideration/criterion has been categorised as ‘high,’ ‘medium,’ or ‘low’ based on its favourability for conducting impact evaluations.

We assigned equal weight to each of the five criteria in identifying the most favourable context. For each consideration, countries are scored on a scale where the “most favourable” context for an evaluation receives the maximum points, and “least favourable” receives the minimum points. These scores are then summed up to provide an overall favorability ranking for each country.³ We have calculated the scores based on the available information. Based on the current weighted score distribution, the categorisation are as follows:⁴

- ▶ **Most favourable (Above 3.6):** These countries emerge as top priorities due to their strong political will, robust data infrastructure, significant research gaps, and the high burden of refugee populations.
- ▶ **Moderately favourable (2.5-3.6):** These countries score moderately, indicating a favourable environment for impact evaluations but with some limitations regarding political interest, operational feasibility, or research capacity.
- ▶ **Least favourable (below 2.5):** These countries were classified as a lower priority due to challenges such as less favourable political contexts, weaker data and evaluation infrastructures, or relatively more progress in addressing key outcomes, which reduces the potential for new learning.

² A more detailed overview is provided in Annex A

³ A detailed explanation of the scoring is provided in Annex A of this report.

⁴ The total scores will change when data on the missing indicators is provided. Based on the final score distribution, the allocation is likely to change.

Table 1. Country Context Analysis

	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
Political Context								
Political interests & will	Medium	High	Low	High	Medium	Low	Low	High
Operational facility	Medium	Medium	Low	High	Medium	Low	Low	High
Knowledge gaps & infrastructure								
Prioritization based on knowledge gaps	High	Medium	High	Medium	Medium	Medium-Low	High	Low
National data & evaluation capacity	High	Medium	Low	High	High	Medium	Low	High
Refugee & IDPs Situation⁵								
Vulnerability of Refugees	Medium	High	Medium	Medium	Medium	High	High	Medium
Concentration of Refugees in the Population	Low	Medium	Medium	High	Medium	High	Medium	Medium
Vulnerability of Refugee Population Based on Education & Learning context	Medium	High	Medium	Medium	Medium	Medium	High	Medium
Vulnerability of Refugee Population Based on Economic Integration and Inclusion Context	Medium	High	N/A	High	Medium	High	N/A	Medium
Vulnerability of Refugee Population Based on Protection Context	Medium	Medium	Medium	Low	Medium	Medium	High	Low
Vulnerability of Refugee Population Based on Social Protection Context	Medium	High	Low	Low	Low	Low	Medium	Medium
Vulnerability of IDPs								
Concentration of IDPs in the Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vulnerability of IDPs Population Based on Education & Learning context	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

⁵ Data on refugees and IDPs has been presented separately in this table to allow country offices to fill in the information as relevant to the country context as possible – for instance, in the case of Iraq, the IDP numbers will be more relevant.

Vulnerability of IDPs Population Based on Economic Integration and Inclusion Context	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vulnerability of IDPs Population Based on Protection Context	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vulnerability of IDPs Population Based on Social Protection Context	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Demographics and level of development								
Population (in millions) *	114.50	128.70	45.07	11.44	55.34	5.77	50.04	48.66
Extreme poverty (%)**	1.47%	26.98%	0.09%	0.04%	36.15%	0.00%	15.26%	42.12%
Multi-dimensional poverty (MPI) (%)***	4.89%	68.77%	8.64%	0.43%	37.48%	TBC	52.33%	57.18%
Overall prioritization								

* Refugee and IDP population by country or territory of asylum under UNHCR's mandate, 2023 (UNHCR); <https://www.unhcr.org/refugee-statistics/>. ** Percentage living on less than 2.15/day; Last available data available: Egypt, 2019; Ethiopia, 2015; Iraq, 2012; Jordan, 2010; Kenya, 2021; Lebanon, 2011; Sudan, 2014; Uganda, 2019; [SDG-tracker.org](https://sdg-tracker.org) *** Being 'MPI poor' means that a person is deprived in a third or more of ten indicators, grouped into three dimensions: 1) Health – using two indicators: nutrition, child mortality; 2) Education – using two indicators: years of schooling, school attendance; 3) Living standards – using five indicators: cooking fuel, sanitation, drinking water, electricity, housing, assets.; Last available data available: Egypt, 2019; Ethiopia, 2015; Iraq, 2012; Jordan, 2010; Kenya, 2021; Lebanon, 2011; Sudan, 2014; Uganda, 2019; [SDG-tracker.org](https://sdg-tracker.org)

Countries with higher scores generally have more favourable political contexts, stronger data and evaluation capacities, and face substantial challenges in refugee integration, making them ideal candidates for rigorous impact evaluations. Countries scoring lower tend to have less favourable operating environments and medium-to-high progress in addressing key outcomes over time.

The table below presents the countries by favourability based on the assessment of data available thus far. We present both total unweighted scores and the weighted scores (applying equal weight to each of the five criterion). The ranking is based on the weighted scores.⁶ See all the details in Annex A.

Table 2. Country Scoring (Ranked by the Weighted Score)

Country	Total (unweighted) Score	Weighted Score	Favourability of country context for impact evaluation
Jordan	51	4.08	Mostly favourable
Ethiopia	53	3.84	Mostly favourable
Uganda	46	3.70	Mostly favourable
Kenya	45	3.61	Moderately favourable
Egypt	41	3.52	Moderately favourable
Lebanon	37	2.57	Least favourable
Sudan	38	2.54	Least favourable
Iraq	29	2.17	Least favourable

This classification will guide the selection of promising interventions, all things being equal. However, it does not exclude interventions or countries, as the final selection will depend on additional factors discussed in subsequent sections.

⁶ If ranked based on the total unweighted score, Ethiopia tops the table, and Jordan is number 2. There are no other changes in order.

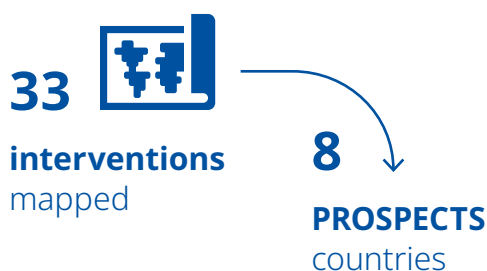
03

Intervention Mapping

The intervention mapping outlines key characteristics of the main interventions within the PROSPECTS partnership 2.0 in each country. The mapping included clustering and reorganising the programs and activities into broader interventions using an evaluation lens.

For instance, in Lebanon, we clustered all activities and programs at the Dirasa and Makani centres into one intervention. Under this intervention we combined programs/activities related to Dirasa (bringing OOSC back to school) and Makani (informal education opportunities to vulnerable children) and the installation/ rehabilitation of WASH facilities in Makani/ Dirasa Centers. The clustering was done from an evaluation perspective – evaluating either of these activities would require addressing their spillover effects on each other. Therefore, combining these into one intervention would better preserve the evaluability of these activities/programs.

Consequently, the table of mapped interventions in Annex B highlights clusters of activities/programs with the greatest potential for generating harmonised impact evidence across the targeted countries. A total of 33 interventions were mapped from the 8 PROSPECTS countries. For each key intervention, we consider various criteria that will determine the feasibility of an evaluation and the knowledge gains that may result from the evaluation.



Key Criteria

1. **Scale and Scalability of Programming:** High-quality impact evaluations require sufficient sample sizes, making the scale of programming a crucial factor in determining the feasibility of a rigorous evaluation design. For instance, some promising or impactful programs might be too small for a counterfactual design, making them less suitable for impact evaluation. Programs in small-scale pilot stages are less likely to be prioritised in this exercise unless the findings can be sufficiently generalised.
2. **Previous or Planned Impact Evaluations:** Interventions that have been or are planned to be rigorously evaluated were excluded.
3. **Future Expansion Potential:** The feasibility of scaling up the intervention model into new geographic areas or target groups is considered, as this is vital for generating evidence that can be applied more broadly. Programs demonstrating potential for expansion are more likely to be included in the evaluation.
4. **Knowledge Gains:** Based on the Rapid Review conducted in Step 1 of the IFA, the interventions that had high knowledge gains were prioritized.

Secondary Criteria

5. Type of Programming:

- ▶ We prioritise integrated interventions that cover more than one PROSPECTS 2.0 pillar.
- ▶ We also prioritise interventions with collective or aligned programming, as opposed to partner-specific programming, due to their collaborative nature and potential to create systemic change.⁷

Finally, the country context analysis was also integrated into the process of intervention selection. It is important to note that the interventions selected as priorities for evaluation do not directly align with all highly feasible countries identified in earlier stages of the IFA. This divergence underscores a critical distinction in the selection process:

- ▶ **Programming Fit:** The suitability of an intervention for evaluation is determined by factors such as scalability, knowledge gains, and alignment with ToC.
- ▶ **Country Fit:** While contextual factors like stability, data availability, and local infrastructure are critical, they do not override the need for programming alignment. Therefore, a balance has been maintained between the two.

