Global Partnership for Education

System Capacity Grant Proposal

Summary Table

Geographic areas of operation:	Lebanon
Date of submission of this application package	24.11.2025
Grant currency	Dollar ☒ Euro ☐
Grant agents(s)	UNESCO, GIZ
Program name	Lebanon SCG to Strengthen national systems for inclusive coordination, evidence-based planning, and data-driven decision-making to advance MEHE's Vision 2030 and the Seven Pillars for Educational Renewal.
Total Grant Allocation	$1,000,000
Agency fees (additional to grant allocation)	UNESCO GIZ
Estimated starting date	01/01/2026
Duration	24 months
Name of individuals and their positions that will serve as the GPE Co-Grant Agent Points of Contract (POCs):	

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Acronym Page

Acronym	Full Term
AMPL	Assessment for Minimum Proficiency Levels
BMZ	German Federal Ministry for Economic Cooperation and Development
CA	Coordinating Agency
CERD	Center for Educational Research and Development
CBA	Curriculum-Based Assessment
CWG	Compact Working Group
EFA	Enabling Factors Analysis
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
EMIS-PATT	EMIS Progress Assessment Tool for Transformation
ESP	Education Sector Plan
ESA	Education Sector Analysis
ESPDG	GPE Education Sector Program Development Grant
ESPIG	GPE Education Sector Program Implementation Grant
FPU	Financial Planning Unit
GA	Grant Agent
GEA	Grant for Education Analysis
GBV	Gender-Based Violence
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit/German Agency for International Cooperation
GoL	Government of Lebanon
GPE	Global Partnership for Education
HEMIS	Higher Education Management Information System
IIEP	UNESCO International Institute for Educational Planning

IBE	UNESCO International Bureau of Education
JCU	Joint Coordination Unit
LEG	Local Education Group
LRP	Lebanon Response Plan
MEHE	Ministry of Education and Higher Education
MLF	Monitoring and Learning Framework
NDLA	National Diagnostic Learning Assessment
PDG	GPE Preparation Development Grant
PFM	Public Financial Management
OOSC	Out of School Children
PISA	Programme for International Student Assessment
SCG	GPE System Capacity Grant
SEA/SH	Sexual Exploitation, Abuse, and Sexual Harassment
SIMS	School Information Management System
SOPs	Standard Operating Procedures
STG	System Transformation Grant
TREF	Transition and Resilience Education Fund
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VISION 2030	Lebanon's National Education Strategy for 2030

Executive Summary

Lebanon's education system is at a pivotal moment of reform. After years of fiscal and political crises that weakened public service delivery, the Ministry of Education and Higher Education (MEHE) has launched an ambitious reform agenda under Vision 2030 and the Seven Core Pillars for Educational Renewal. This strategy reflects MEHE's commitment to transform the education system into one that is inclusive, equitable, and resilient, anchored in evidence, accountability, and national ownership.

Lebanon's education system operates in a context affected by economic crisis, displacement, and regional instability. At the time of this SCG submission, Lebanon is experiencing bombings and forced displacement of communities and students. Schools are being used as temporary shelters, and MEHE has shifted education from in-person to digital learning. All of this has been done under the direction of MEHE in partnership with the Local Education Group (LEG).

MEHE and the LEG have experience managing a fragile education system in the midst of prolonged crisis and multiple rounds of insecurity. These factors were identified in Lebanon's 2025 Enabling Factors Analysis (EFA), conducted by the MEHE organized Compact Working Group (CWG) under the Local Education Group (LEG). The EFA identified three priority enabling factors critical for system transformation: Sector Coordination, Data and Evidence, and Volume, Equity, and Efficiency of Domestic Public Expenditure.

These domains represent the structural bottlenecks that, once addressed, can unlock improvements in planning, financing, and accountability across the education sector. The EFA concluded that Lebanon's policy framework is sound but that institutional and technical capacity gaps limit MEHE's ability to plan, monitor, and finance effectively. Strengthening these foundations through the System Capacity Grant (SCG) will lay the groundwork for Lebanon's first unified, costed Education Sector Analysis (ESA) and Education Sector Plan (ESP) since 2017, together with a completed Partnership Compact position Lebanon for future GPE financing while strengthening sector effectiveness.

Program Objectives

The Lebanon SCG is co-implemented by UNESCO and GIZ under MEHE's leadership to strengthen national systems for inclusive coordination, evidence-based planning, and data-driven decision-making to advance MEHE's Vision 2030 and the Seven Pillars for Educational Renewal.

The SCG will enable MEHE to consolidate its leadership over the sector, unify donor coordination under the LEG, and institutionalize planning, monitoring, and financial management functions that are sustainable and government owned. The total SCG allocation is USD 1,000,000 and it is estimated that the SCG implementation duration will take place over a period of 24 months (January 2026–December 2027). By the end of the SCG, Lebanon will have achieved:

- A government-led, participatory ESA with comprehensive data coverage across all sub-sectors;
- A costed, gender-responsive ESP aligned with Vision 2030 and the Seven Pillars;
- A functional and strategic LEG with adopted Standard Operating Procedures (SOPs), an annual calendar, and mechanisms for joint sector reviews;
- An endorsed Partnership Compact linking sector priorities to future GPE financing;
- An integrated data and evidence system linking SIMS, CASE, HEMIS, TVET MIS, financial, and learning assessment data; and
- Enhanced institutional capacity within MEHE and CERD for planning, monitoring, and coordination.

The SCG will be implemented through one integrated, government-led program structured around four outputs: Output 1: A government-led, participatory ESA with comprehensive data coverage across sub-sectors; Output 2: A costed, gender-responsive ESP aligned with Vision 2030 and the Seven Pillars of Educational Renewal; Output 3: The institutionalization of inclusive, evidence-based coordination mechanisms under a LEG that is driving sectoral coordination and planning; and Output 4: An integrated education data and evidence system established, supported by capacity building to ensure effective use and continuous improvement. Together, these outputs will enable MEHE to lead a unified, results-oriented education reform process supported by robust data and transparent governance. The activities under these outputs will adhere to five guiding principles:

- Government-led: MEHE retains full decision-making authority and leadership throughout the ESA and ESP processes.
- Participatory: Civil society, development partners, and stakeholders engage through the LEG and thematic working groups.
- Transparency and Accountability: Open data sharing, joint reviews, and public reporting strengthen trust and mutual accountability.
- Well-Organized and Coordinated: Activities align with Government of Lebanon planning and budget cycles to prevent duplication.

- Capacity Development and Learning-by-Doing: Every activity doubles as hands-on institutional learning for MEHE staff and regional offices.

Twin–Grant Agent Management Structure

Under MEHE's leadership, UNESCO and GIZ will serve as Twin–Grant Agents, providing a balanced partnership that combines UNESCO's normative, analytical, and global policy expertise with GIZ's operational, financial, and systems-strengthening capacity.

Recognizing that the scope of the SCG far exceeds the resources available, both Grant Agents will adopt a collaborative delivery model that maximizes the contribution of all education partners. The SCG will be implemented through a Joint Coordination Unit (JCU) that will be co-chaired by UNESCO and GIZ. The JCU will operate under the direction of MEHE. The JCU under MEHE leadership will manage day-to-day coordination, progress reviews, and adaptive management. The JCU ensures unified planning, results reporting, and fiduciary assurance while maintaining full government ownership.

The JCU will serve as the liaison and coordinate with the LEG. The JCU will request the LEG to establish an Advisory Group of Donors, Development Partners, and LEG members to inform and advise on SCG activities and work with the JCU. These will inform the activities implemented under each SCG component through Technical Working Groups (TWGs). This approach combines MEHE leadership with critical advisory participation from key partners to inform SCG implementation. The JCU will ensure unified planning, progress monitoring, and adaptive management, with all outputs validated by MEHE before submission to the LEG and GPE Secretariat. The approach acknowledges that no single institution has sufficient capacity or funding to do this alone, and that strong coordination, information sharing, and collective ownership are essential for success. As such, this structure ensures that every partner contributes where they feel that they add the most value and will seek to harmonize activities, avoid duplication, align ongoing donor efforts, and pool expertise and resources to deliver on the SCG's ambitious agenda. Through this collaborative governance approach, Lebanon's education partners will work as one system, under MEHE's leadership to deliver a government-owned, evidence-based, and resource-efficient reform process aligned with Vision 2030 and the GPE Partnership Compact.

Expected Impact

The SCG will serve as a catalyst for system transformation by enabling MEHE to transition from fragmented, project-based management to a coherent, data-driven system of governance. By the end of the SCG funding, MEHE will have:

- An institutionalized LEG driving national education dialogue and coordination;
- Evidence-based ESA and ESP documents guiding reform priorities;
- Integrated data systems linking evidence to policy; and
- Strengthened capacity for transparent, inclusive, and accountable education management.

These foundations will position Lebanon to access larger-scale transformation financing under the next phase of GPE 2030, while building a high-quality, equitable, and resilient education system.

1. Introduction and Context

Lebanon's education system is situated within a complex operating environment. Years of fiscal collapse, political instability, and compounded crises have weakened public trust in government services, particularly education services. Lebanon's education sector is navigating a complex reform landscape shaped by overlapping economic, political, and humanitarian crises. This creates a challenging fiscal environment where the Government of Lebanon is required to make decisions around trade-offs regarding funding allocations. This places the Ministry of Education and Higher Education (MEHE) in a position to compete with other government ministries for both financing and policy prioritization.

Despite severe fiscal and institutional pressures, the MEHE continues to show strong leadership and commitment to reform and strengthen the education sector. The current leadership within the Government of Lebanon and within MEHE has committed to advancing education reform through Lebanon's Vision 2030, which represents MEHE's long-term strategic framework for transforming the education system into one that is inclusive, equitable, resilient, and future-ready. Launched as part of MEHE's reform agenda under the Government of Lebanon's broader Vision 2030 strategy, this strategy builds upon previous efforts identified during the EFA process. The strategy articulates a shared national commitment to ensuring that every learner, Lebanese and non-Lebanese, across all regions and socioeconomic backgrounds has access to quality learning opportunities that foster critical thinking, employability, and civic engagement.

The Vision is built on the principle that education is central to Lebanon's social cohesion, economic recovery, and human capital development, particularly in the context of protracted crises and demographic shifts. The Vision acknowledges that reform must move beyond emergency response toward a sustainable system capable of delivering quality learning outcomes through strong governance, better management with the requisite coordination structures and data systems in place to make timely decisions.

To operationalize this vision, MEHE introduced the Seven Core Pillars for Educational Renewal, which seeks to guide all ongoing and future sector reforms:

1. Equitable Access to Quality Learning – Expanding access to all learners, with emphasis on marginalized groups, children with disabilities, and non-Lebanese students, while addressing barriers of geography, gender, and affordability.

2. Human Capital Development and Teacher Professionalization – Investing in teachers and education leaders through competency-based training, career pathways, and accountability mechanisms that promote excellence.
3. Quality and Relevance of Education – Aligning curricula, teaching methods, and assessments with 21st-century skills, national development priorities, and labor-market needs.
4. Systemic Reform, Governance, and Accountability – Strengthening institutional efficiency, decentralization, and transparent decision-making through modern management tools and evidence-based policy.
5. Safe and Resilient Learning Environments – Rehabilitating and greening school infrastructure, expanding digital learning, and ensuring preparedness for crises, climate risks, and public health emergencies.
6. Commitment to Strategic Partnerships and Coordination – Fostering inclusive, transparent collaboration among government entities, donors, civil society, and private sector actors through the LEG and other platforms.
7. Innovation, Research, and Digital Transformation – Leveraging data, technology, and research to promote continuous improvement, system innovation, and responsiveness to emerging challenges.

These pillars served as a structural backbone as MEHE initiated an Enabling Factors Analysis (EFA) in August/September 2025. Through the EFA process, the CWG in partnership with MEHE and the LEG conducted a system diagnostic examining core priority domains impacting the education sector. The EFA revealed strong policy commitment but critical gaps in sector coordination, data and evidence systems, gender-responsive planning, and domestic financing. It concluded that while Lebanon's legal and policy frameworks are largely in place, the system's capacity to coordinate efficiently, plan effectively, finance, and use evidence remains limited. The EFA analysis highlighted key sector challenges and opportunities that UNESCO and GIZ's engagement through the SCG. The following summarizes the EFA describing the current status of Lebanon's education sector against the four GPE enabling factors.

Data and Evidence

Lebanon possesses an established data collection infrastructure through the Center for Educational Research and Development (CERD) and the School Information Management System (SIMS), which together generate the Annual Statistical Bulletin. However, data fragmentation remains a significant constraint. Although efforts have been made to integrate these two systems, challenges remain.

Discrepancies continue to remain between several data systems and the ability to analyze the data and translate the data into actionable policy guidance, track progress in the sector, or inform decision-making remains limited.

The MEHE has invested significant efforts in strengthening its data management systems. Building on earlier initiatives, the past three to five years have seen renewed momentum and focused action to enhance data collection, management, and use. In 2025, MEHE introduced several promising initiatives aimed at further strengthening data systems and evidence generation across the education sector:

- A National Diagnostic Learning Assessment (NDLA) for Grades 1–6 and 9-12 in public schools, followed by another similar assessment for grades 9, 10 and 12 (with the technical support of GIZ through EU funding);
- Local implementation of PISA 2025 (with support from OECD), the Assessment for Minimum Proficiency Levels (AMPL) with UIS, and the OECD Social Emotional Skills Survey;
- Rollout of a new SIMS disability module (scheduled for launch in the 2025–2026 academic year);
- Finalization of reports of early grade learning assessments (EGRA/EGMA) conducted in 2024;
- And the EMIS-PATT.

While all MEHE data are disaggregated by gender, the system currently lacks reliable disability data and a unified national education database. The absence of a sector-wide ESA has limited MEHE's ability to evaluate performance across subsectors, align planning and budgeting processes, and increase the efficient allocation of limited resources.

MEHE's reform agenda creates a unique window to unify and modernize Lebanon's data architecture. MEHE's digital transformation efforts, the rollout of a SIMS disability module, and the establishment of a Financial Planning Unit (FPU) and the creation of design and implementation of the data cycle will provide the infrastructure needed for integrated, decision-ready data. UNESCO's EMIS-PATT and UIS collaboration can assess system maturity and create coherence between CERD, SIMS, and assessment data. Together, these efforts will produce a reliable evidence base for the 2026 ESA and ESP, enabling MEHE to shift from fragmented reporting to systematic, evidence-based policy and financial planning and monitoring.

