**Term:** February 28 – April 9, 2020 (6 weeks)

**Location:** Desk research and analysis can be done from anywhere; some field consultations in Beirut and targeted areas of Lebanon

**Background:** The [American University of Beirut](https://www.aub.edu.lb/) and the [Mastercard Foundation](https://mastercardfdn.org/) are exploring the development of a large-scale digital skills livelihoods and entrepreneurship intervention for disadvantaged young adults (ages 18-35; 70% women) from refugee and host communities in Lebanon. This program will aim to improve the economic situations and resilience of participants through pathways to entrepreneurship and employment in learning environments that promote self-confidence and encourage social cohesion, with an ultimate goal to support access to refugees and host community youth to obtain dignified and fulfilling work through the utilization digital skills and/or tech-enabled construction and manufacturing skills.

**Objective:** To inform the design of the livelihoods and entrepreneurship interventions described above by:

* Providing a rapid assessment of the current of the current situation (economic, legal, and social) in Lebanon facing disadvantaged refugee and host community young adults (ages 18-35), and in particular young women, as it relates to their becoming entrepreneurs or securing employment utilizing digital skills or tech-enabled construction and manufacturing skills;
* Evaluating the [Digital Skills Training](https://www.aub.edu.lb/ccecs/srrp/Pages/AUB-WFP-Tech-for-Food-Programme-Digital-Skills-Training.aspx) program led by AUB-CCECS; and
* Offering recommendations for the proposed livelihoods and entrepreneurship intervention.

**Methodology and Scope of Situational Analysis**

The consultant will lead the process of conducting and reporting on the situation analysis, working in close cooperation with designated AUB staff from the Center for Civic Engagement and Community Service ([AUB-CCECS](https://www.aub.edu.lb/ccecs/Pages/default.aspx)) and the Mastercard Foundation Scholars Program ([AUB-MCFSP](https://www.aub.edu.lb/mcf/Pages/default.aspx)).

The Situation Analysis will include secondary and field consultations:

1. a desk review that serves to synthesize relevant information related to demographics and known trends (economic/market, legal, and social) in Lebanon that relate to disadvantaged refugee and host community young adults (ages 18-35), and in particular young women, securing employment or becoming entrepreneurs utilizing digital skills or tech-enabled construction and manufacturing skills (for the evaluation of the ongoing Digital Skills Training program, previously collected evaluation data will be shared with the consultant); and
2. field consultations in Beirut and other targeted areas of Lebanon with key informants and stakeholders (it is expected that consultants will conduct 15-20 total consultations in the form of interviews and focus group discussions). ***In some cases, AUB staff may participate and/or provide contacts for field consultations.***

**Topics/Questions to Be Addressed by Situational Analysis**

*This list is shared as an indication of priority areas to be covered by the situational analysis but is not meant to be an exhaustive list of areas of focus. The consultant is encouraged to propose additional areas of inquiry.*

For all of the questions/topics findings should be disaggregated by nationality (Lebanese, Syrians, Palestinians, and other displaced groups), sex, and region to the extent possible.

**Target Groups and Areas**

*Analysis of potential target groups should be informed by the proposed program target of enrolling 70% females.*

* Where in Lebanon are young adults (age 18-35) concentrated who are who are living in poverty with precarious or no employment concentrated? Illustration on a country map is preferred.
* Among the areas identified, which have greater needs in terms of the presence or lack of existing related programming for the target groups, and why?
* Among the areas identified, which have the necessary existing industries, infrastructure (e.g. options for sufficient internet connections), and economic sector potential to absorb graduates of the proposed digital skills vocational program either as entrepreneurs or employees (in person or virtual), and why?
* What are relevant trends related to unemployment (or precarious employment) for refugee and host community young adults (ages 18-35)? What are the trends specific to young women?
* What is known about baseline skills and prior educational levels of target groups identified relevant to the type of proposed training and transitions to entrepreneurship or employment?

