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The global fund for education in emergencies



ECW Multi-Year Resilience Programme (MYRP)

Lebanon

2022 - 2024

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ECW Multi-Year Resilience Programme for Lebanon

Programme Title	Securing the right to education for crisis-affected girls and boys in Lebanon	
Duration	January 2022-2024	
Targeting	875,000 vulnerable school-aged girls and boys – of whom 60% are girls and 10% are children with disabilities	
Funding Overview	MYRP Total Requirement	US\$ 50 million
	ECW Seed Funding Investment	US\$ 12 million
	Required Resources	US\$ 38 million

Programme Summary

The education sector in Lebanon has faced multiple shocks over the past decade, with a significant acceleration since 2019. The impact of the Syria crisis and subsequent events, including the COVID-19 pandemic, has caused a major learning disruption that has compounded over time. A severe economic crisis is directly impacting the sector at all levels. The Port of Beirut explosions in 2020 damaged more than 200 public and private schools, 32 universities, and 20 technical and vocational education and training centres, impacting learners, educators and communities. These shocks have led to an education crisis, and the destabilization of major public and private education institutions, as well as community-based learning centres. Moreover, they have negatively impacted the Ministry of Education and Higher Education and education sector partners' ability to meet increasing demands for publicly-funded education or to tackle the increasing number of out-of-school children.

The Lebanon Multi-Year Resilience Programme (MYRP) seeks to ensure that over 875,000 crisis-affected girls and boys, including adolescents have equal access to a free education, and that every student is able to learn effectively. It is about successfully engaging with learners and responding to their needs by understanding and tackling the growing web of vulnerabilities across the school-age population.

The MYRP concentrates ECW seed funding on the following key objectives: (a) setting up the frameworks and programming for long-term commitments; (b) improving the evidence base and transparency of the activities implemented in the education sector, both by the Ministry of Education and Higher Education and implementing partners. These include: reviewing the evidence for remote learning during the pandemic (outcome 1); re-examining the inclusive education pilot (outcome 2); reassessing the existing Francophone teaching and learning pilot delivered using ECW finance; and establishing a learning outcomes roadmap (outcome 3). In addition, the seed funding will focus on ensuring that the acute needs of out-of-school girls and boys are met through the provision of relevant non-formal education programmes. The ECW seed funding will reach over 233,000 girls and boys, including adolescents. Of this, 67% are refugees.

The MYRP will focus ensuring that the most vulnerable children and adolescents living in Lebanon are supported to learn, despite the multiple crises affecting them and their families. Furthermore, it will work on building the resilience of the education sector in its widest sense, including public sector schools, non-formal education, and blended and online learning. It will work on the whole spectrum of educational activities, rather than on piecemeal basis or via parallel silos. The MYRP will also increase trust and collaboration between the Ministry of Education and Higher Education, implementing partners, donors, and civil society. Finally, it will prioritize evidence-based programming, along with improving the availability of data and the transparency of communications.

The MYRP will operate in line with the newly released General Education 5 Year Plan and will support ongoing work and approaches across the education sector through advocacy and resource mobilization. The MYRP will function as a catalyst to increase national and global political commitment to the education sector in Lebanon and achieve enhanced support and resourcing to expand the reach and effectiveness of interventions.

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

1. Situational and Institutional Analysis¹

1.1. Country Context

Public education in Lebanon has faced multiple shocks over the past decade with a significant acceleration since 2019. Before the Syria crisis, Lebanon was already providing free education to thousands of non-Lebanese students, particularly Palestinians and Iraqis displaced by conflict. Around 70% of Lebanese children were enrolled in private schools, partly because the public sector lacked facilities perceived by caregivers to be necessary to provide a quality education. By 2018, Lebanon's public-school population had almost doubled, driven by the enrolment of Syrian students with international financial support provided under Reaching All Children with Education funding (RACE II 2017-2021). Enrolment was concentrated in a second shift in 350 public schools (approximately 27% of the system). The Ministry of Education and Higher Education and a coalition of partners also collaborated to provide non-formal education for children who were not ready to enter mainstream schools.

The Ministry of Education and Higher Education demonstrated commitment to delivering education access to all children between grades 1 and 9, consistent with current Lebanese law. Nevertheless, financing mandatory education remained challenging during the duration of the RACE II programme. According to the most recent United Nations High Commissioner for Refugees estimates, 21% of persons of concern still have no access to the Lebanese education system.²

In late 2019, the Lebanese economy collapsed, and the value of the Lebanese Pound plummeted. The economic impact on much of the population across all nationalities has been devastating. As a result, the crisis has put pressure on the provision of public education services in the following three ways:

1. There has been a significant migration from private education as families have sought to stabilize their situation. Ministry of Education and Higher Education data indicates a 17% increase in Lebanese enrolment in public schools in the last year. Analysis of unique student identity documents shows that more than 51,500 children migrated from private to public schools between 2019/20 and 2020/21, accounting for 13% of the current cohort.
2. The education sector workforce has been deeply affected by the economic crisis. Public sector workers are paid in Lebanese Pounds, with the result that the purchasing power of wages has dramatically reduced. This has resulted in significant industrial action by both tenured and contract staff. The crisis has also affected education sector staff's ability to discharge their professional responsibilities.
3. The worsening outlook is increasing levels and complexity of vulnerability in the school-age population. In late 2019, the World Bank projected that up to 50% of the population could fall below the poverty line. This has already transpired and has been surpassed. With limited social safety nets in place, increasing numbers of students need more comprehensive support in the form of health, nutrition, psychosocial and counselling services in order to be able to learn effectively and stay in school. The 2020 Vulnerability Assessment of Syrian Refugees in Lebanon report indicates stable year-on-year enrolment of Syrian children in basic education³. Nevertheless, continuing or deepening economic deprivation is likely to result in decrease in retention and enrolment.

¹ ECW applies the definition of the Djibouti declaration of Refugees, returnees, IDPs and their host-communities: <https://iqad.int/attachments/article/1725/Djibouti%20Declaration%20on%20Refugee%20Education.pdf>

² <https://reporting.unhcr.org/node/30072>

³ <https://reliefweb.int/sites/reliefweb.int/files/resources/VASyR%202020.pdf>

The events of 2020 compounded these shocks. The Ministry of Education and Higher Education closed all schools and set up remote and later blended approaches to education to manage the impact of COVID-19 on teaching and learning. Indications globally are that vulnerable children are most at risk of experiencing severe learning losses and are at risk of not returning to school. In Lebanon, as elsewhere, vulnerability is increasing due to the economic and social consequences of the pandemic on families.

These interrelated shocks have occurred in a context where children with disabilities face a higher risk of exclusion. The Lebanese Law No. 220 (2000), guarantees all people with disabilities the right to education and other services. However, this law has not been effectively implemented. In both the public and private education system, children with disabilities are often denied admission to school because of their specific learning needs. Even when enrolled, the system often fails to provide reasonable accommodations related to the physical environment, curricula and teaching and learning material used. School staff often do not have the capacity to meet the specific learning needs of children with disabilities. This means that approximately 5% of children under the age of 14 who have disabilities, equivalent to 40,000 children⁴, are less likely to receive a quality education than their peers, and in many cases face exclusion and discrimination.

Adolescent girls also face additional barriers to safe, quality education. Evidence from gender analysis conducted by Save the Children International in 2020 estimates higher rates of dropout among adolescent girls. Adolescent girls are at higher risk of being forced into child labour and forced early marriages by caregivers, particularly when they reach intermediate and secondary classes. Girls also face gender-based violence in school and when travelling to school, as well as sexual harassment and exploitation. Girls' attendance in school is also at risk when they lack access to menstrual products. Adolescent boys also face risks limiting their access to education – in particular, the risk of being engaged in child labour and harmful work.

1.2. Education Needs Overview

School education in Lebanon is led by the General Directorate of Education in the Ministry of Education and Higher Education. Administratively, education to Grade 9⁵ is managed through a network of Regional Education Offices located in each of the eight governorates, coordinated by the Directorate of Primary Education. School Directors have discretionary powers to manage the day-to-day running of their staff and buildings. The Department of Guidance and Counselling within the General Directorate offers support services in schools for students and teachers. The Centre for Educational Research and Development, operating under the auspices of the Minister for Education and Higher Education, has responsibility for the school curriculum and in-service teacher professional development, among others.

Markers of vulnerability include legal status, poverty, gender, ethnicity, disability, religion, or being part of a family or community under stress. In practice, vulnerable girls, boys, including adolescents often have special needs under multiple dimensions; therefore, they require support and resources to learn and benefit from being in education. In line with the Ministry of Education and Higher Education's analysis, the main sources of vulnerability in the Grade 1-9 age population in Lebanon are listed below.

Poverty/unemployment: Even before the collapse of the economy rates of poverty were high among both Lebanese and refugee households. Enrolment in public education is itself frequently a marker of economic and social vulnerability in Grades 1-9⁶. The 2020 Vulnerability Assessment of Syrian Refugees in Lebanon report indicates sharp increases in the proportion of Syrian households unable to afford even the survival minimum expenditure basket in the last year. The collapse of the economy is also a significant issue for the education workforce, who have seen the purchasing power of their wages collapse.

Nationality/legal status: Non-Lebanese children and adolescents, (including refugee children and children without citizenship documentation) who represent almost 50% of the public-school population are more likely to be out of school than their Lebanese peers. Although it is difficult to establish the true size of the refugee children population, refugee children face particularly high barriers to accessing learning, both in formal schools and through non-formal access routes.

⁴ These data are reported by UNICEF, the World Health Organization, and the World Bank.

⁵ NB: the existing legal framework for mandatory education in Lebanon is between Grades 1-9.

⁶ This is not the case for Grades 10-12, where private to public migration has been common over many decades.

