



Generation of Innovation Leaders (GIL) Programme Assessment

Draft Inception Report

19th August 2020

Client: UNICEF

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List of abbreviations

CRC	Convention on the Rights of the Child
DOT	Digital Opportunity Trust Lebanon
FGD	Focus Group Discussion
GIL	Generation of Innovation Leaders
GoL	Government of Lebanon
INGO	International Non-Governmental Organization
ILO	International Labor Organization
IP	Implementing Partner
KII	Key Informant Interviews
LCO	Lebanon Country Office
LLWB	Lebanese League for Women in Business
NGO	Non-Governmental Organization
PRIME	Plan for Research and Impact Monitoring and Evaluation
PWD	Persons With Disabilities
SIDC	South Business Innovation Centre
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
YAD	Youth and Adolescents

Introduction

ECORYS Poland is pleased to submit the draft Inception Report of the *Generation of Innovation Leaders (GIL) Programme Assessment for UNICEF Lebanon Country Office* (LCO). The GIL Programme (hereinafter “the Programme”) represents a highly innovative and unique opportunity for vulnerable adolescents and youth in Lebanon to acquire 21st century skills and successfully transition into adulthood. By focusing on the provision of diverse forms of direct support to all vulnerable young people in Lebanon, GIL represents an important contribution towards helping all adolescents and youth in Lebanon achieve their full potential.

After almost four years of GIL operation, a thorough and independent assessment to gauge the Programme performance has been requested by UNICEF to ensure that the intervention continues to serve young people in Lebanon’s challenging context in the best possible way that it can. The assessment will focus on determining the impact and sustainability of GIL with some questions on efficiency, relevance, effectiveness, and coverage to identify the key strengths and weaknesses of the Programme. As stated in the Terms of Reference (ToR), the overall purpose of the exercise is to: “*explore how the GIL programme has contributed towards improving access to active learning and employment opportunities to Lebanese and non-Lebanese youth in Lebanon.*” The recommendations developed within the evaluation will serve for (1) modernizing the trainings curriculum, (2) increasing the impact of the Programme, and (3) ensuring sustainability of the GIL labs. In addition, the evaluation will serve to strengthen the accountability of UNICEF and its partners to the beneficiaries, donors, and other counterparts. UNICEF and GIL Partners will be the primary users of the Assessment Report and the secondary users will include private sector entities, donors, and other implementing partners.

This report builds on the ToR, Ecorys’ proposal, literature and Programme documentation review, the kick-off meeting on the 21st of July 2020, and a scoping interview with UNICEF representatives on the 28th of July 2020. It lays out the context and object of the study and describes the evaluation purpose and scope, the methodological approach, the work plan and organization, the quality assurance process, and the data collection tools. The Inception Report is divided into five chapters plus annexes as follows:

1. Context and object of the evaluation
2. Evaluation purpose, objectives and scope
3. Methodological approach
4. Work organization
5. *Annexes*:
 - Annex I: Evaluation matrix
 - Annex II: Topic guide for KIIs with UNICEF Lebanon representatives
 - Annex III: Topic guide for KIIs with Implementing partners (content partners)
 - Annex IV: Topic guide for KIIs with Innovation Lab managers
 - Annex V: Topic guide for KIIs with GIL trainers and coaches
 - Annex VI: Topic guide for KIIs with other incubators/innovation labs in Lebanon
 - Annex VII: Topic guide for KIIs with donors and other stakeholders
 - Annex VIII: Topic guide for FGDs with adolescent and youth graduates of GIL (group 1)
 - Annex IX: Topic guide for FGDs with adolescent and youth graduates of GIL (group 2)
 - Annex X: Ethical protocol
 - Annex XI: Bibliography
 - Annex XII: Evaluation Terms of Reference

1.0 Context and object of the assessment

This section presents the background of the intervention, outlining the context of the GIL Programme. Subsequently, the object of the evaluation, including its goals and key features is briefly described.

1.1 Background

Generation of Innovation Leaders (GIL) is a programme designed to address the high unemployment rates among youth in Lebanon through enhancing their access to the knowledge economy. This approach to countering high unemployment rates is important as in the long term, Lebanon – like the MENA region more broadly – is on the path to the transformation towards digital economy which will lead to increase in demand for employees with strong digital skills. As the 2017 World Economic Forum report on the future of jobs and skills highlighted: digitalization will transform business models and labor markets, and more and more tech skills will be required in economies.¹ The 2018 McKinsey Lebanon Report listed Knowledge Economy as one of the country's 'productive sectors'.²

GIL has been launched and consequently evolved against the backdrop of extreme socio-economic turmoil in the country which have exacerbated the challenges faced by the national economy as a whole. Unstable political circumstances, along with regional unrest, the burdens of the Syrian crisis and devastating effects of the COVID 19 pandemic have consequently impaired the Lebanese financial system for several years now. The country's economy has moved into a state of recession in 2019. The International Monetary Fund projected Lebanon's real GDP to shrink by 12% in 2020, a new double-digit contraction not seen in more than 30 years. Inflation in Lebanon recorded 2.9% in 2019, and it is expected to reach 17% in 2020, according to the IMF.³ In early August 2020, Moody's cut Lebanon's credit rating to its lowest rank.⁴

The Programme's ambitions to counter youth unemployment plays out within the country's overall cyclical and structural unemployment. It has mostly been driven by major political, social and other issues which have hindered economic growth and job creation in the past few years.⁵ Many of commercial, industrial and tourism establishments are shut down or down-sized their businesses, and many workers are losing their jobs. According to a statistic of the National Social Security Fund, 21,450 workers left the labor market, while the new employment slowed down by 71% in 2020. According to Lebanese Central Bureau of Statistics for late 2019, the total labor force in Lebanon was 1.794 million. Researcher from International Institution for Information estimated that **the number of unemployed may reach 65% of the Lebanese workforce.** In addition, the return of about 200,000 Lebanese workers working abroad after losing their jobs due to COVID 19.⁶ The country also has the highest level of brain drain in the Arab region.⁷

The tragic explosion at the Beirut port in August 2020 fits into the pattern of a long-term failed sectarian governance in Lebanon but it also stands out as an unprecedented example of disrespect for human life.

¹ World Economic Forum (2017) The Future of Jobs and Skills in the Middle East and Africa: Preparing the Region for the Fourth Industrial Revolution. Available at <https://www.weforum.org/reports/the-future-of-jobs-and-skills-in-the-middle-east-and-north-africa-preparing-the-region-for-the-fourth-industrial-revolution> [accessed 08.06.2020]

² Lebanon Economic Vision. Available at <https://www.economy.gov.lb/media/11893/20181022-1228full-report-en.pdf> [accessed 08.06.2020]

³ <https://www.bdl.gov.lb/news/more/8/297/251>

⁴ <https://edition.cnn.com/2020/08/06/economy/lebanon-economy-beirut-blast-imf/index.html>

⁵ Brihi J., Takieddine, A, and Zmeter, M. (2019) Unemployment in Lebanon. Findings and Recommendations. Available at <http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf> [accessed 05.06.2020]

⁶ <https://www.aljazeera.net/author/عفيف-دياب-بيروت>

⁷ Brihi J., Takieddine, A, and Zmeter, M. (2019) Unemployment in Lebanon. Findings and Recommendations. Available at <http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf> [accessed 05.06.2020]

The sheer scale of devastation both to the city and to the country (highly dependent on the port as entry gate for imported goods) together with the shocking context of public safety negligence occurring for years, culminated what seemed like an endless list of hardships put on the people of the country. Lives were lost, dwellings have been damaged within a six-mile radius and initial estimates suggest 300,000 are homeless. Hospitals that were already struggling to cope with the first wave of COVID-19 cases, are stretched beyond capacity.⁸ Destruction of the port further aggravated the already dire food security as the national wheat silo was hit and the key entry point for imported food damaged. A humanitarian crisis would also affect Lebanon's estimated 1.5 million Syrian refugees and 270,000 Palestinian refugees.

At the same time, the recent years have also attested to the country's people growing increasingly frustrated with the sectarian politics, corruption and the government's inability to ensure economic stability. The peaceful protests which started in October 2019 continued for months, despite government's attempts to abort them. Interrupted by the Covid-19 pandemic, protests were re-launched in the aftermath of the tragic port blast in August 2020. The PM Mr. Hassan-led government has resigned, and local protesters lost the confidence in any government to come and asking for radical reform changes at constitutional and political levels. The protests and the subsequent resignation of the government demonstrate a deeply painful yet potentially transformative moment in the country's recent history, with youth playing an important role in this process taking to the streets and demanding change.

Lebanon is a deeply unequal society. There are high levels of human capital amongst particular groups, but there are also serious shortages of human capital amongst other ones. While Lebanon boasts a vibrant start-up scene and high levels of entrepreneurship, the resources are often unattainable for many of the Lebanese and non-Lebanese marginalized and vulnerable groups. As such, the disparity in skills and education levels between the different groups of young people is growing, with the latter being increasingly unprepared to effective participation in the labor market. In fact Lebanon hosts some social groups with the highest levels of educational attainment, and some without even a basic level in numeracy and literacy skills. Youth from poor socio-economic backgrounds find it harder to acquire education and build social networks, making them the prime victims of jobless growth.⁹ The problem of youth unemployment is engendered, on the supply side, by their employability understood as "a set of skills, personal attributes, familiarities and experiences that provide an individual access to employment". Given that the set of these attributes is more constrained for the poor and marginalized as their set of socio-economic characteristics limit their access to employment, their employability is in general more restricted.¹⁰

Dire economic situation negatively impacts relationships and communities, not least in case of youth. A recent review of evidence on the adolescent boys and girls in Lebanon demonstrated that "youth, and especially adolescents, are most affected by the worsening socioeconomic situation in Lebanon and high unemployment rates, and have increasingly limited opportunities available to them".¹¹ It is further argued that the fact that Syrian refugees live in neglected and deprived areas of the country, tensions between Syrian and Lebanese youth competing over low-skilled jobs have increased¹². The Palestinian youth additionally employed largely in low-skilled jobs and prohibited from working in syndicated professions, are yet another vulnerable group severely impacted by shrinking economy. These processes only further point to the need for investing in the improvement and diversification of skills of vulnerable youth as possible way to counter competition for resources on the level of communities.

