



*BMZ 46107 - Vocational Opportunities  
for Youths in Chouf & Aley Districts*

## Terms of Reference (ToR) for Final Evaluation of BMZ 46107

### **1. Introduction and background**

#### **Rationale for Evaluation**

AMURT Lebanon, in consultation with Kindernothilfe Germany and BMZ, the funding partner, is commissioning a project evaluation of Project 46107 titled “Vocational Opportunities - Integration of vulnerable youth into society through workforce qualification and training in the Chouf and Aley Districts, Mount Lebanon, Lebanon.” The timeline of this project is to be determined.

The objective of the evaluation is to determine how far the project has been successful in reaching its objectives (outcomes) and results (outputs); and to determine how far the beneficiaries have made use of the outputs.

Secondly the evaluation should shed light on the project’s contribution to preparing the targeted youth for work and vocational life, as well as to stabilizing their lives socially, economically, and psychologically. Moreover, the evaluation should assess the support given to the public vocational training schools and institutes.

Thirdly the evaluation should assess the project’s contribution to the local communities through its community kitchens in Moukhtara and Barouk located in upper Chouf, Lebanon.

The evaluation outcome will be presented to the key stakeholders, namely KNH and BMZ as donors, the project beneficiaries, local community, vocational training schools and institutes, municipalities and the project team.

#### **Background of AMURT**

##### Vision and mission

AMURT’s vision is a world in which individuals and communities harness their own resources to gain greater economic, social and spiritual fulfilment, while honouring their customs, language, and religious beliefs. AMURT’s mission is to help improve the quality of life for the poor and disadvantaged people of the world, and those affected by calamity and conflict.

AMURT assists people in gaining economic stability and social potency in the context of both disaster response and long-term development. In this regard we specialize in post-disaster reconstruction, and in the development sectors of health, education and community capacity building.

## AMURT Lebanon

In 2012, AMURT registered in Lebanon as an independent, non-profit organisation with the Lebanese Ministry of the Interior under the registration number 669/12. AMURT Lebanon is also registered with the Lebanese Ministry of Finance and is exempt from paying income tax. In accordance with its constitution, AMURT Lebanon is governed by a five-member supervisory board. AMURT Lebanon is affiliated with AMURT USA Inc. headquartered in Rockville MD, which provides AMURT Lebanon with technical support. AMURT Lebanon makes decisions on the work in Lebanon autonomously and independently of AMURT USA.

Since 2012, AMURT has provided support and services in different sectors to refugees and marginalized Lebanese. The services provided fall under the following sectors: basic needs, education, protection, child protection, food and livelihoods.

### **Implementing Partners**

AMURT Lebanon is the sole implementing partner, although AMURT works closely with key stakeholders including the Lebanese Ministry of Education and Higher Education, the Lebanese Ministry of Social Affairs, public vocational training schools and institutes, municipalities, other organizations (IECD), local businesses, academies (Charmereine Beauty Institute), refugees and marginalized Lebanese.

### **Funding Partners**

The funding partners are BMZ and KNH.

### **Planned Evaluation Period**

\*\*To be determined.

## **2. Brief Description of the Project**

### **Project Objectives**

Overall Goal (Impact): To make a contribution to the stabilisation of the social, economic and psychological situation of Syrian and marginalized Lebanese youths in Chouf and Aley districts, Lebanon.

Specific Objective (Outcome): 500 vulnerable youths are better integrated in the host communities; they have improved access to the labour market and make a financial contribution to their own livelihood and the livelihood of their families.

Results:

#### **1. Improvement of vocational aptitude and life skills:**

550 Syrian refugee youths and 150 Lebanese youths from marginalised families in the districts of Chouf and Aley are improving their occupational aptitude and gaining their first practical work experience.

#### **2. Stabilisation of the psychosocial situation:**

550 young people from Chouf and Aley have the emotional and psychological prerequisites to pursue a regular job.

### **3. Professional qualification:**

3.1 220 young people in the Chouf and Aley are adequately prepared for the labour market through appropriate vocational and technical training.

3.2 A supportive network of relevant actors has been established, which continues to work together after the end of the project, supports young people and strengthens the quality of vocational education and training through a long-term regional coordination mechanism.

### **4. Improving the technical and vocational skills of young people in public vocational schools:**

4.1. The technical and vocational skills of 150 young people in public vocational and technical institutions in Chouf and Aley districts have been improved.