Access barriers include poor economic conditions and the inability to afford education-related costs. Other main barriers include transportation, as well as lack of legal documents, difficulty learning in the language of instruction, child labour, and early marriage for girls. More recent crises, such as the COVID-19 pandemic and the collapse of the economy, mean access to education is even more at risk. For the most vulnerable, access to distance learning is not possible, further perpetuating inequitable access to learning.

Disability Inclusion: The Ministry of Education and Higher Education has conducted promising pilots on inclusive education for children with disabilities under the RACE II programme. However, provision for those with disabilities and special educational needs requires more work and investment in order to fully implement the Law 220/2000. Physical, environmental and institutional barriers must be removed, by making learning spaces more accessible, inclusive and accommodating. The education system must also ensure that the curriculum and teaching and learning materials, as well as the pedagogical methods used in the classroom are accessible for children with disabilities. This, in part, will involve the adoption of blended teaching modalities (e.g. audio, texts, videos, etc.) and by providing assistive devices. Finally, school personnel must be supported to better include children with disabilities in learning environments.

Gender: Lebanon has high levels of gender equality in education. Educational enrolment and attainment are relatively equal for primary, secondary, and tertiary schooling. Although there are more school-aged out-of-school boys than girls and more women in tertiary education, few women are represented in science, technology, engineering, or maths⁷. Consideration of gender-responsive curricula and pedagogies is poor, and the Ministry of Education and Higher Education has yet to perform a gender audit of its current curriculum or textbooks. Teachers' knowledge and capacity on gender equality is another area for development. UNICEF supported the Centre for Education Research and Development in creating a training module on gender. The purpose of this initiative was to introduce public school teachers to the importance of changing the gender paradigm and developing self-awareness to address girls' and boys' needs in the classroom. The gender module is included in the yearly training catalogue at the Centre for Educational Research and Development, and training is being digitized in 2021. Most teachers are female in formal and non-formal education settings: 89% of primary teachers, 67% of secondary teachers, and around 94% in non-formal education programmes (basic literacy, numeracy and community-based early childhood education).

The evidence for gender as a marker of vulnerability is mixed and complex. The Ministry of Education and Higher Education data for 2020/21 shows that 52% of the full first shift and 49% of the full second shift students are female. This roughly equitable gender distribution holds for all nationalities (Syrians, Palestinians and Iraqis) in the first shift, as well as for all governorates and districts (*cazas*). Analysis by grade shows 49% of the cohort is female in kindergarten, Cycle 1, and Cycle 2, rising to 54% in Cycle 3, and 60% in secondary grades. These grade distributions also hold for governorate and *caza* levels, although there is more variation in secondary grades than elsewhere.⁸ Assuming gender parity in the population, it is likely that girls and boys face different barriers to education. It will therefore be important to consider gender in a nuanced way, focusing on the specific vulnerabilities of children and adolescents based on their gender. For example, given that girls are only half as likely as boys in Lebanon to have access to digital tools, they are more vulnerable to dropping out if learning moves online. Furthermore, there is a well-documented global link between girls dropping out of school and child marriage. In this case, there is a strong argument for prioritizing the needs of girls when considering blended and online learning solutions. In addition, safety audits and needs assessments with vulnerable girls must be prioritized, given the different risks they face.

Mental health/psychosocial needs: Children and adolescents from all communities are likely to experience worsened mental health outcomes as a result of the deep economic and social impacts of the economic crisis and COVID-19 on their families. This in turn is likely to have adverse impact on learning and school access. A report from 2020 exploring the impact of the COVID-19 pandemic on adolescent Syrian refugees living in the Bekaa Valley showed that 54% of adolescents interviewed experienced "stress and anxiety because of the COVID-19 outbreak and subsequent measures imposed in Lebanon to curb the spread of the virus". The most reported symptoms included loss of energy, mood swings, frustration as well as symptoms of stress and anxiety.⁹ Specifically for children, not being able to go back to school has, since the start of the COVID-19 pandemic, been a major stress factor.¹⁰ Girls and boys have experienced negative

⁷ The Status of Women in Lebanon: Assessing Women's Access to Economic Opportunities, Human Capital Accumulation & Agency (2021). World Bank and UN Women. Internal report shared with authors.

⁸ Enrolment data provided by the Ministry of Education and Higher Education from SIMS for 2020/21, 21 April 2021

⁹ Danish Refugee Council, The Impact of COVID-19 on Syrian Refugee Adolescent Well Being and Coping in Lebanon, Aug 2020

¹⁰ Plan International Lebanon (April 2020) COVID Needs Assessment;

https://reliefweb.int/sites/reliefweb.int/files/resources/lebanon_covid-19_needs_assessment.pdf

feelings from being out of school with the majority (59%) noting that they felt worse the longer they were out of school. Children reported that these negative feelings affected their ability to concentrate and motivation to learn, their energy levels and ability to sleep as well as their appetite.¹¹ A Save the Children study conducted at the height of the lockdown found that 58% of girls were likely to be homebound (compared to 40% for boys), leading to feelings of isolation and loneliness.¹² Mental health needs have become more severe in all parts of the Lebanese population since 2018, including among the education workforce. Children with disabilities are likely to face particularly negative impacts on their well-being. These findings highlight the need for Mental Health and Psychosocial Support (MHPSS) for individuals experiencing anxiety, depression and other stress-related symptoms.

1.3. Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP aligns
Sustainable Development Goal 4 Strategy (General Directorate of Education)	The MYRP's focus on tackling the impact of vulnerabilities on access to education is well aligned the vision set out in government's strategy to achieve Sustainable Development Goal (SDG) 4. This contributes to advancing SDG 4 school environment and learners' wellbeing. The strategy foresees plans for a public-private partnership to transform the provision of early childhood education with the aim of offering at least one year of pre-primary education for all children by 2030. It also includes a school-based social support hub to address vulnerabilities and expanded special education needs provision development programme, with an initial focus on moderate learning difficulties.
2021-25 Sector Plan (General Directorate of Education)	The 2021/2025 Sector Plan sets out the Ministry of Education and Higher Education's priorities towards meeting the aims of the SDG 4 over the next five years. The MYRP will make a significant contribution to the implementation of this Plan, by directly contributing to key priority areas. The MYRP will augment inclusion and remove barriers to learning and participation, enhance the provision of non-formal education, advance blended learning and teaching skills and support language proficiency. The MYRP is also aligned with the National Strategy for Women developed by the National Commission for Lebanese Women and the National Child Marriage Action Plan.
Lebanon Crisis Response Plan	The Lebanon Crisis Response Plan aims to provide protection and immediate relief assistance and deliver basic services to Syrian and Palestinian refugees, as well as to vulnerable Lebanese people. While the MYRP is aligned to this Plan, the Plan itself mainly focuses on refugees and does not tackle all vulnerabilities identified in the MYRP. The MYRP will therefore serve as a bridge between the Lebanon Crisis Response Plan and the Sector Plan.
Lebanon Emergency Response Plan for Education	The multi-sectoral humanitarian Emergency Response Plan is a 12-month plan to address the needs of the most vulnerable among Lebanese people and migrants affected by the economic crisis, complementing the Lebanon Crisis Response Plan. It calls for exceptional time-bound assistance to save lives and alleviate suffering of the target population. The MYRP is aligned to this plan in tackling the impact of vulnerability on children's ability to access learning.
Transition and Resilience Education Fund	The Transition and Resilience Education Fund is a key reform vehicle for the education sector in Lebanon. It is a pooled fund that supports the implementation of the national Education Sector Plan. UNICEF manages the Fund in close cooperation with the Ministry of Education and Higher Education and other key partners. The Fund will be one of the funding instruments for the government and, along with the MYRP, support the government's efforts to expand education.

¹¹ SCI and NRC (May 2021) Impact of School Closures during COVID-19 in Lebanon.

¹² Save the Children (May 2020) Views from the Lockdown: Children and Youth's Experience of COVID-19 in Lebanon; <https://lebanon.savethechildren.net/sites/lebanon.savethechildren.net/files/library/Child%20Survey%20Summary.pdf>

The MYRP's Added Value

By tackling a range of child and adolescent vulnerabilities that impact on their ability to access education, the MYRP answers to the needs of the current crisis in Lebanon. The MYRP considers the main threats to continued resilience in the education sector, expressed as increasingly complex vulnerabilities across the school-age cohort. At the system level, this phenomenon, driven by multiple emergencies, has the potential to overwhelm the available supply of education services, in both formal schools and in non-formal settings. Efforts to keep children and adolescents in school and learning will also require delivery of more bespoke service delivery, with an associated impact on resources.

The MYRP is designed as programmatic support to bridge the nexus between humanitarian responses and development activities. While the formal education system is the main means of reaching children with quality education services, the MYRP ensures that alternative pathways let children re-enter learning and catch up to participate in education at an appropriate level.

The MYRP will also constitute an advocacy platform that is evidence-based and that identifies needs and gaps in the sector. The MYRP will build evidence on what works to deliver quality education services to Lebanese and refugee populations in Lebanon and build learning and communication across its programme cycle. The MYRP's design and integration in the existing sectoral structures ensure that the MYRP can respond to the needs of donors seeking high quality investment opportunities that are aligned with wider sectoral approaches and strategies.

The added value of the MYRP is its strategic position between the Sector Plan and the crisis and emergency plans that are in place. By focusing specifically on the nexus, the MYRP provides a structure for bring government, donors and development and humanitarian actors together to coordinate on key priorities and to complement implementation to deliver results for the most vulnerable.

1.4 Ensuring Humanitarian-Development Coherence

Over the last seven years, the RACE II Executive Committee has been the primary coordination mechanism for the education sector. This body has primarily focused on humanitarian work, particularly in relation to enrolling displaced Syrian girls, boys and adolescents in public and non-formal education.

