



**ECORYS**



Evaluation of UNICEF's  
Adolescents and Youth (YAD)  
Programme (2017-2019) in  
Lebanon

**Inception Report**

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## List of abbreviations and acronyms

3RP	Regional Refugee & Resilience Plan
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CERD	Centre for Education Research and Development
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GIL	Generation of Innovation Leaders
GoL	Government of Lebanon
HRBA	Human Rights Based Approach
INGO	International Non-Governmental Organisation
ILO	International Labour Organisation
IP	Implementing Partner
KE	Key Expert
KII	Key Informant Interviews
LCO	Lebanon Country Office
MoA	Ministry of Agriculture
MEHE	Ministry of Education and Higher Education
MOSA	Ministry of Social Affairs
MoL	Ministry of Labour
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
PRIME	Plan for Research and Impact Monitoring and Evaluation
PWD	Persons With Disabilities
ToC	Theory of Change

ToR	Terms of Reference
TVET	Technical and vocational education and training
UNFPA	United Nations Population Fund
UNHCR	The office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
VASyR	Vulnerability Assessment of Syrian Refugees
WASH	Water, Sanitation and Hygiene
YAD	Youth and Adolescents

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## Introduction

This Inception Report is the first deliverable of the Evaluation of UNICEF Lebanon Country Office's (LCO) Adolescents and Youth (YAD) Programme (hereinafter 'the Programme') commissioned to Ecorys Polska Sp. z o.o. (hereinafter 'Ecorys'). The YAD Programme aims to invest in vulnerable girls and boys and young women and men in Lebanon so that they become more resilient, reach their full potential, become productive and promote tolerance.

The report builds on the Terms of Reference (ToR), Ecorys' proposal, literature review and the kick-off meeting on the 30<sup>th</sup> of September 2019. It lays out the context and object of the study and describes the evaluation purpose and scope, the methodological approach, the work plan and organisation, the quality assurance process, and the data collection tools. It also proposes several minor modifications as compared to the technical offer. Namely, it proposes an increase in the number of KIIs to be conducted with the NGO/INGO Implementing Partners, and incorporates the profiles of additional researchers who have been involved to ensure the execution of the study to the highest standards within the planned timeframe. The draft version of the Inception Report will be presented to the Youth and Adolescents Board and their feedback and suggestions will serve to finalise the deliverable.

The evaluation covers the Programme implementation in the years 2017-2019, with a specific focus on UNICEF's partnerships within the intervention. It applies the standard criteria of relevance, effectiveness (including coverage), efficiency, sustainability and impact to assess the intervention. In essence, after the ToR, the overall purpose of the exercise is to: *"generate substantial knowledge and learning on the results of YAD Programme to strengthen UNICEF and national strategies in order to support services that respond to the needs of the most vulnerable adolescents and youth in Lebanon"*. Specifically, the recommendations formulated within the evaluation will serve for improving the future implementation of the YAD Programme and other interventions for youth and adolescents. In addition, the evaluation will serve to strengthen the accountability of UNICEF and its partners to the beneficiaries, donors, and other counterparts. UNICEF will be the primary user of the Evaluation Report and the secondary users will include the ministries, donors and Implementing Partners. The Inception is divided into five chapters plus annexes. It is structured as follows:

1. Context and object of the evaluation
2. Evaluation purpose, objectives and scope
3. Methodological approach
4. Work schedule and planning for deliverables
5. Work organization
6. *Annexes:*
  - Annex I: Evaluation matrix
  - Annex II: Topic guide for KIIs with UNICEF LCO representatives
  - Annex III: Topic guide for KIIs with Central government Implementing partners
  - Annex IV: Topic guide for KIIs with other UN agencies engaged in the Programme
  - Annex V: Topic guide for KIIs with other non-governmental organisations
  - Annex VI: Topic guide for KIIs with local Implementing Partners
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# 1. Context and object of the evaluation

This section presents the policy context of the intervention, outlining the political, social and economic background to the intervention as well as the situation of adolescents and youth in Lebanon over the last few years. Subsequently, the object of the evaluation, including a presentation of the Theory of Change of the Programme, is briefly described.

## 1.1 Policy context

### 1.1.1 General situation overview

**Lebanon hosts the highest number of refugees per capita globally, refugees representing some 30% of the country's total population.** Following the outbreak of the Syria crisis, Lebanon has become a refuge for an estimated 1.5 million persons from Syria,<sup>1</sup> including 946,291 Syrian refugees registered with the UNHCR<sup>2</sup> and 28,800 Palestinian refugees from Syria. More than half of them are women and children.<sup>3</sup> In addition, it is home to a population of an estimated 180,000 Palestinian refugees from Lebanon who have been present in the country for more than seven decades.<sup>4</sup> The majority of Palestinian refugees live in 12 formal camps and 42 informal gatherings.<sup>5</sup> There are no formal camps for Syrian refugees in Lebanon who live in over 1,700 communities throughout Lebanon.<sup>6</sup>

**The massive refugee influx placed an enormous strain on Lebanon's institutions, infrastructure and social services and contributed to a deterioration of socio-economic conditions, aggravating the pre-existing development constraints.** Inequality and unemployment increased as the space for livelihoods and income-generation shrank. Pressure on housing led many living in sub-standard living conditions. In 2018, some 34% of households lived in non-residential or non-permanent structures following a deterioration from the previous year when the figure amounted to 26%.<sup>7</sup> The consequences of the crisis have been most deeply felt by the refugee and vulnerable Lebanese populations as poverty deepened and humanitarian needs proliferated. Some 69% of Syrian households remain below the poverty line and almost nine in ten Syrian refugee households are in debt averaging USD 1,000 per household.<sup>8</sup> As many as 65% of Palestinian refugees from Lebanon and 89% of Palestinian refugees from Syria live below the poverty line.<sup>9</sup> The vulnerable Lebanese households faced decreases in income. As of latest available data, some 28.5 % of Lebanese, out of which 470,000 are children, currently live below the poverty line.<sup>10</sup> Increasing poverty and overstained public services leave many unable to meet basic needs including food and healthcare. Water, sanitation and hygiene (WASH) conditions have greatly deteriorated where as much as 64% of

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<sup>1</sup> UNHCR Global Focus: Lebanon. Available at: <http://reporting.unhcr.org/node/2520>

<sup>2</sup> UNHCR. Available at: <http://reporting.unhcr.org/node/2520>

<sup>3</sup> Government of Lebanon and UNICEF (2019) Lebanon Country Response Plan. Available from: <https://www.unhcr.org/lb/wp-content/uploads/sites/16/2019/04/LCRP-EN-2019.pdf>

<sup>4</sup> Central Administration of Statistics, the Palestinian Bureau of Statistics and the Lebanese Palestinian Dialogue Committee (2018) Population and Housing Census in Palestinian Camps and Gatherings in Lebanon, Available from: <http://www.lpdg.gov.lb/DocumentFiles/Key%20Findings%20report%20En-636566196639789418.pdf>

<sup>5</sup> Ibid.

<sup>6</sup> UNHCR (2017) UNHCR Lebanon: Who We Are and What We Do. Available from: [https://www.unhcr.org/lb/wp-content/uploads/sites/16/2018/01/Who-we-are-and-what-we-do\\_Nov17\\_EN.pdf](https://www.unhcr.org/lb/wp-content/uploads/sites/16/2018/01/Who-we-are-and-what-we-do_Nov17_EN.pdf)

<sup>7</sup> Government of Lebanon and UNICEF (2019) Lebanon Country Response Plan.

<sup>8</sup> UNHCR, UNICEF, WFP (2018), Vulnerability Assessment of Syrian Refugees in Lebanon.

<sup>9</sup> UNDP. Available at: [www.lb.undp.org/content/lebanon/en/home/response-to-the-syrian-crisis.html](http://www.lb.undp.org/content/lebanon/en/home/response-to-the-syrian-crisis.html)

<sup>10</sup> World Bank (2013), Lebanon: Economic and Social Impact Assessment of the Syrian Conflict, Report No. 81098-LB

Lebanon's population does not have access to safely managed drinking water services.<sup>11</sup> Female-headed households, persons with disabilities and those living in informal settlements face particularly harsh conditions. In addition, the need to compete for employment, housing and other services and resources has led to the emergence of considerable tensions between the refugee and the local communities in Lebanon.<sup>12</sup>

**As the refugee crisis continued, collaboration between the Lebanese government and the international community strengthened and a policy and strategic framework for action has been developed to respond to the humanitarian, protection and assistance needs of those affected by the crisis.** Given the initial lack of a solid national response strategy and weak local governance capacities to tackle the crisis, INGOs and UN agencies took the lead in responding to the crisis first. In the first few years since the war outbreak, however, the aid distribution was unequal and scattered as it suffered from weak coordination between international actors, the central government and (in)formal local authorities.<sup>13</sup> With the crisis continuing, the Government of Lebanon (GoL) became increasingly involved. In 2013, GoL published the 2013 Roadmap of Priority Interventions for Stabilization from the Syrian Conflict which set out the key strategic objectives and corresponding actions to stabilise and consolidate from the adverse impact of the Syrian conflict on Lebanon and its population. In 2015, building on the roadmap and in collaboration with UN agencies, NGOs and donors, the GoL led the development of the key strategy for the humanitarian response – the Lebanon Crisis Response Plan (LCRP). The LCRP aims to increase the focus on aid coordination under the leadership, guidance and supervision of the Government of Lebanon and to ‘facilitate the transition of crisis response to national structures and systems’. Specifically, the Ministry of Social Affairs (MoSA) has been given the legal mandate to oversee the response to the crisis in partnership with the donor community, UN agencies, civil society actors including NGOs, the private sector, and academic institutions. The current LCRP covers the years 2017-2020 and succeeded the first 2015-2016 LCRP Plan. The LCRP is the Lebanon chapter of the Regional Refugee and Resilience Plan 2018-2019 (3RP) led by UNHCR and UNDP – a regional plan that sets out the response to the needs of refugees from Syria and other impacted persons, communities and institutions in Turkey, Lebanon, Jordan, Iraq and Egypt.

**Since 2011, Lebanon received a total of around USD 6.7 billion in international support to its response to the Syrian refugee crisis.**<sup>14</sup> Throughout the years, humanitarian funding for the country has been directed to different sectors in order to address the consequences of the Syrian refugee crisis. These sectors include, but are not limited to, education, food security, health, protection, social stability, and water, sanitation, and hygiene (WASH). Financing contributed to the refugee and host community response plans in Lebanon has helped to address basic needs and prevent escalation of communal tensions. After years of the conflict, UN agencies and INGOs are now turning short-term relief programmes into longer-term development projects.

### 1.1.2 Situation of youth and adolescents in Lebanon

Adolescents and youth (aged 15-29) constitute approximately 27.4% of Lebanon's total resident population out of which 24% are Syrian, 5% Palestinian and the remaining 71% Lebanese or of other

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<sup>11</sup> Government of Lebanon and UNICEF (2019) Lebanon Country Response Plan.

<sup>12</sup> Government of Lebanon and UNICEF (2019) Lebanon Country Response Plan.

<sup>13</sup> Boustani et al. (2016) Responding to the Syrian crisis in Lebanon: Collaboration between aid agencies and local governance structures. Available from: <https://pubs.iied.org/pdfs/10799IIED.pdf>

<sup>14</sup> Government of Lebanon and UNICEF (2019) Lebanon Country Response Plan.

nationalities.<sup>15</sup> Poverty, insecurity and hindered access to education, employment and health care services have led to high levels of exclusion among them. As of latest available data, **approximately 520,000 youth in Lebanon are disadvantaged, 305,000 of which are poor Lebanese, 164,000 Syrians and 51,000 Palestinians.**<sup>16</sup> A difficult socio-economic situation, language barriers, lack of capacity of the education system, corporal punishment at schools and inaccessibility of schools for children with disabilities continue to preclude many adolescents and youth from accessing education.<sup>17</sup> Despite progress in the recent years, some 55% of the Syrian children aged 3-18 are not enrolled in formal education in Lebanon, with. Participation in informal education is also relatively low, resulting in around 40% of school-aged children being out of learning.<sup>18</sup> **Enrolment in education is the lowest among the 15-18 year olds, less than 3% of registered Syrian refugees in this group being enrolled in public secondary schools and around the same fraction in TVET public schools.** For Lebanese youth, enrolment in higher education institutions is low.<sup>19</sup>

**Hindered access to education combined with the saturation of the labour market, the youth bulge and the economic downturn have led to the emergence of significant barriers to obtaining decent livelihoods opportunities for vulnerable youth in Lebanon.** Both skilled and unskilled youth struggle to transition out of school and find employment in the crowded labour market, taking an average of 10 and 16 months respectively to find their first job.<sup>20</sup> As of latest available data, Lebanon's youth unemployment rate stands at 37%, compared to the 25% national average.<sup>21</sup> The unemployment rate is higher among Syrian youth who additionally face legal barriers to employment. As per the 2018 Vulnerability Assessment of Syrian Refugees (VASyR), 29% of economically active Syrians aged 15-24 and 33% of Syrians aged 19-24 reported working at least one day in the previous 30 days. Due to gender inequalities, young females are especially unlikely to be in employment as they do not enter the labour force or exit very early and become economically inactive. According to the 2018 VASyR, as little as 8% of Syrian refugee females in both the 15-24 and 19-24 age brackets are in employment, as opposed to 58% and 74% of males respectively. Most frequently, youth work as seasonal or occasional workers in the semi-skilled and unskilled job market in which they are prone to exploitation.<sup>22</sup> Some of the other important impediments to youth employment as diagnosed in literature include, nepotism, corruption and lack of accountability; the inability of the public services to support the matching of jobs and the labour force, limited private sector development, and low levels of enterprise creation.<sup>23</sup> In addition, the skills that the educated youth in Lebanon possess upon completing their education often do not correspond to the employers' demand. According to the survey conducted by the UNDP in 2014, 41% of employed young people believe that their education is not relevant to their current occupation.<sup>24</sup> Lastly, there is a shortage of life skills and civic education programmes targeting youth, negatively

<sup>15</sup> UNDP (2016), Spotlight on Youth in Lebanon. Available at: [www.lb.undp.org/content/lebanon/en/home/library/poverty/Spotlight-on-Youth-in-Lebanon.html](http://www.lb.undp.org/content/lebanon/en/home/library/poverty/Spotlight-on-Youth-in-Lebanon.html)

<sup>16</sup> UN United Nations Strategic Framework Lebanon 2017-2020.

<sup>17</sup> Carlier, W. (2018) Background Paper: The Widening Educational Gap for Syrian Refugee Children KidsRights Report 2018, available from: [https://reliefweb.int/sites/reliefweb.int/files/resources/Background%20Report%202018%20-%20The%20Widening%20Educational%20Gap%20for%20Syrian%20Refugee%20Children\\_0.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/Background%20Report%202018%20-%20The%20Widening%20Educational%20Gap%20for%20Syrian%20Refugee%20Children_0.pdf)

<sup>18</sup> European Commission (2018) Action Document for EU Trust Fund to be used for the decisions of the Operational Board, available from: [https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eutf\\_final\\_ad\\_education\\_lebanon\\_revised\\_after\\_the\\_june\\_board\\_2018.pdf](https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eutf_final_ad_education_lebanon_revised_after_the_june_board_2018.pdf)

<sup>19</sup> UNICEF (2016) Lebanon Country Office – Youth and Adolescent Programme Strategy Note

<sup>20</sup> UNDP (2016), Spotlight on Youth in Lebanon. Available at: [www.lb.undp.org/content/lebanon/en/home/library/poverty/Spotlight-on-Youth-in-Lebanon.html](http://www.lb.undp.org/content/lebanon/en/home/library/poverty/Spotlight-on-Youth-in-Lebanon.html)

<sup>21</sup> World Bank (2015) Lebanon - Promoting poverty reduction and shared prosperity : a systematic country diagnostic, Available at: <http://documents.worldbank.org/curated/en/698161468179049613/Lebanon-Promoting-poverty-reduction-and-shared-prosperity-a-systematic-country-diagnostic>

<sup>22</sup> Ortmans, M. et al., (2017) Resilient Communities: Supporting Livelihood, Education and Social Stability for Syrian Refugees and Host Communities (Search for Common Ground, 2017)

<sup>23</sup> UNICEF (2016) Lebanon Country Office – Youth and Adolescent Programme Strategy Note

<sup>24</sup> UNDP (2016), Spotlight on Youth in Lebanon. Available at: [www.lb.undp.org/content/lebanon/en/home/library/poverty/Spotlight-on-Youth-in-Lebanon.html](http://www.lb.undp.org/content/lebanon/en/home/library/poverty/Spotlight-on-Youth-in-Lebanon.html)

affecting not only the youth's transition from education to the labour market but also their attitudes towards civic and political engagement, intercommunal cohesion and trust in government and public institutions.

**Difficulties in accessing livelihoods and civic education opportunities fuel the feelings of disempowerment and dissatisfaction among the vulnerable youth in Lebanon who increasingly perceive migration or turning to radicalism as the only ways for a more fulfilling life.**<sup>25</sup> Within the framework of a research study conducted in Tripoli in 2019, over half of the youth respondents indicated that local frustrations push youth to behave in negative and unhelpful ways, frequently in the form of joining armed groups and violence. Lack of opportunities, followed by problems with families and friends as well as seeking respect were cited by the youth as the main drivers of such negative behaviours.<sup>26</sup> Although Lebanon has a relatively strong civil society and politically active youth, young people's participation in the political life is mostly a manifestation of their disenchantment with the system.<sup>27</sup> True youth engagement in the decision-making process is limited, among others due to laws that restrict youth participation in socio-political and economic processes.<sup>28</sup> The general social mood contributes to an environment prone to confrontations. A baseline study conducted in 2017 revealed that 86% of the Syrian youth and 75% of the Lebanese youth notice tension in their communities.<sup>29</sup> As the Syrian refugees are often blamed for the worsening of the socio-economic situation in Lebanon, hostility between the Lebanese communities and Syrian refugees is especially pronounced. A study conducted in 2017 in Lebanon revealed that Syrian youth frequently feel unwelcome and experience humiliation by the local communities.<sup>30</sup> As many as 75% of the Lebanese and 68% of the Syrian youth believe that host community perceptions towards Syrian refugees have worsened since the Syrian refugee crisis. Moreover, while local authorities claim the willingness to increase their efforts to improve inter-community social cohesion, they are generally reluctant to engage too far with the Syrian communities.<sup>31</sup>

**Rising poverty, hindered access to social services and intercommunal tensions continue to have a considerably negative impact on ensuring that adolescents and youth are protected from exploitation, abuse, discrimination and social exclusion.** Child labour and child marriage have become some of the negative coping mechanisms used among Syrian refugees. With regard to child labour,<sup>32</sup> at the time of the 2018 VASyR, 2.2% of Syrian refugee children between the ages of 5 and 17 were working, although the figure is likely to be higher in reality. As per the survey results, child labour was more prevalent among boys (3.4%) than girls (0.9%). However, large differences between regions and types of settlements exist, with children living in informal settlements much more likely to be in labour. For instance, a 2019 study conducted by American University of Beirut (AUB), Food and Agriculture Organisation (FAO), International Labour Organisation (ILO) and UNICEF showed that 50.5% of children

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<sup>25</sup> UNICEF (2016) Lebanon Country Office – Youth and Adolescent Programme Strategy Note

<sup>26</sup> Dallin Van Leuven et al., (2019) "Youth and Contentious Politics in Lebanon: Drivers of Marginalization and Radicalization in Tripoli" (Search for Common Ground, 2019).

<sup>27</sup> Fakhoury, T. (2016) Youth politics in Lebanon: A call for citizen empowerment. Policy Paper.

<sup>28</sup> Ibid.

<sup>29</sup> Ortman, M. et al. (2017) Resilient Communities: Supporting Livelihood, Education and Social Stability for Syrian Refugees and Host Communities (Search for Common Ground, 2017)

<sup>30</sup> Ortman, M. et al., (2017) Resilient Communities: Supporting Livelihood, Education and Social Stability for Syrian Refugees and Host Communities (Search for Common Ground, 2017)

<sup>31</sup> Ortman, M. et al., (2017) Resilient Communities: Supporting Livelihood, Education and Social Stability for Syrian Refugees and Host Communities (Search for Common Ground, 2017)

<sup>32</sup> defined as a child having performed either economic activities or household chores during the last week for more than the age-specific number of hours. Please see VASyR 2018, p. 36 for the hour thresholds.

between 4 and 18 years of age Syrian children living in informal settlements in Bekaa are engaged in child labour, 74.8% of them in agriculture.<sup>33</sup> In terms of child marriage, one-third of girls in some Syrian communities are married before the age of 18.<sup>34</sup> While national-level research focused on girls' and women's experiences of gender-based violence (GBV) is still absent, interviews with refugee populations revealed that Syrian girls are increasingly vulnerable to GBV.<sup>35</sup> High rates of bullying, especially for boys, were also identified as a problem.<sup>36</sup> Multiple challenges faced by adolescent and young people negatively affect their mental health. Evidence suggests that about one-quarter of Lebanese adolescents have had recent mental health problems. These are expressed differently by girls, who are more prone to 'internalising' problems such as depression and anxiety, and by boys who are more prone to misbehaving.<sup>37</sup> Syrian adolescents face even more stressors, given their dislocation and poverty – with girls who are often kept isolated at home being the most disadvantaged.<sup>38</sup> The situation of persons with disabilities is even more challenging.

**Children and adolescents with disabilities are at an especially high risk of violence, discrimination and exclusion.** Risks are exacerbated in emergency settings such as refugee accommodation and when there are no targeted interventions in place. The majority of children and youth with disabilities are in special care institutions, with very few schools catering to students with special needs. This contributes to difficulties as these youth attempt to engage with a society which is largely not outfitted for accessibility to those with special needs.<sup>39</sup> The introduction of targeted interventions aimed at improving the situation for children and youth living with disabilities is hindered by the lack of data on the characteristics and situation of persons with disabilities in Lebanon.<sup>40</sup>

## 1.2 UNICEF Youth and Adolescents Programme

**Realising the opportunities as well as challenges related to youth development in Lebanon, UNICEF made 'supporting the development and institutionalization of inclusive policies, services and learning opportunities for, and empowerment of, youth and adolescents' one of its five priorities for the years 2017-2020.**<sup>41</sup> A Youth and Adolescents (YAD) Programme targeting the most disadvantaged young people has been developed and implemented in 2017 for this purpose. Designed to enable young people in Lebanon to enjoy their rights and equal services they are entitled to as per the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD), the intervention adopts a holistic perspective on youth development. On the one hand, it aims to address the currently unfavourable conditions for youth development and, on the other, to equip young people with the skills and foster their attitudes required for a successful transition to adulthood. In line with UNICEF's strategic priorities in the region emphasising actions for long-term, sustainable results, the YAD Programme focuses on supporting the national and local youth policy frameworks and

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<sup>33</sup> Habib, R. (2019). Survey on Child Labour in Agriculture in the Bekaa Valley of Lebanon: The Case of Syrian Refugees. Beirut, Lebanon: American University of Beirut Press

<sup>34</sup> UNHCR, UNICEF, & WFP. (2018), VASyR 2018: Vulnerability Assessment of Syrian Refugees in Lebanon. Retrieved from <https://data2.unhcr.org/en/documents/download/67380>

<sup>35</sup> Gender and Adolescence: Global Evidence website. Available at: [www.gage.odi.org/research/countries/lebanon/](http://www.gage.odi.org/research/countries/lebanon/)

<sup>36</sup> Available at: [www.unfpa.org/news/new-study-finds-child-marriage-rising-among-most-vulnerable-syrian-refugees](http://www.unfpa.org/news/new-study-finds-child-marriage-rising-among-most-vulnerable-syrian-refugees)

<sup>37</sup> Maalouf F. (et. Al.) (2016), Psychiatric disorders among adolescents from Lebanon: prevalence, correlates, and treatment gap. Soc Psychiatry Psychiatr Epidemiol. 2016 Aug;51(8):1105-16. doi: 10.1007/s00127-016-1241-4. Epub 2016 May 31

<sup>38</sup> Presler-Marshall E., Jones N. and Gercama I. (2017), Adolescent girls in Lebanon. The state of the evidence. GAGE. Available at: [www.gage.odi.org/wp-content/uploads/2017/10/GAGE-Lebanon-SA-WEB.pdf](http://www.gage.odi.org/wp-content/uploads/2017/10/GAGE-Lebanon-SA-WEB.pdf)

<sup>39</sup> Ibid.