⁸ <https://edition.cnn.com/2020/07/08/middleeast/lebanon-economy-crisis-intl/index.html>

⁹ Dibeh, G., Fakh, A., Marrouch, W. (2016) The Poor and Marginalized in Lebanon: Labour Market Challenges and Policy Implications. SAHWA Policy Paper. Available at <https://laur.lau.edu.lb:8443/xmlui/handle/10725/5888> [accessed 06.06.2020]

¹⁰ *ibid*

¹¹ GAGE (2020) available at <https://www.gage.odi.org/wp-content/uploads/2020/06/Adolescent-boys-and-youth-in-Lebanon.-A-review-of-the-evidence-.pdf> [accessed 14.08.2020]

¹² *Ibid*

The country lacks an established and comprehensive labor market information system such as periodic labor market needs analyses. There are no structured and consolidated mechanisms in place to identify skills needs and to match skills supply. The most recent surveys, analysis and tracer studies are largely implemented or financed by international agencies such as ILO, UNDP or GIZ. As such, the 2019 Labour Force and Households' Living Conditions Survey revealed staggering findings **that less than 50 per cent of the working age population (15 years and over) were participating in the labor force in 2018–19.** Specific to youth (defined as 15-24 years old), the research established that the unemployment rate was 23.3 per cent – more than double the general unemployment rate (11.4 per cent), and was even higher among university graduates (35.7 per cent) of the same age cohort. About half of unemployed young people had been looking for work for more than 12 months.¹³

A growing gap between the labor supply and labor demand appears unavoidable according to the findings of numerous studies.¹⁴ The 2018 Youth-led Market Assessment (YLMA) revealed that lack of communication skills is the largest barrier to Lebanese youth employment as reported by some 60 percent of the surveyed employers.¹⁵ Research participants highlighted a **perceived inability of youths to talk to customers, to accept criticism, and to express themselves adequately.** Another telling finding was that of **a mismatch between the jobs and industries in need of people and the career paths planned by the surveyed youth.** While the unemployed youth in Lebanon (Lebanese, Syrian, and Palestinian) were pursuing careers in photography, design, acting, dancing, and sport, work trends in Lebanon are geared toward industrial jobs in, for example, agro-food and science, technology, engineering and mathematics (STEM). The jobs created in the economy in recent years have been concentrated in low productivity sectors, hiring low skilled workers. Meanwhile, the demand for skilled labor remains lower than supply, creating a significant mismatch in the labor market¹⁶.

The country is not an easy place to start or run a business, placed only at the 142th place out of 190 in the World Bank Doing Business 2019 ranking.¹⁷ SMEs in Lebanon constitute 93% to 95% of companies and they are the main source of employment,¹⁸ and despite some government efforts at micro and small enterprise financing, self-employed workers and employers remain at a disadvantage compared to other types of businesses.¹⁹ In its report on Lebanon's entrepreneurial ecosystem in 2017, the World Bank set out a number of challenges to the sustainability of this ecosystem, including improving the quality, rather than just the quantity, of start-ups, and ensuring a sufficient supply of talent.²⁰ Key challenges that entrepreneurs are facing today in Lebanon are the 1) high cost of failure, 2) lack of role models and mentors, 3) limited management expertise, 4) lack of trust and 5) limited access to smart capital.²¹

There have been some positive policy developments aimed at facilitating entrepreneurship in Lebanon.

¹³ Central Administration Statistics/ILO (2019) The Labour Force and Households' Living Conditions Survey. Available at https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_732567.pdf [accessed 06.06.2020]

¹⁴ See for instance GIZ (2019) Employment and Labour Market Analysis Lebanon. Available at https://www.giz.de/en/downloads/ELMA_Lebanon_2019.pdf, Brihi J., Takieddine, A, and Zmeter, M. (2019) Unemployment in Lebanon. Findings and Recommendations. Available at

<http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf> [accessed 05.06.2020] also, UNDP 2017. Mind the Gap- A Labor Needs Assessment for Lebanon. Available at <https://data2.unhcr.org/en/documents/details/54480> [accessed 05.06.2020] Lebanon Economic Vision. Available at <https://www.economy.gov.lb/media/11893/20181022-1228full-report-en.pdf> [accessed 08.06.2020]

¹⁵ Mercy Crops (2018) Youth Led Labour Market Assessment. available at <https://data2.unhcr.org/en/documents/download/69599> [accessed 02.06.2020]

¹⁶ Brihi J., Takieddine, A, and Zmeter, M. (2019) Unemployment in Lebanon. Findings and Recommendations. Available at <http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf> [accessed 05.06.2020]

¹⁷ World Bank (2019) Doing Business 2019: Training for Reform. Available at <https://openknowledge.worldbank.org/handle/10986/30438>

¹⁸ "Lebanon SME Strategy, a roadmap to 2020", Ministry of Economy and Trade (MoET), November 2014.

¹⁹ Brihi J., Takieddine, A, and Zmeter, M. (2019) Unemployment in Lebanon. Findings and Recommendations. Available at <http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf> [accessed 05.06.2020]

²⁰ World Bank (2017) Tech Start-up Ecosystem in Beirut : Findings and Recommendations. available at <https://openknowledge.worldbank.org/handle/10986/28458> [accessed 08.06.2020]

²¹ UN ESCWA (2018) The Future of Entrepreneurial Ecosystem in the Arab Region How Complementarity among Arab Countries Can Achieve the UN SDGs. Available at https://www.unescwa.org/sites/www.unescwa.org/files/events/files/hassan-ghaziri-background-paper-entrepreneurship-ecosystem-en_0.pdf [accessed 08.06.2020] Citing Endeavor (2016)

Access to market was made a priority issue in Lebanon's 2014 SME Strategy²² by the Ministry of Economy and Trade. The country's Central Bank - Banque du Liban (BDL), remains the key actor governing the financial ecosystem, providing businesses and SMEs with the necessary access to finance. Its flagship Circular 331, released in August 2013, provides incentives for commercial banks to make equity loans in new technology start-ups by guaranteeing 75% of the value of such loans (and up to 100% in some circumstances), in return for a share in any eventual profits from the future sale of equity. Circular 331 has had some limitations since its enactment, but amendment 454 has relaxed the limitations for start-ups to engage in foreign investment.²³

Despite general challenges faced by new entrepreneurs, Lebanon is the unquestionable leader in the region as it ranked first for new business ownership and for Total early stage Entrepreneurial Activity (TEA).²⁴ More than two-thirds of adults in Lebanon see themselves as having the skills and experience to be able to start a business, and the Global Entrepreneurship Monitor (GEM) National Report for Lebanon for 2018 (the fourth consecutive national report) confirms Lebanon's position as one of the world's most entrepreneurial countries.²⁵ Amongst the eight MENA countries surveyed, Lebanon also came first for established business ownership, but third for starting a new business. Lebanon scored relatively highly for Social and Cultural Norms (3rd globally) and for Entrepreneurial Education, especially at school level (10th). At the same time, the country scored very badly for Market Openness (54th) and badly for Government Policy: Support (46th), and for Physical Infrastructure (47th). The results point towards a stark contrast between the population's readiness to start and run business and the country's business environment.

Lebanon is home to a variety of initiatives, programmes and companies that offer entrepreneurial training and skill building to youth. At the school level, for instance INJAZ-Lebanon is working towards promoting youth experiential learning in workforce readiness, financial literacy and entrepreneurship. At the university level, top institutions including American University of Beirut's (AUB) Center for Research and Innovation, Lebanese American University's (LAU) Institute of Family and Entrepreneurial Business, Beirut Arab University's (BAU) Center for Entrepreneurship (academic incubator), and École supérieure des affaires' (ESA) Business School offer much support for entrepreneurs in Lebanon.²⁶ Initiatives include partnership between academia and business such as the one between the Faculty of Engineering and Architecture at the AUB and Beirut Digital District aiming at exposing students to actual entrepreneurial start-ups and mentors with practical business experience or ESA's Master in Entrepreneurship run in collaboration with HEC Paris and the Chamber of Commerce, Industry and Agriculture.²⁷ The services offered by these initiatives are, however, available to persons able to afford private education but unattainable to marginalized and vulnerable youth. Efforts to make such services accessible to all the youth are being led by international organizations and agencies. Examples include UNESCO's "Training of Trainers" programme for building skills and reducing youth unemployment.

Social entrepreneurship is becoming more common in Lebanon and youth are looking for solutions which can do for their community what the government is unable to do.²⁸ Even here, however, the lack of guidance to become young social entrepreneurs is evident, as these kinds of skills are so far only being taught to those

²² "Lebanon SME Strategy, a roadmap to 2020", Ministry of Economy and Trade (MoET), November 2014.

²³ UN ESCWA (2018) The Future of Entrepreneurial Ecosystem in the Arab Region How Complementarity among Arab Countries Can Achieve the UN SDGs. Available at https://www.unescwa.org/sites/www.unescwa.org/files/events/files/hassan-ghaziri-background-paper-entrepreneurship-ecosystem-en_0.pdf [accessed 08.06.2020]

²⁴ GEM (2019) Global Entrepreneurship Report. National Report Lebanon 2018. Available at <https://www.gemconsortium.org/report/gem-lebanon-2018-report> [accessed 08.06.2020]

²⁵ Ibid

²⁶ UN ESCWA (2018) The Future of Entrepreneurial Ecosystem in the Arab Region How Complementarity among Arab Countries Can Achieve the UN SDGs. Available at https://www.unescwa.org/sites/www.unescwa.org/files/events/files/hassan-ghaziri-background-paper-entrepreneurship-ecosystem-en_0.pdf [accessed 08.06.2020] Citing Endeavor (2016)

²⁷ UN ESCWA (2018) The Future of Entrepreneurial Ecosystem in the Arab Region How Complementarity among Arab Countries Can Achieve the UN SDGs. Available at https://www.unescwa.org/sites/www.unescwa.org/files/events/files/hassan-ghaziri-background-paper-entrepreneurship-ecosystem-en_0.pdf [accessed 08.06.2020] Citing Endeavor (2016)