The MYRP focuses on stabilizing and extending the right to education and the right to learning for all girls, boys and adolescents (including Lebanese children) in Lebanon using a multi-faceted vulnerability lens. Therefore, it offers a learner-focused opportunity for the Ministry of Education and Higher Education and its partners to come together in a strong, new coalition. To achieve this, it is important to enhance dialogue among national and international partners. While much of the work included in the MYRP focuses on the development of the public-school and non-formal education systems, it is important to remember that the current situation in Lebanon bears many of the hallmarks of a humanitarian crisis. The MYRP seeks to ensure that all girls, boys and adolescents retain the right to receive a free education, including refugee children and children affected by crisis. However, the MYRP also has a development lens, and aims to ensure that all children reached receive a quality education.

The MYRP will be delivered through a coalition of implementing partners, including United Nations agencies and International NGOs, as well as organizations of persons with disabilities. The partners will also seek to strengthen their links with other governmental actors, such as the Ministry of Social Affairs, the Ministry of Health, and the Ministry of Labour. They will also seek to join up with relevant programming outside the education sector, including the Lebanon Emergency Crisis and COVID-19 Response Social Safety Net Project, which provides a social safety net for the poorest families in Lebanon.

1.5 Funding Context and Funding Gaps for Education

The Lebanese government's education budget does not include funds for the development of the education system. Resources are allocated annually, with increases for priorities such as salaries and rental costs. While the Ministry of Education and Higher Education can currently pay salaries for teachers in the first shift, and rental costs, it has no budget earmarked to improve the quality of teaching and learning in public schools.

Since 2014, the Ministry of Education and Higher Education has relied on support from a coalition of partners to help it cover the cost of enrolling displaced girls, boys and adolescents, particularly in the second shift. The RACE II programme, which was costed at approximately \$350 million per year, comes to an end in 2021. Full financing was never achieved for RACE II, and the Ministry of Education and Higher Education in recent years has used other resources, such as the World Bank's Support to Reaching All Children with Education 2 programme, to cover a proportion of basic enrolment costs. The closure of RACE II will leave the government with a multi-million-dollar annual gap to maintain the enrolment rates of displaced girls, boys and adolescents. at current levels.

The closure of the RACE II programme is an opportunity for partners take stock of their involvement in the education sector. Lebanon's need for external support and partnership has increased in scale and complexity, but the pipeline is limited.

Continuing programs include:

1. *The Support to Reaching All Children with Education 2 programme (World Bank)*. This \$204 million combination of loans (\$100 million) and grants (\$104 million) will end in 2023 and is a Programme-for-Results financing programme that incentivizes the Ministry of Education and Higher Education and the Centre for Educational Research and Development. It aims to deliver reforms in areas ranging from curriculum development for school-based management and planning and strengthened use of sector data. Original plans foresaw the use of much of this fund for a programme of school building and rehabilitation.
2. *Quality Instruction towards Access and Basic Education 2 (USAID)*. This \$90 million programme delivered by World Learning will end in 2024. The programme focuses on strengthening foundational literacy and numeracy in Lebanese schools, as well as on personal social health and economic education. The emphasis is on early grades and early-childhood education. Given the nature of the programming and its emphasis on stronger learning outcomes, the principal partnership is with the Centre for Educational Research and Development.
3. *Lebanon Five Year General Education Plan (2021-2025)*. The Plan's vision is that all children living in Lebanon will complete basic education, and they will have equitable access to secondary education, technical and vocational education and training, and higher education. The public education system will be of higher quality, so that learning outcomes improve and that students leave with employable competencies and skills. The system will strengthen its resilience, so that crises are effectively managed. The initial costing estimate of the plan came up to \$744,986,761 (including social measures and programmes by the Ministry of Social Affairs), with \$279,000,000 secured from other programmes including the Support to Reaching All Children with Education 2 programme (#1 above) and the Lebanon Emergency Crisis and COVID-19 Response Social Safety Net Project.

1.6 Stakeholder Consultation Process

The Lebanon MYRP was first discussed with partners in December 2020 during an ECW mission to the country. The Director General of Education convened a Task Force to facilitate the development of the MYRP on behalf of the Ministry of Education and Higher Education and the spectrum of partners in the sector in Lebanon. This included representatives of UN agencies, as well as bilateral donors, the World Bank, international and national NGOs, organizations of persons with disabilities and key government experts, such as the gender focal point at the Ministry of Education and Higher Education.

Starting with a discussion around a zero-draft theory of change, the Task Force was actively involved at all stages of the development of the MYRP. Task Force members were encouraged to share relevant background documentation related to their own programming, as well as comments and feedback on multiple drafts of the plan. They were also encouraged to consult more widely in the sector to ensure a broad range of views and priorities were taken into consideration. During an ECW mission in October 2021, a further round of consultations was undertaken, with a wide group of sector partners. Additionally, the Save the Children Gender Specialist and UNICEF Gender Focal Point reviewed the MYRP in-country and proposed concrete ways to strengthen the gender integration in the MYRP. Final consultations on the draft MYRP were conducted remotely with the Task Force at the end of November 2021.

2. Programme Description

2.1 Theory of Change

Impact	All girls and boys, including adolescents have access to free education that supports them to learn whatever their vulnerabilities. Gains have been made in enrolment, access to ECE, transfer from NFE, and retention to Grade 9, while demand for secondary education is building. Covid-19 related learning losses are minimal.			
Outcomes	1. Crisis-affected girls and boys have access to inclusive, gender-responsive, and relevant quality learning	2. Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments, where their specific needs are met	3. Crisis-affected Girls, boys and adolescents achieve better learning outcomes in education	4. Sufficient resources are mobilised to scale implementation of the programme and to monitor programme quality based on robust evidence base
Outputs	1.1 A "whole of system" approach to NFE is established and functioning	2.1 Crisis-affected girls and boys are referred to relevant support services	3.1 School improvement planning is reinforced through capitalization of plans that are responsive to the institutions' population diversity in gender, ability, language and previous educational experience	4.1 Modelling scenarios undertaken to outline the scale of demand in shaping future investments within and beyond the MYRP and within the Lebanese government for medium-term planning of formal and non-formal education
	1.2 Vulnerable OOSC girls and boys are provided with the support they need to join and stay in school by removing existing barriers and limitations through a flexible, school-based bridging programme			
	1.3 Out-of-school girls and boys are provided with relevant, gender-responsive non-formal education programmes	2.2 Inclusive Education policy and roadmap are developed	3.2 Early learners (girls and boys) in formal and non-formal education are ready to begin learning	
	1.4 Crisis-affected girls and boys in formal and non-formal education are provided with flexible access, and relevant gender-responsive blended learning			4.2 Existing advocacy efforts at national and international levels are strengthened and complemented to boost fundraising efforts
	1.5 A post-Covid-19 inclusive and gender-responsive learning campaign focused on girls' education is rolled out.	2.2 Gender is adequately mainstreamed throughout the MYRP	3.3 Learning measurement contributes to track achievements and effective practices across the system in a valid and reliable manner	

2.2 Programme Description

Outcome 1. Access

Crisis-affected girls and boys have access to gender-responsive, inclusive, and relevant quality learning

ECW Thematic Priorities: Access, Continuity and Protection

The Ministry of Education and Higher Education has a legal commitment to offer education free of charge to every child living in Lebanon between Grade 1 and Grade 9. It also aims to extend the provision of kindergarten, given the well-evidenced relationship between quality early childhood education and improved learning outcomes over time. Additionally, the government aims to deliver secondary education to a greater number of Lebanese children. An immediate priority for the MYRP is to stabilize and strengthen the supply of basic education, given the changing context summarized in Section 1.1 and 1.2. To support this, the MYRP will focus on system-level interventions detailed below.

1.1.A “whole of system” approach to non-formal education is established and functioning

While in the past the focus of international support was almost exclusively on non-Lebanese girls and boys, the current political, economic and health crises require a new holistic approach. Interventions will need to target a growing number of vulnerable out-of-school girls and boys, including Lebanese children. Support will be provided to the non-formal education committee at the Ministry of Education and Higher Education to develop and design a “whole of system” approach. This will include regulated, cost-effective, gender-responsive, multiple flexible pathways for vulnerable out-of-school girls and boys. A unified data management system will be created. Transition and retention processes and frameworks will be revised. A clear referral mechanism for other sectors including health, nutrition and child protection will be developed, in line with the Ministry of Education and Higher Education’s 5-year strategic plan.

1.2. Vulnerable out-of-school girls and boys are provided with the support they need to join and stay in school by removing existing barriers and limitations through a flexible, school-based bridging programme

The MYRP will support the implementation of the recommendations of the review of non-formal education services under the RACE II programme. Building on the existing non-formal education policy, the MYRP will prioritize enhancing alternative pathways into learning for out-of-school girls and boys, including those forcibly displaced and affected by crisis. ECW will support the development of a strong gender-responsive, non-formal education programme aligned to the national curriculum. This non-formal education programme will include clear pathways into formal education. The MYRP will ensure this by investing in both system strengthening and non-formal education service delivery.

To this end, the MYRP will develop a flexible, school-based bridging programme that provides vulnerable out-of-school girls and boys with the support they need to join and stay in school. The programme will address low public-school capacity in areas characterized by a high density of out-of-school children, and will tackle issues related to diverse academic backgrounds, gender-blind responses and family poverty. In addition, some struggling private schools will be supported to provide quality formal education and gender-responsive learning pathways. The aim of these interventions is to develop the capacity and resilience of the formal school system in order to work towards the goal of ensuring all children are within a single system (a key goal of the 5 Year Sector Plan). Children enrolled in the bridging programme will receive social emotional learning that will be added to the customized academic support. This will be delivered in an integrated way in all subjects.