<sup>40</sup> UNICEF (2016), Country Programme Document Lebanon. Available at: [www.unicef.org/about/execboard/files/2016-PL30-Lebanon-CPD-ODS-EN-8Aug16.pdf](http://www.unicef.org/about/execboard/files/2016-PL30-Lebanon-CPD-ODS-EN-8Aug16.pdf)

<sup>41</sup> UN Economic and Social Council (2016) UNICEF's Lebanon Country Programme 2017-2020

capacities. In this endeavour, the Programme aims to help the Government of Lebanon to implement the Youth Policy, develop more inclusive, responsive and sustainable learning systems that meet the needs of the young population and foster opportunities for meaningful participation of young girls and boys.

**The primary rights-holders and final beneficiaries of the Programme include vulnerable Lebanese, Syrian and Palestinian girls and boys aged 15-24, including those with disabilities, all over Lebanon.** Importantly, the intervention incorporates special emphasis and designated measures support young girls who, due to gender inequality, experience specific difficulties in transition to adulthood in Lebanon today.

Embedded in the above-mentioned human rights and gender and equity frameworks, the Programme's envisaged impact and outcome are as follows:

**Programme envisaged impact:**

All deprived and vulnerable young girls and boys have improved opportunities and resources to reach their full rightful potential, become productive and promote tolerance.

**Programme envisaged outcome:**

Young girls and boys (15-24) are more resilient and have capacities and opportunities to seek and secure meaningful participation and thus influence policies as active citizens, and transit successfully from school or NEET to quality learning and gainful employment

The YAD Programme has four key components, which correspond to the three outputs of the Programme's ToC. These are:

- (1) **Strengthening government capacity to implement and monitor inclusive youth policies** for Lebanese and non-Lebanese youth;
- (2) **Increasing access of Lebanese and non-Lebanese youth to technical and vocational training and innovative skills-building programmes** for improved professional readiness and employability; and
- (3) **Increasing opportunities for participation and empowerment of Lebanese and non-Lebanese youth**, enabling their healthy lifestyles and active engagement in their communities.<sup>42</sup>

In order to achieve these results, a wide range of activities has been planned for implementation within the Programme. These activities have been classified into several activity groups, each aimed at supporting the achievement of a particular output. As per the Programme work plan for 2019-2020, under output 1, two activity groups have been planned: Youth National Policy and Government-endorsed Youth NFE Programmes (BLN and TVET). Under output 2, four activity groups were programmed: Formal TVET, Non-formal BLN and TVET, Skills Training and Innovation. Under output 3, one activity group named Participation and civic has been planned. Across the Programme components, knowledge generation activities have been incorporated to improve the current understanding on the needs and risks faced by adolescents and youth in Lebanon.

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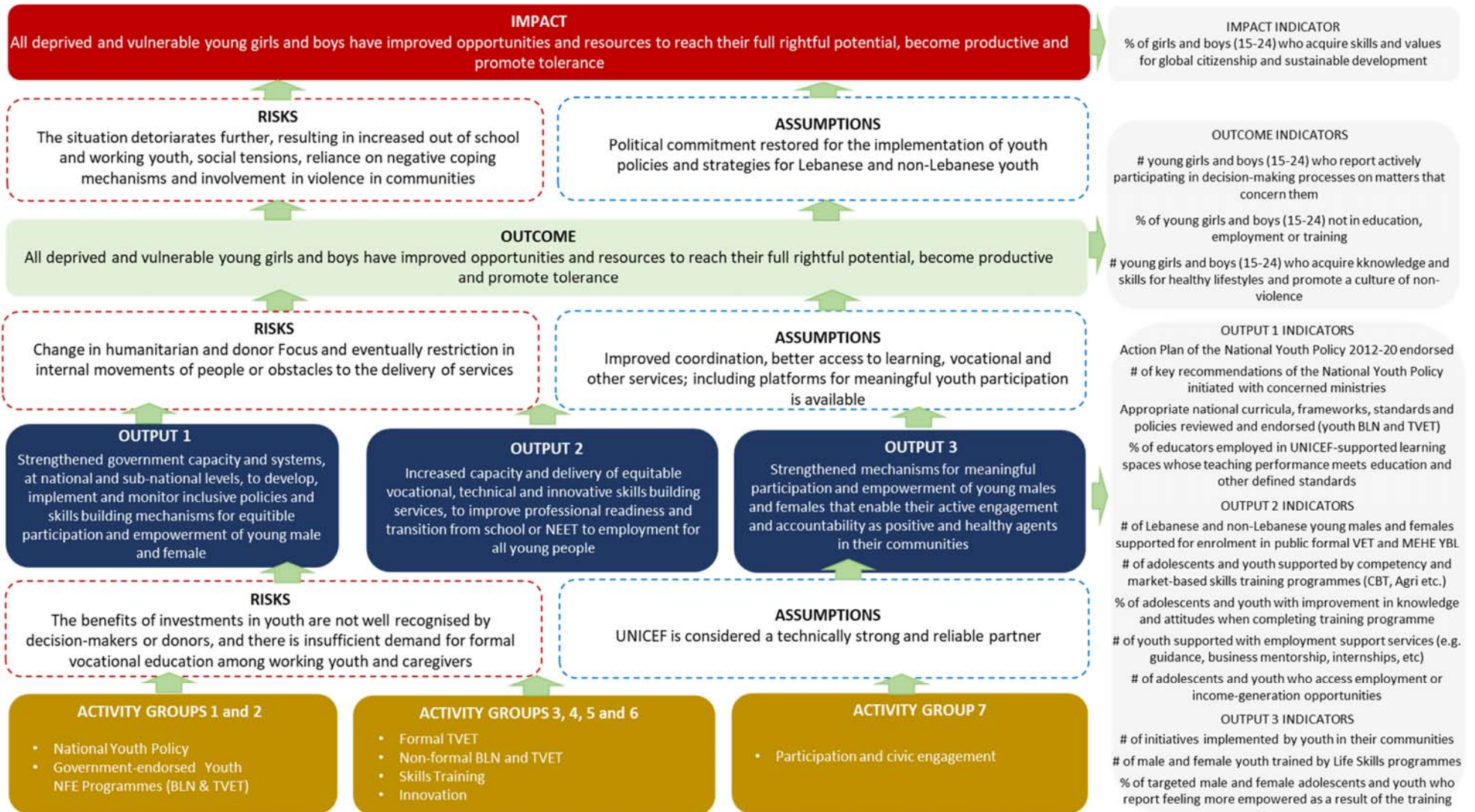
<sup>42</sup> UNICEF Results and resources framework. Lebanon-Country Programme of Cooperation, 2017–2020.

**The Programme adopts a systems approach as it relies on an intensive cooperation and pooling of resources with a wide range of national and local actors in Lebanon to maximise the intervention's end impact and relevance to national priorities.** These partners include primarily governmental but also non-governmental actors, as well as private actors providing skills building and employment opportunities for youth in the country is included in this strategy. At the governmental level, UNICEF works closely with the Ministry of Youth and Sports for the implementation of the youth policy, as well as the Ministry of Education and Higher Education (MEHE), Ministry of Social Affairs (MOSA), Ministry of Agriculture (MoA) and the Ministry of Labour (MoL) for strengthening education and technical and vocational education and training (TVET). In addition, the Programme involves cooperation with TVET providers, mayors and the government-affiliated Centre for Education Research and Development (CERD). Beyond the national level, the Programme design is also based on cooperation and building of synergies with the efforts of other UN agencies including the ILO, UNFPA and WHO, especially under the umbrella of the UN Youth Task Force co-chaired by UNICEF and UNFPA. Together, the Programme partners represent organisations focused on a diverse range of areas, from education and training to employment to social and civic participation. The bringing together of the key stakeholders in the different fields is at the centre of the systems approach adopted by this Programme. To ensure that the voices of the final beneficiaries of the intervention are reflected in its design and functioning, the systematic participation of young people in the Programme development, implementation and monitoring has been envisaged at the Programme planning phase. As per the ToR, local communities also constitute stakeholders in the intervention.

As per the Youth and Adolescents Results Framework for the Country Programme Development, a budget of USD 55 million was devoted to the Programme, out of which **USD 49,450 million for the years 2017-2019**. The Programme is currently nearing the completion of its third year of operation.

Figure 1 below illustrates the Theory of Change of the YAD Programme as per the Programme description fiche. It illustrates the envisaged pathway of change that the Programme seeks to drive, including the assumptions and risks made as well as the indicators at each result level selected.

Figure 1: YAD Programme Theory of Change



Source: Based on Lebanon Country Office YAD Programme

**Data from 2017-2018 reveals that UNICEF made some substantial progress in assisting youth and adolescents in Lebanon.** In 2017, UNICEF Lebanon expanded its adolescent and youth programme with a total of 3,043 marginalised Lebanese and non-Lebanese youth (831 Lebanese and 2,212 Syrians) supported for enrolment in the Ministry of Education and Higher Education’s (MEHE) technical vocational education and training schools. Overall 22,600 vulnerable youth (13,672 girls and 8,928 boys) received non-formal vocational, innovative skills-building or entrepreneurship and employability competency-based skills training.<sup>43</sup> In 2018, UNICEF supported 2,926 students in enrolling into the Ministry of Education’s Technical Vocational Education and Training (TVET) public schools. Another 1,400 students benefited from formal vocational training in the Ministry of Agriculture’s TVET public schools.<sup>44</sup> Further, around 8,000 were enrolled in youth basic literacy and numeracy (63% female); over 20,000 (55% female) enrolled in competency-based skills training, including innovation; and an additional 16,346 supported through life skills training. Overall, 30% of youth reached with skills building programmes were subsequently placed in jobs or income-generation activities, paid apprenticeship or on-the-job training. Importantly, girls were trained and employed in sectors traditionally perceived as male, such as construction.<sup>45</sup> Other innovative approaches implemented in that period include the Innovation Lab Network programme and the “GIL - Generation of Innovation Leaders” or an impact sourcing platform known as the “Bridge. Outsource. Transform,” which supports the creation of new income-generating opportunities through an online marketplace for the vulnerable. Simultaneously, UNICEF advanced structural, capacity-building work with relevant governmental actors. Results include over 10,000 teachers trained on a UNICEF-led national Teacher Training Model in 2018 or finalisation of the Positive Leadership Module. Also in 2018, the MEHE endorsed a standardised Youth Basic Literacy and Numeracy Package, focusing on functional literacy for out-of-school youth aged 15-24. UNICEF partnered with ILO and the Prime Minister’s Officer, to support relevant government ministries (MEHE, Ministry of Labour, Ministry of Agriculture, National Vocational Training Centre, and Ministry of Social Affairs), key NGOs and the private-sector to develop and launch the “National Strategic Framework on Technical and Vocational Education and Training in Lebanon.”

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<sup>43</sup> UNICEF (2018), UNICEF Annual Report Lebanon 2017.

<sup>44</sup> UNICEF (2019), UNICEF Annual Report Lebanon 2018.

<sup>45</sup> Ibid.

## 2. Evaluation purpose, objectives and scope

This chapter presents the purpose, objectives and scope of the evaluation, based on the ToR, the evaluation team's review of YAD Programme documents and UNICEF staff's inputs to the Inception Report.

### 2.1 Purpose, objectives and scope of the evaluation

The evaluation is being conducted as the YAD Programme nears three years of being in place and the next Country Programme document, charting out UNICEF's strategy for engagement in Lebanon for the period post-2021, is being developed. Thus, as per the ToR, the purpose of the evaluation is to generate substantial knowledge and learning on the results of the YAD programme in order to strengthen UNICEF and national strategies supporting adequate services for the most vulnerable adolescents and youth in Lebanon. According to the ToR, the overall objective of the evaluation is to explore how the YAD programme has contributed towards improving access to learning and empowerment activities to host communities and refugee youth in Lebanon. The specific objectives of the evaluation are as follows:

#### Specific evaluation objectives:

1. Learn from previous and actual implementation (2017-2019) of the humanitarian YAD programme on the targeted adolescents and youth, with a focus on the most vulnerable tackling gender and children's rights aspects.
2. Learn from UNICEF's partnerships addressing adolescent and youth needs and vulnerabilities.
3. Provide specific recommendations on the basis of lessons learnt in order to improve planning and implementation for better delivery of results for the most vulnerable.

The evaluation will apply the standard OECD/DAC criteria **of relevance, effectiveness, efficiency, impact and sustainability**. In addition, as requested in the ToR and the UNICEF evaluation team members during the Inception Report Phase, it will assess Programme **coverage** to gauge the extent to which it reached the targeted groups, and **coordination** to investigate the adequacy and effectiveness of the partnerships formed for the implementation of the Programme. Moreover, it will seek to answer a series of cross-cutting questions related to gender and human rights-based aspects of the Programme performance.

As stated in the ToR, the evaluation will cover the implementation period from 2017 to 2019.

The geographical scope of the evaluation will cover all eight governorates of Lebanon: Akkar, North, Bekaa, Baalbeck/Hermel, Beirut, Mount Lebanon, South and Nabatieh.

The staff of the UNICEF LCO will be the primary users of the evaluation. The recommendations will be utilised by UNICEF to feed into future strategies for the YAD programme and upcoming UNICEF Lebanon Country Programme document. In addition, the evaluation will also be used to strengthen

accountability of UNICEF and its partners to YAD beneficiaries, and to donors and other counterparts.

It is expected that the secondary users of the Final Evaluation Report will include the ministries, donors and Implementing Partners for whom lessons learned and evaluation recommendations may be of special interest.

## 3. Methodological approach

This chapter lays out the methodology that we propose for effectuating this assignment, including the description of the approach adopted for this evaluation, the evaluation matrix (presented in Annex I), the stakeholders to be consulted, the methods to be used for data collection and analysis, and the sampling procedure. The evaluation limitations, alongside mitigating actions, are described in the risk register in chapter 5 on Work Organisation.

### 3.1 Our approach

The evaluation will be **formative** in nature and its results will serve to support further Programme implementation and to assess and improve its activities. Both the design as well as implementation process will be investigated from this perspective. Overall, this evaluation will enable the identification and correction of ineffective practices, promote active reflection on the effectiveness of its activities and encourage feedback on the performance which further encourages feedback-revision-improvement cycle.

The evaluation will adopt a **participatory approach** and ensure a wide participation of stakeholder groups representing different level and nature of engagement in the YAD programme. Accordingly, through multiple KIIs, it will involve international, national and local actors, both governmental and non-governmental. It will seek feedback from the programme's designers, implementers, supporters and beneficiaries. Particular emphasis will be placed on the participation of the latter. Firstly, adolescents and youth will be encouraged to share their individual experiences through participation in FGDs. Ample experience of our researchers will facilitate creation of an inclusive and safe environment conducive to discussion. Secondly, adolescents and youth will be consulted for feedback on research (Adolescent and Youth Advisory Board). In this sense they will not only provide data to be analysed as part of the project, but also have an important role in the research process itself.

Moreover, particular attention will be paid to incorporate **gender sensitivity** in the study design. The need to ensure that voices of boys and girls are equally heard, especially in the context of dominant patriarchal norms, translates into tangible data collection approaches. Evaluators will make sure that location and timing of FGDs is arranged in a way which facilitates participation of both boys and girls. Same sex FGDs will be organised in agreement with UNICEF for specific locations, should this be considered appropriate. Female moderation will be ensured and facilitation/questions will be adjusted so that specific experiences of boys and girls are accounted for. Special efforts will be made to include as many fathers/male custodians in FGDs to fully incorporate their views (our evaluation experience in the region shows that it is mothers/female custodians who tend to participate more).

**A human rights approach** will be applied in the course of the evaluation. This entails reframing research objectives in terms of human rights. Thus perceived, the overall objective of the evaluation lies in the contribution it can make to better protection and enforcement of the rights of vulnerable children and youth. While this contribution will be indirect, a critical review and assessment of the UNICEF YAD programme can help improve this intervention to bring advantages for its beneficiaries. At a practical level, the evaluation's human rights-based approach will be most

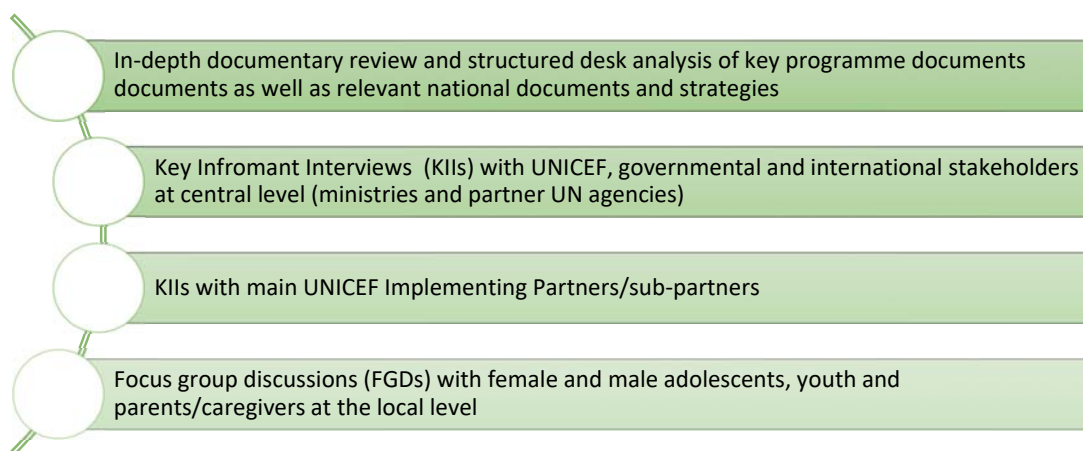
visibly reflected in treating the international human rights framework, in particular the CRC, CEDAW, CRPD and relevant instruments ensuring the rights of children and young people, as a point of reference in conducting the evaluation process, selection of good practices, lessons learnt and formulating recommendations.

Importantly, **the local context will be taken into account** at all stages of the assignment. In order to fully understand the impact made by the YAD programme and its potential limitations, contextualisation of respondent's views and experiences is mandatory. YAD beneficiaries are members of different communities and while many challenges are shared, unique local circumstances need to be taken into account in order to correctly evaluate potential programme's variations in results across the country. As such, FGDs and KIIs carried out at the local level, will be accompanied by key information necessary for meaningful interpretation of data.

### 3.2 Evaluation framework

Guided by these principles, the methodology model designed for this evaluation aims to utilise the best mix of data gathering tools to yield the most reliable and valid answers to the research questions and generate maximum learning within the limits of resources and availability of data. In order to serve its purpose, the evaluation will follow a **mixed-methods approach**, including desk research as well as semi-structured key informant interviews (KIIs) and focus group discussions (FGDs). As required by the ToR, the methodology will have a strong focus on **qualitative methods with a combination of an analysis of existing data**. As will be seen, this approach will provide a strong evidence base for the evaluation's conclusions and recommendations.

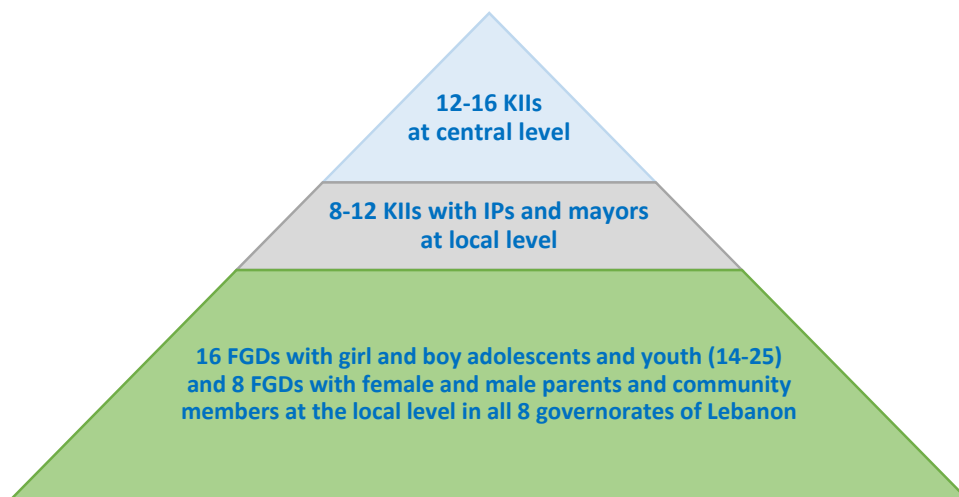
Figure 2: Overview of applied data collection methods



The methodology will include programme-level analysis, context analysis, 12-16 KIIs at the central level with UNICEF representatives, government Implementing Partners (IPs), international institutional IPs and other international organisations, 8-12 KIIs with NGO/INGO IPs and mayors as well as 16 FGDs with girls and boys (14-25) and 8 FGDs with female and male parents/caregivers and community members in all eight Lebanon's governorates. Overall, up to 268 respondents will be consulted via these methods.

As presented on the picture below, the extent of data collection at various levels – the widest being foreseen locally – testifies to the evaluation team’s commitment to and concentration on gathering the most relevant information, containing **first-hand experiences of stakeholders and beneficiaries**, and the operation of the programme approach in practice. In our view, such an approach and placement of research accents will allow to identify the most pressing issues and best possible avenues for improvement.

Figure 3: Stakeholder engagement through data collection methods



As stated in the ToR, the evaluation will be framed within the OECD-DAC framework and intervention will be assessed against the criteria of **relevance, effectiveness, efficiency, impact and sustainability** and will also address **coverage**. The ToR provided an initial drafting of evaluation questions which have been reviewed and revised and are subject to further consultation with UNICEF. **Annex I presents the revised evaluation matrix** that the evaluation team has prepared. The matrix provides the proposed approach for how the evaluation questions will be assessed. As well as the OECD-DAC framework, UNEG Guidelines will inform the evaluation’s methods and approach.

### 3.3 Evaluation phases

According to the structure proposed in the ToR, the process of the evaluation will consist of four phases: the Scoping phase, the Inception report phase, the Data collection phase and the Analysis and Reporting phase. The Phases are additionally connected to the main deliverables: Draft and Final Inception Reports and Draft and Final Evaluation Reports. Based on our technical offer and the steps undertaken during the Scoping and Inception Phases, a short summary of the main activities to be implemented under the subsequent phases follows.

#### 3.3.1 Scoping phase

The Scoping phase was initiated on the 30<sup>th</sup> of September 2019. Its purpose is, first and foremost, to prepare the evaluation team for further stages of the evaluation process through building the understanding of the Client requirements as well as the intervention.

In order to enable an introduction and to ensure a common understanding of the contract requirements, a kick-off meeting was organised on the 30<sup>th</sup> of September via an online teleconferencing platform. The kick-off meeting was attended by the Planning, Monitoring and Evaluation Specialist and the Youth and Evaluation Officer of UNICEF Lebanon's Plan for Research and Impact Monitoring and Evaluation (PRIME) section and the evaluation team's Project Manager, Team Leader and Researcher. The meeting was devoted to discussing the technical proposal, the assignment timeline, the logistical arrangements for fieldwork, the next key steps to be taken during the Inception Phase, and the contract management and communication protocols to be followed. It was also agreed that the research focus proposed in the methodology meets the expectations on the part of Client.