Gender-responsive Sector Planning, Policy and Monitoring

Lebanon's legislative framework guarantees nine years of compulsory free education and provides access to free public secondary education. Although pre-primary education is not compulsory, it is widely available and governed by Decree No. 10227. The General Education Plan (2021–2025, extended to 2027), the Higher Education Plan (2021–2025), and TVET Plan (2025-2030) all integrate gender and inclusion objectives, emphasizing equitable access, Gender-based violence (GBV) prevention, and gender-balanced participation in higher education.

Gender equality is mainstreamed in Lebanon's General Education and Higher Education plans, but implementation remains uneven. There is no recent system-wide gender analysis or monitoring mechanism to track gender disparities in access, participation, or learning outcomes. MEHE, with support from the Transition and Resilience Education Fund (TREF), is conducting a Gender Audit to inform future planning. Gender equality, disability inclusion, and crisis-sensitivity have been identified as priority areas to be included in proposed ESA and ESP.

Current data systems lack the analytical tools to translate data into actionable insights and lacks operational monitoring tools. While several crisis and risk management plans exist, operational planning instruments, costing, and annual implementation reviews and monitoring are absent. Although identified as priorities in most planning documents, the Sector has, as of 2025, not translated these recommendations into practice. The newly established LEG is still in a nascent stage and has not established procedures or plans for annual sector reviews, monitoring frameworks, or annual results-based planning aligned with Government of Lebanon (GoL) cycles. This remains an outstanding priority to be addressed in future programming.

Sector Coordination

The education sector's coordination landscape is highly fragmented, with multiple mechanisms operating in parallel — including the Education Donor Working Group (EDWG), Transition and Resilience Education Fund (TREF) Strategic Management Board (SMB), TVET Task Force, Education Core Group, the Higher Education Coordination Task Force, humanitarian clusters, and numerous project and sub-sectoral coordination structures. This fragmentation has limited MEHE's leadership over the entirety of the education sector, weakened mutual accountability, and led to duplicative efforts, inefficiencies, and components working in siloed isolation. The establishment of the LEG in January 2025 represents a critical milestone in unifying these efforts under MEHE leadership.

The LEG includes representatives from MEHE directorates, the Lebanese University, CERD, development partners, civil society, teacher unions, and private education providers. The LEG's potential lies in unifying existing structures under a shared framework that enables transparent decision-making, predictable meetings, and joint performance monitoring. Its mandate is to strengthen inclusive policy dialogue, harmonize donor support, and enhance accountability.

The EFA highlighted the urgent need for:

- Standard Operating Procedures (SOPs) to define roles, membership, agenda setting, and decision-making processes;
- An Annual Sector Calendar linked to government budget and planning cycles;
- Mechanisms for partner mapping, technical assistance coordination, and joint sector reviews;
- The need to complete the Partnership Compact;
- The need to strengthen sectoral planning and monitoring frameworks; and
- Strengthening the effectiveness of the LEG to serve as an advisory body on policy and strategic planning.

Volume, Equity, and Efficiency of Domestic Public Expenditure

Education financing in Lebanon remains below international benchmarks despite gradual improvement and remains heavily dependent on external aid. Public education expenditure rose from approximately 6 percent of the national budget in 2020 to an estimated 9 percent in 2024, with projections to reach around 11 percent in 2026. However, the fiscal crisis continues to erode real spending power, and education currently receives less than 3 percent of GDP.

Expenditure is dominated by recurrent costs, over 85 percent of spending is directed to salaries, leaving limited fiscal space for quality learning, learning recovery, curriculum reform, infrastructure, and teacher professional development. Financing remains fragmented across donor mechanisms (TREF, ECW, TVET Task Force), with no current direct budget support to MEHE or the Ministry of Finance (MoF). Between 2016 and 2020, the World Bank provided direct budgetary support to MEHE through the Treasury under the S2R2 project, however direct financing ended in 2020. This fiscal context underscores the importance of strengthening efficiency and transparency of education fiscal resources. Efforts to strengthen financial planning capacity are underway, including participation in IIEP training on financial modeling, collaboration with the MoF to improve budget projections, and the establishment of the Financial Management Unit (FMU). The EFA identified continued capacity needs in MEHE to engage

more effectively with the MoF and development partners on evidence-backed investment priorities, paving the way for future aligned or performance-based funding modalities.

Opportunities for System Transformation

Based on the EFA and consultative discussions, all partners agreed there was a need to strengthen the governance and management of the education sector if Lebanon was to have sustainable transformational change. When the EFA analysis was overlaid with MEHE's Seven Pillars and Vision 2030 focusing on the requisite needs to strengthen quality learning for students, the CWG recommended and the LEG agreed to identify "Quality Learning Across the Education Sector" as Lebanon's priority reform for the GPE Partnership Compact. This reform seeks to strengthen governance, planning, and financing systems to improve quality and relevance and to promote equitable learning outcomes.

MEHE has demonstrated remarkable resolve to rebuild the education system by rebuilding trust and focusing on reforms that build stronger, more sustainable management of the education system. The EFA confirmed that the sector's greatest opportunities for transformation lie in addressing the two priority enabling factors: Sector Coordination and Data and Evidence. These foundational levers, that, once strengthened, can unlock systemic improvements in planning, financing, and accountability. The EFA identified promising reform momentum within MEHE, including the commitment to conducting Lebanon's pivot towards a sector wide approach by proposing to implement Lebanon's first Education ESA and ESP. Strengthening these foundations through a comprehensive ESA and ESP process will equip MEHE with the tools, systems, and evidence base to advance its Vision 2030 reform agenda and realize equitable, high-quality learning for all children and youth in Lebanon.

The establishment of the LEG provides an institutional platform for transparent dialogue, harmonized planning, and mutual accountability among MEHE, development partners, civil society, teachers associations, the private sector, and sector stakeholders. The LEG provides an opportunity to build off recent MEHE initiatives and positions MEHE to leverage a forthcoming pilot collaboration with the MoF on performance-informed budgeting that MEHE will implement over the life of the SCG. Together, these initiatives illustrate a shift from fragmented, project-based management toward a unified, evidence-driven system of sector governance. A functional LEG could serve as the cornerstone of Lebanon's Partnership Compact, facilitating better alignment of donor support and enabling the education system to respond collectively to emerging priorities.

Finally, MEHE and the LEG are prioritizing a whole-of-system transformation that extends beyond planning and coordination to sustainable implementation. Through the Enabling Factors Analysis, MEHE is prioritizing sector planning, capacity building, and priority reforms to strengthen the capacity of MEHE's directorates and regional offices to plan, manage, and monitor the education sector. MEHE is seeking to shift from reactive management to proactive, data-informed governance and underpins the proposed activities in this SCG application to achieve system transformation. It provides a foundation for SCG investments to support MEHE efforts to not only improve learning outcomes and resource efficiency but also restore public trust in Lebanon's education system. The SCG thus provides a catalytic, high-leverage investment that will enable Lebanon to transition confidently in alignment with the Vision 2030 and sector wide reforms envisioned by the Seven Core Pillars for Educational Renewal, grounded in nationally owned, evidence-based reforms.

2. Scope of Work

The SCG provides the catalytic opportunity to address the bottlenecks and priorities identified in the EFA. The SCG will serve as an enabling factor to strengthen the rebuild the education sector foundation. UNESCO and GIZ bring complementary strengths to this process in policy, planning, data standards, system delivery, financial management, and digital transformation. Together, the GAs have designed a scaffolding of interventions and deliverables to support MEHE in creating the enabling conditions for quality learning, equity, and national ownership—anchoring Lebanon's education system on a foundation of evidence, accountability, and inclusive governance. By the end of the SCG implementation, Lebanon will achieve the following outcome and key outputs through targeted activities:

Outcome: Strengthened national systems for inclusive coordination, evidence-based planning, and data-driven decision-making to advance MEHE's Vision 2030 and the Seven Pillars for Educational Renewal.

This outcome envisions Lebanon possessing one nationally owned ESA, ESP, Partnership Compact, a functional LEG conducting annual reviews, and integrated data systems generating timely, disaggregated education data used for planning and financing decisions—positioning the sector for increased efficiency and effectiveness of education governance and management. The outcome ensures that all components implemented under the SCG reinforce and strengthen MEHE's institutional leadership, ensure coordination structures are embedded within government systems, aligned with GPE's mutual

accountability principles, and that data is being used to inform policy and meet GoL decision making needs. This will represent a transformational change for the sector, positioning the sector to more effectively provide quality education for students across Lebanon's educational formal and non-formal institutions.

UNESCO and GIZ will implement one integrated, government-led program that links the ESA, Partnership Compact, and ESP while leveraging the two Priority Domains of Inclusive Sector Coordination and Data & Evidence as resources to implement these activities. This approach will take the Minister of Education's Seven Core Pillars for Educational Renewal (Vision 2030) and translate this vision into overarching sector goals, objectives, and strategies to strengthen student learning outcomes. Using IIEP methodologies adapted to Lebanon, the GAs will institutionalize approaches under MEHE leadership, strengthening planning, monitoring, and financial analysis capacities at central and sub-national levels. The envisioned SCG activities are to create the foundation for effective sector planning, coordination, and monitoring data and tools that enable MEHE to more effectively govern and manage the education sector. These foundational elements will enable MEHE to ensure that resources are aligned with strategic priorities, increase accountability, track progress within the sector, and link reforms to critical outputs such as student learning and school-based reforms. This foundation will enable MEHE to strengthen sector coordination, resource mobilization alignment, and enable development and civil society partners to align their interventions with MEHE priorities, whether channeling funds through government or directly via external projects. To this end, all activities under the SCG will be guided by the following principles:

- **Government-led** – MEHE will lead the SCG processes as national policy instruments, institutionalizing processes, ensuring ownership of decision-making, resource allocation, and implementation. National and international experts will provide technical support, but the Ministry remains in the driver's seat.
- **Participatory** – Broad consultations will engage civil society, teacher unions, private sector, donors, development partners, sub-sectors, governorates, and other ministries. This includes targeted partnerships with MEHE and Lebanese organizations, universities, and CSOs for data collection, analysis, and community feedback loops. This inclusive approach ensures buy-in, balances political and technical considerations, and strengthens partner ownership.
- **Transparency and Accountability** – Clear communication, open access to data, and consultative decision-making will build trust, mutual accountability among partners, and improve implementation.

- **Well-Organized and Coordinated** – Entails clear roles and responsibilities for those engaged in the process with clearly documented timelines to coordinate and leverage the multiple on-going and existing programs supporting MEHE to create a comprehensive and integrated approach for sector management. The approach aligns Sector Coordination with GoL planning and budget cycles and will coordinate with existing structures (TREF, TVET Taskforce, Higher Education Coordination Task Force, CERD, LU) to avoid duplication and leverage specialist capabilities.
- **Capacity-Building** – Strengthen MEHE leadership and civil servant capacity. Drafting, workshops, and consultations to enhance technical skills, motivation, and shared understanding. This approach focuses on learning-by-doing, where every activity and deliverable doubles as practical hands-on training. This focuses on training and supporting those directly responsible within MEHE to institutionalize expertise in areas such as JSRs, sector and annual planning, data analysis, interpretation, and making the data accessible to decision-makers. The ultimate goal is to reduce dependency on external technical assistance by building stronger national autonomy in planning, monitoring, and implementation that effectively:
    - Harmonizes education stakeholders' efforts around MEHE's identified priorities and goals;
    - Builds consensus on ways forward, ensuring alignment with the MEHE's Seven Pillars, Policy Priority Reform, subsequent Partnership Compact, and GoL Vision 2030;
    - Translates policy into actionable strategies to achieve agreed objectives and targets;
    - Strengthens MEHE's strategic planning and management skills to assess achievements, identify challenges, and set forward-looking strategies; and
    - Supports MEHE resource mobilization efforts by making a strong case for investment in Lebanon's education system.

The approach combines methodological rigor with adaptability to Lebanon's evolving context. The GAs will facilitate broad stakeholder engagement through the LEG and dedicated Technical Working Groups (TWGs), while strengthening MEHE staff capacity throughout the process. The GAs will employ risk-informed and forward-looking methods to deliver high-quality deliverables and reinforce sector coordination mechanisms that position Lebanon for future GPE financing opportunities. The approach will result in one Results Framework; one Annual Sector Calendar; one set of SOPs and templates used by MEHE/LEG; and decision-ready dashboards linked to CASE/SIMS to inform policy, monitor progress, and maintain focus on key indicators and progress. The indicative Outputs and Activities to achieve this Outcome include:

Output 1: A government-led, participatory ESA with comprehensive data coverage across sub-sectors

An ESA is a consolidated overview of the status of the education system. The ESA methodology was initially developed by the World Bank and academia in the late 90's and has since been updated by IIEP/UNICEF/GPE/WB with over 70 countries implementing an ESA to strengthen education sector reforms since the early 2000s. The ESA is designed to leverage secondary data to cross-check and triangulate existing quantitative and qualitative information from various sources and existing reports. These existing national and partners sources could include SIMS, CASE, the annual Statistical Bulletin, learning assessments, Household Surveys, HR and financial data, out of school children (OOSC) surveys, partner data and reports, etc.

The ESA Framework is based on an "A la carte" design that allows each country to decide which sections are best positioned to inform country needs and are aligned with the country context. The ESA provides MEHE with a critical analysis of the whole education sector. The ESA process will integrate MEHE's Seven Core Pillars for Educational Renewal vision to ensure that the data and analysis positions MEHE to translate the vision into overarching sector goals, objectives, and strategies for planning, and monitoring sector performance. It is designed to provide an overview of sector progress and achievements. The analysis provides a focus on efficiency to assess how does the system transform its education inputs into outcomes in relation to schooling coverage, quality, equity and external efficiency. It is designed to help identify the education system's strengths and weaknesses, possible pockets of inefficiencies, the constraints affecting the education system, as well as possible leeway to overcome/reduce those constraints. The ESA has been designed to be an instrument to assist in the choice of educational policies to be prioritized in the ESP. The ESA will include analysis of gender disparities and barriers to participation affecting girls and boys, as well as intersectional analysis of refugee status, internally displaced students, disability, and socioeconomic vulnerability. The ESA will support conflict sensitive planning, by examining MEHE emergency response plans. The ESA will be used to feed the ESP simulation model by providing baselines and helping set up strategies and targets that will be integrated into the ESP process.

Activity 1.1: Conduct co-creation and consultative workshops to define and inform the ESA per UNESCO-IIEP ESA Guidelines.