1.3. Out-of-school girls and boys are provided with relevant, gender-responsive, non-formal education programmes

Non-formal education services will be provided to out-of-school girls and boys (i.e., those who have been out of school for several years), regardless of their nationality and status. This will allow out-of-school children to develop foundational skills – especially literacy and numeracy skills – and to transition to formal education or follow alternative education pathways afterwards. This will build on existing approaches. The MYRP grantees will closely coordinate with the Ministry of Education and Higher Education to provide accredited non-formal education programmes and ensure alignment with the “Multiple Flexible Pathways”. Outreach activities and close collaboration with communities will be key to identifying out-of-school girls and boys and refer them to the relevant services. The MYRP will focus on girls and boys with and without disabilities at early-childhood education level, as well as at primary and secondary education level. Non-formal education services will also focus on enhancing girls’ and boys’ wellbeing – including through social emotional learning, psychosocial support activities and child protection (including gender-based violence). The programme will closely engage caregivers and community members in girls’ and boys’ learning and wellbeing. Children will be provided with

gender-responsive education materials and transportation (where relevant) to ensure that education services are accessible to the most vulnerable families and that girls are safe on the way to and from school. Non-formal education programmes will be implemented in community-based centres as well as in school-based settings, where relevant, ensuring gender-responsive water, sanitation and hygiene (WASH) facilities for girls and boys. Teachers will be provided with extensive capacity strengthening support through trainings, coaching and peer-to-peer support, including on gender-responsive teaching practices. Peer-to-peer support sessions will be an essential component to improve teachers' wellbeing.

The intervention will: a) strengthen the provision of education for any girl, boy or adolescent, regardless of their nationality; b) encompass all early-childhood education, primary, secondary and remedial learning, informed by best practices in each case (e.g. play-based learning in early-childhood education); c) prioritize helping girls and boys acquire functional literacy, numeracy, life and employability skills; d) build services including counselling, health, nutrition, and family support into the learning model to help strengthen learning outcomes; e) aim to enable girls and boys to enter mainstream education and access relevant and recognised qualifications. The MYRP will also ensure coordination through a framework for coordinating, supporting and monitoring non-formal education provision.

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

The MYRP will take action to implement strategies that offer girls and boys who have been affected by crises an alternative path to continue learning. These actions will benefit girls and boys in formal and non-formal education and will promote mechanisms that permit children attending non-formal education to move to formal education or employment. The MYRP will support a blended offer of education and promote the return of girls and boys to school after the COVID-19 crisis with special efforts to reach at-risk girls in non-formal education settings.

Investments will be made in developing a blended learning programme, both to increase resilience against any further requirement to close schools, to increase flexibility of access, and to ensure equal quality of services in formal and non-formal settings. This will take into consideration girls and boys with disabilities who may not have access to assistive and learning devices, as well as to providing them with inclusive materials, and support to their caregivers.

The MYRP will review remote learning during the pandemic to identify: (a) areas where more investment is required for better delivery (e.g. in improving connectivity, or in professional development for tech-based teaching); (b) aspects of the curriculum where changes are needed to take account of alternative methods to classroom based instruction, for inclusion in the Centre for Educational Research and Development's ongoing revision; (c) views of the education workforce, caregivers and learners on the possibilities and limitations of non-classroom based learning as a supplement or alternative to traditional methods; and (d) lessons learned in developing a fresh blended learning framework for Lebanon. The review will consider lessons on how to adopt blended learning and improve accessibility and inclusiveness of learning materials.

Expert advice from outside the Lebanese system will be sought on emerging evidence and best practice in the development of a virtual learning environment. This system will respond to the following needs of the education system: (a) it can be used instead of school-based education in an emergency, increasing resilience; (b) it can be accessed by teachers and learners in both formal and non-formal settings; and (c) it can be applied in low or no-tech environments (i.e., multimodal) as well as in well-equipped settings. Seeking experts' advice on disability and gender inclusion will also be key.

A framework for blended learning in Lebanon will be created that will update the existing National Remote Learning Plan (2021-2022). This blended learning framework will be developed with the following priorities (a) building resilience into the whole education system (formal and non-formal) in the event of recurring emergencies; (b) bringing closer together the learning of girls, boys and adolescents in formal and non-formal settings through shared approaches that are inclusive and accessible to everyone including persons with disabilities; (c) involving quality professional development for educators in both formal and non-formal settings to enable them to use technology with increasing confidence and success for teaching purposes; (d) offering options for pupils to do some learning outside as well as inside the classroom; (e) guiding the integration of ICT in education; and (f) linking remote and blended learning offers to emerging work on inclusive education. Educators and teachers' capacities for responding to the needs of girls and boys with disabilities and learning difficulties will be strengthened through training. Social and emotional support will be integrated into remote and blended learning, to ensure the promotion of boys' and girls' well-being and mental health. In addition, caregivers, girls

and boys may be consulted to make sure that the offers presented are suitable for pupils regardless of their gender, disability, etc.

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

The MYRP will invest in a campaign to encourage caregivers of the most vulnerable children to re-enrol them in school, in either the formal or non-formal system. Caregivers will be informed about the importance of girls' education. The MYRP will work with local organizations empowering women and working on girls' education, organizations of persons with disabilities so that messages are shared widely. Additionally, back-to-school messages will be provided in child-friendly, gender-sensitive and accessible formats as listed above.

In order to deliver against these priorities, the MYRP will develop and deliver a communications campaign. The campaign will: (a) be multimodal, reaching caregivers through a range of methods that considers their access to technology, their social networks, and preferences and biases when receiving information; (b) signpost families to immediate help and services to encourage them to take specific action (e.g. focusing on non-formal education outside formal education enrolment periods); (c) combine generic, inclusive, gender-responsive and accessible messages about the importance of education and learning; (d) be targeted at particular vulnerabilities and issues (e.g. services available to children with disabilities, gender equality, girls' education, child marriage, gender-based violence, help with nutrition), and aimed at specific groups (e.g. girls); (e) contain useful elements for the community members of the implementers of non-formal education and other NGOs and INGOs; (f) be available in multiple languages; and (g) include metrics (for example, traffic to shared sites or phone hotlines) that will help inform modelling of likely demand (see outcome 4).

During the first and the last quarters of programme implementation, the MYRP will conduct a baseline and end line survey on knowledge, attitudes, and practices. This will assess the level of understanding of the importance of girls' education. The MYRP will be evaluated on a six-monthly basis, in order to: (a) identify which approaches are most successful in increasing enrolment from different parts of the community, (b) establish the requirement for further investment after the end of the 2021/22 school year as the post-COVID landscape becomes clearer, (c) inform the direction of further scale up.

Outcome 2. Equity and Justice

Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments, where their specific needs are met

ECW Thematic Priorities: Equity and Gender Equality and Protection

Taking action to protect and strengthen equity in education in a context of multiple and growing vulnerabilities among the whole population in Lebanon is the core aim of the MYRP. Outcome 2 concentrates on interventions that will specifically meet the needs of the most vulnerable girls and boys, helping them overcome additional barriers to access and learning.

2.1. Crisis-affected girls and boys are referred to relevant support services

The MYRP will invest in expanding support services to girls and boys in both formal and non-formal education settings, cognisant of increasing levels of vulnerability across all parts of the population.

A referral framework will be implemented to enable schools and non-formal education implementers to provide holistic support to meet the needs of specific girls and boys, based on their vulnerabilities. It will bring together those delivering counselling, health, nutrition, family support or other non-teaching services to think about each learner holistically, rather than by delivering a standard set of interventions. The MYRP will provide referrals to other services that are available in the community or via other programming in social protection. Support for the wellbeing of crisis-affected girls and boys will be a key component of this, through referrals of children with extensive needs to relevant MHPSS services. This will complement existing efforts at the school level, where life skills and social emotional learning will be provided to children in public schools through a dedicated curriculum. The focus of the seed funding will be on ensuring functioning referral pathways for child protection in non-formal education services, including minimum safeguarding standards for referrals. These standards will also be made available in non-formal education classrooms and online learning. In case of any gaps in formal education, the MYRP will also strengthen the pathways and response capacities of both the Ministry of Education and Higher Education and the Ministry of Social Affairs. The MYRP will strengthen existing social emotional learning and

life skills teaching capacity in public school and will also explore how, at the school, MHPSS activities can be offered that are structured and goal-oriented allowing children to receive the differentiated support they need.

Capacity development for counsellors within the Department of Guidance and Counselling at the General Directorate of Education and their counterparts in organisations implementing non-formal education will be provided to ensure that they have the relevant skills and expertise to support the most vulnerable girls and boys. This will mainly focus on child protection in non-formal education services, ensuring a harmonized and coordinated approach for providing child protection support and referring girls and boys to the relevant services and building the capacity of implementing agencies. In case of any gaps in formal education, support will also be provided to counsellors. This may include ensuring the exchange of expertise and best practices among counsellors and regional/global experts in child protection, including through an annual conference.

The MYRP will further embed the 2018 Child Protection Policy by supporting the implementation of standard operating procedures in schools and ensuring that school personnel's capacity is strengthened. A specific focus will be on ensuring that standard operating procedures on Child Protection are in place for non-formal education settings and the capacity of relevant personnel will be built to ensure that relevant protocols are followed by all non-formal education providers.

2.2. Inclusive Education policy and roadmap are developed

Investments will be made in scaling up the inclusive-schools pilot funded under the RACE II programme. These efforts will be focused on developing the capacity of the public-school system to foster disability-inclusive and gender-responsive education environments.

The MYRP will generate evidence-based data to inform the development of the Inclusive Education Policy of Lebanon. Partners will undertake a desk review of relevant documentation on inclusive and gender-responsive education policies and practices in and outside Lebanon, especially in the Middle-East and North Africa region. The desk review will identify milestones and bottlenecks and a justification for an adequate regulatory framework. Partners will then operationalize lessons and recommendations that were identified from the pilot (UNICEF/the Ministry of Education and Higher Education Case Study 2021) and their implementation in the formal education sector. The views of female and male educators, caregivers and learners will be gathered, regarding opportunities and barriers to inclusive education. Partners will examine the extent of mainstreaming inclusive education policy provisions in different sectors and identify complementary national policy practices, legislative provisions, and gaps on disability inclusion, gender, and out-of-school children. These policies will be applied according to the General comment No. 4 on Inclusive Education Convention on the Rights of Persons with Disabilities.