Following the meeting, relevant Programme documentation was shared with the evaluation team. Subsequently, a more in-depth desk review aimed at obtaining a comprehensive knowledge of the Programme and its context was carried out. We analysed a range of publicly available sources regarding the national and local policy context in Lebanon today as well as the challenges faced by vulnerable adolescents and youth in the country. The sources can be found in bibliography in Annex XII which has been further updated following UNICEF comments on the draft Inception report. In addition, materials shared by UNICEF relevant to the YAD Programme were analysed. The following documents served as a departure point about the Programme for the evaluation team:

- ◆ Youth and Adolescent Programme Strategy Note;
- ◆ UNICEF Country programme document 2017-2020;
- ◆ UNICEF Country programme document 2017-2020 results framework: Youth Development;
- ◆ UNICEF Lebanon Annual Work Plan 2018;
- ◆ UNICEF Lebanon Rolling Work Plan 2019-2020;
- ◆ UNICEF Annual Report 2017;
- ◆ UNICEF Lebanon Mentorship Programme Concept Note;
- ◆ UNICEF Lebanon Generation of Innovation Leaders (GIL) brief;
- ◆ List of partners by category and their location.

The results of the desk review are incorporated in the content of Section 1 of this report.

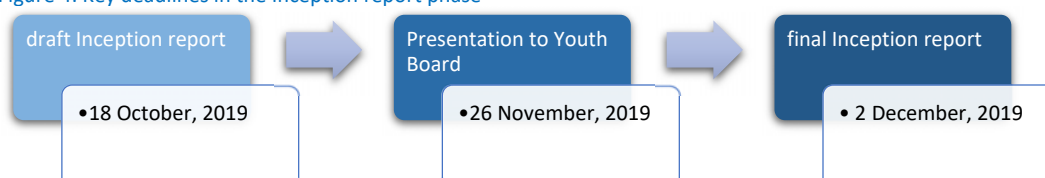
### 3.3.2 Inception report phase

The Inception report phase was initiated in the second week of the assignment, in parallel with the implementation of the desk review at the Scoping phase. The key purpose of this phase is to further the evaluation team's understanding of the Programme and, in collaboration with UNICEF and youth, work out a comprehensive methodology for the assignment and develop the data collection tools. The planning of the Inception report phase reflects the participatory character of the assignment according to which youth are involved in throughout the evaluation process.

As per the name, the phase is centred around the production of the Inception report. In the first step, the evaluation submit the draft evaluation report and present the deliverable to the Adolescents and Youth board. During the presentation, the evaluation team and the youth will discuss the approach and methodology adopted for the study and brainstorm on ideas for further improvement. In addition, UNICEF staff from LCO and the Regional Office will provide feedback on

all elements of the report. Specifically, comments on stakeholder selection, sampling and data collection tools are anticipated. Based on the inputs from youth and the different sections of UNICEF staff, the evaluation team will improve the deliverable and submit the final Inception report. The final Inception report will form the basis for the implementation of the remainder phases of the assignment, both from the technical as well as the organisation sides.

Figure 4: Key deadlines in the Inception report phase



### 3.3.3 Data collection phase

The implementation – or data collection – phase is designed to ensure significant, quality feedback to the evaluation analysis and has been conceived to ensure an effective triangulation of data gathered from various sources. It will allow us to obtain in-depth information and answer the evaluation questions. Secondly, it will permit the active engagement of the national and local authorities, beneficiaries and other stakeholders with the study.

Five tasks are to be carried out during the data collection phase. The fieldwork will be preceded by a brief **preparatory stage** whose main goal will be to finalise fieldwork arrangements, i.e. set the exact dates for interviews with particular stakeholders at the national level and field visits, finalise recruitment of respondents and ensure transport and accommodation for experts. However, since recruitment of respondents is often among the most dynamic processes during research, the preparatory stage may also serve to finalise the respondent sample. It will offer a buffer if any adjustments are to be made immediately before fieldwork. As agreed during the kick-off call, involvement of UNICEF staff will be sought to ensure that the preparation process runs smoothly and evaluators receive appropriate and timely responses from stakeholders.

The field work will take place at two levels: central and local. At the **central level**, the **selection of interviewees for KIIs** will include the perspectives of both international and national actors of the following categories:

- ◆ Category I: UNICEF Lebanon Office
- ◆ Category II: Central government Implementing partners
- ◆ Category III: Contribution agreement-based IPs and other UN agencies engaged in the Programme
- ◆ Category IV: Other non-governmental organisations

At the **local level**, the following actors will be consulted by way of KIIs:

- ◆ Category V: Local Implementing Partners including NGOs, INGOs and local public institutions
- ◆ Category VI: Local authorities

The ToR provided a preliminary mapping of relevant stakeholders of the YAD programme according to their perceived influence level and interest to the intervention. Based on the provided matrix and the Programme documentation received by the evaluation team, we identified some of the main stakeholders to be consulted in the course of the evaluation. Figure 6 lists contains the mapping performed on the basis of the available documents which can be further expanded based on Client feedback and further information.

Figure 5: Preliminary list of stakeholders

	Category	Stakeholders	# of KIIs
CENTRAL LEVEL	<b>Category I:</b> UNICEF Lebanon Office	PMU, Youth, EDU, CP and PRIME sections	5-6
	<b>Category II:</b> Central government Implementing Partners	Ministry of Youth and Sport (MOYS), Ministry of Education and Higher Education (MEHE), Ministry of Social Affairs (MSA), Ministry of Labour (MOL), Ministry of Agriculture (MOA), Ministry of Public Health (MoPH), government-affiliated Centre for Educational Research and Development (CERD) and the National Vocational Training Centre.	3-4
	<b>Category III:</b> Contribution agreement-based IPs and other United Nations agencies	FAO, Berytech, Lebanese University, UNRWA, UNESCO, UNDP, UNFPA, ILO, WHO	2-3
	<b>Category IV:</b> Other non-governmental organisations	Save the Children, Mercy Corps, World Vision, Finn Church Aid, Mercy Corps, Malala Fund, OECD and the Danish-Arab Partnership Programme, Youth Forum for Youth Policy	2-3
LOCAL	<b>Category V:</b> Local Implementing Partners (NGOs, INGOs and local public institutions)	American Near East Refugee Aid (ANERA), AVSI TVET, AVSI Avocado, Nabaa, Al Makassed Philanthropic Islamic Association, The Lebanese Organization for Studies and Training (LOST), Kayani, Akkar Network for Development, Digital Opportunities Trust, Hoops, Injaz, Lebanese League for Women in Business, MADA, Mouvement Social, The Nawaya Network, Rene Mouawad Foundation, Rural Entrepreneurs, Safadi Foundation,	6-8

Soins Infirmiers et Développement Communautaire and South Business Innovation Centre .		
<b>Category VI:</b> Local authorities	Mayors and local leaders in municipalities benefiting from YAD activities	2-4

Overall, we envisage that **12-16 individual interviews with key stakeholders (KIIs) will be conducted at the central level** in Beirut. They will be conducted in order to understand stakeholders' interests and roles vis-à-vis the YAD programme, the observations they may have in relation to the YAD approach implementation as well as to record the recommendations for future development of the intervention. For each of the categories, the researchers will use a relevant topic guide annexed to the final Inception Report. The researchers will use the topic guides in a semi-structured way, adjusting the individual sets of questions to the profile of the individual respondent. KIIs at the central will be carried out by the Project Manager and a Researcher, with support of the national expert where respondents' availability within the deadlines set or their knowledge of English language is limited. We will strive to conduct the KIIs in a face-to-face manner during a mission to Lebanon. Where not possible, the remainder interviews will take place via the telephone so as to best respond to the availability of the respondent. The respondents will be selected purposefully in collaboration with UNICEF based on their exact role and responsibilities within the Programme.

As per the table above, at the central level we propose to conduct:

- ◆ 5-6 KIIs with [UNICEF representatives](#) from different sections relevant to the Programme including PMU, Youth, EDU, CP and PRIME sections,
- ◆ 3-4 KIIs with [government Implementing Partners](#) (MOYS, MEHE, MOSA, MOL, MOA, MoPH),
- ◆ 2-3 KIIs with [contribution agreement-based IPs and other international agencies](#) with a stake in the Programme (Berytech, Lebanese University, FAO, UNRWA, UNFPA, UNESCO, ILO, WHO),
- ◆ 2-3 KIIs with [international organisations](#) working on related initiatives in Lebanon (e.g. No Lost Generation Co-Leader organisations Save the Children, Mercy Corps, World Vision, Finn Church Aid, UNESCO, UNDP, UNFPA, Mercy Corps, Malala Fund, OECD and the Danish-Arab Partnership Programme).

At the **local level**, an overall of **8-12 KIIs and at least 24 FGDs** will be conducted in all eight governorates. They will be used to gauge the views and experiences of the **local partners, the beneficiaries and representatives of target communities** of the Programme. In a slight modification to the technical proposal, given the size and scale of the Programme and the central role of the local Implementing Partners in it, we propose to increase the number of KIIs with local Implementing Partner from 4-6 to 6-8 KIIs. In this way, we will strive to interview one local IP in each governorate. In each governorate, we will also conduct 2 FGDs with girl and boy youth and adolescents and 1 FGD with female and male parents and caregivers. Thus, in total, at the local level we propose to conduct:

- ▲ 6-8 KIIs with **local Implementing Partners**;
- ▲ 2-4 KIIs with **mayors**;
- ▲ 16 FGDs with girl and boy **youth and adolescents** aged 14-25 (2 FGDs per governorate); and
- ▲ 8 FGDs with female and male **parents/caregivers** (1 FGD per governorate).

We will aim to have 6-10 persons in each FGD. Thus, it is expected that the evaluation team will consult 108-160 girls and boys and 48-80 female and male parents and caregivers.

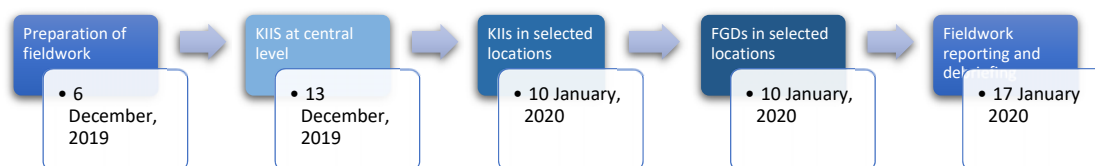
The selection of respondents at the local level will be guided by a selection of local IPs, where we will aim to select one local IP in each governorate (Akkar, North, Bekaa, Baalbek/Hermel, Beirut, Mount Lebanon, South and Nabatieh). The proposed sampling methodology is described in the following section 3.4.

The local-level KIIs and FGDs will be carried out by the Team Leader and the local Researcher in Arabic. The topic guides for the KIIs and FGDs at local level will be translated and used in a semi-structured way to lead the discussion.

In the course of the fieldwork phase, the Team Leader and the national Researcher will consistently produce interview notes from conducted KIIs, FGDs and make them available to the rest of the team. To facilitate reporting and data comparability, experts will be provided with detailed **reporting templates** (covering both KIIs and FGDs), which will correspond to topic guides developed. This will greatly facilitate the analysis phase of the study, including identification of any potential synergies across programme components.

Following the conclusions from the fieldwork, the Team Leader and the national Researcher will produce a concise presentation on the main findings to be discussed with the whole evaluation team during a Skype call/go-to-meeting, which will serve as debriefing session. It will also allow the team to organise the subsequent data analysis and reporting phase.

Figure 6: Key deadlines in the Data collection phase



### 3.3.4 Data analysis and reporting phase

The analysis and validation phase will comprise of four tasks. The first task will entail the analysis and triangulation of data, and formulation of findings arising from applying the evaluation framework during the Inception report and Data collection phases.

Findings and conclusions from various sources will be compiled and confronted with each other to limit the risk of error resulting from the application of individual methods. These findings will be synthesised to arrive at a coherent and complete picture integrated into a single deliverable, i.e. the draft Evaluation Report. Following the UNICEF-adapted UNEG Evaluation Report Standards, the

draft Evaluation Report will be prepared presenting the background and detailed methodology; quantitative and qualitative results, synthesis of the findings and conclusions, well substantiated by the data and evidence, cross-referenced against evaluation questions and criteria. These will be followed by a set of actionable recommendations at both strategic and operational levels to improve the remaining stages of the Project, including in terms of social accountability. The evaluation team will support findings and recommendations by an explanation of the degree to which these are based on opinion, analysis, facts and statistics.

Following the submission of the draft evaluation report, a one-day presentation will be organised with the Adolescent and Youth Advisory Board in Beirut and attended in person by the Project Manager. The objective of the meeting will be to present, discuss and assess the preliminary findings, conclusions and recommendations, as presented in the draft final Evaluation report, and to solicit feedback from the participants. As such, this will be the opportunity for Adolescent and Youth Advisory Board to provide input, point out and clarify any contentious and uncertain issues, and to validate, and comment on the preliminary findings and conclusions. It will also enable them to actively contribute to the formulation of recommendations and priorities for action, and, thus, to the mobilisation of future activities. Finally, the meeting will serve as an element of quality assuring of analytical and research work. Feedback from the Adolescent and Youth Advisory Board will be supported by comments on the draft report provided by UNICEF LCO.

The final version of the evaluation report will be produced after incorporating and addressing all the inputs from these two sources as well as any other reviewers UNICEF deems appropriate in the process.

The final version of the report will not exceed 60 pages, it will be elaborated in English. Figure 7 illustrates the proposed structure for the final Evaluation Report.

Figure 7: Structure of the Evaluation Report

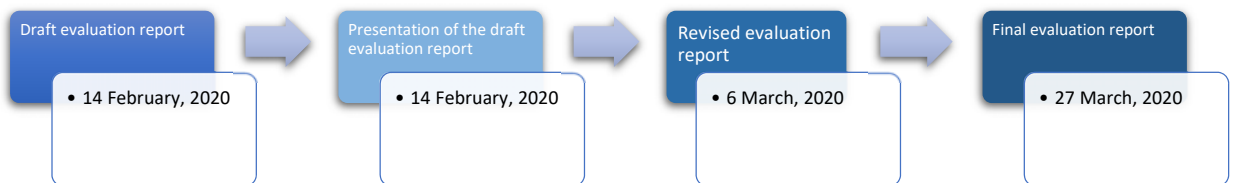
**Evaluation Report**

- ▲ Table of contents
- ▲ Executive summary
  - Aims and objectives of the evaluation
  - Key findings
  - Key conclusions
  - Key recommendations
- ▲ List of abbreviations and acronyms
- ▲ List of figures
- ▲ Introduction
- ▲ Context and object of evaluation
  - Evaluation context
  - Youth and Adolescents Programme
- ▲ Evaluation purpose, objectives and scope

- ▲ Evaluation methodology
  - 
  - Evaluation framework
  - Evaluation design and methods
  - Limitations of the study
  - Ethical considerations
- ▲ Findings
  - Relevance
  - Effectiveness and Coverage
  - Efficiency
  - Coordination
  - Impact
  - Sustainability
- ▲ Conclusions and lessons learned
- ▲ Recommendations
- ▲ Annexes
  - Evaluation matrix
  - Bibliography
  - Terms of reference
  - Evaluation tools
  - Records of data collection (interviews, FGDs).
  - List of documents reviewed

The final version of the report will be submitted for revisions to UNICEF Regional Office and any subsequent comments and feedback will be further addressed by the evaluation team until UNICEF is fully satisfied with the final product. Once the final evaluation report is fully accepted, it will be shared with the UNICEF LCO, UNICEF Regional Office as well as other key stakeholders.

Figure 8: Key deadlines in the Data Analysis and Reporting phase



### 3.4 Sampling

Locations for holding FGDs with boys and girls and female and male parents and caregivers and KIIs with local Implementing Partners were determined by selecting eight Implementing Partners, one in each governorate (Akkar, North, Bekaa, Baalbek/Hermel, Beirut, Mount Lebanon, South and

Nabatieh), using a modified version of stratified random sampling. In doing so, we first divided all 19<sup>46</sup> IPs from the list provided by UNICEF at the Inception Report phase into three groups/strata based on their organisational type. This step resulted in obtaining three groups:

- ◆ National NGOs: 13 partners and 70% of all IPs: AND, HOOPS, LLWB, LOST, MADA, Makassed, MS, Nabaa, Nawaya, RMF, Rural, Safadi and SIDC;
- ◆ International NGOs: 5 partners and 25% of all IPs: ANERA, AVSI, AVSI, DOT and INJAZ); and
- ◆ Other: one partner and 5% of all IPs: South BIC.

To assure that the distribution of our sample of eight IPs approximately resembles that of the overall population of the 19 IPs, we have selected proportionally: 5 national NGOs, 2 international NGOs and 1 other type of organisation. Since most IPs operate in numerous locations, we then divided each of the three strata into further strata/groups based on governorates in which they operate. This led to a total of 17 strata:

Figure 9: Strata used for the selection of local Implementing Partners for fieldwork

Stratum number	Organisational type	Governorate	IPs included in stratum							
1	National NGO	Akkar	AND	HOOPS	MADA	Makassed	MS	SIDC		
2	National NGO	Baalbek-Hermel	HOOPS	LOST	SIDC					
3	National NGO	Beirut	HOOPS	LLWB	MADA	Makassed	Nawaya	Rural	SIDC	
4	National NGO	Beqaa	LLWB	LOST	Makassed	MS	SIDC			
5	National NGO	Mount Lebanon	HOOPS	LLWB	MADA	Makassed	MS	Nawaya	Rural	SIDC
6	National NGO	Nabatieh	MS	Nawaya	SIDC					
7	National NGO	North	HOOPS	LLWB	MADA	MS	RMF	Safadi	SIDC	
8	National NGO	South	HOOPS	LLWB	MS	Nabaa	Nawaya	SIDC		
9	International NGO	Akkar	ANERA	AVSI (AVO)	DOT					
10	International NGO	Baalbek-Hermel	AVSI (AVO)	DOT						
11	International NGO	Beirut	AVSI (TVET)	DOT						
12	International NGO	Beqaa	ANERA	AVSI (AVO)	AVSI (TVET)	DOT	INJAZ			
13	International NGO	Mount Lebanon	ANERA	AVSI (AVO)	AVSI (TVET)	DOT				
14	International NGO	Nabatieh	AVSI (AVO)	AVSI (TVET)	DOT					
15	International NGO	North	ANERA	AVSI (AVO)	AVSI (TVET)	DOT	INJAZ			
16	International NGO	South	ANERAA	AVSI (TVET)	DOT					
17	Other	South	South BIC							

We first selected the only IP representing the ‘other’ organisational type - South BIC. As this IP only operates in the South governorate (and thus represents this location), we excluded the strata with South governorate from further selection. Then, for each of the remaining seven strata of national NGOs, we assigned a randomly generated number from the interval (0,1) and selected the five strata with the highest values. Those corresponded to the governorates of Akkar, Baalbek-Hermel, Beqaa, Beirut, and Nabatieh (presented in decreasing order). Then, within each stratum we also

<sup>46</sup> While the evaluation team was provided with a list of 23 partners in 2019, four of those were labelled as contribution agreements and were therefore excluded from the sampling procedure for the FGDs. The contribution agreement-based partners will be, however, consulted as part of the KIIs with stakeholders at the central level (CAT III)

assigned randomly generated numbers to each of the IPs and selected the one with the highest value. In doing so, we followed the order in which we chose the strata, i.e. we first selected an IP in Akkar as this was the stratum with the highest assigned value, followed by Baalbek-Hermel, Beqaa, Beirut, and Nabatieh. For the international NGOs' strata, we selected those with the locations Mount Lebanon and North as these were the only two remaining. Within each of these two strata, we repeated the procedure described for national NGOs.

In order to assure no repetition of IPs, our procedure was such that the IP in Akkar was selected solely based on the randomly assigned values, while in the remaining governorates, if the IP with the highest assigned values was an already chosen IP, we would select the IP with the second (or third, fourth, etc.) highest value. While this was not the case here (as the IP with the randomly assigned highest value was never an IP which had already been selected before), we did apply a similar logic to assure that the proportion of Innovation Lab Partners in our sample corresponded to that of the entire population of partners (7 out of 19, just under 40%). That is, in a few instances we selected the IP with the second highest randomly assigned number if they were an Innovation Lab partner.

Our sampling procedure resulted in the selection of the following IPs in each of the eight governorates:

**National NGO's:**

1. Akkar: HOOPs
2. Baalbek-Hermel: LOST
3. Beirut: Makassed
4. Bekaa: SIDC
5. Nabatieh: Nawaya

**International NGO's:**

6. Mount Lebanon: AVSI (TVET)
7. North: INJAZ

**Other:**

8. South: South Business Innovation Centre

The list of selected local Implementing Partners is subject to UNICEF approval. Subsequently, each of the selected organisations will be contacted for the organisation of the KII with their staff and three FGDs – two with girl and boy adolescents and youth and one with female and male parents and caregivers. The FGD participants will be recruited by the Implementing Partners. Shall an Implementing Partner decline to participate in the evaluation, we will select another Implementing Partner as per the selection procedure described above.

### 3.5 Ethical considerations

Since the evaluation will involve members of vulnerable populations, including refugees and adolescents, particular care has to be taken to ensure **compliance with the highest standards of**

**ethics.** The evaluation team is deeply aware that such assignments carry with them an additional duty of care. Alongside the international human rights instruments, the **UNICEF Procedure for ethical standards in research, evaluation, data collection and analysis** have informed the design of this assignment and will further determine its implementation, as well as dissemination of results. Importantly, the institutional review board (IRB) will review and approve the evaluation and tools before the start of the data collection.

In line with the UN CRC, the best interest of the child will be the primary consideration in any activities involving children (i.e. persons below 18 years of age) throughout the project. The team will make sure, working together with UNICEF staff, that all research participants are respected and protected throughout the whole process.

The most important **ethical considerations** that will guide the evaluation team throughout the research process include the following:

#### ◆ Safety

The participants should feel safe while deciding on participation as well as taking part in research. In protecting the participants' safety, researchers will use all available information to identify potential risks to subjects, to establish means for minimising those risks, and to continually monitor the ongoing research for adverse events experienced by subjects. Researchers must be prepared to stop the study if risks arise. In any cases, participation in the evaluation should not have any harmful effect for the participants.

#### ◆ Transparency

The participants need to be informed about and aware of the evaluation purpose, objective, scope, the team, employed procedures and their own role throughout the process. It is not enough that such information is physically provided, but it has to be clear that participants understand the information they receive.

#### ◆ Voluntary participation

The participants need to be informed and understand that participation is fully voluntary. When asked to participate in the research, the participants should feel free to both agree and disagree. They should be informed about the possibility to resign from participation at any stage, and feel free to choose so.

Obtaining an informed consent to participation is a procedural expression of this principle. While it does not have to be in writing, it should be explicit. Where the informed consent cannot be provided, as may be the case with children who can only provide their assent, both the consent of a guardian and the participant's assent should be obtained.

#### ◆ Privacy

Collection of personal information should be limited to the indispensable minimum. Where personal information is collected, respondents' privacy is to be guarded with utmost care. Information about the identity of a given respondent can be disclosed only with their explicit consent to disclosure. Particular care should be taken that the privacy of children is ensured.

#### ◆ Confidentiality of data

The confidentiality of information has to be ensured at all stages of research. Data obtained during the research has to be stored appropriately. Only data which is necessary should be gathered.