²⁸ Hammoud, S. (2018) Entrepreneurship and youth in Lebanon. *Executive Magazine*. Available at https://www.executive-magazine.com/special-report/entrepreneurship-and-youth-in-lebanon?utm_campaign=magnet&utm_source=article_page&utm_medium=related_articles

studying business or entrepreneurship itself, or university based programmes such as AUB's Center for Research and Innovation (CRInn)' Riyada - an educational program that promotes social entrepreneurship among youth aged 15-24 in Lebanon. At the same time, the country's fast growing **start-up scene has seen a surge – albeit slow – of social innovators** “actively creating and working to improve their communities”.²⁹ Reports cite lack of space or focus on social impact given by Circular 331 as one of the inhibitors.³⁰

Employment in Lebanon has a strong gender dimension. The labor market is male dominated with 67.8% male participants and 25.6% female participants (one of the lowest female activity rates in the world).³¹ Yet, female employees have higher educational attainment levels with 43% of employed women holding a university degree.³² The same applies to entrepreneurship where men are almost twice as likely as women to be starting or running a new business in Lebanon in 2018.³³ At the same time, Lebanon has by far the highest level of women-led start-ups in the MENA region. There have been several efforts to promote gender-inclusivity in the Entrepreneurial ecosystem such as the BLC Bank's Women Empowerment Initiative – a platform connecting women together through forums and discussions. The platform includes an SME Toolkit designed for start-ups and entrepreneurs. Other examples include the Cartier Women's Initiative Awards and the Femme Francophone Entrepreneur competition, organized by AUF, Berytech, L'Orient Le Jour and Commerce du Levant.³⁴

Despite the current turmoil of economic recession, financial crisis and civil unrest and fragile political governance system in Lebanon, the local business mindset is prevailing especially in the sector of ICT and youth-led entrepreneurship initiatives. The sector of ICT support services and individual freelancing businesses are thriving among the Lebanese youth due to the nature of the business feature and shifting the access to market from place to the space and recent high demand trends on these services related to digitalization and electronic solutions in all sectors and that's noted clearly in the living the outbreak of the COVID 19 pandemic where the focus to learn and communicate virtually and massive use of the Internet and e-solutions in health, education, service, and many other sectors.

1.2 Generation of Innovation Leaders (GIL) Programme

The Generation of Innovation Leaders (GIL) Programme is centered on the **provision of 21st century skills so as to address the inaccessibility of many of today's educational and employment opportunities for the most marginalized segments of the youth population.** Before officially launching GIL in March 2018, the programme was tested and refined for two years. During this time almost 10,000 young people received training and 600 projects received seed funding.³⁵

Within the framework of the Programme, a network of 13 youth spaces known as Innovation Labs was established across Lebanon. The premise of GIL is that, in these labs, Lebanese and non-Lebanese youth can access **workshops, trainings and events to develop their digital and entrepreneurial skills, while also having the chance to network with like-minded individuals to discover their talents and new opportunities.**

²⁹ Ibid

³⁰ Hammoud, S. (2018) Entrepreneurship and youth in Lebanon. *Executive Magazine*. Available at https://www.executive-magazine.com/special-report/entrepreneurship-and-youth-in-lebanon?utm_campaign=magnet&utm_source=article_page&utm_medium=related_articles

³¹ Ibid

³² Brihi J., Takieddine, A, and Zmeter, M. (2019) Unemployment in Lebanon. Findings and Recommendations. Available at <http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf> [accessed 05.06.2020]

³³ Ibid

³⁴ GEMA (2019) Global Entrepreneurship Report. National Report Lebanon 2018. Available at <https://www.gemconsortium.org/report/gem-lebanon-2018-report> [accessed 08.06.2020]

³⁵ UN ESCWA (2018) The Future of Entrepreneurial Ecosystem in the Arab Region How Complementarity among Arab Countries Can Achieve the UN SDGs. Available at https://www.unescwa.org/sites/www.unescwa.org/files/events/files/hassan-ghaziri-background-paper-entrepreneurship-ecosystem-en_0.pdf [accessed 08.06.2020]

³⁶ UNICEF Lebanon (2019) GIL Programme

The undertaking was designed based on a mapping of existing resources supporting youth entrepreneurship in Lebanon conducted by UNICEF. The results of the exercise showed that the **existing accelerators and incubators in Lebanon are largely inaccessible for the most marginalized youth** such as those who may not speak English, have no or limited ICT skills to begin with, or those living outside of Beirut and Tripoli.

While the range of services provided at each Lab differs according to the specific needs of the youth in the given location, support to the GIL beneficiaries in all Innovation Labs is provided in accordance with **the 3D Growth Plan**, composed of three stages.

Figure 1: GIL values

“We believe in inclusiveness, participatory approaches, & innovation. Fueled by a shared vision for a better future, GIL youth are forward-thinking, socially-driven, and accountable members of society.”

Source: UNICEF Lebanon GIL Impact Report 2019

Figure 2: GIL's 3D Growth Plan stages



During the first stage, the **'Discover' phase**, youth are introduced to STEM topics at events hosted at Innovation Labs or externally and supported to participate in workshops, tutorials and meetings with industry leaders to discover new skills and areas of interest. The purpose of this phase is largely to inspire and ignite the youth. One of the elements and objectives of this phase is to **“break the cultural stereotypes that surround women in STEM subjects by exposing young women to essential technology skills**, and enabling them to meet inspiring role models and to learn more about the various success stories from Lebanon and the world”.³⁶ This is accomplished through 'Girls Got It' event during which girls are empowered through networking with professionals who could serve as role models.

In the second stage, the **'Develop' phase**, GIL participants can take advantage of the three main types of trainings: entrepreneurship, digital skills and tech wood work training. The portfolio of courses ensures complementarity of skills offered from design thinking and business development of the Entrepreneurship Training Course through skills of a freelancer, including the importance of proper communication with the management and clients of Microwork. Other courses offered in the 'Discover' Phase range from Social Media Marketing, through Media Application Development to various CISCO oriented programmes equipping participants with sound IT basis. The trainings are provided by four content partners – the Nawayya Network, Injaz Lebanon (entrepreneurship training), Digital Opportunity Trust Lebanon (DOT) Lebanon (digital skills training), and the Lebanese League for Women in Business (LLWB) (tech wood work). These partners deliver these services at the 13 Innovation Labs managed by other GIL partners. The duration and schedule of each training differs, the various courses lasting from about 1 week to 2 months and entailing from 8 to 84 hours of activities.³⁷

The third stage of the 3D Growth Plan is the **'Do' phase**, aimed at assisting youth to turn their new skills into income-generating opportunities. The two main job referral pathways include: **support in establishing small business projects by way of seed funding, incubation and mentorship, and digital contract work via the impact sourcing platform known as the “Bridge. Outsource. Transform” (BOT)**. The most promising

³⁶ UNICEF Lebanon (2019) GIL Impact Report 2019

³⁷ UNICEF (2019) Generation Innovation Leaders Impact Report

innovative income-generating solutions to problems in youth communities developed in the 'Discover' Phase are selected for Incubation, where participants receive further coaching and seed funding to pilot their enterprises or community initiatives. Support in establishing small business projects is provided via coaching, one-on-one mentoring and seed funding for youth who want to develop new businesses is offered. BOT, in turn, is an online platform through which youth can be paired with short-term digital work opportunities including as data, design, e-commerce, web/mobile and marketing services at companies across Lebanon. Funded by the governments of Germany and the Netherlands, BOT was co-created by UNICEF LCO and DOT. Initially being implemented by the latter, BOT is now an independent and registered social enterprise.

After GIL was rolled out, several new components within the initiative were developed and introduced. Notably, there has been strong focus on enhancing technological aspect of the offered services and as such in 2019 technology company Berytech was helping UNICEF set up four FabLabs, or 'makerspaces' equipped with 3D printing, Computerized Numerical Control (CNC) and other machines offering mechanical and electrical fabrication opportunities for adolescents and youth. Other new elements of the Innovation Programme focused on ensuring long-term follow up and support activities and include further support to incubated businesses (an event called GIL Prizes), motivational talks by GIL graduates (GIL Talks) and Inspirational Mentorship Activities. Within the framework of the latter, youth are supported to access an array of events, guest speakers, multimedia and creative campaigns with the goal of encouraging youth to think positively, be hopeful about their future and exposing them to the opportunities and resources available within and outside of the Youth and Adolescent Programme (YAD) Programme.

Evaluation of YAD carried out by Ecorys in 2019-2020 revealed that **adolescent and youth beneficiaries consider the GIL services as highly relevant to their needs.**³⁸ **The evaluation showed that GIL offers high quality training, coaching and mentoring services for youth and adolescents, preparing them for developing their business ideas by innovative and creative means.** There was a consensus among the youth and their parents consulted in the course of the evaluation, that the graduates' skills and knowledge levels have increased, the learning outcomes being the most significant for participants who come to the trainings with an already formed business idea. At the same time, the majority of the youth and adolescents consulted for the evaluation described incubation and seed funding, from which 3,968 youth benefitted between 2017 and 2019, as invaluable support in launching their ventures. Similarly, results from the 2018 Tracer Study show that more than 85% of employed graduates found a job within few months after completing the skills training Programme or during training, testifying to the effectiveness of trainings and the work experiences gained. In terms of improving the Programme, the evaluation found that there is room for development as regards the scope and pace of the training courses, the human resources of content partners, the amount of seed funding available to youth, and follow-up of graduates.

³⁸ Forthcoming: UNICEF (2020) Evaluation of UNICEF's Youth and Adolescent Programme (YAD) 2017-2019 in Lebanon, commissioned to Ecorys

2.0 Purpose, objectives and scope of the assessment

This assessment has been requested from the perspective of planned (1) embarking on modernizing the trainings curriculum, (2) increasing the impact of the Programme and (3) ensuring sustainability of the GIL labs. The process ought to build on the achieved and identified successes and learn from downfalls noted thus far in the Programme design and implementation. Importantly, in accordance with ToR, the assessment shall not only provide information but also ensure clear understanding of the impact of the services on the youth, the sustainability of the Innovation Labs and the weaknesses of the Programme.



Main objective:

“Explore how the GIL Programme has contributed towards improving access to active learning and employment opportunities to Lebanese and non-Lebanese youth in Lebanon.”



Specific objectives:

1. To measure the success of GIL activities and services in terms of achieving their desired objectives.
2. To see if the GIL Programme components successfully embedded a sustainable system on referral of youth and adolescents to further training, work placement, on-the-job training and entrepreneurship opportunities.

