

LRPS-2020-9158103**TERMS OF REFERENCE**

Section:	Youth and Adolescent Section		
Title:	GIL Programme Assessment	Duty station:	Beirut, Lebanon
Reporting to:	Planning, Monitoring & Evaluation Specialist	Contract type:	Institutional Contract
Duration:	120 working days		

Section	Content
Background	<p>The world is on the brink of a 4th industrial revolution and it is essential that young people are equipped with 21st century skills to thrive and become successful in the future.</p> <p>More and more, the demand for skills such as analytical thinking, innovation, active learning, and creativity will continue to grow along with an increasing demand for various forms of technological competency. Currently, these skills are not within the reach of marginalized youth in Lebanon.</p> <p>Following the above, in 2017, UNICEF launched nationwide the Generation of Innovative Leaders (GIL – جيل), a program designed to address the high unemployment rates among youth in Lebanon & their lack of access to the knowledge economy. GIL is a program that leverages the resources available in the digital and knowledge economies to provide learning and work opportunities for youth in the country. GIL is the umbrella program to many workshops, events, initiatives, and training tracks, which are outlined in the 3D Growth Plan.</p> <p>GIL is a 3-phase program that guides youth in their journey to learn 21st century digital and business skills.</p> <ul style="list-style-type: none"> ➤ Phase 1: the first phase includes hands-on workshops, talks by industry leaders, and tutorials to help youth explore innovative new digital concepts. GIL innovation labs are created in partnership with local stakeholders and operate nationwide, reaching those residing in the most secluded and marginalized areas. At the lab, youth are provided with trainings, workshops and events where they discover new opportunities, network with like-minded people and develop their digital and entrepreneurial skills. ➤ Phase 2: once the participants have discovered their interests, they can enrol in as many courses as they wish. In the courses provided by GIL content partners, they develop and learn a set of skills in just four months. Courses offered include entrepreneurship training, digital and media literacy, microwork, and social media marketing ➤ Phase 3: in the final phase of the GIL growth plan, youth can benefit from incubation services and funding to establish their own business and/or join B.O.T.'s talent pool to be later linked to digital freelancing opportunities. They can also benefit from mentorship and apprenticeship programmes. <p>Youth who successfully pilot and test their projects are expected to be able to proceed with their initiatives on their own. However, GIL will continue to provide guidance and support to all teams. In some cases, selected teams will be connected to other mentorships and new opportunities.</p> <p>In partnership with local stakeholders, GIL has also established a network of youth spaces called Innovation Labs. These facilities are hubs for Lebanese and non-Lebanese youth to discover latent skills, potential new opportunities, and network with like-minded individuals to develop their digital and entrepreneurial skills. Various workshops, trainings and events are offered at the lab facilities. The labs function as co-working and FabLab spaces as well.</p>

