

Evaluation Management Response Document

Region: MENAR

Office: Lebanon

Evaluation Year: 2023

Evaluation Title: Evaluation of UNICEF Lebanon Education Programme (2016-2021)

Person In Charge For Follow Up to Management Response: Tamara Nassereddine

Overall response to evaluation

UNICEF welcomes the findings and conclusions of this evaluation and its participatory approach. UNICEF appreciates stakeholders' feedback on its education programming for the period 2016-2022 (including a period of transition for the education programme from 2021/22) and will use findings to adapt/adjust its current programme.

Planned Use of the Evaluation

1- To support advocacy efforts for inclusion of recommendations at system level in national policies, plans and national budgets. 2- To use findings and lessons drawn from the evaluation to adjust targets, objectives and outcomes as needed, especially those under TREF implementation. 3- To budget and develop new proposals based on evidence in terms of target population, targeted numbers, and targeted objectives (e.g., whether choosing number of children or schools, the quantity of each, and whether we advocate only or work on the field). 4- To establish a baseline to promote transparency in implementation of the management response. 5- To use evaluation evidence for decision-making, and accountability, guiding the effective design and implementation of UNICEF Education projects and supporting decision-making by partners for improved child learning outcomes and well-being.

Recommendations and Actions

No.	Recommendations/Actions	Responsible Section (Action)	Responsible Person Name (Action)	Expected Completion (Action)	Mgt Response / Implementation Stage	Reason/Action Taken
1	Continuation of current system-strengthening efforts to increase MEHE's capacity regarding education data collection and analysis, including supporting MEHE in producing an Information Management Strategy (continue working in MEHE's commitment to produce an Information Management Strategy 2019-2021 as an effort for a clear way forward on quality data collection and analysis).				Agree	

1.0	Technical and financial support to reform and improve the operation of the EMIS (education management information system) including the full cycle, from data collection to production and dissemination of information (ongoing in collaboration with ICT MEHE and CERD).	Education Section of LCO	Souad Al Sarraf	12/31/2025	Completed	UNICEF has been working with MEHE in the strengthening of the School Information System and establishing a tool to manage more efficiently and effectively the education system in Lebanon since 2018. This component is part of UNICEF's workplan with the MEHE and is ongoing in collaboration with the MEHE-ICT and CERD. UNICEF provides technical support through the deployment of Consultants and through the procurement of hardware, software and services to ensure operation and maintenance of the information system. UNICEF is also taking part in the Reform Round table on EMIS organized by the MEHE and is collaborating with the MEHE-ICT to set the strategy for the new EMIS. Towards mid 2025, active discussions are taking place between UNICEF and the MEHE to move forward with the update of the current school management system towards an EMIS. The students module is currently prioritized and the plan is to launch the development of the new students platform by the end of 2025. For this purpose, UNICEF is collaborating with the new ICT advisor at the MEHE who has proposed a one year plan to enhance the ICT department at the MEHE including its data management system.
2	Pushing for stronger coordination within MEHE to benefit further work on the quality of education, especially between MEHE's DG, CERD and DOPS to ensure clarity in and complementarity of mandates and effective communication between these units. Communication between MEHE units could be strengthened by consistent inclusion of relevant MEHE staff (beyond DG which is a core member) in the work of the SMB.				Partially Agree	
2.0	During preparation of all SMB agendas, UNICEF will make known it would welcome invitations to CERD and DOPs as observers when the agenda items are relevant.	Education Section LCO	Atif Rafique	12/31/2025	Completed	The SMB is a platform for decision making. As such, the members of the SMB (DG/Minister, UNICEF and donor partners) should remain as the majority of the programmes are under the supervision of the DG. However, UNICEF welcome the idea of inviting CERD and DOPs to the SMB as observers, especially when the agenda items are relevant. The latter shall be discussed in the forthcoming SMB as an item.