Expert advice from outside the Lebanese system will be sought on emerging evidence and best practice with regards to the development of disability-inclusive and gender-responsive education and pedagogy. This will build the understanding and capacities of partners and stakeholders on inclusive education for the most vulnerable children and families in the education sector in Lebanon. Guidance on the referral of children with disabilities to other services will be elaborated for use by formal and non-formal education partners.

Technical support will be provided to the Ministry of Education and Higher Education for advancing the development of disability-inclusive and gender-responsive education policies. This will include: (a) conducting a consultative strategic planning exercise with the Ministry of Education and Higher Education, the Centre for Educational Research and Development, and relevant stakeholders to develop a policy outline; (b) drafting a policy framework and a roadmap for implementation based on evidence and expert advice.

2.3 Gender is adequately mainstreamed throughout the MYRP

In cooperation with other grantees, UNICEF - acting as the gender lead organization - will develop a gender action plan during the first year based on available and new evidence. Updated knowledge will then be generated during the first year of the MYRP and presented during the 2022 annual review. The programme will guide the integration of gender for the second and third year with any potential adjustments in the programming.

Outcome 3. Learning

Crisis-affected Girls, boys and adolescents achieve better learning outcomes in education

ECW Thematic Priorities: Quality, Equity and Gender Equality

The MYRP will focus on delivering quality learning outcomes for all children. Delivering learning outcomes for all will require differentiated provision, to meet the needs of children with differing needs. Factors that must be considered in tailoring approaches to the needs of children include children's socioeconomic background, origin, linguistic background, sex and disability status. The ability to encourage communities and parents to enrol children in school is dependent on the programme's ability to demonstrate the value of school as a safe, protective and quality learning environment.

3.1. School improvement planning is reinforced through capitalization of plans that are innovative and consider individual differences in gender, background, and disabilities

The MYRP will invest in a modest challenge fund to implement innovative and measurable school improvement plans that meet the needs of all children, including children with disabilities and girls. The MYRP will design and run an annual set of subsidies and awards linked explicitly to broader school improvement planning, building on what has been implemented under previous projects. For example, the five-year *Developing Rehabilitation Assistance to Schools and Teachers Improvement* which targeted the teaching and learning process rather than infrastructure. This model assumes that when schools evaluate their needs, plan cooperatively for their improvement, and take action on that plan, they are more likely to better promote teaching and learning. These subsidies should provide funding for school-level plan implementation, and they will be based on a cyclical framework that systematizes the relationship between identifying the area of improvement, planning accordingly, monitoring, implementing and assessing results. Schools will identify a set of priority categories, which may include, for example, strengthening foundational literacy and numeracy, improving language learning, planning for post-COVID-19 teaching, improving the learning environment for children, or preparing to move to a new grade. Schools will then develop a communications plan using a digital platform and in-person events to share good practices and celebrate their successes widely, including with caregivers.

The MYRP will identify schools that are open to the implementation of multiple flexible pathways that promote the transition of their students from non-formal education to formal education and/or successful placement of vulnerable young people in further learning.

3.2. Early learners in formal and non-formal education are ready to begin learning

The MYRP will build on previous ECW-supported work in Lebanon to ensure that children are ready to begin learning in a second language (either in English or French) as they transition from Grade 3 to Grade 4. The MYRP will assess the current level of preparedness of schools to begin learning in a second language.

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

The MYRP will include a public roadmap that tracks and communicates progress towards targets on strengthening learning outcomes in formal and non-formal education settings. This roadmap will be the template for a more systemic national process that seeks reliable and valid measures, independently from bias associated with gender or socio-economic background. The MYRP will work towards improving the quality of teaching and learning by providing reliable and accurate information on learning achievement and its associated factors, including gender and socio-economic backgrounds. To do so, it will rely on sound psychometric and statistical principles that foster validity and reliability. Providing empirical evidence to establish and support a set of learning standards or national competency benchmarks is one of the intended outcomes of the MYRP. Evidence will promote accurate follow-up of children's achievements, irrespective of their linguistic background or their disability. Furthermore, the MYRP will seek to establish measurements of a range of targets for improvements, adjusted for learning losses after a crisis. These will include internationally benchmarked test scores at the national level that promote achievement in foundational literacy and numeracy, and that encourage girls and boys to transition from non-formal education to formal education or to employment.

Outcome 4. Resource Mobilization

Sufficient resources are mobilised to scale implementation of the programme and to monitor programme quality based on robust evidence base

ECW Thematic Priorities: Access, Continuity, Protection, Quality, Equity and Gender Equality

Not all the activities outlined above will be achievable using ECW seed funding alone. Resource mobilization will be vital to deliver long-term and cost-effective commitments in the MYRP. In the long-term, using the full anticipated leveraged funds, the MYRP will prioritise provision at scale, as well as the blended learning offer (outcome 1); health, counselling and child protection services, expansion of inclusive education (outcome 2); the school improvement plan challenge fund, and language preparedness programming (outcome 3). Non-formal education will be prioritised. In addition, blended learning will be aimed at reinforcing partnerships with providers of quality resources, including in the private sector.

4.1. Modelling scenarios undertaken to outline the scale of demand in shaping future investments within and beyond the MYRP and within the Lebanese government for medium-term planning of formal and non-formal education

Using ECW seed funds, the MYRP will model the demand for free access to formal and non-formal education for the coming five years. This planning is critical to understand the scale of demand for formal public education in the medium-term, but also for alternative pathways to learning and blended approaches. A modest investment of ECW seed funds will significantly inform other activities under the other outcomes, as well as help the Ministry of Education and Higher Education and international partners to make the case for investment in education. This preliminary work will calculate how much domestic and international finance is required for the education sector. This exercise will also identify key strategies to expand access to quality education, driven by evidence on demand and best practice, including the use of second shifts and blended learning approaches, as well as non-formal education pathways.

The modelling work will be commissioned from a world class supplier and make use of the best available data from the Ministry of Education and Higher Education and other sources. These will range from the Public Expenditure Review (2017), to the UNICEF Out of School Children Study (2020), and the forthcoming work of the UK Foreign Commonwealth and Development Office on costs per student. It will build on existing analysis to provide guidance on several topics, including: 1) the case for investing in new school buildings; 2) the scale of non-formal education provision required; and 3) the plausibility and timing of introducing mandatory early childhood education to strengthen school readiness and foundational learning.

Scenarios will be used to outline the scale of the issues with the donor community, shaping future investments within and beyond the MYRP. They will also be used by the Ministry of Education and Higher Education to plan service delivery using existing resources to best effect.

4.2 Existing advocacy efforts at national and international levels are strengthened and complemented to boost fundraising efforts

Lastly, an advocacy campaign will use the emerging results of all other actions to make the case for bilateral and other donors for investing in the MYRP, either directly or via aligned programming. It is expected that advocacy in this area will bring the added benefit of helping the Ministry of Education and Higher Education and its implementing partners mobilise additional resources. This will support the achievement of the broader aims of the 5-Year Strategic Plan and SDG 4 Strategy.

2.3 Gender Equity and Inclusion

The issues of gender, inclusion and equity are at the centre of the MYRP for Lebanon. Specifically, the MYRP will take forward the activities detailed below:

- **Gender.** The design of all programme components will involve consideration of girls' and boys' specific needs and circumstances. For example, girls in Lebanon may live in rural areas, be refugees or stateless, be born to Lebanese mothers, but non-Lebanese fathers, have disabilities, and be excluded from digital learning. Non-formal education provision will include gender sensitive approaches for vulnerable students (outcome 1). The social inclusion and policy challenge fund will include categories for gender-specific interventions that support improvements in learning outcomes (outcome 3).

- **Inclusion.** The programme will consider wider inclusion issues including but also beyond disability, for example the specific needs of girls and boys living in rural areas, stateless or refugee children, and those who may be excluded from digital learning. The MYRP also includes one major activity that focuses entirely on inclusive education: a scaling up of the existing inclusive pilot schools as well as advancing the development of inclusive education policies in Lebanon (outcome 2).
- **Equity.** The MYRP has been designed to underpin and strengthen equity in education in Lebanon, protecting all girls, boys and adolescents from the multiple shocks described in section 1. Crucially, it combines approaches for building learning equity in the long run with approaches to strengthen the education system (educational justice) with initiatives tackling short-term issues like the Syrian crisis and the Covid-19 emergency. The programme will allocate a significant proportion of seed funding to non-formal education approaches (outcome 1) to make access to education more equitably available in the short term.
- **Mental Health and Psychosocial Support.** The MYRP will address the impact of multiple crises on girls' and boys' mental health, including through integrated social-emotional support activities (outcome 1). Referrals to focused and specialized MHPSS services will support girls and boys with more extensive psychosocial needs (outcome 2). The MYRP will also see to ensure that school-based MHPSS is further explored including via goal-oriented and structured MHPSS activities.