Annex B presents a detailed list of all interventions mapped. After evaluating all criteria, six of the eight PROSPECTS countries have at least one intervention deemed optimal for a future impact evaluation, with the exception of Iraq and Lebanon, where no interventions currently meet the necessary criteria or lack sufficient information. Table 3 Interventions Scored provides a summary of these interventions, categorised by the favorability of the country context for impact evaluation.

7 1. Collective Interventions: Programs jointly designed and implemented by multiple stakeholders with shared goals and responsibilities.
 2. Aligned Interventions: Programs implemented separately but coordinated with multiple partners to achieve common objectives. For aligned interventions, priority was given to those involving other stakeholders beyond UNICEF, to enhance collaboration and ownership.
 3. Partner-Specific Interventions: Programs implemented by a single agency or partner.

In total, six interventions (one per eligible country) meet most of the evaluation criteria and are feasible options for impact evaluation. Among these, the most common approach involves **education and learning interventions**, particularly those aimed at retention, skilling, or transitioning to sustainable livelihoods. For example, in Uganda, the “Learning to Earning – Youth Life and Digital Skilling” program focuses on digital skills training, internships, and entrepreneurship, making it a strong candidate for impact evaluation in both the education and economic inclusion pillars.

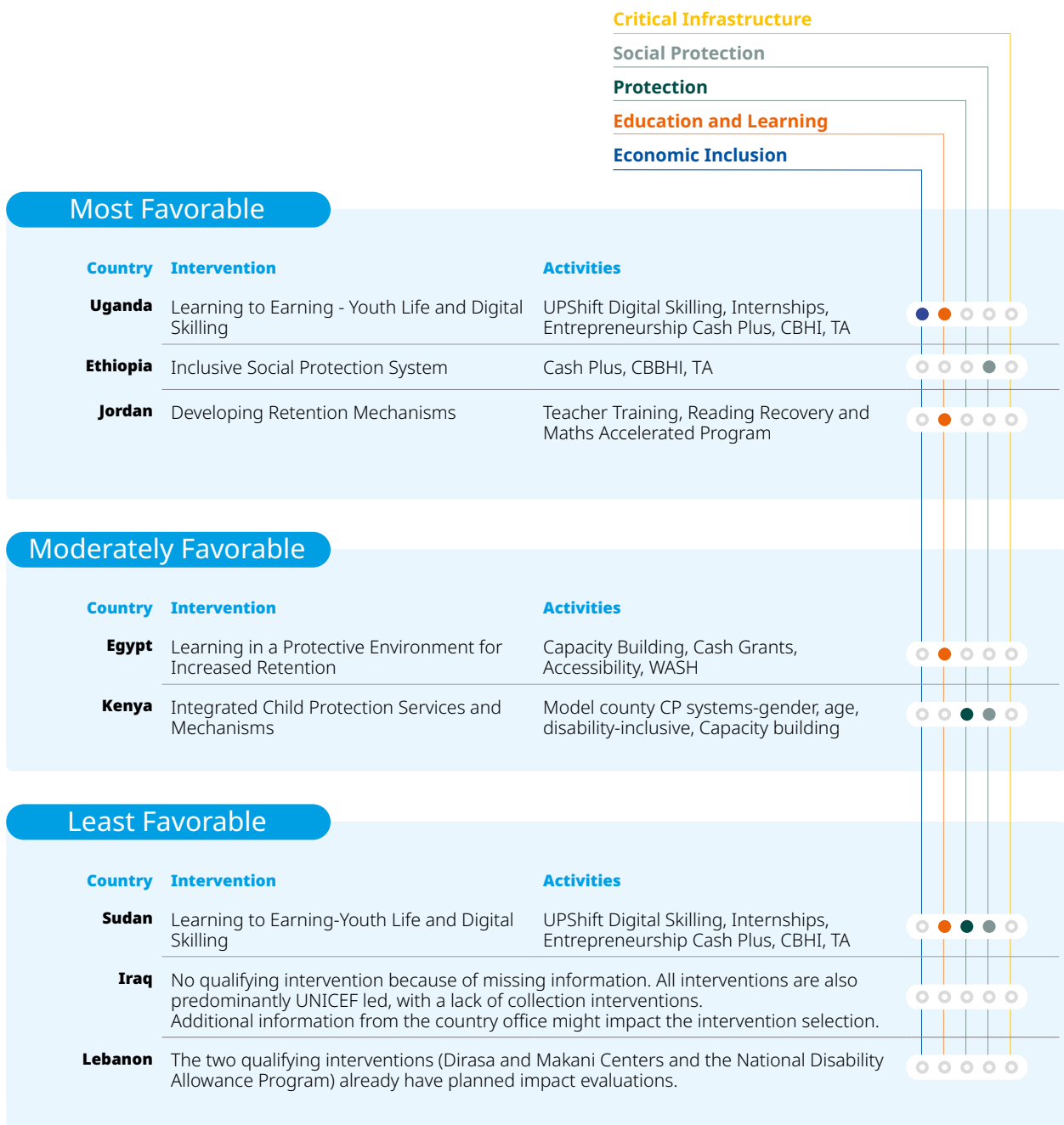
Another prevalent approach is **social protection and child protection mechanisms**. In Ethiopia, the “Inclusive Social Protection System” intervention, which combines cash plus initiatives, community-based health insurance (CBHI), and technical assistance, provides a robust framework for impact evaluation under the protection and social protection pillar. Similarly, Kenya’s “Integrated Child Protection Services and Mechanisms” aims to strengthen gender-, age-, and disability-inclusive child protection systems through model county child protection systems and capacity building.

While most interventions in the “moderately favourable” and “least favourable” categories incorporate elements of education and social protection, several programs stand out for their innovative and systemic designs. For instance, Jordan’s “Developing Retention Mechanisms” focuses on teacher training and accelerated learning programs in reading and mathematics, addressing critical gaps in education for vulnerable populations. Meanwhile, Sudan’s “Back to Learning – with Increased Retention” employs strategies such as GBV risk audits and alternative learning programs, which aim to improve retention and provide safe and inclusive learning environments.

This selection process took into account several factors, including country context, program conditions, scalability, and knowledge gains in similar or different contexts. The selected interventions provide opportunities for evaluating the effectiveness of systemic, inclusive, and innovative approaches under PROSPECTS, ensuring lessons learned can inform future programming.

Note: Annex B provides the detailed mapping of all interventions against the selection criteria. Information gaps are presented in red font and highlighted in grey in the tables. Country offices are requested to provide the missing information. Depending on the information provided by country offices, the ranking and selection of interventions might change.

Table 3. Interventions Ranked



04

Priority interventions for impact evaluation

Based on the country context, intervention mapping, and recommendations from Stage 1 of the Impact Feasibility Assessment (IFA), we have identified a set of interventions that hold high promise for further exploration in Stage 3 of the IFA as primary priority interventions.

These interventions were selected based on their alignment with the programmatic needs of PROSPECTS, their scalability, and the replicability of their approaches in similar or different contexts. While most countries with favourable or moderately favourable contexts have strong candidates for evaluation, this list does not necessarily rank the interventions in order of the country context scoring, as programming fit for evaluation is determined independently of broader country-level considerations.

In addition, we have identified a secondary intervention with lower priority for evaluation, which could be explored further if any primary interventions are found unsuitable for rigorous evaluation during subsequent discussions.

Prioritized Intervention 1: Inclusive Social Protection System (Ethiopia)

The Inclusive Social Protection System in Ethiopia employs a multi-pronged approach to enhance access to essential services and build resilience among FDPs and host communities. Key components include Cash Plus programming, Community-Based Health Insurance (CBHI), and technical assistance to strengthen the government's capacity for delivering inclusive social protection services.

The Cash Plus intervention integrates financial assistance with complementary services, such as psychosocial support, WASH, health referrals, and skills training for youth. It aims to reduce vulnerabilities and improve access to social protection for approximately 25,000 individuals, with a pilot partnership involving



programmatic alignment
scalability
replicability

private banks facilitating cash-plus loans in Somali and Addis Ababa.

