



lebanon field office



final evaluation report

maintaining the resilience of
palestine refugees from syria
in jordan and lebanon



EUROPEAN UNION

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table of contents

table of contents	2
tables and figures	3
acronyms and abbreviations	4
executive summary	5
1. background	10
1.1. introduction	10
1.2. evaluation objectives and scope	11
1.3. evaluation methodology	11
1.4. evaluation constraints and limitations	12
2. findings	12
2.1. relevance	13
2.1.1. relevance to the needs of the palestine refugees (prs and prl)	13
2.1.2. relevance in relation to unrwa's, eu madad's and regional objectives	14
2.2. effectiveness	16
2.2.1. result area 1	16
2.2.2. result area 2	20
2.2.3. result area 3	22
2.3. efficiency	24
2.3.1. focus on core essential services	24
2.3.2. allocation of inputs versus outputs	25
2.3.3. efficiency of project coordination	26
2.3.4. engagement of external actors	27
2.3.5. budget analysis assessing allocation of costs and resources	27
2.4. impact	28
2.5. sustainability	29
3. visibility	29
4. conclusions and recommendations	30
4.1. transition from madad 1 to madad 2	30
4.2. conclusions	31
4.3. recommendations	31
5. annexes	33
annex 1: terms of reference	33
annex 2: list of people consulted	43
annex 3: list of documents consulted	45
annex 4: in-country schedule	47
annex 5: evaluation matrix with the evaluation questions	52
annex 6: unrwa eu madad results framework	56
annex 7: eutf madad results framework 2015-2017; 2018-2019	60
annex 8: theory of change (toc) model	67
management response	68
response to specific recommendations	69

tables and figures

Table 1 - prs present in lebanon, 2012-2019 (unrwa reporting) _____	13
Table 2 - prs enrolment rates in unrwa schools _____	16
Table 3 - rehabilitation of school infrastructure (playgrounds, canteens, toilet blocks) under eu madad _____	18
Table 4 - teachers to student ratios (2011-2019) _____	25
Table 5 - teachers-students ratio evolution (2012-2019) at the wadi al hawarith school in bekaa valley _____	25
Table 6- overview of regular meetings taking place between education, protection, and rss departments _____	26
Figure 1 - prs in debt and not in debit 2016-2018 _____	24
Figure 2 – teachers/students ratio from 2012 to 2019 _____	26
Photo 1 - unrwa staff member, walaa, working on unrwa’s enrolment campaign _____	17
Photo 2 - examples of eu and unrwa visibility _____	29

acronyms and abbreviations

3RP	Regional Refugee and Resilience Plan
CBO	Community-based Organization
DAC	Development Assistance Committee
EC	European Commission
EU	European Union
FGD	Focal Group Discussion
GBV	Gender Based Violence
KII	Key Informant Interview
LFO	Lebanon Field Office
M&E	Monitoring and Evaluation
MTR	Mid-term review (evaluation)
MADAD Fund / EUTF	EU Regional Trust Fund in Response to the Syrian Crisis
NGO	Non-governmental Organization
NLG	No Lost Generation Initiative
OCHA	Office for the Coordination of Humanitarian Affairs (UN)
OECD	Organisation for Economic Cooperation and Development
PMU	Project Management Unit
PRL	Palestine Refugees in Lebanon
PRS	Palestine Refugees from Syria
PSS	Psychosocial Support
SGBV	Sexual and Gender-based Violence
SY	School year
TLIF	Teachers' Led Innovation Fund
TOC	Theory of Change
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
UN	United Nations
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
UNEG	UN Evaluation Group
UNHCR	UN High Commissioner for Refugees
UNICEF	UN International Children's Emergency Fund
UNV	UN Volunteer
USD	United States Dollar
WFP	World Food Programme
WPC	Women's Program Centre

executive summary

background

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and the European Union (EU) signed a funding agreement (“the Agreement”) to provide a contribution of EUR 15 million under the EU Regional Trust Fund¹ in Response to the Syrian Crisis (“the Madad Fund”) on 1 May 2017. The Agreement supported UNRWA’s delivery of education services, protection, and cash assistance to Palestine refugees from Syria who fled to Lebanon and Jordan due to conflict. It covered the period from August 2016 to October 2018 and supported interventions in Jordan and Syria.

UNRWA received the first pre-financing instalment of EUR 10,322,370 in June 2017 for the first 12 months of the project. In April 2018, following the approval of the first annual report, UNRWA received a second pre-financing instalment of EUR 4,343,861 bringing the overall project budget to EUR 14,666,231.² On 8 June 2018, an addendum to the Agreement was signed between the EU and UNRWA for the provision of an additional EUR 3,000,000.

In line with Recommendation One of the MTR report³, the additional funding of EUR 3 million allowed UNRWA to ‘bridge’ the period between the EU Madad funding cycle (ending October 2018) and the new one-year grant under the EU Madad Trust Fund (Phase 2). At the time of the final evaluation, the EU had agreed to continue supporting UNRWA’s delivery of services to Palestine refugees from Syria (PRS) and Palestine refugees in Lebanon (PRL) impacted by the conflict in Syria.

The EU Madad funding builds on the progress and results achieved under three earlier funding cycles (commencing in 2013) of EU support to UNRWA to expand its capacity to respond to increased demands for the provision of services following the start of the Syria crisis. Under the previous funding cycles, a strong emphasis was placed on providing access to education and shelter assistance. The continuity in focus has allowed UNRWA to develop a long-term approach to its educational support, aiming to integrate PRS students successfully into UNRWA schools in Lebanon, supporting their adjustment to the Lebanese educational curriculum. Sustained EU funding to UNRWA has allowed the agency to implement a long-term strategy in support of PRS, allowing UNRWA to support emergency and recovery support. It should be noted that UNRWA’s strategy in support of the PRS was built on accumulated experience of the agency in providing emergency and recovery support.

The EU Madad funding in Lebanon supported three results areas:

[Result Area 1](#): PRS children are able to continue their education despite their displacement. Quality, equitable, and inclusive education is ensured for PRS and PRL children

[Result Area 2](#): PRS and host communities are supported to strengthen community resilience and social cohesion and have access to equitable protection services for individuals at increased risk.

[Result Area 3](#): Vulnerable PRS families are able to meet their essential humanitarian needs.

Over 80 per cent of the operations’ budget is allocated to Result Area 1, while less than 1.6 per cent is dedicated to Result Area 2 protection services, and around 16 per cent is allocated to cash assistance under Result Area 3⁴. The Programme results reflect the budget allocations, with the strongest results and changes achieved under Result Area 1, the integration of the PRS students into UNRWA schools following the Lebanese school curricula.

The final evaluation, which took place in December 2018, builds further on findings and the recommendations made during the MTR. The evaluation followed a multi-method approach which is outlined in the inception report (annexed to this report) and put an emphasis on document review and qualitative data collection through key informant interviews with UNRWA staff members, non-government organisation (NGO) partners, and beneficiaries supported under the three results areas. The Terms of Reference (TORS) are restricted to

¹ Assistance delivered through the Trust Fund and is additional to the EU bilateral funding support to UNRWA

² Data from the 2nd Annual Progress Report, p.2.

³ “R.1. EU to continue supporting UNRWA’s delivery of services to PRS and PRL impacted by the conflict in Syria. If the EU agrees to continue its support, a funding gap should be avoided as this would bring the services currently being provided to an end. If this were to occur, there would likely be severe humanitarian consequences. Any sudden reduction of service provision might result in an outbreak of unrest within the camps”, p. 22 of the mid-term evaluation report.

⁴ Budget figures are based on the budget attached to the Grant Contract between EU Trust Fund and UNRWA.

interventions in Lebanon, with Jordan not being part of the evaluation which limited comparative analysis between both field offices.

Relevance

The EU Madad funding has enabled UNRWA to respond to the most urgent humanitarian needs, including supporting access to education and protection services, and cash assistance. Most of the funding was allocated to support the education of PRS students into UNRWA schools. As UNRWA is the main education provider for Palestine refugee children in Lebanon, a host country with limited services provision for refugees, this educational emphasis was the most relevant intervention. The services supported are linked to UNRWA's core mandate of providing basic services to the Palestine refugees. The holistic approach and interventions chosen are relevant to achieving the integration of PRS students in the educational system. The provision of cash assistance to PRS is relevant in that it assists refugees to achieve some of their basic needs. However, the minimal cash assistance provided is insufficient to support PRS families to get out of deep poverty when they are unable to supplement this income with paid work, savings, or financial assistance from family members abroad.

The interventions under [Result Area 1](#) are in line with the EU Madad Results Framework targeting increased access of refugee children and youth to formal and non-formal education programmes (targeting both refugee and host communities). Interventions under [Result Area 2](#) (Protection) and [Result Area 3](#) (basic humanitarian assistance) also support the EU Madad Results Framework but the scale of the interventions supported has a limited reach.

The support to UNRWA has reduced the strain on Lebanese government services responding to the humanitarian needs of over 1 million Syrian refugees. EU Madad support is aligned with the Government's strategies and the Regional Refugee and Resilience Plan (3RP) of 2018-2019. Education services are responding to the 3RP education targets of enrolling students in formal education and Technical and Vocational Education and Training (TVET); training of education personal and rehabilitation of class rooms.

Effectiveness

The education strategy – developed and initiated by UNRWA in 2013 with the EU as the main donor – to integrate PRS students into the UNRWA school system has shown its effectiveness through increased academic grades of PRS, increased retention rates, and improved outreach to PRS students outside the school enrolment. Where feasible and where resources allowed, the agency has been able to provide TVET pathways to PRS students who have been out of the educational system for extended periods.

Overall, the interventions implemented are those that were agreed upon and outlined in the project funding document between UNRWA and the EU, detailed in the Results Framework (see Annex 7).

[Result Area 1](#): EU Madad funding enabled UNRWA to achieve the integration of PRS students in classrooms together with PRL students. At the end of the academic year 2017-2018, only one school in the Beka'a had yet to offer a double shift with an afternoon class for PRS students. This situation was mainly due to the limited infrastructure capacity.

As mentioned in the MTR, education objectives and targets included in the Agreement were achieved. However, assessing these results in comparison with the number of students that do not access education is challenging. Developing a complete overview is contingent upon the Lebanese Ministry of Education providing figures of PRS students enrolled in Lebanese government schools and other actors (such as UNICEF and UNHCR), providing enrolment figures for education programmes such as the Accelerated Learning Programme for PRS students who have been out of school for more than two years. This data would provide a comprehensive view on the enrolment of PRS students in other educational facilities but would not include data about those children who are not receiving any schooling, e.g. because they need to work to help support the family.

The holistic approach has been effective. It was evident from speaking to parents and students that the school environment, the quality of teaching, and the general atmosphere in schools are critical to creating places which support the overall wellbeing of children. It was also evident from the in-country consultations that the quality often varies between schools and that key drivers for quality are the quality of the infrastructure and of the teaching staff (years of experience, personality, training). Recreational activities, where they were made

available, were highly valued by students as they allow them to release stress and enable discovery of other interests and qualities.

In partnership with Terre des Hommes, UNRWA conducted an outreach campaign during the first year of the project to support the enrolment of children and youth not attending school. This resulted in an enrolment rate increased by 4.4 per cent of PRS students enrolled in the school year 2017-2018, compared to the previous scholastic year. During the second year of the project, UNRWA focused on the retention of students enrolled, identifying risks for drop out early on, and taking remedial action. UNRWA had identified that students drop out of school at key points, e.g. around Brevet time, and in grades 7 and 8. While there were diverse reasons for dropping out, including families leaving for Europe or returning to Syria, feedback was that leaving school was also linked to the quality of education services and whether the students were able to negotiate the curriculum. To address the latter, UNRWA provided learning support and worked with an external institution to strengthen the capacity of 2,424 targeted English teachers.

Result Area 2: During the MTR it was noted that the result statement for this results area was too ambitious when considering the available resources allocated in the budget. UNRWA has developed several strong protection policies and instruments that guide their operational activities in this field. However, because of the lack of financial support – made worse following the U.S. funding cuts – the agency is pushed to focus all available resources and efforts on maintaining core services such as health and education. After the funding cuts the capacity of the agency to address and respond to protection concerns has been significantly reduced.

The strengths of the interventions under this area have been community engagement, support for community-based networks, counselling services, rehabilitation or construction of confidential counselling rooms, with a strong focus on protection risks faced by women and children. Women consulted in the camps highlighted their increased capacity to identify and address protection risks in their neighbourhoods. A strong result worthy of highlighting is the role of the women's committees and networks in identifying children not attending school or at risk of drop out (due to early marriage, for instance).

Interventions under this result area were strongest where connections were made with local partners and community structures, such as the Centre for Resources for Gender Equality (ABAAD) or the Women's Programme centres in the refugee camps, to support community-based protection mechanisms in the camps.

During the interaction with the women's committees, it was noticed that women were eager to develop interventions for their communities, including awareness raising, providing support to vulnerable families.

Result Area 3: Since October 2013, UNRWA has been assisting PRS through its cash transfer programme, which credits ATM cards with multipurpose cash assistance designed to cover a range of basic needs. Within the framework of the Emergency Appeal (EA), the multipurpose cash assistance provided by UNRWA Lebanon Field Office (LFO) is funded by numerous donors who make pledges to the appeal. The multipurpose cash component of LFO's appeal lacks any constant and stable donors and is funded as donor pledges come in.

All PRS in Lebanon (28,885 persons in December 2018, as per UNRW's figures) are considered as vulnerable by UNRWA and each PRS receives cash assistance of US\$ 100 per month and additional cash for food assistance equal to USD 27 per month. Post distribution monitoring during the third quarter of 2017 showed that 71 per cent of PRS are in debt. Households reported that they borrow money to cover their basic needs, e.g. food and rent. 96 per cent of PRS reported that they spend the cash grant within 15 days.⁵

The multi-purpose cash assistance was found to be insufficient to meet all the basic needs, but it does help prevent further deterioration of the humanitarian situation. Refugees consulted during the evaluation stressed their need for, and wish to, be able to work and look after their families. The limited rights available to the PRS (and the PRL) restrict the opportunities for refugees to be more resilient and get out of the poverty cycle.

Efficiency

Programme implementation is supported by adequate staffing levels. The direct operational staff are linked to the different activities implemented in various locations. Managerial and support staffing levels are appropriate

⁵ Second annual report, pp. 77-78.

to support the implementation of a complex, multi-component project that has a broad implementation scope. The scope of the evaluation did not include a comparison of staffing levels across various EU-funded projects. Staffing levels were found to be in line with the number of interventions supported and services provided. It was not within the capacity of the evaluation to assess the quality of the outputs achieved by the various staff members. However, it should be noted that the quality of the educational achievements is a direct reflection of the quality of the work delivered by the education staff.

Project implementation was initially hampered by recruitment delays for a number of positions. During the in-country mission, concerns were raised that UNRWA's recruitment processes and contract conditions did not always result in the hiring of the most qualified persons for certain positions (school counsellors). Short-term or daily contracts do not provide job stability for project team members and can contribute to staff turnover. It should however be noted that all staff, including those on short term contracts, participate in professional trainings.

During the MTR it was noted that the project management structure makes connections between different results areas challenging. It was noted that the Lebanon Field Office addressed this concern for Madad II by having a project management structure overseeing both the Jordan and Lebanon components. The current Lebanon set-up differs from Jordan where a more Project Management Unit (PMU) structure was established to follow up on the implementation of the emergency response.

The project team has taken strong steps to actively engage with NGO partners to support UNRWA mainly with recreational activities, psychosocial support services, learning support, or outreach initiatives. The students welcomed the recreational opportunities provided. A cost/benefit assessment of the engagement of NGOs has not yet been undertaken. From the review of the contract agreements between UNRWA and the NGOs, it was noted that NGOs are mainly contracted to deliver a set of initiatives. This is different from having a more long-term partnership engagement. UNRWA does coordinate its initiatives and works with other partners within the UN family (such as UNICEF for education and WFP for cash for food assistance). Specifically, in the EU Madad funded activities the agency has taken efforts to increase its reach and improve its services delivery to students through working with civil society.

Impact

The impact of the programme is centred on widening the access to education for PRS students. The EU Madad support has enabled education for PRS children and youth. When comparing school enrolment and the academic results of the PRS students with the achievements of Syrian students, it can be noted that UNRWA has achieved a strong educational impact. This achievement should also be weighed against a backdrop of a chronic financial crisis, the loss of one of the biggest donors to UNRWA and working in a country where refugees live in a difficult humanitarian and precarious protection situation.

Providing education to PRS children and youth strengthens the resilience of communities and families. Providing a routine and safe environment to children helps them to better cope with the difficult situation their families live in. Ensuring educational pathways for refugee children contributes directly to long-term impact.

The cash assistance had an impact on people's lives to the extent that it allows them to meet some of their needs. However, the amount of the cash assistance does not make such a significant impact that it helps families to get out of poverty. But as one refugee said, "it is better than nothing, we would be completely in the gutter". Cash assistance will only provide a long-term impact if it is combined with resilience-based activities that support families to gain an income.

Sustainability

Humanitarian assistance is frequently designed without fully considering sustainability, but it should, at a minimum, consider its longer-term impact when responding to immediate needs as it has done here in relation to the education area. The Agency's strategy for engaging with other local actors and NGOs is a possible way of supporting sustainability and cost efficiency. Recommendations were made for UNRWA to lease its facilities to

NGOs to provide after school activities. This could provide an avenue for the agency to raise additional funding for the schools. However, an approach like this is not without risks and will need to be carefully considered to ensure 'neutrality' in the use of UN facilities.

As a predominantly humanitarian agency, UNRWA has embraced a community development approach to its interventions in a number of instances. Sustainability elements are being incorporated in interventions such as supporting community structures or community awareness raising campaigns.

Overall conclusions

During the second year of the EU Madad financial support, UNRWA has considered the findings and recommendations of the MTR. The interventions supported by the programme demonstrate good results and provide both short and long-term benefit to PRS and PRL. In the future, UNRWA should consider where the priority needs are and where the agency can best make a difference with its available resources. Throughout the programme, UNRWA has maintained a strong core set of interventions centred on providing access to education and supporting the delivery of emergency cash assistance to PRS.

Education services should be maintained with continued emphasis on quality, retention, and outreach. It is important to explore different educational pathways (including Technical and Vocational Education and Training (TVET)). Cash assistance remains critical for PRS and needs to be maintained. Protection should be well integrated in the school system, ensuring that associated policies are well-understood and teaching staff are able to operationalize these to the benefit of students. Psycho-social support and recreational activities should be maintained to provide a supportive environment for the students. These are significant factors for student retention and academic attainment. The quality of the teaching and the capacity support to the teachers is also critical. The work environment, contract and salary conditions, and the number of students in classes have a direct impact on the ability of the agency to retain good teaching staff.

Recommendations

Aligned with the findings of the report and following the recommendations of the MTR report, the following recommendations can be made.

1. While the Syria crisis is ongoing, support to UNRWA should be continued so that the agency can deliver its core services to PRS and PRL with emphasis on the provision of quality educational services to PRS and PRL students, supporting children and youth with access to formal education, and providing basic cash assistance.
2. UNRWA should continue to focus on strategies supporting the retention of students currently enrolled in the schools (including learning and language support). The retention strategy should be combined with ongoing outreach interventions using existing community-based structures in refugee camps. Multi-year funding will assist the agency to have a more sustained retention required to support resilience programming.
3. UNRWA's holistic approach to its educational services provision through extra-curriculum and recreational activities should be maintained and expanded through working with NGOs and CBOs. This approach provides students with a school environment where they can evolve into well-rounded young adults, release stress, and find a place of normality.
4. UNRWA should consider how information in different databases can be better used to support outreach to assist in identifying children and youth not attending school. It may be possible for family data in the Relief and Social Services database to be compared with information kept in the database of the education department.
5. Integration of protection policies and guidelines into core services delivery should be further strengthened through ongoing capacity building of school staff to support a protective and inclusive school environment.

6. Multi-purpose cash assistance to PRS families should be complemented with a stronger strategy to support resilience and decrease dependency. Referral mechanisms to NGOs to access small grants or loans to set up a small business is one of options to be explored.

7. To strengthen the project's relevance in a protracted crisis, UNRWA will need to strengthen – where its mandate allows – its resilience-based approaches including advocating for greater access to the Lebanese labour market and broadening and strengthening the quality of TVET services. Multi-year funding is required to support resilience programming.

8. UNRWA should cross reference information with the Syria Field Office to determine whether Palestine refugees have returned to Syria when they drop off the Agency's radar in Lebanon. This can be achieved by cross referencing refugee databases with UNRWA Syria field office.

background

1.1. Introduction

1. This report covers the final evaluation of the financial support provided to UNRWA under the EU Madad Fund. Commissioned by UNRWA, the final evaluation was undertaken by an external, independent evaluation team (hired by Mainlevel Consulting) between December 2018 and January 2019. The final evaluation develops further the findings and recommendations made during the MTR a year earlier.
2. The EU Regional Trust Fund Madad was established as a response to the regional humanitarian crisis caused by violent conflict in Syria. This crisis, and the consequent forced displacement of millions of Syrians, has affected the entire region and placed additional strain on public services of host governments. The presence of high numbers of refugees has also impacted social cohesion, especially in regions with few economic opportunities and where there is high competition between local and refugee labourers for lower paid jobs as a consequence.
3. Along with Syrian nationals forced to flee due to the conflict, the Palestine refugee population residing in Syria who were displaced due to the Israeli-Palestinian conflict were again displaced. Based on the mandates of the different UN agencies, UNHCR takes the primary responsibility for providing humanitarian assistance and protection to Syrian refugees while UNRWA takes the primary responsibility for providing assistance to Palestine refugees in the region.

The plight of PRS in Lebanon has put additional pressure on UNRWA to provide humanitarian support and services. PRS in Lebanon do not have legal status, have no access to employment opportunities, and are highly dependent on the support provided by UNRWA. The EU Madad funding was provided to UNRWA to assist its management of the forced displacement of Palestine refugees from Syria, in addition to the EU bilateral funding support to UNRWA in Lebanon.