3	Encouraging MEHE to improve communication with schools. Currently, school directors and teachers feel unsupported, as they have low awareness of MEHE's plans and priorities, or the roles of key education bodies, such as CERD and DOPS. Improving communication channels and disseminating relevant information could help boost collaboration and cooperation within the education system				Agree	
3.0	Support the MEHE in improving its communication with schools through the capacity building of MEHE staff at central, regional and school level with the support of the TREF Third Party through the TREF fast track reform and training of trainers	Education Section	Lisa Kim	12/31/2025	Completed	UNICEF has supported the MEHE in developing a series of videos that provide necessary support and general guidelines to all SIMS focal points and users (school directors, SIMS operators, teachers, and Regional Offices). UNICEF is also working with the MEHE to produce comprehensive capacity building on data and SIMS which will complement the videos already produced and provide SIMS users (data entry and management) with the necessary knowledge and tools to efficiently use the system. These trainings are planned for the first quarter of 2024. In parallel, the TREF Third Party is performing a series of workshops, assessments to public schools and Regional Offices under the TREF fast track reform.
4	Attracting men to the teaching profession to broaden the talent pool. Currently, the profession is heavily feminized, with some visited schools having no male teachers.				Partially Agree	
4.0	Conduct a Gender Audit of TREF	Education Section	Olena Sakovych	6/30/2025	Completed	A Gender Audit of TREF has been conducted, and resulted in a TREF Gender Action Plan, drafted in a participatory manner, with all TREF stakeholders including MEHE focal person. The final draft of the TREF Gender Action Plan is ready and awaiting final endorsement by SMB.
5	Aiming for a sustainable approach to achieving inclusion and relevance of education services for refugees.				Partially Agree	
5.0	Advocate with MEHE to design and develop a SBC strategy to improve relationships between groups within schools and between AM and PM populations (to be designed).	Education Section LCO	Atif Rafique	12/31/2025	Completed	Action plan with scouts put in place and approved by MEHE. Training for scouts on CP and SBC done. Procurement of recreational items on its way. A SBC strategy is still being discussed with MEHE. However, concrete actions are currently taking place to improve relationships between the AM and PM shifts, involving the national scouts to create joint extra-curricular activities with both AM and PM children. Scouts action plan attached.

5.0	Increase communication on the funding of first and second shift and the contributions that donor funding have for the overall school population (part of the ongoing SF/PCF communication).	Education Section LCO	Atif Rafique	12/31/2025	Completed	Continuous structured and informal advocacy throughout programme implementation. TREF contributions are also formally communicated in SMBs, particularly on teacher and school payments.
6	Continue the provision of stationery and textbooks to schools.				Partially Agree	
6.0	Continue with distribution of stationery and other materials as per current school-level interventions.	Education Section of LCO	Tilal Mohamed Salih	6/30/2025	Completed	UNICEF has been actively implementing the MFP programs, Dirasa and Makani. In 2024 and 2025, a total of 308,833 vulnerable Lebanese and non-Lebanese children were reached with essential supplies to support their education through the MFP programs (Makani & Dirasa) or as part of the emergency response in 2024. The distributed kits include stationery, school bags, recreational items, early childhood development kits, and learning materials. In addition, children were supported in digital learning through digital hubs. For 2026, UNICEF plans to continue its support through MFP programmes with the aim to reach over 100,000 children with Education and learning materials. UNICEF has been supporting the provision of stationery for children attending second shift public schools until the 2021-2022 school year. UNICEF aims to identify funding to reinstate this support for the next 2024-2025 school year including an estimated 400,000 children across both first and second shift public schools with a priority for basic education. Under the Teaching at the Right Level (TaRL) programme in both formal and non-formal education, UNICEF will procure stationery and supplies for training centers to ensure that all trainings proceed as planned. During the 2025–2026 academic year, children from 100 schools and 30 centers will benefit from this programme. Once the schools' needs for national textbooks are received, UNICEF will distribute the remaining national textbook stocks to schools accordingly. UNICEF will support the provision of digital equipment, including devices and ICT kits, across selected 602 public schools in line with criteria agreed with the MEHE and

						project donors. The procurement of devices will allow to increase the ratio of devices to 1 device for each 12 students, while ICT kits will support 50% of classrooms across all selected schools. This investment will facilitate the delivery of a blended learning modality, enhancing personalized learning opportunities for children.
7	Invest in a school transportation system for students and teachers.				Disagree	
7.0	Continue cash support for marginalized children to support indirect costs of education including transport	Education Office	Fayza Saad	12/31/2024	Cancelled	Cash for Education programme SY23/24 - Programme Not Funded/discontinued
8	Address other types of in-kind support expected by school communities				Agree	
8.0	Support the solarization of 272 public schools to enhance cost efficiencies across public education while providing clean and reliable source of energy	Education Section of LCO	Atif Rafique	6/30/2025	Completed	Assessment of power supply conducted across public schools supported initial pre-selection of schools that are feasible for solarization, MEHE owned and include 200+ students enrolled. Detailed load assessment conducted across schools to finalize selection. Schools' selection finalized and endorsed by the MEHE – 158 schools have been completed, tested and commissioned to date – Around 80 schools will be completed, tested and commissioned by end of 2025. Power supply assessment data, Load assessment data and list of schools approved for solarization signed by the MEHE