The CBHI program focuses on extending healthcare coverage to displaced families and individuals by financing insurance premiums through a pooled fund. Technical assistance will support the government in developing policies, aligning national systems with the needs of FDPs, and strengthening public finance mechanisms to improve service delivery. UNICEF and ILO are also facilitating the piloting of FDP and host community inclusion in the Urban Productive Safety Nets Program (UPSNP). These efforts focus on addressing fluid vulnerabilities while integrating cash-plus approaches and promoting investments in education, child protection, and apprenticeships.

This intervention's systemic focus and the scale of implementation make it a feasible option for an impact evaluation to generate evidence on the effectiveness of integrated social protection approaches in addressing multidimensional vulnerabilities in fragile contexts.

Prioritized Intervention 2: Developing Retention Mechanisms (Jordan)

The Developing Retention Mechanisms intervention in Jordan addresses barriers to education for vulnerable children, including Syrian refugees, by improving teacher quality, reducing dropout rates, and enhancing foundational learning outcomes. Under the Retention Mechanisms, the Schools Teaching for Learning Recovery (ST4LR) programme consists of six components, some of which are the following:

- 1. Teacher of the Future (TOF):** a training course designed to build the capacity of teachers (Arabic and Math) to deliver inclusive and effective education using gender-sensitive approaches, digital teaching methods, and innovative pedagogies to improve the quality of teaching and learning. The TOF targeted 50 vulnerable schools in Year 1 of PROSPECTS 2.0, with four teachers from each school participating, and plans to target another 100 vulnerable schools in Year 2.
- 2. Reading Recovery Programme (RRP); and Maths Accelerated Programme (MAP):** Aim to bridge foundational learning gaps for children at risk of dropping out, targeting literacy and

numeracy skills to improve academic performance and retention. The RRP and MAP will be implemented in Year 2 of PROSPECTS in the same 50 schools as TOF. Both programmes target students in specific grades to improve their reading and maths skills. They will eventually read and solve maths problems at their grade level, contributing to reducing the risk of their drop-out as they progress to higher grades. In the coming years, both components are likely to be implemented in the same 100 schools as the TOF.

- 3. Research and Policy Support:** UNICEF supports data-driven planning by conducting research on out-of-school children and piloting dropout prevention strategies, particularly in refugee camp schools. This includes strengthening school leadership and management capacities to improve education outcomes.

Prioritized Intervention 3: Learning to Earning – Youth Life and Digital Skilling (Uganda)

The Youth Life and Digital Skilling intervention in Uganda aims to equip adolescents, particularly those from vulnerable groups such as refugees and host community members, with critical life, digital, and entrepreneurial skills. This initiative seeks to empower youth by addressing barriers to education, employability, and economic inclusion through a combination of formal and non-formal training programs.

UNICEF is leading the rollout of life skills training for both in-school and out-of-school adolescents in collaboration with the Ministry of Education and Sports (MoES) and the Ministry of Gender, Labour, and Social Development (MoGLSD). The training emphasizes localization and inclusivity, ensuring that resources are contextually adapted and accessible, including for individuals with disabilities. Co-curricular activities, such as school clubs, serve as platforms for fostering these skills and promoting positive social outcomes.

A significant initiative under this intervention is *iUPShift*, which institutionalizes digital skills training within formal and non-formal education settings. Guided by the Digital Agenda Strategy 2023–2027, developed during phase one of the PROSPECTS

programme, the intervention builds on a comprehensive skills framework for digital literacy. Phase one piloted the Digital Skills Toolkit in 15 schools, reaching 2,000 adolescents. In phase two, UNICEF plans to scale this training, targeting 10,000 adolescents—5,000 in 40 secondary schools and 4 TVET centers and another 5,000 in community-based settings, such as Youth Skills Centers established by UNICEF and community centers established by ILO and UNHCR during phase one.

This intervention also integrates job-specific training, focusing on the green and digital economies. Apprenticeship and internship programs are central to this effort, linking 1,000 youth to private-sector opportunities and enabling practical learning experiences. A Cash Plus pilot will address economic barriers to education and skilling for at-risk adolescents by combining cash transfers with protection and health services.

Additionally, UNICEF and ILO will empower young people to develop the skills needed to tackle climate challenges and foster environmental action at the community level. This includes integrating environmental education into skilling programs and promoting youth-led participation platforms. These platforms will connect young champions with government officials across administrative levels, enabling them to voice recommendations and participate in environmental action initiatives. This collective intervention aligns with participation-related programming, fostering civic engagement alongside skilling.

By institutionalizing and scaling digital and life skills training and integrating environmental action, the intervention not only enhances youth employability but also positions them as active agents of change. It leverages digital infrastructure investments by partners such as UNHCR and ILO, strengthens collaboration with government ministries, and promotes sustainable, inclusive skilling programs.

Prioritized Intervention 4: Learning in a Protective Environment for Increased Retention (Egypt)

This intervention in Egypt integrates education, social protection, and infrastructure improvements to address barriers to school attendance and retention for vulnerable children, including refugees and host communities. It comprises a multi-faceted approach aimed at creating inclusive and protective learning environments, ensuring equitable access to quality education.

Key components of this intervention include:

- 1. Capacity Building:** Comprehensive training for teachers, school social workers, and administrators is a cornerstone of this initiative. These efforts aim to foster inclusive, gender-sensitive, and child-friendly learning environments that address the diverse needs of students. Additionally, the intervention emphasises the development, operationalisation, and institutionalisation of accessible, school-based protection mechanisms to address bullying, violence, and discrimination.
- 2. Delivery of Quality Curricula:** The intervention delivers a life skills-based curriculum and improves foundational learning skills. It also ensures the provision of tailored learning materials and resources, with a particular focus on children with special needs, including adjustments to the physical environment to facilitate their participation.
- 3. Cash Grants:** The intervention provides financial support to families to alleviate economic barriers to school attendance, particularly for marginalised groups such as girls and children with disabilities. This component plays a critical role in improving enrolment and retention rates by addressing socio-economic disparities.
- 4. Accessibility and WASH Improvements:** Rehabilitation of school infrastructure, including the establishment of gender- and disability-responsive WASH facilities, ensure safe and conducive learning environments. A WASH assessment in public primary and secondary schools will identify priority areas, with interventions implemented to enhance access to clean water and sanitation for students, particularly forcibly displaced persons (FDPs) and host community (HC) children.

- 5. Strengthening Community Linkages:** The program actively fosters stronger connections between schools, parents, and broader communities. These linkages enhance community cohesion and support mechanisms, creating an ecosystem that encourages and sustains school attendance and retention.
- 6. Support for Alternative Learning Pathways (ALP):** For out-of-school children and adolescents, the intervention expands access to flexible, alternative learning programs, ensuring that no child is left behind.

	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
Gender disparities in pre-primary education access (Refugees)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Primary education access (Refugee enrollment rates)**	89.00%	54.85%	76.89%	71.00%	86.65%	64.09%	29.33%	95.60%
Gender disparities in primary education access (Refugees)***	Boys: N/A Girls: N/A	Boys: 57% Girls: 44%	Boys: 73% Girls: 78%	Boys: 65% Girls: 68%	Boys: 77% Girls: 65%	Boys: N/A Girls: N/A	Boys: N/A Girls: N/A	Boys: 91% Girls: 82%
National examination refugee pass rates (Primary Education)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Secondary education access (Refugee enrollment rates)**	78.00%	20.15%	31.14%	32.93%	59.19%	29.00%	6.07%	10.15%
Gender disparities in secondary education access (Refugees)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
National examination refugee pass rates (Secondary Education)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economic Integration and Inclusion Context of Refugee Population								
Proportion of people who have the right to decent work	N/A	100.00%	100.00%	86.77%	87.96%	39.40%	N/A	46.69%
Proportion of refugees (working age) who are unemployed**	11.00%	60.00%	N/A	74.17%	11.55%	N/A	N/A	N/A
Out of the Refugees employed: Employed formal sector (%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Out of the Refugees employed: Self-employed (%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Protection Context of Refugee Population								
Proportion of people who are able to move freely within the country of habitual residence	92.99%	100.00%	90.00%	98.97%	0.00%	20.00%	N/A	100.00%
Proportion of people feeling safe walking alone in their neighbourhood after dark	58.93%	N/A	98.33%	50.00%	27.00%	85.00%	N/A	N/A
Proportion of children under 5 years of age whose births have been registered with a civil authority	92.18%	12.24%	83.22%	91.49%	32.85%	41.00%	N/A	N/A
Proportion of people with legally recognized identity documents or credentials	100.00%	76.31%	99.73%	100.00%	91.39%	20.00%	N/A	89.14%

	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
Demographics and level of development								
Population (in millions) ****	114.50	128.70	45.07	11.44	55.34	5.77	50.04	48.66
Extreme poverty (%)*****	1.47%	26.98%	0.09%	0.04%	36.15%	0.00%	15.26%	42.12%
Multi-dimensional poverty (MPI) (%)*****	4.89%	68.77%	8.64%	0.43%	37.48%	N/A	52.33%	57.18%
Overall prioritization								

* Refugee and IDP population by country or territory of asylum under UNHCR's mandate, 2023 (UNHCR); <https://www.unhcr.org/refugee-statistics/>

** Countries' Annual Results Report 2023; <https://reporting.unhcr.org/>

*** UNHCR Education Report 2023 – Unlocking Potential: The Right to Education and Opportunity. The indicator on proportion of people who are able to move freely within the country of habitual residence for Ethiopia and Iraq comes from 2024 data. The indicator on proportion of people who have the right to decent work for Ethiopia and Kenya comes from 2024 data.