4. UNRWA and the EU signed the Agreement for a contribution of EUR 15 million under the EU Madad Fund on 1 May 2017. The Agreement supports the Agency's delivery of education services, protection, and cash assistance to PRS who fled to Lebanon and Jordan due to conflict. It covers the period from August 2016 to October 2018 and supports interventions in Jordan and Syria.
5. UNRWA received an initial instalment of EUR 10,322,370 in June 2017 for the first 12 months of the project. In April 2018, following the independent Mid-Term Review (MTR), UNRWA received a second instalment of EUR 4,343,861 bringing the overall pre-payments to EUR 14,666,231.⁶ On 8 June 2018, an addendum to the Agreement was signed between the EU and UNRWA for the provision of an additional EUR 3,000,000.
6. In line with Recommendation 1 made in the MTR report on the importance of avoiding a funding gap, the additional funding allowed UNRWA to 'bridge' the period between the EU Madad funding cycle

⁶ Data from the 2nd Annual Progress Report, p.2.

(ending October 2018) and the new one-year grant under the EU Madad Trust Fund. At the time of the evaluation, the EU had agreed to continue supporting the delivery of UNRWA services to Palestine refugees from Syria (PRS) and Palestine refugees in Lebanon (PRL) impacted by the conflict in Syria.

7. The EU Madad funding builds on the progress and results achieved under three earlier funding cycles (commencing in 2013) of EU support to UNRWA to expand its capacity to respond to increased demands for the provision of services following the start of the Syria crisis. Under the previous funding cycles, a strong emphasis was placed on providing access to education and shelter assistance. The continuity in focus has allowed UNRWA to develop a long-term approach aiming to integrate PRS students successfully in UNRWA schools in Lebanon, supporting their adjustment to the Lebanese educational curriculum.
8. The EU Madad funding in Lebanon supports three results areas:

Result Area 1: PRS children are able to continue their education despite their displacement. Quality, equitable, and inclusive education is ensured for PRS children in Lebanon.

Result Area 2: PRS and host communities are supported to strengthen community resilience and social cohesion and have access to equitable protection services for individuals at increased risk.

Result Area 3: Vulnerable PRS families are able to meet their essential humanitarian needs.

1.2. Evaluation Objectives and Scope

9. The objective of this final evaluation, as described in the TORs (see Annex 1) is “to provide clear and robust findings and conclusions on UNRWA’s performance and results in implementing the EU MADAD project”.
10. Based on the TORs, the primary specific objectives of the final evaluation are:
 - to assess the relevance of the project to meet the needs of the most vulnerable PRS families in the Palestine refugee camps in Lebanon;
 - to assess the extent to which specific objectives achieved;
 - to determine whether the project was cost-efficient;
 - to assess the short-term and projected long-term impacts of the project impacts and determine how can these be maximised;
 - to analyse whether aspects of the education component are sustainable in the long term; and
 - to draw lessons for integrating sustainability into other emergency projects.
11. It should be noted that both the mid-term and final evaluations only cover the support to UNRWA operations in Lebanon. 80 per cent of the EU Madad funding has been allocated to UNRWA support for the PRS in Lebanon, where humanitarian conditions for the refugees were dire. Having only Lebanon as part of the evaluation means that no comparison or lessons learning between both operations were possible.

1.3. Evaluation methodology

12. The evaluation builds on the findings and recommendations made during MTR. Both the mid-term and the final evaluation were guided by the same evaluation matrix (see Annex 5) based on the five OECD-DAC evaluation criteria and 26 evaluation questions. The evaluation matrix was the basis for the in-country consultations using Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). Because of the high number of evaluation questions, different weight was given to the evaluation questions between the mid-term review and the final evaluation.
13. The evaluation process had three main phases:
 - Preparation Phase: Prior to the in-country mission, an inception report was prepared based on document review and further operationalising the evaluation questions.
 - Field mission: The field mission to Lebanon took place between 5 and 15 December 2018. Meetings with UNRWA and EU staff were complemented by meetings with development and

humanitarian actors, civil society, and PRS and PRL who are supported through the different components of the programme.

- **Reporting phase:** The reporting phase was used as an opportunity for further consultation with UNRWA and EU, allowing for additional data collection where necessary. One round of feedback and comments took place with EU and UNRWA staff.
14. The evaluation established four lines of evidence to produce data to respond to the questions and sub-questions in the evaluation matrix, allowing for triangulation of sources and cross-referencing:
- Documentary review of project documentation related to the EU Madad funded programme, including design document, two annual reports, and the MTR. (See Annex 3 for the full list of documents consulted).
 - Semi-structured KIs and FGDs during the in-country mission to Lebanon. In-country consultations included extensive discussions with UNRWA staff and meetings with EU staff and national and international NGO partners of UNRWA. The evaluation team placed strong emphasis on consultation with PRS and PRL to ensure their views and priorities were understood and reflected in the evaluation report.
 - Purposive sampling technique was used when selecting participants for the FGDs and meetings. This technique ensured participants and people met were well placed to help answer the evaluation questions and achieve the evaluation objectives.
 - Data analysis and triangulation of evidence-based comparative analysis of qualitative and quantitative data obtained from the document review and the in-country primary data collection.
15. See the Evaluation Matrix at Annex 5 for further details on the methodology.

1.4. Evaluation Constraints and Limitations

16. The Madad Results Based Management Framework, approved by both UNRWA and the EU, is satisfactorily tracking annual progress. While the quantitative data available is sufficient against output indicators included in the project document, these are not sufficiently underpinned by baseline data. For EU Madad II UNRWA should ensure proper baseline data is in place to allow more in-depth assessment of results achieved.
17. The focus of the TORs was limited to the current two-year phase of EU Madad funding which limited the opportunity to have a longer-term perspective to track progress and change over time. Both UNRWA and the EU should consider undertaking an assessment of the impact made in relation to previous EU funding to UNRWA in support of the Palestine refugees from Syria residing in Lebanon. It is important to have a longer-term perspective to track progress and change over time, and review progress and results achieved in relation to other funding achievements.
18. It should be noted that the EU Madad funded programme is a broad programme with multiple components, results areas, and a large number of activities. The evaluation team was allocated 20 days for the MTR and 20 days for the final evaluation which is considered limited for the scale and complexity of the programme under review.
19. This evaluation took place before UNRWA submitted its final report to the EU. As a result, some data was not yet available at the time of writing the final report. In the future it would be more efficient for a final evaluation to occur after final reporting has been completed.

findings

20. The programme is supported by the following principal objective and three results areas. The detailed Results Framework which was the basis for the MTR is attached to the report as Annex 6.

Principal objective: To strengthen the resilience of Palestine refugees from Syria (PRS) affected by the crisis and who have escaped to Jordan and Lebanon

Result 1: PRS children are able to continue their education despite their displacement; quality and inclusive education ensured for Palestine refugee children in Lebanon (PRS/L)

Result 2: Palestine refugees from Syria and host communities are supported to strengthen community resilience and social cohesion and have access to equitable protection services for individuals at increased risks.

Result 3: Vulnerable Palestine refugee families from Syria are able to meet their essential humanitarian needs.

1.5. Relevance

1.5.1. Relevance to the needs of the Palestine refugees (PRS and PRL)

21. At the beginning of the crisis, UNRWA was confronted with up to 50,800 PRS (November 2013). Annual figures collected by UNRWA show that the number has decreased over the years, with some refugees having fled to Europe or elsewhere. The number of PRS present in Lebanon remains important.
22. More recently, some refugees have taken steps to return to Syria due to the lack of employment opportunity and poverty they face in Lebanon. It should be noted that the numbers of PRS voluntarily returning to Syria are low as conditions for a safe return for refugees are not yet in place.

Table 1 - PRS present in Lebanon, 2012-2019 (UNRWA reporting)

Date	Registered (Statistics)
Dec-13	51,227
Dec-14	44,852
Dec-15	41,413
Dec-16	32,042
Dec-17	32,492
Dec-18	29,243
Jan-19	29,038

23. The EU Madad intervention targets highly vulnerable communities. As their displacement continues, PRS in Lebanon are becoming increasingly vulnerable with significant humanitarian consequences. Ninety-five per cent of PRS families are completely reliant upon UNRWA to meet their essential needs. The vulnerability of PRS is compounded by the very limited access to employment for Palestine refugees, with the PRS facing additional restrictions including lack of legal status and difficulty in maintaining legal residency, restrictions on freedom of movement, and limited access to services.
24. PRS rely on UNRWA to provide life-saving aid and access to basic services, predominantly health and education. Traditional coping strategies are increasingly exhausted with the poverty rate among PRS families estimated at 89 per cent and almost 95 per cent are food insecure⁷. PRS have extremely limited access to formal employment with increased legal barriers to access the labour market. PRS face additional and specific protection concerns linked to their status as Palestine refugees, identified gender-specific vulnerabilities, and a high proportion of female-headed households having no income earners. Consequently, PRS families are reliant on UNRWA for a large range of basic services including education, health, protection, and cash assistance.⁸

⁷ <https://www.unrwa.org/prs-lebanon>

⁸ https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eutf_madad_action_document_8th_ob_palestinian_refugees_20062018.pdf

Increased PRL vulnerability due to arrival of PRS

25. The arrival of the refugees has had a significant impact on the host communities, both Lebanese and Palestine refugees in Lebanon (PRL). This impact is particularly acute for the poor and vulnerable in the host communities, who are directly affected for example, in terms of their ability to find jobs and as a result of decreasing salaries coupled with increasing prices for rental accommodation and basic necessities. Compounding the impact is the fact that many of these people were already living in very difficult circumstances before the arrival of the refugees.
26. Prior to the start of the Syria crisis, the Palestine refugee community in Lebanon was already vulnerable and UNRWA was struggling financially to meet the demands for basic services delivery. The arrival and presence of an estimated 31,500⁹ PRS further strained the Agency's financial resources and capacity to respond effectively. From the conversations in-country, and from reviewing funding appeals developed by UNRWA, it was evident that the Agency's capacity to manage the influx of additional Palestine refugees into Lebanon would have been jeopardised had additional funding not been made available.
27. The project interventions, and in particular the emphasis on education assistance and the emergency cash assistance, were a direct and relevant response to the identified needs of, and humanitarian challenges faced by, PRS in Lebanon. While the programme focused on responding to the needs of PRS, UNRWA did not segregate the PRS from the PRL but aimed to provide coherent and integrated services. Given the vulnerability and humanitarian situation of PRL in Lebanon this was the correct strategy to be pursued. This strategy also assisted in minimising tension between two vulnerable population groups.
28. The interventions, activities, and inputs selected to support project implementation were relevant and suitable to achieve the expected results. As identified during the MTR, aspects of the project were overly ambitious and would have benefited from a focus on the core services, ensuring that available services were centred on the quality of the education provided. UNRWA's budget review noted that some activities were discontinued in the second year, e.g. the Teacher Led Innovation Fund. This allowed the agency to further increase its focus on the delivery of its core services.

A 2008 study found that nearly 28% of the Lebanese population was poor and 8% were living in extreme poverty, with about 300,000 people unable to meet their most basic food and non-food needs." (Oxfam 2015)

UNRWA's provision of equal support to both PRS and PRL is the correct approach and takes into consideration the:

"...constant deterioration of the economic and political situation in Lebanon coupled with the Lebanese government's limitations on the status of Palestine refugees and restricted UNRWA budget coupled with Palestine refugees' rising needs has negatively affected the quality of education and educational outputs for a large segment of PRL." (UNRWA / AUB (2016), p. 70)

1.5.2. Relevance in relation to UNRWA, EU MADAD and regional objectives

29. The interventions supported were in direct support of the strategic objectives to UNRWA, the EU Trust Fund Madad, and the 3RP.

UNRWA's medium strategy 2016-2021¹⁰

30. The EU Madad funding has supported UNWRA to extend its multi-stranded response to the emergency in Syria, especially in providing children with access to education (Strategic Outcome 3). The funding has allowed UNRWA to implement all key elements of its educational response in emergencies, including:
- support for the continuation of children's learning;
 - psychosocial support through counsellors;
 - training of teachers;
 - recreational support;

⁹ UNRWA Description of Action p.18

¹⁰ https://www.unrwa.org/sites/default/files/content/resources/mts_2016_2021.pdf

- remedial education; and
 - inclusive education practices.
31. This multi-stranded response to the Syria crisis was based on the lessons learned from the Agency's response to the 2014 war in The Gaza Strip.
 32. The EU Madad funding has also allowed the agency to improve its educational infrastructure, to be able to cope with the additional student load in the schools in some instances. At the beginning of the crisis, UNRWA operated double-shifts to fully integrate PRS and PRL students within the school. Achieving this objective of expanding infrastructure was necessary.
 33. The provision of cash assistance is in direct response to UNRWA Strategic Outcome 5, to support refugees to meet their basic needs of food and shelter. However, worsening socio-economic conditions and growing protection gaps for Palestine refugees mean that the cash assistance provided by UNRWA has been insufficient for families to meet their basic needs.

UNRWA's Syria Regional Crisis Emergency Appeal 2018¹¹

34. Financial support provided under the EU Madad fund is in direct support of the UNRWA strategic objective to "contribute to the resilience and protection of vulnerable Palestine refugees from Syria".

UNRWA's Syria Appeal:

Strategic Priority 1: To preserve resilience through the provision of humanitarian assistance in the form of cash, food and relief items.

Strategic Priority 2: To contribute to a protective environment for Palestine refugees by maintaining access to basic services, including education; health; water, sanitation and hygiene (WASH); and livelihoods, and promoting respect for international humanitarian law (IHL) and international human rights law (IHRL) through monitoring, reporting and advocacy.

Strategic Priority 3: To strengthen humanitarian capacity, coordination and management to improve the effectiveness and efficiency of emergency programme delivery.

European Union Trust Fund (EUTF) - MADAD

35. The final evaluation confirms the finding of the MTR: UNRWA interventions are in line with the objectives of the Trust Fund to "Promote educational, protection and engagement opportunities for children and young people, both refugee children and vulnerable children in host communities – so they can enjoy quality education with equal access for girls and boys, and to prepare young people for work, by increasing access to vocational training"¹².
36. The project's interventions were in direct response to one of the main results areas of the EU Trust Fund (EUTF) Madad Results Framework "supporting access for refugee children and youth to equitable formal and non-formal education programmes increased; Access to inclusive quality education services for refugees and host communities promoted".
37. Partial contributions can be noted to several of the other EU Madad results areas, through:
 - i) supporting access to TVET for youth with the aim of strengthening employment prospects;
 - ii) supporting PRS and PRL to enhance cohesion between two vulnerable population groups, and
 - iii) providing protection services in camps that focus on sexual and gender-based violence (SGBV).
38. Cash assistance is crucial to Palestine refugees but within the EUTF Results Framework a greater emphasis is placed on interventions that support resilience, including employability and increasing education opportunities for vulnerable youth. In the context of Lebanon, assistance to cover basic needs

¹¹ <https://www.unrwa.org/resources/emergency-appeals/syria-regional-crisis-emergency-appeal-2018>

¹² https://ec.europa.eu/neighbourhood-enlargement/neighbourhood/countries/syria/madad_en

supports PRS resilience to deal with socio-economic vulnerability and protection concerns (including access to shelter and preventing child labour).

Regional Refugee and Resilience Plan (3RP)¹³

39. The results achieved by UNRWA strengthen the achievements reported in the 3RP 2017 progress report, and include:

Education Achievements (children enrolled in formal general education, children receiving school supplies, youth enrolled in TVET); Basic Needs Achievements (households received unconditional, sector-specific or emergency cash assistance).

40. The protracted nature of the crisis has further influenced the strategic direction of the 3RP for 2019-2020 where a strong regional protection framework and “No Lost Generation” remain central. However, there is an increased emphasis on deepening the resilience approach and enhancing economic opportunities. The latter will require a collaborative effort of multiple partners and stakeholders to engage with host governments to amend policies and legal frameworks. Fostering resilience requires a longer-term view, working with and supporting local capacities, and actively supporting links between humanitarian and development investments and approaches.¹⁴.

1.6. Effectiveness

1.6.1. Result Area 1

PRS children are able to continue their education despite their displacement; quality and inclusive education ensured for Palestine refugee children in Lebanon (PRS/L)

Provision of educational services to PRS students above the target of 5000 PRS students

41. UNRWA focused on the retention of the PRS students enrolled at the schools. Effective retention strategies require an intensive engagement with students and parents, quick identification of risks associated with drop out, quick follow up to ensure students receive the requisite support, and engagement with parents in cases where family situations might place a student at risk of dropping out.
42. PRS enrolment in UNRWA schools increased from 5,251 in SY 2016-2017 to 5,482 in SY 2017-2018. This enrolment increase can be attributed to UNRWA’s enrolment campaign which targeted school-aged children residing in the 12 Palestine camps and 14 gatherings. The children were profiled and visited between July – September 2017. UNRWA partnered with the NGO Terre des Hommes in the campaign with UNRWA staff following up on the findings and observations of the outreach campaign.

Table 2 - PRS enrolment rates in UNRWA schools

SY	Enrolment at SY start	Enrolment at SY end
2016-2017	5,251	5,064
2017-2018	5,482	5,231
2018-2019	5,254	

¹³ <http://www.3rpsyriacrisis.org>

¹⁴ UNDP (2015): Dead Sea Resilience Agenda

43. PRS enrolment for SY 2018-2019 decreased slightly compared to SY 2017-2018. This could be attributed to PRS families returning to Syria or moving, e.g. migration to Europe. Other reasons for lower participation rates could include increased poverty forcing families to keep children at home to find work. UNRWA will need to develop a strategy to better understand why enrolment rates have decreased. Linking the UNRWA Lebanon and UNRWA Syria databases and/or cross referencing with databases held by the Education Department and the Department of Relief and Social Services could assist here.
44. UNRWA staff on the ground do follow up when children are not at school. At the Wadi Hawareth school in Beqaa teachers and school counsellors will contact parents if children do not arrive for school. Many PRS in Beqaa live outside camp structures but are organised in committees. School staff contact the committees or the mayor to follow up on school absenteeism.
45. During the outreach campaign, Walaa contacted the PRS families the campaign identified whose children were not attending school. Walaa followed up with several phone calls to the families encouraging them to let their children return to school.
46. School attendance data indicates that students drop out of school at key points (e.g. around Brevet time and in grades 7 and 8). While there were diverse reasons for dropping out, including families leaving for Europe, returning to Syria, or needing to find work to support the family income, feedback was that leaving school was also linked to the quality of education services and whether the student was able to negotiate the curriculum, and whether the school was sufficiently inclusive (accessible for students with a disability).
47. To address the latter, UNRWA provided learning support and worked with an external institution to



Picture 1 - UNRWA staff member, Walaa, working on UNRWA's enrolment campaign.

The enrolment campaign identified the following reasons for children dropping out or never having attended school:

- PRS families needed more money so child had to work; transportation is too expensive; schools are too far away; bullying and violence in schools; the child has a chronic health condition; the child performed badly at school; the child struggled with the school curriculum; the child lacks interest in school.
- PRS families indicated that the costs associated with school was the most pressing problem. While UNRWA, with the support of the EU and previously UNICEF, provides school stationary to all students at the start of the year, as well as transportation services to vulnerable students, top-up stationary expenses and transportation costs for families were not covered and presented as a barrier to school enrolment.

strengthen the capacity of a number of English teachers. It was noted that learning support available to grades 1 to 3 made a significant difference for those students who were accessing the assistance.

Grade 8 students who participated in the extra-curricular activities mentioned they had friends who no longer went to school. The main reasons cited were a lack of money, the cost of education, and the limited opportunities after school. Universities and schools are expensive, and after completing their education, PRS still face employment restrictions in Lebanon and are not allowed to work. Studying does not make sense for many, particularly when the outlook for the future is bleak.

48. As noted in the MTR, the project document target of 5,000 PRS students was reached but analysing results in relation to students that do not access education services remains a challenge. This is mainly

because UNRWA internal databases are not linked to data from external agencies, e.g. the Ministry of Education, and information is not readily shared. Families who do not send their children to school, whether they live in a camp or live remotely, are known in the community. In both instances, families often have compelling reasons why children are not at school. Addressing the compelling reasons why children do not attend school requires a longer-term engagement with the families through regular visits by school counsellors.

Upgrading of school infrastructure to support learning environment

49. The EU MADAD funding enabled UNRWA to upgrade some of its school infrastructure to provide students with a better learning environment. The upgrade of the school infrastructure was very positively received by the students. Infrastructure projects visited were found to be of good quality with the contractors managed by the relevant infrastructure department of UNRWA.

Students welcomed the upgrading of the playgrounds. They mentioned: ‘It helps us to release tension’; ‘it makes us feel proud of our school, before the playground looked like a dirty street’.

The rehabilitation of school infrastructure complements other initiatives funded by the EU and UNICEF in support of the rehabilitation of the facilities at Siblin Training Centre (EU funded) and the renovation and maintenance of classrooms at UNRWA schools in Tyre and Saida (UNICEF funded).

Table 3 - Rehabilitation of school infrastructure (playgrounds, canteens, toilet blocks) under EU Madad

Area	School	Status of works
Saida	Sammou School playground and 2 toilet blocks	Completed
CLA	Haifa School playground + music space	Completed
CLA	Galilee School playground + music space	Completed
Saida	Pal Martyr School playground + music space	Completed
NLA	Nazareth School playground	Completed
NLA	Kawkab-battouf two canteens	Completed
Beqaa	Jarmaq School playground + music space + recreational room	Completed
Beqaa	Tiberias School – two toilet blocks	Completed
Beqaa	Qastal School playground + toilet block	Completed
Tyre	Naqab School playground	Completed
Tyre	Ein Assal School	Completed
A total of 5577 students (944 PRS and 4,633 PRL) have benefitted from improved school infrastructure.		

Academic achievements of PRS students on par with PRL academic performance

50. The academic achievements of PRS students, on par with PRL’s academic performance, are an indicator of the success of the Agency’s strategy to ensure PRS students can continue to access quality educational support. A combination of educational services has contributed to this achievement including:
- learning support
 - extra support in English
 - extra-curricular activities
 - training of teachers
 - psychosocial support for children; and
 - parent awareness sessions on how to support the children.
51. The Agency’s new education reform policy launched two comprehensive assessment systems, the General Assessment System (GAS) and the Authentic Assessment Approach (AAA). Both are positively impacting the quality of student learning. The GAS and AAA are implemented at field level and, through

ongoing assessments, seek to determine how students are progressing. This allows for better and faster identification of areas which require further support.