#### **Reciprocity**

The participants should feel that their participation in research is meaningful. They should know what benefits are involved in participation. They should be provided with follow-up information. Above all, however, an analysis will be performed each time to make sure that the benefits of participation in a given case outweigh the harms that could be done. This calculation is particularly important in the case of children.

In order to ensure the highest standards of ethics, we will develop an **Ethical protocol** to be observed by the evaluation team at all stages of the project. Further appropriate safeguards will also be enshrined as part of the quality assurance procedures. The ethical protocol and quality assurance procedures will be discussed during a team Skype meeting prior to fieldwork's initiation which will also serve as **ethical training** to complement the training and knowledge that our experiences experts already possess.

As part of the safety principle, in case abuses are revealed in the course of the interviews, the team will **report abuses** to UNICEF. Appropriate note will be made on this matter in the Ethical protocol. The details of the procedure and the understanding of abuses in this context will be discussed within the team during the ethical training prior to fieldwork's initiation.

Further, in an attempt to protect the principle of voluntary participation and in line with UNICEF's requirements, we developed **informed consent forms** for children and adults. Importantly, the consent form has been adjusted for persons of less than 18 years of age. The form has been prepared using simple language to ensure the full understanding of the study purpose and participation rules and rights on the part of the adolescents. Appropriate procedure as to obtaining an informed consent will also be included in the Ethical protocol.

Lastly, to protect the privacy of participants, the evaluation team will use a **coding system** for keeping track of the data collection processes and reporting, while collection of personal data will be limited.

## 4. Work Schedule and Planning for Deliverables

The evaluation began on the 30<sup>th</sup> of September 2019 following the signing of the contract between UNICEF and Ecorys. Based on the requirements from the ToR, the kick-off meeting discussion, as well as the implementation of the Inception Report phase, it is estimated that the assignment will be executed over six and end at the end of March 2020. Figure 10 below illustrates the detailed assignment timeline per activity, with the deadlines for the key milestones marked.

## 4.1 Work schedule and milestones

Figure 10: Evaluation timetable

Month		OCTOBER					NOVEMBER				DECEMBER				JANUARY				
Week no.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Week dates		30.09-04.10	07.10-11.10	14.10-18.10	21.10-25.10	28.10-01.11	04.11-08.11	11.11-15.11	18.11-22.11	25.11-29.11	02.12-06.12	09.12-13.12	16.12-20.12	23.12-27.12	30.12-03.01	06.01-10.01	13.01-17.01	20.01-24.01	27.01-31.01
1.1	Kick-off call with UNICEF																		
1.2	Desk review																		
2.1	Preparation and submission of the draft inception report			MS#1: 18.10															
2.2	Presentation of the draft inception report to Adolescent and Youth Advisory Board								MS#2 26.11										
2.3	Review of the inception report									MS#3 02.12									
2.1	Preparation of fieldwork trip																		
2.2	KIIS at central level																		
2.3	In-depth interviews with key stakeholders in selected locations																		
2.4	FGDs with beneficiaries and caregivers in selected locations																		



## 4.2 Allocation of days

The figure below presents detailed allocation of days to specific tasks and evaluation team members.

Figure 11: Involvement of experts

Phase/Task		Team Leader	Project Manager	Researchers		QA Expert
		Nadia Saad	KE-1 Agnieszka Makulec	KE-2 Dominika Safin, KE-3 Joanna Smętek and KE-4 Jagoda Gregulska	KE-5 Hiba Daher	KE-6 Iwona Safi
<b>PHASE 1: SCOPING</b>						
Task 1.1	Kick-off call	0.5	0.5	0	0	0
Task 1.2	Desk review	0	1.5	2.5	0	0
<b>PHASE 2: INCEPTION REPORT</b>						
Task 2.1	Preparation and submission of the Draft Inception Report	0	2	3	0	0
Task 2.2	Presentation of the Draft Inception Report to Adolescent and Youth Advisory Board	0	0.5	1	0	0
Task 2.3	Preparation and submission of the Final Inception Report	0	1	3	0	0
<b>PHASE 3: DATA COLLECTION</b>						
Task 3.1	Fieldwork preparation	1	0.5	3	1	0

Task 3.2	In-depth interviews at the central level (12-16 KIIs)	0	4	5.5	0	0
Task 3.3	In-depth interviews at the local level (8-12 KIIs)	1.5	0	0	1.5	0
Task 3.4	Focus group discussions (24 FGDs)	4.5	0	0	7.5	0
Task 3.5	Fieldwork reporting	3	0	2	3	0
<b>PHASE 4: ANALYSIS AND REPORTING</b>						
Task 4.1	Data analysis	1	3	5	1	0
Task 4.2	Preparation and submission of the Draft Evaluation Report	1	2	5	0	1
Task 4.3	Presentation of the Draft Evaluation Report to Adolescent and Youth Advisory Board	0	0.5	1	0	0
Task 4.4	Preparation and submission of the final Evaluation Report	1	2	3	0	1
	<b>No. of man days</b>	<b>13.5</b>	<b>17.5</b>	<b>34</b>	<b>14</b>	<b>2</b>

The following section provides more detail on how the work within the assignment will be organised.

## 5. Work organisation

For this study, we are proposing a strong and flexible approach to work organisation which can firmly support the research methodology set out above, as well as ensuring the successful and timely completion of the study. As such, this section presents the experts who will undertake the study, providing an overview of their complementary expertise and experience, as well as the roles that they will play in the study. In addition, we detail the quality assurance processes that will be adopted for the study, the arrangements for client liaison and our risk management tentative plan.

### 5.1 Work organisation overview

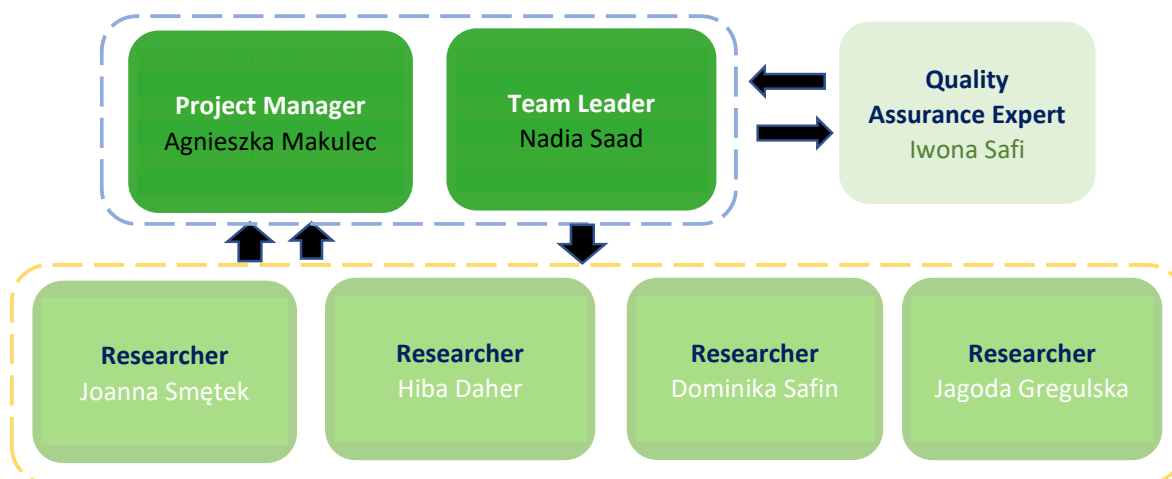
Through our experience of managing a wide range of evaluations and research projects we have developed a robust transnational project management system which has been tailored to the requirements of this contract. Our system enables each member of the team to play to their strengths both professionally and culturally, and is aimed at achieving high quality results, with maximum cost effectiveness. The proposed team structure has been designed to offer the required mix of high-level expertise, including national experts, and is underpinned by high-quality organisational and technical capacity. Structuring the team in this way adds value to this particular evaluation in the following ways:

- ◆ We have been able to include the very best expertise and experience in the delivery of studies in the field of child and adolescent rights, youth policy, education and refugees. This includes team members with specific and recent experience of evaluating programmes providing diverse services for children and youth;
- ◆ We have available sufficient capacity to undertake efficient and timely desk-based research and analysis to provide a sound basis for the study;
- ◆ We can provide coverage of the required linguistic and cultural competencies; and
- ◆ We can guarantee that all outputs will be of a high standard having been subject to both internal and external quality checks for content and language.

The evaluation team will be led by Nadia Saad who has extensive experience in directing evaluations and studies in the fields of vulnerable children and youth, social protection and refugee support. She will be supported by Agnieszka Makulec (as Project Manager) who all will bring significant experience and knowledge in the fields of programme evaluations as well as children, youth and migration. The team will be further complemented by four researchers (Dominika Safin, Joanna Smętek, Jagoda Gregulska and Hiba Daher) and a Quality Assurance Expert (Iwona Safi). All the four researchers poses significant experience in data collection and analysis. Additionally, Hiba Daher and Iwona Safi bring in wealth of local knowledge as they are both based in Lebanon.

Figure 12 illustrates the proposed structure of the team for the study. This approach has been chosen based on our previous delivery of similar studies. We believe this structure will provide strong and experienced leadership, efficient and effective management of resources, and the application of all the necessary technical and thematic skills.

Figure 12 Team composition



The work of the evaluation team will be supported by an **in-house backstopping team** dedicated to administrative support and project management services. Among others, the backstopping team will support the logistical arrangements for the evaluation team, including missions' organisation, provide editing and graphic design services and other key administrative and financial assistance throughout the implementation of the assignment.

## 5.2 Roles and expertise of team members

The members of the evaluation team have been selected to provide all the necessary skills to carry out the study, and together have the expertise and experience required in the relevant policy areas and research techniques. Figure 13 outlines the profiles of the proposed team members and their responsibilities in this assignment. Detailed information with regard to the experts' relevant evaluation-related experience and thematic expertise are presented in the expert CVs in Annex 1.

Figure 13: Team member profiles and roles

Expert Name and Position	Expert Profile and role in the assignment
<p>Name: Ms. <b>Nadia Saad</b></p> <p>Position: <b>Team Leader</b></p>	<p>Ms Nadia Saad has a Master degree in Planning and Political Development. Her native language is Arabic and she is fluent in English. She has 27 years of experience in planning, management, organizational development, and evaluation of development and humanitarian aid programmes in different sectors including Education sector, youth and vulnerable populations.</p> <p>Her rich portfolio includes support to Education stakeholders in Lebanon, Jordan, Palestine and other countries in the MENA region. Having worked extensively for a range of major actors in the humanitarian and development sphere, Nadia gained excellent understanding of the needs of specific agencies</p>

	<p>and their operational logics. Her work included evaluation and management experience with UNICEF, UNDP education programmes; &amp; evaluation and training experience with UNRWA- provided education and social services to Palestinian refugees. Furthermore, she carried out evaluation for education programs managed by civil society with support from EU and USAID. She possesses experience in education and social science research, including data visualization skills; experience in qualitative and quantitative research design; development of survey instruments, structured and semi-structured interview protocols and/or observation tools; experience in the collection and analysis of both quantitative and qualitative data, especially surveys and key informant and group interviews; using statistical software for analysing quantitative data; preparing final evaluation/research reports and PowerPoint presentations of evaluation/research results.</p> <p>Furthermore, Nadia brings in demonstrated strategy development and implementation experience towards improving information and knowledge management and strong experience in cross cutting issues specifically: gender, youth, child rights and environment.</p>
<p>Responsibilities in the evaluation</p>	<ul style="list-style-type: none"> <li>▲ Provide strategic direction to and lead the overall delivery of the evaluation;</li> <li>▲ Lead the design and refinement of the methodology of the evaluation, together with other experts, including the evaluation matrix and all data collection tools;</li> <li>▲ Coordinate inputs from other experts, ensuring all experts are aware of their tasks and responsibilities and provide their deliverables on schedule and as required;</li> <li>▲ Lead and conduct primary data collection in the field (FGDs and KIIs)</li> <li>▲ Initial check of completeness and accuracy of the deliverables;</li> </ul>
<p>Name: <b>Agnieszka Makulec</b></p> <p>Position: <b>KE- 1 Project Manager</b></p>	<p>Agnieszka Makulec has over 10 years of experience in public policy research and management of complex research projects in the field of migration and mobility, education, youth and social inclusion in the European Union as well as in the development and humanitarian context. Her recent work includes management of UNICEF’s Makani Programme for vulnerable children and youth in Jordan. Agnieszka was a key expert for a 2-year Long-term Agreement on Strategic Foresight for Children in the CEECIS countries (including Turkey) for UNICEF Regional Office Europe and Central Asia and contributed to overview trends reports covering the region and focusing in particular on Migration, Labour Market Developments, Human Rights and CSOs, Climate Change and Gender relations as well as foresight study on the situation of youth and children in Bosnia and Herzegovina.</p> <p>Agnieszka has a long track record of evaluation and research experience in the</p>

	<p>fields of migration and education. She participated in a number of studies requested by the European Commission DGs for Home Affairs (e.g. several studies for European Migration Network, Study on work permits for THB victims) and for education and culture (e.g. two studies on reducing early school leaving in the EU, study on obstacles in recognition of qualifications or study on teachers with migration or minority backgrounds).</p> <p>Agnieszka is an experienced evaluator with significant experience in evaluation projects in developing countries (e.g. Evaluation of OECD project on Youth Inclusion implemented in 9 developing countries worldwide), development aid programmes (e.g. Evaluation of Canadian development aid for Ukraine), EU legislation and programmes. Her background includes degrees in psychology (M.A. from the University of Warsaw) and economics (M.A. in international relations from Warsaw School of Economics).</p>
<p>Responsibilities in the evaluation</p>	<ul style="list-style-type: none"> <li>▲ Act as the key contact point with the Client and take part in briefings and presentations during all phases;</li> <li>▲ Ensure project delivery as agreed in the contract is on schedule;</li> <li>▲ Coordinate inputs from other experts, ensuring all experts are aware of their tasks and responsibilities and provide their deliverables on schedule and as required;</li> <li>▲ Initial check of completeness and accuracy of the deliverables;</li> <li>▲ Deliver presentations to the Adolescent and Youth Advisory Board;</li> <li>▲ Day-to-day management and coordination of all research activities;</li> <li>▲ Lead the development of all deliverables with special focus on the development of findings and recommendations;</li> <li>▲ Coordination of administrative support from Ecorys side to the project;</li> <li>▲ Lead and coordinate secondary data collection;</li> <li>▲ Supporting the Team Leader with risks mitigation and organisation;</li> <li>▲ Coordination of quality check, edition and proofreading including integrating the Quality Assurance comments into a second version of the deliverables;</li> </ul>
<p>Name: <b>Dominika Safin</b></p> <p>Position: <b>KE-2 Researcher</b></p>	<p>Dominika is a Masters graduate of Emerging Markets and International Development from King’s College London with four year-long research and consulting experience in the social development field. In the course of the last three years, Dominika led and participated in the implementation of several studies and evaluations in the field of child rights, adolescents and youth, gender equality and other areas for institutional clients including UNICEF. For instance, she is currently co-responsible for the development and implementation of an evaluation of Save the Children’s Improving Pre-school</p>

	<p>Education in Georgia. In addition, Dominika is a researcher in the External Evaluation of UNICEF’s Makani programme for vulnerable children in Jordan. In 2018, she conducted research within the Strategic Foresight on the Situation of Children in the Europe and Central Asia region for UNICEF ECARO. In 2018, Dominika was also involved in the implementation of the Evaluation of the Youth Inclusion Project of the EU and the OECD. As a result of these experiences, Dominika is proficient in evaluation techniques and is deeply familiar with UNICEF’s approach and procedures for programme development and planning as well as programme management, monitoring and delivery of results.</p> <p>Prior to working with Ecorys, Dominika worked as a Consultant at a development advisory firm in New Delhi in India where she provided research and programme advisory services in the field of children, adolescents and youth for organisations such as UNDP, the World Bank and local NGOs. Prior to that, Dominika interned at the United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP) office in New Delhi where she carried out research on the sustainable development goals and gender equality in South Asia.</p>
<p>Name: <b>Joanna Smętek</b></p> <p>Position: <b>KE-3 Researcher</b></p>	<p>Joanna Smętek holds an M.A. in law from Warsaw University where she also completed English studies. Since 2018, she has been an attorney trainee in the Warsaw Bar Association. Aside from her research experience at Ecorys Poland, Joanna has close to 7 years of professional experience in the CSO sector in the field of human rights, working as a project coordinator, expert, researcher and author of reports. In particular, she has been engaged in numerous projects, including qualitative research, devoted to the rights of vulnerable groups – children, women, persons with disabilities, as well as victims of crime, including gender-based violence. Joanna has expert knowledge of international human rights instruments, including the UN treaties.</p> <p>While at Ecorys Poland, Joanna carried out evaluation of UNICEF’s Makani Programme for vulnerable children and youth in Jordan. She also co-authored the report produced within the project “Strategic Foresight for Children in the ECAR region: 2018 Update for UNICEF,” conducted as part of Ecorys Poland’s framework contract with UNICEF. She was also engaged in drafting the evaluation report of the OECD’s Youth Inclusion Project. Over the course of almost 7 years at the Helsinki Foundation for Human Rights, Joanna was engaged in three big, consecutive qualitative research projects in cooperation with the EU Fundamental Rights Agency, concerning child-friendly justice. She both coordinated the projects and co-authored reports. Further still, she co-authored the reports on the child protection system in Poland and the minimum age requirements for children in selected legal fields. She also authored a report on guardianship systems for child victims of trafficking in Poland. Joanna worked as a senior expert on a project devoted to strategic</p>

	litigation concerning the rights of children with mental disabilities. In addition to focusing on children’s rights, Joanna was also involved in qualitative and desk research concerning the rights of victims in criminal proceedings and labour exploitation of migrants.
<b>Name: Jagoda Gregulska</b> <b>Position:</b> <b>KE-4 Researcher</b>	Jagoda Gregulska has extensive experience in youth work and youth programming, especially in the context of multicultural societies. She worked as trainer, facilitator and group leader on a number of youth projects in Europe. For several years she designed and implemented multi-country youth exchanges, voluntary services and job shadowing programmes for young people in Poland. In India, she designed and delivered human rights education programmes to youth from rural regions. In Bosnia, she implemented one year long community building project targeting young people from war-torn Srebrenica, focused on social cohesion and empowerment of youth. Her evaluation experience includes assessment of economic empowerment activities targeting, amongst others, young vulnerable people, in Bosnia and evaluation of UNICEF-led programme for vulnerable children and youth in Jordan. Her understanding of the challenges faced by Syrian youth and children comes also from work along the so-called ‘Balkan Route’, where Jagoda organised medical and socio-medical help to vulnerable refugees and migrants.
<b>Responsibilities in the evaluation</b>	<ul style="list-style-type: none"> <li>▲ Contribute to the design and refinement of the evaluation methodology, including assistance in the preparation of the evaluation matrix and data collection tools and refinement of the Theory of Change;</li> <li>▲ Undertake a timely review of the documents according to pre-defined assessment criteria;</li> <li>▲ Carry out KIIs at the central level;</li> <li>▲ Conduct primary and secondary data analysis and synthesis of findings and support the preparation of the draft and final inception and evaluation reports;</li> <li>▲ Incorporate feedback from the Team Leader on deliverables.</li> <li>▲ Support the delivery of presentations to AYAB at the inception and the end of the assignment.</li> </ul>
<b>Name: Hiba Daher</b> <b>Position:</b> <b>KE-5 Researcher</b>	Ms Daher holds MBA and MA in Psychology. She is native in Arabic and fluent in English. Her experience includes working with Implementing partners for UNHCR on projects for Strengthening the Protection Environment for Syrian Refugees in Beirut, Iraqi and other Nationalities in Lebanon. Protection sector includes: SGBV (sexual & gender based violence), CP (child protection), SaWC (street and working children) & PwSN (people with specific needs). Hiba has experience monitoring project activities and outputs against project log

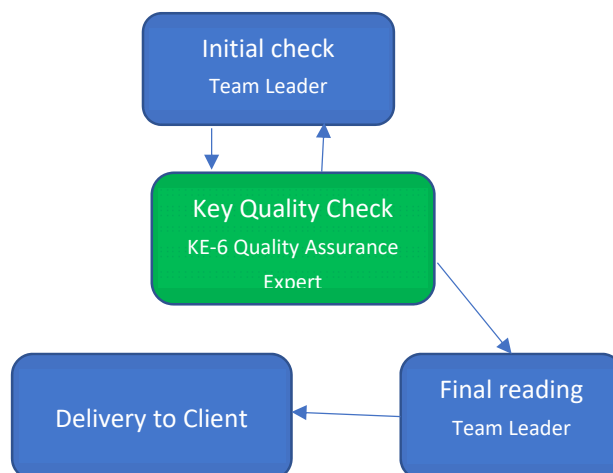
	<p>frames, timeframes and budgets. Specifically to youth, she worked on establishing youth’s community groups to represent youth from different nationalities and backgrounds. She has sound experience conducting FGDs and participatory assessments. She worked with a number of stakeholders involved in humanitarian and development activities in Lebanon. In her work she assisted in market assessments, needs assessments and drafting of final reports. She contributed to promotion of economic inclusion for youths through TVET, apprenticeships, job matching as well as soft skills training to ultimately improve their economic resilience and social capital.</p>
<p>Responsibilities in the evaluation</p>	<ul style="list-style-type: none"> <li>▲ Contribute to the data analysis with information on the Lebanese context and local knowledge;</li> <li>▲ Carry out the in-depth desk review and secondary data analysis;</li> <li>▲ Translate data collection tools for the KII and FGDs conducted in Arabic;</li> <li>▲ Undertake KIIs and FGDs.</li> </ul>
<p>Name: <b>Iwona Safi</b></p> <p>Position: <b>KE-6 Quality Assurance Expert</b></p>	<p>Iwona Safi, Ph.D. has over 10 years of professional experience, in particular in conducting evaluations and results-oriented monitoring (ROM) for various clients, including UN actors (UN OHCHR, UNDP, UNRWA) and the European Commission. She can boast a wealth of international experience and has extensively worked in Lebanon and other countries of the MENA region. She has worked in the context of the Syrian crisis, but also in other refugee and migration contexts. Much of her professional focus in various assignments was placed on the situation and rights of children and youth, human rights and gender. As the Programme Director at Save the Children, she was involved in the development of the result framework for Lebanon Crisis Response Plan (2016 &amp; 2017-2020) and the 3RP Regional Refugees Resilience Plan 2018-2019 in response to the Syria crisis. She was also the team leader for the mid-term evaluation of the project “Infrastructure and camp improvement - improving of living conditions of vulnerable Palestinian refugees in Jerash Camp” implemented by UNRWA. Among many ROM projects, she participated e.g. one on the “Scholarship Fund for Palestinian Refugees in Lebanon: Rewarding Academic Excellence” implemented by UNRWA. She holds a Ph.D. in Juridical Sciences from the University of Warsaw. She also obtained a Certificate in Strategy and the Post Recession Economy, Leading Through Crisis from the Harvard Business School and Harvard Kennedy School. She speaks Polish, English, Russian and Arabic.</p>
<p>Responsibilities in the evaluation</p>	<ul style="list-style-type: none"> <li>▲ Provide comments and suggestions for improvements to the evaluation team;</li> <li>▲ Ensure the overall coherence and high quality of all deliverables;</li> <li>▲ Ensure the correctness of English language and referencing of the reports;</li> </ul>

### 5.3 Internal Quality Assurance Process

Quality assurance works at all stages in delivering assignments, from the inception to the finalisation of the work under this contract. It begins with **working very closely with the Client** to fully understand their priorities (and any constraints) and to ensure that the services we deliver are as closely aligned as possible to these priorities. The Team Leader and the Project Manager will be the main points of contact for all communication with the Planning, Monitoring and Evaluation Team appointed as evaluation manager for this assignment. Day-to-day contact will be maintained with the Client for progress reporting and notification of any risks or problematic issues arising on both sides. Indeed, where our experience allows us to identify a risk or a concern, we will seek to provide guidance and support to our clients in how to address these issues and ensure the smooth implementation of services. Importantly, as stated in the ToR, UNICEF will support the evaluation team in gaining access to all information and documentation relevant to the intervention, as well as to key actors and informants who should participate in interviews, focus groups or other information-gathering methods.

