**Terms of Reference (ToR): Situational Analysis to Inform Interventions to Increase Access to Higher Education for Refugees and Host Community Members in Lebanon**

**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 large-scale education interventions for disadvantaged youth from refugee and host communities (70% young women) in Lebanon through two separate tracks: i) transitions to higher education; and ii) e-learning for out of school youth. These programs will aim to improve pathways to and through higher education opportunities and formal vocational education utilizing holistic community-based and virtual learning environments, with an ultimate goal to support access to refugees and host community youth to obtain dignified and fulfilling work.

**Objective:** To inform the design of the education interventions described above by:

* Providing a rapid assessment of the current situation in Lebanon facing disadvantaged refugee and host community youth and in particular young women, in accessing and completing high quality secondary, higher and formal vocational education;
* Evaluating an ongoing [college readiness program](https://www.aub.edu.lb/ccecs/srrp/Pages/PADILEIA-College-Readiness-Program.aspx) led by AUB-CCECS; and
* Offering recommendations for education program design for two separate tracks: i) transitions into and through higher education and on to dignified work; and ii) e-learning for out of school youth.

**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 in Lebanon for disadvantaged refugee and host community youth, and in particular young women, as they seek to access and complete high quality secondary, higher and formal vocational education and then transition into dignified work (for the evaluation of the ongoing college readiness 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 10-15 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), age group, gender, and region to the extent possible.

**Target Groups and Geographic Areas**

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

* Where in Lebanon are youth concentrated who are out of school or at risk of dropping out (including those who complete grade 12 but do not continue to higher or formal vocational education). Illustration on a country map is preferred.
* Among the geographic areas and potential target groups identified, which have greater needs in terms of the presence or lack of existing related programming, services, and educational opportunities for the target groups, and why?
* What are relevant trends related to drop out / out of school youth – what age groups or grade-levels face the highest risk and for whom does intervention pose the most significant potential impact? What are the trends specific to young women?
* What is known about baseline skills and prior educational levels of target groups identified?

**Barriers, Opportunities and Outcomes**

* What are the limitations, barriers, and needs – as well as existing pathways and strengths – for the target groups in accessing and completing secondary education, higher education, or formal vocational education opportunities?
  + *Economic:* economic situation of students and pressure to work instead of study, cost of attending school/university (tuition and other related costs)
  + *Legal/Policy:* specific restrictions faced by refugees disaggregated by nationality in terms of residency and school enrollment, how do legal requirements related to work impact education access and drop-out (for example through family economic situation and child labor)?
  + *Education System and requirements:* What are the education system requirements for the target population, and specifically refugees? What are the options and requirements to progress through certified secondary, higher and formal vocational education (e.g. qualification exams, prior enrollment certificates, transcripts, etc.)? What is the level of awareness among refugee communities of these requirements as they relate to higher education?
  + *Access and Infrastructure:* availability and adequacy of educational facilities, transportation, technology, internet, information about school/university options
  + *Educational Quality and Relevance:* What are the perceptions of students and their families about the quality and relevance of the available education options (E.g., is it worth pursuing)? Do the educational opportunities available prepare students adequately for the transition to next level of education or work?
  + *Guidance and Support:* presence or absence of discrimination in educational environments; availability of psychosocial support, major orientation, career guidance
  + *Gaps or strengths:* prior education, 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 educational opportunities?
* What supported opportunities exist for students to enter/re-enter secondary education, higher education, or formal vocational education opportunities? What programs currently exist in Lebanon that support higher education for refugee and low-income Lebanese youth (e.g. scholarship programs)? How do the available opportunities compare to demand?
* What promising practices have been identified in the literature or the field for increasing target groups’ opportunities to access and complete secondary education, higher education, or formal vocational education opportunities and then transition to work?
* Does e-learning play a role in increasing educational access and completion at secondary and higher education levels for refugee and low-income Lebanese youth? This could include a summary of findings from projects implemented outside of Lebanon, and exploration into the policy/certification issues within Lebanon (e.g. online HE degrees are not currently recognized and online secondary education has not been tried). What topics are potential partipcants interested in studying in blended/online formats?
* 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 educational outcomes can be realistically be achieved in the short term (e.g. 12 months after a participant completes a program)?

**Evaluation of Current AUB-CCECS College Readiness Program**

* To what extent is the existing college readiness [program](https://www.aub.edu.lb/ccecs/srrp/Pages/PADILEIA-College-Readiness-Program.aspx) meeting its stated aims, and in particular facilitating access to higher education for program participants? 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 10-15 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, parents, and educators representative of target groups
* Education experts
* Ministry of Education and Higher Education
* Relevant UN agencies: UNHCR, UNRWA, UNESCO, UNICEF
* University representatives
* Lebanon Higher Education Round Table
* TVET institutions
* Relevant training/service providers (e.g. NGOs 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, data collection tools, and approach to analysis.
* Develop qualitative data collection tools to be used in the analysis (e.g. interview or focus group questions).
* 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 evaluation of existing AUB HE access 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 HE access 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 education or another 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 education; 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.