Integration of PRS and PRL students in the classroom

52. The achievement of full integration of PRS students into PRL classes was particularly successful and all students have now transitioned to the Lebanese curriculum. The EU Madad funding was a critical contributor to this achievement.
53. Access to education is provided in 65 schools. Only one school in Beqaa – Wadi Hawareth school – still had an afternoon shift for PRS students at the end of SY 2017-2018. In SY 2016-2017, two schools were running double shifts exclusively for PRS students. During SY 2013-2014, 15.6 per cent of PRS attended regular classes, 63 per cent in SY 2014-2015 scholastic year, and in SY 2015-2016 81 per cent.
54. The integration of PRS and PRL students supports social cohesion between the PRS and PRL communities. The Agency's holistic approach to education and the equal treatment of both PRS and PRL has been essential to the results achieved to date.

During SY 2017-2018, 97.06 per cent (5,321) of the total 5,482 PRS students enrolled in UNRWA schools joined their PRL classmates in regular morning classes. This is a good indicator of the success in transitioning PRS students from the Syrian to the Lebanese curriculum.

Academic Performance of UNRWA students during SY 2016-2017 compared to SY 2015-16¹

Lower Elementary Cycle: Grade 3

PRS Pass in 16/17: 92.69% + PRS Pass in 15/16: 86.39%

PRL Pass in 16/17: 92.77% + PRL Pass in 15/16: 87.51%

Upper Elementary Cycle: Grade 6

PRS Pass in 16/17: 90.07% + PRS Pass in 15/16: 83.53%

PRL Pass in 16/17: 93.08% + PRL Pass in 15/16: 85.70%

Holistic support services to students

55. Holistic support services to PRS students (including psycho-social and counselling support, learning support, and recreational activities) have strengthened the quality of education and the academic performance of the students. One counsellor is provided for each school with 13 counsellors in total supported under EU Madad during SY 2016/17 and 17 during SY 2017/18.
56. UNRWA has engaged a number of NGOs to provide holistic support services mainly in the provision of recreational activities:
 - UNRWA sub-contracted the NGO, Al Jana, to provide music, dabkeh, and acting lessons for students in grades 4 to 8 in several schools. Theatre was used by students to share their views about their school. Students and Al Jana facilitators reported attitudinal change regarding their school and learning experience.
 - Grade 8 students at the school visited in Saida expressed the following views on participating in Al Jana's extra-curricular activities:
 - Gave more motivation to come to school.
 - Gave me more confidence.
 - Helped me to concentrate better.
 - Discovered hidden talent that we did not know we had.
 - Such activities do not exist in our neighbourhoods.
 - We hope it will continue, was too short and should be part of our curricula.
57. Individual counselling sessions were welcomed by the students with an average of 350 students per month seeking counselling support SY 2016/2017 and 647 students per month seeking support in SY 2017/2018.

UNRWA has contracted the International Rescue Committee to provide capacity building to 24 UNRWA counsellors. The counsellors with the strongest potential are supported through an individual capacity building plan. The IRC approach is effective as it provides strong curriculum combined with on the job-coaching.

58. During discussions with teachers and parents it was apparent that the school environment, the quality of teaching, and the general atmosphere in schools are critical to creating places which support the overall wellbeing of children. Schools are often overcrowded, and facilities are run down.
59. It was also evident from the in-country consultations that these factors vary between schools and between counsellors. Recreational and extra-curricular activities are important for the learning of students but not all schools have the resources to provide extra-curricular activities. Where schools were able to provide extra-curricular or additional recreational activities these were strongly supported by the students met.
60. During the first year of the project, health tutors were hired to provide hygiene education in the schools. These interventions were discontinued after the MTR mainly because the benefit of the intervention was not substantiated in relation to achieving the strategic objective under Result Area 1.

Vocational Training

61. There are few educational pathways for students who drop out of school and opportunities to enter vocational training or access internships are limited. For its long-term courses, the UNRWA Siblin Training Centre gets a minimum of two applicants for each available place.
62. A total of 63 PRS students were supported with EU Madad funding to undertake short-term skill training courses including mobile phone repairs, photography, and mechanics. The courses aimed to provide PRS and PRL youth with a specific skill training that will increase the possibility of earning an income.
63. Observations made by students who were met during the MTR were similar to those made during the final evaluation:
 - the duration of the course was not sufficiently long to reach a good skill level.
 - need for more specialization.
 - extend the hours to get more training.
 - the tool kit provided at the end of the course was not sufficient to start up their own business.
 - training course should be followed by internship with private sector.
 - UNRWA to continue to advocate for access to the Lebanese labour market.
64. All students stressed the need to reach a technical quality level that made them competitive in the job market. Across all consultations with youth, it was evident that students wanted to be independent, to find employment, and were frustrated with the legal and other restrictions for PRS to access the labour market.
65. Sibllin staff confirmed that training courses it offers are based on market analysis and respond to market demand. It was not part of the scope of the evaluation to assess the quality of the labour market assessments. The training centre management is keen to introduce new courses and improve existing ones that respond to market needs (solar energy, hybrid car mechanics, agricultural expertise) but progress is hampered by a lack of funding purchase the necessary equipment to introduce new courses and by difficulties in filling instructors' positions within the current salary scale.

1.6.2. Result Area 2

Palestine refugees from Syria and host communities are supported to strengthen community resilience and social cohesion and have access to equitable protection services for individuals at increased risks.

Community based networks and interventions

66. To support protection at community level, UNRWA worked with NGOs and camp-based community groups to strengthen the capacity of local networks in providing protection services in the camps through outreach and awareness initiatives. Community groups were supported to design and implement community action plans addressing gender-based violence prevention and protection concerns such as child marriage and violence at home and in the communities.
67. Interventions did increase the understanding and capacity of 13 women and girl committees on protection issues. The strongest results were recorded where close connections were made with local partners, e.g. the NGO ABAAD, which provided capacity support to local women's committees on awareness around SGBV and other protection concerns faced by women. Women were supported to establish their own community-based networks. These initiatives provide UNRWA with the opportunity to engage with community-based networks in support of other interventions in the camps, such as the school outreach campaign.
68. The supported women and girl committees continue to undertake community outreach activities focused on targeting school age children at risk of drop out and those who have dropped out within their child protection and GBV focused awareness events. These community-based protection structures including the Child Protection Networks in the camps coordinate with Education actors on vocational training and transitional education programs for students to return to educational program as part of their key messages and referrals for identified beneficiaries. One concrete example of drop out response which demonstrates the role of the committees is the work with girls from Beddawi Camp where the committees have succeeded in supporting three girls who have dropped out of school to return to schools and eleven girls to join vocational training courses in Beddawi Women Programme Association centre.
69. As noted in the MTR, care should be taken so that these volunteer community-based structures continue to be allowed to work from existing neutral centres beyond the project duration.

Safe access to confidential counselling spaces

70. UNRWA supported the rehabilitation of counselling spaces including furnishings for 36 school counsellor rooms, two relief and social services rooms and one health clinic. Each confidential counselling space modification under this output created counselling rooms in places where a high need for access to protection and counselling services was required. Spaces provided safe access for women, children and other vulnerable persons to seek support in cases of gender-based violence and mental health issues.
71. Based on the surveys conducted by UNRWA it is evident that the new confidential counselling services have contributed to increased knowledge about protection issues, helped people to address their problems or identified ways to seek additional support.

Integration of protection principles and services in UNRWA's activities

72. Despite the withdrawal of US funding, on top of an already precarious financial situation for UNRWA, the agency had to ensure that core services such as education, health, and cash assistance were safeguarded as far as possible. Some services and departments were negatively impacted, including protection services.
73. UNRWA has supported mainstreaming of protection into its services with EU Madad funding, particularly education services.
74. The importance of integrating protection in the Agency's services delivery through teachers, social workers, and other on the ground staff should not be underestimated. UNRWA is making good progress in this regard, but further support and coaching of staff is crucial.

Psycho-social support services impacted by funding situation

75. The impact of the deteriorating financial situation on the Agency is also impacting the psychosocial support provided at school level through the school counsellors. Funding for school counsellors is only partially (21 counsellors) covered by the programme budget. Other positions are covered through project based funding including EU Madad (17 counsellors) and Belgium (18 counsellors).

76. UNRWA employs five psychologists and three psychiatrists who provide support to other frontline staff. UNRWA uses a referral system for its psychosocial servers. Youth who are identified as needing support are referred to specialist NGOs for further follow up.
77. It was evident during the field visit that the quality of psycho-social support in the schools is highly dependent on the appointed staff, the quality of their education, and their personality.

Some of the problems identified during KIIs with UNRWA staff faced by children and youth include violence at the home and at the school, SGBV, family separations, poverty, feelings of hopelessness (no solution after 70 years), being stuck without a change in sight, dealing with a disability.

78. The capacity within UNRWA to undertake professional case management is very limited due to the limited resources, the quality of the persons on the ground, and the quality of the NGO to whom clients are referred.

The agency has developed good manuals and strong policies on protection. Implementing those and ensuring they are part of 'daily life' will require ongoing follow up, training and coaching on the ground. With the funding cuts there is a real danger that 'protection' issues are going to disappear to the background. While foremost for the Palestine refugees – whether residing in Lebanon or Syria – protection concerns are impacting on their daily lives.

1.6.3. Result Area 3

Vulnerable Palestine refugee families from Syria are able to meet their essential humanitarian needs.

Multi-Purpose Cash Transfers

79. UNRWA provides each PRS family with multi-purpose cash assistance equal to US\$ 100 per month and each PRS individual cash for food assistance equal to US\$ 27 per month.
80. Under this result area UNRWA supports monthly multi-purpose cash transfers to all PRS through use of ATM cards with a value of US\$ 100. This is the main intervention under EU Madad for this result area.
81. The multi-purpose cash transfers are complemented with a cash for food component. Cash for food is funded by WFP for 50 per cent with the remaining 50% covered by other donor pledges.
82. The multi-purpose cash component of LFO's appeal lacks any constant and stable donor as it is funded as and when donor pledges are received. In 2018, UNRWA provided multi-purpose cash assistance with the support of the following donors: EU Madad, Sweden, US, Belgium and Italy. With the Lebanon share of the EU-Madad top-up (EUR 2.4 million), UNRWA covered the cash assistance needs of April, May, June and September 2018.
83. Over the course of the project, UNRWA was able to provide **54,613 creditings** to vulnerable PRS families through its cash transfer programme, which credited ATM cards with multi-purpose cash assistance designed to cover a range of basic needs including food, shelter and non-food items. With funding from EU Madad an average of **21,586 PRS individuals** (female 9,588, male 8,909) were reached in 2017, while in 2018 this increased to an average of **30,730 PRS individuals** (female 15,380, male 14,234).
84. (IN TABLE) Over the course of the project, PRS individuals benefitted from MADAD cash assistance as follows:
 - **September 2018:** 27,687 beneficiaries received cash assistance from MADAD

Testimonies from the PRS in the FGD:

"We don't live as a PRS in Lebanon. Hardly any support left. Assistance went down over years. People are kicked out of houses by police when they cannot pay the rent. People have degrees – are doctors, teachers, nurses – but are not allowed to work. People are returning to Syria, preferring to live in the war than to live in Lebanon where there is no dignity. After 7 years the vulnerability is increasing, people have exhausted their savings".

- **June 2018:** 28,352 beneficiaries received cash assistance from MADAD, plus an additional 49 minors received payments
- **May 2018:** 31,731 beneficiaries received cash assistance from MADAD, plus an additional 25 beneficiaries received retro-payments
- **April 2018:** 31,814 beneficiaries received cash assistance from MADAD, plus an additional 134 beneficiaries received retro-payments and 48 minors received payments
- **August 2017:** 9,299 beneficiaries received cash assistance from MADAD
- **June 2017:** 23,120 beneficiaries received cash assistance from MADAD
- **May 2017:** 32,388 beneficiaries received cash assistance from MADAD
- **In addition, in May and June 2017,** 32 families hosting unaccompanied minors received cash assistance from MADAD

In Summary, with the EU Madad, the following cash transfers to PRS were supported

2017 → Average of 21,586 PRS individuals (average female: 9,588; average male: 8,909)

2018 → Average of 30,730 PRS individuals (average female: 15,380 average male: 14,234)

Mechanism for cash transfers and monitoring

85. Transfers for a stipulated period are linked to a specific donor allocated by UNRWA. The UNRWA Relief and Social Services department calculates entitlements and creates a crediting file. Cash is transferred into the bank accounts of PRS families and a text message alert is sent to each PRS when the transfer is made. Banks notify UNRWA when cash is withdrawn and when a PRS family does not access cash. After an agreed period, uncollected cash transfers are returned to UNRWA and those funds are returned or reallocated as appropriate. This standardized mechanism is similar between both Jordan and Lebanon Field Offices where EU MADAD funding is allocated for multi-purpose cash assistance.
86. Monitoring is conducted on a regular basis, with Social Workers from the Department of Relief and Social Services visiting PRS families twice a year. Visits are guided by a set questionnaire and any data collected is entered in the central Emergency Module Database. Unreachable households are recorded after which LFO deactivates the families on the assumption that they have left the country. If families approach LFO and enquire about their crediting after being deactivated, their case is investigated and verified cases who are eligible for cash assistance are provided with retro-payments accordingly.

Impact of cash transfers on the PRS' families

87. The value of the monthly transfers is minimal considering the limited opportunities in finding work and the cost of living. Since housing cash assistance ceased, the multipurpose cash assistance is used by families to cover part of their housing costs, to pay off their debts, pay for medical bills or buy food.
88. Beneficiaries reported they need to borrow money or purchase on a credit basis to cover their needs. **By the end of the project, some 67 per cent of respondents reported being in debt.** While this is an improvement compared with 2016, it remains a high percentage.

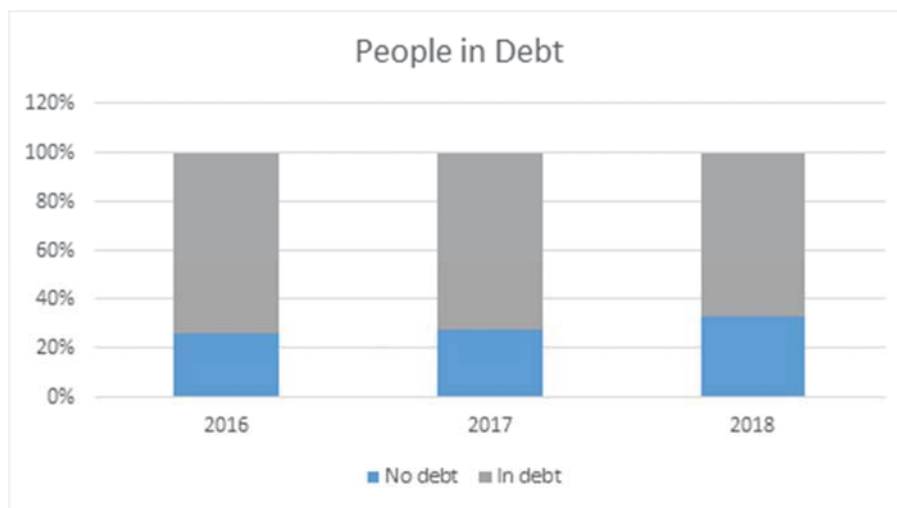


Figure 1 - PRS in debt and not in debt 2016-2018

89. When UNRWA conducted surveys, it was frequently reported that while the cash assistance received from UNRWA was not enough to cover all basic needs, it prevented further deterioration of their humanitarian situation. Results of the post-distribution monitoring conducted over the course of the project show that by the end of the project, **some 67 per cent of households are in debt** and primarily use the cash grant to pay for rent (77 per cent) followed by buying food (58 per cent). **Around 96 per cent of the households reported they spend the money within the first 15 days.**
90. Based on the vulnerability criteria of the UNRWA relief and social services programme, all PRS are considered as extremely vulnerable and eligible for multi-purpose cash assistance. This is different from the approach used in the Jordan Field Office. PRS families in Jordan are visited by emergency social workers who conduct vulnerability assessment to determine their eligibility for the cash assistance. If vulnerability criteria are met the Jordan office provides unconditional cash assistance of USD 40 per person per month.
91. The increasing vulnerability of PRS was raised during the MTR and reiterated during this evaluation. PRS advised during FGDs that the cash assistance received from UNRWA does not meet all their basic needs but does prevent further deterioration of their humanitarian situation. Importantly, refugees stressed the need to complement the cash assistance with livelihoods strategies.
92. It was noted that coping strategies are exhausted. In recognition of the very difficult context for PRS in Lebanon, i.e. their very limited rights, it is important to strengthen resilience opportunities. The MTR included possible ways of strengthening resilience. The evaluators do acknowledge that these suggestions will require additional resources and fall outside of the scope of MADAD II.
- Support for greater numbers of students to access the Sibling vocational training centre
 - Support the Sibling training centre to keep up with the market trends to ensure it continues to offer skills training in areas demanded by the market
 - Continue to provide university scholarships to PRS and PRL students attending UNRWA schools
 - Support paid internships with costs shared between project and employer to allow youth to gain work experience
 - Strong advocacy at government level, together with other humanitarian and development actors, to support the right to work for PRS and PRL.

1.7. Efficiency

1.7.1. Focus on core essential services

93. The MTR report recommended that UNRWA conducts a budget review to ensure that funds are allocated to support the delivery of critical services including access to education and cash assistance. Following this recommendation, several interventions were discontinued or not extended after completion, including rehabilitation works and health education activities. The Teacher's Led Innovation Fund was

discontinued. A reprogramming request and additional (top-up) funding were approved by the EU with allocation of funds to:

- cover essential education staff (LSP teachers and TVET instructors) and critical learning materials;
- provide a summer learning programme for PRS and PRL students in grade 1, and two additional programmes to grades 4 and 5 to address learning barriers leading to drop out in those grades, and
- cover cash assistance to ensure that vulnerable PRS families did not miss out on critical and essential financial support to meet some of their basic needs.

1.7.2. Allocation of inputs versus outputs

94. The evaluation had a closer look at teachers to student ratios. The Agency applies a solid methodology in the allocation of its teaching resources based on a set methodology as clearly demonstrated in the dataset below. The data provided in the table below shows that the number of teachers is in direct correlation with the number of students in the school. There was stability in the ratio with a significant worsening of the ratio for the current school year 2018-2019.

Table 4 - Teachers to student ratios (2011-2019)

School year	Total No. of Class Sections	Total No. of PRS Students	Total No. of PRL Students	Total No. of Students	Total No. of Teachers	Teachers Students ratio
2010-2011	1,068	0	30,787	30,787	1,338	23
2011-2012	1,268	7,500	32,191	39,691	1,715.5	23
2012-2013	1,230	7,350	31,755	39,105	1,700	23
2013-2014	1,230	7,194	32,350	39,544	1,704.5	23
2014-2015	1,224	6,527	31,646	38,173	1,696.5	22
2015-2016	1,081	5,318	31,231	36,549	1,482.5	24
2016-2017	1,075	5,251	30,837	36,088	1,469.5	24
2017-2018	1,080	5,482	31,293	36,775	1,483.5	24
2018-2019	1,059	5,254	31,706	36,960	1,409	26

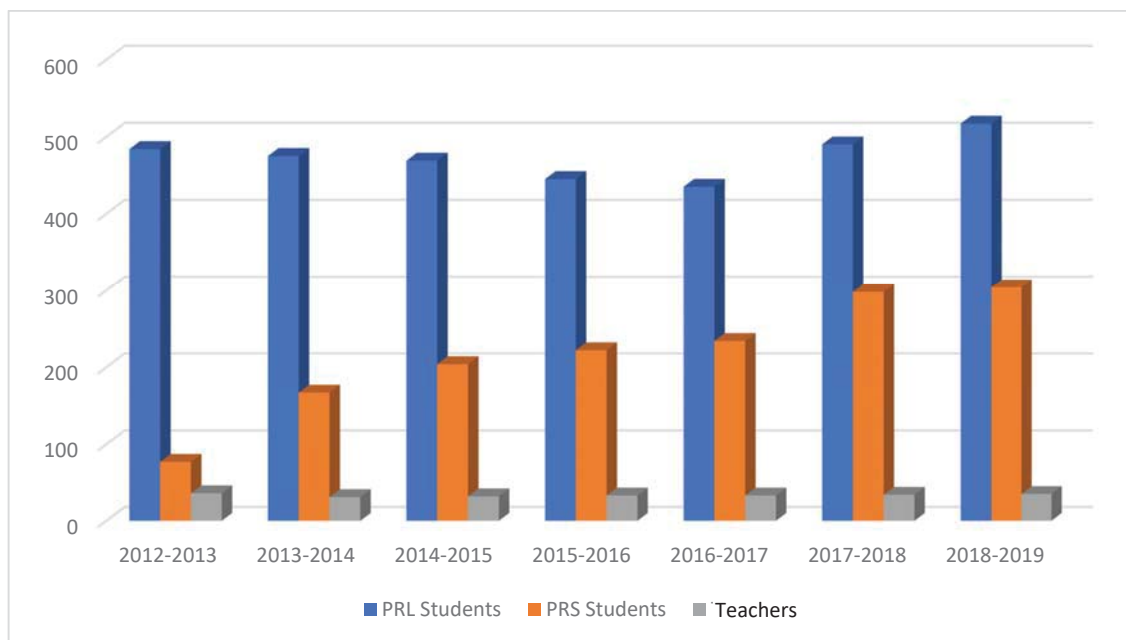
95. A closer view to one school to assess teacher/student ratio: Wadi Al Hawarith School in Bekaa valley

The concrete example of Wadi Al Hawarith School indicates that the teachers/students ratio stayed steady throughout the Syrian refugee crisis, until the current school year.

