

RESULTS SUMMARY

How youth, teachers, and parents sustained learning in Bekaa, Lebanon

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PROJECT

<i>Title:</i>	Safe, quality education for children affected by crisis in Baalbek-Hermel
<i>Partner:</i>	LOST and Plan International Lebanon
<i>Country:</i>	Lebanon
<i>Period:</i>	2024

CHANGE

The project established a school-centered support system that reduced dropout risks among vulnerable adolescents from Lebanon host communities and Syrian refugees. While teachers learned new skills in inclusive classroom management and child protection, referral systems connected students and caregivers to psychosocial and health services. At home, parents practiced positive parenting approaches. At school, youth clubs led initiatives that promoted inclusion and agency to bridge divides between Lebanese and Syrian peers.

CONTEXT

Escalating regional conflict—including Israeli airstrikes—forced schools to close or serve as IDP shelters, compounding an already fragile education system. School directors described the situation as “paralysed,” citing unpaid teachers, disrupted schedules, and mounting risks of dropout and disengagement. Adolescents expressed a growing need for structured activities. The broader regional crisis in Lebanon, Syria, Israel, and Gaza exacerbated instability, threatening to deepen the learning loss among an already at-risk generation.

CONTRIBUTION

Plan brought technical expertise in gender and child protection (CP) to complement LOST’s strong community presence and contextual knowledge. Through joint planning and capacity sharing, Plan supported the integration of gender-responsive and inclusive approaches. According to LOST’s project manager, “staff did not consider CP or gender issues before, but the capacity building facilitated by Plan has lead to an adjusted approach”. This partnership thus ensured local foundation and alignment with international protection standards.

IMAGES



Distribution of Education Kits. Photo by: LOST.



Preservice training in Positive Parenting. Photo by: LOST.

[See next page for more details](#) →

ADDITIONAL INFORMATION

ACTIVITIES

A total of 654 vulnerable adolescents (411 girls and 243 boys; 311 Lebanese and 343 Syrians) were enrolled in retention support across 10 public schools. In addition, 640 students completed life skills and gender sessions focused on promoting inclusion, communication, and gender equality. Teachers and project staff, trained in child protection and referral procedures, identified and referred 67 students (32 girls and 35 boys; 34 Lebanese and 33 Syrians) to specialised services, including health care, psychosocial support, and case management, based on individual needs.

LESSONS

Integrated support systems that combine education, protection, and psychosocial support contributed to stabilising learning for crisis-affected children and adolescents. Youth-led initiatives, implemented through school-based clubs, proved to be effective entry points for promoting peer inclusion and social cohesion among Lebanese and Syrian students. Continuous teacher development—through learning circles and classroom observations—helped sustain improved teaching practices, even amid disruptions to the academic calendar. Flexible modalities, including summer sessions, revised schedules, and alternative class locations, were essential for ensuring learning continuity during periods of school closure and displacement.

EVIDENCE

Of the 654 adolescents enrolled in retention support, 99% completed the cycle successfully and demonstrated improved learning outcomes across all core subjects. Among educators, 85% of the 10 partner staff and 74 trained teachers showed increased knowledge on topics including inclusive pedagogy, safeguarding, child protection, and gender equality. Classroom observations showed an increase in teachers applying improved teaching practices—from 55% in Cycle 1 to 63.5% in Cycle 2—following training and feedback. At the household level, 98% of the 255 participating parents reported applying positive parenting practices with their children.

DOMAINS

<i>Development strategy priorities:</i>	Insert strategy priority
<i>Changes in the lives of people facing poverty, marginalisation or vulnerability</i>	YES
<i>Changes in laws, policies and practices that affect people's rights</i>	NO
<i>Changes in the capacity of organisations and communities to support rights</i>	YES
<i>Changes in partnerships and collaborations that support people's rights</i>	YES
<i>Changes in participation of groups facing poverty, marginalisation or vulnerability</i>	YES
<i>Changes in local leadership of development and humanitarian work</i>	YES

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.

Page 1: Results summary

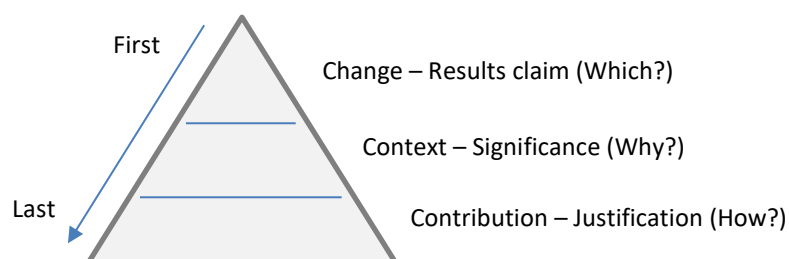
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a “reverse funnel.” First, the “change” section introduces the overall results claim, which answers the “which.” Note that this is done before any details have been provided. Second, the “context” section outlines the problem being addressed by the project and the significance of the change. For example, by explaining “why” it benefits target groups or communities.

Finally, and lastly, the “contribution” section should provide examples to justify for “how” the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. “After we did X, then Y occurred, because of Z.”

Figure 1:
Reverse funnel for communication



Page 2: Additional information

The second page should provide background and evidence for project’s contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- **Activities:** Whereas the “contribution” section on page one provides a brief summary of the project contributions to change, the “activities” section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.
- **Lessons:** Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.
- **Evidence:** A narrative comparison between results claims and the underlying evidence. It should answer “X led to Y, because of Z,” although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.
- **Domains and development strategy:** Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.