Our proposed quality assurance process also envisages that **each of the deliverables will be subject to an a series of key checks**, alongside regular checks, in terms of quality and accuracy of content. The key checks of all deliverables begin with initial checks by the Team Leader, intended to save time on controlling the completeness of the deliverables, its coherence with the requirements as well as provide editorial review, including high quality proofreading. Subsequently, all deliverables will be reviewed by an expert assigned specifically for this task: KE-6 Quality Assurance Expert, Ms Iwona Safi. Guided by her long-standing experience of delivering assignments for international organisations around the world, and her in-depth knowledge of the policy context in Lebanon, she will provide clear comments and suggestions for improvements to the evaluation team regarding content, coherence, as well as style and language. After incorporating the feedback of the KE-4 Quality Assurance Expert, all deliverables will be subject to a final check/reading for accuracy, timeliness, adequacy of information and presentation by the Team Leader. The quality assurance process is illustrated in Figure 14.

Figure 14: Quality assurance of deliverables process



As aforementioned, we see ourselves as intelligent delivery partners who are able to identify specific risks to assignments early on. The next sub-section presents some of the key risks identified by us that could affect the implementation of the assignment. Respective mitigation measures proposed by us to minimise these risks are also outlined.

## 5.4 Risk Management

There are a number of key risks to the successful completion of the study, which must be taken into account within the design of the work programme. The following figure presents our initial assessment, outlining the nature and impact of each risk, and our proposed contingency measures. The risk register will be reviewed and updated on a regular basis by the Project Manager.

Figure 15: Risk register and mitigation strategies

Risks and Limitations	Likelihood	Impact	Proposed Mitigation Measure
Slippage incurred against study work programme	L	M	We will ensure a well-planned and realistic timetable for the study.  We have the ability to draw upon additional resources from the wider study team if necessary for covering fieldwork tasks within a shorter timeframe. We will keep in regular contact with the client to ensure research is in line with expectations.
Shortage of Programme implementation and monitoring data on the later months of the evaluation temporal scope, as the evaluation takes place within of the temporal scope of the assessment	H	M	We will aim to gauge the implementation status and required data from the KIIs with the Client and the Implementing Partners to assess effectiveness even if monitoring data for the end of 2019 will not be available at the time of the evaluation.
Absence of fully disaggregated (by vulnerabilities) data and significant data and knowledge gaps in the records kept by the YAD IPs and relevant Ministries throughout the Programme implementation period.	H	M	Such gaps are envisioned and if encountered they will be supplemented by adequate qualitative data collection methods and identification of alternative data sources.
There is a risk that project beneficiaries will not be available	M	H	The evaluation team will work closely with UNICEF and YAD IPs (as required) to ensure

for interviews and FGDs impacting on the quality and depth of enquiry.			appropriate communication strategies.
The most vulnerable adolescent and youth are not well represented in the study (especially those with disabilities)	M	M	Extra efforts will be made to invite and facilitate participation of beneficiaries with disabilities or other vulnerabilities. The Implementing Partners will be asked to facilitate the participation of the most vulnerable youth.
Governmental stakeholders not available for KIIs	M	H	Impact level will vary depending on the Ministry, with some being especially important to the YAD programme. Careful and timely fieldwork planning, accompanied by clear outreach information will help securing necessary interviews.
Gender balance is not achieved in direct data collection (e.g. domination of females among parents in FGDs and males in local KIIS)	M	H	Adequate inclusion of gendered perspectives is fundamental and will not be compromised. This will be communicated to UNICEF staff and IPs facilitating FGDs and KIIS. Same gender FGDs among adolescent and youth will be considered, female community leaders will be actively identified and reached out to. Male parents and caregivers will be encouraged to attend.
Adolescent and youth do not participate actively in the FGDs and meetings result in poor data collection	M	H	The evaluation team is well-experienced in designing and carrying out FGDs with vulnerable youth and this will be reflected in formulation of questions and facilitation techniques conducive to active and meaningful participation.
Key evaluation team members become unavailable for conducting the study	L	M	A large pool of in-house experts and project managers at Ecorys provides for a guarantee that replacement team members can be mobilised quickly. Our internal procedures for work organisations will ensure that the replaced team member is thoroughly briefed and ready for successful implementation of the assignment.

Abbreviations: L: Low, M: Medium, H:High

## 6. Annexes

### 6.1 Annex I: Evaluation Matrix

Figure 16: Revised Evaluation Matrix

	Evaluation Question	Indicator/s, data	Collection method(s) <sup>47</sup>	Data sources <sup>48</sup>	Comments: What we are looking at? What we are looking for? Key areas of enquiry?
<b>RELEVANCE</b>					
1	To what extent are the YAD programme objectives aligned with national policy and programmatic strategic objectives?	Level of alignment between objectives in YAD programme and national policy and programmatic strategic objectives	DR KIIs	PD OD IS NS	We will be mainly looking at PD and OD (national policy documents, LCRP) to see to what extent the objectives of the YAD are aligned with those expressed in OD.
2	To what extent are the objectives valid and appropriate to the current & future context and the needs of youth and adolescents in particular?	Level of alignment between YAD programme's objectives and current & future context and the needs of youth and adolescents in particular  Level of alignment between activities & outputs and intended impacts & effects	DR KIIs FGDs	PD OD IS NS LS BE	We will be looking at PD to determine YAD objectives and juxtapose them with desk review of OD, as well as opinions of stakeholders, including beneficiaries, to see how aligned these objectives are with the current and possible future contexts in relation to adolescents and youth. For this, we will investigate whether a needs assessment was conducted and if so, the extent to which the needs were rightly identified.
3	Given that LCO YAD programme (2017-2019) specifically categorised the target age as 15-24 and given UNICEF's mandate of 0-18, to what extent was this focus relevant given the context? To what extent were the needs of the 10-14-years-old adolescents also integrated and ensured relevance within the programme?	Existence, extent and quality of evidence supporting the current focus of YAD programme on persons between 15 and 24 years of age  Level of integration of the needs of 10-14-year-olds into the YAD programme	DR KIIs	PD PR OD MD IS NS LS	We will look at various relevant documents and opinions of stakeholders to see whether there is evidence supporting the focus on 15-24-year-olds given the context and evidence for the integration of the needs of 10-14-year-olds in the programme.

<sup>47</sup> DR - Desk Review; KIIs (Key Informant Interviews); FGDs (Focus Group Discussions);;

<sup>48</sup> PD – Programme Documentation (including the Country Programme document and Budget, theories of change, other), PR – Programme Reports (annual, situation reports, other), MD – Monitoring Data, OD – Other Documents, IS – International Stakeholders (includes UNICEF), NS – National Stakeholders, LS – Local Stakeholders (excluding beneficiaries), BE – Beneficiaries.

EFFECTIVENESS					
1	To what extent was the Programme effective in strengthening government capacity to implement and monitor inclusive and gender responsive policies for Lebanese and non-Lebanese youth?	<p>Evidence of contribution to strengthening government capacity to implement and monitor inclusive and gender responsive youth policies</p> <p>Action Plan of the National Youth Policy 2012-20 endorsed</p> <p># of key recommendations of the National Youth Policy initiated with concerned ministries</p> <p>Appropriate national curricula, frameworks, standards and policies reviewed and endorsed (youth BLN and TVET)</p> <p>% of educators employed in UNICEF-supported learning spaces whose teaching performance meets educational and other defined standards</p> <p># and quality of knowledge pieces on the situation of youth generated to support policy formulation and advocacy</p>	DR KIIs	PR MD OD IS NS LS	We will conduct a comprehensive review of available documents and stakeholder feedback from international, national and local levels to collect evidence on the effectiveness of activities and outputs for improving government capacity to implement inclusive and gender responsive policies for Lebanese and non-Lebanese youth. In this endeavour, we will also investigate the major factors influencing the achievement or non-achievement of the objectives.
2	To what extent was the Programme effective in increasing the capacity and delivery of equitable, vocational, technical and innovative skills building services?	<p>Evidence for increased capacity and delivery of equitable, vocational, technical and innovative skills building services</p> <p># of Lebanese and non-Lebanese young males and females supported for enrolment in public formal VET and MEHE YBL</p> <p># of adolescents and youth supported by competency and market-based skills training programmes (CBT, Agri etc.)</p> <p># of youth supported with employment support services (e.g. guidance, business mentorship, internships, on the job training or</p>	DR KIIs FGDs	PR MD OD IS NS LS BE	We will conduct a comprehensive review of available documents and stakeholder feedback from international, national and local levels to collect evidence on the effectiveness of activities and outputs for improving capacity and delivery of equitable, vocational, technical and innovative skills building services. In this endeavour, we will also investigate the major factors influencing the achievement or non-achievement of the objectives.

		apprenticeships)			
3	To what extent was the Programme effective in strengthening mechanisms for meaningful participation and empowerment of youth males and females?	Evidence for strengthened mechanisms for youth participation and civic engagement  # of male and female youth trained by Life Skills programmes	DR KIIs FGDs	PR MD OD IS NS LS BE	We will conduct a comprehensive review of available documents and stakeholder feedback from international, national and local levels to collect evidence on the effectiveness of activities and outputs for strengthening mechanisms for youth participation and civic engagement. In this endeavour, we will also investigate the major factors influencing the achievement or non-achievement of the objectives.
4	To what extent was the programme effective in increasing funding levels for adolescents and youth programming in Lebanon (including direct funding and leveraging of resources)? Did the Programme yield any other intended and unintended results?	Level of funding for adolescents and youth programming in Lebanon (data disaggregated by year)	DR KIIs	PR OD IS NS LS	We will look at the available documents and feedback from stakeholders to determine the level of funding for adolescents and youth programming in Lebanon at various administrative tiers. We will collect data for the period of the programme's implementation, but also prior to it to be able to appropriately determine the effectiveness of the programme considering pre-programme funding levels and dynamics.
5	To what extent was the integrated approach of different UNICEF programmes adopted in the design and implementation of the YAD programme and to what extent did the integrated approach support/hamper achievement of results?	Evidence of the integrated approach being adopted in design and implemented in the YAD programme.  Evidence as to whether the integrated approach supported or hampered the results.	DR KIIs FGDs	PD PR IS NS LS BE	We will be looking at relevant documentation and feedback from stakeholders to determine whether the integrated approach was adopted in the programme design and implemented in practice. Based on DR, KIIs and FGDs we will try to determine whether implementation of this approach had influence on the achieved results.
6	To what degree does the programme generate evidence to inform the implementation and future decision-making on the YAD Programme and related national policies and plans?	Information on the evidence generated by the programme  Opinions of stakeholders related to the relevance of generated evidence  # of review or changes in national policies and plans based on evidence generated in the	DR KIIs	PD PR MD IS NS LS	We will be looking at relevant documentation and stakeholder feedback to determine whether the programme's monitoring and evaluation arrangements, as well as data collection which forms part of its activities produce relevant and sufficient results for stakeholders to be able to make informed decisions.

		programme.			
<b>COVERAGE</b>					
1	To what extent did the programme reach the most vulnerable adolescent and youth groups in Lebanon (including young refugees in camps, settlements, and host communities, girls, working adolescents and youth, rural youth, young people not in education, employment and training)? Has the programme ensured comprehensive and equal geographic coverage?	<p>Evidence of effectiveness and obstacles in reaching the most vulnerable populations in Lebanon.</p> <p># of beneficiaries disaggregated by vulnerability</p>	DR KIIs FGDs	PR MD IS NS LS BE	We will look at the programme reports and monitoring data to see the breakdown of beneficiaries by various characteristics, including vulnerabilities. We will juxtapose these number with assessments gathered from stakeholders on the effectiveness of the programme in reaching vulnerable populations. We will take into account the potential difficulties in reaching these groups to determine the coverage considering the hindering factors at play. We will also try to determine whether the level of service is equal between regions and how the positive results of the programme are distributed between regions. If this is the case, we will identify those regions which were less likely to benefit from the programme and try to determine why this was the case.
<b>EFFICIENCY</b>					
1	To what extent were YAD programme activities cost-efficient?	<p>Evidence on timely achievement of results and objectives.</p> <p>Evidence on the relation between costs incurred and results achieved.</p> <p>Cost of programme implementation (disaggregated by years and components)</p> <p># of beneficiaries (disaggregated by years and components).</p> <p>% of achieved indicators from the programme's M&amp;E framework (disaggregated by years and components)</p>	DR KIIs	PD PR MD IS NS LS	We will be looking at relevant documentation and stakeholder feedback to determine the relation between the programme's costs and the results achieved. The cost-efficiency analysis will be possible if appropriate data is available: e.g. on the cost of the programme, including budgeted costs and actual expenses divided by years; data on the costs of similar activities and results prior to the initiation of the programme; data on other similar interventions to compare the YAD programme to.

2	To what extent do the Programme internal management arrangements and communication flows conducive to Programme efficiency?	Evidence on adequacy and efficiency of internal management and communication procedures	DR KIIs	PD PR MD IS NS LS	We will explore the Programme internal management and communication procedures to assess how they facilitate or hinder efficiency. We will specifically look at how work is organised, if the Programme team is adequate, if the reporting procedures are clear and effective, etc.
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**COORDINATION**

1	To what extent did UNICEF collaborate with the right (key) partners to ensure achievement of the results?	<p>Evidence on whether UNICEF collaborated with the right partners (i.e. private sectors, accelerators, community stakeholders, young people) to ensure achievement of the results.</p> <p>Existence of other relevant actors who were not involved in the programme,</p> <p>Level of alignment between partners and programme objectives.</p> <p>% of fulfilled indicators foreseen in the programme's M&amp;E framework.</p>	DR KIIs FGDs	PD PR MD OD IS NS LS BE	We will be looking at the relevant documentation and stakeholders', including beneficiaries', feedback. This should allow us to determine YAD programme's objectives and results, level of their achievement, map all relevant stakeholders and their objectives, activities and capacities. We will see whether the partners were capable of achieving targets and whether their objectives were aligned with the programme. We will be able to determine whether any stakeholders were not included, but could or should have been for any reasons. Importantly, we will also take into account the opinions expressed by programme beneficiaries as to what kinds of cooperation and partnerships they would be interested in and would benefit from.
2	To what extent and how does coordination between the Programme partners enable improvements in efficiency, effectiveness, including by avoiding duplication of interventions and fostering synergies with other initiatives?	<p>Evidence on improvements in efficiency as a result of programme implementation.</p> <p>Cost of the programme implementation (disaggregated by years and components).</p> <p># of changes in processes and results over time.</p> <p># of interventions which were duplicated.</p> <p>Availability and quality of descriptions of roles and responsibilities.</p>	DR KIIs	PD PR MD IS NS LS	We will be looking at relevant documentation and stakeholder feedback to determine the extent to which the existing cooperation between UNICEF and stakeholders contributed to improvements in efficiency and effectiveness. We will examine the existing partnerships (partner objectives, partnership structures – roles, responsibilities, funding contributions, spending, supervision arrangements, partner results).

		Indications of synergies made.			
<b>IMPACT</b>					
1	To what extent do the adolescents and youth beneficiaries of the YAD programme interventions apply the skills and knowledge they acquired through the programme, express their views and engage in their communities?	<p>Evidence from beneficiaries that they apply the skills and knowledge they acquired through the programme, used these skills for seeking became more confident in speaking about their needs, views and desires and engage in their communities</p> <p>% of adolescents and youth with improvement in knowledge and attitudes when completing training programme</p> <p># of adolescents and youth who access employment or income-generation opportunities</p> <p># of initiatives implemented by youth in their communities</p> <p>% of targeted male and female adolescents and youth who report feeling more empowered as a result of the training.</p>	DR KIIs FGDs	PR IS NS LS BE	We will be looking at relevant documentation and stakeholder feedback to determine the contribution of the Programme to the youth's and adolescents' a.) skills and knowledge level and the ability to secure livelihood opportunities b) civic attitudes and participation. When investigating the latter, attention will also be paid to the extent to which the Programme beneficiaries influence others to take action for better outcomes for youth and adolescents
2	To what extent did the Programme result in improved opportunities and resources to help youth and adolescents reach their full potential, become productive and promote tolerance?	<p>Evidence for improved opportunities and resources enabling youth to seek and secure meaningful participation and transit successfully from school or NEET to quality learning and gainful employment.</p> <p># young girls and boys (15-24) who report actively participating in decision-making processes on matters that concern them</p> <p>% of girls and boys (15-24) not in education</p> <p># of young girls and boys (15-24) who acquire knowledge and skills for healthy lifestyles and</p>			<p>We will be looking at relevant documentation and stakeholder feedback to determine the effects of the YAD programme for adolescents and youth on the opportunities and resources which help them seek and secure meaningful participation and transit successfully from school or NEET to quality learning and gainful employment.</p> <p>Lebanon. Qualitative data will be sought through consultations with stakeholders. Their opinions and declarations will be gathered as to their perceptions of changes achieved thanks to participation in the</p>

		<p>promote a culture of non-violence</p> <p>% of girls and boys who acquire skills and values for global citizenship and sustainable development</p>			programme in a number of dimensions
<b>SUSTAINABILITY</b>					
1	<p>To what extent have the YAD interventions contributed to or impeded sustained local ownership and involvement of local communities in the decision-making process in the field of youth development?</p>	<p>Evidence of the YAD programme's influence on local ownership and local communities participation in decision-making processes.</p> <p>Possible quantitative indicators:</p> <p># of local partners involved</p> <p># of local community representatives involved in the YAD programme activities</p> <p># of local communities involved in the decision-making processes</p>	<p>DR</p> <p>KIIs</p> <p>FGDs</p>	<p>PR</p> <p>MD</p> <p>IS</p> <p>NS</p> <p>LS</p> <p>BE</p>	<p>We will be looking at relevant documentation and stakeholder feedback to accumulate evidence concerning local ownership implementation within the programme. We will examine evidence to see whether any supportive funding and capacity-building arrangements were implemented and how the local community was engaged—whether this was systematic or rather ad hoc; whether the initiative for community involvement came from the programme or the community itself, etc. We will gather examples of initiatives implemented with involvement or for the benefit of local communities.</p>
2	<p>To what extent do national and local authorities have sufficient capacity to take on tasks without UNICEF support? Are the YAD programme components successfully embedding a sustainable system on referral of youth and adolescents to further training, work placement, on-the-job training and entrepreneurship opportunities?</p>	<p>Evidence showing that national and local authorities have sufficient capacity.</p> <p>Declaration of national and local authorities on capacity.</p> <p>Evidence of embedded referral of youth and adolescents to further training etc.</p> <p>Possible quantitative indicators:</p> <p>Decreasing % of UNICEF funding for partners coupled with stable or increasing achievement of results,</p> <p>Increasing % of partner co-funding,</p>	<p>DR</p> <p>KIIs</p>	<p>PR</p> <p>OD</p> <p>IS</p> <p>NS</p> <p>LS</p>	<p>We will be looking at relevant documentation, but most of all feedback from respondents related to the capacity of national and local authorities to take on tasks without UNICEF support. We will look at the divisions of budgetary contributions between UNICEF partners, representing authorities, and UNICEF itself. We will review documentation and seek feedback on the partners (authorities) efforts to mobilise funding for activities related to the YAD programme. We will also seek evidence on deliberate and targeted capacity building. We will, among others, look at the system of referrals for training, work placement, etc. We will see whether referrals are clearly outlined in programme documentation and whether they are a frequent, systematic practice that can be maintained after</p>

		<p># of partners who were able to mobilise additional funding.</p> <p># of youth and adolescents referred for training, including on-the-job training</p>			Programme activities' completion
<b>OVERARCHING ASPECTS – HUMAN RIGHTS-BASED APPROACH AND GENDER EQUALITY</b>					
1	To what extent has the programme achieved equal participation between boys and girls, men and women (incl. children with disabilities)?	<p>Declarations from stakeholders on equal participation between boys and girls, men and women.</p> <p># of boys, girls, men and women participating in the programme</p> <p># of activities/components attended by boys, girls, men and women</p> <p># of referrals of boys, girls, men and women for education, training, TVET, work placement, on-the-job training, etc.</p>	DR KIIs	PR MD IS NS LS	We will look at relevant documentation and feedback of stakeholders to determine the extent to which the programme achieved equal participation between boys and girls, men and women. Both qualitative and quantitative evidence will be sought. In addition to examining stakeholder declarations as to equal participation, we will look at a number of possible quantitative indicators, including the number of beneficiaries disaggregated by sex, but also at the number of attended components disaggregated by sex, referrals, etc.
2	To what extent has the programme strengthened the respect for the rights of adolescents and youth?	<p>Evidence, including declarations of stakeholders, on the programme's influence on the respect for the rights of adolescents and youth.</p> <p>Possible quantitative indicators:</p> <p># of policies and laws reviewed and changed to increase respect for children's right and compliance with international child rights standards</p>	DR KIIs FGDs	PR OD IS NS LS BE	We will look at relevant documentation, including sources which describe policy and legal developments at the national level, as well as stakeholder feedback to see whether supporting evidence can be identified on the programme strengthening the respect for the rights of adolescents and youth. As above, both qualitative and quantitative evidence will be sought.

## 6.2 Annex II: Topic guide for KIIs with UNICEF LCO representatives (CAT. I)

*The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.*

### **Background questions**

1. Kindly introduce yourself, outlining your role at UNICEF and how you are engaged in the Youth and Adolescents (YAD) Programme.
2. Based on your experience, what are the key challenges that adolescents and youth face today in Lebanon? Is the youth policy framework in Lebanon adequate to answer their needs? Please justify your answer.

### **Questions on the YAD Programme**

3. Could you briefly describe the origins of the YAD Programme? How is it different from the preceding programme for youth of your Country Office? When exactly was the Programme initiated and implemented?
4. What are the main objectives and components of the Programme? Is the initial Theory of Change of the Programme still valid? *[the interviewer will show the ToC if needed]*
5. How is the YAD Programme being implemented? Could you enumerate all types of partners that UNICEF works with for the implementation of the Programme? What are the different ways in which these types of actors are engaged in the Programme?
6. Could you describe the YAD Programme referral mechanism?
7. Was the integrated approach of different UNICEF programmes adopted in the design and implementation of the YAD programme? If so, in what way?
8. Have there been any changes in the activities, scope, target group, etc. made since the Programme inception? If so, what were these changes and why were they introduced?
9. How does the mechanism for monitoring the implementation and results of the YAD Programme look like? What kind of data does it collect? Was the data collected used to improve the Programme throughout its duration? If so, how?

### **YAD Programme relevance**

10. To what extent is the YAD Programme aligned with the policy priorities of the Lebanese government in the field of youth development? To what extent do the Programme priorities correspond to policy, programme and Humanitarian Response Plan strategic objectives?
11. In your view, does the YAD Programme address the needs of vulnerable Lebanese and non-Lebanese girls and boys aged 14-25 in Lebanon? Was a needs assessment conducted? Are there any needs which the Programme does not, but could have addressed? Are the needs of 0-14 year old children at all targeted by the Programme?
12. Are all activities planned within the Programme adequate for meeting its objectives? Please justify.
13. To what extent is the Programme's focus aligned with UNICEF's focus on equity? Please justify.