Table 5 - Teachers-Students ratio evolution (2012-2019) at the Wadi Al Hawarith School in Bekaa valley

Scholastic year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
PRL students	484	475	469	445	435	490	517
PRS Students	77	167	204	222	234	298	304
Total students	561	642	673	667	669	788	821
Teachers	36	31	32	33	33	34	35

Figure 2 – Teachers/students ratio from 2012 to 2019



1.7.3. Efficiency of project coordination

96. During the MTR it was noted that the project management structure might contribute to the siloed implementation of the different results areas. During the final evaluation, the internal coordination mechanisms were further reviewed. It was found that in addition to strong daily and weekly coordination and exchanges between project staff, there are strong coordination mechanisms in place at the senior management level between departments to review progress and results and provide strategic direction.

Table 6- Overview of Regular Meetings Taking Place between Education, Protection, and RSS Departments

Type of Meeting	Scope of Meeting	Frequency
Protection-Education Meetings	Discuss and steer the implementation of the protection mainstreaming work plan within Education and discuss progress/next steps related to MADAD deliverables (PSS trainings for counsellors, PSS plan for counsellors, protection referrals of children at risk of drop out).	Monthly
Inter-departmental meeting to discuss MADAD project	These meetings are led by the Deputy Director of Programmes. All departments relevant to the project are invited to attend (HR, Education, Protection, Relief and Social Services, Operations, Finance, Engineering, etc). Meeting focuses on EU MADAD progress and challenges.	Quarterly
Senior Education Management Meeting	Discuss updates from the education department with respect to education projects and overall programming. Protection and RSS colleagues are invited to attend this meeting on an at least monthly basis at the request of project managers/senior management	Bi-monthly

97. Several monitoring tools are used to obtain feedback from beneficiaries and staff in various locations. These monitoring tools allow UNRWA staff at LFO level and on the ground to assess whether the

interventions are reaching the target population and allow for feedback from the beneficiaries. Monitoring and assessment tools include student perception surveys and surveys to obtain feedback on the PSS and recreational programme activities.

98. The tools specifically developed to monitor progress and results under EU MADAD are additional to the standardised monitoring tools used by UNRWA including, for example, the Relief and Social Services, (RSS) post-distribution monitoring, the Education Management Information System (EMIS), and Protection audits conducted by the Protection department.
99. EMIS is a student-centred and school-based system that provides key education planning and management information. EMIS was developed as an initiative under the UNRWA Education Reform Strategy and launched during the 2016-17 scholastic year, with the aim of strengthening evidence-based policy-making and informed decision-making. Under the project agreement ENPI/2012/301-709, the EU has previously supported a training phase in addition to upgrading school internet connectivity that helped to ensure schools were ready for the launch of EMIS. The EMIS system is a key component of UNRWA's education reform strategy, supported by the EU, which allows the agency to track students' progress and identify problem areas and intervene with additional support where needed.

1.7.4. Engagement of external actors

100. UNRWA sub-contracts NGOs to deliver several services, especially under the education and protection components of the project. Under the education component, UNRWA has worked with an estimated 45 NGO partners, mainly national and local civil society organisations. It was not possible to calculate the percentage of the budget used for engagement with NGO partners.
101. Local organisations were mainly hired to provide recreational or learning support activities. Specialist agencies such as the IRC and NRC were appointed to provide training and on-the-job coaching to teachers and counsellors to make services more effective (remedial education, counselling). Feedback from the NGOs consulted during the final evaluation highlighted that NGOs welcomed the opportunity to work with UNRWA but would welcome a long-term strategic engagement beyond service implementation.
102. UNRWA has embraced working and coordinating with other actors, e.g. other UN agencies (WFP and UNICEF) and NGO actors. How this coordination occurs and how it strengthens the effectiveness and efficiency of services delivery should be better explained in reports and analysis of results. This also applies to any additional project funding that complements other project funding or bilateral agreements between UNRWA and the donor. This analysis is beyond the scope of this evaluation but would be valuable to conduct and would illustrate how the agency uses different financial resources in an efficient manner.

1.7.5. Budget analysis assessing allocation of costs and resources

103. Building on the initial analysis of the MTR, a more detailed analysis of several of budget lines was undertaken. The budget lines selected for review were determined based on consultations with the EU and UNRWA.
 - Under the project, an additional 99 teachers were hired in the school year (SY) 2016-2017 and 100 teachers in the SY 2017-2018. This is in line with the analysis of the teacher to student ratio conducted following the start of the Syria refugee crisis which resulted in further hires (see Table 2 above). Teachers have been recruited based on a UN Volunteer (UNV) contract and do not add to the pool of permanent staff. From a financial perspective this is efficient as teachers are hired at a lower cost. However, this contributes to job insecurity and leads to staff turnover.
 - There are a number of budget lines which only target PRS students and families, including transportation subsidies and multi-purpose cash assistance to PRS families. Where specific costs support both PRS and PRL, e.g. the provision of the additional teachers, other budget lines are focused on expressly addressing the vulnerability of PRS students and families.
 - For the TVET component of the project, UNRWA paid TVET instructors directly and covered the costs for materials needed for the skills training of PRS students. Based on the review of salaries of instructors and the costs of the tool kits, the costs covered by the project are considered to be appropriate. But the evaluation team was not able to obtain comparative figures from other TVET providers to make a solid comparative analysis. The actual cost for training a student has

been US\$ 2,143.80, significantly lower than the US\$ 2,906 included in the original project budget. In the FGDs, students stressed that the duration of the training courses was insufficient for PRS students to get sufficient knowledge to start their own small business and earn an income. It also seems likely that lower costs impacted the quality of the toolkit provided to the students.

1.8. Impact

104. While UNRWA has good monitoring systems in place, especially linked to educational enrolment and achievement (EMIS), it is important for the agency to strengthen the analysis of the data to support impact analysis. Analysis of the data should be done in relation to the degree of change the agency hopes to achieve. While there is an underlying strategy, especially for Result Area 1, this is not sufficiently documented and contributes to questions being raised around 'what difference is being made?'
105. The sustained EU MADAD funding has allowed the agency to implement a successful response in the integration of the PRS students into the educational system.
106. Overall, it was found that UNRWA has been able to achieve good results in providing educational opportunities to both PRS and PRL with its available resources. Targeted interventions supporting the integration of students into UNRWA schools teaching the Lebanese curriculum have been successful with PRS students having academic achievements not different from their Lebanese counterpart. This has allowed for PRS students to continue their education and to avoid a 'lost generation'.
107. Ultimately education is about forming responsible young adults, instilling self-confidence, and encouraging young people to create their own futures including pathways to further their education, to find opportunities to find paid and decent employment, supporting overall resilience.
108. It was clear during the in-country consultations with the youth and their parents that there are limited opportunities for a fulfilling future and this weighs heavily on families and youth and often influences the educational path children and youth will take.
109. The approach used for their response to the Syria crisis was built on the experience of the agency in The Gaza Strip post 2014 conflict. This approach and lessons should be documented and shared with other humanitarian actors. It is not evident from the documentation to what extent this experience has been documented and shared with other actors including UNHCR or the Ministry of Education.
110. Access to vocational training and learning of a skill for youth is another important pathway to support resilience. It was found that providing short term skills training is a positive step but to support a stronger impact some steps should be taken to strengthen the vocational training component mainly ensuring that the skills training allows the students to reach a sufficient skill level to be able to compete in the market. This will have then a stronger impact on strengthening the resilience of the youth population.
111. It was found that there are limited opportunities for youth to improve their futures, with limited or no access to higher education scholarships, vocational training and other employability and entrepreneurial skills training programmes.
112. Vocational skills training remains an educational pathway that is of significant importance to youth, especially those who have dropped out of school, those who find the school curriculum challenging, or those who need to find work to support themselves or their families. Sibling Training Centre is widely recognised as having a good reputation but its impact could be strengthened if it received the resources required to ensure that its courses are of the best quality to meet market demands.
113. The cash assistance involves a minimal financial contribution to keep PRS families 'afloat' but is far from sufficient to cover basic needs. PRS families – where there are family members who can do so – work to make ends meet. The latter is becoming increasingly important because after seven years of displacement families have exhausted their coping mechanisms including use of savings or selling of assets. Families who have members who were able to migrate to Europe are receiving some support from their families. It was mentioned by several people interviewed that migrating to Europe was the only option. All PRS families are considered 'vulnerable' and receive equal assistance. Whether this is the right approach was not possible to assess. Moving forward the agency should continue monitoring vulnerability and consider at what point PRS and PRL will be considered as one group for vulnerability assessment and assistance based on vulnerability.

114. Under the protection results area the programme, because of limited resources, was able to achieve limited impact. It should be highlighted however that, even if a limited footprint, the approach used was the right approach to leave impact at the community level. The engagement at the local level through supporting local networks has provided a knowledge and awareness around key protection issues that will be sustained.
115. Under the protection result area, UNRWA worked on important two levels, supporting community groups and networks, confidential counselling spaces and ensuring the integration of protection matters in its own services delivery, the latter a key responsibility derived from its own mandate and the vulnerability of the refugees.
116. The United States withdrawal of funding to UNRWA has strongly impacted on the variety of support services UNRWA has been able to provide and caused the agency to narrow its focus to the provision of core services only. Under these financial constraints, ensuring that the quality of teaching is maintained or strengthened where necessary is the right strategy to pursue. However, it is important to acknowledge that the absence of recreational or extra-curricular activities or limited school facilities does negatively impact on the learning environment and student learning.

1.9.Sustainability

117. Humanitarian assistance is often not designed with a focus on sustainability, but it should, at a minimum, consider a longer-term view when responding to immediate needs as is evident in the education area. Across the three results areas, UNRWA requires ongoing financial support to respond to ongoing large-scale humanitarian needs.
118. UNRWA should accumulate a body of evidence to demonstrate whether the sub-contracting of services to NGOs is both effective (results) and efficient (cost-benefit compared with direct implementation). The reporting should also better demonstrate complementarity with other protection assistance provided in the camps by UNRWA and other actors.
119. UNRWA currently works with NGOs based on a sub-contracting model, where NGOs deliver a certain service but there is no real consultation or shared vision. Civil society groups are active in the camps and they could potentially have a joint strategy with UNRWA based on broad consultation and input from the refugees. This would assist in developing a longer-term strategy developed together with civil society, where civil society partners take a lead and ownership.

visibility

120. The budget for visibility under the project is US\$100,000. UNRWA approaches visibility with a dual purpose, i.e. extending visibility to the donor providing financial support combined with raising awareness among communities around important societal issues. In the Infrastructure activities the EU MADAD funding is recognised through a board with wording agreed upon with the EU. For a number of interventions, such as the photo book and exhibition on “A journey into the lives of Palestine refugees from Syria in Lebanon,” young refugees are engaged to work on the visibility products.



Picture 2 - Examples of EU and UNRWA visibility

121. Overall it was found that the visibility strategy implemented to provide recognition to the European Union for the MADAD programme is well thought through and is maximizing its limited resources.

122. The EU MADAD funding was easily recognised through various events, press releases, and branding. It is important that both UNRWA and EU are clear about each other's expectations when it comes to visibility. This has been documented in the document "UNRWA and the EU: Enriching our communication and Visibility in Projects". This document has been based on the EU document: Communications and Visibility Requirements for EU External Actions.
123. UNRWA LFO has a well-developed field office visibility plan with visibility initiatives adapted to the different types of interventions. A selection of interventions:
- Outreach to communities to inform about EU MADAD support: Photo exhibition: "My World – My MADAD"
 - Rehabilitation of class rooms and playgrounds: plaques in schools, murals.
 - Educational materials: branding of stationary, art materials...
 - Recreational activities: banners, caps, murals, t-shirts, banners...
124. The EU office in Lebanon expressed its appreciation for the visibility efforts from UNRWA. Some further interventions were suggested such as including a reference to the EU MADAD funding when sending alert messages to beneficiaries of the cash assistance. Whether this or other suggestions should be taken up is for UNRWA and the EU to decide. From an evaluation point of view, it was found that, taking in consideration the resources available, the messaging is sufficient and well balanced.

conclusions and recommendations

1.10. Transition from Madad 1 to Madad 2

125. EU MADAD 2 has implemented the main MTR recommendations through a strong focus on the delivery of UNRWA's core services to PRS and PRL as the host community. Emphasis is placed on delivery of education services, complemented with support for mobile health clinics and unconditional cash assistance. These three components are expected to complement each other and strengthen the resilience of the PRS population in Lebanon.
126. MADAD 2 will continue to support a comprehensive approach to learning through the provision of direct education services, learning support, psychosocial support services and extra-curricular activities. Strong emphasis is placed on addressing enrolment and retention barriers with a view to ensure PRS children have access to education. Community-based structures and NGO partners will also be mobilized to identify and conduct consultations with "out of school "children and their families and support children's referral to various education pathways.
127. UNRWA together with partners will develop a more structured referral mechanism and with the support of partners will conduct outreach to out of school children who have been out of school for an extended period of time. These children will have the opportunity to enroll in UNICEF/MEHE's Accelerated Learning Programme (ALP), as information on ALP and other education pathways such as vocational training will be provided during the outreach.
128. As a result of the Syria crisis, UNRWA health clinics are experiencing approximately 12,000 additional PRS consultations per month. Repeat visits reflect the impoverished socioeconomic situation of the PRS. This places a significant burden on the Agency's capacity to provide primary health care services to the Palestine refugees in Lebanon. Supporting mobile health clinics and closer partnerships with organisations such as the Palestine Red Crescent Society (PRCS) are expected to mitigate this situation.
129. Unconditional cash assistance to the PRS will be maintained to support PRS in meeting some of the basic needs. The PRS legal situation and resulting humanitarian situation warrants ongoing emergency cash assistance. It is expected that this cash assistance will have an impact on school attainment.
130. Overall MADAD 2 is an effective response to the findings and recommendations made during the MTR. Moving forward it will be important for UNRWA – as part of its M&E strategy design – to take in consideration comments and requests for data made by the EU. The M&E strategy should be submitted for consultation to the EU. This approach will avoid exchanges on additional data and information. At a

minimum all data should be gender disaggregated, highlight how the budget is in support of the PRS and make clear any complementarity with other EU financial support or other donors' support to PRS.

1.11. Conclusions

131. The head count for PRS in July-August 2018 was 29,145 and is projected to fall to approximately 28,800 in 2019. There continue to be fluctuations in the number of PRS in Lebanon but a significant decrease in the PRS community is not expected in the near future, given the current context in Syria, improper for voluntary returns, and further assistance to support PRS families will be required.
132. Based on the in-country consultations and the review of project related documentation humanitarian needs remain high, at a time when financial assistance for Palestine and Syrian refugees is reducing. Taking this context into consideration emphasis is increasingly placed, within regional and national response plans, on supporting resilience interventions.
133. The interventions implemented by UNRWA and funded under the EU Trust Fund MADAD are clearly responding to humanitarian needs among PRS and PRL. The project has achieved results under the three outcome areas, with the strongest results in the education component where – based on the approved programme budget - most of the resources are allocated.
134. As highlighted in the MTR, consideration must be given to whether the project aims were too broad and whether the results and their impact could have been strengthened by a narrower focus. It is understood that for the next phase of EU MADAD funding a narrower focus has been introduced.
135. The approach of supporting both the Palestine refugees from Syria and Lebanon supports social cohesion and strengthens the resilience of two vulnerable population groups impacted by the forced displacement of thousands of refugees resulting from the Syria crisis. As was mentioned by all students encountered there is no longer a difference between a Palestine student from Syria or from Lebanon.
136. The project is in line with the objectives outlined in UNRWA Emergency Appeal for the Syria Regional Crisis, the EU MADAD Results Framework and the Regional Refugee and Resilience Plan. The holistic approach to education with a focus on the educational enrolment, retention and achievement of children and youth is a direct response to the No Lost Generation Initiative supporting the goal of schooling all crisis-affected children. UNRWA should continue targeting the access to and quality of education for both PRS and PRL students.
137. The project is addressing resilience (the principal objective of the programme) where it is giving opportunities to children and youth to complete their education. The cash assistance is not addressing underlying fragilities but is critical from a humanitarian perspective for refugees in meeting minimum basic needs. The protection services supported under the programme focus on supporting community-based protection mechanisms giving refugees the necessary support networks and access to information.

1.12. Recommendations

138. Aligned with the findings of the report and following the recommendations of the MTR report, the following recommendations can be made.
 - a) While the Syria crisis is ongoing, support to UNRWA should be continued so that the agency can deliver its core services to PRS and PRL with emphasis on the provision of quality educational services to PRS and PRL students, supporting children and youth with access to formal education, and providing basic cash assistance.
 - b) UNRWA should continue to focus on strategies supporting the retention of students currently enrolled in the schools (including learning and language support). The retention strategy should be combined with ongoing outreach interventions using existing community-based structures in refugee camps. Multi-year funding will assist the agency to have a more sustained retention required to support resilience programming.

- c) The Agency's holistic approach to its educational services provision through extra-curriculum and recreational activities should be maintained and expanded through working with NGOs and CBOs. This approach provides students with a school environment where they can evolve into well-rounded young adults, release stress, and find a place of normality.
- d) UNRWA should consider how information in different databases can be better used to support outreach to assist in identifying children and youth not attending school. It may be possible for family data in the Relief and Social Services database to be compared with information kept in the database of the education department.
- e) Integration of protection policies and guidelines into core services delivery should be further strengthened through ongoing capacity building of school staff to support a protective and inclusive school environment.
- f) Multi-purpose cash assistance to PRS families should be complemented with a stronger strategy to support resilience and decrease dependency. Referral mechanisms to NGOs to access small grants or loans to set up a small business is one of options to be explored.
- g) To strengthen the project's relevance in a protracted crisis, UNRWA will need to strengthen – where its mandate allows – its resilience-based approaches including advocating for greater access to the Lebanese labour market and broadening and strengthening the quality of TVET services. Multi-year funding is required to support resilience programming.
- h) UNRWA should cross reference information with the Syria Field Office to determine whether Palestine refugees have returned to Syria when they drop off the Agency's radar in Lebanon. This can be achieved by cross referencing refugee databases with UNRWA Syria field office.

annexes

annex 1: terms of reference



Terms of Reference: Consultancy to Conduct a Mid Term and Completion Evaluation

Maintaining the resilience of Palestine refugees from Syria in Jordan and Lebanon TF-MADAD/2017/T0.421”

BACKGROUND

UNRWA has been operational in the region since 1950 with a mandate to provide services to Palestine refugees (PR) located in Jordan, West Bank, Gaza, Lebanon and Syria. UNRWA has been providing health, education, relief and social services, camp management services and microfinance services to up to 4.5 million PR in the region. To do so, UNRWA has established a large network of staff and facilities throughout the area.

Despite their longstanding presence in Lebanon, the 260,000 - 280,000 Palestine refugees from Lebanon (PRL) remain excluded from key aspects of social, political and economic life in the country. They have very limited civil and political, social and economic rights (e.g. restricted access to the government's public health or educational facilities, and no access to public social services, restrictions on their right to work, to own property and to access financial services).

The camps in Lebanon are characterised by overcrowding, substandard shelters and infrastructure, high rates of unemployment and poor health. In this context, 65% of Palestine refugees live around the poverty line while 3% subsist in extreme poverty (American University Beirut (AUB/UNRWA Socioeconomic Survey, 2015).

The ongoing conflict in Syria has forced thousands of Palestine refugees to flee temporarily to Lebanon in search of safety and protection. Approximately 31,500 Palestine refugees from Syria are currently recorded with UNRWA in Lebanon (August 2016). They face a marginalized existence and are particularly vulnerable given the limited social protection services available to Palestine refugees in Lebanon. PRS without valid legal status in the country are particularly affected and face a broad range of protection concerns, including the inability to complete civil

registration procedures and movement restrictions which limit their access to services. This is compounded by protection risks to which PRS, and particularly women and children, are exposed as a result of their displacement, including gender-based violence (GBV) and other forms of exploitation and abuse. As their displacement continues, PRS in Lebanon are becoming increasingly vulnerable: 90 per cent are poor, compared to two-thirds of Palestine Refugees in Lebanon (PRL), and one in ten live in extreme poverty, with youth disproportionately affected¹. Refugees have extremely limited access to formal employment, and as the crisis continues and traditional coping strategies are exhausted, they find themselves increasingly reliant on UNRWA support and in need of humanitarian support in a large range of areas, including protection, emergency cash for food, housing and winter clothing, non-food items, health care, emergency education, psycho-social support, and environmental health.

In the absence of access to public services and infrastructure, UNRWA is responsible for coordinating the provision of education, health, relief and social services and the delivery of infrastructure within each of the twelve camps in Lebanon. The arrival of additional refugees from Syria increases the burden on Palestinian communities and UNRWA's already stretched services. In addition, Lebanon is one of the most politically complex and divided countries in the Middle East and the conflict in Syria has exacerbated its instability, as security incidents related to the Syria crisis reveal. Palestine refugees are at the heart of multiple fault lines: inter-Lebanese, inter-Palestinian and inter-Arab. Depending on regional or national politics, Palestine refugees in Lebanon have lived through both periods of tolerance and periods of hostility and stringent regulation. Their already particularly challenging conditions, worsened by the burden of hosting displaced Palestine refugees from Syria, could potentially result in further radicalization, affecting the instability and insecurity in Lebanon and the region at a critical time.

The presence of large numbers of PRS exacerbates the precarious condition of the "host community" of Palestine refugees residing in Lebanon (PRL, an estimated 270,000 people). Poverty and unemployment have remained very high among this population of refugees, particularly within the camp enclaves, wherein two-thirds of them reside and which hosts 50% of the PRS population. In Lebanon, two thirds of Palestine refugees are poor - an estimated 160,000 individuals. At the extreme spectrum of poverty, there are about 7% of refugees spending less than the monetary equivalent necessary to cover their basic daily food needs. The extreme poverty rate in camps is almost twice of that observed in gatherings. Indeed, most Palestine refugees live around the poverty line, and shocks may easily push households into poverty.

THE PROJECT

In August 2016, the EU and UNRWA signed a contribution agreement for a total duration of 24 months to strengthen the resilience of Palestine refugees from Syria (PRS) affected by the crisis and who have escaped to Jordan and Lebanon.