2.4 Prioritizing the Most Disadvantaged

Every activity is designed specifically to address vulnerability and level the playing field for the most disadvantaged learners, whether they are disadvantaged because of their nationality, sex, economic status, physical, mental or psychosocial needs or linguistic background. More particularly, the MYRP will serve these vulnerable groups:

- **Out-of-school girls and boys:** MYRP interventions will support out-of-school children by improving their education opportunities, providing quality non-formal education programmes and enhancing pathways to learning that would allow them to reintegrate into education and ultimately transition into formal education.
- **Learners (girls and boys) with disabilities:** the MYRP will support policies to scale up inclusive education and improve the participation of learners with special needs and disabilities in formal and alternative pathways to education. The MYRP particularly focusses on the needs of children with disabilities, as a particularly vulnerable group. A twin-track approach will be undertaken, delivering disability mainstreaming so that children with disabilities can access mainstream services, alongside specific provision for the particular needs of children with disabilities (for example, assistive technology, inclusive teacher pedagogy, etc.).
- **Vulnerable Lebanese girls and boys:** the MYRP will support policies to scale up inclusive education for Lebanese children and improve the participation of learners with special needs and disabilities in formal and alternative pathways to education.
- **Displaced and refugee populations:** interventions will benefit from more inclusive and equitable initiatives and policies in education, allowing displaced and refugee children to be better integrated into the system and to have better learning outcomes.
- **Early years learners:** the MYRP's efforts on early language preparedness will serve to improve the learning outcomes of students in lower grades.
- **Girls and boys with psychosocial needs:** the MYRP will support girls and boys in enhancing their well-being through integrated social emotional learning and psychosocial support activities and referrals to external specialized MHPSS services.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilization and Advocacy

The estimated total amount of the Lebanon MYRP is US\$ 50 million over three years (2022-2024), of which US\$ 12 million or roughly 24% is provided through the seed funding by ECW. A total of US\$ 38 million will therefore have to be leveraged to ensure programme scale up. All grantees will specifically deliver activities related to sustaining and increasing funding for MYRP. To meet this funding target, the resource mobilization approach will be two-fold:

1. Secure and align funding for education in emergencies and protracted crises

The MYRP's design process has prioritised ensuring harmonisation of objectives and approaches with existing policies and programmes, and alignment with government and donor priorities. The MYRP will ensure continued close working with donors via the governance arrangements, in order to minimise risk of geographical or thematic duplication, and ensure that the MYRP continues to represent a mechanism that fills urgent gaps in provision, in the humanitarian-development nexus.

2. Ensure funding sustainability for education in emergencies and protracted crises

Members of the Steering Committee, along with grantees supported by a dedicated lead, will develop an outreach strategy to leverage funding for the MYRP, and re-position the education sector as a priority among existing and prospective donors for Lebanon. The strategy will target bilateral and multilateral partners, with a strong regional focus on the Arab world, and will be the centrepiece of resource mobilization efforts. Grantees will use results from across the programme to populate this campaign. As part of this strategy, stakeholders will:

- bring together existing donors to identify opportunities to raise funds from new sources. One example is working with Mastercard to influence other potential private sector funders;
- identify COVID-19-related funding opportunities that are aligned with the programme and could ensure sustainable and predictable funding; and
- capitalize on the intersectoral approach to attract new donors from other sectors than education.

The MYRP Steering Committee will also use the MYRP to build the case for sufficient investment in the sector in domestic budgeting, as well as making the case for investment in priority MYRP activities to the donor community.

3.2 ECW Seed Fund Scale-up Strategy

ECW seed funds will cover 27% of the beneficiaries targeted by the MYRP, namely 233,369 of the 875,000 most vulnerable children and adolescents that the full MYRP aims to reach. ECW seed funding is split across the three outcomes as follows: 1. Access – 55%; 2. Quality – 25%; 3. Governance – 15%, 4. Resource Mobilization – 5%. There are thus 641,631 girls and boys, including adolescents, that need to be reached through the mobilization of additional resources.

There are three initial priorities for the scale up:

- **Non-formal education.** Foundational activities will be funded through ECW, with the aim of creating a non-formal education offer that is well aligned to the Lebanese curriculum. Moreover, the acute needs of out-of-school children will be met through the provision of relevant educational programmes. Implementation of the offer will require building, managing, and resourcing a coalition of trusted NGOs to deliver teaching and learning. The final scale of investment needed will depend in large part on crisis-related factors. Demand side modelling will help quantify this (outcome 4). The priority will be to combine this quantification with building an exemplary approach, with the aim of mobilizing resources to expand implementation.

- **Blended Learning.** Foundational activities will be funded through seed funds, with the aim of reviewing the experience of the COVID-19 period and the possibilities for educational technologies. Implementation of blended learning will require a range of investments, such as: 1) connectivity and devices; 2) teachers' professional development; 3) learning resources; 4) options for personalized learning (including in inclusive settings); and 5) integrating ICTs in both formal and non-formal education. Work done at the foundation stage will help identify the scale and nature of investment required and set priorities.
- **Child protection, safeguarding and counselling.** Foundational activities will be funded through ECW, with the aim of creating a pupil-focused approach to working with children and adolescents facing multiple vulnerabilities. This will be a centrepiece in the MYRP's ambition to deliver educational justice.

Focus of new funding: It is intended that additional funding will support the four MYRP outcomes and relevant objectives, but with adjustments being made in response to the success of the programme, contextual shifts and emerging needs and other changes. Whilst the focus of specific funds may be influenced by the originating donor(s), it will always be within the framework of the MYRP and existing objectives. The Programme Executive Committee will make recommendations for the distribution of new funding, with final decisions to be undertaken at Steering Committee level. A new budget and results framework will be developed after the seed funding. The new funding should scale up the results by reaching more beneficiaries. Given the national scope of the MYRP, additional funding, like the seed funds, will target all regions. Hence, mobilized new resources will ensure a wider reach to girls, boys and adolescents across the country.

Distribution and implementation of additional funding: The seed fund scale-up strategy will support the mobilization of additional funding towards the MYRP's objectives and the education sector. The Programme Steering Committee will provide strategic guidance on the allocation any new funds mobilized, taking into consideration the priorities and results, as well as the changing context, while remaining within the MYRP scope. New funding is intended to support MYRP objectives, though adjustments should be made during implementation in response to the success of the programme and contextual changes. The MYRP Programme Committees will manage the implementation of additional funding. This will require the development of scale-up plans by the grantees and their implementing partners. These will be assessed and approved through the MYRP governance structure (see below). Where needed, new implementing partners may be brought in as part of the existing grant consortia, and/or of new grant consortium established/selected.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

The MYRP is built on four fundamental principles, to ensure delivery for children and adolescents and to build a trust-based coalition of education sector actors. These four principles are listed below.

- Focus investment and programme delivery on ensuring the most vulnerable children and adolescents living in Lebanon are supported to learn, despite the multiple and severe shocks affecting them, their families, and the wider society.
- Build the resilience of the education in its widest sense, including public sector schools, non-formal education, and blended and online learning, working on this spectrum, rather than piecemeal or in parallel silos.
- Increase trust and collaboration between the Ministry of Education and Higher Education, implementing partners, donors, and civil society, building a coalition that delivers together in the interests of vulnerable children and adolescents.
- Prioritize evidence-based programming, along with improving the availability of data and the transparency of communications, with the aim of building trust between partners and demonstrating value for money in investments in education.

Detailed monitoring, evaluation and joint reporting will be agreed to track progress on the four project outcomes as guided by the principles and as reflected in the results framework. The three grantees (UNICEF, UNESCO and Save the Children

International) will work together and with their counterparts in the Ministry of Education and Higher Education to develop their workplans in detail in the inception phase (quarter 1 of 2022).

The grantees will also collaborate to develop a monitoring and evaluation plan, indicating mechanisms and tools for data quality assessment, data verification and beneficiary verification, etc. The MYRP will also include mid-term and end of programme reviews and evaluations. The plan will include the following sections: context, principles, outcomes, outputs, activities, result framework, indicators, performance, indicator reference sheets, a schedule of performance monitoring tasks and responsibilities, activity and evaluation plans, theory of change, critical assumptions. All indicators will be disaggregated by sex, age and disability. The plan will provide a roadmap for how the monitoring, evaluation and learning process for this programme will be carried out and applied by all grantees to ensure a common and unified reporting process.

In addition to measuring progress against outcomes and principles, the approach will include a strong focus on the quality of collaboration both among grantees (particularly where programming is interdependent), and between grantees and Ministry of Education and Higher Education counterparts. It will also monitor adherence to the governance framework in terms of regularity and attendance of meetings and ensure that actors meet reporting responsibilities.

Regularly reported data will be used actively across the programme cycle to ensure continued learning and adaptation. Relevant disaggregation will allow implementing partners, donors and government to track the needs and progress of different groups, such as girls and children with disabilities. Joint monitoring, evaluation and reporting process will be built around the governance structure (see below). Two Programme Strategic Committee meetings each year will be the major staging posts for formal reporting, where grantees and the Ministry of Education and Higher Education will provide one consolidated half-year update to members. On a monthly basis, each grantee will provide a brief written update to the Programme Executive Committee (see Section 5.1 below).

Towards the end of the MYRP implementation period, there will be an external evaluation conducted to assess the impact and efficiency of the programme. This evaluation will also allow to share best practices and establish clear recommendations on how to keep on improving access to quality education for crisis-affected girls and boys in Lebanon.

4.2 Learning Outcome Measurement

The MYRP includes a roadmap that tracks and communicates progress on strengthening learning outcomes in formal and non-formal education settings. Designed in part to increase confidence in publicly-funded education and alternative settings, this will also form the backbone of learning outcome measurement for the programme itself. This will be done based on existing and applied models used by the Ministry of Education and Higher Education. UNICEF will lead on the design and delivery of this learning outcomes roadmap, in partnership with the Ministry of Education and Higher Education.

The roadmap will include a range of targets for improvements in learning outcomes, against indicators including adjusted years of schooling and internationally benchmarked test scores at national level. The roadmap will focus on measures of attainment in critical areas, such as foundational literacy and numeracy, and other measures such as transition rates to different levels of education, or from non-formal to formal education.

Progress against the learning outcomes roadmap will be discussed through quarterly public meetings. This forum will also be valuable for celebrating successes and sharing ideas with wider stakeholders. The meetings will be convened by the Ministry of Education and Higher Education and involve a wide coalition of donors, implementers, and other stakeholders. Results presented in the roadmap will be presented twice a year to the Strategic Board.