### **Effectiveness and coverage**

14. How has the achievement of the Programme results compare to the original plan? Were there any challenges encountered? Were there any delays? Please explain your answer.
15. Did the Programme reach the most vulnerable populations in Lebanon (including young refugees in camps, settlements, and host communities, girls, working adolescents and youth,

rural youth, young people not in education, employment and training)? Was it more effective in reaching some vulnerable groups than others? Was participation of boys versus girls equal? How was the engagement of persons with disabilities ensured?

16. Did the Programme ensure comprehensive and equal geographic coverage? Please explain your answer.
17. What are the main results the Programme managed to achieve? Is achievement of the three main outputs on track as planned? Have there been any delays in implementation? If so, why?
  - How did the Programme contribute so far to the strengthening of government capacity and systems in the field of youth? Did the Programme facilitate the introduction or implementation of any policy/legal framework changes? Has the Action Plan of the National Youth Policy 2012-20 been developed/introduced?
  - How did the Programme contribute to the increased capacity and delivery of technical, vocational and skills building services?
  - How did it contribute to strengthening of mechanisms for youth participation and empowerment? Did the Programme identify and address the constraints hindering adolescents and youth ability to influence decision-making intentionally?
18. Did the Programme help to increase the funding levels for adolescents and youth programming in Lebanon (including direct funding and leveraging of resources)? If so, please explain how.
19. In your view, what are the main factors, both internal and external to the Programme, for the achievement and non-achievement of the expected results? Were the right partners selected for cooperation? To what extent did the integrated approach support/hamper achievement of results? How do you assess the referral mechanism within the Programme?
20. What are the long-term effects of the intervention of the beneficiaries' skills, knowledge, employment prospects, empowerment and active engagement in their communities and nationally? Please describe the main evidence and how this happens.
21. How do you assess the monitoring and evaluation mechanisms adopted within YAD? Did the Programme generate evidence to inform the implementation and future decision-making on YAD and related national policies and plans? Please justify your answer.

#### **Coordination**

22. Were the right partners (including private partners, accelerators, community stakeholders, youth) selected for the implementation of the Programme? Please justify your answer.
23. Did the coordination arrangements between the partners contribute to Programme efficiency and achievement of results? Were the roles and responsibilities of the different partners divided clearly and adequately? Please explain your view.
24. Did the Programme foster synergies within joint initiatives and other relevant coordination mechanisms? If so, what synergies and how was this achieved? If not, why? To what extent did the actual or expected Programme results justify the costs incurred? What steps were taken to ensure cost-effectiveness? How did the internal management and communication arrangements affect the Programme efficiency? Please explain your view.
25. In your view, do the national and local authorities have sufficient capacity to continue the initiation and implementation of programmes for vulnerable youth without UNICEF support? Did the Programme contribute towards this objective? What measures have been designed to sustain the results of the Programme?

26. Did the YAD interventions contribute to local ownership and involvement of local communities in the decision-making processes in the field of youth development? Please justify your answer.
27. Is the referral system for youth and adolescents to further training, work placement, on-the-job training and entrepreneurship opportunities likely to last after the Programme completion? Please justify your answer.
28. Do you think that anything else relating to the Programme strategy or implementation could have been done better? What are the key lessons to keep in mind for future programming of youth interventions by UNICEF and other actors in Lebanon?

### 6.3 Annex III: Topic guide for KIIs with central government Implementing partners (CAT. II)

*The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.*

#### **Background questions**

1. Kindly introduce yourself, outlining your role in your organisation
2. How have you been engaged in the Youth and Adolescents (YAD) Programme led by UNICEF? What is the role of your organisation in the Programme?
3. Kindly describe how collaboration with UNICEF within the Programme takes place. What technical and financial support does your organisation receive within the framework of the programme?
4. Based on your experience, what are the key challenges that adolescents and youth (aged 14-25) face today in Lebanon?
5. How is youth policy designed and implemented in Lebanon? Who are the main actors involved? To what extent do the ministries cooperate with each other on the matters of youth?
6. To your knowledge, what are the recent developments in the youth policy framework in Lebanon? In your view, is Lebanon's youth policy framework adequate to answer their needs? Please justify your answer.

#### **YAD Programme relevance**

7. To what extent do the YAD Programme objectives and activities correspond to national priorities in the field of youth? To what extent do the Programme priorities correspond to policy, programme and Humanitarian Response Plan strategic objectives? Is there room for improvement in this respect?
8. Were the right partners selected for cooperation? Are there any possibly important partners that the Programme did not include? Please justify your answer.
9. In your view, does the YAD Programme answer the needs of the vulnerable youth and adolescents in Lebanon? Are there any key needs that the Programme could, but does not answer? Are any of the Programme activities not relevant to the needs of youth in Lebanon? Please justify your answer.

#### **Coverage and results**

10. How do you assess the implementation of the particular Programme activities/elements that your institution is/was engaged in? Were there any challenges encountered? Were there any delays? Please explain your answer.
11. To your knowledge, what are the main results of the Programme? Did the Programme contribute to:
  - improved government capacity and systems in the field of youth? Did the Programme facilitate the introduction or implementation of any policy/legal framework changes? Has the Action Plan of the National Youth Policy 2012-20 been developed/introduced? Please justify your answer.
  - increased capacity and delivery of technical, vocational and skills building services? Please justify your answer.

- strengthening of mechanisms for youth participation and empowerment? Please justify your answer.
12. Are you aware of any examples (success stories) on how the Programme empowers youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in their entrepreneurial readiness?
  13. In your view, did the Programme manage to reach the most vulnerable youth in Lebanon? Were all areas equally served by the Programme or are there some areas in Lebanon which the Programme did not reach? Was participation of boys versus girls equal? Please explain why.
  14. Do you feel that the Programme helped to strengthen respect for the rights of adolescents and youth in Lebanon? If so, how? Please provide examples.
  15. Did the Programme help to increase the funding levels for adolescents and youth programming in Lebanon (including direct funding and leveraging of resources)? Please justify your answer.
  16. Are you aware of the referral mechanism employed within the Programme? If so, how do you assess its effectiveness?
  17. What are the main benefits for your institution from your role as an Implementing Partner? Has the decision to become an Implementing Partners brought added value for your institution? If so, in what ways?

**Coordination, efficiency and sustainability**

18. How do you assess the cooperation with UNICEF within this Programme? How do you assess cooperation with other partners within this Programme?
19. Have the management and communication procedures within the Programme been clear and efficient? Please elaborate.
20. After the completion of the Programme, will the government of Lebanon be able to use their own funds or other funds to continue what has been achieved in the framework of the Programme? In the longer term, how do you see the future of the Programme activities?
21. What elements/practices of the YAD Programme could be seen as best practices to be replicated in different contexts and settings?
22. Do you have any recommendations how the Programme could be improved?

## 6.4 Annex IV: Topic guide for KIIs with contribution agreement-based IPs and other UN agencies engaged in the Programme (CAT. III)

*The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.*

### **Background questions**

1. Kindly introduce yourself, outlining your role in your organisation
2. How have you been engaged in the Youth and Adolescents (YAD) Programme led by UNICEF? What is the role of your organisation in the Programme? Briefly describe how collaboration with UNICEF within the Programme takes place.
3. Based on your experience, what are the key challenges that adolescents and youth (aged 14-25) face today in Lebanon?
4. How is youth policy designed and implemented in Lebanon? Who are the main actors involved? To what extent do the ministries cooperate with each other on the matters of youth?
5. To your knowledge, what are the recent developments in the youth policy framework in Lebanon? In your view, is Lebanon's youth policy framework adequate to answer their needs? Please justify your answer.

### **YAD Programme relevance**

6. To what extent do the YAD Programme objectives and activities correspond to national priorities in the field of youth? To what extent do the Programme priorities correspond to policy, programme and Humanitarian Response Plan strategic objectives? Is there room for improvement in this respect?
7. To what extent does the Programme correspond with UN's focus on equity?
8. In your view, were the right partners selected for cooperation? Are there any possibly important partners that the Programme did not include? Please explain your view.
9. In your view, does the YAD Programme answer the needs of the vulnerable youth and adolescents in Lebanon? Are there any key needs that the Programme could, but does not answer? Are any of the Programme activities not relevant to the needs of youth in Lebanon? Please explain.

### **Coverage and results**

10. How do you assess the implementation of the particular Programme activities/elements that your institution is/was engaged in? Were there any challenges encountered? Were there any delays? Please explain your answer.
11. To your knowledge, what are the main results of the Programme? Did the Programme contribute to:
  - improved government capacity and systems in the field of youth? Did the Programme facilitate the introduction or implementation of any policy/legal framework changes? Please justify your answer.
  - increased capacity and delivery of technical, vocational and skills building services? Please justify your answer.
  - strengthening of mechanisms for youth participation and empowerment? Please justify your answer.

12. Are you aware of any examples (success stories) on how the Programme empowers youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in their entrepreneurial readiness?
13. In your view, did the Programme manage to reach the most vulnerable youth in Lebanon? Were all areas equally served by the Programme or are there some areas in Lebanon which the Programme did not reach? Was participation of boys versus girls equal? Please elaborate.
14. Do you feel that the Programme helped to strengthen respect for the rights of adolescents and youth in Lebanon? If so, how? Please provide examples.
15. Did the Programme help to increase the funding levels for adolescents and youth programming in Lebanon (including direct funding and leveraging of resources)? Please justify your answer.
16. Are you aware of the referral mechanism employed within the Programme? If so, how do you assess its effectiveness?

#### **Coordination, efficiency and sustainability**

17. How do you assess the cooperation with UNICEF within this Programme? How do you assess cooperation with other partners within this Programme?
18. Have the management and communication procedures within the Programme been clear and efficient?
19. Are there any challenges that you encountered during the implementation of the YAD Programme? If so, please describe them.
20. Have any synergies with programmes in your or other organisations in Lebanon been created within the Programme?
21. After the completion of the Programme, do you think that the government of Lebanon be able to use their own funds or other funds to continue what has already been achieved? If any, what type and scale of support will be needed to continue the activities in the long-term? Are there any actors other than UNICEF that you think could step in to provide such support?
22. What elements/practices of the YAD Programme could be seen as best practices to be replicated in different contexts and settings?
23. Do you have any recommendations how the Programme could be improved?

## 6.5 Annex V: Topic guide for KIIs with other non-governmental organisations (CAT. IV)

*The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.*

### Background questions

1. Kindly introduce yourself, outlining your role in your organisation
2. How have you been engaged in any way in the Youth and Adolescents (YAD) Programme led by UNICEF? What is your organisation's link to the Programme? Were you approached to become the Implementing Partner in the Programme? If so, why haven't you become one?
3. What are the key challenges that adolescents and youth (aged 14-25) face today in Lebanon? In particular, what are the key challenges related to:
  - government capacity and system to develop, implement and monitor inclusive policies and skills-building mechanisms for youth;
  - availability and delivery of technical, vocational and skills building services;
  - opportunities for meaningful participation and empowerment of youth.
4. How is youth policy designed and implemented in Lebanon? Who are the main actors involved? To what extent do the ministries cooperate with each other on the matters of youth?
5. To your knowledge, what are the recent developments in the youth policy framework in Lebanon? In your view, is Lebanon's youth policy framework adequate to answer their needs? Please justify your answer.

### YAD Programme relevance

6. To what extent do the YAD Programme objectives and components correspond to national priorities in the field of youth? *[the interviewer will read out the Programme objectives and list the three components if needed]* Is there room for improvement in this respect?
7. Are you aware with what partners does UNICEF collaborate within the Programme? *[the interviewers will list the different stakeholder types engaged if needed]*. In your view, were the right partners selected for cooperation? Are there any possibly important partners that the Programme did not include?
8. In your view, does the YAD Programme answer the needs of the vulnerable youth and adolescents in Lebanon? Are there any key needs that the Programme could, but does not answer? Are any of the Programme activities not relevant to the needs of youth in Lebanon?
9. Is the Programme relevant to the work of your organisation in the field of youth in Lebanon? Please elaborate.

### Overall assessment

10. Are you aware of how the Programme activities/elements were implemented? If so, how do you assess that?
11. Are you aware of the Programme reach and/or results? Please describe your observations, if possible referring to concrete results. How do you assess the Programme contribution to:
  - strengthening government capacity and systems in the field of youth? Did the Programme facilitate the introduction or implementation of any policy/legal framework changes? Please justify your answer.

- increasing capacity and delivery of technical, vocational and skills building services? Please justify your answer.
  - strengthening of mechanisms for youth participation and empowerment? Please justify your answer.
12. Are you aware of any examples (success stories) on how the Programme empowers youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in their entrepreneurial readiness?
  13. To your knowledge, did the Programme manage to reach the most vulnerable youth in Lebanon? Were all areas equally served by the Programme or are there some areas in Lebanon which the Programme did not reach? Please explain your answer.
  14. To your knowledge, did the Programme help to increase the funding levels for adolescents and youth programming in Lebanon (including direct funding and leveraging of resources)? Please explain.
  15. Are you aware of the referral mechanism employed within the Programme? If so, how do you assess its effectiveness?
  16. Have any synergies with programmes in your organisation been created within the Programme? If so, please describe them. If not, would such synergies be possible?
  17. After the completion of the Programme, do you think that the government of Lebanon be able to use their own funds or other funds to continue what has already been achieved? If any, what type and scale of support will be needed to continue the activities in the long-term? Are there any actors other than UNICEF that you think could step in to provide such support?

## 6.6 Annex VI: Topic guide for KIIs with local Implementing Partners (CAT. V)

*The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.*

### **Background questions**

1. Kindly introduce yourself, outlining your role in your organisation.
2. How have you been engaged in the Youth and Adolescents (YAD) Programme led by UNICEF? What is the role of your organisation in the Programme?
3. Kindly describe how collaboration with UNICEF within the Programme takes place. What technical and financial support does your organisation receive within the framework of the programme?
4. Based on your experience, what are the key challenges that adolescents and youth (aged 14-25) face today in Lebanon?
5. To your knowledge, what are the recent developments in the youth policy framework in Lebanon? In your view, is Lebanon's youth policy framework adequate to answer their needs? Please justify your answer.

### **YAD Programme relevance**

6. To what extent do the YAD Programme objectives and activities correspond to national priorities in the field of youth? Is there room for improvement in this respect?
7. Were the right partners selected for cooperation? Are there any possibly important partners that the Programme did not include?
8. In your view, does the YAD Programme answer the needs of the vulnerable youth and adolescents in Lebanon? Are there any key needs that the Programme could, but does not answer? Are any of the Programme activities not relevant to the needs of youth in Lebanon?

### **Coverage and results**

9. How do you assess the implementation of the particular Programme activities/elements that your institution is/was engaged in? Were there any challenges encountered? Were there any delays? Please explain your answer.
10. To your knowledge, what are the main results of the Programme? Did the Programme contribute to:
  - improved government capacity and systems in the field of youth? Did the Programme facilitate the introduction or implementation of any policy/legal framework changes? Has the Action Plan of the National Youth Policy 2012-20 been developed/introduced? Please justify your answer.
  - increased capacity and delivery of technical, vocational and skills building services? Please justify your answer.
  - strengthening of mechanisms for youth participation and empowerment? Please justify your answer.
11. Could you provide any examples (success stories) on how the Programme empowers youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in their entrepreneurial readiness?
12. In your view, did the Programme manage to reach the most vulnerable youth in Lebanon,

including persons with disabilities? Were all areas equally served by the Programme or are there some areas in Lebanon which the Programme did not reach? Did the Programme reach and target boys and girls equally? Please elaborate.

13. Do you feel that the Programme helped to strengthen respect for the rights of adolescents and youth in Lebanon? If so, how? Please provide examples.
14. Did the Programme help to increase the funding levels for adolescents and youth programming in Lebanon (including direct funding and leveraging of resources)? Please elaborate.
15. Are you aware of the referral mechanism employed within the Programme? If so, how do you assess its effectiveness?
16. What are the main benefits for your organisation from your role as an Implementing Partner? Has the decision to become an Implementing Partners brought added value for your organisation? Please elaborate.

#### **Coordination, efficiency and sustainability**

17. How do you assess the cooperation with UNICEF within this Programme? How do you assess cooperation with other partners within this Programme?
18. Have the management and communication procedures within the Programme been clear and efficient? Please explain your answer.
19. After the completion of the Programme, will your organisation be able to use its own funds or other funds to continue what has been achieved in the framework of the Programme? In the longer term, how do you see the future of the Programme activities?
20. What elements/practices of the YAD Programme could be seen as best practices to be replicated in different contexts and settings? Why?
21. Do you have any recommendations how the Programme could be improved?

## 6.7 Annex VII: Topic guide for KIIs with local authorities (CAT. VI)

The interviewer will read out the Informed Consent Form and answer any questions that the interviewee may have.

### Background questions

1. Kindly introduce yourself, outlining your role in your organisation.
2. How have you been engaged in any way in the Youth and Adolescents (YAD) Programme led by UNICEF? What is your office's link to the Programme?
3. What are the key challenges that adolescents and youth (aged 14-25) face today in your community/district, and in Lebanon more generally? In particular, what are the key challenges related to:
  - government capacity and system to develop, implement and monitor inclusive policies and skills-building mechanisms for youth;
  - availability and delivery of technical, vocational and skills building services;
  - opportunities for meaningful participation and empowerment of youth.
4. How is youth policy designed and implemented in Lebanon? Who are the main actors involved? To what extent do the ministries cooperate with each other on the matters of youth?
5. To your knowledge, what are the recent developments in the youth policy framework in Lebanon? In your view, is Lebanon's youth policy framework adequate to answer their needs? Please justify your answer.

### YAD Programme relevance

6. To what extent do the YAD Programme objectives and components correspond to national priorities in the field of youth? *[the interviewer will read out the Programme objectives and list the three components if needed]* Is there room for improvement in this respect?
7. Are you aware with what partners does UNICEF collaborate within the Programme? *[the interviewers will list the different stakeholder types engaged if needed]*. In your view, were the right partners selected for cooperation? Are there any possibly important partners that the Programme did not include?
8. In your view, does the YAD Programme answer the needs of the vulnerable youth and adolescents in your community/district and in Lebanon more generally? Are there any key needs that the Programme could, but does not answer? Are any of the Programme activities not relevant to the needs of youth in your community/district and in Lebanon?
9. Is the Programme relevant to the work of your organisation in the field of youth in Lebanon?

### Overall assessment

10. Are you aware of how the Programme activities/elements were implemented? If so, how do you assess that? Were there any challenges or delays? If so, please describe them.
11. *[For respondents directly involved in the Programme:]* How do you assess the cooperation with UNICEF within the YAD Programme? If you cooperated with any other actors within the Programme, how do you assess this collaboration?
12. Are you aware of the Programme reach and/or results? Please describe your observations, if possible referring to concrete results. How do you assess the Programme contribution to:

- strengthening government capacity and systems in the field of youth? Did the Programme facilitate the introduction or implementation of any policy/legal framework changes? Please justify your answer.
  - increasing capacity and delivery of technical, vocational and skills building services? Please justify your answer.
  - strengthening of mechanisms for youth participation and empowerment? Please justify your answer.
13. Are you aware of any examples (success stories) on how the Programme empowers youth in engaging with networks, private and public sectors which support livelihood/income opportunities and in their entrepreneurial readiness?
  14. To your knowledge, did the Programme manage to reach the most vulnerable youth in Lebanon? Were all areas equally served by the Programme or are there some areas in Lebanon which the Programme did not reach?
  15. To your knowledge, did the Programme help to increase the funding levels for adolescents and youth programming in Lebanon (including direct funding and leveraging of resources)?
  16. Are you aware of the referral mechanism employed within the Programme? If so, how do you assess its effectiveness?
  17. Were any synergies with other initiatives implemented by your office created within the Programme? If so, please describe them. If not, would such synergies be possible?
  18. After the completion of the Programme, do you think that the Implementing Partners be able to use their own funds or other funds to continue what has already been achieved? If any, what type and scale of support will be needed to continue the activities in the long-term? Are there any actors other than UNICEF that you think could step in to provide such support?
  19. What elements/practices of the YAD Programme could be seen as best practices to be replicated in different contexts and settings?
  20. Do you have any recommendations how the Programme could be improved?

## 6.8 Annex VIII: Topic guide for FGDs with adolescents and youth

*Facilitators of the FGD have to comply with the Ethical Protocol. They will hand out consent forms and explain their content before the FGD. Facilitators will answer any questions related to the project/FGD and start with asking the participants to briefly introduce themselves, using pseudonyms, first.*

### **Background questions**

1. Which activities within the Youth and Adolescents Programme do you participate in? Since how long?
2. How did you hear about the Programme? Were you referred here from any other organisation?
3. Why do you participate in the activities? What was your motivation to become involved?

### **Key questions**

4. Are you part of any other initiatives for adolescents and youth? If so, which ones? Are the activities within the YAD Programme different to the other ones you attended? If so, how?
5. If the YAD Programme was not there, are there any other organisations/programmes that you would like to and could participate in?
6. What do you think about the activities that you participate in within the UNICEF-supported Programme for youth? What do you like about the most?
7. Has participation in the Programme helped you to improve your knowledge and skills? If so, please describe the knowledge and skills gained.
8. Were you able to find a job, internship, apprenticeship or a volunteering opportunity as a result of the Programme activities? If not, do you think that it will in the future? Did any of your friends find professional opportunities as a result of participating in the Programme?
9. Do you feel any changes in your personality or attitude that happened as a result of participating in the Programme activities? If so, how?
10. Do you feel more confident as a result of the Programme activities? Did engagement in the Programme have influence on your relationships with your peers or family?
11. Has the Programme had any effect on your engagement in your community or politics? For example, did you start participating in community events, volunteering or became engaged in social innovation projects?
12. Can you give examples of things that you were able to achieve in your life thanks to the Programme?
13. Is there anything that you dislike about the Programme? If you were in charge of the Programme, what would you change about it? Please explain why.
14. Do you talk about the Programme activities with your friends and family?
15. Do you think that your participation in the Programme had any influence on your peers who did not participate in it? For example, did your participation in the Programme encourage any other young people to take active steps to improve their education or skills or to participate in the community life?

## 6.9 Annex IX: Topic guide for FGDs with parents/caregivers

*Facilitators of the FGD have to comply with the Ethical Protocol. They will hand out consent forms and explain their content before the FGD. Facilitators will answer any questions related to the project/FGD and start with asking the participants to briefly introduce themselves, using pseudonyms, first.*

### **Background questions**

1. Which activities within the Youth and Adolescents Programme do your children participate in? Since how long?
2. How did you/your children hear about the Programme? Were they referred here from any other organisation?
3. What do you think was their motivation to become involved?

### **Key questions**

4. Are your children part of any other initiatives for young people? If so, which ones? Are the activities within the YAD Programme different to the other ones they attended? If so, how?
5. If the YAD Programme was not there, are there any other organisations/programmes that your children could participate in?
6. What do you think about the activities that your children participate in within the UNICEF-supported Programme for youth? What do you like about them? What do your children think about them? Do they like them? What do they appreciate the most?
7. In your view, has your children's participation in the Programme helped them improve their knowledge and skills? If so, please describe the knowledge and skills gained.
8. Were your children able to find a job, internship/apprenticeship or a volunteer position as a result of the Programme activities? If not, do you think that they will in the future?
9. Have you observed any changes in your children's personality or attitude after they started participating in the Programme activities? If so, what are these changes?
10. Did you observe any changes to their confidence level? Did their relationship with you or other family members change after they started participating in the Programme?
11. Has the Programme had any effect on your children's engagement in community/political life? For example, did they start participating in community events or volunteering or took up social innovation projects?
12. Do you think that the Programme responds to the needs of boys and girls equally? Does it respond to the specific needs or ambitions of girls?
13. Do you think that the Programme should cater to the needs of younger children (aged 0-14) as well? If so, in what ways?
14. Is there anything that you think is not so great about the Programme? Did your child mention anything they did not like? What would you change about it? Are there any other needs of your children that the Programme should address? Please explain why.
15. Do you think that your child's participation in the Programme had any influence on your other family members? Do your other family members want to participate in the Programme?