UNRWA is committed to ensuring that PRS in Jordan and Lebanon retain access to basic services and are prevented from falling into extreme vulnerability. The majority of PRS do not receive any assistance from other organizations and are therefore heavily reliant on UNRWA to meet their basic needs.

Through its Regional Syria Crisis Response Plan, UNRWA ensures coordination among activities and complementarities across its affected fields of operation: Syria, Lebanon and

¹ Preliminary findings: *Socio-Economic Survey of Palestine refugees in Lebanon*, UNRWA-American University of Beirut 2015.

Jordan. UNRWA's priority is to ensure that the essential needs of PRS are met and to prevent PRS from slipping into extreme vulnerability.

The principal objective:

To strengthen the resilience of Palestine refugees from Syria (PRS) affected by the crisis and who have escaped to Jordan and Lebanon.

Results of the action:

Result 1: PRS children are able to continue their education despite their displacement; quality, equitable and inclusive education is ensured for Palestine refugee children in Lebanon (PRS/L).

Result 2: Palestine refugees from Syria and host communities are supported to strengthen community resilience and social cohesion and have access to equitable protection services for individuals at increased risks.

Result 3: Vulnerable Palestine refugee families from Syria are able to meet their essential humanitarian needs.

PURPOSE: UNRWA is obliged to undertake a comprehensive evaluation of this project TF MADAD/2017/T04.21 under the terms of the agreement.

The evaluation is intended to support UNRWA to monitor progress and the impact of the project activities at a mid-term stage and at the completion stage.

OBJECTIVE: The final evaluation aims to provide clear and robust findings and conclusions on UNRWA's performance and results in implementing the EU MADAD project outlined above: *to strengthen the resilience of Palestine refugees from Syria (PRS) affected by the crisis and who have escaped to Jordan and Lebanon.*

The evaluation will provide insights, lessons and recommendations that inform future interventions, with a particular focus on education. It will also provide guidance to the implementation of the new bilateral education agreement under the EU commencing in September 2017 (ENI/2016/ 377-518), and any other donor projects where there is relevant lessons to be learned.

SCOPE OF THE EVALUATION:

The final evaluation will cover the whole project which is implemented from August 2016 to August 2018, across all areas in Lebanon. The mid-term evaluation will cover activities implemented from August 2016 – August 2017. Both mid-term and final evaluations will assess the overall project and to what extent the different components have contributed to achieve its objectives. The evaluation will primarily focus on the Education-specific component of the project. The evaluation will also assess the results based management framework of the project and provide recommendations on how to align it with the MADAD results framework. The evaluation will follow standard OECD-DAC criteria for evaluating development assistance of relevance, efficiency, effectiveness, impact and sustainability. The primary issues that must be addressed are:

- The relevance of the project to meet the needs of the most vulnerable PRS families in the Palestinian refugee camps in Lebanon;
- To what extent were the specific objectives achieved?
- Was the project cost efficient?
- What are the short-term impacts of the project? Are there likely long-term impacts and how can these be maximized? Are there any unintended impacts?
- Are aspects of the education component sustainable in the long term?
- Are there lessons for integrating sustainability into other emergency projects?

EVALUATION QUESTIONS: The evaluation questions shall include but not be limited to:

<p>Relevance</p>	<p>Is the project clearly linked to the mandate of the organization?</p> <p>Is the project in line with the organization's Field and Agency level strategic goals and objectives?</p> <p>Was the intervention relevant to the needs of the Palestine refugees from Syria in Lebanon? Was the intervention relevant to the needs of the Palestine refugees in Lebanon?</p> <p>Were the project activities logically linked to the intended effects?</p>
<p>Effectiveness</p>	<p>Did the project achieve its purpose?</p> <p>To what extent were the overall and Education objectives achieved?</p> <p>Did the intervention satisfy the end user/beneficiary?</p> <p>Are the services reaching the intended population?</p>
<p>Efficiency</p>	<p>What are the costs of inputs relative to outputs?</p> <p>Were the activities cost-efficient?</p> <p>Were objectives achieved at least cost?</p> <p>Are there more efficient ways and means of delivering better results with the available inputs?</p>

	<p>How well the intervention was coordinated internally and also with partners?</p> <p>To what extent is the intervention in line with other interventions/policies of other actors affecting the relevant population?</p>
<p>Impact</p>	<p>What are the short-term impacts of the project? Are there likely long-term impacts and how can these be maximized?</p> <p>To what extent has the intervention contributed to positive changes in the lives of beneficiaries?</p> <p>Are there any unintended impacts?</p> <p>Does the intervention contribute to widening access to education for PRS children?</p> <p>Did the project intervention reach the most vulnerable refugees?</p> <p>Can beneficiaries identify the changes made by the intervention?</p>
<p>Sustainability</p>	<p>To what extent are the benefits of the project likely to continue after the project has ended?</p> <p>How can the emergency education programme provide its services in a more sustainable way?</p> <p>What opportunities for collaboration exist or could be harnessed in the future?</p> <p>Are there lessons for integrating sustainability into other emergency projects?</p>

DURATION: The consultancy is ten weeks after signing the service contract, five weeks for the mid-term evaluation and five weeks for the completion evaluation (See Application Process and Conditions of Service).

LOCATION: Lebanon and applicable Palestine Refugee Camps. More specifically, the project has been implemented in the following locations:

Project Evaluation Locations	
Project Activity	Location
Emergency Education	67 schools, Palestine refugee camps
Protection	All Palestine refugee camps
Cash assistance	All areas, Palestine refugee camps

DELIVERABLES:

Provide UNRWA Lebanon with an **overall, independent and accountable result-oriented mid-term and final evaluation of the project “Maintaining the resilience of Palestine refugees from Syria in Jordan and Lebanon TF-MADAD/2017/T0.421”**

Expected Outputs:

- **An inception report** that details the proposed evaluation methodology, proposed sources of data, data collection procedures, work plan and deliverables.
- **A presentation of preliminary findings** to the EU and UNRWA to be included in the mid-term report
- **A draft mid-term report** for EU and UNRWA review and comments
- **A final mid-term evaluation report**
- **A presentation of preliminary findings** to the EU and UNRWA to be included in the final report
- **A draft final evaluation** report for EU and UNRWA review and comments
- **A final evaluation report**
- **Presentation of final report** The Evaluation Consultant will deliver a presentation of the final report to the EU and key UNRWA stakeholders after the final report is approved.

The evaluation reports should include, but not be limited to, the following specific points:

- To review the design and the results based management framework of the project and evaluate the management arrangements used to deliver the project.
- To evaluate the relevance, efficiency, effectiveness, impact and sustainability of the project, outlined in the scope of evaluation section of this TOR.
- To develop lessons learned and recommendations and how to further improve the delivery of this project and similar interventions, with a focus on the education specific component of the project.

The evaluation report is to be delivered in English.

It should contain *inter alia* the following sections:

- Executive Summary
- Introduction
- Objectives of the Evaluation
- Methodology
- Findings from Reviews & Analysis
- Lessons Learned
- Recommendations for future programming
- Conclusions.

- Appendices: people interviewed, questionnaires, charts

METHODOLOGY:

The evaluation process will employ a mixed methods approach combining qualitative and quantitative methodologies. A mixed methods approach should enrich the understanding of the local context and complements the overall assessment process. The methodology should include interviews and focus group discussions with UNRWA staff and beneficiaries and the administration of a survey with beneficiaries.

The consultant's application should provide a detailed methodology with a rationale for the methods to be used in the context of PRL and PRS residing in Lebanon and to this particular intervention.

The methodology and work plan will be presented to UNRWA during the first briefing meeting at the beginning of the consultancy.

The evaluation shall include *inter alia* the following activities:

- desk review of relevant documentation
- field missions to an appropriate representative sample of schools, vocational training centers and rehabilitated installations under the project
- key informant interviews and/or focus group discussions with project staff, relevant UNRWA staff, relevant implementing partners, local community representatives and beneficiaries of the project
- case studies will be prepared and included (if beneficial)
- quantitative survey for assessing the program's overall performance and benefit recipients' perception.

The evaluator will develop a detailed evaluation methodology and workplan to be shared with UNRWA Lebanon before implementation.

The Consultancy Group must take into consideration the dignity and confidentiality of the Palestine refugees when undertaking the evaluation.

DETAILED SCOPE OF WORK AND TIMELINE

Task	Completion Date
Meeting and briefing of Evaluation Consultant with key UNRWA staff	Within 1 week of signing contract
Submission of Inception Report and subsequent approval by UNRWA	1 week after signing contract
Data collection: focus groups, interviews, field missions and conducting survey	2 weeks after signing contract
Debriefing with key EU and UNRWA stakeholders to present key findings and recommendations	4 weeks after signing contract
Submission of Draft Mid-Term Evaluation Report to	4 weeks after

EU and UNRWA	signing contract
Finalization and approval of Mid-Term Evaluation Report by EU and UNRWA	5 weeks after signing contract
Meeting with key UNRWA staff	Last week of July 2018
Data collection: focus groups, interviews, field missions and conducting survey	First week of August 2018
Debriefing with key EU and UNRWA stakeholders to present key findings and recommendations	Third week of August 2018
Submission of Draft Final Evaluation Report to EU and UNRWA	Third Week of August 2018
Finalization and approval of Final Evaluation Report by EU and UNRWA	Fourth Week of August 2018

PROFESSIONAL COMPETENCIES- CONSULTANCY GROUP

The indicative number of points anticipated to be given under each of the evaluation criteria are:

A. Technical Proposal

		Points
1	<p>Academic And Professional</p> <ul style="list-style-type: none"> ➤ University degree in Education, Public Policy, International Development, International Relations/ Diplomacy or any other relevant university degree; ➤ Demonstrated ability to conduct quality external evaluations of complex projects during a limited amount of time, preferably multi-sector projects and projects in the area of education or humanitarian assistance; ➤ Demonstrated writing, editing skills and analytical skills; ➤ Proven track record in communication; 	20%
2	<p>Experience</p> <ul style="list-style-type: none"> ➤ Demonstrated experience in project / programme management and monitoring and evaluation, preferably multi-sector projects and/or in the area of education and/or humanitarian assistance targeting refugees; ➤ At least five years' experience in project evaluation and/or monitoring of projects, preferably multi-sector projects and/or in the area of education and/or humanitarian assistance; 	20 %

	<ul style="list-style-type: none"> ➤ Previous experience in EU project evaluation is desirable; ➤ Previous experience with UN Agencies; ➤ Experience in the region is an asset; 	
3	<p>Methodology/Work plan:</p> <ul style="list-style-type: none"> ➤ Provide a detailed methodology with a rationale for the methods to be used in the context of Palestine refugees in Lebanon and to this particular intervention 	40%
4	<p>Languages</p> <ul style="list-style-type: none"> ➤ Team must have excellent command of English (spoken and written) ➤ Knowledge of Arabic is an asset 	10%
	<p>Other skills</p> <ul style="list-style-type: none"> ➤ Knowledge of the Lebanese context (desirable); ➤ Proven ability to work in close cooperation with international and local stake-holders 	10%
		Total Points (St): 100%

The minimum technical score required to pass: 80%

B. Financial Proposal

Commercial offers will be only opened and considered if the technical proposal had achieved the passing score 80% out of 100%.

The awarding will be on cumulative basis 80/20

B. Financial Proposal

The formula for determining the financial score is as follows:

$$Sf = 100 \times Fm/F$$

where:

- St = Technical score
- Sf = the financial score
- Fm = the lowest price
- F = the price of the proposal under consideration

The weights given to the Technical and Financial Proposals are:

Technical (Wt) = St x 0.80, and
Financial (Wf) = Sf x 0.20

The sum of the two numbers above (Wt+Wf) must always be 1.00.

IMPLEMENTATION ARRANGEMENTS

The consultancy group will report to Deputy Director of Programmes who will be the overall lead on the evaluation at UNRWA. UNRWA will designate a focal point to manage day to day communications for the Evaluation Consultant. Deliverables will be approved following consultation with relevant UNRWA staff and EU staff. Provision of office space will be clarified with the Evaluation Consultant but it is envisaged they will primarily work from their home or the field.

ETHICS

The Evaluation Consultant shall undertake the evaluation in consultation with UNRWA and in full accordance with the terms of reference. The Evaluation Consultant must conduct the evaluation in accordance with the principles outlined in the UNEG "Ethical Guidelines for Evaluation"² and UNRWA's Ethics and Standards of Conduct. The Evaluation Consultant must immediately bring any critical issues to the attention of UNRWA that could jeopardize or impede the evaluation process. The Evaluation Consultant must ensure procedures to safeguard the rights and confidentiality of information providers and fully adhere to UNRWA procedures to interview and collect data from beneficiaries. The Evaluation Consultant must ensure all information related to or collected during the evaluation is securely and safely stored whether electronically or hard copy. They must adhere to the work plan to be mutually agreed with UNRWA and ensure the deliverables are delivered on time, following the highest professional standards.

² See <http://www.unevaluation.org/document/detail/102>

annex 2: list of parties consulted

List of persons met

Name	Position	Organisation	Gender
UNRWA			
Gwyn Lewis	Deputy Director (programmes)	UNRWA	F
Joseph Burke	Head of Donor Relations Unit	UNRWA	M
Anjali Thadani	EU MADAD Project Manager	UNRWA	F
Madhuri Severgnini	Assitant Projects Support Officer	UNRWA	F
Issam M Hajjo	Monitoring and Evaluation Officer	UNRWA	M
Nuha Hammoud	Head of Programme Support Office	UNRWA	F
Siham Houweidi	Monitoring and Evaluation Office	UNRWA	F
Salem M. Dib	Chief Field Education Programme	UNRWA	M
Mirna Chamma	Deputy Chief Field Education Programme (Administration)	UNRWA	F
Linda Hajj Hussein	Deputy Chief Field Education Programme (Technical)	UNRWA	F
Fadi Fares	Deputy Chief Relief and Social Services	UNRWA	M
Leila Kaissi	Chief Field Relief and Social Services	UNRWA	F
Matteo Benatti	Head of Protection Unit	UNRWA	F
Toni-Anne Stewart	GBV Officer	UNRWA	F
Valentina Iacovelli	Child Protection Officer	UNRWA	F
Zein Ayoub	MHPSS Coordinator	UNRWA	F
Tamara Abu Nafiseh	Protection Mainstreaming	UNRWA	F
Hasnaa Yazbeck		UNRWA	F
Samer Serhan	Principal of Siblin Training Centre	UNRWA	M
Valeria Moro		UNRWA	F
Dina Hashisho	School Principal Martyr School	UNRWA	F
Dr Ibrahim El Khatib	Chief Area Officer Saida	UNRWA	M
Mahnoud Zeidan	Area Education Officer Saida	UNRWA	M

Lina Zeidan	School Counsellor	UNRWA	F
Ahmad Mouh	Chief Area Officer Bekaa	UNRWA	M
	Area Education Officer Bekaa	UNRWA	M
Rawyea Askari	School Principal, Wadi Hawareth School	UNRWA	F
Natalie Tabar	Operations Support Officer	UNRWA	F
Manaar Rabani		UNRWA	F
Walaa El Amry	Recreational Officer (Education Department)	UNRWA	M
Max Perry Wislon	Donor Communications Officer	UNRWA	M
Pascale Faghali	Communication Officer	UNRWA	F
Mohamed Meri	Finance Officer (Finance Department)	UNRWA	F
Iman Samhan	Projects Officer	UNRWA	F
Ebony Neil	MADAD Reporting Officer	UNRWA	F
Dahlia Mohd Abu Salah	Education specialist/learning support coordinator	UNRWA	F
Walaa Zabouti	Back to School Campaign	UNRWA	F
European Union			
Abel Piqueras Candela	Programme Manager	Delegation of the European Union to Lebanon	M
Paola Pallotto	Regional Trust Fund	EU Brussels	F
External to UNRWA and EU			
Mariam Shaar	Director	Women Programme Association	F
Amanda Nawfal			
Sara Mabger		International Rescue Committee	F
Hisham Kayed		Al Jana	M
Wissam Koteit	Director	ABAAD	F
Ghida Anan	Psychologist	ABAAD	M

annex 3: list of documents consulted

W

Evaluation Standards and Guidelines:

- UNEG (2016): Norms and Standards for Evaluation, <http://www.uneval.org/document/detail/1914>
- UNEG (2008): Code of Conduct for Evaluation in the UN System, <http://www.unevaluation.org/document/detail/102>
- UNEG (2010): Quality Checklist for Evaluation Reports, <http://www.unevaluation.org/document/detail/607>
- UNEG (2014): Integrating Human Rights and Gender Equality in Evaluations, UNEG Guidance Document, <http://www.uneval.org/document/detail/1616>
- UNRWA (2016): Evaluation Policy, <https://evaluation.unrwa.org/unrwa-evaluation-policy>
- European Commission (2002): Evaluation Standards, http://ec.europa.eu/smart-regulation/evaluation/docs/standards_c_2002_5267_final_en.pdf
- OECD DAC (1999): Evaluation and Aid Effectiveness – Guidance for Evaluating Humanitarian Assistance in Complex Emergencies, <https://www.oecd.org/dac/evaluation/2667294.pdf>
- ALNAP (2006): Evaluating Humanitarian Action using the OECD-DAC criteria, <https://www.alnap.org/help-library/evaluating-humanitarian-action-using-the-oecd-dac-criteria>

Strategic documents:

- UNRWA 2018 Syria Regional Crisis Emergency Appeal
- UNRWA 2017 Syria Regional Crisis Emergency Appeal, progress report for the reporting period 1 January – 30 June 2017.
- UNRWA 2015 Syria Regional Crisis Emergency Appeal
- EUTF MADAD Results Framework: 2018-2019, https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20171221-eutf_madad_results_framework.pdf
- DRAFT RESULTS FRAMEWORK 2015-2017 - European Union Regional Trust Fund in response to the Syrian crisis, "the MADAD FUND" https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eutf_madad_results_framework.pdf
- Government of Lebanon & United Nations (2017): Lebanon Crisis Response Plan 2017 - 2020, January 2017, <http://www.3rpsyriacrisis.org/wp-content/uploads/2017/01/Lebanon-Crisis-Response-Plan-2017-2020.pdf>
- 3RP Regional Strategic Overview 2016-2017, <http://www.3rpsyriacrisis.org/wp-content/uploads/2015/12/3RP-Regional-Overview-2016-2017.pdf>
- 3RP Regional Strategic Overview 2017-2018, <http://www.3rpsyriacrisis.org/wp-content/uploads/2017/02/3RP-Regional-Strategic-Overview-2017-2018.pdf>
- other relevant UNRWA / EC strategy and policy documents
 - Strategic orientation document for the European Union Regional Trust Fund in response to the Syrian Crisis, "the MADAD Fund", https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/neighbourhood/countries/syria/madad/eu_regional_tf_madad_syria_n_crisis_strategic_orientation_paper.pdf
 - EUTF MADAD Results Framework: 2018-2019
- No Lost Generation (NLG) Initiative, <http://nolostgeneration.org/about>
- UNDP (2015): Dead Sea Resilience Agenda, http://www.undp.org/content/dam/rbas/doc/SyriaResponse/RDF/DeadSeaResilience%20Agenda_05Nov2015.pdf

Project related documentation:

- Independent Mid-Term Evaluation Report (May 2018) + UNRWA Management Response (December 2018)
- UNRWA MADAD 1st Annual Project Progress Report (incl. comments / questions)
- UNRWA 2nd Annual Progress Report, covering the period 14th of August 2017 until 31st of May 2018.
- EU-UNRWA priority interventions 2019-2021 and intervention work plan (March 2017)
- European Union Delegation Agreement / Project Contract and Appendices
- Relief and Social Services. Quarterly Situational Updates, 2018.