	<p>The Innovation Lab Network comprises of 13 labs in different regions all over Lebanon, aiming at creating an enabling environment for youth to have access to better learning opportunities, livelihood and be more civically engaged. The labs act as a “community” rather than only a physical centre that gathers beneficiaries.</p> <p>The Innovation Labs’ structure has the following enabling functions to be able to achieve its aspired impact:</p> <ol style="list-style-type: none"> 1. Innovation and design: design of new programs, activities and initiatives 2. Service support: follow-up and coordinate all logistical and administrative tasks 3. Youth engagement and outreach: internal and external communication of the Lab and its activities; recruitment and engagement of youth in the Lab’s programs and activities 4. Partner’s engagement: follow up, engage and coordinate with major stakeholders 5. Sustainability: strategize and implement short- and long-term fundraising activities for the Labs <p>In this context, and to embark on modernizing the trainings curriculum, increasing the impact of the programme, ensuring sustainability of the GIL labs, build on successes and learn from downfalls, it is significantly critical to conduct a nationwide GIL programme evaluation with a pre-defined scope and objective</p>
Purpose	<p>The purpose of this assessment is to generate substantial knowledge and learning on the results of GIL activities and services in order to strengthen future planning and content development. The assessment will provide information and clear understanding of the impact of the services on the youth, the sustainability of the Innovation Labs and the weaknesses of the programme.</p> <p>UNICEF and GIL Partners will be the primary user of the evaluation report. Private sector, donors and implementing partners will be secondary users.</p>
Objective	<p>The assessment will explore how the GIL programme has contributed towards improving access to active learning and employment opportunities to Lebanese and non-Lebanese youth in Lebanon. More specifically, the objectives of this assessment are to:</p> <ol style="list-style-type: none"> 1. Measure the success of GIL activities and services in terms of achieving their desired objectives. 2. To see if the GIL programme components successfully embedded a sustainable system on referral of youth and adolescents to further training, work placement, on-the-job training and entrepreneurship opportunities.
Scope of the work	<p>The GIL assessment aims at generating evidence on the success of the entrepreneurship trainings and its achieved results since 2016. The scope of the evaluation will focus on the 3D Growth Plan listed above and will consider the time period spanning from 2016 to 2019 in all Lebanese Governorates.</p> <p>Assessment Criteria:</p> <p>The assessment’s overarching criteria will be focused on the sustainability as well as on the impact of the services provided throughout the programme.</p> <p>The three main questions to be answered under this assessment are the following:</p> <ul style="list-style-type: none"> • Sustainability: How sustainable are businesses and jobs created under the GIL programme after the programme ends? • Efficiency: In terms of value for money (i.e. the cost per individual for taking them through this process of training and employment) how does this programme compare with other similar initiatives focused on youth employment? • Impact: What impact did participants in the GIL programme have on beneficiaries in terms of their livelihoods and career prospects?

These questions will be answered based on assessing the three main pillars of the GIL programme as well as the innovation labs component. The questions below will be the basis of assessing each of the GIL programme's pillars as well as answering the assessment's overarching questions:

- 1- Business performance indicators (Tracer studies conducted by partners)
 - Income and profits: how much income was generated on average from business ideas incubated through GIL?
 - Industries: to which industries were business ideas linked to?
 - Businesses survival: how long were enterprises running for? And what are the reasons for those that stopped?
 - How sustainable will businesses and jobs created under the GIL programme be after the programme ends?
 - What factors lead businesses to be unsuccessful and how can this be mitigated?
 - Size of the enterprise: How many people does each enterprise support (employed, family members)
 - Did youths' livelihood levels rise while under the project compared to before the project and how did that affect their families?
 - Return on investment: measure seed funding grants vs income generated
- 2- Employment indicators (Survey to be developed and implemented)
 - Out of those who didn't start their own business, how many youths were employed 3-months post training, 6-months post training and at the present time?
 - In which industries were the majority of beneficiaries employed?
 - What is the average income of employed beneficiaries?
 - Do working adolescents and youth use the skills they have acquired during training sessions?
 - What mostly affected job retention for youths in terms of job and youths background (education level, nationality, gender)
- 3- Referral pathways and overall outreach: (FGDs and survey to be developed and implemented)
 - What role did Innovation labs play in referring youth to opportunities inside and outside GIL?
 - How many individuals are benefiting from more than one service within GIL?
 - Outside GIL, where are youth referred to? Are they moving to attend local or international competitions? Are they pursuing education? Are they linked to other organizations or programs?
 - Are beneficiaries equally dispersed across governorates and is gender balance taken into consideration? (data will be provided)
 - Are the planned project outputs and objectives relevant and realistic to the ongoing needs of the youth reached?
- 4- Innovation labs: (KIIs and FGDs to be developed and implemented)
 - How are innovation labs integrated in the community?
 - What are labs used for other than GIL activities?
 - How accessible are lab locations? (youths with disabilities to be taken into consideration)
 - Are lab managers facilitating the usage of the space and providing support?
 - Were labs properly equipped for the implemented activities and were trainers able to get their material across to the youth?
 - How are labs viewed by the community?