The ESA will be undertaken through a co-development model that builds MEHE's institutional capacity. A mixed team of MEHE staff and national experts will work alongside IIEP advisors through "learning-by-

doing" workshops, ensuring that the process itself serves as a form of capacity strengthening. The ESA will include the integration of gender and inclusion of diagnostics, using UNESCO IIEP gender-responsive analysis tools. A financial and costing sub-analysis led by MEHE with IIEP support will further examine expenditure patterns, fiscal space, equity and efficiency.

The ESA will provide the analytical foundation for Lebanon's education reform agenda and inform the subsequent ESP and Partnership Compact. It will be implemented using UNESCO-IIEP's three-volume ESA methodology, adapted to Lebanon's context and priorities identified by MEHE and the LEG. The final determination for the ESA chapters' content will be co-created during the ESA kick-off workshop with MEHE and the LEG. The three volumes that will be discussed for inclusion in the ESA are:

- **Volume 1:** System-wide thematic analysis—context, access, equity, quality, costs and financing, governance, and system management.
- **Volume 2:** Sub-sector analysis—Early Childhood Education, Basic and Secondary, TVET, Higher Education, and Non-Formal Education.
- **Volume 3:** Cross-cutting analysis—Inclusive education, risk and crisis-sensitive planning, political economy and governance, and stakeholder mapping.

Activity 1.2: Conduct ESA data collection and drafting chapters, including cross-cutting components.

The ESA process will leverage secondary data and will compile an inventory of evidence, data, and reports, linking CERD's datasets, SIMS, and learning assessment identified through UNESCO's EMIS-PATT diagnostic findings, partner consultations, and desk reviews. The process will cross-check and triangulate existing quantitative and qualitative information from various sources, including existing MEHE and partner reports. A potential process for the ESA could include:

1. Define the scope of the ESA
2. Set up the national team
3. Data collection
4. Remote support for data consolidation, data analysis, data reporting including during hybrid workshops
5. MEHE presented ESA results during a hybrid two-day workshop with recommendations to inform the ESP; the ESA results workshop initiates the ESP development process.

Activity 1.3: Facilitate national and sub-national workshops to validate findings through the LEG.

The ESA will utilize an inclusive stakeholder engagement model that will leverage in-person, hybrid, and remote engagement. These could include workshops, targeted stakeholder consultations, key informant interviews, surveys, and desk reviews. These stakeholder engagements will target both national and sub-national levels and selected sub-sectors. In the case of insecurity or limited mobility within Lebanon, UNESCO and GIZ have mechanisms to switch from in-person to virtual meetings and workshops.

Depending on the scope decided by MEHE, the ESA with IIEP technical assistance will take around 8-9 months, resulting in robust data and evidence to inform the ESP.

Output 2: A costed, gender-responsive ESP aligned with Vision 2030 and the Seven Pillars of Educational Renewal

Building on the ESA, UNESCO will support MEHE to prepare a five-year, gender-responsive, costed ESP with partners and donors. The ESP is an official government policy document for the education sector. The ESP articulates the medium and long-term vision of the education system, and opportunities for bridging shorter-term humanitarian responses with MEHE's longer-term development objectives. The ESP is intended to guide sub-sector education plans such as the General Education and Higher Education Plans that are scheduled to end in 2027.

The ESP will operationalize Vision 2030 and the Seven Pillars, aligning national, humanitarian, and development interventions under one coherent results framework. The ESP clarifies education sector policies and supports MEHE efforts to translate these policies into strategies and relevant actions to reach objectives and targets. The process brings together the various sub-sector partners, development and humanitarian partners to assess the data, discuss priorities, and reach consensus on the sector priorities, strategies and programs. The ESP is designed to create national ownership that supports more effective coordination by building consensus throughout the process. The ESP will position MEHE to clarify priorities and frame the resource needs to support efforts for resource mobilization that strengthens MEHE's case for greater education investment. Gender equality will be systematically integrated across the full planning cycle, from ESA diagnostics, to ESP development, to monitoring through the Joint Sector Review process ensuring that gender-responsive policies and targets are reflected in sector priorities, financing frameworks, and monitoring indicators.

Activity 2.1: Support MEHE to identify ESP Chapters, management structures and technical working groups.

The ESP will be developed in accordance with the IIEP–GPE Guidelines for Education Sector Plan Preparation and anchored in MEHE's strategic priorities. The development of the ESP will engage the LEG and through a clear structure that identifies roles and responsibilities for the GAs, MEHE, LEG Constituents and existing coordination mechanisms that serve as LEG sub-groups such as TREF, and Development Partners, including:

- *Senior Management Team (Political oversees and guides the plan preparation process - headed by the Minister of MEHE*.
- *Coordination Committee:* Led by the GPE focal point, coordinating ESA/ESP/Partnership Compact drafting across MEHE directorates, other line ministries and education partners. Primary responsibility for organizing, developing, and ensuring quality assurance of the process.
- *TWGs:* Thematic/sub-sector groups drafting specific ESA and ESP components. Members from MEHE and other line ministries and key stakeholders.
- IIEP and UNESCO: Supporting MEHE and in country teams on drafting chapters, providing reviews, and conducting internal quality assurance reviews (QARs).
- Participation in working groups, validation workshops, and consultations will be designed to ensure representation by both males and females.

The ESP will build upon the ESA consultative process and will continue to utilize an inclusive stakeholder engagement model that will leverage in-person, hybrid, and remote engagement at the national, sub-national, and sub-sector levels.

Activity 2.2: Support MEHE to draft a five-year ESP, including cross cutting priorities with evidence-based goals.

The final design of the ESP will be determined in consultation with MEHE and the LEG. Key features of the ESP process may include:

- Participatory Planning: Structured management and consultations through LEG sub-groups and TWGs across sub-sectors and regions.
- Integrated Financing Simulation model: Establish financial models to support MEHE's planning based on medium-term resource projections and program costing.
- Results and Monitoring Framework: The Plan will be accompanied by a harmonized results matrix linking indicators across CASE, SIMS, EMIS, and national learning assessments to track progress.

- Crisis-Sensitive, Disaster Preparedness, and Climate-Smart Design: The ESP will integrate preparedness, digitalization, and environmental sustainability measures, drawing on lessons from the 2024 Education Emergency Response Plan.
- Gender and Inclusion Mainstreaming: The ESP will incorporate actionable targets on gender parity, disability inclusion, and safe learning environments, consistent with the 2023 Inclusive Education Policy.

Activity 2.3: Develop multi-year operation plans and Financial Simulation Models.

Per the Core Principles mentioned above, this government-led, participatory process will include a costed implementation plan, and embedded monitoring and evaluation systems for sustainability, and to ease implementation. These will provide a framework for annual operational plans linked to the annual budget cycle to ensure financing and operationalization of identified policies, strategies, and programs. These will enable MEHE to demonstrate alignment between education sector plans with national development priorities and international commitments.

This activity will support the development of a financial simulation model to help MEHE evaluate policy options, understand trade-offs, clarify funding gaps, and define realistic and sustainable targets for the Education Sector Plan. The models will combine data from MEHE, Partners, and the FPU to forecast resource needs and guide decision-making on priorities, targets, and funding realities.

The ESP will be presented to the LEG for endorsement and the GPE Secretariat in the course of 2027, ensuring alignment between national reform priorities and GPE's partnership compact.

Output 3: The institutionalization of inclusive, evidence-based coordination mechanisms under a LEG that is driving sectoral coordination and planning

The ESP will create a framework for sector planning, monitoring, and reporting; however, this requires there to be a structured and functional coordination mechanism to implement those plans. To ensure that the ESP investments become institutionalized, the SCG will also strengthen inclusive sectoral coordination. This requires an institutional shift to transition from project-based coordination and planning to align coordination with MEHE and the GoL planning and reporting timelines. Effective coordination is essential for the success of Lebanon's education reforms. The LEG will serve as the primary coordination and accountability mechanism. Efficient sector coordination requires strong national leadership and the alignment of all relevant stakeholders around a shared vision and coherent

sector plan. As the LEG, under the leadership of MEHE, is a new structure, there is a need to fully activate the LEG by developing and creating standard operating procedures (SOPs) and establishing clear operational models for effective coordination, allowing for flexible and evidence-based decision-making across the education system. Although the LEG has clear Terms of Reference, there is a need to connect this to existing project and sub-sector coordination mechanisms and constituency representation.

This coordinated framework seeks to institutionalize inclusive dialogue, promote mutual accountability, and enable MEHE to steer sector priorities transparently and inclusively. The activities designed under this component of the SCG will be determined through on-going coordination with MEHE and will fall under the LEG's functionality to ensure that activities strengthen integration of the LEG with existing coordination platforms such as the Education Donor Working Group, TREF, TVET Task Force, and humanitarian education structures. Activities will promote gender-balanced participation among MEHE staff, technical working group members, and participating institutions. Training programs will monitor participation by gender and encourage the participation of both male and female professionals and leaders within the education system to ensure balanced representation in education planning, management, and data analysis roles.

The LEG provides the sector with an opportunity to increase sector planning, monitoring, policy development, and improve the equity and efficiency of the education financing. However, SOPs are needed to clarify agenda setting, minute sharing, how input and comments will be collected and shared through constituencies, and inform discussions. There is a need to create an Annual Sector Calendar (aligned to GoL cycles) that sequences: data collection/validation windows, ESA/ESP progress reviews, JSR, annual planning, budget submissions, and mid-year course corrections. MEHE recently launched the national public schools' campaign, leveraging the LEG to increase coordination and create synergies. This is an example that the LEG is positioned to play a greater role in sector coordination. This approach seeks to strengthen the LEG's effectiveness in shaping sector coordination, aligning data with decision-making, and supporting MEHE efforts to leverage the LEG to strengthen reforms across the education sector.

Activity 3.1: Strengthen LEG Effectiveness

The GAs will support MEHE efforts to strengthen its role as an advisory body to the Minister and MEHE. This will include requests to revisit the LEG ToR, membership criteria, and aligning the LEG sectoral planning and monitoring frameworks and calendar with GoL budget, planning, and reporting cycles. The

LEG and partners have committed in the EFA to strengthen the effectiveness and efficiency of domestic education resources. This will also be connected to steps to develop LEG agreed upon SOPs and Calendar.

Activity 3.2: Strengthen the LEG Coordination Framework

Support integration of multiple coordination frameworks under the LEG Framework by conducting a mapping of Donor and MEHE coordination and program structures to identify potential engagement and relationship with LEG. Mapping of Donor and MEHE coordination, technical assistance, and program structures identify potential engagement and relationship with LEG.

- Create shared knowledge platforms and dashboards linking sector indicators to decision-making, hosted by MEHE.
- Build MEHE Capacity to manage an integrated Platform and Dashboard for decision-making.

Activity 3.3: Strengthen sectoral planning and monitoring frameworks that are aligned with GoL planning and budget cycles

Build capacity for Joint Sector Reviews (JSRs), ensuring that monitoring and learning inform adaptive management. Establish an Annual Sector Calendar aligning data collection, ESA/ESP milestones, JSRs, and budget submissions to the government's planning cycle. Ensure that the sector calendar integrates the development of annual work/implementation plans that align Partner and MEHE planning to support monitoring sector implementation and integrating the ESP monitoring framework. Develop Standard Operating Procedures (SOPs) for the LEG defining membership, agenda-setting, and decision-making. Partner resource mapping will seek to increase more equitable and efficient allocation of both domestic and external education resources.

Activity 3.4: The Partnership Compact is finalized and submitted.

Under the direction of MEHE and in partnership with the CWG, develop a clear timeline and plan to draft the Partnership Compact through an inclusive and consultative process with MEHE, CWG, LEG, and key stakeholders. The development of the Partnership Compact will incorporate findings from the ESA's gender and inclusion analysis and will prioritize policy actions that address gender disparities and barriers affecting marginalized learners. The consultative process for the Compact will include participation from stakeholders working on gender equality, disability inclusion, refugee education, and community engagement to ensure that reform priorities reflect the needs of diverse learners and integrate conflict

sensitivity educational planning. Activities will support the CWG and MEHE to finalize and secure LEG endorsement for submission to GPE enabling Lebanon to qualify for GPE 2030 funding.

The GAs will ensure that the ESA, ESP, and Partnership Compact are unified and aligned. Coordinate with the CWG on an agreed timeline for the drafting and approval of the Partnership Compact. Support the drafting and LEG constituency consultations to inform the drafting and integrate partner feedback.

Output 4: An integrated education data and evidence system established, supported by capacity building to ensure effective use and continuous improvement.

The illustrative designed interventions will be finalized through an iterative process that will evolve as the ESA, Partnership Compact, and ESP priorities are clarified. The proposed activities will build on existing interventions and planned activities being implemented to strengthen sectoral data and evidence. Activities will also be focused on addressing bottlenecks and pain points identified in the EFA. Activities under the SCG will seek to strengthen MEHE's data and evidence ecosystem through complementary GA interventions. It is worth noting that the GAs will work on the establishment of a Data and Evidence Task Group (DETG) within MEHE to lead the coordination and integration of education data efforts. The objective is to involve different MEHE departments in the data life cycle process and ensure a participatory approach in the design and implementation of the activities. Strengthening data systems will support gender-sensitive monitoring and analysis. Improvements to the data ecosystem will prioritize the collection and analysis of gender-disaggregated data and support MEHE's efforts to use indicators related to vulnerability, disability, and displacement status. These improvements will enable MEHE to better understand gender gaps in access, retention, learning outcomes, and teacher deployment, and will support evidence-based policy development.

Activity 4.1: Develop the data and evidence governance setup at MEHE (Design of the data life cycle)

This activity focuses on establishing a coherent and sustainable data and evidence governance framework within the Ministry of Education and Higher Education (MEHE). It aims to strengthen how education data is collected, managed, validated, and used for decision-making and sector monitoring, in alignment with national priorities and reporting requirements.

The process begins with mapping and prioritizing data sources across MEHE and its affiliated institutions. This step involves conducting a comprehensive inventory of existing information systems and databases. Each data source will be assessed in terms of coverage, reliability, interoperability, and relevance to policy

and monitoring needs. The outcome will be a prioritized list of core data systems and sources to be integrated into MEHE's evidence governance framework.

Following this, the (DETG) will select a set of priority indicators to support national education sector monitoring. For each selected indicator, detailed data collection and management protocols will be developed and documented, such as:

- Data collection responsibilities: who collects the data, from which source, and at what frequency;
- Data flow mechanisms: the movement of data from schools to Regional Education Offices (REOs) and onward to MEHE, including file formats, transmission channels, and timelines;
- Data storage arrangements: the systems and databases where data are stored, access rights, and data protection measures;
- Data validation and cleaning processes: standard operating procedures (SOPs), basic quality checks, and the roles of staff responsible for data verification;
- Reporting and dissemination routines: how validated data are communicated through dashboards, analytical briefs, and regular reporting cycles to MEHE leadership, regional offices, and partners.