**Barriers, Opportunities and Outcomes**

* What are the limitations and barriers faced by the target groups in securing employment or becoming entrepreneurs by utilizing digital skills or tech-enabled construction and manufacturing skills in Lebanon or virtually?
  + Economic: labor market, current and projected state of local economy and relevant market sectors
  + Legal/Policy: specific restrictions faced by refugees disaggregated by nationality in terms of employment (both in country and online) and entrepreneurship/business ownership
  + Finance and Banking: limitations for individuals or businesses for opening accounts, receiving funds from within and outside of Lebanon, issues specific to online work, banking sector restrictions specific to the current situation in Lebanon
  + Access and Infrastructure: transportation, technology, internet, online work platforms, specific software and hardware needed
  + *Gaps or strengths:* prior education and certification, skills, language(s), mindsets
  + Gender: What type of gender norms affect target populations that impact their voice, agency and engagement in the communities, and specifically in entrepreneurship or employment?
* Within existing legal frameworks, what are the full spectrum of opportunities (both in Lebanon and virtually) for employment and entrepreneurship by refugee youth, with a focus on utilization of digital skills (in tech or other industries) or tech-enabled construction and manufacturing skills?
* What are the relevant opportunities for youth to create businesses (become entrepreneurs)? What kinds of businesses are in demand that can be feasibly and quickly established that utilize digital skills or tech-enabled construction and manufacturing skills?
* What relevant industry players need work done that young people can be plugged into immediately – in Lebanon or virtually (international digital market) utilizing digital skills or tech-enabled construction and manufacturing skills? What areas are oversaturated?
* What training topics would best prepare target groups to access the opportunities for entrepreneurship or employment identified? What training topics are of interest to the target groups?
* What are the relevant opportunities and potential partners for access to micro-finance for start-ups? What are potential mechanisms for managing a revolving start-up micro-finance fund? How might this need to be calibrated to specifically cater to the target populations and the types of businesses they are launching?
* Can online platforms for learning, networking, work/trade, or financing enhance the opportunities for the target populations to acquire relevant skills and/or succeed in securing dignified and fulfilling work (as an entrepreneur or employee)?
* What are the opportunities and potential partners for facilitating online work and entrepreneurship opportunities?
* What program design aspects can address the barriers identified and make the most of the opportunities identified? Can any of the barriers be addressed through advocacy? What are the preferences and needs of potential participants in terms of modality (e.g. length of course cycles, full-time/part-time/day/residential/online, hours/week, transportation, stipends, childcare, etc.)?
* What employment or entrepreneurship outcomes can be realistically be achieved in the short term (e.g. 3-6 months after a participant completes a program)?

**Evaluation of Current AUB-CCECS Digital Skills Training Program**

* To what extent is the [Digital Skills Training](https://www.aub.edu.lb/ccecs/srrp/Pages/AUB-WFP-Tech-for-Food-Programme-Digital-Skills-Training.aspx) meeting its stated aims, and in particular facilitating access of program graduates to employment opportunities utilizing digital skills? Are there other positive outcomes for partipcants associated with their engagement in the program?
* Additional learnings and information gleaned from the evaluation of this program can feed directly into situational analysis questions above and vice versa (E.g. Is the program approach relevant to the current situation as assessed?).
* What program practices are recommended to be continued and enhanced in the proposed new program? What gaps exist that need to be addressed?

**Key Informants / Stakeholders to be Consulted**

*This list is shared as an indication of the minimum required consultations. The consultant is encouraged to propose additional consultations. It is expected that consultants will conduct 15-20 total consultations in the form of interviews and focus group discussions. Recent previous primary research conducted by AUB may serve as a substitute for some of the consultations below pending agreement between AUB and the consultant.* ***A final list of consultations will be agreed upon in the first week of the contract. In some cases, AUB staff may participate and/or provide contacts for field consultations.***

* Youth from target groups
* Ministries: Labor, Industry
* Legal and policy experts
* Relevant UN agencies: UNHCR, UNRWA, UNWFP
* ILO
* Key Lebanon tech industry actors (e.g. Berytech, Beirut Digital District)
* Local business and entrepreneurship experts and associations
* TVET institutions
* Relevant training/service providers (e.g. NGOs, companies providing related programing)
* Specific consultations related to current program evaluation (participants, program staff, partners, etc.)