a. Time period covered by the evaluation

	<p>The overall project implementation period from 2016 until 2019 will be considered as the time frame for the evaluation.</p> <p>Employment and income generation will measure 3-months, 6-months post training or current incubations. *¹</p>
Methodology	<p>In order to submit a clear report showing the impact GIL had on youth in terms of employment, business performance and sustainability the contractor will proceed as follows:</p> <ol style="list-style-type: none"> a. Conduct a desk review of all existing material and data. Data provided to the evaluator includes: <ol style="list-style-type: none"> 1. Tracer studies (from 2 partners) for youth who were incubated after completing Entrepreneurship courses 2. Tracer study for youth whom completed Entrepreneurship courses but weren't incubated through GIL 3. Results from pre/post assessments which are collected from self-evaluations, course evaluations, skill-based evaluations from content partners for the years 2016, 2017, 2018 and 2019 4. Impact assessment of digital skills courses 5. Summaries of the outcome targets and their achievement for 2016, 2017, 2018 and 2019, by partner and altogether 6. Summaries of the beneficiaries reached for 2017, 2018 and 2019, with a breakdown by activity, sex, nationality, age and geography 7. Impact assessment report (2019) 8. Relevant background documents of GIL and the Innovations Labs Network 9. Details on the GIL partners 10. Partner reports 11. Programme Content 12. List of courses 13. List of labs b. Virtual meetings with lab stakeholders to collect data on the criteria listed above (scope of work). c. Surveys are to be developed and disseminated across stakeholders including beneficiaries and partners in order to measure the impact of employment indicators and referral pathways. d. Key informant interviews (via online platform) with: <ul style="list-style-type: none"> - Implementing partners (4 implementing partners) - Lab managers. (9 innovation labs) - Adolescent and Youth Section at UNICEF (including field officers) - Geographical area: Akkar, North, Bekaa, Baalbeck, Hermel, Beirut, Mount Lebanon, South and Nabatieh. e. The implementation of Focus Group Discussions with Adolescent and Youth beneficiaries can be assessed based on the COVID crisis and its restrictions. In case public gatherings were no longer restricted and there is no possible harm on the evaluation team or the stakeholders then live FGDs can be considered. If not, the online option will be considered on the condition of ensuring all appropriate ethical and practical considerations. <p>The contractor can further elaborate these requirements in the inception report as appropriate and needed. Also, based on recommendations from decision makers in the ministries, the contractor can conduct interviews with other key informants.</p>

¹ We should take into consideration that due to the current situation on the country, the high level of unemployment and economic regression are to be considered as controlled variables.

The contractor is expected to deliver the following according to the following time schedule starting from the duly signing date of the contract:

Phases	Tasks	Deliverables	Timeframe [working days]
Phase 1	Develop and submit inception report describing the understanding of the objectives behind the project, in addition to highlighting the methodology, stakeholders, potential challenges, and key success factors for the mapping project.	Draft Inception Report	20
	<i>UNICEF review the inception report and provide feedback to the contractor (non-working period for contractor).</i>		10
	The contractor addresses feedback shared by UNICEF (more than one iteration could occur)	Final inception report	5
Phase 2	<p>Data Collection for qualitative analysis: Meet/interview/group discussions/survey dissemination with relevant stakeholders and beneficiaries. Stakeholders include implementing partners, lab manager partners, trainers, coaches... (all to be done virtually)</p> <p>Data analysis of quantitative existing data: UNICEF will provide data gathered from partners who conducted tracer studies. Please refer to the methodology section for the list of data that is available and has been collected but requires analysis.</p>		50
Phase 3	Work on the draft report providing consolidated data and information on key findings and indicators.		30