Finally, the activity will include the implementation of a targeted capacity needs assessment to identify gaps in institutional and individual capacities for data management and use. This assessment will inform a tailored capacity development plan covering technical skills (data entry, analysis, visualization), governance functions (quality assurance, data privacy), and the establishment of clear roles and responsibilities across MEHE departments and regional entities.

It is worth noting that, in parallel to proposed interventions under Activity 4.1, UNESCO is planning to apply EMIS-PATT to assess EMIS maturity. This will build off the recently deploy EMIS Progress Assessment Tool for Transformation (EMIS-PATT) to evaluate Lebanon's data architecture (governance, management, technical systems, data services). The results of this roll out will feed into the assessment across four dimensions: governance, management, technical architecture, and data and information services.

Interventions planned under this activity will leverage existing and planned efforts including digitalization work being undertaken by the Government of Lebanon, through the Office of the Minister of State for Administrative Reform (OMSAR).

Activity 4.2: Upgrade and institutionalize the shared knowledge platforms and dashboards (Implement data life cycle)

This activity focuses on operationalizing the data governance framework established under Activity 4.1 by strengthening and institutionalizing MEHE's shared knowledge platforms and dashboards. The objective is to ensure that data from multiple sources are automatically collected, validated, analyzed, and presented in a way that directly supports evidence-based planning, budgeting, and policy decisions.

The first step will be to upgrade existing dashboards and data platforms so they seamlessly pull data from the mapped and prioritized sources identified earlier. These upgrades will use agreed Extract–Transform–Load (ETL) processes and standardized cleaning routines rather than ad hoc or manual data uploads. All dashboards will apply the validated rules, indicator definitions, and quality protocols established in Activity 4.1, ensuring consistency and reliability across MEHE's reporting systems.

The enhanced platforms will be designed to present data in formats tailored to decision-making needs, including tools for sector planning, budget allocation, and crisis response. Dashboards will display real-time or regularly refreshed insights that can be used by MEHE leadership to monitor progress and respond quickly to emerging challenges.

Where necessary, the activity will also introduce light middleware solutions, such as automated scripts, data templates, and validation utilities, to facilitate different stages of the data life cycle. These tools will handle functions such as importing files, running automated quality checks, flagging anomalies for review, and refreshing dashboards with validated data.

In essence, Activity 4.2 aims to build and fine-tune the digital tools and processes that operationalize the agreed data life cycle, transforming MEHE's data systems into an integrated, automated, and sustainable knowledge platform that supports continuous learning and evidence-based decision-making across the education sector.

Activity 4.3: Train education staff along the data chain: from collection and quality checks to analysis, reporting and use for decision-making.

Activity 4.3 focuses on strengthening the skills and capacities of all education personnel involved in the data life cycle: from those who collect and validate data in schools and regional offices, to the teams that analyze and report on sector trends, and finally to the decision-makers who rely on these insights for planning and policy actions. The goal is to ensure that every actor along the data chain understands their role, follows consistent standards, and is equipped to use data effectively. This component aims to strengthen a culture of data use, ensuring that the improved data systems and platforms translate into meaningful, informed decisions across the education sector. Through these targeted and role-specific

trainings, Activity 4.3 builds the human capacity necessary to sustain MEHE's data governance reforms and to embed evidence-based decision-making at all levels of the education system.

Core Deliverables: The proposed activities under the SCG funding will strengthen MEHE capacity to manage financial, planning, and monitoring systems coherently across subsectors with enhanced institutional capacity within MEHE for planning, monitoring, and using data analytics to inform policy discussion and decision-making. By the end of the SCG implementation period MEHE will have:

1. A government-led, participatory ESA with comprehensive data coverage across sub-sectors;
2. A costed, gender-responsive ESP aligned with Vision 2030 and the Seven Pillars of Educational Renewal;
3. An effective and strategic LEG with clear SOPs, an annual calendar, and a performance-based review cycle;
4. An endorsed Partnership Compact;
5. An integrated education data and evidence system established and supported by capacity building; and
6. Enhanced institutional capacity within MEHE and CERD for planning, monitoring, and coordination.

These outcomes will establish the foundational systems required for Lebanon's medium-term sector transformation and readiness for future GPE Multiplier grants.

3. Twin-Grant Agent Management Structure

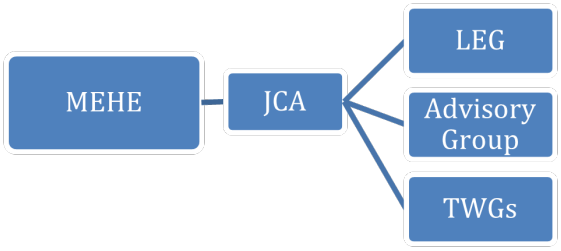
UNESCO and GIZ as Co-Grant Agents reflect the GoL's strategic commitment to leverage the complementary strengths of two trusted international partners with extensive experience in sector analysis, planning, and institutional reform. A twin-GA consortium can streamline delivery through shared accountability, a single program architecture, and more funds dedicated for activities and technical support than subcontracting. Lebanon's context requires a resilient and adaptive process. UNESCO and GIZ offer an integrated, twin–GA platform that combines globally recognized leadership in ESA/ESP, sector coordination, and EMIS/UIS-linked analytics with deep delivery capacity in data systems, PFM and costing, TVET systems, and institutional change management. Both organizations bring robust operational capacity; embedded teams with established relationships across MEHE directorates; and surge access to IIEP, UIS, and specialized technical rosters to meet implementation timelines without compromising quality.

UNESCO brings global leadership in education policy and data, underpinned by the technical expertise of its specialized institutes (the International Institute for Educational Planning (IIEP), the UNESCO Institute for Statistics (UIS), and the International Bureau of Education (IBE)). It has supported education sector analysis and planning in over 100 countries and has maintained a longstanding partnership with the MEHE and the Center for Educational Research and Development (CERD) in Lebanon, contributing to previous education analyses sub sector plans and policy reforms.

GIZ brings more than four decades of continuous engagement in Lebanon and a proven record of implementing complex, results-oriented education programs under the Ministry's leadership. GIZ's operational capacity is reinforced through flagship programs already embedded within MEHE—such as EDU GOV (Governance in the Education Sector, 2024–2027), TAMEHE (EU-funded Technical Assistance to MEHE, 2022–2026), and QuA-VET (Quality and Attractiveness of Vocational Education and Training, 2021–2027). These programs directly support governance reform, financial management, digitalization, and vocational system strengthening, providing a ready institutional platform to complement SCG activities.

Coordination Mechanism:

Figure 1. SCG Coordination Structure



Recognizing that the scope of the SCG far exceeds the resources available, both Grant Agents will adopt a collaborative delivery model that maximizes the contribution of all education partners. The SCG will be implemented through a Joint Coordination Unit (JCU) that will be co-chaired by UNESCO and GIZ. The JCU will operate under the direction of MEHE. The JCU under MEHE leadership will manage day-to-day coordination, progress reviews, and adaptive management. The JCU will ensure unified planning, progress monitoring, results reporting, fiduciary assurance, and adaptive management, with all outputs validated by MEHE before submission to the LEG and GPE Secretariat.

The JCU will serve as the liaison and coordinate with the LEG. The JCU will request the LEG to establish an Advisory Group of Donors, Development Partners, and LEG members to inform and advise on SCG activities and work with the JCU. These will inform the activities implemented under each SCG component through TWGs. This approach combines MEHE leadership with critical advisory participation

from key partners to inform SCG implementation. The approach acknowledges that no single institution has sufficient capacity or funding to do this alone, and that strong coordination, information sharing, and collective ownership are essential for success. As such, this structure ensures that every partner contributes where they feel that they add the most value and will seek to harmonize activities, avoid duplication, align ongoing donor efforts, and pool expertise and resources to deliver on the SCG's ambitious agenda.

Through this collaborative governance approach, Lebanon's education partners will work as one system, under MEHE's leadership to deliver a government-owned, evidence-based, and resource-efficient reform process aligned with Vision 2030 and the GPE Partnership Compact. Under MEHE leadership, the program will develop a unified results framework, a single annual sector calendar aligned to Government planning and budget cycles. The JCU will align fiduciary, audit, and safeguard standards through implementation and across TWGs.

It is proposed that the JCU meet monthly, provide quarterly progress reports to MEHE and the LEG, and ensure that all outputs are government-validated before submission to GPE. This structure ensures that MEHE retains full leadership and decision-making authority, while UNESCO and GIZ deliver complementary technical and fiduciary support aligned with their institutional mandates and comparative advantages. The Advisory Group strengthens sector coordination, ensures inclusive planning, and leverages the expertise and resources of the larger LEG membership to support SCG implementation.

4. Organizational Capacity

UNESCO and GIZ bring a single, government-led program that encompasses the entire SCG from evidence (ESA, EMIS-PATT) to planning (ESP) to prioritized delivery (Partnership Compact) with Inclusive Coordination and Data & Evidence, embedded as routine practice (for example LEG SOPs and JSRs), functioning as the operational and implementation approaches to achieve these strategic deliverables. Together, UNESCO and GIZ combine: (i) globally recognized sector planning methodologies and data standards (IIEP/UIS/IBE) with (ii) embedded delivery capacity, fiduciary strength, and digital or administrative systems inside MEHE.

UNESCO and GIZ combine complementary institutional strengths that ensure high-quality education sector analysis, planning, and implementation. As the UN lead for SDG 4, UNESCO, through IIEP, UIS, and IBE, brings globally recognized methodologies for ESA and ESP processes, inclusive coordination, and

robust data systems. GIZ complements this with deep systems-strengthening expertise and a long-standing, embedded presence within MEHE, linking international standards to operational realities. Together, they translate global best practices into government-owned, costed, and actionable plans supported by reliable data and coordinated sector performance mechanisms.

Both organizations possess strong technical, fiduciary, and compliance systems aligned with GPE and UN standards. Their institutional infrastructures encompass mature procurement, public financial management, monitoring, evaluation, and digital operations procedures, with standardized indicator frameworks, interoperability protocols, and data governance mechanisms. Each maintains independent audit readiness, risk management, SEA/SH safeguards, and continuity systems suitable for crisis-affected environments. Their global technical networks and headquarters backstopping ensure rapid surge capacity and consistent quality assurance throughout the SCG components and implementation.

UNESCO and GIZ bring global experience managing GPE and other education sector grants. UNESCO, a long-standing GPE Grant Agent, has managed over 65 grants across 32 countries and co-authored the official ESA and ESP Preparation and Appraisal Guidelines used globally. GIZ, a GPE-accredited Grant Agent and major donor advisor, adds practical expertise from SCG implementation and institutional capacity-building through its BACKUP Education program. This joint capacity provides Lebanon with a tested, compliant, and resource-efficient platform for government-led sector analysis and planning that aligns with GPE standards and supports sustained education system strengthening. For a more detailed articulation of the organizational expertise and list of GPE managed programs, see Annex 3.

5. Monitoring and Learning Framework

The GAs will implement a joint Monitoring and Learning Framework (MLF) to ensure that progress under the SCG is evidence-based, adaptive, and aligned with GPE's results framework and Quality Assurance Review (QAR) standards. The MLF will be fully embedded within MEHE structures to strengthen national ownership, data use, and performance management capacity.

Integrated SCG Monitoring Framework: The MLF will oversee a unified approach to monitoring SCG implementation under MEHE's leadership. Building on existing national systems, the Joint Coordination Unit (JCU) will consolidate progress tracking across all components through a single results framework and workplan. The consortium will monitor results across the SCG outputs: ESA; ESP; coordination; and data systems, using clear milestones and quantitative and qualitative indicators. Progress will be tracked quarterly through MEHE-chaired review meetings and reported biannually to GPE. A joint UNESCO–GIZ

M&E Task Team will oversee quality assurance, triangulate evidence across sub-sectors, and ensure alignment with MEHE's own monitoring systems. The SCG MLF data will feed into a consolidated Sector Dashboard and Annual Sector Performance Report validated through the LEG.

Learning and Adaptation: Learning will be continuous and participatory. During LEG meetings and workshops, the consortium will convene learning and reflection sessions with MEHE and partners to regularly what worked, what needs adjustment, and how lessons can inform subsequent phases. Key learning themes, such as coordination effectiveness, capacity building, data use for policy decisions, and gender mainstreaming will be documented and shared through the MEHE and LEG platforms.

Feedback and Accountability: Transparency and accountability are central to the MLF. Quarterly progress summaries and key datasets will be shared openly with the LEG and stakeholders through regularly scheduled LEG meetings. A feedback loop will enable LEG members to comment on findings and recommend course corrections. The SCG monitoring process will also incorporate safeguard monitoring (SEA/SH, fiduciary risk, and data protection) to ensure that implementation adheres to both GPE and UN accountability standards.

Knowledge Transfer: At the end of the SCG cycle, the consortium will conduct a Joint Final Review assessing progress against outcomes, capacity gains within MEHE, and readiness for future GPE financing. The review will summarize lessons learned, replicable tools (e.g., LEG SOPs, templates, financial modeling dashboards), and recommendations for scaling and sustainability.

6. Risk Management

Lebanon's education sector operates in a complex environment characterized by political uncertainty, fiscal constraints, and regional instability. Recognizing these systemic risks, UNESCO and GIZ will apply a risk-informed planning and implementation framework that emphasizes adaptive management, continuous monitoring, and strong fiduciary oversight. Both agencies have extensive experience managing large-scale, multi-partner programs in crisis-affected contexts and maintain robust financial control, safeguarding, and accountability systems aligned with UN and GPE standards.