- UNRWA, Integrating gender, improving services, impacting lives. Gender equality strategy 2016-2021.
- UNRWA, Disability inclusion guidelines.
- UNRWA, Protecting Palestine refugees.
- UNRWA: Impact of the conflict in Syria on PRS and PRL children in Lebanon (sent to EU 16 November 2017)
- Global Technology and Management Consultancy (2017): Independent Programme Evaluation SER/007/2017, UNRWA Learning Support Programme (funded by European Commission), Lebanon, June 2017
- Terre Des Hommes, Enrolment Campaign for the School Year 2017-2018 launched by UNRWA, Final Report. Survey data and analysis.
- UNRWA, Protection brief Palestine refugees living in Lebanon. October 2017.
- Documentation of Predecessor Projects:
 - ENPI/2013/324-199 Emergency education and shelter assistance to Palestine refugees from Syria in Lebanon (5 million Euros. 18 months 1 Mar 2013- 31 Dec 2014);
 - ENPI/2013/328-494 Emergency Education for Palestine Refugees from Syria (3 Million Euros. Reporting period: 18 September 2013- 16 November 2015);
 - ENI/2014/351-221 Access to basic services for the vulnerable population in Lebanon-Palestine Refugees from Syria Education (1.5 million Euros. 11 months. July 2015- 31 May 2016)

Background documents:

- UNRWA (2017): Integrating gender, improving services, impacting lives - Gender Equality Strategy 2016-2021, Protection Division, UNRWA Headquarters Amman, <https://www.unrwa.org/resources/strategy-policy/integrating-gender-improving-services-impacting-lives-gender-equality>
- UN OCHA Position Paper "Resilience", <https://www.unocha.org/cerf/sites/default/files/CERF/OCHA%20Position%20Paper%20Resilience%20FINA L.pdf>
- Chaaban, J., Salti, N., Ghattas, H., Irani, A., Ismail, T., Batlouni, L. (2016), Survey on the Socioeconomic Status of Palestine Refugees in Lebanon 2015, Report published by the American University of Beirut (AUB) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), https://www.unrwa.org/sites/default/files/content/resources/survey_on_the_economic_status_of_palestine_refugees_in_lebanon_2015.pdf
- Mónica Treviño, Robert Stewart (authors), OXFAM / Merits Partnership (2016): Self-Protection and Coping Strategies of Refugees from Syria and Host Communities in Lebanon, Research Report July 2015, published by Oxfam GB for Oxfam International under ISBN 978-0-85598-753-4, Oxford, June 2016, https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/rr-lebanon-refugees-protection-300616-en.pdf
- UNRWA (2017): EU and UNRWA – Together for Palestine Refugees, UNRWA Representative Office to the European Union, Brussels, <https://www.unrwa.org/resources/about-unrwa/eu-and-unrwa-together-palestine-refugees>
- Sawsan Abdulrahim, Jana Harb (authors), UNRWA (2015): Profiling the vulnerability of Palestine refugees from Syria living in Lebanon 2015, Communication and Public Information Office UNRWA Lebanon, Beirut, <https://www.unrwa.org/resources/reports/profiling-vulnerability-palestine-refugees-syria-living-lebanon>
- Human Rights for Palestine Refugees in Lebanon. Advocacy dossier. Masar Association, 2016.

annex 4: in-country schedule

MADAD Final Evaluation Field Visit
 6 December -14 December 2018
 Martine Van de Velde

Date	Topic	Participants	Title
Thursday 06/12/2018			
8:00 - 9:00	Meeting with Head of Protection Department and Protection Team (confirmed)	Matteo Bennati, Toni-Anne Stewart	<u>Matteo</u> : Field Protection Officer and team leader OSo officer protection Toni : GBV officer
9:00– 9:30	Briefing with Deputy Director of Programmes, Donor Relations Team and Project Manager (confirmed)	Ms. Gwyn Lewis and Joseph Burke, Madhuri, Lina Rivera Angie Thadani	<u>Gwyn</u> : Deputy Director of UNRWA Affairs <u>Joseph</u> : Head of Donor Relation Unit <u>Madhuri</u> : Assistant Project Support Adviser <u>Angie</u> : Project Manager at Emergency Education, EDU
9:45 – 10:30	Meeting with MHPSS Coordinator (confirmed)	Zein Ayoub	MHPSS coordinator protection
10:30– 11:00	Meeting with Protection Mainstreaming Child Protection Officer on EVAC Officer and Coordinator (confirmed)	Valent10ina Lacovelli	Child Protection Officer
11:00-11:15	Transfer to IRC Office		
11:15 – 12:15	Meeting with the International Rescue Committee on parenting skills training (confirmed)	Sara Mabger Valentina Lacovelli	
12:15 – 12:30	Return to LFO and pick up Angie	Hisham Kayed, Angie	Achrafieh – Near Hotel Dieu
12:30 – 13:00	Transfer to Al Jana Office		
13:00 – 14:00	Meeting with Al Jana (confirmed)		
14:00 – 14:30	Transfer to ABAAD Office	Wissam Koteit, Toni-Anne Stewart, Ghida Anani	Mazraa Area

14:30 – 15:30	Meeting with ABAAD – Head of organization and main psychologist (confirmed)		
Friday 07/12/2018	LFO		
8:00 – 8:45	Meeting with Protection Mainstreaming Officer (confirmed)	Tamara Abu Nafiseh + Hasnaa Yazbeck	<u>Tamara</u> : Protection Officer <u>Hasnaa</u> : Protection MainStreaming Cord., EDU
8:45-9:45	Transfer to Siblin		
9:45 – 10:15	Meeting with Principal of Siblin Training Centre + TVET Project Manager (confirmed)	Samer Serhan + Valeria Moro	<u>Samer</u> : Principal Training Centre, Siblin Training Centre <u>Valeria</u> : Education & TVET Project Manager, EDU
10:15 – 11:45	FGD with Cash Assistance Beneficiaries who attended short term vocational courses (confirmed)	Facilitated by Feiruz Hussein	<u>Feiruz</u> : Placement and Career Guidance Assistant, PSO
11:45 – 12:45	Transfer Back to LFO		STC
12:45 – 13:30	Meeting with Project Manager on Visibility (confirmed)	Angie	<u>Angie</u> : Project Manager at Emergency Education, EDU
Monday 10/12/2018	Visit to Saida		
8:00 – 9:00	Transfer from LFO to Saida		
9:00 – 9:45	Meeting with Principal of Palestine Martyr School and tour of rehabilitated playground and mural (visibility) (confirmed)	Dina Hashisho	School Principle at Palestine Martyr's school
9:45- 10:15	Meeting with CAO and AEO	Dr. Ibrahim El Khatib (tentative) + Mahmoud Zeidan(confirmed)	<u>Dr.Ibrahim</u> : Chief Of Area Office, Saida Area Administration <u>Mahmoud Zeidan</u> : area Education Officer - Saida
10:15– 11:45	FGD with children who participated in the Al-Jana Arts and Music Programme (mixed group) (confirmed) FGD with Parents who benefitted from Parenting	MaysaaKassem Rola Fares	<u>MaysaaKassem</u> : Teacher, Palestine Martyrs <u>Rola Fares</u> : School counselor at Saida area

11:45 – 13:15	skills course (tentative)	Mr. Abel Piqueras Mr. Ryan Knox	EU Delegation
13:15 – 14:15	Transfer to Beirut		
14:15 - 15:00	Meeting with the EU Delegation (confirmed)		
Tuesday 11/12/2018 7:30	Visit to Beqaa Leave LFO. Meet at dispatch.		
09:30 – 10:30	Meeting with Chief Area Officer and Area Education Officer (confirmed)	Ahmad Mouh	<u>Ahmad Mouh</u> : Chief area officer
10:30 – 11:15	Meeting with Principal of WadiHawareth School (second shift school for PRS) (confirmed)	Raweya Askari	School Principal, Wadi Hawarith Prep Co-educational School
11:30 – 13:00	FGD with second shift teachers(confirmed)	Yaser El Hajj	School Principle for the second shift at Wadi Hawareth
13:00 – 13:30	BREAK		
13:30 – 14:30	Meeting with Natalie Tabar, Operations Support Officer (confirmed)	Natalie Tabar: GBV case worker of Beqaa – Manaar Rabani	Natalie Taber Operations Support Officer, Protection
14:30 – 16:00	Transfer to LFO		
Wednesday 12/12/2018 7:30 – 8:00	Transfer to Bourj Al Barajneh		
8:00- 9:30	Meeting with women committee representatives from Bourj Al Barajneh	Facilitated by Toni Anne Stewart	Bourj Al Barajneh
9:30 - 10: 00	Transfer to LFO		
10:00 – 12:00	Meeting with Project Manager on staffing and Budget(confirmed)	Angie + Mohamad Meri	<u>Mohammad Meri</u> : Finance Assistant
12:00 – 13: 15	Meeting with Head and Deputy of Relief and Social Services Department (confirmed)	Hala Qadoura and Fadi Fares	<u>Hala</u> : Project Manager, RSSD <u>Fadi</u> : Deputy Chief Field Relief Social Services Programme, RSSD

13:15 – 14:00	Meeting with Chief of Education and Deputy Chiefs (tentative)	Salem Dib, Mirna Chamma, Linda Hajjhussein and Malak	<u>Salem</u> : Chief Field Education programme, EDU <u>Mirna</u> : Deputy Chief Field Education Programme (administration), EDU <u>Linda</u> : Deputy Chief Field Education Programme (technical), EDU <u>Malak</u> : Head Education Development Centre, EDU
Thursday 13/12/2018			
8:00 – 9:00	Inclusive education.	Hanin Fuddah and Tamara	<u>Hanin</u> : Acting Head school Quality Assurance - Education
9:00-9:30	Meeting with Visibility Officer (Donor Relations Unit) (confirmed)	Max Perry and Pascale Feghaly	<u>Max</u> : Donor Communications Officer, LFO-DRU <u>Pascale</u> : Communication Officer, EDU
9:30 – 10:30	Additional meeting with RSS if needed		
10:30-11:30	Meeting with Deputy Chief of Education - + project staff to discuss key findings of perception survey, PSS survey, and recreational survey (confirmed)	Mirna and Ebony (confirmed) and Mohammad Mustafa and Angie (confirmed)	<u>Ebony</u> : Reporting officer, EDU <u>Mohammad Mustafa</u> : Monitoring and Evaluation Officer,
11:30-12:15	Meeting with Project Manager and Reporting Officer and Project clerk on PSS program (confirmed)	Anjali Thadani, Ebony Neil, Walaa zabouti	<u>Walaa Zabouti</u> : Project Clerk
12:15 -13:00	Meeting with Learning Support Coordinator (Education Department) (tentative)	Dalia Abou Salah and Valeria Moro	Dalia: Education Specialist, EDU- Learning Support
13:00 - 13:45	Back to School Campaign (confirmed)	Anjali Thadani, Walaa Zabouti and pascale	
13:45 – 14:45	Meeting on Results Framework with Project Manager (confirmed)		
14:45 – 15:45	Debrief with D/DUAL (confirmed)	Anjali Thadani Gwyn Lewis, Joe Burke Madhuri Severgnini, Angie Thadani	

Friday 14/12/2018			
8:30– 10:00	FGD with cash assistance beneficiaries that have benefitted from employment service centre services (confirmed)	Facilitated by translator/Martine	LFO
10:00 – 10:30	Transfer to EU Delegation	Mr. Abel Piqueras	EU Delegation
10:30 – 12:00	Final Debrief with EU Delegation (confirmed)		

annex 5: evaluation matrix with the evaluation questions

OECD-DAC Criteria*	Evaluation Questions	How Judgement is formed: methods - data sources - questions
<p>Relevance / Appropriateness - Relevance is concerned with assessing whether the project is in line with local needs and priorities (as well as EU and UNRWA relevant policies). Appropriateness is the tailoring of humanitarian activities to local needs, increasing ownership, accountability and cost-effectiveness accordingly.</p>	<ul style="list-style-type: none"> ▪ Is the project clearly linked to the mandate of the organization? ▪ Is the project in line with the organization's Field and Agency level strategic goals and objectives? ▪ Was the intervention relevant to the needs of the Palestine refugees from Syria in Lebanon (PRS) (specifically: the most vulnerable PRS) ▪ Was the intervention relevant to the needs of the Palestine refugees in Lebanon (PRL)? ▪ Were the project activities logically linked to the intended effects? 	<ul style="list-style-type: none"> ➤ Review of project design and results against UNRWA Regional Syria Crisis Response ➤ Review of project design and results against the strategic priorities under the EU Trust Fund ➤ Review of project design and results against needs of beneficiaries as assessed in project documentation or as analysed in existing surveys ➤ Review of results and ongoing relevance against priority humanitarian needs of beneficiaries as expressed in FGDs ➤ Were the educational services and support provided the right response to the educational and other needs of the students? Did these have a direct influence on retention and attainment? ➤ Review the underlying Theory of Change model developed during the mid-term review (based on results framework and results statements) to assess the links between interventions, outputs and results. See Annex with ToC. <p>Document Analysis:</p> <ul style="list-style-type: none"> ➤ Project documentation as provided by UNRWA (project design, results matrix, logframe, needs assessment, context analyses, gender analyses, SGBV assessments – if available) ➤ UNRWA / EC Strategy documents (esp. UNRWA Regional Syria Crisis Response Plan; Results Matrix of EU MADAD Programme) ➤ National strategy documents including the Lebanon Crisis Response Plan (LCRP) ➤ Background and context information documents on displacement and protection concerns in Lebanon for PRS target group specifically <p>KIIs with LFO staff (at management, project and field level):</p> <ul style="list-style-type: none"> ➤ Based on current needs is there an ongoing relevance for the results areas and interventions? ➤ Are any changes required to future programming to strengthen ongoing relevance? <p>KII with EU staff members:</p> <ul style="list-style-type: none"> ➤ Ongoing priority needs and relevance of interventions <p>FGD with parents (PRS, PRL):</p> <ul style="list-style-type: none"> ➤ What are the most pressing needs for you and your family at the moment? ➤ Which of the services provided by the project have you used (education, cash assistance, protection)? <p>FGD with students:</p> <ul style="list-style-type: none"> ➤ Learning and school environment is a relevant response to learning needs?

OECD-DAC Criteria*	Evaluation Questions	How Judgement is formed: methods - data sources - questions
<p>Effectiveness - Effectiveness measures the extent to which an activity achieves its purpose, or whether this can be expected to happen on the basis of the outputs. Implicit within the criterion of effectiveness is timeliness.</p>	<ul style="list-style-type: none"> ▪ Did the project achieve its purpose? ▪ To what extent were the overall and Education objectives achieved? ▪ Did the intervention satisfy the end user/beneficiary? ▪ Are the services reaching the intended population? 	<ul style="list-style-type: none"> ➤ Main results and changes achieved at the higher outcome level for the three results areas ➤ Review results based on quantitative data complemented by qualitative assessments ➤ In which outcome areas are the strongest r/ least strong results achieved – underlying reasons? ➤ Evaluation of beneficiaries’ satisfaction through FGD’s and UNRWA LFO conducted surveys in 2017 and 2018. See list of documents for review. ➤ Review monitoring approaches under the three results areas. How is progress and change assessed at the outcome level? <p>Document Analysis:</p> <ul style="list-style-type: none"> ▪ Project documentation, progress data, annual reports and surveys as provided by UNRWA. <p>FGD with parents, PRS families:</p> <ul style="list-style-type: none"> ▪ To what extent did interventions support the resilience of your family (whether through education or protection services, or cash assistance)? ▪ What is critical for your child as support to stay in/complete school? ▪ Has the quality of the education services in the schools evolved? ▪ Do you feel that parents’ opinions are considered by the teachers and management? ▪ Do what extent is the cash assistance provided by UNRWA able to meet basic needs? What are the coping strategies of PRS to complement cash assistance? Are PRS able to find productive opportunities to gain an income? <p>FGD with students:</p> <ul style="list-style-type: none"> ▪ Are the educational services meeting your learning needs? ▪ Do you feel that the educational services are of a sufficient quality to meet your future goals (finding work, higher education...)? <p>Meetings / KIIs with LFO staff: For the three results areas:</p> <ul style="list-style-type: none"> ▪ Were you able to reach the intended target groups? (How) were they selected? ▪ School principals and teachers: did EU MADAD funding support your professional empowerment? ▪ How does UNRWA track progress and monitor beneficiaries (for instance, under the cash assistance)? Similar monitoring and tracking systems between UNRWA Lebanon and Jordan Field Offices? ▪ How did you ensure that UNRWA’s services reached the most vulnerable beneficiaries?
<p>Efficiency – Efficiency measures the outputs – qualitative and quantitative – achieved as a result of inputs. This generally requires</p>	<ul style="list-style-type: none"> ▪ What are the costs of inputs relative to outputs? ▪ Were the activities cost-efficient? Were objectives achieved at least cost? 	<ul style="list-style-type: none"> ➤ Review of budget, expenditure plan, allocation of staff / time to the different activities, budget monitoring data. Assess changes made post mid-term evaluation. ➤ Review alternative ways to achieve results / scope for further coordination. <p>Document Analysis:</p> <ul style="list-style-type: none"> ▪ Project documentation as provided by UNRWA (budget, expenditure plan, organisational chart, allocation of staff / time to the different activities)

OECD-DAC Criteria*	Evaluation Questions	How Judgement is formed: methods - data sources - questions
<p>comparing alternative approaches to achieving an output, to see whether the most efficient approach has been used.</p>	<ul style="list-style-type: none"> ▪ Are there more efficient ways of delivering results with the available inputs? ▪ How well was the intervention coordinated internally and with partners? ▪ To what extent is the intervention in line with other interventions/policies of other actors affecting the relevant population? 	<p>Meetings / KII with LFO staff:</p> <ul style="list-style-type: none"> ▪ How was the project coordinated / steered? What worked well, what could be improved? ▪ How did Lebanon and Jordan offices exchange experiences? ▪ How did different departments exchange information and support coordination? ▪ How / when did the coordination with NGOs and other UN agencies take place? ▪ Was UNRWA able to attract funding from other sources to complement activities (for instance NGOs providing support for recreational activities) <p>EU briefing Meetings:</p> <ul style="list-style-type: none"> ▪ Do you find that budget presentation has improved since the Mid-Term evaluation? ▪ Are there any possible steps you see to make future project implementation more efficient? ▪ Feedback on quality of results reporting? ▪ Feedback on financial reporting?
<p>Impact – Impact looks at the wider effects of the project – social, economic, technical, environmental – on individuals, gender- and age-groups, communities and institutions. Impacts can be intended and unintended, positive and negative, macro (sector) and micro (household).</p>	<ul style="list-style-type: none"> ➤ What are the short-term impacts of the project? Are there likely long-term impacts and how can these be maximized? To what extent has the intervention contributed to positive changes in the lives of beneficiaries? ➤ Are there any unintended impacts? ➤ Does the intervention contribute to widening access to education for PRS children? ➤ Did the project intervention reach the most vulnerable refugees? ➤ Can beneficiaries identify the changes made by the intervention? 	<ul style="list-style-type: none"> ▪ To what extent did EU MADAD strengthen PRS resilience? ▪ Changes at higher outcome level. ▪ Focus on impact of the education activities. ▪ Evaluation of impacts on beneficiaries through FDG with beneficiaries, KIIs with staff ▪ Link between coverage and impact. <p>Document Analysis:</p> <ul style="list-style-type: none"> ▪ Project documentation as provided by UNRWA (project design, results matrix, log frame, monitoring data, reports, surveys) ▪ Other relevant UNRWA evaluation reports ▪ Other relevant EU commissioned evaluation reports <p>FGD with beneficiaries (parents, students, counsellors, community members):</p> <ul style="list-style-type: none"> ▪ How has your personal, family, community situation changed? (school attendance, school results, trauma counselling, livelihood, social cohesion)? What changes can be attributed to the project? ▪ What was the impact of the PSS support on educational attainment? ▪ Did EU MADAD interventions assist in meeting your humanitarian needs? Strengthen your resilience? <p>KII with UNRWA staff (LFO, school principals, teachers)</p> <ul style="list-style-type: none"> ▪ What changes did you want to achieve with the project? Did the project results meet your expectations? Have you noticed any changes in the situation of beneficiaries? ▪ Are the right educational pathways supported to support resilience? ▪ Teachers: How has the project impacted the quality of the education? The school infrastructure? Were teachers adequately supported in dealing with the increase in school population?
<p>Sustainability - Sustainability is</p>	<ul style="list-style-type: none"> ▪ To what extent are the benefits of the project likely 	<ul style="list-style-type: none"> ▪ Review the Agency’s approach to sustainability for interventions which are primary humanitarian in nature, are there any other practices or approaches UNRWA has explored to integrate sustainability?

OECD-DAC Criteria*	Evaluation Questions	How Judgement is formed: methods - data sources - questions
<p>concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.</p>	<p>to continue after the project has ended?</p> <ul style="list-style-type: none"> ▪ How can the emergency education programme provide its services in a more sustainable way? ▪ What opportunities for collaboration exist or could be harnessed in the future? ▪ Are there lessons for integrating sustainability into other emergency projects? 	<ul style="list-style-type: none"> ▪ How was sustainability integrated in the interventions supported under EU MADAD? <p>FGD with beneficiaries (students, parents, community members):</p> <ul style="list-style-type: none"> ▪ How did the project interventions have a positive lasting effect on the situation of yourself, your family or your community? ▪ What needs to happen to sustain that change over time? <p>KII with implementing partners or involved community organisations?</p> <ul style="list-style-type: none"> ▪ Which of the project’s benefits are likely to remain/continue after the project has ended? ▪ How did the various grassroots women’s committees evolve? (supported under protection) ▪ Do you know of any good practices from within the project that were adopted by other organisations / actors? Please specify. <p>KII with LFO staff</p> <ul style="list-style-type: none"> ▪ Which of the project’s benefits are likely to remain/continue after the project has ended? What do you think can be done to ensure this? ▪ Can the emergency education programme provide its services in a more sustainable way? ▪ Are there ways to link cash assistance with income generating activities to support PRS to earn an income and increase their resilience?

annex 6: unrwa eu madad results framework

EUTF in Response to the Syrian Crisis, the 'MADAD Fund'						
PRIORITY AREA / SECTOR	Education, Protection, Relief					
AD FINANCING	Donor ref: TF-MADAD/2017/T04.21. UNRWA codes : PQ16S45 & PQ16S46					
ACTION TITLE	Maintaining the resilience of Palestine refugees affected from Syria in Jordan and Lebanon					
START DATE OF IMPLEMENTATION	14. Aug 16					
FORSEEN END DATE OF IMPLEMENTATION	13 October 2018 (expiry)					
REPORTING CUT OFF DATE	14 August - 31 October 2017					
IMPLEMENTING PARTNER(S)	NA					
COUNTRIES COVERED BY THE ACTION	Jordan and Lebanon					
Lebanon						
Result 1. PRS children are able to continue their education despite their displacement; quality, equitable and inclusive education ensured for Palestine refugee children in Lebanon (PRS/L)						
SPECIFIC OBJECTIVE	SD 1.1 for Result 1	Integrate PRS children into UNRWA schools and provide them with quality, equitable and inclusive education services, health education, learning support, psychosocial support, and recreational activities to support school retention and minimize cases of drop out.				
	DEFINITION (description of indicator)	UNIT	BASELINES TOTAL	CURRENT VALUE	TARGETS TOTAL	SoV
OUTCOME INDICATOR(S)	Cumulative drop-out rate (elementary and preparatory, PRS/PRL)	%	<u>SY 2015-2016</u> Elementary PRS(Male) - 1.16 PRS (Female) - 1.82 PRL (Male) - 2.55 PRL (Female) - 1.4 Preparatory PRS (Male) - 3.36 PRS (Female) - 0.7 PRL (Male) - 4.4 PRL (Female) - 3.58	Can only be calculated in December 2017	* decreased by 0.05 PRS/PRL elem/male * decreased 0.09 PRS/PRL elem/female * decreased 0.4 PRS/PRL prep/male * decreased by 0.5 PRS/PRL prep/female (each year)	EMIS
	Survival rate to the end of basic cycle (disaggregated by gender and PRS/PRL)	%	<u>SY 2015-2016</u> PRS(Male) - 94.30 PRS (Female) - 97.49 PRL (Male) - 91.27 PRL (Female) - 94.38	Can only be calculated in December 2017	* increased by 0.5 PRS/PRL male * increased by 0.25 PRS/PRL female (each year)	EMIS
	Improved perception of students towards their schools	%	Perception of students towards their school not recently assessed	Survey will be launched in November 2017	Perception improved for 50% of assessed students	Pre-Post Questionnaire (SY 2017-2018)

united nations relief and works agency for palestine refugees in the near east (unrwa)
mid-term report: maintaining the resilience of palestine refugees from syria in jordan and lebanon