The report only depicts the countries with largest gaps, refugee enrollment rates, thus, it is possible that more data exists, although not available to the public. We can contact UNHCR in case. I also think we can benefit from contacting them to get numbers on the total %s not just gender disparities.

****Population, medium projection UN WPP De facto total population in a country, area or region as of 1 July of the year indicated; Data 2023; [SDG-tracker.org](https://sdg-tracker.org)

***** Percentage living on less than 2.15/day; Last available data available: Egypt, 2019; Ethiopia, 2015; Iraq, 2012; Jordan, 2010; Kenya, 2021; Lebanon, 2011; Sudan, 2014; Uganda, 2019; [SDG-tracker.org](https://sdg-tracker.org)

***** Being 'MPI poor' means that a person is deprived in a third or more of ten indicators, grouped into three dimensions: 1) Health – using two indicators: nutrition, child mortality; 2) Education – using two indicators: years of schooling, school attendance; 3) Living standards – using five indicators: cooking fuel, sanitation, drinking water, electricity, housing, assets.; Last available data available: Egypt, 2019; Ethiopia, 2015; Iraq, 2012; Jordan, 2010; Kenya, 2021; Lebanon, 2011; Sudan, 2014; Uganda, 2019; [SDG-tracker.org](https://sdg-tracker.org)

Assessing the favourability of country context for impact evaluations. The Process to score country favourability, in detail.

The scoring system assigns points to each rating (High, Medium, Low) for each criterion and then sums these points to calculate a total score for each country where **High** = 3 points, **Medium** = 2 points and **Low** = 1 point.

We use the same criteria for scoring as presented in the framework and score each sub-indicators as presented below:

Criteria	Description ⁸	Interpretation
1 Political interest and will	<ol style="list-style-type: none"> 1. National priority for integration, economic inclusion, education, protection, and social protection of refugees and IDPs. 2. Likelihood of national stakeholders utilizing evidence. 3. Likelihood of ministries supporting system changes. 	High willingness = highly favourable for IE
2 Operational Facility	<ol style="list-style-type: none"> 1. Likelihood of not having operational security concerns (low=high risk) 2. Openness to discussions on refugees and IDPs (low = highly sensitive) 	Low security concerns and high openness = highly favourable for IE
3 Prioritisation based on knowledge gaps	<ol style="list-style-type: none"> 1. Availability of national data on key indicators for PROSPECT programs based on the theory of change 2. Quality of data available on the key outcome indicators for PROSPECT programs based on the theory of change 	More availability and better quality = less favourable for IE
4 National evaluation capacity	<ol style="list-style-type: none"> 1. Presence of functioning national institutes for evaluation. 	More and better institutes = highly favourable for IE
5 Vulnerability of refugees	<ol style="list-style-type: none"> 1. Concentration of Refugees calculated as refugees as % of the population 2. Education & Learning Context of Refugee Population based on the indicators: Proportion of children and young refugees enrolled in the national education system, Primary education access (Refugee enrolment rates), Gender disparities in primary education access (Refugees), Secondary education access (Refugee enrolment rates) 3. Economic Integration and Inclusion Context of Refugee Population based on the indicators: Proportion of people who have the right to decent work, Proportion of refugees (working age) who are unemployed and Out of the Refugees employed: Employed formal sector (%) 	High vulnerability = highly favourable for IE

⁸ Indicators for which more than half the countries did not have data were excluded in the calculations.

Criteria	Description ⁸	Interpretation
	<ol style="list-style-type: none"> <li data-bbox="448 230 1166 645">4. Protection Context of Refugee Population based on the indicators: Proportion of people who are able to move freely within the country of habitual residence, Proportion of people feeling safe walking alone in their neighbourhood after dark, Proportion of children under 5 years of age whose births have been registered with a civil authority, Proportion of people with legally recognized identity documents or credentials, Proportion of people who know where to access available GBV services, Proportion of births attended by skilled health personnel and Proportion of children at heightened risk who are supported by a Best Interests Procedure <li data-bbox="448 663 1166 795">5. Social Protection Context of Refugee Population based on the indicators: Proportion of refugees that receive cash transfers and/or non-food items and Proportion of refugees with access to health services 	
6	<p data-bbox="240 824 413 891">Vulnerability of IDPs</p> <ol style="list-style-type: none"> <li data-bbox="448 824 1166 891">1. Concentration of IDPs calculated as refugees as % of the population <li data-bbox="448 909 1166 1216">2. Education & Learning Context of IDPs Population based on the indicators: Pre-Primary education access (IDPs enrolment rates), Gender disparities in pre-primary education access (IDPs), Primary education access (IDPs enrolment rates), Gender disparities in primary education access (IDPs), National examination IDPs pass rates (Primary Education), Secondary education access (IDPs enrolment rates), Gender disparities in secondary education access (IDPs), National examination IDPs pass rates (Secondary Education) <li data-bbox="448 1234 1166 1366">3. Economic Integration and Inclusion Context of IDPs Population based on the indicators: IDPs employed (%), Out of the IDPs employed: Employed formal sector (%) and Out of the IDPs employed: IDPs self-employed (%) <li data-bbox="448 1384 1166 1798">4. Protection Context of IDPs Population based on the indicators: Proportion of people who are able to move freely within the country of habitual residence, Proportion of people feeling safe walking alone in their neighbourhood after dark, Proportion of children under 5 years of age whose births have been registered with a civil authority, Proportion of people with legally recognized identity documents or credentials, Proportion of people who know where to access available GBV services, Proportion of births attended by skilled health personnel, and Proportion of children at heightened risk who are supported by a Best Interests Procedure <li data-bbox="448 1816 1166 1948">5. Social Protection Context of IDPs Population based on the indicators: Proportion of refugees that receive cash transfers and/or non-food items and Proportion of refugees with access to health services 	<p data-bbox="1193 824 1396 956">High vulnerability = highly favourable for IE</p>
7	<p data-bbox="240 1989 413 2056">Poverty vulnerability</p> <ol style="list-style-type: none"> <li data-bbox="448 1989 1166 2022">1. Extreme poverty (%) <li data-bbox="448 2033 1166 2067">2. Multi-dimensional poverty (MPI) (%) 	<p data-bbox="1193 1989 1396 2121">High vulnerability = highly favourable for IE</p>

We divided the scoring into four steps to simplify the scoring process and to allow the team to update the scores with ease as new data emerge:

- ▶ Step 1 – rating the sub-indicators on a five-point scale of high to low – High, High-Medium, Medium, Medium-Low or Low.
- ▶ Step 2 – rating the indicators based on the sub-indicators on a five-point scale of high to low – High, Medium, Medium, Medium-Low or Low.
- ▶ Step 3 – rating the criteria based on a five-point scale of high to low – High, High-Medium, Medium, Medium-Low or Low.
- ▶ Step 4 - scoring the indicators and criteria on a five-point scale:
 - ▶ High = 5 points
 - ▶ Medium-High = 4 points
 - ▶ Medium = 3 points
 - ▶ Medium-Low = 2 points
 - ▶ Low = 1 point

Scoring steps 1 -3. The following table presents the summary of Stages 1-3 of the scoring process.