As twin-GAs, UNESCO and GIZ apply rigorous fiduciary and operational systems. These include fraud prevention measures, whistleblower protection mechanisms, and comprehensive safeguards against sexual exploitation, abuse, and harassment (SEA/SH). UNESCO and GIZ understand and have demonstrated experience ensuring that SCG deliverables exceed GPE's Quality Assurance Review

Framework. The GAs will apply a risk-informed planning framework that will be expanded in the early stages of implementation. The Risk Framework is expected to include the following components:

- **Assessment of Political and Contextual Risks:** There are numerous factors from the broader governance environment, including potential elections in May 2026 that could result in leadership changes within MEHE and the broader government, prolonged budget approval cycles, and external shocks (e.g., conflict escalation or service disruptions) that could impact implementation. These risks will be mitigated through sustained engagement with MEHE's senior management and the LEG, scenario-based contingency planning, and flexible activity sequencing that allows for remote or hybrid modalities if required.
- **Risk Analysis:** Monitoring and tracking of social and safeguarding risks, including potential risks of SEA/SH, will be addressed through the GAs' zero-tolerance policies, mandatory training for all personnel and contractors, and multiple safe reporting channels. A shared Code of Conduct and whistleblower protection mechanism will be applied across all implementing partners. The Risk approach will include continuous monitoring of political (including the May 2026 elections), economic, demographic, and crisis risks using global methodologies.
- **Scenario Planning:** During the Work Plan development and during quarterly LEG briefings, the GAs will integrate scenario planning into these planning and reporting outputs to **ensure** flexibility to adjust timelines, modalities, and resources as conditions evolve with the ability to maintain continuity of operations and activities. With our on the ground Beirut presence, coupled with regional and global backstopping, remote modalities, and flexible deployment of technical expertise will ensure uninterrupted support.
- **Fiduciary Risk Mitigation:** Fiduciary and Operational Risks relate to the management of funds, procurement, and program delivery across multiple sub-sectors. UNESCO and GIZ will implement strong internal controls, transparent procurement procedures, and independent audit mechanisms. Each activity will be tied to pre-defined milestones and deliverables, with funds disbursed based on verified progress. Independent audits, strong financial controls, anti-fraud systems, and SEA/SH protections safeguard funds and reputation.
- **Sustainability:** Sustainability Risks—particularly related to turnover, data continuity, or institutional uptake—will be mitigated by targeting technical assistance to building capacity of MEHE units (Planning, CERD, FPU). The approach focuses on supporting and training MEHE to do all activities over having the consultant or technical assistance sitting within MEHE and doing the work. This

ensures that all tools, templates, and systems are institutionalized and accompanied by staff training and capacity over keeping the expertise in the hands of the consultants. This approach ensures MEHE retains ownership and operational capacity beyond the SCG period. Capacity development and transfer of tools will institutionalize adaptive planning within MEHE, ensuring resilience and long-term ownership beyond the SCG.

- **Cost-Effective:** The twin–Grant Agent structure will minimize overhead duplication, streamline reporting, and ensure that resources are directed toward implementation and capacity building. Twin GAs reduce overhead costs of a traditional prime and sub-granting relationship to ensure funds are going towards implementation and not overhead. Engaging multiple Grant Agents is an established practice in GPE contexts to address complex needs where complementary expertise is required.

The SCG risk management strategy ensures resilience, transparency, and continuity across implementation. Regular joint risk reviews will be conducted quarterly by MEHE, UNESCO, and GIZ to update mitigation actions and monitor emerging threats. This adaptive approach will safeguard program quality, fiduciary integrity, and sustainability while ensuring MEHE's leadership remains central to every stage of implementation.

Preliminary Risk Matrix[1] (to be updated during implementation)

Risk Category	Description	Probability	Impact	Mitigation Measures	Responsible Party
Political/ Contextual	Changes in government leadership or regional instability delay approvals or disrupt operations.	High	High	Maintain high-level dialogue with MEHE and LEG; apply scenario-based work plans; monitor electoral process, use remote modalities if required. If MEHE leadership changes, a communication plan will be developed to engage the new MEHE leadership.	UNESCO & GIZ; MEHE Senior Mgmt
Fiduciary/ Financial	Constrained PFM environment, currency fluctuations, reduced education budget, or audit delays affect fund flow.	Medium	High	Apply dual UN/GIZ financial controls, independent audits, and currency hedging; disburse funds by verified milestones.	UNESCO; GIZ
Operational/ Delivery	Constrained MEHE capacity or	High	Medium	Ensure technical assistance focuses on building MEHE staff capacity over	UNESCO–GIZ; MEHE

[1] An illustrative initial Risk Matrix has been developed and is presented here. The Risk Matrix will be more fully developed and updated throughout implementation as the situation evolves. This will ensure that programming is informed by the most recent context and that planning is designed to mitigate any new risks that may emerge over the life of the SCG implementation.

	overlapping partner interventions cause coordination delays.			completion of tasks; align LEG calendar and SOPs; joint GA task force to coordinate implementation.	
Social & SEA/SH	Risk of SEA/SH during workshops or field missions.	Low	High	Apply UN SEA/SH policy; mandatory training; multiple confidential reporting channels; independent follow-up mechanisms.	UNESCO; GIZ
Data Integrity and Security	Data loss, privacy breaches, or inconsistent datasets across MEHE systems.	Medium	Medium	Link SCG digital transformation efforts with the broader GOL digital transformation through close coordinating with the relevant line ministries. Establish joint data governance protocols; Leverage EMIS-PATT standards and secure servers; staff training.	MEHE; CERD; UNESCO, GIZ
Sustainability Institutionalization	Trained staff turnover or limited budget for continued use of tools post-SCG.	Medium	Medium	Integrate systems into MEHE's core functions; handover plans; train master trainers; seek legal or statutory approval for any major changes or new structures such as the FPU and IT units and align with MOF budget lines.	UNESCO–GIZ; MEHE DGs

7. Value for Money (VfM)

UNESCO and GIZ are committed to ensuring that every dollar invested under the GPE SCG delivers measurable and sustainable improvements in Lebanon's education system. The partnership will apply GPE's four dimensions of VfM: economy, efficiency, effectiveness, and equity while leveraging the comparative advantages and resources of Grant Agents, MEHE, and partners to maximize results and sustainability.

Economy: UNESCO and GIZ will leverage existing institutional systems, human resources, and operational structures at MEHE, country, regional, headquarter offices to minimize administrative and overhead costs. Shared use of facilities, joint procurement where feasible, and reliance on in-house technical expertise will reduce expenditures on external consultancies. Digital collaboration tools and hybrid meetings will further limit travel and logistical expenses, optimizing resources for program delivery.

Efficiency: Efficiency will be achieved through joint planning and implementation mechanisms that leverage partners programs to prevent duplication and ensure complementarity of SCG activities. Joint workplans and an integrated results framework under the JCU will streamline management and reporting processes. Regular monitoring of transaction costs, budget utilization, and program milestones will help sustain a strong link between expenditure and outputs.

Effectiveness: The SCG will focus on outcomes that strengthen MEHE's institutional capacity for evidence-based planning, sector coordination, and financial management. All SCG components will focus on capacity development and coordination. The joint program will be managed through a JCU with an advisory role for partners and LEG members. Joint technical missions, co-led workshops, TWGs, and continuous engagement with the LEG will ensure relevance, ownership, and sustainable results.

Equity: Equity underpins all SCG-supported activities. The program will prioritize inclusive participation across MEHE departments, LEG members, and partners across SCG components. Analyses and sector planning tools will integrate disaggregated data where available (by gender, region, nationality, disability, and vulnerability) to identify and address equity gaps. The joint approach also strengthens Lebanon's ability to target resources effectively toward the most disadvantaged learners and schools.

Annex I: List of Consulted Development Partners

Agence Francaise de Development

Embassy of Finland

Embassy of France

Embassy of Germany

Embassy of Italy

Embassy of the Netherlands

Embassy of Norway

Embassy of Switzerland

European Civil Protection and Humanitarian Aid Operations (ECHO)

European Investment Bank

European Union

Expertise France

GIZ

JICA

KFW

UK Foreign Commonwealth and Development Office

Save the Children

UNESCO

UNHCR

UNICEF

US Department of State

World Bank

World food Program

Annex II: Implementation Timeline

Illustrative timeline is presented in a separate document.

Annex III: Theory of Change

Problem Statement

Lebanon's education system faces persistent structural barriers identified through sector consultations and through the EFA, including a:

- **Fragmented and parallel coordination structures**, lacking clear roles, SOPs, or alignment with GoL planning and budgeting cycles.
- **Fragmented and incomplete data systems**, limiting MEHE's ability to generate, analyze, and use education data for planning, budgeting, and monitoring.
- **Limited institutional capacity** in sector planning, monitoring, and evidence-based decision-making.
- **Limited domestic and international resources** to support reform efforts.
- **Absence of a government-led sector wide strategic plan**, preventing systemwide alignment of priorities, financing, and accountability.

  These bottlenecks impede implementation of MEHE's Seven Pillars, and Vision 2030.

The SCG addresses these bottlenecks by strengthening the foundational capacities of MEHE and the LEG needed to lead, coordinate, plan, and monitor the education sector. The proposed intervention builds capacity through four inter-related and mutually reinforcing approaches:

- Government-led, co-creation approaches and "learning-by-doing."
- Inclusive coordination via the LEG and Technical Working Groups.
- Institutionalization of processes, systems, and tools within MEHE.
- Strengthening data governance and building integrated evidence systems.

Based on this approach the SCG Theory of Change (TOC) proposes that **IF MEHE is supported to**: 1) Lead a government-owned ESA process that consolidates evidence across subsectors and identifies priority constraints for the sector; and 2) Prepare a costed, gender-responsive ESP aligned with Vision 2030, the Partnership Compact, and budget cycles; and 3) Institutionalize inclusive and effective sector coordination through the adoption of LEG SOPs, annual calendars, and regular joint sector reviews; by 4) Strengthening and operationalizing a unified data and evidence ecosystem, including data life cycle design, dashboards, and capacities for data analysis and use; with 5) clear metrics and milestones to measure student learning. **THEN MEHE will be able to leverage:** coherent, evidence-based, and costed priorities for the sector; institutional mechanisms that guide decision-making and partner alignment; reliable data for planning, monitoring, budgeting, and accountability; and strengthened capacity to steer the education system toward quality, equity, and resilience.

This improved capacity and governance of the education sector will lead to: improved sector governance and national ownership; better allocation and use of resources; and improved monitoring of learning and equity outcomes. **ULTIMATELY LEADING TO**: A more coherent, inclusive, and data-driven education system capable of advancing Lebanon's Vision 2030 and the Seven Pillars for Educational Renewal and unlocking future GPE system transformation financing.

Results Framework



Gender equality and social inclusion are integrated throughout the theory of change underpinning the SCG. The program assumes that strengthening national planning, coordination, and data systems will enable MEHE to identify and address disparities affecting girls, boys, refugees, internally displaced children, and children with disabilities. Through the ESA, ESP, and Partnership Compact processes, gender and inclusion as well as conflict senstive analyses will inform policy priorities, planning targets, and financing allocations. By embedding gender-sensitive data systems, inclusive stakeholder participation, gender-responsive planning tools, and conflict sensitivity, the SCG aims to ensure that future education reforms address barriers to participation, learning outcomes, and safe access to education for all learners.

Key Indicators

Impact: A more efficient, equitable, and high-performing Lebanese education system with more equitable access and improved learning outcomes.

Outcome: Strengthened national systems for inclusive coordination, evidence-based planning, and data-driven decision-making to advance MEHE's Vision 2030 and the Seven Pillars for Educational Renewal.

Outcome Indicators	Baseline (2025)	Target (2027)	Means of Verification
1. Government-led ESA completed and used to inform sector priorities	No unified ESA	ESA completed, validated by MEHE/LEG	ESA report; LEG minutes
2. Costed, gender-responsive ESP endorsed	No ESP	ESP completed, costed, endorsed	ESP; financial model; LEG endorsement
3. LEG functionality score (SOPs, calendar, JSRs)	Nascent LEG	Fully functional LEG with operational SOPs, annual calendar, annual JSR	SOPs; annual calendar; JSR report, Annual LEG Effectiveness Self Assessment Results

Outcome Indicators	Baseline (2025)	Target (2027)	Means of Verification
4. MEHE data systems integrated and used for planning & monitoring	Fragmented systems	Integrated dashboards operational; staff trained	Dashboards; training reports

Output 1: A government-led, participatory ESA with comprehensive data coverage across sub-sectors

Indicators	Baseline	Targets	Verification
1.1 ESA methodology adapted & endorsed	No	Yes (Q2 2026)	ESA inception note
1.2 ESA chapters drafted	0	100% by Q4 2026	Draft chapters
1.3 LEG ESA validation workshop held	No	Yes	Workshop report
1.4 ESA gender and inclusion analysis completed	No	Yes	ESA annex

Output 2: A costed, gender-responsive ESP aligned with Vision 2030 and the Seven Pillars of Educational Renewal

Indicators	Baseline	Targets	Verification
2.1 ESP outline and TWGs established	No	Yes by Q1 2027	MEHE decree/TWG TOR
2.2 ESP draft chapters completed	0%	100% by Q2 2027	Draft ESP
2.3 Financial simulation model developed	No	Yes by Q3 2027	Simulation files-Annex to ESP
2.4 ESP endorsed by MEHE & LEG	No	Yes by Q3 2027	Endorsement letters

Output 3: The institutionalization of inclusive, evidence-based coordination mechanisms under a LEG that is driving sectoral coordination and planning

Indicators	Baseline	Targets	Verification
3.1 LEG SOPs adopted	No	Yes by Q3 2026	LEG SOPs
3.2 Annual Sector Calendar approved	No	Yes by Q2 2026	Calendar
3.3 First Joint Sector Review completed	No	At least one JSR by 2027	JSR report
3.4 Partner TA & financing mapping produced	Fragmented	Mapping completed annually	Mapping dashboard, LEG minutes

Output 4: An integrated education data and evidence system established, supported by capacity building to ensure effective use and continuous improvement.

Indicators	Baseline	Target	Verification
4.1 Data life cycle designed & adopted	No	Yes by Q3 2026	Data governance documents
4.2 Dashboards upgraded and linked to priority datasets	Fragmented platforms	Dashboard operational	Dashboards
4.3 Staff trained along the data chain	Ad hoc	≥150 staff trained	Training reports
4.4 EMIS-PATT results integrated into SCG actions	Preliminary only	Action plan adopted	Action plan

Cross-cutting Indicators (Gender, Inclusion, Accountability)

Indicator	Baseline	Target	Verification
% of ESA/ESP indicators disaggregated by gender, nationality, region, disability	Limited	≥80%	ESA, ESP Annexes
Gender-responsive planning tools applied	No	Yes	TWG notes

Annex IV: Summary Budget

GPE Budget Template is attached as a separate document. Only summary information is provided here.

Deliverable	GPE Financing Window	Estimated Cost
Education Sector Analysis & Education Sector Plan	1	$500,000
Sector Coordination, including the Partnership Compact	1 and 2	$240,000
Data and Evidence	3	$260,000
Grant Administration fee		$70,000

Proposed staff Costs:

The Agency fees are associated with each Agency's indirect costs. All budgeted staff costs for IIEP, UNESCO Beirut, and GIZ are associated with project implementation.