## 6.10 Annex X: Ethical protocol

### “Evaluation of UNICEF’s Youth and Adolescents Programme in Lebanon”

#### ETHICAL PROTOCOL

The following document presents selected procedures on ethical issues involved in the current project. The team members are required to follow these procedures while conducting the activities with the “Evaluation of UNICEF’s Youth and Adolescents Programme in Lebanon.” It is to ensure that the research complies with the highest standards of ethics, including those set by UNICEF.

#### 1. Normative framework

a. All team members are required to, first and foremost, abide by the laws and other binding regulations of their countries and the countries they visit.

b. Team members are required to familiarize themselves with and abide by the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis, which are easily available at:

[www.unicef.org/supply/files/ATTACHMENT\\_IV-UNICEF\\_Procedure\\_for\\_Ethical\\_Standards.PDF](http://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF)

c. Team members are required to familiarise themselves with and use the following UNICEF documents:

- ◆ Guidance Document for Informed Consent
- ◆ Guidance Document for Protocols for the Protection of Data
- ◆ Guidance Document for the Protection of Human Subjects’ Identities
- ◆ Guidance of the Protection of Human Subjects’ Safety

d. Team members are also required to follow the procedures as described in Ecorys’ offer and revised in the Inception report, in particular ethical principles which have also been included in pt. 2 of this protocol.

e. If in the course of the research a question of an ethical nature arises, it is to be resolved in consultation with the Team Leader and Project Manager, and when it cannot be resolved independently by the consultant—also with UNICEF.

#### 2. Research principles

As noted in Section 2.7 of the Inception report, the current evaluation is conducted in accordance with the following principles:

- ◆ Principle 1. Safety
- ◆ Principle 2. Transparency
- ◆ Principle 3. Voluntary participation
- ◆ Principle 4. Privacy
- ◆ Principle 5. Confidentiality of data
- ◆ Principle 6. Reciprocity

### 3. Informed consent procedure

a. Team members who are involved in data collection with respondents are required to obtain their informed consent prior to the interview. The informed consent/assent form has been provided in the Inception report in Annex XI. The Inception report was shared with all members of the evaluation team.

b. The steps involved in obtaining the informed consent include, at a minimum:

- ▲ Handing over the Informed Consent Form,
- ▲ Researcher's presentation of themselves and Ecorys,
- ▲ Presentation of the project including the reason why a particular activity is undertaken,
- ▲ Presentation of what will happen during the interview, possible risks and benefits of participation,
- ▲ Clear information that if information concerning abuse is revealed, the researcher will report this fact to the evaluation team and UNICEF,
- ▲ Clear information that participation is voluntary,
- ▲ Clear information that refusal carries no penalty and resignation is possible at any point,
- ▲ Taking questions from the respondent,
- ▲ Information that if a person agrees then they should sign the form.

c. The information listed under pt. b. above has to be clearly enunciated in addition to being provided in writing as part of the informed consent form.

d. If a written consent cannot be provided, the team member should make sure that it is explicitly given orally.

e. In the case of a child's assent, the same steps should be followed, but prior consent of the guardian should be obtained. While communicating with children, the researchers need to be mindful of the language they use and adjust it to the needs of the child. The parental consent will be sought for children who are under the age of 18, either at the place of the focus group discussion or via the telephone if not present during the researchers' visit at the relevant organisation.

### 4. Considerations prior and during interviews

a. Prior and during the interviews with children, the interviewer needs to make sure that the conditions in which the interview is taking place offer safety. In particular any risks (psychological, physical, legal, social and economic) have to be considered beforehand and mitigation strategies prepared. The interviewer should weigh the risks against benefits. If the former outweigh the latter, they should resign from interviewing a given person.

b. During the interviews, all participants need to be treated with respect. If during the interview they resign from participation, they should not be solicited to continue; although a researcher may confirm whether the participant truly would like to resign.

c. During FGDs, attention should be paid that all participants have equal opportunity to express their opinions. There can be no tolerance for ridicule or intimidation from other participants, and the interviewer is obliged to react in such situations.

- d. In the case when abuse is revealed, the interviewer is obliged to report this to the Team Leader and the Project Manager. The team will further report such cases to UNICEF.
- e. Once the interview is concluded, participants should be thanked and should receive feedback on how the information they shared will be used further and when and where, if possible, they could see the results.

#### **5. Protecting participants' identity**

- a. The researchers should minimise collection of personal data. Only that data which is indispensable should be gathered.
- b. In relation to FGDs, names and surnames should not be collected, but only data which will help describe the sample and can be stated openly in the group without disclosure of too sensitive information, e.g. one can collect data on the function in the organisation, sex, age (in case of children) and services used, but rather not concerning nationality and vulnerabilities.
- c. The researchers involved in data collection are obliged to use interview codes in their reporting to protect the privacy of respondent and ensure the anonymity of data.
- c. The researchers cannot disclose the identity of respondents beyond the evaluation team and UNICEF.

#### **6. Protecting data confidentiality and data management**

- a. Confidentiality of data should be protected and taken into account at every stage of the research.
- b. The hard copies of signed informed consent and assent forms gathered during data collection should be safely stored in one place by the Team Leader. They should not be accessible to anyone beyond the evaluation team and UNICEF. Once the interviews are completed, the Team Leader will hand over the hard copies of informed consent and assent forms to the Project Manager at Ecorys or send them to Ecorys by courier.
- c. For the purpose of reporting on the progress of data collection, the Team Leader will also regularly send scanned informed consent and assent forms to the Project Manager at Ecorys. The reporting templates will be sent over email in a password protected format.
- d. As part of reporting from data collection, the Team Leader and National Expert will also send filled in reporting templates from KIIs and FGDs, as well as photos. The reporting templates and photos will be sent over email in a password protected format to the Project Manager at Ecorys. Data in the reporting templates will be coded and should not, in any case, refer to the names and surnames of interviewees. The Team Leader and Researchers will store electronic copies of reporting templates and photos on their computers in a password protected form.
- d. The data in the electronic form will be stored on Ecorys' server, access to which is limited and password protected. Each member of the evaluation team is obliged and forced by the system to change the password every month.

e. Access to data gathered during the project in the course of the fieldwork (i.e. informed consent and assent forms, as well as reporting templates and photos) will be limited to the evaluation team and UNICEF. The Project Manager or other members of the evaluation team will make the data available to UNICEF upon request.

f. The data in an electronic form and in hard copies will be stored by Ecorys and the evaluation team until successful completion of the project confirmed by UNICEF in writing. Once confirmation is received, the data will be removed from the Ecorys server by the Project Manager with the assistance of the Ecorys' IT expert to make sure that it was removed in its entirety without possible restoration. The Project Manager will make sure that all members of the team, including the Team Leader and the Researchers, have removed all data collected during KIIs and FGDs as part of the project from their computers.

## 6.11 Annex XI: Informed consent form (adults)

### “Evaluation of UNICEF’s Youth and Adolescents Programme in Lebanon”

#### INFORMED CONSENT FORM

Ecorys Poland based in Warsaw was commissioned by UNICEF Lebanon to carry out the project “Evaluation of UNICEF’s Youth and Adolescents Programme in Lebanon.” The project will last until the end of January 2020 and will assess the relevance, effectiveness, efficiency, sustainability and impact of the programme. The purpose of the evaluation is to find out whether the Youth and Adolescents Programme has helped vulnerable adolescents and youth in achieving their full potential, become productive and promote tolerance. The results will inform the UNICEF Lebanon Country Programme.

In the project, Ecorys Polska is carrying out data collection through: (a) interviews with key informants in Beirut and selected Implementing Partners across all 8 governorates; (b) 16 group interviews with the adolescent and youth beneficiaries of the Programme; and (c) 8 group interviews with the parents and caregivers of the beneficiaries of the Programme.

If you agree to participate in an interview, we will ask you questions about the YAD programme, relative to your level of engagement. The interview should not take longer than an hour. Your participation is fully voluntary. Refusal to participate or choose not to respond to a particular question will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time. At the same time, participation in the interview will be an opportunity to share your opinions on the YAD Programme, its strengths and weaknesses. You will be able to present recommendations which will find their reflection in the final report and help improve this intervention.

We are committed to protecting your privacy. Your personal details will not be included in the published final report. This information will be available only to the evaluation team and UNICEF. Your interview/FGD will be coded, e.g. as KII-CL-1 (meaning: interview #1 at a central level with a key informant). When we use the information coming from you, we will either refer to your interview code or, if you agree, to the organization you come from, e.g. we may write “a representative of UNICEF stated.”

Your personal data will be processed by UNICEF and the evaluation team only for the purpose of the evaluation. We will not disclose it to any third parties. You may contact us at any point to request alterations, amendments or removal of your personal data. [For FGD participants: to assure the confidentiality of all participants, we also ask you not to disclose anything the opinions or information about other participants outside this discussion.]

If you wish to receive more information about the evaluation, matters of privacy and data confidentiality, you may contact: Sima El Najjar, at [selnajjar@unicef.org](mailto:selnajjar@unicef.org), or via the telephone: +961 1 429273 (ext.467).

If you agree to participate in the interview, below please provide:

.....  
*Signature*

.....  
*Date and location*

If you agree to recording of your interview, below please provide:

.....  
*Signature*

.....  
*Date and location*

## 6.12 Annex XII: Informed assent form (children)

### “Evaluation of UNICEF’s Youth and Adolescents Programme in Lebanon”

#### INFORMED ASSENT FORM

I represent a European company called Ecorys Polska. It is based in Warsaw, Poland. UNICEF Lebanon asked my company to conduct an important project. In this project, we want to see whether participating in UNICEF-supported activities helps you (and other people) in your life in any way. We want to know why you come to participate in the activities. We are interested in what you like in the activities, but also what you feel is not so good. And, importantly, we are also interested in your ideas on how to make activities better.

We will gather a lot of information during our project. This information will come from various sources e.g. documents, but also many people. These will be people such as yourself, but also those who are responsible for the activities. In the project, we will go to 8 UNICEF partner organisations in the whole Lebanon. The information that we collect will be used in a report. This report will help UNICEF to make decisions about what to do about the activities for youth and adolescents in the future.

We would like you to talk to us in a group of other people such as yourself. We would like to ask you questions about the activities for youth and adolescents in which you participate in. This should take no more than 60 minutes.

You can agree to participate, but you do not have to. We will understand if you do not want to talk. Nothing bad will happen to you if you say no. You can also agree now and resign at any time during the interview. This will be fine with us as well. If you decide to participate, you can tell us what you think about the activities you take part in. As we said earlier, you will have a chance to say what helps you and what does not. You will be able to say what you would like to change.

My company will use the information that you give me in the report for UNICEF Lebanon, but we will not write your name in this report. Instead, we will use various codes. Only I will know what you said, but I will not tell that to anyone. Nobody else will be able to recognise that you said a particular thing. We would also like to ask you not to tell anyone what other children participating in the discussion said.

Only my company, the partner organisation staff and UNICEF will know that you took part in an interview. We will protect this information and give it to nobody else. If you do not want information about you to belong to us anymore, you can tell us about it at any time.

If you want to know more about this project that we conduct now, you can contact this person: Sima El Najjar, at [selnajjar@unicef.org](mailto:selnajjar@unicef.org), or via the telephone: +961 1 429273 (ext.467).

If you agree to talk to us, please sign below:

.....  
*Signature*

.....  
*Date and location*

## 6.13 Annex XIII: Informed parental consent form

### “Evaluation of UNICEF’s Youth and Adolescents Programme in Lebanon”

#### INFORMED CONSENT FORM

In October 2019, Ecorys Poland, a consulting company based in Warsaw, was commissioned by UNICEF Jordan to carry out the project “Evaluation of UNICEF’s Youth and Adolescents Programme in Lebanon.” The purpose of the project is to find out whether the work of UNICEF and its programme partners has helped adolescents and youth in Lebanon in achieving their full potential in the society.

In the project, Ecorys Polska is carrying out data collection through: (a) interviews with key informants in Beirut and selected Implementing Partners across all 8 governorates; (b) 16 group interviews with the adolescent and youth beneficiaries of the Programme; and (c) 8 group interviews with the parents and caregivers of the beneficiaries of the Programme.

Today, we would like to also talk to your child about his or her participation in the activities of the UNICEF-supported Youth and Adolescents Programme. We would like to talk to your child together with other children of similar age who also attend the activities. The interview should not take longer than two hours. Your child’s participation is fully voluntary. He or she can refuse to participate or choose not to respond to some question. This will carry no negative consequences for anyone. Your child may also say that he or she would like to resign at any time. During the discussion, your child will, however, have an opportunity to express an opinion about the Programme activities—what he or she likes, what they do at the centre, how this helps in life, etc. Your child’s opinions will be included in the final report and will help improve the work of UNICEF for youth and adolescents in Lebanon.

We will protect your child’s privacy. No personal details will be included in the published final report. The identity of your child will only be known to the evaluation team and UNICEF. We will use the information obtained from children in a way that will not identify them individually. Your child’s personal data will be processed by UNICEF and the evaluation team only for the purpose of the project. We will not disclose it to anyone else. You may contact us at any point to request alterations, amendments or removal of your child’s personal data.

If you wish to receive more information about the evaluation, matters of privacy and data confidentiality, you may contact: Sima El Najjar, at [selnajjar@unicef.org](mailto:selnajjar@unicef.org), or via the telephone: +961 1 429273 (ext.467).

If you agree to your child’s participation in the interview, below please provide:

Your child’s name:.....

.....  
*Your signature* *Date and location*

If you agree to recording of the interview, below please provide:

.....  
*Signature* *Date and location*

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## 6.15 Annex XV: Evaluation Terms of Reference

The UNICEF Lebanon Country Office

### **EVALUATION OF THE ADOLESCENT AND YOUTH (YAD) PROGRAMME WITHIN THE UNICEF COUNTRY PROGRAMME IN LEBANON**

**Terms of Reference**

**Lebanon, May 2019**

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## I BRIEF SUMMARY

The evaluation of Youth and Adolescents Development (YAD) programme covering the period from 2017 to 2019 is aimed to provide substantial knowledge on the results of its implementation in Lebanon. Specific recommendations on the findings will be used in order to improve future UNICEF and national strategies and strengthen the partnership between UNICEF and its counterparts for the long term. UNICEF, partners and ministries will be the intended users of the evaluation.

The evaluation is planned to start in June 2019 for 4-5 months. The evaluation team will be supported by and reporting to the M&E Specialist in coordination with the Adolescent and Youth Development Officer.

## II BACKGROUND

The UNICEF Lebanon Country Programme Document 2017-2020 was developed at a volatile moment in the lives of young girls and boys in Lebanon, but a general consensus existed among partners, that increasing and consolidating investments and programmes in the youth sector was not a matter of choice, but an imperative action.

There was a growing consensus within UNICEF and donors that greater priority needs to be given to the youth and adolescent age group, and an evolving awareness of the young people's ecology which acknowledges the extent to which youth and adolescents contribute to their social environment while simultaneously being affected and served by it. This approach recognized the need to work across the social and cultural context of youth and adolescents' lives to build on community strengths to mobilize for change, as well as advocating for legal and policy changes to institutionalize rights and create mechanisms to hold duty bearers to account.

Prioritizing youth and adolescent programme interventions is important from the perspective of:

- Vulnerability – youth and adolescence is a period of transition and change, and as the protections of childhood diminish, so exposures to new risks arise. Providing appropriate protection in ways that both enable youth and adolescents to extend their boundaries, exercise choices and engage in necessary risk-taking, while not exposing them to inappropriate responsibility, harm and danger is a challenge that needs to be addressed.
- Opportunity and social return– it is important to capitalise on the energies and creativity of youth and adolescents to influence change and become a positive force in society.
- Economic return – investment in youth and adolescents increases individuals' productive capacities and therefore their potential income and their contribution to overall development. Investment in youth and adolescents is a win-win public investment that yields high public returns.
- Civic engagement – investment in ensuring that youth and adolescents are informed and able to think critically and creatively is a key to promoting active citizenship. With opportunity, they can participate in and contribute positively to their communities and the wider society. Indeed, the creation of opportunities for engagement enhances their potential to contribute towards better governance and accountability.
- Equity - a greater focus on addressing inequalities in access to services, and on extending protection to the poorest youth and adolescents has often led to progress and also fostered greater social cohesion and helped break intergenerational poverty cycles.
- Security – the society is more likely to be secure where the rights of youth and adolescents are

realised. Inequity, injustice and disparity leads to insecurity, and contributes to disaffection, frustration and the increasing use of violence as a means of achieving goals. Moreover, there is increasing evidence of social exclusion and poor education acting as a trigger towards engagement of youth and adolescents in extremism.

- Human rights – the Convention on the Rights of the Child requires States parties to guarantee the rights of all children up to the age of 18, support parents and guardians and ensure the development of services, facilities, institutions legislation and policies to that end.

The YAD programme (a) adopts a holistic system approach that addresses the key spectrum of risks and vulnerabilities in the lives of youth in Lebanon and (b) supports national priorities.

It is aligned with the ‘No Lost Generation’ Strategy, the RACE II plan and The National Youth Policy (2012 - 2022) and is in line with the UNSF (outcome 2 and 3), the NLG (Pillar III), the CRC (Articles 28, 29, 32, 22, 24, 33, 3, 13, 17 and 42), the SDGs (Goal 4, 5, 8, 10 and 16) and finally, the *Generation Unlimited* Partnership to support the operationalization of the UN Youth Strategy 2030 launched by the UN Secretary General at the General Assembly in September 2018.

This is done through the support to government in coordination across sectors (for example: support to the Ministry of Youth and Sports inter-ministerial committee for the implementation of the National Youth Strategy; support to Ministry of Education and Higher Education (MEHE), Ministry of Social Affairs (MOSA), Agriculture (MoA) and Labour (MoL)) for improved education, TVET programs and delivery of market responsive employability services; systematic engagement and partnership with young people in the development of the plan, strategies, action and monitoring so that most vulnerable voices are listened to and acted upon; coordination with UN agencies working through the UN Youth Working Group to ensure leveraging joint-UN programming opportunities (for example, Peacebuilding Fund (UNICEF, ILO and UNDP), Productive Sector Program (led by UNIDO and FAO), TVET (ILO and UNICEF), and National Youth Policy (UNFPA and other UN agencies); partnerships with private sector to ensure more opportunities for income generation, employment support services and sustainability of the innovation labs.

#### **Youth and Adolescents Development programme theory of change:**

The YAD programme aims to invest in the second decade of child’s life so that young girls and boys (15-24) are **more resilient** and **have capacities for meaningful participation** and **influence policies as active citizens**, and transit successfully from school or Not in Education, Employment or Training (NEET) to quality learning and employment. This programme will address one of the most critical bottlenecks which has to do with the capacity of the existing local and central adolescents and youth structures. As a result of their chronic bad socio-economic conditions, vulnerable and poor Lebanese and non-Lebanese youth do not enjoy the rights and equal services that are entitled for their age as per the CRC. They are also not prepared, nor empowered to create an enabling environment for effective adolescents and youth participation in decision-making spheres. This situation doesn’t allow adolescents and youth to acquire educational and professional assets to successfully navigate the important transition to sustainable livelihoods.

Programming for youth and adolescents development will **emphasize the generation of knowledge and evidence about adolescent behaviors, needs and choices, as well as system gaps and responses**. Based on these findings, UNICEF will **foster the development and institutionalization of policies, services and learning opportunities** for young girls and boys.

Moreover, the programme seeks to **create innovative models of youth engagement** to identify, analyse, and take entrepreneurial action against challenges in their communities—helping vulnerable young people realize their role as agents of social change, and building their knowledge and skills, professional readiness, and resilience along the way. It will **increase the capacity of institutions engaged in health promotion and education** to prepare young people become productive members of the society. This programme will be an entry point to reach the poorest adolescents and young people and provide them with equal opportunities for participation in decision-making processes at local level.

**Coordination mechanisms among key Ministries will be bolstered at national and local levels** to establish a more holistic and cross-sectorial approach to adolescents and youth. **Engagement with civil society organizations will be pursued** to enable more systematic participation in policy development and monitoring. Focus will be on coalition-building, enabling self-representation of excluded groups and brokering space for expanded dialogue with the Government. In particular, youth-led organizations and volunteer networks will be enabled to promote healthy choices, intercultural understanding and non-violent conflict resolution.

The **participation of young girls and boys will be central** to, and mainstreamed into, the Youth Programme through the promotion of various platforms through which young people can express their opinions, such as digital engagement, including social media. Communication for development will fully support the partnership goals by promoting attitudes and practices for social change, focused on achieving results with equity.

In order to contribute to the overall outcome, three separate although interlinked components were designed to respond to the major gaps identified for adolescent and youth programming in Lebanon. These include:

***Output 1. Strengthened government capacity to implement and monitor inclusive youth policies for Lebanese and Non-Lebanese youth***

To ensure ***inclusive policies*** for youth, UNICEF YAD program will maximize its role as child rights/child policy organization to raise awareness of the situation of youth and adolescents, especially the most disadvantaged, including youth with disabilities, and advocate for evidence-based policy-making and strengthened accountability. This includes work on the National Youth Policy and its action plan as well as several of its key recommendations such as National Strategic Framework for Technical and Vocational Education, the Standardized Youth Basic Literacy and Numeracy Package, and the Student Councils in Public Schools.

***Output 2. Increased access of Lebanese and Non-Lebanese youth (15-24 years) to technical and vocational training and innovative skills building programmes for improved professional readiness and employability***

The programme will contribute to ***skills building*** of young girls and boys through the development of more inclusive, responsive and sustainable learning systems, including review and strengthening of the government endorsed NFE, basic, advanced and functional literacy and numeracy (BLN), as well as vocational and technical programmes – aiming to provide youth with basic marketable and transferable skills and abilities to shorten the transition period from schools to the job market- including the Youth Innovation Lab program focusing on social entrepreneurship and digital skills building.

***Output 3. Increased opportunities for participation and empowerment of Lebanese and Non-Lebanese***

*youth enabling their healthy lifestyles and active engagement in their communities*

With the aim to promote and reaffirm continued participation of youth and adolescents in the decision making process, without any difference and exclusion, as well as in the development of a sense of active citizenship and social responsibility, and facilitating their participation in the shaping of national and local policies, and in holding the government accountable, adolescents and youth will be capacitated by UNICEF and its partners to develop, implement and lead initiatives for addressing issues of importance in their lives and for improving their communities. UNICEF will support the establishment and empowerment of youth mechanisms/councils/ clubs both at the central and municipal level

### III PURPOSE OF EVALUATION

UNICEF is commissioning a YAD evaluation to generate substantial knowledge and learning on the results of YAD programme to strengthen UNICEF and National strategies in order to support services that respond to the needs of the most vulnerable adolescents and youth in Lebanon. UNICEF will be the primary user of the evaluation report. Ministries, donors and implementing partners will be the secondary users.

### IV OBJECTIVES

The evaluation will explore how the YAD Programme has contributed towards improving access to learning and empowerment activities to host communities and refugee youth in Lebanon. More specifically, the objectives of the evaluation are to:

1. Learn from previous and actual implementation (2017-2019) of humanitarian YAD Programme<sup>49</sup> on the targeted adolescents and youth, with a focus on the most vulnerable tackling gender equity and children's rights aspects.
2. Learn from UNICEF's partnerships addressing adolescent and youth needs and vulnerabilities.
3. Provide specific recommendations on the basis of lessons learned in order to improve planning and implementation for better delivery of results for the most vulnerable.