5. Implementation Arrangements

5.1 Governance Structure of the MYRP

The MYRP governance structure is designed to ensure inclusive and meaningful participation in decision-making, while also ensuring efficiency, effectiveness and accountability. A full terms-of-reference will be developed during the inception phase of the MYRP. There will be two key committees, both of which will be led by the government:

A **Programme Steering Committee** will meet twice a year, convened and chaired by the Minister for Education and Higher Education. The Ministry will provide secretariat services, including minutes and circulation of papers one week in advance of meetings. Membership will comprise the following actors:

- Director General at the Ministry of Education and Higher Education
- MYRP Coordinator
- Country Focal Point for Education Cannot Wait
- Lebanon Country Representative of UNICEF (grantee)
- Director of Lebanon Regional Bureau for Education within UNESCO (grantee)
- Director of Save the Children Lebanon (grantee)
- Civil Society Representative (to be elected by the civil society group at Head of Country Office level)
- Donor Group Representative (to be elected by the donors at Ambassador or Aid Programme Director level)

To help ensure timeliness and programme agility, a sub-set of the Programme Steering Committee will have decision-making authority. This sub-group will consult with the Programme Steering Committee and keep them informed.

The Programme Steering Committee will have the following responsibilities:

- Playing a high-level advisory role in ensuring the programme is well coordinated, coherent, effective, and aligned with education sector standards and strategic approaches, and that additional funding allocations are distributed in a fair and coordinated manner;
- Reviewing progress against plans for the MYRP on a six-month basis. Reviews will be prepared and circulated in advance by grantees working with core MYRP staff in the Ministry of Education and Higher Education. Grantee members of the Programme Steering Committee will be asked to provide updates of programme progress during the meeting;
- Mobilizing additional resources to deliver on the MYRP, either directly or by aligning other programming to its aims and activities. Board members will receive an update from the Donor Group Representative at each meeting as a starting point for this discussion; and
- Ensuring the MYRP remains well aligned with the Ministry of Education and Higher Education's five-year strategic plan, as well as its ambitions for achieving SDG 4, and aligning to other frameworks. Formal considerations will be included in every set of reviews.

A **Programme Executive Committee** will meet monthly, convened and chaired by the Director General for Education and Higher Education. The Ministry will provide secretariat services, including minutes and circulation of papers one week in advance of meetings. Membership will comprise the following actors:

- MYRP Central Focal Point from the Ministry of Education and Higher Education
- MYRP Coordinator
- The Focal Points for specific MYRP activities at the Ministry of Education and Higher Education (attendance based on agenda items for each meeting)
- The Chief of Education Section within UNICEF (grantee)
- The Head of Basic Education at the UNESCO (grantee)
- The Head of Education within Save the Children Lebanon (grantee)
- The Donor Group Representative (to be elected by the donor group at education specialist level)
- The Civil Society Representative (to be elected by the civil society group at education specialist level)
- The Education Sector Coordinator and the Co-coordinator

The Programme Executive Committee will have the following responsibilities:

- Undertaking overall planning and coordination and compiling annual work plans;
- Receiving and analysing monthly updates from grantees working with their counterparts in the Ministry of Education and Higher Education. Given the large number of activities in the plan, the recommendation is to focus on two or three per meeting in rotation;
- Making recommendations to grantees and their counterparts in the Ministry of Education and Higher Education on how to strengthen, adapt, course correct and expand the work they are doing with regards to particular activities, based upon updates provided;
- Assessing on a quarterly basis the updates to the official results framework for the MYRP, and adjusting where needed;
- Discussing and agreeing twice a year on the papers for the Programme Steering Committee, the development of the agenda, allocating responsibility for the provision of written materials, and other preparations for these formal review points;
- Providing recommendations to the Programme Steering Committee on distribution of additional funding allocations and other cross-programme coordination roles;
- Discussing monthly opportunities for stronger collaboration between grantees, and other actions designed to meet the four principles that underpin the MYRP design; and
- Reviewing monthly opportunities for stronger alignment between the MYRP and the Ministry of Education and Higher Education's five-years plan, as well as other relevant plans and frameworks.

The Grantees (Save the Children, UNESCO and UNICEF) will incorporate both grant management and implementation roles. Grantees will have overall programme management and fiscal responsibility but will work in partnership with each other to undertake planning and key decision-making, and to ensure coordinated implementation. Sub-grantee partners - international and local NGOs - will undertake implementation roles. UNICEF will recruit a dedicated gender expert who will sit on the MYRP Programme Executive Committee, and this is reflected in the budget.

5.2 Grantee Selection Process

The grantee selection process for the Lebanon MYRP took place at the end of the design of the programme document. During a visit by the ECW Secretariat to Beirut in October 2021, grantee selection was discussed with various stakeholders. Based on a census approach, three grantees were identified as best placed, based on their capacity to implement within Lebanon, ability to manage funds as a grantee and capacity to work across the various priorities of the MYRP in the country. For all outcomes, all three grantees will work together in a well-coordinated manner to strengthen coordination and avoid duplication of efforts. Each grantee will conduct sub-grantee and implementing partner processes based on their internal processes during the initial inception phase of the programme. The governance structure will provide an oversight role.

The three grantees are as follows:

UNESCO will take responsibility for blended and remote learning (outcome 1), second language learning (outcome 3), and modelling scenarios for future demand (outcome 4). This portfolio reflects areas of comparative advantage for UNESCO. It also directly follows on from previous work that UNICEF implemented with the Ministry of Education and Higher Education and other partners with regards to both blended and remote learning, and second language learning.

UNICEF will take responsibility for rolling out enrolment campaigns for inclusive education (outcome 2), delivering the school leadership challenge fund, the learning outcomes roadmap (outcome 3), and the MYRP's advocacy campaign (outcome 4). For blended and remote learning, it will be important to consider the Global Compact of UNESCO, UNICEF and the World Bank to reimagine education, and in particular UNICEF's work on educational technologies. UNICEF will co-lead with UNESCO on the upstream and system strengthening component (outcome 1). UNICEF will lead on gender and provide technical support, capacity building, and coordination of gender throughout the implementation of the MYRP as "**gender lead organization**". The grantees will engage with local women's organizations in the implementation phase, particularly on the interventions related to girls' empowerment and gender equality.

Save the Children will take responsibility for non-formal education service delivery. Save the Children - together with UNICEF - will take responsibility for safeguarding, child protection and counselling under this MYRP (outcome 2). Save the Children and UNICEF will work with other grantees on all activities aimed at bringing non-formal education provision closer to the standards of the formal system.

5.3 Child Safeguarding and PSEA/PSH

The MYRP Development Committee and the grantees are fully committed to child safe programming, including prevention of sexual exploitation and abuse (PSEA), ensuring children receiving support are not harmed and that there are reporting mechanisms available to prevent, detect, and respond to child safeguarding or protection concerns. Save the Children Lebanon, UNICEF and UNESCO will operate robust child safeguarding policies and codes of conduct for their respective staff and associates. Child safeguarding requirements will be included in the respective agreements with subgrantees as well as consultants and suppliers.

Child safeguarding

Save the Children Lebanon, UNESCO and UNICEF will have the ultimate responsibility to ensure that implementing partners have the systems and processes in place to uphold child safeguarding measures. A child safeguarding risk assessment and mitigation plan will be developed jointly during the inception phase, with the opportunity for assistance from subgrantees. All implementing partners and their child safeguarding focal points will be reviewed periodically. Grantees will request evidence of child safeguarding policies and procedures from implementing partners before signing grant agreements. This includes safe recruitment practices, a code of conduct, disciplinary sanctions linked to employment contracts, and reporting and referral procedures.

The implementing partners will ensure staff are recruited in accordance with safe recruitment practices and receive child safeguarding training and regular refreshers, and that risk mitigation measures are in place when involving volunteers in any MYRP-related activities. The grantees will ensure that risk mitigation measures are used by their implementing partners to safeguard children living with disabilities, including through use of activity and site-specific protocols.

A child safeguarding referral protocol will be established between the grantees and their implementing partners, identifying focal points in each agency for confidential referrals and follow up. In addition, an accessible reporting mechanism will be established for community members, including children and adolescents. Communities will be informed about how they can report their child safeguarding concerns through various channels (linking to existing community-based mechanisms where appropriate).