IIEP applies a standard average unit cost of USD 750 per working day per staff. For the ESA and ESP, the work will be conducted by IIEP and UNESCO Beirut staff. There is not a plan to recruit consultants, except for editing support for the ESA and ESP. All other work will be carried out by either IIEP or UNESCO Beirut staff.

It is proposed that five (5) IIEP staff will be involved to support the ESA:

- 1 staff for the Context and Schooling Pattern chapters
- 1 for the Quality chapter
- 1 for the Governance chapter
- 1 for the Cost and Financing chapter; and
- 1 additional support for any assessment or household survey analyses

6 staff will be involved in the ESP development:

- 4 staff will support the ESP development (priority programs, multiyear operational plan, MEL framework and drafting various sections' of the ESP)
- 2 staff will support the development of the simulation model as well as provide overall internal and external coordination and quality assurance of all components.

Budget allocations across the SCG components incorporate gender equality and social inclusion considerations. Resources are allocated to ensure gender and vulnerability analysis within the ESA,

gender-responsive planning during ESP preparation, inclusive stakeholder engagement through the LEG and Technical Working Groups, and strengthening data systems capable of generating gender-disaggregated and vulnerability-sensitive indicators. The design of the program has built in contingencies to enable programming can continue even during periods of insecurity, conflict, or restricted movement within Lebanon. For key activities a 5-10% contingency rate has been applied to account for potential cost increases in shipping, supplies, travel, or reverse mission costs due to prolonged insecurity. The contingency costs will also be used to cover needed GPE related costs such as Lebanon's participation in global or regional meetings.

Annex V: Grant Agent Organizational Experience

UNESCO Team

UNESCO Beirut maintains a robust education team with decades of partnership with MEHE and the ability to mobilize specialized expertise across subsectors. UNESCO has partnered with MEHE to deliver system-level reforms: costed Five-Year Plans for General and Higher Education; the National Digital Learning Strategy and Greening Education Strategy; and the 2024 Education Emergency Costed Response Plan, following which UNESCO was designated Strategic Education Emergency Coordinator. UNESCO has experience strengthening MEHE's internal coordination (Higher Education Coordination Task Force; Cross-sectoral Reform Coordination meetings), and experience working across sub sectors as UNESCO has advanced curriculum reform with CERD, supported large-scale teacher professional development, strengthened quality assurance in higher education, and accelerated TVET modernization aligned with labor-market needs. These country efforts are underpinned by UNESCO's global capabilities—strategic policy leadership; robust fiduciary, accountability, and risk-management systems; and the specialized institutes IIEP (sector planning), UIS (data/EMIS), and IBE (curriculum/learning). UNESCO brings global standard-setting and toolkits through IIEP (sector analysis and planning), UIS (education statistics, EMIS standards, and data quality assurance), and IBE (curriculum and learning). Recently UNESCO launched EMIS-PATT to diagnose and assess EMIS maturity (governance, management, technical architecture, data & services) and to organize indicator definitions, data dictionaries, and workflows that meet SDG4 comparability requirements. UIS's collaboration on learning assessments (e.g., AMPL-B) further strengthens national monitoring. These assets are backed by established quality assurance, peer review, and methodological guidance that ensure outputs meet international benchmarks. UNESCO's convening role has enabled inclusive policy dialogue, including technical assistance to the Compact Working Group to finalize the Enabling Factors Analysis, helping MEHE unlock US$1,000,000 in GPE SCG funding.

GIZ Team

GIZ complements UNESCO's backbone, bringing scale and proximity with embedded delivery capacity built over four decades in Lebanon, noting that Education is a strategic pillar of GIZ since it started its operations in the country. Over this period, GIZ has built a trusted and strategic partnership with the MEHE, and other national institutions. Its long-standing collaboration has contributed to shaping national policies, strengthening institutional capacities, and fostering public-private dialogue in education reform. Through this sustained engagement, GIZ has developed a deep understanding of Lebanon's education

system, governance structures, and data ecosystems. This experience positions GIZ to effectively support MEHE in strengthening education data governance and fostering a culture of evidence-based decision-making. The organization combines strong technical expertise in education management information systems, learning assessment systems, and data governance with extensive experience in institutional development and digital transformation in education. GIZ's comparative advantage lies in its ability to bridge policy, practice, and evidence through a participatory and system-oriented approach. It has consistently supported inclusive sector coordination, promoted national ownership of reforms, and facilitated collaboration among government institutions, development partners, and civil society. Operating within GIZ's Middle East regional division, the GIZ Lebanon office leverages international expertise while tailoring interventions to Lebanon's complex, crisis-affected context and working from within MEHE with the LEG and partners. With a 3,648-strong global education workforce and GPE accreditation, GIZ brings governance, basic and higher education, TVET, non-formal education, digitalization, and systems-strengthening expertise delivered through adaptive, risk-informed programs that build capacity and continuity inside ministry systems. At headquarters, the Education, TVET & Labor Markets Competence Center ensures coherence between methods and local delivery. In 2024, GIZ Lebanon managed €180M across more than 20 projects with 250 staff, with approximately 85% national experts, translating global best practice into day-to-day implementation and institution-building.

Global and Country Team Institutional and Technical Capacity

UNESCO provides an integrated capability that leverages global leadership in sector planning and data standards with GIZ's embedded delivery and systems-strengthening capacity in Lebanon. As the UN lead for SDG 4, UNESCO, through IIEP, UIS, and IBE, brings proven methodologies for ESA/ESP, inclusive coordination, and robust data and evidence systems across the full education spectrum (ECE, general, TVET, higher, non-formal). Complementing this, GIZ deploys an international education cadre and a longstanding in-country presence within MEHE, linking global expertise to daily operations through its Education, TVET & Labor Markets Competence Center and a dedicated office inside the Ministry. UNESCO and GIZ align international standards with local implementation, translating analysis into costed plans, routine coordination, and decision-ready data that MEHE and the LEG can use to manage sector performance and improve student learning.

Both organizations bring strong global education workforce that are GPE-accredited, with mature procurement, public-financial management, grant management, and digital operations procedures. With strong technical and organizational support at their respective headquarters, this enables both

organizations to access the full range of technical and operational backstopping, methods, costing discipline, and implementation toolkits; regional and global advisors furnish rapid surge support. Both organizations monitoring, evaluation, and results systems include standardized indicator frameworks, data governance protocols, and interoperable IT solutions that integrate with government platforms. Both organizations maintain independent audit readiness, strong internal controls, and anti-fraud mechanisms; enforce SEA/SH safeguards and whistleblower protection; and apply documented risk registers and business continuity procedures suitable for crisis-affected contexts. Their compliance infrastructures (financial management, procurement, due diligence, data protection, and safeguarding) meet UN and GPE requirements and have been proven across multi-country grant portfolios.

Education Sector Analysis and Sector Planning Institutional and Technical Capacity

As a joint team, UNESCO and GIZ bring the complete institutional capability required for high-quality sector analysis, planning, coordination, and strengthening data systems. The GAs bring international expertise and best practice in developing ESAs and ESPs with senior sector planners; public finance and macro-fiscal analysts; EMIS/statistics specialists; curriculum/learning experts; and implementation, and governance advisors. This includes standardized methodological toolkits, template libraries (diagnostic matrices, costing sheets, results frameworks), peer-review and quality assurance panels, and surge rosters that have supported dozens of national ESA/ESP cycles, including in fragile contexts. Our in-country footprint in Lebanon enables rapid access to ministry data, directorates, and partners, shortening implementation timelines and ensuring government ownership of the analysis and plan. UNESCO and GIZ have demonstrated capacity for Education Sector Analysis and Planning—covering diagnostic design and management, policy and financing analysis, methodological quality assurance, and the organizational systems (people, tools, compliance) required to deliver in complex contexts (For a list of prior ESA, ESP, and GPE experience see Annex III). This joint capability ensures sector analyses are methodologically sound, locally owned, and directly convertible into costed, government-led sector plans aligned with international best practice and global standards.

Through IIEP, UIS, and IBE, UNESCO brings internationally recognized ESA/ESP methodologies applied in more than 100 countries. UNESCO has directly supported 41 ESA/ESP processes since 2014, including in fragile and crisis-affected settings (with a strong MENA experience across Egypt, Jordan, Palestine, Sudan, Syria, and Yemen). Resources include validated templates, appraisal and peer-review protocols, financing and equity diagnostics, and curriculum/learning alignment expertise that can ensure that Lebanon's ESA and ESP are evidence-based, participatory, and meet GPE Quality Assurance requirements. UNESCO

supplies the technical backbone for data and measurement within the ESA and ESP process with indicator standards, data quality assurance, EMIS-adjacent tools, and structured Indicator Registries/Data Dictionaries that secure SDG 4 comparability and consistent baselines/targets. Where relevant, UNESCO deploys EMIS maturity diagnostics and learning-assessment collaborations to strengthen the statistical underpinnings of sector analysis and the ESP results framework—ensuring data are decision-ready and interoperable with national systems.

GIZ treats data and evidence as the entry point for systems-level reform, integrating policy, institutional, and financial analysis; governance/stakeholder assessments; and operational feasibility. Its comparative advantage is translating analysis into implementable, costed plans, embedded in public financial management, procurement, decentralization, and digital/administrative processes. GIZ brings surge capacity for data collection, costing, scenario analysis, and the institutionalization of planning routines within MEHE structures.

Jointly, UNESCO and GIZ provide the capacity to convert ESA evidence into an ESP monitoring framework that is feasible within MEHE systems and aligned to Government planning, budgeting, and reporting cycles. UNESCO contributes data standards, EMIS diagnostics, and statistical quality assurance; GIZ adds digital operations, results monitoring, and ministry-embedded M&E routines. Together, these capacities enable robust technical analysis and institutional learning under the SCG, forming the basis for Joint Sector Reviews, annual planning, and performance monitoring that move the sector away from project-based cycles and toward sustained, government-led management, annual planning and performance monitoring that aligns with GoL planning, budgeting and reporting cycles.

Organizational experience managing GPE funds

UNESCO is an accredited GA that has managed more than 65 GPE grants across 32 countries. This has included 36 SCGs in 27 countries. UNESCO was the co-author of the ESP Preparation and ESP Appraisal guidelines. UNESCO brings extensive coordination credentials as GPE Coordinating Agency and LEG Co-Chair across multiple countries (including Lebanon), with participation on the GPE Board/committees and contributions to core GPE documents and review processes. This institutional track record provides Lebanon with tested capacity to standardize government-led coordination (governance, TORs, documentation norms, calendars) and to align ESA/ESP outputs with Partnership Compact priorities—reducing transaction costs for MEHE, safeguarding timelines, and reinforcing national coordination frameworks. In 2015, together with GPE, IIEP co-authored the Guidelines for Education Sector Plan

Preparation and its companion tool the Guidelines for Education Sector Plan Appraisal, the reference frameworks used across all GPE partner countries to develop ESPs and assess the soundness, credibility, and feasibility of national education plans, respectively.

Germany has supported GPE as longstanding partner since its inception in 2002. It co-founded and shaped GPE in 2002 and is currently GPE's fifth-largest donor with USD 395 million. GIZ advises BMZ in its engagement as a member of GPE's Board of Directors. GIZ advises BMZ's engagement on GPE's Finance and Risk Committee, which oversees risk management practices, financial management and audit arrangements of GPE resources. GIZ was accredited as a GA in 2023. GIZ has served as a GA role in Mozambique (SCG/STG/GEA ~US$120M) and has served as a CA Mozambique, Guinea, Togo, Honduras, and as interim CA in Yemen. Since 2011, GIZ's German BACKUP Education initiative has strengthened partner countries' capacities to apply for and implement GPE funding. BACKUP adds GA-relevant competencies to the ESA/ESP capacity package: guidance on SCG applications and Enabling Factors Analyses, coaching on gender-transformative planning, and hands-on support for monitoring and documentation aligned with the GPE 2025 operating model—giving MEHE access to a calibrated bench for the technical and fiduciary nuances of GPE-linked planning. In 2025, GIZ was selected to provide Global SCG for Mid-Term Reviews through the BACKUP Education program.

Both organizations have robust systems for fiduciary oversight, audit readiness, and clear policies on the prevention of SEA/SH. This provides GPE-calibrated support on applications, enabling factors, gender hard-wiring, monitoring and documentation. Both organizations bring tested financial management, procurement, risk, safeguards, and business-continuity systems suited to Lebanon's context; together they offer scale, compliance, and surge capacity to deliver at pace.

Key Education Program Experience in Lebanon

UNESCO

Education lies at the heart of UNESCO's mission to build peace and sustainable development. As the lead UN agency for SDG 4, UNESCO coordinates the Global Education 2030 Agenda, supports countries in strengthening education systems, data, curriculum, and strategic planning while addressing emerging challenges such as digitalization, and inclusion. UNESCO has been legally operating in Lebanon since 1961 and is a long strategic partner of the Government of Lebanon (GoL) and MEHE. The UNESCO Regional Office in Beirut provides technical expertise in Education and has directly supported ESA, ESP, EMIS, and coordination structures in Yemen, Syria, and the Partnership Compact in Lebanon. UNESCO Beirut has

supported MEHE in sector planning, strengthening teaching and learning, teacher development, curriculum reform, quality assurance, higher education, TVET, and crisis-sensitive responses. UNESCO currently serves as the Coordinating Agency for GPE under the newly established LEG.

UNESCO Beirut maintains a robust in-country and regional office, with a 12 -strong technical cadre of education technical experts dedicated to Lebanon and access to regional technical experts who are currently implementing GPE SCG funds in Syria and have directly managed the ESP and Partnership Compact process in Yemen. The Office has consistently served as a neutral convener among government, civil society, and development partners, facilitating evidence-based dialogue and strategic planning. It is equipped to host in-person and virtual workshops, trainings, and coordination meetings, and can rapidly mobilize additional targeted technical expertise through short- and medium-term consultancies. UNESCO's expertise spans data systems, financial analysis, policy development, and monitoring and evaluation frameworks. Beyond core planning functions, UNESCO brings technical depth in cross-cutting priorities central to Lebanon's education system: gender equality, equity and inclusion, crisis-sensitive planning, refugee education, digitalization, and climate resilience. These technical assets are complemented by the dedicated GPE coordination team at UNESCO Headquarters, which ensures quality assurance, fiduciary compliance, and cross-country learning from GPE processes worldwide.