Focus will be placed on impact and sustainability with some questions on efficiency, relevance, effectiveness and coverage which are needed to assess the strengths and weaknesses of the Programme. The overarching questions of the assessment are:

- ▶ **Impact:** What impact did participants in the GIL programme have on beneficiaries in terms of their livelihoods and career prospects?
- ▶ **Sustainability:** How sustainable are businesses and jobs created under the GIL programme after the programme ends?
- ▶ **Efficiency:** In terms of value for money (i.e. the cost per individual for taking them through this process of training and employment) how does GIL compare with other similar initiatives focused on youth employment?
- ▶ **Effectiveness:** To what extent were the Programme’s objectives achieved and how equitably? How effective are the Programme’s referral and outreach?
- ▶ **Relevance:** To what extent are the planned outputs relevant to the needs of the youth in Lebanon?

The specific evaluation questions which the assessment shall provide answers to are outlined in the evaluation matrix in section 3.3 Evaluation framework.

In terms of geographical scope, the study will involve the gathering of data from all of Lebanon’s governorates. In temporal terms, it will focus on 2016-2020 years. As agreed with the Client, impact will mostly be looked at from the inception of GIL until the 17th of October 2019, after which the country’s context changed dramatically.

3.0 Methodological approach

This chapter lays out the methodology that we propose for effectuating this assignment, including the description of the approach adopted for this assessment, 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 Organization.

3.1 Our approach to the assignment

Given the goal and nature of the assignment, we believe that the evaluation design should be based on a series of key elements to guide the selection of research methods, the formulation of evaluation questions, analysis, and the process of recommendations development. These aspects are shown in figure 3 and briefly described below.

Figure 3: Key elements of the approach proposed for this evaluation



First and foremost, we understand that the evaluation should be **formative**, as the assessment is intended to serve for strengthening of the Programme's future planning and content development. As such, the evaluation will focus on the generation of knowledge on the impact and sustainability of the Programme, and provide recommendations on how to further boost these aspects of the intervention. It will report on the key achievements and potential weaknesses of the Programme, highlighting what and why worked well on the one hand, and what and how can be improved on the other hand.

Secondly, in line with best practices in evaluation, the assessment process will be **participatory and consultative** in nature. We will ensure that the process is participatory by gauging the perspectives of a range of stakeholders for the formulation of the findings and recommendations. Importantly, the views of the beneficiaries of the Programme will also be sought. Doing so will allow for maximizing the reliability of the findings, giving voice to all groups with a stake in the Programme, and ensuring buy-in and ownership of the evaluation. For this, we will not only canvass the opinions of the stakeholders and youth during the evaluation Data Collection and Analysis Phase, but also plan separate activities such as a workshop or an e-mail consultation to discuss the recommendations for

the future of the Programme with both the key stakeholders and youth beneficiaries. Importantly, we also see this assessment as a partnership between the evaluator and the Client. Therefore, while maintaining the independence of our assessment, we will maintain a close rapport with UNICEF and consult and report on all issues related to assessment design and implementation throughout the study.

Thirdly, in view of the objectives and scope of the assignment, the assessment will employ a **mix of methods** for data collection and analysis. Such an approach is appropriate as various types of qualitative and quantitative information from various sources will be sought and analyzed to answer the evaluation questions. Moreover, the different research methods will act to complement each other, helping to yield a comprehensive picture of the effects and strengths and weaknesses of the intervention. The concrete methods which we propose to adopt for this assignment, together with the rationale for the choice, are presented in the following sub-section 3.2.

Whilst designing the evaluation, special attention to **harnessing existing knowledge** is being paid to utilize existent valuable data and provide the most cost-efficient services to UNICEF. Substantial efforts to generate evidence for the Programme outreach and impact have already been made through continuous monitoring and evaluation efforts of UNICEF and its partners. In respect of UNICEF's financial resources, we will capitalize on the existing sources to the maximum and construct the assessment so that data collection complements what is already available.

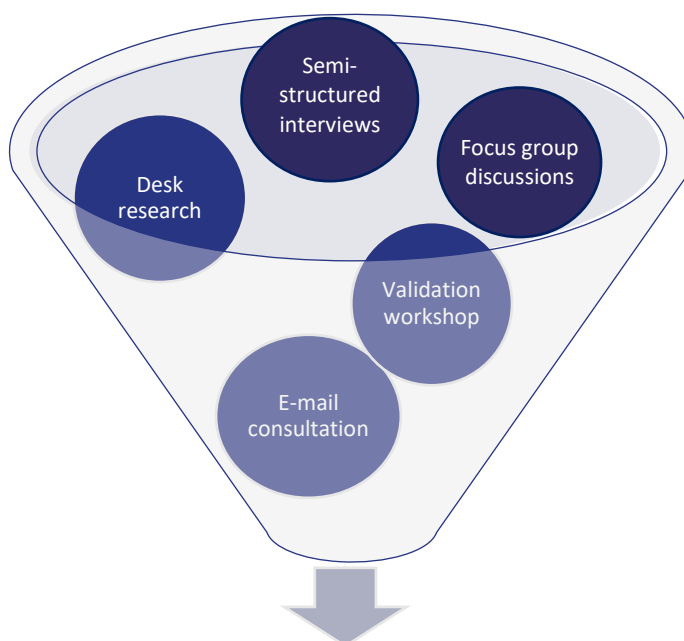
We also propose to employ **gender and vulnerability lenses** to the data collection and analysis processes to untangle how the effects of the intervention differ between females and males and youth of various educational backgrounds, nationality, for persons with disabilities (PwD), etc. While adolescents and youth often have a lot of common needs and priorities, the differences between them must also be appreciated in intervention design and evaluation practices. In our research design, we therefore consider how gender and other vulnerability dimensions affect the results of the Programme for youth. We will also employ the equity lens to formulate the recommendations, so that the Programme serves the differing needs of adolescents and youth in an equitable manner.

Lastly, our approach shall be characterized by a **strong orientation towards analysis and results** of the research process. While aiming to explore the concrete impacts of the Programme, we will consistently ask the 'Why' and 'How' to pin down the reasons and specific phenomena behind the effects. Such an approach is called for by the purpose of the assessment which aims to generate constructive learning and lessons for the future of the intervention. We will integrate this principle in the design and implementation of the evaluation to deliver the best value for money services for the Client.

3.2 Research methods

Given the multiplicity of information sources to be consulted and the range of perspectives to be solicited for this evaluation, a mix of research methods to collect and analyze the data should be employed. The choice of data collection and analysis methods we propose for this assignment is based on our understanding of the assignment, a careful consideration of Client preferences and data availability, and a preliminary mapping of the stakeholders to be consulted. We believe that the process will yield the best possible results if a combination of several **qualitative** and **quantitative** research techniques illustrated in Figure 5 below is utilized.

Figure 4: Data collection and analysis techniques



QUALITATIVE AND QUANTITATIVE DATA ANALYSIS, including:

- Statistical data analysis
- Cost-effectiveness analysis
- Success Case Method

The three main data collection techniques will entail desk research, semi-structured interviews and focus group discussions (FGDs) and will be complemented with a validation workshop towards the end of the study. **Desk research** will be used to review the available qualitative and quantitative data about the Programme and to identify additional sources of information which may help to yield answers to the evaluation questions. It will be complemented with **primary data collection** to gather recent and complementary information including the specific experiences and views of the following seven groups of respondents:

- ▶ **Category I – UNICEF Lebanon**: as the key information holders about the key features, operational modalities, and strengths and weaknesses about the Programme;
- ▶ **Category II – Implementing Partners**: as content partners responsible for co-development of teaching materials and delivery of GIL services across all Programme's Innovation Labs;
- ▶ **Category III – Innovation Lab managers**: as actors responsible for outreach and managing day-to-day operations of the Labs, budgeting, reporting to UNICEF, etc.
- ▶ **Category IV – GIL trainers and coaches**: as individuals tasked with actual delivery of GIL trainings and immersion activities, provision of incubation support and mentoring, organizing inspirational talks, connecting GIL beneficiaries with external networking and job opportunities, etc.
- ▶ **Category V – Similar programmes** in Lebanon: as holders of information about the costs and effects, i.e. cost-effectiveness of other similar to GIL initiatives in Lebanon;
- ▶ **Category VI – Donors and other stakeholders**: due to their role in shaping the GIL Programme through the provision of flexible or inflexible financing and insight into the efficiency and impacts of the Programme;
- ▶ **Category VII – Adolescent and youth graduates of GIL**: as the key rights-holders who participated in the various activities of GIL and are the main target group expected to accrue the benefits from the intervention.

Semi-structured interviews will be used to canvass the perspectives of respondents from categories I-VI, and will entail key informant interviews (KIIs) with UNICEF, Implementing Partners and Lab managers, and in-depth interviews (IDIs) with GIL trainers and coaches, other incubators, and donors and other stakeholders. Semi-structured interviews are an appropriate technique as they allow for exploring complex issues and experiences of respondents, as well as to gather information which explains and adds richness to that available from desk research in a flexible manner. The method is well-suited for disclosing different opinions on the implementation of a particular intervention and its results, as during interviews researchers directly hear of topics and ideas which are considered the most important by a particular group of stakeholders, as well as learn about their interpretations. In line with the requirements of the ToR and ethical research principles, all interviews will be carried out **remotely**, via teleconferencing tools or telephone. Altogether, we propose:

- A total of **18-22 KIIs** with Category I-III stakeholders, including 6-8 with UNICEF (including both Beirut and Field offices), 4-5 with Implementing Partners and 9-10 with Lab managers
- A total of **13-17 IDIs** with Category IV-VI stakeholders, including 8-10 IDIs with GIL trainers and coaches, 3-4 with similar programmes in Lebanon, 1-2 with donors and 1-2 with other stakeholders (such as Berytech representatives).