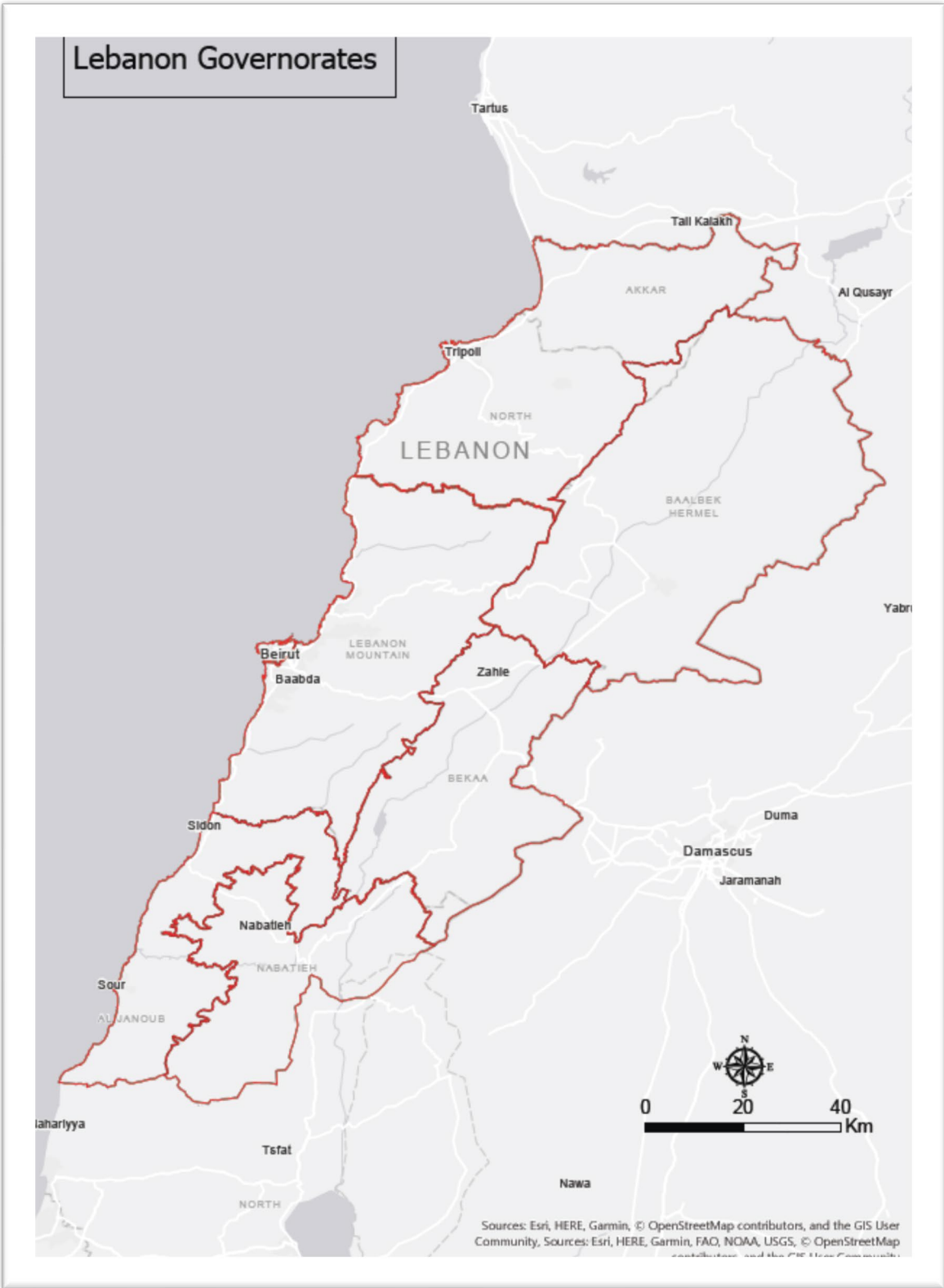
The grantees and their implementing partners will agree on a safe and confidential reporting mechanism and actions to be taken in case of an incident, including referral to appropriate MHPSS and health services. Child safeguarding concerns will be investigated in a timely, confidential, and safe manner. All child safeguarding reports will be recorded in accordance with data privacy best practice and monitored to track trends and identify opportunities to further improve the organisational practices of the grantees and implementing partners, and to strengthen programme implementation to ensure that children and adolescents are indeed safeguarded under the MYRP.

Protection from sexual exploitation and abuse and sexual harassment

Save the Children, UNESCO and UNICEF will operate their own robust strategies, policies, and procedures for the protection of children, adolescents and adults from sexual exploitation, abuse and sexual harassment. Applying the same approach that will be followed for child safeguarding, all grantees will ensure that their implementing partners have adopted and apply all necessary policies and procedures to protect children, adolescents, and adults (including the implementing partners' staff and associates) from sexual exploitation, abuse and sexual harassment. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistle-blower policies, and referral of survivors to appropriate MHPSS and health services. The grantees are also required to support implementing partners with investigative practice as needed. Further details are included in the risk assessment matrix and will be incorporated into a MYRP-specific risk assessment and mitigation plan

6. Annexes

Annex A: Map



Annex B: Budgets

MYRP OVERALL BUDGET				
Lebanon				
	2022	2023	2024	TOTAL
PROGRAMME COSTS				
OUTCOME 1: Crisis-affected girls and boys have access to inclusive, gender-responsive, and relevant quality learning	\$ 8,128,784	\$ 10,099,812	\$ 8,599,812	\$ 26,828,407
OUTCOME 2: OUTCOME 2: Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments, where their specific needs are met	\$ 781,480	\$ 1,281,480	\$ 1,581,480	\$ 3,644,440
OUTCOME 3: Crisis-affected Girls, boys and adolescents achieve better learning outcomes in education	\$ 1,387,427	\$ 1,957,427	\$ 1,907,427	\$ 5,252,281
OUTCOME 4: Sufficient resources are mobilised to scale implementation of the programme and to monitor programme quality based on robust evidence base	\$ 1,071,894	\$ 1,071,894	\$ 1,071,894	\$ 3,215,682
Sub-total for Programme Costs	\$ 11,369,585	\$ 14,410,613	\$ 13,160,613	\$ 38,940,810
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 2,273,917	\$ 2,882,123	\$ 2,632,123	\$ 7,788,162
Total for Programme and Operational Costs	\$ 13,643,502	\$ 17,292,735	\$ 15,792,735	\$ 46,728,972
Programme Support Costs (7%)	\$ 955,045	\$ 1,210,491	\$ 1,105,491	\$ 3,271,028
GRAND TOTAL	\$ 14,598,547	\$ 18,503,227	\$ 16,898,227	\$ 50,000,000

ECW SEED FUNDING BUDGET

Lebanon

	2022	2023	2024	TOTAL
PROGRAMME COSTS				
OUTCOME 1: Crisis-affected girls and boys have access to inclusive, gender-responsive, and relevant quality learning	\$ 1,681,947	\$ 2,156,947	\$ 1,517,947	\$ 5,356,841
Output 1.1 A "whole of system" approach to non-formal education is established and functioning	\$ 44,976	\$ 34,976	\$ 34,976	\$ 114,929
Output 1.2 Vulnerable out of school girls and boys are provided with the support they need to join and stay in school by removing existing barriers and limitations through a flexible, school-based bridging programme	\$ 27,488	\$ 22,488	\$ 7,488	\$ 57,465
Output 1.3 Out-of-school girls and boys are provided with relevant, gender-responsive non-formal education programmes	\$ 1,091,257	\$ 1,331,257	\$ 1,186,257	\$ 3,608,771
Output 1.4 Crisis-affected girls and boys in formal and non-formal education are provided with flexible access, and relevant, gender-responsive blended learning	\$ 462,005	\$ 712,005	\$ 258,005	\$ 1,432,015
Output 1.5 A post-Covid-19 inclusive and gender-responsive learning campaign focused on girls' education is rolled out.	\$ 56,220	\$ 56,220	\$ 31,220	\$ 143,661
OUTCOME 2: Crisis-affected girls and boys learn in inclusive, gender-responsive and protective learning environments, where their specific needs are met	\$ 302,400	\$ 637,000	\$ 360,553	\$ 1,299,953
Output 2.1 Crisis-affected girls and boys are referred to relevant support services	\$ 100,000	\$ 200,000	\$ 112,553	\$ 412,553
Output 2.2 Inclusive Education policy and roadmap are developed	\$ 102,400	\$ 337,000	\$ 148,000	\$ 587,400
Output 2.3 Gender is adequately mainstreamed throughout the MYRP	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
OUTCOME 3: Crisis-affected Girls, boys and adolescents achieve better learning outcomes in education	\$ 670,000	\$ 765,000	\$ 565,000	\$ 2,000,000
Output 3.1 School improvement planning is reinforced through capitalization of plans that are responsive to the institutions' population diversity in gender, ability, language and previous educational experience	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
Output 3.2 Early learners (girls and boys) in formal and non-formal education are ready to begin learning	\$ 370,000	\$ 415,000	\$ 265,000	\$ 1,050,000
Output 3.3 Learning measurement contributes to track achievements and effective practices across the system in a valid and reliable manner	\$ 200,000	\$ 250,000	\$ 200,000	\$ 650,000
OUTCOME 4: Sufficient resources are mobilised to scale implementation of the programme and to monitor programme quality based on robust evidence base	\$ 250,000	\$ 275,000	\$ 164,000	\$ 689,000
Output 4.1 Modelling scenarios undertaken to outline the scale of demand in shaping future investments within and beyond the MYRP and within the Lebanese government for medium-term planning for formal public education and NFE	\$ 100,000	\$ 150,000	\$ 40,000	\$ 290,000
Output 4.2 Modelling scenarios undertaken to outline the scale of demand in shaping future investments within and beyond the MYRP and within the Lebanese government for medium-term planning of formal and non-formal education	\$ 150,000	\$ 125,000	\$ 124,000	\$ 399,000
Sub-total for Programme Costs	\$ 2,904,347	\$ 3,833,947	\$ 2,607,500	\$ 9,345,794
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 580,869	\$ 766,789	\$ 521,500	\$ 1,869,159
Total for Programme and Operational Costs	\$ 3,485,216	\$ 4,600,736	\$ 3,129,000	\$ 11,214,953
Programme Support Costs (@7%)	\$ 243,965	\$ 322,052	\$ 219,030	\$ 785,047
GRAND TOTAL	\$ 3,729,182	\$ 4,922,788	\$ 3,348,030	\$ 12,000,000

Grantee Allocation

UNESCO	\$ 3,600,000
UNICEF	\$ 3,480,000
Save the Children	\$ 4,920,000

Annex C: Results Framework

To access the Results Framework, please click on the following link:

<https://shared-assets.adobe.com/link/9f89bc80-d690-4461-6545-ee66ccf3e4ab>

To access the number of children and adolescents to be reached, please click on the following link

<https://shared-assets.adobe.com/link/5538fde6-83aa-4639-5e70-9cce8a85d87f>

Please note that percentage figures in brackets in the totals in these tables refer to the percentage of girls.

Annex D: Gender with Age Marker

To access the Gender with Age Marker, please click on the following link:

<https://shared-assets.adobe.com/link/bffa3b80-5899-4ffb-76b6-523ab8b3633c>

Annex E: Risk Matrices

To access risk assessment matrices for the MYRP and each grantee, please click on the following links:

Full MYRP:

<https://shared-assets.adobe.com/link/821a0d4e-dd25-4712-6636-6dde4d0ba181>

UNESCO:

<https://shared-assets.adobe.com/link/b77f40fa-e08b-4415-591f-66dfc3ae7aab>

UNICEF:

<https://shared-assets.adobe.com/link/3bdef0d7-1c92-405e-54c3-5c77b5774692>

Save the Children:

<https://shared-assets.adobe.com/link/9772ccd1-4c5d-40a1-739b-ffd04fb40ec3>