UNESCO education programs and support in Lebanon target both system strengthening and quality learning, ensuring inclusive, and gender responsive approaches in early childhood education, general education, TVET and higher education, nationwide:

1. **Five-Year Plans** for General Education – including early childhood education (2021-2025 extended to 2027) and Higher Education 2021-2025): Supported MEHE in the design and implementation of costed national education strategies.
2. **Mid-term Review** for the Five-Year Plan for General Education: which was government-led and completed in 2024 through a participatory and inclusive approach.
3. **National Digital Transformation Strategy 2025-Reimagining Learning in Lebanon**: Developed a comprehensive framework to integrate ICT in education, strengthen digital skills, and improve equity of access to learning.
4. **Greening Education Strategy 2024**: Introduced climate change and environmental education across curricula, promoting sustainable development practices in schools and universities.
5. **Education Emergency Costed Response Plan (2024):** Facilitated coordination of Lebanon's emergency education response across the different sectors to ensure continuity of learning during

crisis. This included the development of overarching goals, objectives and measurable indicators, as well as costing for each sector emergency component.

6. **UNESCO Action Plan:** Started implementing a multidimensional approach for crisis response mandated by the UNESCO member states and in alignment with MEHE's Education Emergency Costed Response Plan 2024. This Action Plan focused on continuity of learning, system strengthening and the early recovery of the education system and also framed within the wider recovery and development efforts of the United Nations (UN) in Lebanon.
7. **Coordination:** Was officially appointed by the Minister of Education and Higher Education as the strategic coordinator of MEHE's education emergency response to the 2024 crisis. Most recently, UNESCO was also nominated by MEHE as the Co-Chair of the Local Education Group, and the Coordinating Agency for GPE in Lebanon, ensuring inclusive and participatory decision making in support of reform within the education sector. UNESCO is also working closely with the Resident Coordinator on joint UN programming, closely collaborating with other UN agencies.
8. **Scenario Modeling for Education in Lebanon:** Developed five modelling scenarios to outline the scale of demand in medium-term planning of formal and non-formal education in Lebanon for the coming five years to inform future investments within the Lebanese government. This exercise made use of the best available data from the Ministry of Education and Higher Education and other sources.
9. **LiBeirut Initiative:** Mandated by MEHE to lead and coordinate the rehabilitation of 145 damaged educational institutions (budget of $35 million) after the Port-of-Beirut explosion, equipping affected schools and universities with both furniture and appliances.
10. **Lebanon Recovery Assessment:** Supported multi-stakeholder assessment initiated by the Government of Lebanon and the United Nations to determine the effect of conflict across a wide range of sectors, specifically co-leading on the education sector.
11. **Curriculum Reform:** Supported MEHE and CERD in Lebanon's national curriculum reform to improve relevance, inclusivity, and quality of learning outcomes through technical assistance to the development of frameworks and national reviews and assessments. This also included building the capacity of national staff at CERD for curriculum development.
12. **Learning Recovery Program 2025-2026:** Supported the design, development and implementation of the National Learning Recovery program targeting foundational learning for 135,000 students in grades 1-6 at public schools across the country.

13. **Teacher Professional Development:** Designed and implemented training programs to improve pedagogical practices and digital skills, reaching thousands of teachers nationwide, and particularly targeting vulnerable communities and populations. This also included building the capacity of national staff at CERD for teacher training.
14. **Capacity Reinforcement of National Staff:** Co-designed with MEHE and CERD and provided capacity reinforcement of national staff across the system, including financial management, crisis-sensitive planning and leadership, Media and Information Literacy, Artificial Intelligence, language proficiency and digital learning, and foundational learning.
15. **Higher Education Quality Assurance:** Strengthened frameworks and practices at the Lebanese University and across higher education institutions, in partnership with the Directorate General for Higher Education at MEHE, for improved accreditation and monitoring.
16. **Higher Education Regional Convention:** Supported the ratification of the Arab Convention on the Recognition of Higher Education Studies, Diplomas and Qualification in the Arab States, which provides the framework for adopting common principles and procedures for recognition, enhancing international cooperation, improved academic and professional mobility, and access to financial and technical assistance for higher education.
17. **TVET Modernization:** Worked with MEHE and national partners to align technical and vocational education with labor market needs, improve governance, and expand pathways for youth. This included teacher training on digital learning and support to the Directorate General for Technical and Vocational Education on crisis response costed planning, and the capacitating Lebanese and refugee women on TVET.
18. **Early Childhood Education:** Supported Lebanon in the consultations of the Early Childhood Care and Education (ECCE) Global summit in Tashkent in 2022 and the Regional ECCE Sharjah Conference in 2023 providing strategic guidance and review of the National Strategy for Early Childhood Development and Care in Lebanon (2025–2030).

GIZ

The education sector represents one of the largest and most strategic pillars of GIZ Lebanon's portfolio. Programs are commissioned primarily by the BMZ, but also by the European Union, and other bilateral donors. Education interventions are designed in close collaboration with the Ministry of Education and Higher Education to strengthen governance, improve access, and enhance quality for all learners.

GIZ brings a strong and proven track record in Lebanon's education sector, underpinned by its long-standing in-country presence and active collaboration with the Ministry of Education and Higher Education (MEHE). The organization combines deep technical expertise across governance, basic education, TVET, higher education, non-formal education, digitalisation, and monitoring and evaluation, allowing for an integrated and coherent approach to sector development. As a Global Partnership for Education (GPE) accredited entity, GIZ aligns with GPE's fiduciary and safeguard standards and has direct experience in supporting the preparation and management of GPE grants. Furthermore, GIZ's extensive experience operating within Lebanon's protracted crisis context has strengthened its ability to design adaptive, risk-informed programmes. This includes building institutional capacities within ministry systems and developing effective mitigation and continuity strategies ensuring the sustained and realistic implementation of sector coordination and governance (SCG) initiatives.

GIZ Lebanon's education projects focus on three core areas

- Education System Support and Governance, assisting MEHE with sector management and reform efforts, including strengthening regional education offices, supporting governance reforms, rehabilitating infrastructure, and piloting sustainable facility management and renewable energy solutions in public schools. These initiatives contribute to building more resilient and better-managed education structures.
- Access and Equity, expanding equitable access to quality learning opportunities for both Lebanese and non-Lebanese children, particularly in marginalized and crisis-affected areas. Interventions include support to public schools managing double shifts and initiatives to enhance social cohesion between host communities and Syrian refugee students.
- Quality and Innovation, improving the relevance and attractiveness of education through competency-based curricula, private sector engagement, and digital learning tools. Innovative approaches in non-formal education and vocational skills development are combined with gender-responsive planning, psychosocial support, and conflict-sensitive delivery.

Some of GIZ projects in Lebanon:

1. **Governance in the Education Sector (EDU-GOV),** which aims to improve the governance of the Lebanese education sector through decentralized and digital education management by assisting MEHE with governance reforms, strengthening regional education offices (REOs), building capacity to address gender inequalities, and supporting the digitalization of sector management. The project applies a multi-level strategy targeting the national (macro) level

(MEHE), the meso level (REOs), and the micro level (schools), with a predominant focus on strengthening the meso level.

2. **Technical Assistance to the Ministry of Education and Higher Education (TAMEHE, funded by the EU),** which is working directly with the Minister's office on Public Finance Management, Governance and supporting the current IT transition.
3. **Quality and attractiveness of vocational training and education for vulnerable and poor social groups in Lebanon (QuA-VET)** which partners with the Directorate General of Vocational and Technical Education and the private sector to expand demand-oriented training and improve quality in key sectors.
4. **Sustainable Facility Management in Public Schools in Lebanon (SUFA),** which aimed at improving the school conditions for Lebanese children and Syrian refugee children in the host communities, by upgrading infrastructure, introducing renewable energy solutions, and pilots "Green Schools" measures. It enhanced access and quality for both host and refugee communities through partnerships with NGOs alongside MEHE.
5. **Rehabilitation of Lebanese public schools with Syrian refugee children and development of school capacities, including for disadvantaged Lebanese children (ELCAPS),** which contributed to improving the framework for providing school education for Syrian refugee families and Lebanese families in host communities.
6. **Technical Assistance for a More Practice-Oriented Vocational and Technical Education (ProVTE),** which strengthened the practical relevance of VTE to meet labour market needs in collaboration with the DGVTE and other partners including the Association of Lebanese Industrialists (ALI) and the Order of Engineers and Architects (OEA).
7. **Vocational and Technical Education for All in Lebanon (VTE4all),** which goal was to improve access to high-quality technical and vocational education & training (TVET) for vulnerable populations in Lebanon, thereby increasing their employability and opportunities for decent livelihood through the development of Competence-Based Curricula, the delivery of practical short courses and development and delivery e-learning for theoretical content.

Global ESA and ESP Support

Table 1. List of Supported Education Sector Analysis

Location	Dates	Title	URL
Africa	2010-2024	German BACKUP Initiative - Education in Africa: GIZ's BACKUP Education initiative supports partner governments and education groups across Africa and Asia to strengthen sector planning and analysis.	https://www.giz.de/en/projects/german-backup-initiative-education-africa-0
Albania	2024	Education sector analysis: Republic of Albania	https://unesdoc.unesco.org/ark:/48223/pf0000390365
Benin	2014	Bénin: rapport d'état du système éducatif: pour une revitalisation de la politique éducative dans le cadre du programme décennal de développement du secteur de l'éducation	http://unesdoc.unesco.org/images/0022/002297/229778F.pdf
Burkina Faso	2017	Burkina Faso: rapport d'état du système éducatif national du Burkina Faso: pour une politique nouvelle dans le cadre de la réforme du continuum d'éducation de base	https://unesdoc.unesco.org/ark:/48223/pf0000253643_fre
Burundi	2021	Analyse du secteur de l'éducation: le système éducatif burundais: enjeux et défis pour accélérer la production du capital humain et soutenir la croissance économique	https://unesdoc.unesco.org/ark:/48223/pf0000379789
Cambodia	2016	Cambodia rapid education sector analysis	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/37402_G037402.pdf

Central African Republic	2018	République centrafricaine: analyse du secteur de l'éducation: pour une politique de reconstruction du système éducatif	https://unesdoc.unesco.org/ark:/48223/pf0000366412
Chad	2016	Rapport d'état du système éducatif national du Tchad: éléments d'analyse pour une refondation de l'école	http://unesdoc.unesco.org/images/0024/002474/247447F.pdf
Congo DR	2014	République Démocratique du Congo: rapport d'état du système éducatif national: pur une éducation au service de la croissance et de la paix	https://unesdoc.unesco.org/ark:/48223/pf0000366700; http://unesdoc.unesco.org/images/0023/002326/232623F.pdf
Côte d'Ivoire	2016	Rapport d'état du système éducatif national de la Côte d'Ivoire: pour une politique éducative plus inclusive et plus efficace	https://unesdoc.unesco.org/ark:/48223/pf0000247040
Côte d'Ivoire	2024	Côte d'Ivoire: éléments factuels pour orienter la planification sectorielle. Analyse du secteur de l'éducation	https://unesdoc.unesco.org/ark:/48223/pf0000390179
Ethiopia	2021	Capacity Development in Higher Education: The project supported sector analysis through establishing and sustaining a Higher Education Management System (HEMIS) that collects and processes data from the education sector to support leaders in the sector to make evidence-based decisions for quality education.	Capacity Development in Higher Education | GIZ
Grenada	2021	Grenada: Education sector analysis: an analysis of the status and key challenges in education	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/39224_G039224.pdf

Guinea	2019	République de Guinée: analyse du secteur de l'éducation et de la formation pour l'élaboration du programme décennal (2019-2028)	https://unesdoc.unesco.org/ark:/48223/pf0000370683
Jordan	2025	Forthcoming	Forthcoming
Lebanon	2019-2024	Improving education for Lebanese children and refugee children from Syria:tailoring sector analysis tools to refugee-hosting contexts and fragile states	Sustainable Facility Management in Public Schools | GIZ
Lebanon	2024	Improving the Governance of the Education System in Lebanon as to a digital and decentralised education managment: Through conducting legal, organisational and procedural analyses of regional education offices, improving communication between all educational entities as well as target-group specific capacity building measures and advising on implementation of the Reform Roadmap 2025.	Governance in the education sector | GIZ
Liberia	2022	Education sector analysis: Republic of Liberia	https://unesdoc.unesco.org/ark:/48223/pf0000383314
Mali	2018	République du Mali: analyse du secteur de l'éducation: pour la relance d'un enseignement fondamental de qualité pour tous et le développement d'une formation adaptée aux besoins	https://unesdoc.unesco.org/ark:/48223/pf0000367169
Mauritania	2018	Mauritanie: l'enseignement supérieur et la recherche: éléments d'efficacité	http://unesdoc.unesco.org/images/0026/002654/265448f.pdf

Mauritania	2024	Mauritanie : analyse du secteur de l'éducation	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/40348_G040348.pdf
Mozambique	2022	Improving School Education and Vocational Training: Basic and TVET / Sector support	Basic and Technical Education and Vocational Training | GIZ
Niger	2020	Analyse du secteur de l'éducation du Niger: éléments pour de nouvelles orientations dans le cadre de la 2e phase du PSEF	https://unesdoc.unesco.org/ark:/48223/pf0000373174
Nigeria	2021	Education sector analysis: the Federal Republic of Nigeria: assessing the status of education in the federation and Oyo, Adamawa and Katsina States	https://unesdoc.unesco.org/ark:/48223/pf0000379618
North Macedonia	2024	Republic of North Macedonia education sector analysis	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/40267_G040267.pdf
Pakistan - Sindh	2019	Situational analysis of the education sector in Sindh	https://www.globalpartnership.org/content/education-sector-analysis-sindh-pakistan-2019
Pakistan	2009-2023	Pakistan (FATA) – Education Sector Analysis and EMIS Strengthening	FATA development programme| GIZ file:///C:/Users/wanna_rol/Downloads/Education,%20Education%20Sector%20Analysis%20(FATA).pdf
Pakistan	2016-2019	Pakistan (Khyber Pakhtunkhwa) – Sector Planning and Data Systems	Khyber Pakhtunkhwa Education Sector Plan Support | GIZ