**Deliverables
and Schedules**

		<i>UNICEF review the draft final report and provide feedback to the contractor (many iterations)</i>		10
		<i>The contractor addresses feedback shared by UNICEF</i>		15
	<p>The payments for each deliverable will be done following the approval of the submitted reports by the Planning, monitoring and evaluation (PME) specialist and the Adolescent and Youth Officer.</p> <p>The payments will be scheduled as following:</p> <p>Payment 1: 30% upon finalization of phase 1</p> <p>Payment 2: 30% upon finalization of phase 2</p> <p>Payment 3: 40% upon finalization of phase 3</p>			
Reporting Requirements and research management	<p>The contractor will directly report to the Planning, Monitoring & Evaluation Specialist in PRIME Section who will be closely coordinating with Youth Section team.</p> <p>The youth and adolescent innovation officer will coordinate with the contractor and support the PME specialist during the mapping project. The contractor will also coordinate their daily work with the GIL programme coordinator. Meetings, national and field and validation workshops will be organized.</p> <p>All reports shall be submitted electronically in English to the PME specialist who will revise it and approve it with the Youth and Adolescent Officer for the payment to be issued.</p> <p>Daily supervision will be done by the PME Specialist in coordination with Youth and Adolescent Officer and UNICEF GIL coordinator</p>			
Mandatory Profile Requirements	<p>UNICEF is seeking proposals from experienced companies with preferably more than 10 years of experience in formative research involving education and labor market studies. The consulting firm's Team Leader should have the following qualifications:</p> <ul style="list-style-type: none"> - A minimum of a master's degree in social science or statistics from a prominent University. - A minimum of 10 years of experience in Consulting, research and development in education and or labor market. - A minimum 5 years of experience in conducting evaluations/assessments. - Knowledge of the Entrepreneurship sector operating models specifically in design thinking, and extensive knowledge in labor market and jobs' creation dynamics. Experience in micro/nano enterprises in the third world context. - Excellent communication skills and capacity to negotiate and resolve challenges promptly and positively. - Knowledge of English is mandatory. Having someone in the team with fluent Arabic is a must; as data collection should be performed in Arabic. - As most probably the data collection will be done remotely due the COVID19 situation, it is very crucial that the team members are very knowledgeable in Lebanon and its context. 			
Technical evaluation criteria		Technical Evaluation Criteria		Maximum Score
	1	Completeness of response and understanding of UNICEF requirements		10
	2	Proven experience in conducting and managing evaluation for the team leader [2 points for each year]		10
		Proven experience in conducting evaluation for team members [2 points for each year for each member]		20
	3	Demonstrated similar experience in evaluation through submitting a previously conducted report [2 points for each report]		10

	4	Proven previous work in Lebanon and knowledge of context. Reports to be provided (2 points per report up to 10 points).	10
	5	Demonstrated knowledge in Entrepreneurship sector. Reference letters to be provided (2 points per reference letter up to 10 points)	10
	6	Proven experience in micro/nano enterprises in the third world context. Reference to be provided (2 points per reference letter up to 10 points).	10
	Total		80 [passing score is 60]
	<p>Financial Evaluation Criteria:</p> <ul style="list-style-type: none"> • Only bidders obtaining the minimum pass mark in the technical evaluation (60 points) will be considered for the financial evaluation. • Financial evaluation is composed of 20 points. The lowest financial offer will obtain 20 points. 		
Ethical Considerations	<p>The proposal must identify actual or potential ethical issues, as well as measures and methods adopted to mitigate against these issues. All interviewees will be informed with the purpose of the evaluation and their role and what information is required specifically from them. Confidentiality of their views is ensured. If interviewees will include minors, a written consent should be taken from the persons in charge of their care. All the documents, including data and fieldwork instruments, developed in the course of this consultancy are the intellectual property of UNICEF.</p>		
Administrative Issues	<p>The contractor must provide an all-inclusive budget in the financial proposal.</p> <p>The contractor should be responsible for their travel and accommodation arrangements to Lebanon and within Lebanon.</p> <p>Phones should be provided by the contractor. UNICEF will not supply any communications equipment.</p> <p>The contractor shall submit a report on a monthly basis during their assignment and one final consultancy report. The monthly narrative report will highlight minutes of meetings, key decisions made or needed and different stages of progress, challenges, risks, etc.</p> <p>The final consultancy report will include the overall analysis and recommendations.</p> <p>The contractor should submit within the budget a pricing schedule indicating the number of working days in total, inside Lebanon, number of days in the field, transportation cost (to/from Lebanon, and within Lebanon), and any other related costs.</p> <p>The contractor will be using their own electronic device resources such as laptops, tablets, printers, etc.</p>		
Timing	<p>June 2020 to November 2020 (expected start date Mid-June, expected end date would be November 1, 2020)</p>		
Payment	<p>Payment will be made only upon UNICEF's approval of reports on the implemented phases and the final report on the execution of the project.</p>		