CRITERIA	INDICATORS	SUB-INDICATORS	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
FAVOURABILITY OF POLITICAL INTEREST AND WILL			Medium	High	Low	High	Medium	Low	Low	High
The integration, economic inclusion, education, protection, and social protection of refugees and IDPs is a national priority?			Medium	High	Medium	High	High	Low	Low	High
The likelihood of national stakeholders to utilise evidence related to the integration, economic inclusion, education, protection, and social protection of refugees and IDPs?			Medium	High	Low	High	Medium	Medium	Low	High
The likelihood that national ministries will support system changes necessary to scale up an intervention or act on the evidence generated?			Medium	High	Low	High	Medium	Low	Low	High
FAVOURABILITY OF OPERATIONAL FACILITY			Medium	Medium	Low	High	Medium	Low	Low	High
The likelihood of not having operational security concerns to implementing a successful evaluation?			Medium	Medium	Low	High	Medium	Medium	Low	High
The likelihood of open discussion of refugees and IDPs, their integration, economic inclusion, education, protection, and social protection?			Low	High	Low	Medium	Medium	Low	Medium-low	Medium-high

CRITERIA	INDICATORS	SUB-INDICATORS	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
PRIORITISATION BASED ON KNOWLEDGE GAPS			High	Medium	High	Medium	Medium	Medium-Low	High	Low
Gaps in availability of national data on relevant outcomes for refugees and IDPs			High	Medium	High	Medium	Medium	Low	High	Low
Gaps in quality of data on relevant outcomes for refugees and IDPs			High	Medium	High	Medium	Medium	Low	High	Low
NATIONAL EVALUATION CAPACITY			High	Medium	Low	High	High	Medium	Low	High
Presence of functioning national institutes able to undertake primary evaluation?			High	Medium	Low	High	High	Medium	Low	High
VULNERABILITY OF REFUGEES			Medium	High	Medium	Medium	Medium	High	High	Medium
Concentration of Refugees in the Population			Low	Medium	Medium	High	Medium	High	Medium	Medium
Refugees % of Population			Low	Medium	Medium	High	Medium	High	Medium	Medium
Vulnerability of Refugee Population Based on Education & Learning context			Medium	High	Medium	Medium	Medium	Medium	High	Medium
Proportion of children and young refugees enrolled in the national education system			Medium	High	Medium	Medium	High	Medium	High	High
Pre-Primary education access (Refugee enrollment rates)			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender disparities in pre-primary education access (Refugees)			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Primary education access (Refugee enrollment rates)			Low	High	Medium	Medium	Low	Medium	High	Low
Gender disparities in primary education access (Refugees)			N/A	High	Low	Medium	Medi	N/A	N/A	Medium
National examination refugee pass rates (Primary Education)			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Secondary education access (Refugee enrollment rates)			Medium	High	High	High	Medium	High	High	High
Gender disparities in secondary education access (Refugees)			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
National examination refugee pass rates (Secondary Education)			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CRITERIA	INDICATORS	SUB-INDICATORS	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
Vulnerability of Refugee Population Based on Economic Integration and Inclusion Context			Medium	High	N/A	High	Medium	High	N/A	Medium
Proportion with the right to decent work			N/A	Low	Low	Medium	Medium	High	N/A	Medium
Proportion of refugees (working age) who are unemployed			Medium	High	N/A	High	Medium	N/A	N/A	N/A
Out of the Refugees employed: Employed formal sector (%)			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Out of the Refugees employed: Self-employed (%)			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vulnerability of Refugee Population Based on Protection Context			Medium	Medium	Medium	Low	Medium	Medium	High	Low
Proportion of people who are able to move freely within the country of habitual residence			Low	Low	Low	Low	High	High	N/A	Low
Proportion of people feeling safe walking alone in their neighbourhood after dark			Medium	N/A	Low	Medium	High	Medium	N/A	N/a
Proportion of children under 5 years of age whose births have been registered with a civil authority			Low	High	Medium	Low	High	High	N/A	N/A
Proportion of people with legally recognized identity documents or credentials			Low	Medium	Low	Low	Low	High	N/A	Low
Proportion of people who know where to access available GBV services			High	Medium	Medium	Low	High	Medium	N/A	Low
Proportion of births attended by skilled health personnel			Low	Low	Low	Low	Low	Low	Medium	Low
Proportion of children at heightened risk who are supported by a Best Interests Procedure			Medium	Medium	High	Low	High	Low	High	Medium
Vulnerability of Refugee Population Based on Social Protection Context			Medium	High	Low	Low	Low	Low	Medium	Medium
Proportion of refugees covered by national social protection systems			N/A	High	N/A	N/A	High	N/A	N/A	N/A
Proportion receiving cash transfers/non-food items			Medium	High	Low	Low	Low	Low	High	Low
Proportion with access to health services			Medium	High	Low	Low	Low	Low	Medium	High
VULNERABILITY OF IDPs										

Scoring step 4. The following table presents the last step of the scoring by country, using the information available at this moment. Data was collected using UNHCR statistics and country reports, the SDG tracker, and other sources, as referenced in the detailed context analysis table above. Favourability for impact evaluation, scoring

Criteria/Indicators	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
POLITICAL INTEREST AND WILL	9	15	5	15	11	5	3	15
The integration, economic inclusion, education, protection, and social protection of refugees and IDPs is a national priority?	3	5	3	5	5	1	1	5
The likelihood of national stakeholders to utilise evidence related to the integration, economic inclusion, education, protection, and social protection of refugees and IDPs?	3	5	1	5	3	3	1	5
The likelihood that national ministries will support system changes necessary to scale up an intervention or act on the evidence generated?	3	5	1	5	3	1	1	5
OPERATIONAL FACILITY	4	8	2	8	6	4	3	9
The likelihood of not having operational security concerns to implementing a successful evaluation?	3	3	1	5	3	3	1	5
The likelihood of open discussion of refugees and IDPs, their integration, economic inclusion, education, protection, and social protection?	1	5	1	3	3	1	2	4
PRIORITISATION BASED ON KNOWLEDGE GAPS (see IFA Stage 1 Report)	10	6	10	6	6	4	10	2
Gaps in availability of national data on relevant outcomes for refugees and IDPs	5	3	5	3	3	2	5	1
Gaps in quality of data on relevant outcomes for refugees and IDPs	5	3	5	3	3	2	5	1
NATIONAL EVALUATION CAPACITY	5	3	1	5	5	3	1	5
Presence of functioning national institutes able to undertake primary evaluation?	5	3	1	5	5	3	1	5
VULNERABILITY OF REFUGEES	13	21	11	17	17	21	21	15
Concentration of Refugees in the Population	1	3	3	5	3	5	3	3
Vulnerability of Refugee Population Based on Education & Learning context	3	5	3	3	3	3	5	3
Vulnerability of Refugee Population Based on Economic Integration and Inclusion Context	3	5	1	5	3	5	5	3

Criteria/Indicators	Egypt	Ethiopia	Iraq	Jordan	Kenya	Lebanon	Sudan	Uganda
Vulnerability of Refugee Population Based on Protection Context	3	3	3	3	5	5	5	3
Vulnerability of Refugee Population Based on Social Protection Context	3	5	1	1	1	1	3	3

Overall summary scores by country

Country	Favourability of Political Interest and Will	Favourability of Operational Facility	Prioritisation Based on Knowledge Gaps	National Evaluation Capacity	Vulnerability of Refugees	Total Score
Egypt	9	4	10	5	13	41
Ethiopia	15	8	6	3	21	53
Iraq	5	2	10	1	11	29
Jordan	15	8	6	5	17	51
Kenya	11	6	6	5	17	45
Lebanon	5	4	4	3	21	37
Sudan	3	3	10	1	21	38
Uganda	15	9	2	5	15	46

Country contexts most favorable for impact evaluation

We developed the scoring range based on the highest and lowest scores – based on the Highest Total Score: 53 (Ethiopia) and Lowest Total Score: 29 (Iraq), the score range is $51 - 29 = 22$. We then divided the range into three:

- ▶ **Top Third (Favourable):** Scores from 4446 to 5153
- ▶ **Middle Third (Moderately Favourable):** Scores from 43-3444-38
- ▶ **Bottom Third (Least Favourable):** Scores from 2829 to 3337

With each of the five criteria weighted equally, the table below presents the weighted scores and ranking.