Focus group discussions will be organized to gauge the experiences and views of the youth and adolescent beneficiaries of GIL. Like interviews, focus groups are used to gather information which can validate quantitative data and give meaning to facts and numbers obtained via other methods such as desk research or a survey. They are a cost-effective method for gathering information and opinions from a group of stakeholders on a specific topic, allowing to highlight areas of consensus, but also diverging views and perspectives of the respondents. After the FGDs, we propose to organize several **follow-up interviews** with selected youth and adolescents to obtain complementary information on entire development paths of some graduates from their participation in GIL to their current situation. This would enable us to gain a comprehensive picture of how impact of the Programme manifests itself in individual lives. For this purpose, we will carry out:

- **4-6 FGDs** with youth and adolescent GIL graduates containing participants who completed various courses and with mixed characteristics in terms of employment vs entrepreneurship, education level, gender, nationality, etc.;
- **3-4 follow-up interviews** with the most and least successful youth beneficiaries of GIL, including both entrepreneurs, those who found employment post their participation in the Programme, and those who remain unemployed.

As with KIIs and IDIs, FGDs and follow-up interviews with youth will be carried out remotely, via online or telephonic means. They will be complemented with a **validation workshop** with UNICEF, Implementing Partners and Lab managers towards the end of the evaluation to work out the most relevant, useful and operational recommendations. We also propose that the draft recommendations are shared with selected adolescent and youth beneficiaries of GIL for their feedback and inputs via an **e-mail consultation**. We share UNICEF's beliefs about the great value of involving children and youth in intervention programming and we therefore plan to give this group a stronger voice in determining GIL's future. Based on our experiences in involving youth and adolescents in research, the e-mail mode of this consultation will enable the beneficiaries to take their time to review the draft recommendations and propose concrete improvements or additions based on their perceptions.

In terms of specific methods for the analysis of existing and collected data, we foresee the use of statistical analysis, cost-effectiveness analysis, and the Success Case Method. **Statistical analysis** will be used as necessary to make sense of the survey and monitoring data collected by UNICEF and its partners and identify GIL impact on the youth and adolescents in quantitative terms. **Cost-effectiveness Analysis**, in turn, will be employed to determine the value for money of GIL, by comparing its cost to effects ratio with other similar initiatives. Cost-

effectiveness is the ideal method for estimating value for money of the Programme as there is a plethora of interventions with similar objectives but different operational models in Lebanon. The added value of the cost-effectiveness analysis method is that it will help to raise the visibility of the intervention's effectiveness by exploring its outcomes. Lastly, **Success Case Method** will be used to document stories of skills development paths of both employed/self-employed and unemployed GIL graduates and develop an understanding of the factors that enhance or impede it.

A detailed description of how data collection and analysis methods will be used for this evaluation is presented in section 3.4 below outlining the entire process of the evaluation implementation.

3.3 Evaluation framework

As per the expectations formulated in the ToR, the evaluation will focus on exploring the intervention's efficiency, impact and sustainability with some questions on relevance and effectiveness. 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.

3.4 Evaluation implementation

According to the structure proposed in the Terms of Reference, the process of the evaluation will consist of three phases: the Inception Phase, the Data Collection and Analysis Phase, and the Assessment Report Phase. The phases will be additionally connected to the main deliverables: Draft and Final Inception Reports, monthly narrative reports, and Draft and Final Assessment Reports. Based on our technical offer and the steps already undertaken during the Inception Phase, a short summary of the main activities to be implemented under the subsequent phases follows.

3.4.1 Inception Phase

The Inception Phase commenced on the 13th of July 2020. The Phase's overall purpose is two-fold. Firstly, it is to prepare the evaluation team for further stages of the assessment process through building a robust and nuanced understanding of the Client requirements, the intervention itself, and the data available. Secondly, it is to refine the research design on that basis to arrive at the most suitable approach and methodology to be used.

As a first step in the process, a kick-off meeting was organized on the 21st of July via an online teleconferencing platform. The meeting was attended by the GIL Programme Coordinator, Youth and Adolescents Officer, Youth and Adolescents Specialist, Chief of the Youth Section, and the Planning & Monitoring Officer of UNICEF Lebanon's Plan for Research and Impact Monitoring and Evaluation (PRIME) section. From Ecorys' side, the evaluation team's Team Leader, Project Coordinator, and Deputy Coordinator were present. The meeting served for an introduction of all evaluation team members and for a review of the objectives and purpose of the assessment to ensure a common understanding of the Client requirements. Work organization issues such as the timeline and contract management and communication protocols were also discussed. It was agreed that the research design drafted in Ecorys' technical proposal meets the expectations on the part of Client.

To further zoom in on the GIL Programme and its position in the rapidly changing context in Lebanon, a more content-oriented scoping call was held between the evaluation team and UNICEF representatives on the 28th of July. Specifically, the issues around the following themes and their implications for the study were discussed:

- ▶ GIL Programme status since the mid-term evaluation of YAD;
- ▶ UNICEF' vision of GIL sustainability in the short and medium-long term;
- ▶ UNICEF's vision for the engagement of communities in the Programme;
- ▶ Recent developments in Lebanon and their implications for the study;
- ▶ Next action points.

Following the meeting, relevant Programme documentation was gradually shared with the evaluation team. Subsequently, a more in-depth desk review aimed at obtaining a comprehensive understanding of the Programme and its modus operandi was carried out. In addition, we analyzed a range of publicly available sources which can be found in bibliography in Annex XI. The following sets of documents was shared and served as a departure point for the evaluation team:

- ▶ Programme brief and presentations;
- ▶ GIL concept documents, such as an induction document and a visioning retreat note;
- ▶ Planning, monitoring and evaluation documents, containing the Country Programme Document and data on the achievement of results (indicators' measurement per year);
- ▶ External studies;
- ▶ Mentorship component documents;
- ▶ Preliminary quantitative data including:
 - Tracer study of incubated GIL graduates implemented by INJAZ;
 - Tracer study of incubated GIL graduates implemented by Nawaya;
 - Tracer study of non-incubated GIL graduates implemented by LLWB;
 - Results from pre/post assessments collected from self-evaluations, course evaluations, skill-based evaluations from content partners: for 2016-2020 for digital learning courses (DOT), for 2017-2019 for entrepreneurship courses (INJAZ and Nawaya), and for 2020 for woodwork courses (LLWB);
 - Summaries of the outcome targets and their achievement for 2017 and 2018 by partner and altogether and for 2019 and 2020 (January-June) altogether (without partner disaggregation);
 - Summaries of the beneficiaries reached for 2017 and 2019, with a breakdown by activity, sex, and nationality.
- ▶ List of partners by category and their location.

Insights from the preliminary desk research informed the development of the Draft Inception Report. Subsequently, UNICEF staff from LCO and the Regional Offices will provide feedback on all elements of the report. Specifically, comments on stakeholder selection, sampling and data collection tools are anticipated. Moreover, the handover of more (complete) sources (especially from Tracer studies and surveys) is expected at this stage. Based on these documents and the inputs from the Client, 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 organizational sides.

3.4.2 Data Collection and Analysis Phase

The Data Collection and Analysis Phase is designed to ensure significant, quality feedback to the assessment 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 Programme partners, beneficiaries and other stakeholders with the study. This section provides

an outline of the how the Data Collection and Analysis Phase will be carried out.

3.4.2.1 Analysis of secondary quantitative data

Analysis of the available quantitative data obtained by UNICEF and its partners will form an important part of the Data Collection and Analysis Phase and will be carried out at its inception. As per the study's principle to harness to the maximum the existing information about the Programme, the quantitative data analysis will be used to obtain information on the effectiveness, impact and coverage of the Programme, as well as the sustainability of the GIL-supported business.

In line with the study's objective, the bulk of the quantitative analysis will involve the three Tracer studies by Nawaya, INJAZ, and LLWB to identify a broad picture of the GIL graduates' employment situation at various intervals after the completion of the Programme. However, we will also look into the pre- and post-assessment datasets provided by UNICEF to see whether and to what extent improvement in skills and knowledge on the part of the beneficiaries can be observed. Disaggregated data on Programme indicators' achievement as well as the beneficiaries reached will also be reviewed to assess the coverage of the Programme. Gender and nationality will be the cross-cutting themes for these analyses.

To ensure credibility of the data, the step will begin with a data preparation process which will involve the verification of data sets' completeness, coding correctness, etc. Subsequently, data will be analyzed using observational study-appropriate methods and tools. The analysis will have two parts – descriptive and analytical. A short description of these two components follows.

Descriptive component

The descriptive part of the analysis will first look at the breakdown of the overall participation rates for the Programme by sex and nationality for the years 2016-2020.³⁹ If participation data disaggregated by location, age, and disability status is provided, the coverage analysis will also include these dimensions. This analysis will be also conducted for both the Programme overall and for each activity separately. This step of the analysis will allow us to investigate whether the GIL Programme and its particular components are indeed inclusive and non-discriminatory, in particular with regard to sex and nationality and, if data is available, to the persons with disabilities (PwDs) group. If possible, the number and proportion of GIL beneficiaries who benefitted from more than one service within GIL will be computed.

In the second step of the descriptive analysis, we will track the progress/outcomes/achievements of the beneficiaries by looking at the available pre- and post-activity test scores. We will look at the course-specific differences between the pre- and post-assessment scores to evaluate the effectiveness of the different Programme components and gauge the impact of the courses on beneficiaries' knowledge and skills level. If the results of this descriptive analysis will allow, we will extend the impact analysis into the analytical part to include a more extensive impact analysis.

The third and considerable step of the analysis will entail analysis of the Tracer studies data to infer information about GIL graduates' situation on the labor market. For this, we will carry out a **statistical description of the key business and employment-related variables** including determining boundary distributions, value level parameters, and differentiation. Inter alia, this step will permit for computing the means and medians and for exploring the distribution of individual categories. The statistical information obtained at this stage will include:

- ▶ *Business performance information at 3-months and 6-months post training such as:*
 - Average income and distribution of incomes generated from business ideas incubated through GIL;

³⁹ However, as of the submission of the draft Inception Report, this data for years 2016, 2018, and 2020 are still to be provided to the evaluation team.