Saint Lucia	2021	Saint Lucia: education sector analysis: an analysis of the status and key challenges in education	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/39225_G039225.pdf
Saint Vincent and the Grenadines	2021	Saint Vincent and the Grenadines: Education sector analysis: an analysis of the status and key challenges in education	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/39223_G039223.pdf
Sierra Leone	2020	Republic of Sierra leone: Education sector analysis: assessing the enabling environment for gender equality	https://unesdoc.unesco.org/ark:/48223/pf0000375434
Somalia	2022	Education sector analysis: Federal Government of Somalia: assessing opportunities for rebuilding the country through education	https://unesdoc.unesco.org/ark:/48223/pf0000380838
South Sudan	2017	South Sudan education sector analysis, 2016: planning for resilience	https://unesdoc.unesco.org/ark:/48223/pf0000259247
South Sudan	2023	Education sector analysis: South Sudan	https://unesdoc.unesco.org/ark:/48223/pf0000387120
Togo	2014	Rapport d'état du système éducatif. Vol.1: Pour une scolarisation primaire universelle et une meilleure adéquation formation-emploi. Vol.2: Analyses additionnelles du secteur	http://unesdoc.unesco.org/images/0023/002337/233751F.pdf; http://unesdoc.unesco.org/images/0023/002337/233752F.pdf
Togo	2019	Analyse du secteur de l'éducation de la République togolaise: des défis pour un enseignement de qualité pour tous	https://unesdoc.unesco.org/ark:/48223/pf0000372909

Viet Nam	2023	Vietnam education sector analysis 2011-2020	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/40342_G040342.pdf
Zimbabwe	2016	Report on the analysis of public expenditure on education Zimbabwe: focus on equity and efficiency	http://unesdoc.unesco.org/images/0024/002474/247435E.pdf

Table 2. List of Supported ESPs

Country	Year	Link
Pakistan	2006- 2015	Support to national education sector reforms | GIZ
Africa	2010- 2024	https://www.giz.de/en/projects/german-backup-initiative-education-africa-0
Benin	2010- 2020	Capacity development of local school authorities | GIZ
Kosovo	2010- 2022	Capacity Development in Basic Education | GIZ
Pakistan	2010- 2015	Support to national education sector reforms | GIZ
Honduras	2014- 2023	Program to support the decentralisationprocessin the sector of education in Honduras | GIZ
Seychelles	2014	https://planipolis.iiep.unesco.org/en/2014/education-sector-medium-term-strategic-plan-2013-2017-and-beyond-6084
Afghanistan	2016	Link not available
Pakistan	2016- 2019	Khyber Pakhtunkhwa Education Sector Plan Support | GIZ
Ethiopia	2017	https://planipolis.iiep.unesco.org/en/2021/education-sector-development-programme-vi-esdp-vi-2013-%E2%80%93-2017-ec-202021-%E2%80%93-202425-gc-7239

Saint Kitts and Nevis	2017	https://planipolis.iiep.unesco.org/en/2017/ministry-education-2017%E2%80%932021-education-sector-plan-education-all-embracing-change-securing
Chad	2018	https://planipolis.iiep.unesco.org/en/2017/plan-int%C3%A9rimaire-de-l%C3%A9ducation-au-tchad-piet-2018-2020-6536
Honduras	2018	https://planipolis.iiep.unesco.org/en/2019/plan-estrat%C3%A9gico-del-sector-educaci%C3%B3n-2018-2030-6810
Jordan	2018	https://planipolis.iiep.unesco.org/en/2018/education-strategic-plan-2018-2022-6461
South Sudan	2018	https://planipolis.iiep.unesco.org/en/2018/general-education-strategic-plan-2017-2022-6532
South Sudan	2018	https://planipolis.iiep.unesco.org/en/2018/general-education-strategic-plan-2017-2022-6532
Cambodia	2019	https://planipolis.iiep.unesco.org/en/2019/education-strategic-plan-2019-2023-6764
Kenya	2019	https://planipolis.iiep.unesco.org/en/2019/national-education-sector-strategic-plan-period-2018-2022-6807
Pakistan - Punjab	2019	https://planipolis.iiep.unesco.org/en/2019/punjab-education-sector-plan-201920-%E2%80%9320232024-6833
Pakistan - Sindh	2019	https://planipolis.iiep.unesco.org/en/2019/school-education-sector-plan-and-roadmap-sindh-2019-%E2%80%932024-6832
Bangladesh	2020	https://planipolis.iiep.unesco.org/sites/default/files/ressources/bangladesh_esp_2020-21-2024-25.pdf
Guinea	2020	https://planipolis.iiep.unesco.org/en/2020/programme-d%C3%A9cennal-de-l%E2%80%99education-en-guin%C3%A9e-2020-2029-7055

Mozambique	2020	https://www.globalpartnership.org/content/strategic-education-plan-2020-2029-mozambique
Pakistan - Balo	2020	https://planipolis.iiep.unesco.org/en/2020/balochistan-education-sector-plan-2020-2025-7360
Guyana	2021	https://planipolis.iiep.unesco.org/en/2021/education-sector-plan-esp-2021-2025-7200
Lebanon	2021	https://planipolis.iiep.unesco.org/en/2021/lebanon-five-year-general-education-plan-2021-2025-7480
Yemen	2021- 2023	Microsoft Word - QEIP III Factsheet_short_final.docx Quality of Education Improvement Programme III (QEIP III)
Burundi	2022	https://planipolis.iiep.unesco.org/en/2023/plan-sectoriel-de-leducation-2022-2030
Liberia	2022	https://planipolis.iiep.unesco.org/en/2022/education-sector-plan-202223%E2%80%93202627-7445
Pakistan - PKP	2022	https://planipolis.iiep.unesco.org/en/2022/khyber-pakhtunkhwa-education-sector-plan-202021-202425-7418
Sierra Leone	2022	https://planipolis.iiep.unesco.org/en/2022/sierra-leone-education-sector-plan-transforming-learning-all-2022-2026-7479
Somalia	2022	https://planipolis.iiep.unesco.org/en/2022/national-education-sector-strategic-plan-2022-2026-7491
Cambodia	2024	https://planipolis.iiep.unesco.org/en/2024/education-strategic-plan-2024-2028
Iraq	2024	https://planipolis.iiep.unesco.org/en/2024/national-education-strategy-iraq-2022-2031-ines

Yemen	2024	https://planipolis.iiep.unesco.org/en/2025/yemen-education-sector-plan-2024-2030
Tanzania	2025	https://planipolis.iiep.unesco.org/index.php/en/2025/education-sector-development-plan-202526-202930
Viet Nam	2024	Link not available
Jordan		On-going
Jordan		Technical assistance for the Ministry of Education's WebGISSchoolWebGIS / EMIS School Maintenance Planning: GIZ in collaboration with UNESCO supports Jordan's Ministry of Education in designing a GIS-enabled planning tool (WebGIS + School Maintenance Module) that feeds into maintenance planning, infrastructure budgeting, and aligning school facility planning with data systems.

Global Track Record of GPE Grants Managed

Table 3. List of GPE Grants Managed by UNESCO and GIZ

Country	Grant Type	Grant Amount (USD)	Period
UNESCO			
Afghanistan	**SCG**	**5,000,000**	**2023 – 2026**
Bangladesh	**ESPDG**	**465,000**	**2019 – 2021**
	PDG	**199,565**	**2025**
	STG	**(tbc) 15,000,000**	**Pipeline**
Burundi	**SCG**	**162,786**	**2023 – 2024**
	PDG	**200,000**	**2024**

	STG	**13,734,864**	**2025-2029**
Cambodia	**ESPDG**	**178,215**	**2013 – 2014**
	PDG	**149,590**	**2016 – 2018**
	ESPIG	**14,400,000**	**2018 – 2022**
	PDG	**199,575**	**2023**
	STG	**12,619,800**	**2024 – 2026**
Cameroon	**ESPIG**	**11,000,000**	**2020 – 2022**
	SCG	**179,091**	**2023 – 2024**
	PDG	**154,861**	**2025**
	STG	**(tbc) 20,250,000**	**Pipeline**
Chad	**ESPIG**	**7,029,066**	**2013 – 2017**
	PDG	**106,000**	**2014**
	ESPDG	**165,078**	**2016 – 2017**
	ESPIG	**16,460,912**	**2018 – 2024**
	ESPIG	**10,000,000**	**2021 – 2024**
	PDG	**200,000**	**2024**
	STG	**44,043,495**	**2025 – 2029**
Congo, Democratic Republic of	**SCG**	**760,000.00**	**2021 – 2025**
	SCG	**2,312,037.00**	**2023 – 2025**
	SCG	**1,000,000**	**2025-2026**
Congo, Republic of	**ESPDG**	**233,500**	**2020**
	PDG	**199,900**	**2020 – 2021**

	ESPIG	**10,700,000**	**2020 – 2025**
	SCG	**202,080**	**2024**
	PDG	**100,000**	**2025**
	STG	**5,260,570**	**2025-2029**
Cote d'Ivoire	**SCG**	**112,984**	**2022 – 2023**
	PDG	**200,000**	**2023 – 2024**
	STG	**35,928,000**	**2024 – 2028**
Ethiopia	**ESPDG**	**500,000**	**2019 – 2021**
Guyana	**SCG**	**156,500**	**2022 – 2023**
Haiti	**SCG**	**1,585,406**	**2023 – 2025**
Jordan	**SCG**	**550,000**	**2025 – 2026**
Kiribati	**PDG**	**200,000**	**2024**
	STG	**2,499,993**	**2025 – 2029**
Liberia	**SCG**	**700,000**	**2020 – 2022**
Madagascar	**SCG**	**107,374**	**2023 – 2024**
Mali	**PDG**	**250,623**	**2025-2026**
	STG	**(tbc) 11,394,000**	**Pipeline**
Mauritania	**SCG**	**700,000**	**2021 – 2024**
	SCG	**435,000**	**2025-2027**
Mozambique	**ESPDG**	**260,853**	**2019 – 2020**
Myanmar	**ESPDG**	**699,062**	**2020 – 2024**
	ESPIG	**10,000,000**	**2023 – 2026**

	SCG	**4,000,000**	**2025-2028**
	STG	**(tbc) 2,947,814**	**Pipeline**
Nicaragua	**SCG**	**1,300,000**	**2024-2028**
Pakistan	**SCG**	**1,331,000**	**2025 – 2028**
Palestine	**SCG**	**257,914.00**	**2023 – 2024**
Samoa	**PDG**	**200,000**	**2025-2026**
	STG	**2,500,000**	**2025-2028**
Senegal	**SCG**	**696,860.00**	**2022 – 2024**
South Sudan	**ESPDG**	**464,971.00**	**2015 – 2017**
	SCG	**865,670.00**	**2020 – 2023**
Sudan	**SCG**	**2,880,000**	**2024-2028**
Tanzania - Mainland	**ESPDG**	**235,911.00**	**2015 – 2016**
Tanzania - Zanzibar	**SCG**	**27,250.00**	**2023 – 2024**
Ukraine	**Multiplier**	**12,150,000.00**	**2023 – 2025**
Viet Nam	**ESPDG**	**225,880.00**	**2015 – 2018**
	ESPDG	**467,290.00**	**2019 – 2023**
	SCG	**1,054,000**	**2026-2028**
Yemen, Republic of	**SCG**	**766,944**	**2023 – 2024**
Multi-country	**ESPIG (COVID-19)**	**10,000,000**	**2020 – 2022**

	Climate Smart ED Systems Initiative	**(up to) 12,850,100**	**2023 – 2027**
GIZ			
Mozambique	**STG + Girls Education Accelerator**	**117,000,000**	**2025 - 2029**
	SCG	**3,313,497**	**2024 - 2027**
Global	**Global System Capacity Grant**	**1,535,557**	**2025 - 2026**

Global System Capacity Grant

In May 2025, GIZ was selected as Grant Agent for a GPE Global System Capacity Grant that supports upcoming mid-term reviews of various GPE grants. The objective is to improve the preconditions for a successful Mid-Term Review and its documentation in GPE partner countries by providing advice and funding to cover short-term needs during the MTR process. The approach facilitates access to advice, training and coaching services for partner Ministries of Education, actively involves civil society organizations, and fosters South-South exchange on experiences and best practices. GIZ's approach encompasses a comprehensive threefold strategy of technical, facilitation, and capacity support as follows:

- Technical Support: Assisting Ministries of Education with data collection, analysis, revisiting the theory of change, and writing the MTR progress memo.
- Facilitation Support: Organizing and guiding country-led dialogues on education sector progress, gender mainstreaming, and next steps.
- Capacity-Development Support: Strengthening the skills of national stakeholders in evidence-based planning and implementation of education reforms.

Annex VI: System Capacity Grant Applicaiton: LEG Members Feedback Matrix

Proposed Amendment / Query/ Comment	UNESCO and GIZ Response	Commenter (name, organisation)
In case it helps, we reviewed the documents and do not have specific comments at this stage given that the content remains high-level. It provides a good general overview of ESA and ESP, with details regarding the specifics of the sector to be developed at later stages. A substantial part of the text focuses on coordination aspects and risks, mentioning that further work will be developed through upcoming working groups. We are ready to provide comments and feedback on those more developed documents when available	UNESCO and GIZ welcome engagement by all partners throughout the entire implementation phase. Partner engagement will be essentially important in the development of the work plan, throughout the ESA and ESP processes, as well as through the implementation of the Sector Coordination and Data and Evidence components.	Marcela Gutierrez Bernal, World Bank
A brief note regarding coordination: since Activity 3.1 includes the revision of the LEG ToR, we recommend avoiding duplicating efforts by undertaking this work twice—once based on the discussions from the most recent LEG meeting and again under the SCG. Aligning these processes will help ensure efficiency and support evidence-based decision-making.	Agreed, as this process has already started, the SCG funding will complement and build off of what activities have already started to ensure complementarity and that there will be no duplication of efforts.	Myriam Sakkal, Save the Children
I only think this is a little too ambitious for one year; these things take time, loads of time actually with lots of ups and downs. This is a great plan, it only needs to be given the needed time and attention to work (lots of TLC 🙂). It's failure might be detrimental, because it is very hard to convince politicians that this is the ONLY approach for profound and sustainable development; and our current "amazing not-a-politician" Minister is only around till end of May (or a little longer). Not sure if the next minister will have the same understanding of how development works. Hence, this needs to work because if it works, it will be evidence and eventually will become the way to do business.	Agreed that one year is not sufficient to complete so many facets. The SCG implementation is expected to span a period of 24 months, with the ESA and ESP components planned for 18 months. Depending on when the SCG funds become available, and elections and any potential political leadership changes. The team is looking at scenario planning and contingency planning options to ensure that time for bringing on new political leadership can be factored into implementation.	Wafa Kotob, World Learning

The SCG Application could benefit from a Theory of Change with clear indicators that will be used to assess progress.	Annex II Theory of Change was added to the SCG Program Document.	Marcela Gutierrez Bernal, World Bank