These recommendations will be utilized by UNICEF to feed into future strategies for the YAD programme and upcoming UNICEF Lebanon Country Programme Document.

### IV SCOPE OF WORK

The scope of the evaluation will focus on the UNICEF Lebanon Country Office YAD Programme component, encompassing the 3 pillars/components listed above. The period 2017-2019 will be considered as the time frame for the evaluation in all governorates of Lebanon including Akkar, North,

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<sup>49</sup>The evaluation will provide information and clear understanding on the implementation of the three pillars of the youth and adolescent programme in Lebanon. It will look at (i) Government capacity to implement and monitor inclusive youth policies for Lebanese and Non-Lebanese youth; (ii) Access of Lebanese and Non-Lebanese youth (15-24 years) to technical and vocational training and innovative skills building programmes for improved professional readiness and employability; (iii) Opportunities for participation and empowerment of Lebanese and Non-Lebanese youth enabling their healthy lifestyles and active engagement in their communities.

Bekaa, Baalbeck/Hermel, Beirut, Mount Lebanon, South and Nabatieh.

a. **Coverage and level of results**

The evaluation will focus on three components of the UNICEF YAD Programme in Lebanon. They represent the totality of YAD UNICEF's support of vulnerable population.

➤ Strengthened government capacity to implement and monitor inclusive and gender responsive youth policies for Lebanese and Non-Lebanese youth:

The specific evaluation focus under this outcome is:

1. Appropriate national systems including curricula, frameworks, standards and policies are improved
2. Educators employed in UNICEF- supported learning spaces perform to standard that (MEHE and other defined standards including quality standards and normative frameworks)
3. Knowledge pieces on the situation of youth are generated to support policy formulation and advocacy

➤ Increased access of Lebanese and Non-Lebanese youth (15-24 years) to technical and vocational training and innovative skills building programmes for improved professional readiness and employability:

The specific evaluation focus under this outcome is:

1. Gender appropriate **access to quality learning opportunities (including YBLN, Skills Training, and Innovation as well as referral to formal education and certified NFE including TVET)** is ensured for vulnerable adolescents and youth, particularly in high need areas.
2. Access to culturally and gender appropriate **employment support services** for target population is increased.
3. Target populations **have access to adolescent friendly spaces and increases knowledge of relevant services being provided and how they can access them**

➤ Increased opportunities for participation and empowerment of Lebanese and Non-Lebanese youth enabling their healthy lifestyles and active engagement in their communities:

The specific evaluation focus under this outcome is:

1. Gender appropriate **access to life skills learning opportunities** is ensured for vulnerable adolescents and youth, particularly in high need areas.
2. Increased opportunities to practice Life Skills through the design, development and implementation of youth led community initiatives and/or other mechanisms that amplify youth voices and ideas

These 3 components represent the focus of UNICEF and Ministries' work plans over the last two years. The evaluation will focus on specific outputs under these main outcomes with further details to assess the coverage, relevance, efficiency, effectiveness, sustainability.

## **b. Time period covered by the evaluation**

The period 2017-2019 will be considered as the time frame for the evaluation.

## **c. Timing of the evaluation**

As highlighted in the objectives of the evaluation, a key strategic utility is for it to feed into future UNICEF and national strategies.

## **V KEY EVALUATION QUESTIONS**

The key questions for this evaluation were formulated based on the OECD DAC criteria. The evaluation aims to answer the following questions:

1. How **relevant** was the YAD programme to national priorities and the needs of the most vulnerable adolescents and youth in Lebanon?
  - a. To what extent are the stated or apparent YAD programme objectives aligned with national policy, programme and Humanitarian response Plan (HRP) strategic objectives?
  - b. To what extent are the activities and outputs of the programme consistent with the intended impacts and effects?
  - c. To what extent the YAD programme design and implementation are aligned with UNICEF's focus on equity?
  - d. To what extent are the objectives valid in the current & future context (2019-2024)?
  - e. To what extent are the objectives of the YAD programme appropriate to youth and adolescents' needs?
  - f. Given that Lebanon Country Office YAD programme (2017-2019) specifically categorized the target age as 15-24 and given UNICEF's mandate of 0-18, to what extent was this focus relevant given the context? To what extent were the needs of the 10-14 year old adolescents also integrated and ensured relevance within the programme?
2. How **effective** was the partnership between UNICEF and local, national governmental and non-governmental counterparts, including UN Agencies, in delivering results for the most vulnerable adolescents and youth in Lebanon?
  - a. To what extent was the programme effective in creating policy/legal framework changes to develop a protective and more enabling environment for children and youth?
  - b. To what extent was the programme effective in increasing funding levels for Adolescents and Youth programming in Lebanon (including direct funding and leveraging of resources)
  - c. To what extent did the program reach the most vulnerable populations in Lebanon? (including young refugees in camps, settlements, and host communities, girls, working adolescents and youth, rural youth, young people not in education, employment and training)? Was the programme more effective in reaching some vulnerable groups more than others? What were the major factors influencing the achievement or non-achievement of the objectives?
  - d. To what degree does the programme generate evidence to inform future decision making on YAD related national policies and plans?
  - e. Were the appropriate measurement mechanisms in place to track progress and integrate lessons

- learned to improve quality/effectiveness of the programme?
- f. To what extent has UNICEF increased coordination for better results for adolescents and youth and contributed to the implementation of national strategies that consider the needs of the most disadvantaged adolescents and youth as priority interventions?
  - g. To what extent did UNICEF collaborate with the right (key) partners to ensure achievement of the results (ie. private sector, accelerators, community stakeholders, young people?)
  - h. To what extent did the strategy adopted by LCO in investing in unique partnerships useful in leveraging the comparative advantages of each partner and result in more sustainable results for young people (e.g. the ILO/UNICEF partnership in TVET strategic framework development)
  - i. What were the factors that enhanced success? To what extent were constraints hindering adolescents and youth ability to influence decision making intentionally identified and addressed? What were the opportunities that were capitalized for better results for adolescents and youth?
3. To what extent has UNICEF established partnerships or coordination with other key actors (e.g. implementing partners, local authorities, ministries and other UN agencies conducting complementary interventions, young people, key gatekeepers (religious/other influencers), private sector, donors) to improve **efficiency** and enhance processes and results, to avoid duplication of intervention, set a clear description of roles and responsibilities and foster synergies within joint initiatives and other relevant coordination mechanisms?
    - a. To what extent were YAD programme activities cost-efficient and were objectives achieved on time?
    - b. To what extent was the integrated approach of different UNICEF programmes adopted in the design and implementation of the YAD programme and to what extent did the integrated approach support /hamper the achievement of results?
  4. What are the **long-term** results achieved for vulnerable adolescents and youth in Lebanon through the YAD program interventions?
    - o To what extent do the adolescents and youth beneficiaries of the YAD programme interventions apply the skills and knowledge they acquired through the programme, express their views and influence matters that concern them directly or indirectly?
    - o To what extent have YAD program interventions resulted in a change in the knowledge and skills of adolescents and youth towards seeking job opportunities or starting their own businesses?
    - o To what extent have adolescents and youth targeted by the program taken individual or collective actions to make a change in their community locally or nationally and influenced other key actors to take action and ensure better outcomes for youth and adolescents?
  5. To what extent are the YAD programme interventions **sustainable** and reduce vulnerability for future generations?
    - o To what extent have the YAD program interventions contributed to or impeded sustained local ownership and involvement of local communities in the decision making process?
    - o To what extent do national and local authorities have sufficient capacity to take on tasks without UNICEF support?

- Are the YAD programme components successfully embedding a sustainable system on referral of youth and adolescents to further training, work placement, on-the-job training, and entrepreneurship opportunities?
- What measures have been built/sound to be put in place to sustain the result of the programme?
- What are lessons learnt from the LCO YAD programme or examples of good practice that can be applicable to other countries/regions who can benefit from an extension or replication? And if so, how could this be facilitated?

## STAKEHOLDERS:

A preliminary mapping of relevant stakeholders of the Youth and Adolescent programme identified the below list of stakeholders. In addition, these stakeholders are divided into four sub-categories depending on their relative level of “Interest” and relative “Influence”. These stakeholders are at the core of the design of the programme with whom the team will engage.

<b>High</b> <b>INFLUENCE</b>		Ministry of Youth and Sports; Ministry of Education and Higher Education; Ministry of Social Affairs; Ministry of Labor; Ministry of Agriculture; United Nations Population Funds (UNFPA) International Labor Organization
	Local Communities Women Adolescents (girls and boys) Youth (girls and boys)	International/national NGOS Municipalities (Mayors)
<b>Low</b>	<b>Low</b>	<b>High</b>
<b>INTEREST</b>		

## EVALUATION METHODS

The methodology for this evaluation will mainly be qualitative with a combination of an analysis of existing data. The overall methodology should be participatory and should ensure that the various social groups including the most marginalized will be reached and their voices elicited.

It is expected that the evaluation will use the following methods:

- Desk Review of key programme documents: analysis of data from reports, studies, national surveys and partner reports
- Key informant interviews with:
  - Staff from relevant ministry including MEHE, MOA, MOL, MOSA (if possible)
  - One focal point from partner UN Agencies (e.g. ILO, UNFPA, etc.)
  - One project manager from main UNICEF implementing partners/sub-partners selected by UNICEF.
  - Geographical area: Akkar, North, Bekaa, Baalbek Hermel, Beirut, Mount Lebanon, South and Nabatieh.

- Focus group discussions with:
  - Parents/caregivers (men and women)
  - Adolescent and youth (boys and girls)
  - Age: 15 to 19-year-old; 20-24-year-old
  - Geographical area: Akkar, North, Bekaa, Baalbek Hermel, Beirut, Mount Lebanon, South and Nabatieh (including both Palestinian camps and settlements, Syrian refugees informal tented settlements, and Lebanese host communities)

To ensure systematic engagement of young people in the process, a group of adolescents and youth (reflecting the intended audience of the programme) will be constituted to provide input on the evaluation deliverables (inception and final report) to ensure an adolescent and youth responsive evaluation.

The team can further elaborate these requirements in the inception report as appropriate and needed.

## LIMITATIONS

Some of the foreseeable limitations to this evaluation include the absence of fully disaggregated data. Gender and nationality disaggregation is available across program interventions; however disaggregation related to other vulnerabilities are not always available and this may pose challenges to a thorough and comprehensive answering to all the evaluation questions.

## GENDER CONSIDERATIONS

- The research team, involved in data collection should be gender balanced, with the division of responsibilities as equally divided as possible.
- research team will ensure that locations for FGDs are easily accessible for female participants and individuals with disabilities and that the date and time for FGDs will be set so as not to interfere with women/girls, men/boys' routines. Same-sex focus group discussions are generally more valuable as women/girls may feel more comfortable speaking about certain topics without the presence of men. Female moderators will be assigned to female participants in the FGDs.

## ETHICAL CONSIDERATIONS

In line with the Standards for UN Evaluation in the UN System (developed by the UN Evaluation Group), all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles. 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 study and their role and what information is required specifically from them. No deceptive practices are adopted in the research methodology. Confidentiality of participants and right of withdrawal are ensured. If interviewees will include minors, a written consent should be taken from the persons in charge of their care. Most

importantly, the research methodology and every personnel involved in the study must ensure and abide by the “Do No Harm” principle. This means that during all the stages of the research, the team needs to avoid putting the participants at any risk, providing false information, or giving false promises. The harm can be physical, psychological, social, or financial. The three pillars of the Do No Harm are Respect, Beneficence and Non-maleficence, and Justice. The least to ensure Do No Harm, the research team must abide by the aforementioned considerations (see UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis for details). All the documents, including data and fieldwork instruments, developed in the course of this consultancy are the intellectual property of UNICEF.

All tools developed must be in line with the Institutional Review Board (IRB) or the Ethical Review Board (ERB). The IRB is a constituted review body established or designated by an institution to protect the rights and welfare of human subjects recruited to participate in biomedical or behavioural or social science research. IRBs attempt to ensure, both in advance and by periodic review, protection of subjects by reviewing research proposals and related materials. IRB protocols assess the ethics of research, evaluations or data collection and analysis and their methods, promote fully informed and voluntary participation by prospective subjects capable of making such choices (or, if that is not possible, informed permission given by a suitable proxy), and seeks to maximize the safety of subjects. The below provides more details on the main ethical aspects, that are further explored in details in the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.

#### **A. Informed Consent**

The purpose of the informed consent is to assure that the fundamental rights and welfare of subjects are protected. Signing the informed consent ensures that the document has been provided to a prospective subject, risks and benefits have been explained, participants agree to participate, and a contact has been given in case of any complaints or queries. As per the IRB guidance, the informed consent should include the following:

An age-appropriate statement that the study involves research, an explanation of the purposes of the research and the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures which are experimental;

- A description of any reasonably foreseeable risks or discomforts to the subject;
- A description of any benefits to the subject or to others which may reasonably be expected from the research;
- A disclosure of appropriate alternative procedures or courses of assistance, if needed, that might be advantageous to the subject;
- A statement describing the extent, if any, to which privacy and confidentiality of records identifying the subject will be maintained, and any limitations to confidentiality (e.g., mandatory reporting of abuse, etc.);
- For research involving more than minimal risk, an explanation of the risk involved and any support services that will be made available;
- An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject; and
- A statement that participation is voluntary and negotiable, refusal to participate or choose not to respond to a particular question will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

## **B. Protection of Data**

To maintain the integrity of stored data, project data should be protected from physical damage as well as from tampering, loss, or theft by limiting access to data. Principal Investigators should decide which project members are authorized to access and manage stored data. Data stored on paper, such as surveys or notebooks should be kept together in a safe, secure location away from public access, e.g., a locked file cabinet. Confidentiality and anonymity can be assured by replacing names and other information with encoded identifiers, with the encoding key kept in a different secure location. Ultimately, the best way to protect data may be to fully educate all members of the research team about data protection procedures. Data protection should be a part of every project's plan for data storage. The best way to protect data, whether in written or electronic form, is by limiting access to the data. Electronic data storage offers many benefits but requires additional consideration and safeguards. Theft and hacking are concerns with electronic data. Many research projects involve electronic collection and maintenance of human subjects' data and other confidential records that could become the target of hackers.

## **C. Protection of Human Subjects' Identities**

If it is essential to collect and link identifying information (e.g., subjects' names) to subjects' responses (e.g., questionnaire answers), researchers must do their best and may need to be creative to provide the utmost confidentiality of subject data. Providing subject anonymity of information collected means that either the project does not collect identifying information of individual subjects (e.g., name, address, email address, etc.), or the project cannot link individual responses with participants' identities. Maintaining confidentiality of information collected from research participants means that only the investigator(s) or individuals collecting/analyzing data can identify the responses of individual subjects. However, the researchers must make every effort to prevent anyone outside of the project from connecting individual subjects with their responses. Examples of increases the level of confidentiality is use a unique subject code instead of recording identifying information and/or encrypt identifiable data.

## **D. Protection of Human Subjects' Safety**

The primary concern of researchers should be subject safety. Protecting subject safety requires researchers to use all available information to identify potential risks to subjects, to establish means of minimizing those risks, and to continually monitor the ongoing research for adverse events experienced by subjects. Researchers must be prepared to stop the study if risks arise. To assess risks and benefits, researchers need to explain and potential risks, as well as benefits, that are encountered by the research project. The term *risk* refers to the possibility that harm might occur. There are many kinds of risks, such as psychological, physical, legal, social and economic hardship. The term *benefit* in research refers to something positive as related to health or welfare. Risks and benefits affect not only subjects, but also their families and society at large. The IRB will decide whether the risks to the subjects are justified.

Three Basic Ethical Principals:

- Respect for subjects: protecting the autonomy of all people and treating them with courtesy and respect and allowing for informed consent. Researchers must be truthful and conduct no deception.
- Beneficence: The philosophy of "Do no harm" while maximizing benefits for the research project and minimizing risks to the research subjects. Subjects are treated in an ethical manner not only

by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being.

- Justice: ensuring reasonable, non-exploitative, and well-considered procedures are administered fairly — the fair distribution of costs and benefits to potential research participants — and equally to each person an equal share.

The basics of all human research subject protections is the fulfillment of nine functions:

- The risks of the research are minimized;
- The risks to subjects are reasonable in relation to anticipated benefits;
- The selection of subjects is fair;
- Each participant gives a voluntary and informed consent;
- When appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of subjects;
- There are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data; Conflicts of interest are transparent and appropriately managed;
- Consideration is given to what additional protections, if any, are needed for vulnerable populations; and
- Proper training in human subjects' protections is provided for research personnel.

## REPORTING REQUIREMENTS

- The consultant needs to meet UNICEF's Quality Assurance requirements to an evaluation. Guidance and tools relevant to these requirements at any stage of work and respective deliverable: Inception report and full evaluation report, as well as ethical review requirements, will be shared with the selected service provider (Evaluation quality assurance/Ethical review (UNICEF), integrating human rights and gender equality in evaluations (UNEG).
- The report structure will be as per UNEG required standard. UNICEF-Adapted UNEG Evaluation Reports Standards will be shared with the research company.
- The Consultant will report to the Planning, Monitoring and Evaluation Specialist.
- The reports will be electronically submitted to the Planning, Monitoring and Evaluation Specialist.
- The final report will be submitted in the evaluation database *Evidence Information System Integration* (EISI). The Global Evaluation Reports Oversight System (GEROS) will report on the quality of the evaluations, by reviewing and assessing the quality of final evaluation reports commissioned by UNICEF Offices. The quality of the evaluation report is then reported to senior management mainly through three channels: a) annual report of the EO Director to the Executive Board; b) the Global Evaluation Dashboard, and c) inclusion of this information in the Global Evaluation database;

## EVALUATION TEAM

This evaluation is looking for companies and contractors with proven expertise in programme evaluation in an emergency and development context, and especially within the Youth sector. UNICEF will ensure neutrality and no conflict of interest in the recruitment process.

The staff from the company should have the following qualifications:

Team of consultants	Work Experience and academic qualification
Team Leader	<ul style="list-style-type: none"> <li>• Advanced University degree with at least 8 years of work experience (both international and national) in youth programming in both humanitarian and long term solutions;</li> <li>• A minimum of 8 years of practical experience in implementing evaluations;</li> <li>• Qualitative and quantitative methods expertise;</li> <li>• Excellent report writing and analytical skills in English;</li> <li>• Knowledge of Arabic language will be an asset;</li> <li>• Familiarity with UNICEF's programming strategies and organizational culture;</li> <li>• Previous experience in undertaking evaluations for Adolescent and Youth programmes or similar work experience in the region specifically in Lebanon will be an asset;</li> <li>• Understanding of human rights-based approaches to programming, gender considerations and participatory approaches considered in programme evaluations;</li> <li>• Strong inter-personal, teamwork and organizational skills;</li> <li>• Familiarity with information technology, including proficiency in word processing, spreadsheets, and presentation software.</li> </ul>
Overall team requirements	<ul style="list-style-type: none"> <li>• University degree in one of the disciplines relevant to the following areas: Psychology, Sociology, Education, or a field relevant to international Youth related development assistance;</li> <li>• Good understanding on the use of evaluation methodologies especially in qualitative methods and qualitative data collection;</li> <li>• Previous experience in undertaking evaluations especially for youth programming is considered an advantage;</li> <li>• Understanding of human rights-based approaches to programming', gender considerations and participatory approaches considered in programme evaluations;</li> <li>• Familiarity with UNICEF's programming strategies and organizational culture;</li> <li>• Familiarity with information technology, including proficiency in word processing, spreadsheets, and presentation software;</li> <li>• Fluent in both English and Arabic languages.</li> </ul>

## EXISTANT INFORMATION SOURCE

The following are some of the key information sources for the evaluation:

- UNICEF YAD program work plans (2017, 2018 and 2019/20)
- LCRP strategy and progress reports (2017 – 2020)
- UN integrated adolescent and youth workplan
- Youth Situation Analysis (Vulnerable Lebanese, Syrian Refugees, and Palestinians in Lebanon)
- National Youth Policy, Action Plan, and Monitoring Framework
- Partner reports
- Positive Leadership Modules on Life Skills and Citizenship Education
- Youth Basic Literacy and Numeracy packages

## KEY DELIVERABLES and TASKS

The tasks to be completed by the contractor (or team of consultants) includes, but are not necessarily limited to the following:

Phases	Tasks	Deliverables	Timeline (Working Days)
Phase 1	Review background documentation, including reports on YAD programme interventions, policies, guidelines, other youth related evaluations in Lebanon and other countries that have similar context as Lebanon.		5 days
Phase 2	Develop an inception report including evaluation design and detailed methodology/tools, work plan for data collection, and data analysis outline/framework.	Inception Report submitted to UNICEF Lebanon country office	10 days
	Presentation of Inception report to Adolescent and Youth Advisory board	Feedback on Inception report provided	5 days
	<i>UNICEF Lebanon reviews the inception report</i>	<i>Feedback on Inception report provided</i>	<i>5 days</i>
	<i>Evaluation team addresses UNICEF LCO and youth advisory comments</i>	<i>Revised Inception Report Submitted</i>	<i>5 days</i>
	<i>Regional Office reviews inception report</i>	<i>Feedback on Inception report</i>	<i>7 days</i>

		<i>provided</i>	
Phase 3	Data collection: Meet/interview/group discussion with relevant key stakeholders and beneficiaries	Interviews and group discussion with key stakeholders conducted in due time.	20 days
Phase 4	Perform analysis and produce draft preliminary findings and Produce draft evaluation report	Preliminary findings and draft report available and shared with UNICEF Lebanon country office, regional office and other key stakeholders	20 days
	Presentation of Inception report to Adolescent and Youth Advisory board	Feedback on final report provided	5 days
	<i>UNICEF Lebanon reviews the final report</i>	<i>Feedback provided on final report</i>	<i>5 days</i>
	<i>Evaluation team addresses UNICEF LCO comments</i>	<i>Revised final report submitted</i>	<i>5 days</i>
	<i>UNICEF Regional Office reviews the final report</i>	<i>Feedback on final report provided</i>	<i>7 days</i>
	Evaluation team addresses RO comments and produce final evaluation report addressing UNICEF LCO and youth advisory comments	Final report including an executive summary shared with UNICEF Lebanon Country Office, regional office and other key stakeholders. The final report should be 40 to 60 pages.	10 days

## PAYMENT SCHEDULE

<b>Payment proportion</b>	<b>Phases</b>
30% of total cost	Upon delivery of deliverables in phase 1 & 2
30% of total cost	Upon delivery of deliverables in phase 3
40% of total cost	Upon delivery of deliverable in phase 4

## MANAGEMENT OF THE EVALUATION

The planning, monitoring and evaluation specialist will directly manage the evaluation team in coordination with the Adolescent and Youth specialist to ensure neutrality of the evaluation.

The Planning, Monitoring and Evaluation team as evaluation manager will be responsible for approving the inception report and pre-approve the final report. The final evaluation report will be approved by UNICEF Representative. The Regional Office (RO) will also be involved to comment on the draft deliverables.

In addition, UNICEF team will support the coordination of the evaluation, by facilitating the evaluation team and providing necessary assistance, information to effectively support the YAD Programme Evaluation. The planning monitoring and evaluation specialist together with the Representative and in consultation with the Adolescent and Youth specialist will give final approval for all the deliverables, including inception report and the final evaluation report prior to final payment.

UNICEF team will be responsible in the evaluation of bids and act as the selection panel following the rules and regulations of UNICEF, which will be the contacting party.