8.0	Enhance internet connectivity across 602 public schools, including the above 272 schools under solarization	Education Section of LCO	Fayza Saad	6/30/2025	Completed	An assessment of internet connectivity and infrastructure has been conducted across all public schools. List of 602 priority schools for internet connectivity finalized and pending MEHE approval. The Terms of Reference for the implementation of the internet connectivity works across public schools have been finalized. Following the damage assessment conducted by UNICEF in response to the recent emergency in Lebanon, 538 schools were selected for the implementation phase. The company has commenced work based on the floor plans and network topology developed during Phase 1. As of July 2025, implementation has been completed in 213 schools. Work is ongoing in the remaining 325 schools, in close coordination with UNICEF ICT and Construction teams, the Ministry of Education and Higher Education (MEHE), and the contractors. Floor layouts , Network Topology, Heat Maps, BoQs are available.
9	Introduce outdoor activities and recreational activities for children.				Partially Agree	
9.0	Advocate with MEHE and CERD to develop a plan to increase outdoor recreational activities in schools during schooling time and beyond schooling time.	Education Section LCO	Ghinwa Itani	12/31/2025	Completed	Introduction and promotion of recreational activities in Summer School that may include, but is not restricted to, outdoor activities.
10	Implement PSS programs during the first shift and increase school staff awareness of the role of PSS counsellors				Partially Agree	
10.0	Advocate with MEHE (DOPS) to increase the scope of PSS support in the first shift (including the number of the CP schools).	Education Section LCO Child Protection Section LCO	Atif Rafique, Nisrir Tawily	12/31/2025	Completed	Support for materials and PSS. Development of PSS in Education Toolkit Training on Psychosocial Support targeting roving DOPS counsellors Appointment of School based CP Focal Points. A total of 956 public schools and high schools have 1,210 Child Protection Focal Points (CP FPs)(1 to 2 FP in primary and elementary and 1 in High schools) assigned across both levels. Development of child friendly videos to raise awareness on child protection policy in school settings including safe identification and referral (under finalization)

10.0	Technical support to MEHE (DOPS) to improve its communication on the role of PSS counsellors	Education Section LCO Child Protection Section LCO	Nisrine Tawily, Atif Rafique	12/31/2025	Completed	Support for materials and PSS. Training rolled out continued for focal points on child protection policy by MEHE DOPS PSS counsellors highlighting in addition to the CP Policy their role in referrals.
11	Improve communication regarding the program.				Agree	
11.0	Continue communication and dissemination efforts on the programme and its components.	Education Section LCO.	Atif Rafique	12/31/2025	Completed	Bilateral meetings with donors, MEHE and other parties. Weekly meetings with donor, MEHE and other parties in the context of TREF and programmatic updates.
12	Develop a clear vision of TREF window II and specific proposals for donors to facilitate funding decisions and fund allocation				Agree	
12.0	Organize workshops with donors and MEHE to understand their expectations and, where possible, align them with the vision of TREF window II.	Education Section of LCO and Senior Advisor TREF (Andreas Prauhart)	Tilal Mohamed Salih	6/30/2025	Completed	As part of the work done under the 2nd window of TREF, the first two SMB meetings for the 2nd window was held in 2024 and will be held on a regular basis or depending on the requirements and need. The 2nd window SMB included different donors such as EU, Finland, Norway, Swiss, Echo, ECW, FCDO, Prospects and MEHE and will tackle strategic topics related to the design of the programmes under the 2nd window and the transition framework from 2nd window to 1st window.
12.0	Dissemination event to communicate the vision of TREF window II	Education Section of LCO and Senior Advisor TREF (Andreas Prauhart)	Tilal Mohamed Salih	12/31/2025	Completed	2 Strategic Management Boards (SMBs) and one high-level SMB including strategic actors were conducted under the TREF Window II. Additionally, one SMB was held in 2025.
13	Develop further interventions which address the needs of teachers and principles				Agree	
13.0	Conduct trainings with CERD for teachers and school directors on actively supporting social emotional learning and child protection in school	Education section at LCO	Ghinwa Itani	12/31/2025	Completed	An integral part of the Learning recovery trainings for teachers has been supporting social emotional learning through providing them with tools to manage their emotions and keep a positive outlook on how to deal with children in the classroom. These trainings will be completed for teachers in cycles 1 and 2 in February 2024. As for teachers in KG and cycle 3, the trainings were conducted in May-July 2024. As for training on Child Protection, 2,537 teachers and 127 school directors were trained from May to July 2024.
14	Continue efforts to improve teachers' approach towards students, addressing aggressive and offensive behaviors.				Agree	