Country	Total (unweighted) Score	Weighted Score	Favourability of country context for impact evaluation
Jordan	51	4.08	Mostly favourable
Ethiopia	53	3.84	Mostly favourable
Uganda	46	3.70	Mostly favourable
Kenya	45	3.61	Moderately favourable
Egypt	41	3.52	Moderately favourable
Lebanon	37	2.57	Least favourable
Sudan	38	2.54	Least favourable
Iraq	29	2.17	Least favourable

Annex B Intervention Mapping

	Favourable
	Less-Favourable
	Do not meet criteria

Lebanon Intervention Mapping

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Dirasa and Makani - Flexible Learning Pathways for Marginalized Children and Adolescents	Access to Basic Services	Includes the Dirasa and Makani programs, which provide flexible learning pathways for out-of-school children (OOSC) and Palestinian refugee children. The Makani centers deliver informal education and retention support for vulnerable children, including those with disabilities, addressing academic and psychosocial needs. The intervention also involves rehabilitating WASH facilities in the centers, distributing hygiene kits, and promoting hygiene practices to ensure a holistic and inclusive approach to learning.	1.4	13,427,262	High - Dirasa enrolled over 73,000 children across all eight governorates - can reach OOSC at a greater scale	Yes	Impact evaluation of MAKANI (3 years, baseline June 2024) Sample size: 6,500	Yes - integrated programming to address the needs of children facing multiple vulnerabilities	Aligned (UNICEF, UNHCR)	Integrated - Education and Critical Infrastructure
			4.1							
			4.3							
Flexible Learning to Earning Pathways for FD and HC youth	Access to Basic Services	Accelerate TVET pathways by partnering with 25 public and private TVET schools to deliver market-relevant skills training and facilitate the re-entry of up to 3,500 out-of-school youth (ages 12-18) into formal education by 2026. It offers tailored literacy, numeracy, and functional skills, along with certified and non-certified vocational training programs and life skills development. Through the Youth Innovation Program (GIL), the initiative fosters meaningful youth engagement, supporting community action, amplifying youth voices via platforms like U-Report, and linking youth with socio-economic opportunities.	1.5	12,833,479	Low - 25 public and private TVET schools to facilitate the re-entry of up to 3,500 out-of-school FDPs and host community youth into formal education by the end of 2026	Yes	No	Yes	Aligned (UNICEF, ILO, UNHCR)	Yes - Education, Economic Inclusion
			1.6							
			1.7							
			1.9							
			2.5							

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Inclusive prevention, protection and social services delivery at Community Level	Access to Rights	Integrate psychosocial support, case management, and GBV services provided through static and mobile safe spaces across Social Development Centers, NGO community centers, and Primary Health Care Centers. It introduces LAHAA, a virtual safe space platform for women and girls with restricted mobility, and scales up mental health and psychosocial support (MHPSS) through apps and peer-to-peer psychological first aid. The Qudwa approach strengthens child protection, social behavior change, and grassroots advocacy to address child marriage, child labor, and violence, while also improving civil registration and birth documentation processes for refugees.	3.4	5,932,937	Low - Specialized service in 16 SDCs and NGOs and capacity building	No	No	No	Aligned Collective (UNICEF, UNHCR)	Protection and Social Protection
			3.6							
			3.8							
Expand the Coverage of National Social Protection Benefits - National Disability Allowance	Access to Rights	Support the inclusion of refugees in Lebanon's National Disability Allowance (NDA) program, providing cash assistance to vulnerable youth, with at least 50% being refugees. It promotes an inclusive and lifecycle approach to social protection by building national databases, integrating referrals for NDA recipients, and supporting sustainable financing through advocacy and policy development. The program also includes governance improvements and performance monitoring of the NDA to enhance its effectiveness and reach.	3.9 3.11	5,932,937	High - 20,000 since 2023	Yes	Yes - Impact Evaluation is being Planned	Yes - all inclusive life cycle approach	Collective (UNICEF, ILO)	Protection and Social Protection

Notes: For all tables, a green highlight indicates an intervention meeting all (or most) of key criteria for prioritisation for impact evaluation; a blue highlight indicates that the intervention doesn't meet a key criteria, a light green highlight indicates that a specific criterion is met; a yellow highlight indicates that a key criterion is not met; an orange highlight indicates that a secondary criterion is not met (Type of Programming). There are several outstanding questions pending, indicated in grey highlight.

Egypt Intervention Mapping

Intervention	ToC Outcomes	Description	MACP		Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
			Rows	Total Budget					Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Learning in protective environment for more retention	Access to Basic Services	Enhance school and community-level service delivery to improve the physical and learning environment while fostering community cohesion. Planned activities include building the capacity of teachers, social workers, and school management; delivering a life skills-based curriculum; providing resources for students with special needs; institutionalizing child-friendly protection mechanisms; and distributing education cash grants to reduce socio-economic barriers to enrollment.			High - already reached 65 000 children and 2500 educators trained in phase 1.	NA	No	High - Linkages	Partner Specific Aligned (UNICEF, UNHCR)	Yes - Education and Learning, Infrastructure
		WASH assessments and interventions in schools will also be conducted to improve access to hygiene facilities for FDPs and host communities.	1.1							
			1.2							
			4.1	\$5,023,465						
Expanded Youth Employability Program - Learning to Earning	Access to Socio-economic opportunities	focus on improving employability for FDPs and host community youth through formal certification of skills programs, an inclusive curriculum promoting 21st-century skills like green and digital competencies, and an upgraded "Meshwary" program. The enhanced program will provide life skills, entrepreneurial training, and expanded career counseling to bridge the gap between education and employment.	1.3 2.1	\$614,000	Yes - Meshwary: 70k young people	NA	No	Low	Aligned Collective (UNICEF, ILO, UNHCR)	Yes - Education and Economic Inclusion
Strengthening Community-based, Local and/or National-level Social Protection Mechanisms/Services	Access to Rights	integrate refugees, FDPs, and host communities into Egypt's national social protection systems, such as the Universal Health Insurance System (UHS) and Takaful and Karama programs. It will build institutional capacity for delivering child protection and social services, advocate for inclusive legal frameworks, and pilot programs like cash assistance for vulnerable families. Community-based protection networks will be strengthened to ensure access to mental health support, legal aid, and child protection. The program will also promote social cohesion and use data generation to inform evidence-based interventions.	3.1 3.2 3.4	\$6,847,437	Yes - Greater Cairo, North Coast and possibly Aswan (if registration is allowed). 1000 families with children (approx. 5000 individuals, 3000 children).	NA	No	High - systems change	Aligned Collective	No - Protection and Social Protection

Jordan Intervention Mapping

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Developing Retention Mechanisms	Access to Basic Services	<p>UNICEF will support schools in vulnerable areas through programs like the Learning Bridges initiative and the Teacher of the Future (TOF) program to enhance teaching quality using gender-inclusive values and digital methods.</p> <p>Schools Teaching for Learning Recovery (ST4LR) programme consists of 6 components, 3 of which are:</p> <ol style="list-style-type: none"> 1. Teacher of the Future (TOF), a training course designed to build capacity of teachers (Arabic and Math) to improve the quality of teaching and learning, and thereby increasing national capacity to deliver quality education; 2. Reading Recovery Programme (RRP); and 3. Maths Accelerated Programme (MAP) skills. They will eventually read and solve maths problems at their grade level, contributing to reducing the risk of their drop-out as they progress to higher grades. <p>RRP and most likely MAP will also be implemented in the same 100 schools as the TOF.</p>	1.1	4,175,444	Yes - Continuation of Prospects 1, targeting teachers and students in more than 100 schools	Yes	No	High - Teacher Training, Accelerated Learning	Partner Specific (UNICEF)	No
Learning to Earning - Skill Building	Access to Socio-Economic Opportunities	<p>This initiative will enhance skills training by focusing on digitalization and aligning vocational programs with market demands, particularly in the digital and green sectors. It will provide youth, especially young women, with training in 21st-century skills, mentorship opportunities, career-ready internships, and volunteering programs. The program will also promote green skills for climate action and expand the Recognition of Prior Learning (RPL) framework to certify the competencies of FDPs and host community youth.</p>	1.2 1.4 1.5 1.6 1.7 1.8 1.9 1.10	6,178,720	Low	NA	No	Low - Mainly focused on Training	Aligned Collective (UNICEF, ILO, UNHCR)	No

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Capacity Building for Self Employment	Access to Socio-Economic Opportunities	The Start Mashreq Initiative will provide education, incubation, and acceleration support to help youth, women, and FDPs launch high-impact startups. It will expand entrepreneurship training in climate and WASH sectors, promote digitally enabled employment opportunities, and focus on creating jobs in creative and gig economies for vulnerable groups, especially young women.	2.1	3,000,000	TBC	Yes	No	High - market-based interventions tailored to local contexts	Aligned Collective (UNICEF, ILO, UNHCR, World Bank, IFC)	No
			2.2							
			2.3							
UNICEF-led child- and youth-focused Cash Plus programme (child cash grant) to support most vulnerable households with focus on FDPs	Access to Basic Services	The Hajati program will provide vulnerable children and adolescents with cash assistance to support school participation and well-being. Using a child-sensitive, multidimensional targeting methodology, the program will identify and prioritize beneficiaries based on vulnerability scores. Through its Cash Plus model, the initiative will link children to Makani's integrated services, including gender-responsive protection, life skills, and learning support.	3.3	2,641,616	Low – low-scale intervention, not planned for scaling up	No	Yes	Low – Already impact assessment of UNICEF JCO humanitarian cash	Aligned (UNICEF)	No
Integrate Community-Based, Local and National Child Protection Systems and Services	Access to Basic Services	UNICEF will enhance case management by expanding the Family Violence Tracking System (FVTS) to include child labor cases and provide multisectoral, disability-inclusive, and gender-responsive child protection services. It will train child protection providers, including educators and social workers, to deliver integrated services and support community-based child protection networks. The program will also focus on raising awareness of child protection risks and implementing inclusive mental health and psychosocial support (MHPSS) programs.	3.5 3.6 3.7 3.8	1,582,148	Yes - Targeting more than 5000 SSWs. Number of children and women TBC. Case management: 4 governorates and 2 refugee camps for Syrians + HCs	Yes	No	Low – This intervention focuses on system-level improvements through policy and legislative development, making it less suitable for impact evaluation.	Aligned (UNICEF)	No