- Main industries in which the businesses operate;
 - Average and distribution of hours worked on the business monthly;
 - Average and distribution of the length of GIL-supported enterprise operation;
 - Proportion of businesses still operational vs those which ceased to operate;
 - Proportion of businesses expanding, continuing stable, and declining;
 - The main reasons for some businesses ceasing operation;
 - Average # of people employed by the GIL-incubated enterprises;
 - Average # of family members supported by the GIL-incubated enterprises;
- *Employment information at 3-months and 6-months post training for non-incubated youth such as:*
- Proportion of non-incubated youth in employment and in general and according to their background (education level, nationality, gender);
 - Proportion of non-incubated youth who are self-employed;
 - Main industries in which the employed/self-employed non-incubated youth work in;
 - Average and distribution of salaries owned by non-incubated youth;
 - Proportion of youth who receive additional services in their work (e.g. social security, transportation, etc.)
 - Average and distribution of hours worked daily;
 - The main reasons for remaining unemployed;

For key variables, such as income generated or share of those employed, we will examine how these distributions differ among the subgroups distinguished by selected criteria such as education level, nationality, gender, etc.

Analytical component

Secondly, we will **investigate the relationships between the different variables using multivariate analysis using bi- and multivariate analyses**. This step will allow us to determine whether certain sets of variables are associated or independent. Correlations and significance tests will be used to explore the associations (e.g. presence or lack of association and positive/negative correlation) between two or more variables. Correlation analysis will also allow for making inferences about the strength of the relationship. We propose to investigate the relationships between:

- Obtaining and maintaining employment on the one hand and beneficiaries' gender, nationality and educational background on the other hand;
- Continuing or expanding own, GIL-supported business on the one hand and beneficiaries' gender, nationality and educational background on the other hand;

Multivariate plots such as lattice plots will be used to illustrate results from this step.

Subsequently, **we will carry out regression analysis to determine which young people's characteristics mostly affected their employment and self-employment situation after graduating from GIL**. In other words, this step will allow to clarify the specific expected relationship between the GIL graduates' labor market outcomes (response variables) and their characteristics (explanatory variables). Regression analysis, unlike descriptive analysis, allows for examining the relationship between two variables, while minimizing omitted variable bias. It enables for establishing a more precise correlation between explanatory and response variables, pointing to important trends in the data. Specifically, we will use linear regression analysis to determine:

- The probability of obtaining and maintaining employment depending on beneficiaries' gender, nationality and educational background;
- The probability of continuing or expanding own, GIL-supported business on beneficiaries' gender, nationality

and educational background;

It is important to note that while statistical analysis will provide a good overview of correlations, given that it concerns retrospective data of an observational study, it will not allow for inferring causal relationships (such as whether a specific sex of the beneficiary causes specific labor market outcomes). This is because in reality, there are dozens of factors tied with the available explanatory variables that affect each response variable which are not known in this study. This is where primary data collection steps in – it will enable us to explore issues such as the reasons for why certain nationalities or genders are more successful in obtaining employment or have more difficulty expanding and continuing their own enterprise.

3.4.2.2 Data collection

As described in section 2.3, primary data collection will be carried out using qualitative research techniques. In the Data Collection and Analysis Phase, semi-structured interviews and FGDs will be used to gather the views of the relevant stakeholder groups and the beneficiaries.

The fieldwork will be preceded by a brief **preparatory stage** with the main goal of finalizing fieldwork arrangements, i.e. setting the exact dates for interviews with particular stakeholders at the national level and field visits, finalizing 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 finalize 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.

All data collection will be carried out remotely, using a reliable go-to-meeting teleconferencing tool to which the participants will be able to dial in using their phones, in addition to the option of joining through a computer or smartphone. In this way, participation of respondents who may not have access to well-functioning internet or a computer will be possible.

Interviews and FGDs will be carried out using the data collection tools included Annexes II-IX.

Selection of respondents

Respondents for KIIs and IDIs will be selected in a purposeful manner to ensure the targeting of holders of most relevant information. UNICEF LCO staff will provide details to UNICEF representatives, Implementing Partners, and Innovation Lab managers (Cat. I-III stakeholders) to be approached for interviews.

Table 8 summarizes the suggested number of KIIs with each stakeholder type. For Category I stakeholders, we envisage 2-3 KIIs with the GIL Coordinator and the Youth Section Specialist and head. We also plan to carry out at least one interview with UNICEF staff working with Innovation Lab partners in each of the UNICEF field offices. For category II, we propose to conduct at least one semi-structured interview with the GIL focal points at each of the four Implementing Partner organizations. We also suggest to carry out at least one interview with the Lab manager/coordinator of each Innovation Lab, as each lab has its own specificity in terms of activities and composition of the beneficiaries. Engaging managers from all Labs will also effectively ensure that voices from all the eight governorates of Lebanon are heard (Akkar, North, Bekaa, Baalbek/Hermel, Beirut, Mount Lebanon, South and Nabatieh). Importantly, both females and males will be consulted for the KIIs.

Table 1: Selected respondents – categories I-III

Stakeholder type	Organization	# of respondents
Category I: UNICEF	UNICEF LCO office in Beirut	2-3
	UNICEF Field Offices	3-4

Category II: Implementing Partners	Nawaya Network, Injaz Lebanon, DOT Lebanon, and LLWB	4-5
Category III: Innovation Lab managers	Mouvement Social, UNRWA, Akkar Network for Development, South Business Innovation Centre (SIDC), Rural Entrepreneurs,	9-10
Total		18-22

It is expected that the Implementing Partners will share lists with contact details of GIL trainers and coaches (Cat. IV stakeholder) to be interviewed. Depending on the length of these lists, purposeful (if lists are short) or stratified random sampling will be used to pick the individuals to be contacted for interviews. To canvass various perspectives of the Programme, we will ensure that the GIL trainers and coaches include (a.) both women and men, and (b.) at least one trainer and coach from each of the four Implementing Partners. We will strive to consult the trainers and coaches of as wide a range of the courses as possible to obtain information on numerous components of GIL from this group.

The selection of respondents representing other similar programmes in Lebanon (Cat. V stakeholders) is proceeding in two stages:

1. **Mapping of other similar programmes in Lebanon** to come up with a shortlist, and
2. **Final selection of programmes** based on availability and accessibility of data on costs and outcomes.

Stage 1 – the mapping of other similar programmes in Lebanon - was guided by the need to compare GIL's efficiency to other initiatives with very similar goals, so as to deduct the Programme's Value for Money. Since no other incubators in Lebanon have the exact same goal as GIL – to provide entrepreneurship and other skills and support to vulnerable youth, initiatives with broadly the same goal as GIL were identified. Initiatives centered on the incubation of business ideas (rather than already existing start-ups) of aspiring entrepreneurs were selected as the closest matches in terms of their goals. Interventions which cater to vulnerable or youth target groups were included to the extent possible. Moreover, only interventions of which some beneficiaries already underwent the full cycle were selected. The evaluation team excluded from the selection interventions by organizations who are already partners in the GIL Programme, to avoid assessing interventions which may directly or indirectly benefit from GIL in some way. Thus, all programmes which only started recently and have not been in place long enough to observe the results of the intervention were excluded. One-person organizations were also excluded due to their limited comparability with GIL.

Based on the above selection and exclusion criteria, the following programmes were selected for the shortlist:

- ▶ **AMIDEAST Entrepreneur Institute (AEI):** "AEI seeks to advance entrepreneurship as a way of stimulating job creation and economic growth in the Middle East and North Africa. Located in Beirut, the AEI offers training and other support to new and aspiring entrepreneurs as they seek to launch and grow their business ventures. Since the launch of the Institute in 2010, AMIDEAST/Lebanon has trained over 400 aspiring entrepreneurs, business owners, and professionals on how to start a business, grow a business, develop a sales team, and spur business growth using ICT."⁴⁰ AEI has special vocational incubation programs to support vulnerable populations in this endeavor.⁴¹
- ▶ **Berytech:** "Berytech is one of the oldest incubators in Lebanon. Berytech supports the creation and development of startups and SMEs, through incubation, business support, networking, mentoring, funding

⁴⁰ Amideast Entrepreneur Institute website: <https://www.amideast.org/lebanon/develop-a-skill/entrepreneurship/amideast-entrepreneur-institute>

⁴¹ Karam, A. (2016) Mapping of Innovation Labs and Incubators in Lebanon, commissioned by UNICEF

and company hosting. Berytech also offers a Venture Capital Fund for technology and innovative companies. Berytech's main focus are ICT SMEs."⁴²

- ▶ **Business Incubation Association of Tripoli (BIAT):** "BIAT was established with the assistance and back up of the Integrated SME support program, an EU funded project at the Ministry of Economy and Trade of Lebanon. BIAT supports the creation and development of startups and SMEs, through incubation, business support, networking, mentoring and company hosting. BIAT's main focus are ICT, social and green entrepreneurs."⁴³
- ▶ **UK Lebanon Tech Hub:** "The UK-Lebanon Tech Hub is an initiative jointly kick-started by Banque Du Liban and the UK Government through the British Embassy in Beirut. The UK-Lebanon Tech Hub offers expertise, experience and exposure to support the growth and development of startups. The UK-Lebanon Tech Hub's main focus are ICT startups and entrepreneurs."⁴⁴
- ▶ **North LEDA (Local Economic Development Agency):** "North Leda's mission is to facilitate a sustainable long term harmonic and balanced development of the Northern Region of Lebanon. North Leda mainly supports traditional entrepreneurs in establishing and frowning their businesses through training programs and mentoring/coaching. North Leda can also assist entrepreneurs get the funding needed for their businesses through their connections."
- ▶ **LEDA Bekaa (Local Economic Development Agency):** "LEDA Bekaa's mission is to facilitate a sustainable long term harmonic and balanced development of the Bekaa. LEDA Bekaa mainly supports traditional entrepreneurs in establishing and frowning their businesses through training programs and mentoring/coaching. LEDA Bekaa can also assist entrepreneurs get the funding needed for their businesses through their connections."
- ▶ **Tripoli Entrepreneurs Club:** "TEC's mission is to strengthen the social and economic backbone of Tripoli through providing aspiring entrepreneurs and youth with foster environment. TEC supports the creation and development of startups through incubation, training & support, networking events, bootcamps and mentoring/coaching."⁴⁵

At the beginning of the Data Collection and Analysis Phase, 3-4 programmes will be selected from this list for interviews and comparison with GIL based on the availability and accessibility of the cost and outcomes data (stage 2 of the selection process). This will be determined by the evaluation team by a thorough online search of programme documents available publicly, as well as the first round of contact with the shortlisted organizations. As agreed with the Client, UNICEF may assist in encouraging the shortlisted organizations to share the required information about their programmes with the researchers.