14.0	Continue training for school teachers on the CP Policy and GBV. Additionally, see action planned in response to “Evaluation Recommendation or Issue 14: Develop further interventions which address the needs of teachers and principals” regarding trainings with CERD.	Education Section, Child Protection	Atif Rafique, Nisrir Tawily	6/30/2025	Completed	Since the launching of the CP Policy in Education, UNICEF has supported the training of more than 5,000 teachers and school administrator on child protection policy as well as GBV. To address cases of violence in line with the MEHE’s Child Protection Policy in the school settings, UNICEF Lebanon has developed a VIS Concept Note and initiated a respective dialogue with MEHE and donors in 2023. One of the key activities to be supported is an implementation of the Child Protection Standard Operating Procedures including the finalization of the child-friendly version of the Child Protection Policy, code of conduct in school settings. Moreover, a contextualized SEL (Social and Emotional Learning) framework that integrates socio-emotional learning into thematic classes was designed to ensure that socio-emotional skills are integrated into the regular curriculum, rather than being taught as a separate subject. Good socio-emotional skills are closely linked with pro-social behavioral tendencies, whereas deficits in such skills are associated with aggressiveness. In addition, the CP training of teachers will be resumed by CERD in 2024, funded by UNICEF and the CERD-certified teacher training modules include the GBV issues and violence in schools’ prevention messages. Additionally, see actions taken in relation to the “Evaluation Recommendation or Issue 14: Develop further interventions which address the needs of teachers and principals” regarding trainings with CERD.
15	Continue supporting inclusive education; consider strengthening the intersectional perspective within the program.				Agree	
15.0	Advocate for disability-inclusive policies and legislation, including implementation of the National Policy on Inclusive Education for Children with Special Needs, approved by MEHE in 2023, along with adequate investments to put it into practice.	Education Section	Atif Rafique	3/31/2025	Completed	Promoted inclusive education policy. Inclusive education roadmap was finalized, costed and endorsed by MEHE in November 2024. The IE policy was distributed to 234 schools till end of July 2025.

15.0	Continue supporting an implementation of inclusive education programme in 110 public schools in the SY 2023/2024 and agree on the gradual phasing out and full handover of the programme to the MEHE by the end of SY 2024/2025.	Education Section	Atif Rafique	3/31/2025	Completed	Following endorsement of the inclusive education policy roadmap by the MEHE and inline with donor agreement, UNICEF continued supporting inclusive education in 117 schools in SY23-24 and SY24-25 (7 new schools were selected to support the education emergency response in the South). The full hand over to the MEHE has been postponed. It was agreed for SY25-26 to shift to a more cost effective and scalable implementation model, and increase domestic funding.
16	Develop interventions that support community cohesion				Agree	
16.0	Scale up the interventions already piloted in the MFP programmes throughout the past year across the 3 levels of community school and individual to ensure that community platforms are further empowered while the school clubs and PTAs are active and engaging with different community groups. Messaging about the MFP programmes will be further enhanced to ensure better understanding about the target groups to ensure that tension is not created among the community due to false messaging and misunderstanding.	Education Section	Atif Rafique, Tilal Mohamed Salih	12/31/2025	Completed	Under the different MFP programmes; Dirasa and Makani, UNICEF has provided specific focus to community cohesion across different levels: <ul style="list-style-type: none"> Community Level: In each of the targeted schools, the UNICEF community engagement partners have been active in forming community platforms that includes caregivers and key actors in the community. Those community platforms have been active in assessing community needs and designing initiatives to respond to these needs. Such initiatives have succeeded in enhancing social cohesion between the different groups at a community level. School level: Through UNICEF's direct engagement with the private and private-free schools, and in addition to the work done on a community level, UNICEF worked on establishing an active parents teachers association (PTA) or train the already formed PTAs on community engagement and social behavior change. The PTA is responsible for organizing events at school and community level to bring the families and caregivers together and strengthen social cohesion at community level. Moreover, school clubs (such as sports, environment, arts, music clubs or others) have been formed as part of the extra-curricular activities for all children enrolled in the school. In addition, capacity building and training for students will be provided by the community support partners whenever needed. Active school clubs are