**Duties and Responsibilities**

Under the direct supervision of the AUB team, the Consultant will be responsible for the following key tasks in order to meet the situational analysis objectives described above:

* Meet with designated member(s) of the AUB team in person or by phone on a weekly basis to provide updates on progress, receive feedback, and coordinate any joint activities.
* Develop a workplan for the analysis including methodology, proposed secondary data sources, proposed field consultations and related questions, and approach to analysis.
* Develop interview and focus group questions for field consultations.
* Conduct secondary research and produce an appropriately referenced literature review.
* Conduct relevant field consultations accompanied by AUB staff when requested.
* Present a draft outline of planned situational analysis report mid-way through project for feedback from AUB and MCF. Required sections include: Table of Contents, Executive Summary (with option to use as stand-alone summary with main findings, conclusion and recommendations), thematic sections as appropriate based on the data and project requirements, and bibliography.
* Draft situational analysis report incorporating secondary and field consultations, which includes an evaluation of the current related program led by AUB-CCECS (max. 35 pages). Prepare an accompanying presentation to communicate the findings to key decision-makers for the interventions in AUB and MCF (time limit: 15-minutes).
* Update the draft of the report and presentation based on feedback from AUB and MCF.
* Submit the final report and presentation.

**Deliverables and Tentative Timeline:**

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| --- | --- | --- | --- |
| **Deliverable** | **Draft for AUB / MCF** | **Feedback to consultant** | **Final submitted to AUB / MCF** |
| Work plan including 1) outline of desk review (topics covered, proposed secondary data), 2) methodology for evaluation of existing AUB digital skills training program; and 3) methodology for situational analysis field work including data collection tools, primary research activities, and analysis. | March 4 | March 6 |  |
| Desk review report and bibliography  Recommendations for specific areas within Lebanon for intervention | March 11 | March 13 | Included in final report |
| Draft situational analysis report.  Draft evaluation of existing AUB Digital Skills Training program *(can be an annex or specific sub-section of situational analysis report)* | March 23 | March 25 |  |
| Full situational analysis report and accompanying presentation.  *Number of pages should not exceed 35 pages.*  *Presentation length should be approx. 15 minutes.* | March 30 | April 4 | Presentation to MCF and AUB teams on April 7 or 8  Final Submission April 9 |

**Required Qualifications, Previous Experience, and Skills**

This work can be conducted by one consultant or a team. The following applies to the lead consultant(s):

* At least Specialist/Masters’ degree in relevant field or an undergraduate degree and the equivalent work experience;
* Documented experience in conducting analytical work, situational assessments and analysis and report writing is required (experience with proposal writing and program evaluation is a plus);
* At least 5 years of relevant experience in the field of refugee response including direct engagement with the digital livelihoods and entrepreneurship sectors; pre-existing networks and familiarly with stakeholders in this space (experience in Lebanon is critical);
* Working knowledge and deep understanding of the educational, economic, political, and social context of disadvantaged refugees and host communities;
* Able to multi-task and deliver outputs on time;
* Fluency in English, including excellent writing skills; spoken and written Arabic are a plus.
* Excellent interpersonal communication skills with a diverse range of people;
* Reflective and able to incorporate feedback from others;
* Acute judgement and discretion, with experience in addressing issues of ethics and confidentiality in field work;
* Proficient in computer programs needed to complete tasks including managing data, report writing, and presentation development.

**Application Procedure:**

Candidates are requested to submit the following **no later than February 24th:**

* Expression of interest detailing professional experience relevant to the assignment and brief description of the proposed approach to complete the assignment
* CV(s) of lead consultant and any team members if applicable
* Financial proposal including breakdown for remuneration, transportation, and any other relevant costs.
* At least two examples of relevant analytical work authored by the lead consultant, such as reports previously produced.

***More information about the Mastercard Foundation:***

Mastercard Foundation envisions a world where there is opportunity for all to learn and prosper. The Foundation’s mission is to advance learning and promote financial inclusion in order to create an inclusive and equitable world. The Foundation, is one of the largest private foundations in the world. Through work with partner organizations, the Foundation provides access to education, skills training and financial services for people living in poverty, primarily in Africa.

The Foundation’s *Young Africa Works* strategy sets out an ambitious goal for the next decade: by 2030, our work will enable 30 million young people in Africa, especially young women, to secure employment they see as dignified and fulfilling. Using youth employment as a key measure of socio-economic progress, we aim to help millions of people to find a pathway out of poverty. The Scholars Program will play a key role in achieving *Young Africa Works* by fostering leadership in individuals and institutions who will contribute to social transformation and economic growth on the continent.