OUTPUT 1.1 Palestine Refugee children from Syria are provided with quality and inclusive education services						
OUTPUT INDICATOR(S)	DEFINITION (description of indicator)	UNIT	BASELINES	CURRENT VALUE	TARGETS TOTAL	SoV
	PRS average passage rate scholastic year basic cycle (mid-year+end year/2)	%	88.05% PRS, 84.24% PRL (PRS results reflect only the core subjects) - SY2015-2016	93.48% PRS, 93.22% PRL (2016-2017)	The % of PRS children in UNRWA schools passing the basic cycle does not decrease from the previous year	EMIS
	% of success of PRS children in official exams (Brevet and BACII)	%	Brevet: 42.07% PRS and 66.7% PRL (2015) BAC II: 55.56% PRS and 88.15% PRL (2015)	Brevet: 62.11% PRS and 72.02% PRL (2016-2017) BAC II: 93.22% PRS and 84.59% PRL (2016-2017)	The % of PRS children in official exams does not decrease from the previous year	EMIS
	# of PRS benefitting from educational services	#	5,300 (SY 2015-2016)	5482 as of October 2017 (SY 2017-2018)	5,000 (SY 2016-2017) 4,500 (SY 2017-2018)	Education Department Statistics and reports, registration files, attendance sheets
OUTPUT 1.2 Innovation initiatives to improve learning outcomes for Palestine Refugee Children is encouraged amongst frontline education staff						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE	TARGETS TOTAL	SoV
	Teacher-Led Innovation Fund (TLIF) application process, and guidelines are developed	Binary: Yes/No	Fund Guidelines and application process are not developed	No: Fund Guidelines and application process are not developed	Fund Guidelines and application process is developed	Comprehensive guidelines, work plan.
	#of innovative initiatives implemented and monitored by teachers and funded by TLIF	#	0 initiatives are funded by the TLIF	0	4 innovative initiatives implemented and monitored	Approved project plans, progress reports
OUTPUT 1.3 Palestine Refugee students are provided with psycho-social support						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE	TARGETS TOTAL	SoV
	# of students receiving targeted PSS support through individual counseling sessions conducted by school counselors	#	An average of 293 students per month during SY 2015-2016	an average of 480 students per month during Sept and Oct 2017 (no sessions held in August)	An average of 294 students per month during each SY	School counsellor monthly reports
	# of parent awareness sessions conducted by school counselors	#	An average of 44 sessions per month during SY 2015-2016	an average of 69 sessions per month during Sept and Oct 2017 (no sessions held in August)	An average of 56 sessions per month during each SY	School counsellor monthly reports, attendance sheets of the awareness sessions
	% of targeted parents reporting increased knowledge and awareness on PSS matters	%	Parent's awareness and knowledge not assessed	697/721 (96.67%) of survey respondents indicated that parent awareness sessions have improved their understanding on PSS matters.	60% report increased knowledge and awareness on PSS matters since participating in parent awareness sessions	Focus group/questionnaire

united nations relief and works agency for palestine refugees in the near east (unrwa)
mid-term report: maintaining the resilience of palestine refugees from syria in jordan and lebanon

OUTPUT 1.4 Palestine Refugee students are provided with educational support and recreational activities; social cohesion amongst PRS and PRL improves						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE	TARGETS TOTAL	SoV
	Number of students participating in at least one recreational and extracurricular activity during the year (disaggregated by sex, disability and PRS/PRL)	#	1,280 PRL and 146 PRS (SY 2015-2016)	PRS M- 417 PRS F -412 PRS Disability - 0 PRS Total- 829 PRL M - 1985 PRL F - 1886 PRL Disability - 0 PRL Total - 3871	4,000 PRS and 16,700 PRL	Recreational activity template (agency tool) Education Department Statistics and reports, monthly reports by the Recreation Officer
	# of play yards and music spaces rehabilitated and equipped	#	0	1 play yards + 1 music space	11 (6 play yards, 5 music/recreational spaces)	Photographic evidence(before and after pictures), Contractor performance evaluations (if appropriate), Engineering department assessments
	# of students receiving remedial support	#	3662 PRS and PRL students per year (SY2015-2016)	4129 PRS and PRL students	4,000 PRS and PRL students per year	Attendance and registration records, contracts with NGO when outsourced
OUTPUT 1.5 Communications campaign and referral to education services removes obstacles to assessing school and reduces the number of out-of-school children						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE	TARGETS TOTAL	SoV
	% of OOSC outreach and referred to formal education (UNRWA schools, ALP program, etc.)	%	0%	9% of children who had dropped out of school or who had never enrolled were registered in UNRWA schools	3,50%	RRIS (refugees records information system), NGOs reports
	# of parents reached with the enrolment campaign	#	0	38,126 parents reached	3500 Parents	Campaign reports, attendance lists, NGO final report, photos
	# of PRS students enrolled in Sibling regular courses through grants	#	0	25 PRS Students (SY 2016-17)	25 students per year (SY 2016/2017 and 2017/2018)	STC registration and attendance records
OUTPUT 1.6 Ensuring Health and Safety in Schools despite an increased case load of students through support to the Health Education programme						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE	TARGETS TOTAL	SoV
	# of students receiving awareness sessions on health education	#	An average of 1187 students per month (SY 2015-2016)	1636 students per month during October 2017 (no awareness sessions conducted during September 2017)	An average of 1250 per month during each SY	Monthly reports by Area Health Tutors
	# of school visits conducted by Area Health Tutors per month	#	210 school visits per month	263 per month during October 2017 (no school visits took place during September 2017)	240 school visits per month during each SY	Monthly reports by Area Health Tutors
	# of schools benefitting from rehabilitation for improved environmental health (canteen, toilets, etc....)	#	4 canteens, 1 toilet (SY 2014-2015)	1 canteen	4	FICIP assessments and reports, photographic evidence
	% of students reporting improved awareness on prevention of diseases and healthy life style	%	Students' awareness not assessed	100% of targeted students/questionnaire respondents reported improved understanding on health topics covered.	75% of targeted students	Pre-Post Questionnaire

united nations relief and works agency for palestine refugees in the near east (unrwa)
mid-term report: maintaining the resilience of palestine refugees from syria in jordan and lebanon

Result 2. Palestine refugees from Syria and host communities are supported to strengthen community resilience and social cohesion and have access to equitable protection services for individuals at increased risks						
SPECIFIC OBJECTIVE DEFINITION						
SO 2.1 Palestine refugees from Syria and host communities are supported to strengthen community resilience and social cohesion and have access to equitable protection services for individuals at increased risks						
OUTCOME INDICATOR(S)	DEFINITION	UNIT	BASELINES TOTAL	CURRENT VALUE (gender disaggregation)	TARGETS TOTAL	SoV
	% of participants who report feeling empowered and have strengthened their support networks in their community	%	New indicator	100%	100%	Focus Group Discussion Report
OUTPUT 2.1.1 Palestine refugees from Syria and vulnerable host communities are empowered to establish community-based structures to strengthen community cohesion and resilience in Palestinian refugee communities in Lebanon						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE (gender disaggregation)	TARGETS TOTAL	SoV
	% of planned community led initiatives implemented	#	New indicator	15%	75%	Community Protection Workplans
OUTPUT 2.1.2 Vulnerable Palestine refugees facing protection risks (such as violence, exploitation and abuse), are provided with equitable, accessible and safe support to meet their protection needs						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE (gender disaggregation)	TARGETS TOTAL	SoV
	% of individuals reporting better attitudes towards help-seeking and protection services	%	New indicator	99%	100%	Focus Group Discussion Report
Result 3. Vulnerable Palestine refugee families from Syria are able to meet their essential humanitarian needs						
SPECIFIC OBJECTIVE DEFINITION						
S.O.3 Preserve the resilience of the Palestinian communities through targeted relief.						
OUTCOME INDICATOR(S)	DEFINITION	UNIT	BASELINES TOTAL	CURRENT VALUE	TARGETS TOTAL	SoV
	Vulnerable Palestine refugee families from Syria are able to meet their essential humanitarian needs	%	9,000 families (31,500 PRS)	100%	9,000 families(31,500 PRS)	Monthly post distribution reports
OUTPUT 3.1 Vulnerable Palestine refugee families from Syria are provided with cash subsidies to meet their essential humanitarian needs						
OUTPUT INDICATOR(S)	DEFINITION	UNIT	BASELINES	CURRENT VALUE	TARGETS TOTAL	SoV
	PRS population receiving cash assistance on a monthly basis	#	31,500 PRS individuals	100%	31,500 PRS individuals	RSS Monthly reports Bank receipts

annex 7: eutf madad results framework 2015-2017; 2018-2019

DRAFT RESULTS FRAMEWORK 2015-2017 - European Union Regional Trust Fund in response to the Syrian crisis, "the MADAD FUND"			
<i>Disclaimer: This is a living document aligned to the indicators agreed by the international community and included in the 3RP - Regional Refugee and Resilience plan in response to the Syria crisis (2016-2017). It will be further refined and reviewed as the EU Trust Fund progresses in the establishment of its performance monitoring system.</i>			
	OBJECTIVES/EXPECTED RESULTS	INDICATORS	MEANS OF VERIFICATION
	OVERALL OBJECTIVE		
	The overall objective of the Trust Fund is to provide a coherent and reinforced aid response to the Syrian crisis on a regional scale, responding primarily to the needs of refugees from Syria in neighbouring countries, as well as of the communities hosting the refugees and their administrations, in particular as regards resilience and early recovery. The Trust Fund shall address the needs of the following groups: - refugees, - internally displaced persons, - returnees, and - vulnerable host communities	% of EU budget per fiscal year committed to the aid response for supporting resilience in the refugee crisis in the region, using as a baseline Dec 2014 data (increase to be observed) % of target groups below poverty line among refugees and host communities (decrease to be observed)	Official EU data, national statistics, World Bank reports, UNHCR and RDPP studies
	1. AREA of intervention: ACCESS TO BASIC EDUCATION		
	quality education and protection* for Syrian refugee children in the host countries		
Expected result	1.1 Opportunities for equitable access to formal and non-formal education scaled up	# of educational facilities constructed, renovated or rehabilitated # of children (male and female) receiving school supplies # of children (male and female) supported through cash grants	data generated from programmes monitoring and evaluation and mid-term evaluation exercises - when possible cross checking with national statistics and IO reports
Expected result	1.2 Access to inclusive quality education services promoted	# of children enrolled in early childhood education # children (male and female) enrolled in formal education (basic) # children (male and female) enrolled in formal education (secondary) # of teacher (or education personnel) (male and female) trained # children (male and female) enrolled in non formal education # children (male and female) enrolled in life skills	data generated from programmes monitoring and evaluation and mid-term evaluation exercises - when possible cross checking with national statistics and IO reports
	2. AREA of intervention: ACCESS TO HIGHER AND FURTHER EDUCATION		
	providing higher education services to Syrian students, as well as further opportunities for Syrian students and researchers through scholarships in Europe and vocational training opportunities in the region.		
Expected result	2.1 Participation and equal access to higher education opportunities for target groups increased	# of youth, adolescents and adults (male and female) accessing higher education # of youth, adolescents and adults (male and female) accessing vocational training # of people trained and/or provided with marketable skills and services	data generated from programmes monitoring and evaluation and mid-term evaluation exercises -

united nations relief and works agency for palestine refugees in the near east (unrwa)
mid-term report: maintaining the resilience of palestine refugees from syria in jordan and lebanon

3. AREA of intervention: REGIONAL RESILIENCE AND LOCAL DEVELOPMENT			
	specific sector objective: To mitigate the destabilising effects of the refugee crisis		
Expected result	3.1. Economic growth potential and resilience of the local economy hosting target groups enhanced.	# of individuals accessing wage employment opportunities	data generated from programmes monitoring and evaluation and mid-term evaluation exercises -
	3.2 Local and national systems and service delivery capacities in target areas strengthened	# of community support projects implemented % of increase in satisfaction with national service delivery for refugees and host communities (survey) # of municipalities benefiting from improved infrastructure and services	data generated from programmes monitoring and evaluation and mid-term evaluation exercises - international media (including social media)
Expected result	3.3 Tensions between refugees and local populations in host communities decreased	# of active community centres in target areas # of community support projects implemented # of women, girls, boys and men who have knowledge of access to and benefit from empowerment programmes (social cohesion and peace building related)	data generated from programmes monitoring and evaluation and mid-term evaluation exercises - international media (including social media)
4. AREA of intervention: ACCESS TO HEALTH SERVICES			
	specific sector objective: To increase access to quality and equitable health care for refugees and impacted local populations through direct interventions and through bolstering national systems and capacities		
Expected result	4.1 Access increased and capacity strengthened to deliver general primary and secondary health care	# of health consultations for target population in primary health care services # of health care staff trained in primary and secondary health care services	data generated from programmes monitoring and evaluation and mid-term evaluation exercises - when possible cross checking with national statistics and IO reports
Expected result	4.2. Target groups have improved access to psychosocial/mental health well-being.	# of children (boys and girls) who are survivors or at risk receiving specialist child protection support # of referrals of target population to secondary or tertiary health care services (including mental health) # of individuals trained on child protection and GBV	data generated from programmes monitoring and evaluation and mid-term evaluation exercises - when possible cross checking with national statistics and IO reports
5. AREA of intervention: ACCESS TO WASH SERVICES			
	specific sector objective: To improve the stability and resilience of target communities (refugees and host communities) and to mitigate the risk of WASH related mortality and morbidity		
Expected result	5.1 Relevant municipal infrastructure (water, wastewater and solid waste) improved	# of facilities rehabilitated and operational # of facilities constructed and operational	data generated from programmes monitoring and evaluation and mid-term evaluation exercises
Expected result	5.2 Access to water services for vulnerable population improved	# of individuals benefiting from improved access to adequate quantity of safe water # of beneficiaries who have experienced a hygiene promotion session reduced % mortality and morbidity rate of target group	data generated from programmes monitoring and evaluation and mid-term evaluation exercises - when possible cross checking with national statistics and IO reports
* Indicators referred to child protection are included together with the indicators foreseen for the Health sector to avoid repetitions.			

EUTF MADAD Results Framework: 2018-2019		
SECTOR	RESULTS	INDICATORS
1. ACCESS TO BASIC EDUCATION	1.1 Access of refugee children and youth to equitable formal and non-formal education programmes increased	1.1.1 Number of refugee and host community children attending early childhood education*
		1.1.2 Number of persons attending NFE as well as back-up classes and catch-up classes*
		<i>1.1.2.1 Number of persons who graduated from NFE programs</i>
		1.1.3 Number of children and adolescents referred to formal education including through the back to school campaign
		1.1.4 Number of girls and boys whose registration fees for public formal education are subsidized
		1.1.5 Number of Syrian refugee students receiving transportation services
		1.1.6 Number of children receiving school supplies
		1.1.7 Number of children benefitting from learning support program, including remedial and homework support
	<i>1.1.8 Number of children attending foreign language courses</i>	
	1.2 Access to inclusive quality education services for refugees and host communities promoted	1.2.1. Percentage of key-implementation steps related to construction works completed*
		<i>1.2.1.1 Number of new educational facilities constructed or rehabilitated*</i>
		1.2.2 Number of educational infrastructure accessible to refugee students and host communities with disabilities *
		1.2.3 Number of existing schools upgraded in standards and equipped*
		<i>1.2.4 Number of educational personnel, including teachers, volunteers and administrative staff trained*</i>

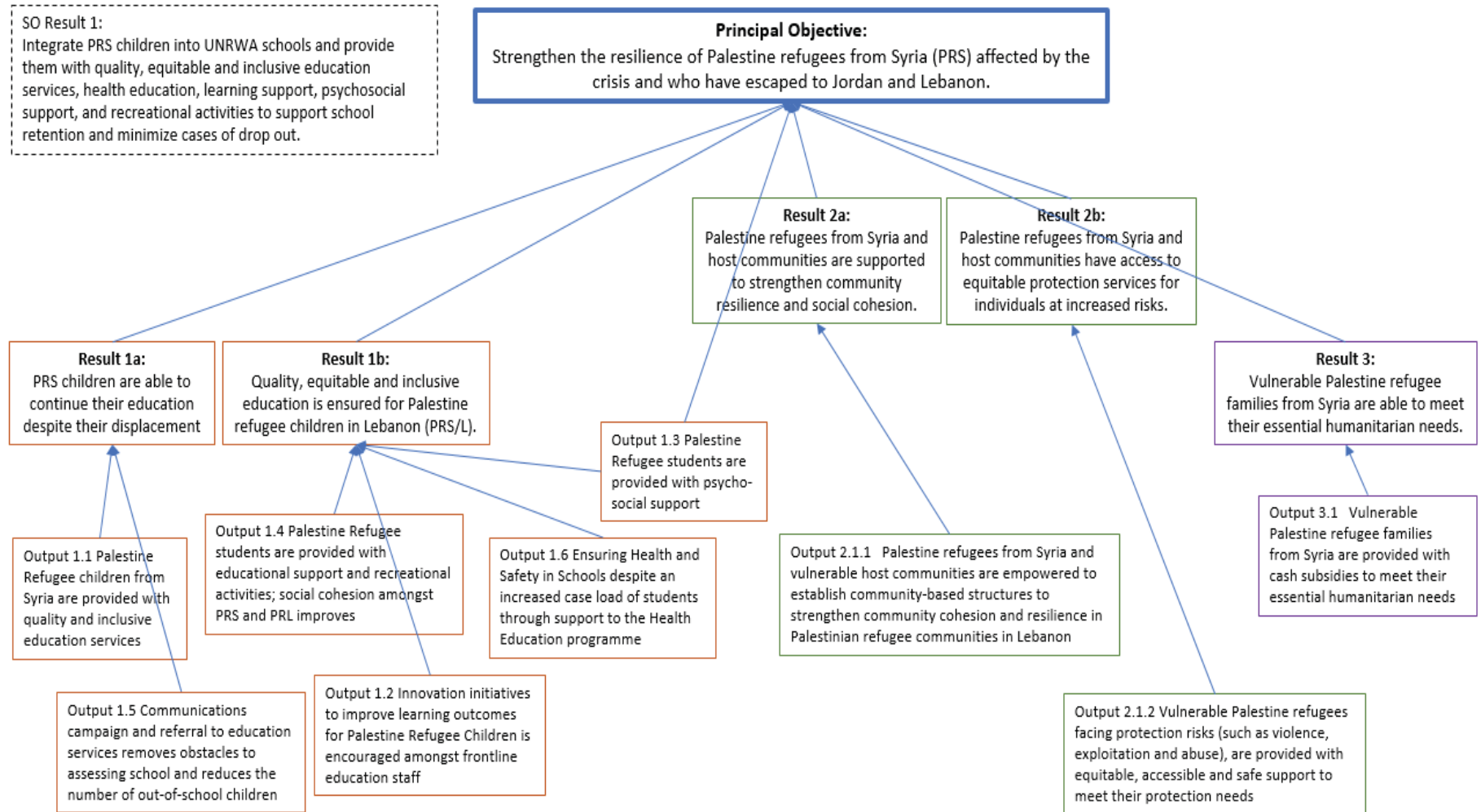
2. ACCESS TO HIGHER and FURTHER EDUCATION	2.1 Participation and equal access to higher education opportunities for vulnerable youth, adolescents and adults increased	2.1.1 Number of Syrian refugee students receiving higher education scholarships*
		2.1.2 Number of youth, adolescents and adults accessing higher education
		2.1.2.1 <i>Number of HE certificates awarded</i>
		2.1.4 Number of youth and adolescents accessing vocational training
	2.2 Interventions in the higher and further education sector related to the Syrian crisis are better coordinated through stakeholder dialogue , networks and information tools	2.2.1 Number of partner institutions (universities / language centres) committed to the Higher Education programme for refugees
		2.2.1.1 Number of eligible HE programmes identified
		2.2.2 Number of HE projects financed through CFP
		2.2.3 Number of national stakeholder dialogues on HE having taken place
3. RESILIENCE and LOCAL DEVELOPMENT	3.1 Employability prospects of Syrian refugees and host communities improved	3.1.1 Number of Syrian refugees and host communities participating in employability, vocational and entrepreneurial skills training programme*
		3.1.2 <i>Number of job opportunities created</i>
		3.1.3 <i>Number of Syrian workers employed through EUTF-funded initiatives</i>
	3.2 Productive capacities of vulnerable host farmers and/or home-based micro and group-based small-scale agrifood enterprises are increased	3.2.1 Number of Syrian refugees/host communities farmers trained in financial literacy and enterprise management
		3.2.2 Number of farmer identified for grant support
		3.2.3 Number of Syrian Refugees and members of host communities accessing Graduation packages and engaged in at least one new agrifood income generating activity
		3.2.4 <i>Number of farm who finalized the improved infrastructure</i>
	3.3 Economic growth potential and resilience of the local economy hosting target groups enhanced	3.3.1 Vulnerable community members have improved ability to access sustainable income
		3.3.2 <i>Number of vulnerable community members reporting increased access to income generating opportunities</i>
		3.3.3 Number of MSMEs identified and trained
	3.4 Local and national systems and service delivery capacities in target areas strengthened	3.4.1 Number of municipalities benefiting from improved infrastructure and services