Ethiopia Intervention Mapping

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Promote Structured and Safe Schools Through Capacity Development, and Upgrading of Schools (WASH and ICT)	Access to Basic Services	This intervention will strengthen the capacity of educators, teachers, and students by promoting a protective school environment in refugee-hosting locations. Key activities will include training teachers in child protection, MHPSS, and life skills while establishing student-led initiatives to prevent violence. It will also focus on creating workforce development opportunities for youth paraprofessionals to support the expansion of ECE education in communities hosting FDP, building ICT labs powered by solar energy for climate resilience, and expanding classrooms with WASH facilities and menstrual hygiene centers. These interventions aim to improve pedagogy, digital and financial literacy, and youth employability in targeted schools.	1.1.3	\$1,570,800	NA	NA	No	High - Education Access through Infrastructure development	Partner specific Aligned Collective (UNICEF, ILO, UNHCR)	Yes - Education, Critical Infrastructure
			1.1.4							
			1.1.7							
			1.2.4							
Learning to Earning - including Integrated Online and Offline Skills Training Program for Young People in schools and communities from FDPs and HCs	Access to Basic Services	Provide refugee and host community youth with access to quality Accelerated Education Programs (AEPs), informal skills training, and mentorships. It will link skills training to market needs and facilitate access to digital learning, entrepreneurship, and career guidance opportunities. Youth clubs will be leveraged as platforms for peer learning, social innovation, and civic engagement. Fellows will undergo capacity building on key issues such as climate change, human rights, and leadership, with opportunities to shadow experts, develop their career goals, and scale their social innovations.	1.3.2	\$1,817,652	NA	NA	No	Low	Aligned (UNICEF)	No
			1.3.3							
Strengthen child protection and case management systems through support to CRVS, CPMS, and community-based MHPSS	Access to Rights	UNICEF will collaborate with partners to promote the inclusion of refugee and stateless children in national policies, including child protection and civil registration systems. Activities will include rolling out the CPIMS+ in refugee settlements, expanding the MHPSS workforce, and establishing youth platforms for skills building, safe spaces, and MHPSS support. Justice professionals will receive training to ensure access to child-sensitive legal services, and youth representatives will engage in national conferences to strengthen community resilience and self-reliance.	3..2a) 1	\$3,652,855	Yes - Addis, Afar, Somali regions + federal level., About 840 000	Yes	No	Low - mostly policy and advocacy	Aligned Collective (UNICEF, UNHCR)	No
			3.2b) 2							
			3.2b) 2							
			3.2b) 3							
			3.2b) 4							
			3.2b) 6							
			3.2b) 7							

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Cash plus initiatives coupled with systems strengthening through technical assistance, CBHIS and public finance management	Access to Basic Services Access to Rights	Strengthen Ethiopia's national social protection system to include forcibly displaced persons (FDPs) and host communities. UNICEF, ILO, and partners will provide technical assistance to bridge policy and implementation gaps, enhance public finance systems, and extend services like Community-Based Health Insurance (CBHI) and the Urban Productive Safety Nets Program. Cash Plus programs will link beneficiaries with health, education, and WASH services, while pilots will explore private sector partnerships to provide non-collateralized loans and other support for FDPs.	3.4a) 2	\$2,074,435	Yes - 5,000 households (approximately 25,000 individuals) mainly in Addis Ababa and Amhara	Yes	No	High - Linkages, systems change	Partner specific Collective (UNICEF, ILO, UNHCR)	No
			3.4a) 3							
			3.4b) 1							
			3.4b) 4							
			3.4b) 5							
			3.4c) 1							
3.4c) 2										
3.4d)										

Uganda Intervention Mapping

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Quality and Accelerated Learning For Retention and Remedy	Access to Basic Services	UNICEF will scale up the U Catch Up Remedial Programme to support coverage adolescents in building foundational literacy and numeracy skills, targeting 180 primary schools. The Accelerated Education Programme (AEP) will condense seven years of primary education into three levels, enabling 2,500 out-of-school children and youth to transition into secondary education or skilling pathways. This intervention will integrate co-curricular activities to enhance school completion rates, promote positive social outcomes, and provide remedial education to prepare students for certification.	1.1 1,2	\$1,406,991.74	Yes - Two cycles of implementation are promised under phase two, potentially reaching 20,000 adolescents in 180 schools. 2500 OOSC	Yes	No	Low	Aligned Collective (UNICEF, UNHCR, WB)	No

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Learning to Earning - Youth Life and Digital Skilling	Access to basic Services	UNICEF will expand life skills and digital training for adolescents in formal and non-formal education, prioritizing localized resources and disability inclusion. The intervention will establish school clubs as platforms for life skills development, roll out iUPShift digital skills programs targeting 10,000 adolescents, and align with apprenticeship and internship initiatives. Focused on transitioning youth from education to employment, it will provide job-specific training in green and digital economies, linking 2,500 adolescents to internships and entrepreneurial opportunities with an emphasis on renewable energy, e-commerce, and fintech.	1.3	\$6,512,209.17	Yes - 36,000 in-school adolescents (180 primary and 40 secondary schools) in addition to 9,600 OOS adolescents - 10,000 adolescents in the new phase	TBC	No	High - Linkages - localised training together with timed cash transfers	Aligned Collective (UNICEF, ILO, UNHCR)	Yes - Education and Learning Social Protection
			1.4							
			1.5							
	Access		1.6							
	to Socio-Economic Opp		1.7							
	3.13									
Strengthening Birth Registration and other Protection Systems, Case Management and Government ownership for CP/GBV through improved capacities, alignment and integration of local government and humanitarian systems, and evidence generation	Access to basic Services	Enhance birth registration services through partnerships with NIRA, ensuring refugee and host community children can access social and economic services. It will support local governments to operationalize child protection policies, transition humanitarian child protection and GBV governance to national systems, and integrate refugee mechanisms into local structures. Multi-sectoral case management and MHPSS services will be expanded, alongside research on social protection policies to promote refugee inclusion and social cohesion.	3.6	\$2,953,323.57	Yes - 14,625 children below the age of 18yrs	Yes	No	Low - focus on policy and advocacy	Aligned Collective (UNICEF, UNHCR)	No
	3.8									
	3.9									
Access Rights	3.10									
Rehabilitation/ upgrade of schools and non-formal education centers including WASH facilities and Establishment of ICT labs in schools	Access to Basic Services	Construct and rehabilitate WASH facilities in schools to meet government standards, enhancing attendance and retention, particularly among girls. Five non-formal Youth Skills Centers will be upgraded to serve as multi-purpose hubs for skilling, training, and socio-emotional development, targeting 6,000 out-of-school adolescents. Equipped with ICT infrastructure, these centers will provide safe, engaging spaces for young people to acquire skills, foster entrepreneurship, and prepare for life and work.	4.4	\$1,161,368.89	Yes - 6000 OOSC	Yes	No	Low	Collective (UNICEF, UNHCR)	No