4.2 The training infrastructure in 5 vocational training institutions in Chouf and Aley districts was improved.

## **Target groups**

### ***Direct Beneficiaries***

500 unemployed or severely underemployed youths between 16 and 25 years of age, among them 350 Syrian refugees (70 percent of the target group), Lebanese returnees from Syria, Palestinians of Syrian origin and 150 socially vulnerable Lebanese citizens (30 percent of the target group) on very low incomes who live in the Chouf or Aley districts.

In addition, 10 public vocational training institutes are provided renovation and equipment to improve their capacity.

### ***Indirect Beneficiaries***

Through ongoing community outreach, the 500 families of the direct beneficiaries will be made aware of educational opportunities and requirements, medical and social welfare services and their legal rights, and they will be referred to government or non-government services if necessary.

Ten local vocational institutions will be introduced to the dual system approach and benefit from ongoing coordination meetings with commercial enterprises of the region, representatives of other non-government organisations, and government agencies.

## **Location**

The project is located in Chouf and Aley districts both located in the Mount Lebanon Governorate. The area is the heartland of the Druze people in Lebanon and, despite its harsh winters and rugged terrain, has experienced a large influx of Syrian refugees. This is because – in contrast to the Bekaa Valley – the area has witnessed virtually no violent clashes linked

to the civil war in Syria. Up to now, the small country of Lebanon has taken refugees amounting to slightly more than a quarter of its own population.

### **Social context**

There are 1 million registered Syrian refugees, and at least another half million unregistered refugees, which is 25% of the Lebanese population. This places a great strain on the country's resources and infrastructure. Moreover, unregistered refugees have no legal rights which makes them vulnerable to exploitation and poverty. The project, therefore, functions in an environment of tension (Lebanese often feel resentment towards the Syrians), instability (Syrian families will move if they find better opportunities elsewhere), and inability for the youths to find a job because they lacked the skills needed in the market, thus increasing the unemployment rate and the vulnerability among both Lebanese and Syrian youths. As the main beneficiaries of the project, the youths, faced a deterioration of their legal rights and financial support during the timeline of the project, AMURT provided these youths with a monthly stipend while enrolled in the project activities.

### **3. Purpose of the Evaluation**

External project evaluations are a requirement for all BMZ-funded projects to determine how far the project has succeeded in reaching its objectives (outcomes) and results (outputs).

Given the relatively short duration of the project, the evaluation will not be able to conclusively determine the technical skills outcomes of the youths. There is no scope in this evaluation for a longitudinal study to monitor the further development of the youth in their careers and technical skills, as well as their employment status. In addition, due to the financial crises that Lebanon has been going through since 2019, and which is deteriorating more and more every day, it would be very hard to evaluate if there had been a significant increase in the youth's income as a result of the project activities.

The key users are the funding partners and AMURT Lebanon as an implementing organization. The findings will also be discussed with key stakeholder groups, notably public vocational training institutes, municipalities, direct beneficiaries i.e. youths who have participated in the project activities.

In addition, AMURT is interested in evaluating the impact of the community kitchen on the local communities: 1) change in the quality of participants' products; 2) change in the quantity of production; 3) change in the variety of their products; 4) participants' cooking skills; 5) social interaction and nutritional intake.

### **4. Objectives/ Specific Questions for the Evaluation**

#### **Overall Objective**

The overall objective of the final evaluation is to provide AMURT, KNH and BMZ with sufficient information about the project performance, document lessons learned, and provide practical recommendations for future improvements.

## **Specific Objectives**

These objectives are built on three key parameters for the evaluator to study, namely: efficiency, effectiveness, and sustainability as described below:

1. Assess to what extent the available resources have been used economically in delivering the project outcome and results, in terms of quantity, quality and timeliness (efficiency);
2. Assess the major achievements of the project to date in relation to its stated objectives and intended results based on the logframe (effectiveness);
3. Assess the degree of excellence in project implementation (quality);
4. Assess whether the positive outcomes of the project are likely to continue after the project (sustainability).

## **Key Questions by Objective**

### **1. Efficiency**

Assess to what extent the available resources have been used economically in delivering the project outputs/results, in terms of quantity, quality and timeliness.

Key evaluation questions:

- To what extent have the project costs been justified by the benefits?
- What percentage of activities in the workplan has been delivered?
- Has monitoring data been collected to inform the execution of the project?
- What are the working relationships with partners, stakeholders (MSMEs, municipalities, VTEs, and the beneficiaries themselves) and donors?
- To what extent have lessons learned resulted in positive change in project implementation?
- How far was the target community a participant in the design, implementation and monitoring of the project?
- How have the project activities been part in changing the youth perspective towards vocational training?