Respondents representing donor organizations and any other relevant stakeholders, such as Berytech will also be selected based on UNICEF's recommendations. Table 2 summarizes the Cat. IV-VI stakeholders selected for IDIs.

Table 2: (Pre)selected respondents – categories IV-VI

Stakeholder type	Organization	# of respondents
Category IV: GIL trainers and coaches	Nawaya Network, Injaz Lebanon, Digital Opportunity Trust Lebanon (DOT) Lebanon, and the Lebanese League for Women in Business (LLWB)	8-10

⁴² Annex to Karam, A. (2016) Mapping of Innovation Labs and Incubators in Lebanon, commissioned by UNICEF.

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ Ibid.

Category V: Other similar initiatives in Lebanon	Berytech, UK Lebanon Tech Hub, AMIDEAST Entrepreneur Institute (AEI), Business Incubation Association of Tripoli (BIAT), North LEDA, LEDA Bekaa, Tripoli Entrepreneurs Club	3-4
Category VI: Donors and other stakeholders	Dutch Embassy and German government representation in Lebanon	1-2
	Berytech, government of Lebanon or other stakeholders	min. 1
Total		13-17

The **GIL beneficiaries for the FGDs and follow-up interviews** will be selected using purposeful sampling procedure with a degree of stratification. This will ensure that we include the heterogenous perspectives of all types of graduates. Thus, we propose that the FGDs contain participants of the following characteristics:

- ▶ Those who set up their own businesses and those who went to employment;
- ▶ Those who found employment a.) through BOT b.) via referral to other workplaces and c.) without being referred;
- ▶ Those who remain out of employment;
- ▶ Those who benefitted from a.) entrepreneurship, b.) digital skills and c.) woodwork courses;
- ▶ Representing various educational levels;
- ▶ Both females and males;
- ▶ Based in the different governorates of Lebanon;
- ▶ Representing all three main nationalities of the target group (Lebanese, Syrians and Palestinians);

We foresee the organization of 3-4 FGDs with graduates who are currently employed or set up their own businesses, and 1-2 FGDs with GIL graduates who still do not have an income-generating activity. Organizing separate discussions with youth who have an income or are pursuing other training opportunities on the one hand, and those who remain unemployed or whose business failed on the other is important to create safe space for exchanging views where no youth feel embarrassed or worse than others. If the Client sees it fit, separate FGDs for girls and boys can be organized, although mixed-gender groups are known to improve the dynamics of FGDs. Since the evaluation aims to also assess the accessibility of the Innovation Labs, we will also try to involve beneficiaries with disabilities and those based in more remote areas of Lebanon as participants.

Following the FGDs with both “successful” and “unsuccessful” GIL graduates, we select 3-4 youth who participated in the discussions for **follow-up interviews** with the most and least “successful” youth in line with the Success Case Method (SCM) technique. Ideally, we can conduct one interview with a GIL graduate who set-up a successful business (e.g. GIL inspirational talks speaker), one with a graduate who is highly satisfied with their current employment (possibly via BOT), one interview with a graduate whose business has failed, and one interview with a graduate who remains unemployed against their will.

3.4.2.3 Data triangulation and analysis

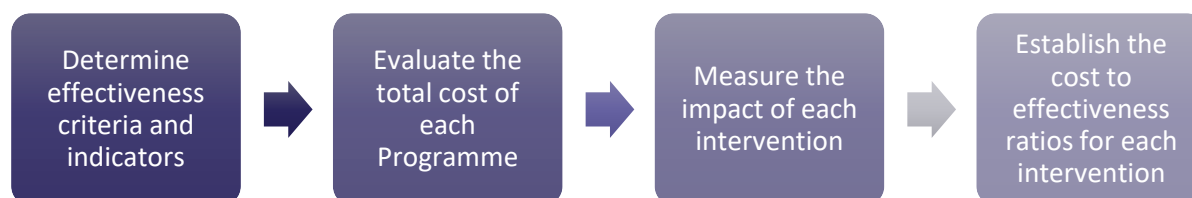
Data collection will be followed by the integration and interpretation of research material through the prism of research questions posed in this evaluation study. This will involve **triangulation** of data (combining data from different sources) to increase reliability of findings and conclusions. 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.

In addition, a **complementarity approach** will be undertaken to explain and understand findings obtained by one method by applying the second. For instance, the evaluation team will use the primary qualitative information

obtained to contextualize and explain the data from written sources and also to provide evidence on issues not covered in the desk review. The evaluation framework will be the basis on which the analysis will be conducted.

Importantly, this stage will also involve carrying out the **Cost-effectiveness Analysis** based on data collected via desk research, interviews with key informants and the managers/coordinators of other similar initiatives in Lebanon. The analysis will take place in the following stages:

Figure 5: Key stages of Cost-effectiveness analysis



- ▶ **Stage 1:** Based on discussions with the Client and the available data, determine effectiveness criteria and develop indicators: # of jobs created, amount of income generated, # of employed beneficiaries;
- ▶ **Stage 2:** Evaluate the total cost of each Programme: by determining the direct (financial) costs of Programme and indirect costs, such as the value of the work of the staff in charge of monitoring the Programme (if not included in total Programme budget);
- ▶ **Stage 3:** Measure the impact: using the effectiveness indicators established in stage 1, measure the impact of each intervention;
- ▶ **Stage 4:** Establish the cost to effectiveness ratios for each intervention, using the results obtained in stages 3 and 4 of the analysis.

The evaluation team will also compute the **Return on investment** from GIL by measuring the seed funding provided to the participants vs the income generated by the enterprises they set up based on data obtained at desk research stage. Based on the data provided to the evaluation team at the Inception Phase, this will be done on a sample (based on answers from a survey with GIL graduates).

3.4.3 Assessment Report Phase

Following the analysis of collected data, within the agreed evaluation framework, the draft Assessment Report will be prepared in accordance with UNEG standards for evaluation reports. Figure 6 presents the tentative table of contents for the draft (and final) Assessment Reports.

Figure 6: Tentative table of contents of the draft and final assessment reports

Assessment 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
 - Generation of Innovation Leaders Programme
- ▲ Approach and methodological framework
 - Objectives, scope and focus of the evaluation
 - Research questions
 - Data collection methods
 - Limitations of the study
 - Ethical considerations
- ▲ Evaluation findings
 - Relevance
 - Effectiveness
 - Efficiency
 - Impact
 - Sustainability
- ▲ Conclusions and lessons learned
- ▲ Recommendations
- ▲ Annexes
 - Evaluation matrix
 - Bibliography
 - Terms of reference
 - Evaluation tools
 - Anonymized records of data collection (interviews, FGDs).

The evaluation team will support all findings and recommendations by an explanation of the degree to which these are based on opinion, analysis, facts and statistics. Sources of information will be clearly specified. The draft Assessment Report will be submitted to UNICEF for feedback.

In line with our approach, youth beneficiaries of GIL will be included in the process of recommendations development. As the final beneficiaries of the intervention, they should have a central say in the future of the Programme. As outlined earlier, youth's views and suggestions for improvements will be gauged during the Data Collection and Analysis Phase, but their concrete inputs can additionally be incorporated once the draft recommendations are prepared. Based on our experience, some GIL graduates have substantial ideas on how to improve the Programme. We will therefore circulate the draft recommendations to selected 5-8 most active in the evaluation process GIL graduates for their feedback. We envisage sharing the draft recommendations with them via e-mail in order to provide them with sufficient time for reading them through and thinking about their comments. The youth's feedback may be shared with UNICEF and will be taken into account for the final recommendations development.

As per our proposal, we also aim to hold a validation workshop dedicated to discussing the main findings and the draft recommendations with key UNICEF staff responsible for the GIL Programme as well as several GIL partner organizations' representatives. The workshop will be held online, via a teleconferencing tool and will be moderated by the evaluation team's Team Leader and Project coordinator. At the start of the workshop, Ecorys team will present the key findings and draft recommendations. These will be discussed subsequently. We envisage the participation of 2-3 UNICEF representatives, 2 focal point persons from Implementing Partner organizations and

2 Lab managers in the workshop, in addition to the Ecorys representatives. We see it important to invite the partners to the discussion to actively engage them in the decision-making processes about the Programme, creating buy-in and ownership of the recommendations. The workshop may also serve as an opportunity for the Implementing Partners and the Lab managers to come together and discuss any points of contention. Draft recommendations will be circulated sufficiently early on via email to allow time for preparation. The Team Leader and Project coordinator will use English and Arabic to moderate the workshop as needed.

The final version of the Assessment Report will be produced after incorporating UNICEF LCO and Regional Office feedback and addressing all the inputs from the validation workshop and the consultation with youth as well as any other reviewers UNICEF deems appropriate in the process. The report will provide a 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. There will be a clear logical distinction between the key parts of the report and recommendations will logically stem from relevant conclusions. The tentative structure of the final Assessment Report is illustrated in Figure 6.

3.5 Ethical principles

Since the evaluation will involve members of vulnerable populations, including refugees and possibly adolescents below the age of 18, 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.

In line with the UN Convention on the Rights of the Child (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 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. In any cases, participation in the evaluation should not have any harmful effect for the participants. This includes avoiding risks of COVID-19 contraction by holding all data collection remotely.

▲ 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, as well as youth.

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 data collection initiation.

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.