Kenya Intervention Mapping

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Building National Capacity to Deliver Quality Education and Vocational Training	Access to Rights	Support the development of a draft policy on refugee education, finalize and launch a phased costed implementation plan, and implement key policy enablers such as registering camp-based schools and learners in the National Education Management Information System (NEMIS). The intervention will also build the capacity of Ministry of Education personnel to support the effective implementation of these policy enablers for refugee education.	1.1.1	\$247,709	Low	NA	No	Low	Partner Specific Collective (UNICEF, UNHCR)	No
	Access to Basic Services		1.1.1.4							
			1.1.2.1							
Enrolment and retention of FDPs and HCs in formal and non-formal at primary education level	Access to Basic Services	This intervention will integrate duksi and madrasa (Qur'anic schools) into the formal education system and develop tailored pathways to meet the needs of over-aged and out-of-school children, including those with disabilities. It will introduce a digital attendance system to monitor enrollment, update WASH facilities in schools, and conduct assessments to profile out-of-school children (OOSC). Additionally, it will standardize digital learning delivery, engage parents and communities in retention efforts, operationalize re-entry guidelines, and provide training and incentives for teachers to deliver Accelerated Education Programs (AEPs).	1.1.1.5	\$2,281,820	NA	NA	No	High-tailored multiple pathways to education	Partner-Specific (UNICEF)	No
			1.1.3.1							
			1.1.3.2							
			1.1.3.4							
			1.2.1.2							
			1.2.1.5							
			1.2.1.6							
			1.2.1.7							
1.2.1.8										
Learning to Earning - including UPSHIFT	Access to Economic Opportunities	Modernize the digital skills curriculum in education and training institutions to align with industry demands and technological advancements. It will offer demand-driven digital skills courses, partner with academic and vocational institutions to design certified programs, and implement UPSHIFT by building trainers' capacity in social innovation and entrepreneurship. These efforts will help youth transition into work and entrepreneurship opportunities.	1.3.1.1	\$950,442	NA	NA	No	Low	Partner Specific Aligned Collective (UNICEF, ILO, UNHCR)	No
			1.3.1.2							
			1.3.1.3							
			1.3.1.4							

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Integrated child protection services and mechanisms	Access to Rights	UNICEF will strengthen child protection services by building the capacity of child protection workers and allied professionals in refugee camps and host communities in Turkana and Garissa. It will establish model county child protection systems, ensure access to comprehensive gender-responsive and age-appropriate services, and promote inclusive and integrated service delivery. The intervention will also engage county and national policymakers to ensure child-sensitive budgeting and advocate for refugee inclusion in national child protection frameworks.	3.1.6	\$3,828,633	High - model county CP systems are scalable nationwide	Yes	No	High - package of gender-responsive, disability-inclusive, and age-appropriate services	Partner Specific Collective (UNICEF, ILO)	No
			3.1.7							
			3.1.8							
			3.2.3							
Public Finance Management	Access to socio-economic opportunities	provide technical support to improve budgeting processes for education, WASH, child protection, and social protection sectors. It will carry out county-level financial analyses to inform policy and planning, catalyze public finance coordination groups, and analyze financing frameworks to ensure refugee education is adequately budgeted. Additionally, it will strengthen the institutional capacity of county and sub-county education offices to coordinate refugee education effectively.	3.2.4	\$430,000	Low	Low	No	Low	Aligned Collective (UNICEF, ILO, UNHCR)	No
			3.2.5							
			3.3.2							
			3.3.3							
			3.3.4							

Iraq Intervention Mapping

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming		
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars	
Formal and non-formal education for IDPs, refugees and asylum seekers	Access to basic services	UNICEF will enhance educational opportunities for children in humanitarian and development contexts by setting up prefab classrooms, rehabilitating schools, and providing student supplies. The intervention will organize remedial and catch-up classes using the Accelerated Learning Program (ALP) to bridge learning gaps for out-of-school children and underperforming students. It will support the implementation of the REIP to progressively cover grades 1 to 9, including the switch to the national curriculum and provision of Kurdish language courses for teachers, parents, and children. Additional support will include establishing and strengthening Education Committees, PTAs, and recreation activities.	1.2	\$4,315,000	NA	NA	No	Low	Partner Specific Collective (UNICEF mainly)	No	
			1.4								
			1.5								
Learning to Earning - Quality learning, skill-building and transition to the labour market	Access to socio-economic opportunities	Equip young people with life, digital, and entrepreneurial skills, focusing on preparing them for green jobs and economic growth. Special emphasis will be placed on narrowing gender disparities by supporting girls in accessing learning and training opportunities. Building on Phase I, the intervention will link vocational training and work-based learning (WBL) programs with access to finance, mainstream financial literacy in skills training, and provide career guidance. It will pilot several initiatives, including job search clubs and a public-private partnership (PPP) apprenticeship model.	1.6	\$1,216,237	Yes - continuation from Prospects 1 - already covered	473 FDP HC youth	Yes	No	High - digital and entrepreneurial skills	Partner-Specific (UNICEF)	Yes - Education, Economic Inclusion
			1.7								
			1.8								
Social Behaviour Change	Access to Basic Services	design and implement social and behavior change interventions to increase school enrollment and facilitate transitions to secondary education. The intervention will promote positive behavior change among youth through community engagement and civic initiatives addressing issues identified by young people. It will focus on localized SBC activities to reduce discrimination, enhance social inclusion, and build resilience, supported by community feedback mechanisms.	1.8	\$500,000	Low	No	No	Low	Collective (UNICEF mainly)	Yes - Education, Protection and Social Protection	
			3.4								

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Child Protection, Prevention and Support	Access to Rights	Provision of MHPSS services to boys and girls and parenting programs to caregivers in addition to child protection case management to boys and girl identified with individual protection risks. This will be provided through community-based child protection centres in Duhok and Ninewa.								
		Children in conflict with the law receive legal representation and counselling to ensure they access their legal rights that is gender appropriate.	3.1		Yes - based on community based CP centers					
		Government and public sector social workers receive capacity building on MHPSS, case management, child rights and Justice for Children principles ensuring gender equity in the workforce	3.2						High - multi component	Partner Specific (UNICEF)
	Access to basic services	Advocacy for civil registration where it relates to birth registration	3.3	\$2,579,452		NA	No			No

Sudan Intervention Mapping

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Safe learning spaces following an integrated approach of multi-service provision (Education, child protection, WASH)	Access to Basic Services	establish safe learning spaces equipped with teaching materials to support literacy, numeracy, and psycho-social well-being. Infrastructure upgrades will include gender and disability-responsive WASH facilities, classrooms, and offices. Harmonized incentive payments for frontline workers will be introduced, and referral pathways will connect learners to child protection case management services. In areas where construction is challenging, temporary safe spaces will be prioritized, utilizing a multi-service provision model integrating education, child protection, and WASH.	1.1	1,070,000	NA	NA	No	Low	Collective (UNICEF, UNHCR)	No
Back to Learning with Increased Retention	Access to Basic Services	Enhance enrollment and retention, UNICEF will sensitize communities on the importance of education, identify and support out-of-school children (OOSC), and address protection risks faced by children, especially girls. Activities will include revitalizing Parent Teacher Associations (PTAs), advocating for school reopening, and conducting GBV risk audits in schools. Additional measures will involve providing learning materials, supporting Alternative Learning Programs (ALP), introducing extracurricular activities, and offering school grants to reduce barriers like school fees. Facilitators and teachers will also receive compensation to enhance education quality.	1.7 1.8 1.9	1,289,370		Yes - continuation Prospects 1 - already 54,046 children re-enrolled	No	High - integrated education program (behaviour change, teacher training etc)	Partner-Specific Collective (UNICEF, ILO, UNHCR)	Yes - coordination with child protection
Strengthening child protection system through improved birth registration, support and capacity building, case management and referral and MIS	Access to Basic Services	UNICEF and UNHCR will advocate for free birth registration and raise community awareness about its importance. The intervention will enhance the capacity of the social service workforce to deliver case management, MHPSS, and family tracing for unaccompanied children. Access to specialized child protection services will be improved through coordinated referrals for MHPSS, health, GBV, and family reunification. The roll-out of CPIMS+/PRIMERO will be led in pilot states, with plans to expand its use across child protection actors.	3.2 -3.10	3,593,370.00		Yes - nationwide roll out of CPIMS	No	High - systems change	Partner Specific Aligned Collective (UNICEF, ILO, UNHCR)	No

Intervention	ToC Outcomes	Description	MACP Rows	Total Budget	Scale and Scalability	Plans to Expand	Existing Eval	Higher Gains	Type of Programming	
									Partner Specific/ Aligned/ Collective	Integrated - more than one pillars
Inclusive Social Protection	Access to Rights	UNICEF will advocate for inclusive social protection policies that encompass FDPs and refugees, supporting the adoption and implementation of an inclusive draft strategy. The intervention will pilot CIU payments for frontline workers and family support programs targeting single-headed households and young mothers. By preventing family separation and maintaining service delivery, this intervention aims to strengthen the resilience of social protection systems.	3.19	325,000.00	No - mainly advocacy and piloting	NA	No	Low - advocacy and piloting	Partner Specific Collective (UNICEF, ILO, UNHCR)	No
			3.20							
			3.21							