						being supported with seed funding to implement community initiatives, while other events such as sports tournaments will be organized to enhance social cohesion, and children's wellbeing. • Individual level: Enhanced the livelihood of Lebanese families and the wider community by employing 5,000 Lebanese teachers and staff (such as supervisors, janitors, counsellors, and cleaners), including 2,000 teachers and staff already in service and engaging 3,000 additional teachers and staff across the different Dirasa schools and Makani centers.
17	Develop a better monitoring and results framework for the program, especially by reviewing indicators.				Agree	
17.0	Part of the annual review of 2023 and annual planning of 2024, the Education Section reflected on its workplan and indicators and is planning to perform a more collaborative approach in the design of the results framework of the programme for the upcoming years.	Education Section	Lisa Kim, Souad Al Sarraf	3/31/2025	Completed	The Education Section conducted a Session in December to reflect on the results achieved in 2023 and had a series of planning sessions in 2024 including collaborative sessions where indicators were reviewed. A workshop was held early 2025 to perform the end-year review of the UNICEF-MEHE AWP.
18	Continue to improve the data collection capacity at MEHE				Agree	

18.0	Support the MEHE in improving data collection through the capacity building of MEHE staff at central, regional and school level with the support of the TREF Third Party through the TREF fast track reform and training of trainers as well as improving the MEHE ICT infrastructure including EMIS	Education section at LCO	Souad Al Sarraf	12/31/2025	Completed	Support the MEHE in improving data collection through the capacity building of MEHE staff at central, regional and school level with the support of the TREF Third Party through the TREF fast track reform and training of trainers as well as improving the MEHE ICT infrastructure including EMIS Education section at LCO Education Manager (Lisa Kim) December 2025 Underway Also part of the fast-track reform proposed by the TREF Third Party and the support UNICEF is providing to the MEHE to improve its information management system and the related data collection, reporting and reviewing. With the support of the TREF Third Party, attendance logbooks at school level for both teachers and students were reviewed and enhanced to ensure better data collection. Training videos were launched in 2023 and a series of face-to-face trainings/awareness sessions to school directors and SIMS operators were provided in 2024 on the use and best practices of the school management system. Discussions and planning sessions are also currently ongoing with the newly appointed Digital Transformation advisor to the MEHE minister and a plan to improve MEHE-ICT infrastructure including EMIS and other components will be developed by the end of August 2025. In June 2024, a 2 day workshop took place between UNICEF and MEHE (including central and REOs) to draw lessons learned from previous years and develop new cost efficient and clear SOPs for second shift school year 24-25. In January 2025, a monitoring and evaluation workshop with the support of BDO took place to standardize the REOs and MEHE central monitoring of schools and reporting to DG and UNICEF.
19	Increase coordination and cooperation on education interventions with the World Bank and UN agencies, leveraging international interventions and investments to effect systemic changes, but also to allow for prioritization within the program itself.				Agree	

19.0	Continue conducting and leading on the bi-weekly meetings held with other donors and UN agencies (including World Bank). Propose inviting World Bank, UNHCR and UNESCO as standing observers to TREF SMB meetings.	Education Section LCO	Atif Rafique	6/30/2025	Completed	UNICEF coordinates with WB and UN agencies regularly. UNICEF holds bi-weekly meetings with UNHCR to coordinate on FE/PM shift. We also liaise with WB regularly. WB joins the SMB (depending on the agenda) and we also coordinate with them for the monthly education donor working group agendas/discussions. On leveraging international interventions, UNICEF works with Save and UNESCO to strengthen the education system through ECW funds. The grantees coordinate to support the MEHE. Regular technical and high-level platforms are available.
20	Consider introducing conditionality to tie fund disbursement within the program with progress in systemic reforms				Agree	
20.0	UNICEF will continue to operate deductions for non-operation of schools and low attendance. Estimations methods will be generalized and systematized in TREF and MEHE (SIMS and financial department).	Education Section	Souad Al Sarraf	12/31/2025	Completed	Operation of deductions for non-operation of schools and low attendance were introduced by UNICEF and estimations are currently done by UNICEF. These attendance deduction procedures are available and updated upon need based on MEHE decisions/instructions related to attendance and based on SMB decisions. Allocations to school funds and parents council funds factor in students attendance and school liquidity.
21	A stronger push for policy and legislative reforms (accompanied by efforts to change related practices)				Agree	