### **2. Effectiveness**

Assess the major achievements of the project to date in relation to its stated objectives and intended results/outputs based on the logframe.

Key evaluation questions:

#### Improvement of life and soft/technical skills and employability

- To what extent has the project helped the youths in developing their life and soft skills in general; communication skills, resilience, aggressiveness, self-esteem, self-management, critical thinking, CV writing, problem solving, professionalism, positive thinking, teamwork, job searching, work ethics, acceptance of others, etc.?
- To what extent have the English and computer courses helped youth in improving their level of employability?

- How have the practical work experience activities helped the youths in improving their employability skills?

#### Improvement of emotional and psychological well being

- To what extent has the project employed a suitable psychosocial methodology for improving the mental health of both Syrian refugee youths and marginalized Lebanese youths?

#### Provision of renovation and equipment for VTEs

- Was the renovation or equipment adequate for each VTE? How was this determined? Was the quality of the renovation or equipment appropriate?

#### Vocational and educational training courses

- To what extent has the project succeeded in preparing youths for the workforce? To what extent has the quality of the project's syllabus, testing methodology, trainers' competency, pedagogical approach and classroom culture been instrumental in this preparation? Did the trainers apply a similar approach to the Dual System i.e. were the vocational training courses practical in addition to being theoretical?

#### Establishment of community kitchens

- To what extent has the project impacted the local communities; food production; quality and quantity produced; cooking skills; social interactions.

#### **General questions:**

- What are the major challenges of the project to date, explaining why they have occurred?
- Describe any unforeseen impacts (whether positive or negative);
- Identify any exceptional experiences that should be highlighted e.g. case-studies, stories, best practices etc.
- Recommendations and lessons learned.

### **3. Sustainability**

Assess whether the positive outcomes of the project are likely to continue after the project (sustainability).

Key guiding questions for the evaluator in this section:

- To what extent have the VTE directors, local businesses and other partners as key stakeholders accepted and owned the project objectives and achievements?
- How has the educational capacity of teaching staff increased as a result of the project? What practical recommendations can be made that can have a lasting impact on vocational training that include practical modules?
- To what extent has the project achieved more meaningful results in comparison to any other educational approaches for the target group?
- In what ways have the beneficiaries made further use of their participation in educational and vocational activities?

- To what extent has the community kitchen been developed to sustain itself?

## **5. Scope of the Evaluation**

The evaluation will be a participatory process, promoting maximum input from all relevant stakeholders, including:

- Participating Syrian and Lebanese families
- Participating Syrian and Lebanese youth
- Vocational training institutes' principals
- Trainers hired by AMURT
- Key members of AMURT's partners (IECD and Charmereine Beauty Institute)
- AMURT's life skills facilitator
- English and computer Teachers
- AMURT's psychotherapists and social workers
- Other AMURT staff members

A panel of these stakeholders, to be selected in consultation with key AMURT staff, will inform and review the evaluation.

It is anticipated that the evaluator will do an adequate sampling of the participants in the project in order to adequately assess project impact through quantitative and qualitative methods.

## **6. Methodology**

The evaluator is expected to present a detailed methodology which meets the objectives and questions of the evaluation. The following diverse data collection methods are suggested, amongst others, to build a comprehensive picture of the project's impact through different perspectives and approaches:

- a. **Document Review (Secondary Data)**: The evaluator will review: project proposals and amendment documents (budget and updated logframe; planning, monitoring and evaluation matrix; activity plans); project reports (narrative and financial); mid-term review report and any other documents deemed critically important for the evaluation.
- b. **Interviews**: Interviews will be conducted with key stakeholder groups such as project participants, project staff, VTE principals, and others.
- c. **Focus Group Discussions** with various stakeholder groups, ensuring no more than 6-8 people in the group.
- d. **Questionnaires**: Evaluator will design questionnaires framed within the key guiding evaluations questions.

In consultation with AMURT Lebanon's M&E Coordinator, the consultant will form an evaluation panel of key stakeholders including a VTE principal, teachers, and youth

representatives, Syrian family members, along with AMURT staff including M&E coordinator, program coordinator, head of education, and head of psychotherapist.