		3.4.2 Number of community support projects implemented
		3.4.2.1 Number of refugees and community members involved in assessment, planning and implementation of community development projects
		3.4.3 Number of active community centres in target areas
		3.4.4 Number of facilities and organisations capacitated to provide social cohesion activities*
		3.4.5 Number of dialogue tables and working groups held and attended by community, private sector and government stakeholders *
		3.4.6 Number of policy recommendation for support to farmer/entrepreneur investment
	3.5 Social tensions between refugees and local populations in host communities decreased	3.5.1 Number of young Syrian refugees and host community benefiting from peer information and outreach activities, including provided by youth leaders*
		3.5.2 Number of young Syrian refugees and host communities participating in extracurricular cultural and sports activities*
4. ACCESS TO HEALTH SERVICES	4.1 Basic medical services are available for Syrian refugees, migrants, and asylum seekers at the transit sites and medical centers	4.1.1 Number of primary health care consultations conducted with refugees and host communities
		4.1.2 Number of vulnerable beneficiaries provided with medical examinations and essential medicines
		4.1.3 Number of new hospital facilities constructed
		4.1.4 Number of existing hospital facilities rehabilitated or upgraded in standards
		4.1.5 Number of mobile clinics and ambulances procured
	4.2 Strengthened capacity of concerned local actors to deliver general primary and secondary health care services	4.2.1 Number of professional staff trained in primary, secondary and tertiary health care services
		4.2.2 Number of people reached through health education activities
		4.2.3 Number of health projects
	4.3 Increased capacity of maternity and paediatric hospitals coping with additional daily patients and services	4.3.1 Number of Primary Health Care Centers refurbished or equipped
		4.3.2 Number of dedicated operating theatres built
		4.3.3 Number of months of technical assistance missions in the health sector, civil work and admin sector, carried out by expatriate staff
	4.4 Reinforced mother and child health services in selected health centers	4.4.1 Number of paediatric hospitals renovated, expanded, improved in standards

		4.4.1.1 Number of beds increased in targeted paediatric hospitals
		4.4.3 Number of cases treated in emergency services
		4.4.4 Number of pregnant women receiving 4 or more antenatal consultations
		4.4.5 Number of women attending at least one postnatal care visit at the supported health facilities
		4.4.6 Number of vaccination visits for children under 5 years
5. ACCESS TO WASH SERVICES	5.1 WASH-related municipal infrastructure improved	5.1.1 Number of facilities rehabilitated and operational
		5.1.2 Number of facilities constructed, including for water, wastewater and solid waste
	5.2 Improved access to potable water supply for vulnerable populations affected by the Syrian crisis	5.2.1 Number of individuals having access to safe water
		5.2.2 Water quality respects standards for potable water
		5.2.3 Number of beneficiaries who have experienced a hygiene promotion session
	5.3 Volume of local storage capacity increased	5.3.1 Number of households connected
5.3.1.1 Mt of transmission and distribution lines installed		
		5.3.2 Number of pumping stations constructed
6. PROTECTION	6.1 Self-development and wellbeing of marginalized children and adults are enhanced	6.1.1 Number of refugees and DOM community members receiving specialised treatment in the area of mental health and psychosocial support*
		6.1.2 Number of cases referred for specialized services
		6.1.3 Number of children who are survivors or at risk receiving specialized child protection support
		6.1.4 Number of individuals trained on Child Protection and Gender-Based Violence
		6.1.5 Number of children and youth enrolled in life skills programmes
	6.2 Improved access to safe land and infrastructure in rural and urban areas	6.3.1 Mine clearance actions
		6.2.2 Number of policy support/national regulations on mine survey
		6.2.3 Number of mine accidents in cleared sites
		6.2.4 Number of villages where services have been restored and people have returned following clearance (e.g. health, education, electricity, etc...)
		6.2.5 Men women and children who receive Risk Education

	6.3 Strengthened programming and advocacy initiatives in support to Syrian refugees, at country and regional level	6.3.1 Number of articles and press releases published in European media
		6.3.2 Number of individuals reached with outreach, information campaigns and awareness sessions
		6.3.3 <i>Number of advocacy initiatives supported at the regional level</i>
		6.3.4 Number of capacity building and partnership initiatives supported at regional level to scale up <i>Children Affected by Armed Conflicts (CAAC)</i> programming

annex 8: theory of change (toc) model



management response

final evaluation report - maintaining the resilience of palestine refugees from syria in jordan and lebanon general response:

date of management Response:	[INSERT]	reference number:	DIOS/EVAL/2019/2
Office and person coordinating the management response / recommendation follow up: Mr. Salem Dib			
<p>How has this evaluation influenced the MADAD Programme:</p> <p>While the midterm evaluation informed the design of the MADAD 2 project document to focus on the provision of core services in education, cash assistance and health services, in light of UNRWA’s financial crisis, the final evaluation has provided valuable input that will inform the design and implementation of future interventions, especially if support to UNRWA under the EU-MADAD Trust Fund were to continue beyond September 2019.</p> <p><u>Education:</u> PRS children continue to face multiple and complex enrolment and retention barriers. As recommended by the final evaluation, UNRWA will continue providing access to quality education for PRS children and youth by facilitating their integration into UNRWA schools and vocational training centres under its EiE Programme. With the support of partners and donors, the Agency will continue focusing on strategies to support retention of students by maintaining its holistic approach to learning through the provision of psychosocial support, extracurricular activities and community engagement which, as highlighted by the final evaluation, have strengthened the quality of education and the academic performance of PRS students and are significant factors for student retention and academic attainment. In addition, in line with the recommendations of the evaluation, the Education Programme will strengthen its outreach interventions to out-of-school children through community-based structures in the camps, and develop partnerships with local and international NGOs and CBOs working in the camps to provide complementary education support and services to PRS children. Finally, informed by the midterm evaluation, the Education Programme strengthened collection and analysis of quantitative and qualitative data with a view to better assess impact and inform education interventions. This has continued under the MADAD II project and will be a constant practice in the coming years. The M&E mechanisms include surveys and focus groups discussions that aim at measuring perceptions on the general wellbeing of students, PSS support to students and parents and recreational activities.</p> <p><u>Cash:</u> As PRS in Lebanon remain highly vulnerable, in line with the recommendations of the final evaluation UNRWA will continue providing multipurpose cash assistance to all PRS families to ensure they meet their basic needs including food, housing and other essential non-food items. In order to ensure that the cash interventions are accompanied with longer term poverty alleviation strategies, UNRWA will strengthen its existing outreach efforts to cash assistance beneficiaries and link them to the different employment and livelihood opportunities offered by UNRWA as well as to other services offered by partner NGOs.</p> <p><u>Protection:</u> Both the midterm and the final evaluation highlighted the important role the women and girl committees have in the ongoing community outreach focused on GBV prevention and response, key messages and services, and recommended the committees continue to work in designing and facilitating community mobilization activities from existing neutral centres beyond the project duration. In line with this, with support from various donors, UNRWA has continued to fund the committees’ action</p>			

plans and building their network relationships with established NGOs in the community in order to allow for the committees to work in tandem with service providers, finding their niche in community outreach and awareness. A key component within the Protection component included UNRWA's rehabilitation of counselling spaces which furnishings for 36 school counsellor rooms, 2 relief and social services rooms and 1 health clinic. The final evaluation noted that each confidential counselling space created positively resulted in counselling rooms in places where a high need for access to protection and counselling services was required. Spaces provided safe access for women, children and other vulnerable persons to seek support in cases of gender-based violence and mental health issues. Based on the reviewed surveys conducted by UNRWA it is evident that the new confidential counselling services have contributed to increased knowledge about protection issues, helped people to address their problems or identified ways to seek additional support.

A third recommendation that has influenced the MADAD programme was the integration of protection principles and services in UNRWA's activities. Within the scope of its ongoing efforts to safeguard and advance the rights of all Palestine refugees in Lebanon, protection mainstreaming recommendations for core services such as Education, Cash Assistance and Primary Health Services have been developed over the course of 2019. The recommendations focus on integrating protection standards (safety, dignity and avoid causing harm, meaningful access, accountability and participation) in UNRWA services. In the coming years, mainstreaming of protection principles, policies and guidelines into the programmes will be further strengthened through capacity-building and technical support.

response to specific recommendations:

recommendation	management response (agree, partially agree, disagree):	action planned / taken / reason for partially agreeing or disagreeing	planned date for implementation
Recommendation 1: While the Syria crisis is ongoing, support to UNRWA should be continued so that the agency can deliver its core services to PRS and PRL with emphasis on the provision of quality educational services to PRS and PRL students, supporting children and youth with access to formal education, and providing basic	Agree	A MADAD III project is currently in the initial stages of being discussed with the donor (EU), with a particular focus on cash assistance, education in emergencies, health and protection. Action by: Donor Relations Unit.	[By the time the MADAD 2 Project ends – October 2019]

cash assistance.			
<p>Recommendation 2: UNRWA should continue to focus on strategies supporting the retention of students currently enrolled in the schools (including learning and language support). The retention strategy should be combined with ongoing outreach interventions using existing community-based structures in refugee camps. Multi-year funding will assist the agency to have a more sustained retention required to support resilience programming.</p>	<p>Agree</p>	<p>Improving retention is one of the ultimate goals of UNRWA Education Reform process initiated in 2011. The ultimate test of the effectiveness of the reform in this regard is education-system-level change where students drop out less frequently and survival rates are higher. Since the MADAD Programme was initiated in 2016, there have been some gains in these areas.</p> <p>Data on student survival rates is collected on an annual basis and is available in December of each year for the previous scholastic year. The latest available survival rates 2017/18, shows an improvement for PRS girls and PRL males in comparison to the previous scholastic year 2016-2017, while it has decreased slightly for PRS males and PRL females. This is in line with the data available on cumulative dropout rates, which indicates that for PRS male and PRL female elementary students dropout rates have increased. UNRWA's Education Department is exploring the reasons behind the increased drop-out rates amongst these specific cohorts. The increase among PRS males may be partly explained by the fact that PRS families are leaving the country and are therefore not enrolling in UNRWA schools in Lebanon. Other retention related barriers (e.g. PRL/PRS children facing pressures to work) may also be impacting the rates.</p> <p>In order to address this issue, output 1.2 of the MADAD II project is dedicated to improving retention in schools. The following is currently being done in this regard:</p> <p>Psychosocial Support (PSS) services are being provided to PRS and PRL children at risk of drop-out, or to those who are experiencing other learning or personal difficulties. This takes place through the implementation at school level of the PAIR Model¹⁵ (Prevention/Promotion, Assessment, Intervention and Referral) by a team of 56 school counsellors (17 of them funded by the MADAD II project) in the form of individual and group counselling sessions complemented, when needed, with referrals to specialized mental health services, learning support programmes or protection services. In addition, school counsellors also work with parents providing raise-awareness and parenting skills sessions in regular basis. The PSS services are complemented with regular psychosocial recreational activities which aim to 1)</p>	<p>Closed as implemented</p>

¹⁵ UNRWA uses the Pair Model, a four-stage model to meet the MHPSS needs of children. The PAIR model unpacked is: (1) Prevention/Promotion: Provision of activities that promote the overall well-being of individuals, families and communities and help foster adapted coping mechanisms and resilience; (2) Assessment: Ensuring that the psychosocial needs of individuals and families can be identified and understood through a tiered assessment system; (3) Interventions and evaluation: To develop a range of interventions in keeping with the IASC MHPSS pyramid to address the psychosocial needs of individuals, families and communities; and (4) Referral: Referral on to other professionals or agencies internally and/or externally to ensure that holistic needs are met, including access to specialized mental health services and protection services not provided by UNRWA.

	<p>strengthen personal skills that enable students to participate positively in daily life, 2) strengthen social skills that enable students to communicate, understand, and get along with their peers; and 3) strengthen awareness of the students as an active participant in their community.</p> <p>To address low attainment (one of the main reasons leading to dropouts), UNRWA currently provides targeted learning support to Grade 1 and 2 students with the support of learning support teachers, covered by another EU funded project. To strengthen the programme, and in line with UNRWA's partnership strategy, the Education Programme is planning to intensify its efforts to partner with NGOs and CBOs in the camps with experience providing alternative learning support to children. Under the MADAD II project, UNRWA conducted training to build the capacity of partner NGOs to ensure external learning support services are aligned and complement UNRWA's school curriculum and learning support programme. In addition, also under the MADAD II project, the Agency will provide remedial support activities during the summer 2019 to students in four grades (1, 2, 5 and 6) identified as in need of additional support.</p> <p>A new formative assessment system was put in place to better track students' progress during SY 2017-18. The new assessment system enables teachers to measure progress of students on a daily basis and facilitates a timely response to students' learning needs and any risk of drop-out related to low attainment. The new assessment system and the data it provides on student performance also supports the operationalization of UNRWA's new promotion policy, with a view to improve school retention. UNRWA has introduced a promotion policy to reduce school repetition rates and improve school retention. Data on grade repetition in UNRWA schools indicates that students who repeat the school year are ten times more likely to drop out of school than a student who has not repeated a grade. To complement this, during the current SY, the Education Programme developed a new reporting mechanism to capture students at risk of drop out on a monthly basis. This will enable UNRWA to refer these cases onto the appropriate support service in a timely manner and contribute to increase overall retention of students. In addition, the Education Programme is working to develop an integrated mechanism for internal and external referrals building on the structure of the existing Student Support Teams at the school level (established with the support of the EUD bilateral project).</p> <p>As part of an Agency-wide initiative aimed at Addressing Violence in UNRWA installations and services (AVAC), UNRWA Lebanon has strengthened its interventions to tackle bullying and violence in schools. The agency wide initiative started in 2017 in Beddawi Camp and was expanded to Burj el Barajneh in 2019. The AVAC initiative, supported in Lebanon by different</p>	
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		<p>donors, aims at addressing violence against children at home and in UNRWA installations, in order to create and ensure a safe, stimulating, protective and supportive environment for children through a comprehensive and multi-sectorial approach working across departments involving UNRWA programmes, partners and communities. In order to ensure that Palestine refugee children develop their full potential in an environment free from violence, UNRWA has framed the strategy under three main components: prevention, response, and institutional accountability. The AVAC approach has involved building the capacity of UNRWA staff in violence prevention. Under the MADAD II project, teachers and education specialists are being trained on classroom positive discipline. It's worth mentioning that successful approaches and lessons learnt from the implementation of the AVAC campaign in Lebanon have been adopted in other UNRWA fields of operations.</p> <p>Actions under this output also include outreach activities targeting drop-out children. During the SY 2018-19, UNRWA and community partners conducted several outreach efforts targeting children that left school during the previous academic year to see what support can be provided to encourage a return to school or refer them to other educational pathways. NGO partners are offering remedial support and vocational training.</p> <p>In addition, with support from several donors, the women and girl committees continue to undertake community outreach activities focused on targeting school age children at risk of drop out and those who have already dropped out within their child protection and GBV focused awareness events. These community based protection structures in the camps coordinate with Education actors on vocational training and transitional education programs for students to return to educational program as part of their key messages and referrals for identified beneficiaries One example of a successful retention intervention shared among a community based protection structure and UNRWA highlighted in the Final Evaluation included the role of the UNRWA supported women and girl committees' work with girls from Beddawi Camp where the committees have succeeded in supporting 3 girls who have dropped out of school to return to schools and 11 girls to join vocational training courses in Beddawi Women Programme Association centre. This model of coordination among the community-based protection structures and UNRWA will be explored moving forward as best practice in community ownership in retention concerns,</p> <p>To measure, assess and provide an evidence base for future planning for the provision of education in UNRWA schools, a variety of surveys will be delivered and analysed during the current and upcoming scholastic years. These surveys draw on previous exercises conducted</p>	
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[mid-term report: maintaining the resilience of palestine refugees from syria in jordan and lebanon](#)

		Agency wide and included the Student perception survey, the PSS parent survey, PSS student survey and the Student recreational activities survey. (Action by: Education Department)	
Recommendation 3: The Agency's holistic approach to its educational services provision through extra-curriculum and recreational activities should be maintained and expanded through working with NGOs and CBOs. This approach provides students with a school environment where they can evolve into well-rounded young adults, release stress, and find a place of normality.	Agree	Under the MADAD II project, UNRWA has continued to provide extracurricular, sports and recreational activities to students in partnership with NGOs and CBOs. The role of the recreational activities is to complement the MHPSS services provided to children at school level by promoting normalcy and learning, by developing knowledge and skills that can allow students to engage positively with their friends, peers, family and community members, and by helping students to cope with stress and to recover from adverse experiences. During the current scholastic year and under the MADAD 2 project, the Education Department is strengthening the inclusion and participation of children with disabilities into the sports and recreational activities. The following activities are currently being implemented under the MADAD II project in partnership with NGOs and CBOs. <ul style="list-style-type: none"> • School trips • School league • Winter sports activities • Palestiniadi • Scout Camp • Summer Olympics (Action by: Education Department)	Closed as implemented
Recommendation 4: UNRWA should consider how information in different databases can be better used to support outreach to assist in identifying children and youth not attending school. It may be possible for family data in the Relief and Social Services	Agree	The identification, outreach and provision of services to out-of-school children (children who never enrolled in school or drop-out students) have been a long-standing challenge for UNRWA's Education Programme. To partly address this issue, UNRWA is planning to conduct a study on the situation of out-of-school PRS children in Lebanon. The study is part of the EU-bilateral project (ENI-2016-377-518) and aims at providing UNRWA and partners with accurate numbers and information on the barriers preventing PRS from attending school and inform the development of targeted actions. To support this process, UNRWA will crosscheck available data under the Agency's EMIS with the Refugee Registration	December 2019

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[mid-term report: maintaining the resilience of palestine refugees from syria in jordan and lebanon](#)

database to be compared with information kept in the database of the education department.		Information System (RRIS) administered by the Relief and Social Services Department. (Action by: Education and RSSD)	
recommendation 5: Integration of protection policies and guidelines into core services delivery should be further strengthened through ongoing capacity building of school staff to support a protective and inclusive school environment.	Agree	Protection mainstreaming recommendations for the Education programme have been developed for implementation over the course of 2018-2019 (following the set of recommendations elaborated for 2018). The recommendations for 2019 focus on integrating protection standards (safety, dignity and avoid causing harm, meaningful access, accountability and participation) in UNRWA schools. This complements other efforts by the Education programme aimed at building the capacity of education staff. (Action by: Protection Unit and Education Department)	December 2019
recommendation 6: Multi-purpose cash assistance to PRS families should be complemented with a stronger strategy to support resilience and decrease dependency. Referral mechanisms to NGOs to access small grants or loans to set up a small business is one of options to be explored.	Agree	Strengthen the resilience and decrease the dependency of PRS in Lebanon is the overall goal of the MADAD 2 project and, as reflected in the project design and in the overall Emergency Appeal Strategy, requires a holistic response that includes several services and programmes including cash assistance, education, health and protection. As mentioned above, the agency is determined to continue providing PRS with life-saving emergency assistance, while maintaining regular services to Palestine refugees in Lebanon. With regard to livelihoods interventions in particular, while links to UNRWA vocational services and employment services already exist, this tends to happen on an ad-hoc referrals basis, and is not well documented. Individual cases are not further followed up to evaluate impact of the interventions. In order to further support resilience and decrease dependency of PRS families benefiting from multipurpose cash assistance, UNRWA is planning to put in place a more structured an integrated system of referrals to internal and external support services. The internal path will link beneficiaries with the Agency's Employment Service Centres, Cash-for-work and other livelihoods initiatives, while the external path will include referrals to NGOs partners offering small grants or loans to set up small business as well as to available short-term vocational training opportunities. A rigorous monitoring system will be put in place to better capture the	September 2021 (under the upcoming MADAD III project)

		<p>impact of the livelihoods interventions in recipient families. (Action by: RSSD)</p>	
<p>recommendation 7: To strengthen the project’s relevance in a protracted crisis, UNRWA will need to strengthen – where its mandate allows – its resilience-based approaches including advocating for greater access to the Lebanese labour market and broadening and strengthening the quality of TVET services. Multi-year funding is required to support resilience programming.</p>	<p>Agree</p>	<p>Increasing access to vocational training opportunities for Palestine refugees, while improving the quality, relevance and responsiveness of the TVET system to the needs of the labour market, is at the core of the UNRWA Education Programme. To strengthen the provision of services, an external assessment of Sibling Training Centre (STC) is currently taking place with EU funds.</p> <p>Improving access to employment for Palestinians is an UNRWA key strategic objective in Lebanon. UNRWA continues its advocacy efforts at the policy level with a view to improving the legal status of Palestinians, facilitating easier access to work permits and to a larger spectrum of professions.</p> <p>The Protection Unit documents trends of systematic exclusion of Palestine refugees from the labour market and conducts targeted research that provides evidence for the Agency advocacy efforts. In addition, it engages with the Lebanese authorities (both directly and through the Lebanese-Palestinian Dialogue Committee), the Lebanese Chamber of Commerce and Syndicates, universities and others.</p> <p>In addition to providing legal assistance to Palestine refugees in their dealing with the Lebanese authorities (residency, civil registration, etc.), The Agency’s Legal Aid Team provides legal advice, legal counselling and legal representation for labour and family law cases, through a referral mechanism with contracted Lebanese lawyers. In addition, the team conducts awareness raising activities with beneficiaries, staff members and NGO staff on the rights of Palestinian workers.</p> <p>The Education department is currently involved in the Right to Work campaign mainly through the work of the TVET program, the Youth Unit and the Employment Service Centres. The department directly contributes to UNRWA’s advocacy efforts on the right to work by outreaching to the private sector, academic institutions and university students, in addition to organising awareness raising sessions for Palestinian youth and the community about the labour law and their rights. Furthermore, it has provided support to the Protection Unit in their advocacy efforts targeting professional syndicates, particularly those more likely to accept Palestinian members (based on labour market needs).</p> <p>(Action by Education Department and DRU)</p>	<p>December 2019</p>

[united nations relief and works agency for palestine refugees in the near east \(unrwa\)](#)
[mid-term report: maintaining the resilience of palestine refugees from syria in jordan and lebanon](#)

<p>recommendation 8: UNWRA should cross reference information with the Syria Field Office to determine whether Palestine refugees have returned to Syria when they drop off UNRWA's radar in Lebanon. This can be achieved by cross referencing refugee databases with UNRWA Syria field office.</p>	<p>Agree</p>	<p>At the education level this is already taking place as UNRWA Education Management Information System (EMIS) is common for all fields of operations. Information on students who return to Syria and enrol in UNRWA schools is routinely recorded in the system.</p> <p>At the RSSD level, since November 2018, UNRWA has made the Emergency Module under the RRIS system common for all field of operations. This will contribute to improve follow up on PRS movements across the field, improve targeting of beneficiaries and avoid duplication.</p>	<p>Closed as implemented</p>
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