21.0	Support CERD in designing the legal strategy to amend the regulations that impede the transfer between formal and non-formal education (launched).	Education Section	Souad Al Sarraf, Tilal Mohamed Salih	6/30/2025	Completed	A solid foundation for evidence-informed policy development has been established through desk reviews, stakeholder consultations, and the drafting of policy documents to facilitate the transition of out-of-school children from non-formal to formal education. The draft legal framework has been endorsed by the Prime Minister, marking a significant milestone in the process. The implementation of the framework has been delayed due to many factors, including ongoing systemic barriers most notably the legal documentation requirements that continue to prevent many children from enrolling in formal education. UNICEF is actively advocating for its rollout to ensure inclusive and equitable access to formal education.
21.0	Provide CERD and MEHE with technical support to adopt aligned standards and competencies for curriculum and assessment to facilitate the transitions between formal and non-formal education (launched).	Education	Tilal Mohamed Salih, Souad Al Sarraf	9/30/2025	Completed	With the support of the technical teams embedded at MEHE and CERD, the BLN and ALP curricula have been revised to ensure alignment with national learning standards and facilitate smoother transitions between non-formal and formal education. A standardized teacher training manual is currently being finalized to support implementation, with national rollout scheduled for Q3 2025 targeting NFE teachers. To strengthen certification pathways, examination materials, including a finalized bank of questions have been developed to align with defined learning benchmarks. Implementation of the assessment system is the next step, in coordination with the technical teams at MEHE and CERD, to ensure a standardized and transparent certification process across NFE programmes.

21.0	Advocate with MEHE for a reform of the teacher deployment system for civil servant and contractual teachers (to be planned).	Education Section	Souad Al Sarraf, Tilal Mohamed Salih	12/31/2025	Completed	Coordinate with the World Bank and other partners on teacher efficiency as part of MEHE's cost-efficiency reform track (reform plan 2025) Actively engage in and provide inputs based on evidence and data to the reform roundtables on teacher deployment system. Provide technical assistance on the education reform through expert deployment at MEHE and CRDP
21.0	Support MEHE in planning a mapping of schools and teachers with the view of increasing efficiency (for example by merging small schools with low numbers of students).	Education Section	Tilal Mohamed Salih, Souad Al Sarraf	12/31/2025	Completed	Support MEHE in developing a map of all public schools that highlights actual enrollment VS. carrying capacity, education levels, and teaching workforce. Coordinate with the World Bank regarding the mapping of the teaching workforce to review the data for evidence planning. Coordinate/organize consultation with key education stakeholders at regional level (including REOs, school directors and education sector partners) to discuss cost-efficiency strategies including identifying potential for merging schools, and enhancing student-teacher ratio / classroom ratio. Theory Of Change has been developed for the Learning Recovery and its evaluation is currently underway with support from the PME section.
21.0	Assess delivery and results of learning recovery 2021/2022	Education Section	Souad Al Sarraf, Tilal Mohamed Salih	12/31/2025	Completed	Evaluation completed and final report submitted in February 2025
21.0	Provide MEHE and CERD with technical support to implement the Educational Reform agenda, including the reform clusters, reform tracks, and the structure of the reform process	Education Section	Tilal Mohamed Salih, Souad Al Sarraf	12/31/2025	Completed	Regular weekly meetings are held with the Senior Education Consultant in support of the reform agenda at MEHE and CERD. Technical assistance has been deployed at CERD in support of curriculum reform
21.0	Support MEHE to develop a Teaching and Learning Innovation Fund (SIF) based on school improvement plan in principle in selected public schools, focusing on quality of teaching and learning	Education Section	Souad Al Sarraf, Tilal Mohamed Salih	12/31/2025	Completed	After a halt of 6 months due to the hostilities, the TLIF program pilot resumed in February 2025 with 34 participating schools; funds were transferred to schools, trainings started, and digital devices distributed. The official implementation starts in September 2025 at the beginning of the new SY