## **7. Deliverables**

The following deliverables will be expected:

- ✓ Evaluation methodology and tools (questionnaires, focus group questions) finalised in consultation with M&E consultative body;
- ✓ Presentation of preliminary findings and recommendations at a meeting with M&E team;
- ✓ Draft evaluation report in English to be discussed with AMURT and KNH
- ✓ Final evaluation report in English to be discussed with AMURT and KNH
- ✓ Supporting the M&E team to prepare a presentation of the key findings for interested representatives of key stakeholders.

## **8. Consultants Requirements and Selection**

Education

- A Master's Degree in social sciences, management or other relevant field of study

Work experience

- Minimum 5 years of experience in evaluation of NGO development programs in Lebanon, ideally in the fields of education, social work and mental health.
- Solid understanding of governance and government structures within the Lebanese context;
- Knowledge of Inter-Agency Network for Education in Emergencies Minimum Standards (INEE).
- Knowledge of RACE II - GOL strategy to provide equitable access to quality education opportunities for all children and youth.
- Familiarity with the Vulnerability Assessment of Syrian Refugees in Lebanon (UN, 2017)
- Competence in sample survey techniques, and qualitative and quantitative methods;
- Proven work experience in use of participatory evaluation methods for identifying measurable target indicators;
- Demonstrated ability to assess complex situations in order to succinctly and clearly distill critical issues;
- Excellent analytical and report writing skills;
- Must be a self-starter and be able to work independently with excellent demonstrated teamwork, coordination and facilitation skills;

Skills:

- Strong leadership and planning skills
- Excellent written and presentation skills (English & Arabic)
- Strong communication skills



- Ability to work in the multi-cultural team environment and to deliver under pressure/meet deadlines
- Ability to network with partners on various levels
- Comfortable with the necessary computer skills (MS Word, Excel)

Each proposal will be reviewed by AMURT to determine if it meets the proposal requirements contained in this TOR. Each proposal will be ranked according to selection criteria established by Kindernothilfe for its implementing partners. Interviews will be conducted of the finalists by AMURT, and forwarded to Kindernothilfe for final joint selection.

## **9. Roles and Responsibilities**

AMURT:

- Make its core staff and data set available for the study.
- Arrange for focus groups with past and current AMURT beneficiaries.
- Provide internal standards and policies in soft copy.
- Provide Access to reports and data during the planning and execution phases of the evaluation
- Arrange for meetings with key stakeholders.

Consultant:

- Study AMURT and Kindernothilfe standards (~100 pages), that include child protection and anti-corruption codes of conduct, and relevant documents by UN agencies and Lebanese government.
- Provide its own telecommunication, supplies, transport and catering during the course of the study.
- Keep daily contact with the AMURT M&E coordinator regarding the progress of the evaluation.
- Follow the time frame as indicated in Section 10.
- Furnish AMURT with invoices and VAT registered receipts for all payments.
- Maintain full confidentiality of the beneficiaries and evaluation subjects' opinions and data outside the study.
- Maintain full confidentiality of employees, documents and partners of AMURT outside the study.

\*\*\* Further details will be laid down in the engagement contract. \*\*\*

## **10. Timeframe**

<b>Tasks</b>	<b>Time Allocation</b>
Document Review	2 days
Develop Methodology and Tools	4 days
M&E team consultation	1 day
Conduct evaluation in project areas	10 days
Presentation of preliminary findings	1 day
Draft Evaluation Report	5 days

Finalize the report	1 day
<b>Total:</b>	<b>24 days</b>

## **11. Mode of Payment**

Payments will be made by AMURT Lebanon in the following stages:

- a) 30% on signing the contract
- b) 30% on submission of the draft report
- c) 40% on approval of the final report

## **12. Proposals**

The proposal of the bidding evaluation should contain the following:

- A clear and precise technical proposal on how the evaluation will be carried out including a description of the technical expertise to be used, a detailed schedule and the suggested methodology to be applied with first suggestions on sample size(s) (including number of focus group discussions, interviews, etc., data collection tools and data analysis tools and methods)
- A financial proposal (indicative budget), inclusive of all consultancy fees and expenses to cover the assignment, with a clear distinction between the two category of costs.
- Detailed Curriculum Vitae of the key persons to be involved in the consultancy and a clear description of their roles in the process.
- An evaluation schedule with the number of days to be allocated to the different tasks (desk study, preparation of tools, data collection, data analysis, report writing).

Present the technical and financial proposals in sealed envelope both in hard and soft copies in person to:

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