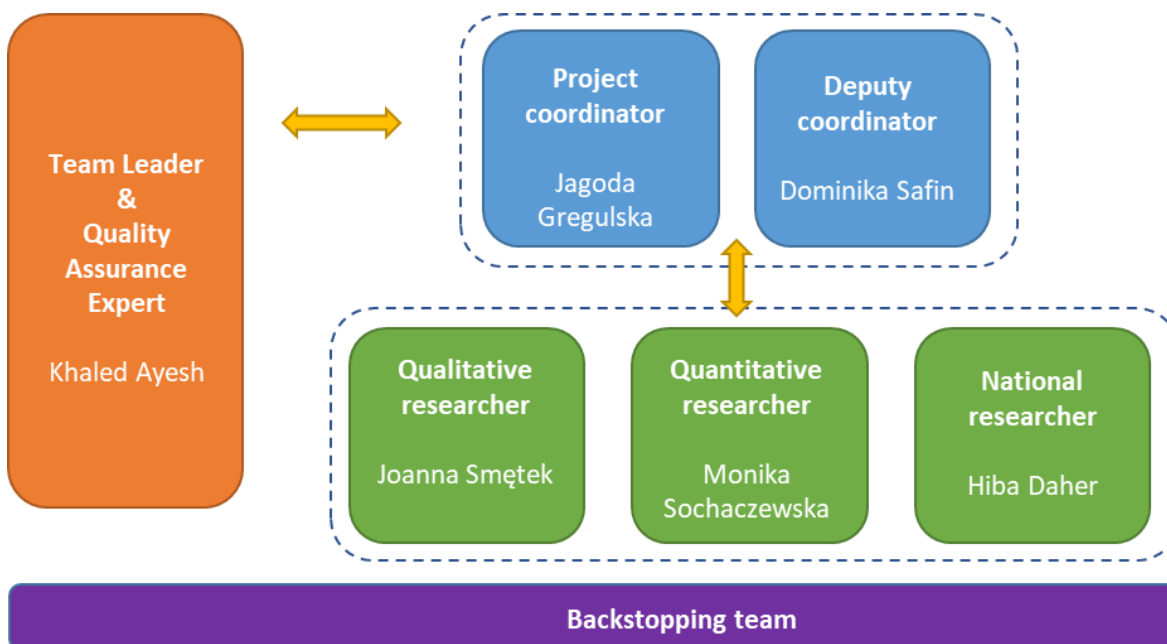
4.0 Work Organization

This section presents our approach to work organization which will guarantee smooth implementation of the project. In the overview part, we outline the team structure and relations between its members. We then describe in more detail team members' roles and corresponding expertise necessary to carry out the assignment. In the penultimate part, we give an indication of team members' engagement in days in various steps throughout the assignment. Finally, we present the schedule of work and milestones to measure the project's progress.

4.1 Work organization overview

Our evaluation team will be overseen by a two-headed management unit composed of a **Team leader, Mr. Khaled Ayesh** and a **Project coordinator, Ms. Jagoda Gregulska**. The Team leader will focus on providing substantive input into the evaluation process and ensuring the overall quality of results. The Project coordinator will – in addition to taking part in assessment activities – take the responsibility for coordinating the day-to-day work of the team and the research process as a whole. In carrying out the assignment, the Team leader and the Project coordinator will be assisted by a **Deputy Coordinator** (Ms. Dominika Safin) and three other **researchers**: a **qualitative researcher** (Ms. Joanna Smętek), a **quantitative researcher** (Ms. Monika Sochaczewska) and a **national qualitative researcher** (Ms. Hiba Daher). The work of the core team will be supported by an in-house backstopping team at Ecorys Poland. The backstopping team will provide the evaluation team with administrative and financial assistance throughout the implementation of the assignment, as well as with editing and graphic design services, if needed. Figure 7 below presents the structure of the proposed team.

Figure 7 Team composition



In order for the assessment to run smoothly, in management of the research process we will comply with the requirements of the ToR, but also set up internal **coordination procedures for work organization**. We will:

- ◆ Consult UNICEF throughout the research process via planned meetings, such as e.g. the kick-off meeting or workshop with UNICEF and GIL partners, but also via exchanges of emails on significant developments in the evaluation process;

- ▲ Regularly report on evaluation's progress to UNICEF through monthly narrative reports;
- ▲ Ensure that all team members are aware of evaluation standards, procedures, division of tasks and timelines through an initial team briefing and regular update meetings and email exchanges;
- ▲ Set up a common yet secure work environment where team members will be able to store collected data and work collaboratively on assessment outputs.

We will create an open and learning environment within the team to foster innovative and outside-the-box thinking which should produce useful and forward-looking analysis and recommendations. In the spirit of being prepared and proactive, we also want to enable team members to freely share concerns or perceptions of risks to be able to tackle those early on. Both the Team leader and Project coordinator will share a responsibility to establish and take care of this team culture.

4.2 Expertise of team members

We are proud of the team we propose for this assignment. Below we describe the specific expertise and competences of team members which will ensure successful delivery of quality products.

Team leader (TL) - Khaled Ayesh

Khaled Ayesh graduated from Clarion University of Pennsylvania with MBA in Management, and BA in Entrepreneurship Management from Al Quds University (Gaza Branch). Khaled has close to 20 years of professional experience in the field of SME and youth in business enterprises, working as a team leader, consultant, advisor, and an expert evaluating and assessing programs and preparing reports. He has been engaged in numerous projects on the economic inclusion of vulnerable groups – children, women, persons with disabilities, etc. Khaled has expert knowledge in participatory and qualitative research, assessing data sources and evaluating data regarding their relevancy, availability, and gender-sensitive. In the past, he worked for EU delegations (to Lebanon, Sudan, OPT, Egypt, etc.), UN agencies, European Commission, World Bank, USAID, etc. In MENA region, Khaled designed participatory socio-economic policy-oriented research, assessed gender-mainstreaming and youth inclusiveness in nano- and microenterprises development in Yemen and Sudan; implemented the evaluation mission of the EU Local Development programs, recommended strategic socio-economic local development programs for Lebanese local government and EU; and prepared the evaluation data instruments for EU Financial Support to the Palestinian Authority. He also prepared SMEs development business plan for Middle East countries and implementation of the youth development programs supporting vulnerable groups, promoting women demand-driven nano- and micro-entrepreneurship, and productive jobs in Arab States.

Altogether, Khaled has over 5 years of project experience in Lebanon, including in carrying out data assessments on youth employment opportunities and enterprise development sustainability and developing active labor market policy and programmes for youth inclusion in social development. He is fluent in Arabic and English with a basic knowledge of French.

Project coordinator (PC) – Jagoda Gregulska

Jagoda 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 India, she designed and delivered human rights education programmes to youth from rural regions. In Bosnia, she implemented a one year 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 programmes for vulnerable children and youth in Jordan and Lebanon. She has ample experience in coordinating and managing complex projects and interventions. Her most recent projects include coordinating fieldwork and reporting on regional VET education strategies in Poland or current coordination of fieldwork in four countries on management of psycho-social risks at micro and small enterprises.

Deputy Coordinator and Qualitative researcher #2 (QLR2) – Dominika Safin

Dominika Safin holds a Master of Science in Emerging Markets and International Development and a Bachelor of Arts in Development Geography from King's College London. She has over five years of experience as a researcher and evaluator in the field of youth and adolescents, skills development and social entrepreneurship which she gained working across Europe, India, and the MENA region. Dominika was a researcher for UNICEF Lebanon's "Evaluation of the Youth and Adolescents Development Programme" within which she analyzed GIL, among other components. Currently, Dominika is a Deputy Coordinator for the evaluation of a World Bank-financed "Improving Pre-school Education through Social accountability Processes in Georgia" for Save the Children, within which she leads the development of evaluation reports and plans and manages the fieldwork (including its shifting to the online mode due to the pandemic). Dominika was an evaluator of "Action Incubation" social innovation projects financed by the European Commission in which she assessed a dozen of social innovation initiatives and recommended the best ones for further support. She was also a researcher in a *Mapping Study of capacity-building programmes for women entrepreneurs in India*, and *Research on women entrepreneurs in the tourism sector in India*. Her other experience with UNICEF includes authoring two reports for the "Strategic Foresight for Children in the ECAR region: 2018 Update for UNICEF" and research in the "Evaluation of the Makani programme in Jordan" for UNICEF Jordan. Dominika is fluent in English and Polish and communicates in French.

Qualitative researcher # 1 (QLR1) – Joanna Smętek

Joanna is a senior consultant and the acting manager of the International Research Team at Ecorys Poland. She has over 10 years of professional experience, including over eight in managing and conducting social and legal research, including evaluations, involving rights of the child and representatives of vulnerable groups and communities. Joanna has previous experience working with UNICEF in the MENA and ECAR regions. As a key expert on the "Evaluation of the Makani programme in Jordan" for UNICEF Jordan, she conducted research, co-authored the final report and oversaw fieldwork involving dozens of FGDs with children, youth, parents and facilitators. She wrote a chapter on children and climate change as part of the "Strategic Foresight for Children in the ECAR region: 2018 Update" for UNICEF ECARO. She was also involved in the development of the initial methodology for the "Evaluation of the Youth and Adolescents Development (YAD) Programme" for UNICEF Lebanon. Joanna has extensive experience conducting and coordinating complex research projects, spanning dozens of countries and different cultural contexts. She conducted research and coordinated 28 country studies on trafficking in human beings as part of a project "Study on reviewing the Functioning of Member States' National and Transnational Referral Mechanisms" for the European Commission. She currently coordinates 19 country studies on the same subject as part of a study for the European Parliament. She holds an M.A. in law from Warsaw University where she also completed (without a degree) a five-ear, full-cycle M.A. degree in English Studies. She is fluent in Polish and English, and communicates in Russian.

Quantitative researcher (QNR) – Monika Sochaczewska

Monika is a graduate of the Faculty of Economic Sciences (BA), Faculty of Management (BA) and Institute of Sociology (BA&MA) at the University of Warsaw. She is a Lead Consultant at Ecorys Poland with over eight years of experience in designing, conducting and coordinating evaluation and research projects in various fields. She is proficient in applying statistical and econometric methods and has considerable experience with entrepreneurship and SMEs. Overall, Monika was involved in about 30 projects as a key or supporting expert on entrepreneurship. This includes a research project entitled "Millennials in SMEs" to explore the specific features and needs in business of young entrepreneurs from the millennial generation for Credit Agricole in which Monika analyzed the results of a survey with young entrepreneurs. She also authored a summary of the implementation of thematic objective 3 – Enhancing the competitiveness of SMEs – in Poland as part of the Evaluation of the implementation of the Partnership Agreement between Poland and the EU. Moreover, Monika performed the role of a researcher responsible for the implementation of quantitative research and analyses in about 20 research projects. The results of her counterfactual calculations on the impact of Rural Development Programme on competitiveness were considered European good practice and her findings were presented at a workshop for officials and evaluators from across the European Union. During her studies, Monika won the academic competition for the best econometric model prepared using the STATA software and she performed analyses in SPSS in at least 20

projects since. Monika is also highly experienced in using qualitative research methods, including interviewing and moderation of focus group discussions, and workshops and expert panels attended by representatives of enterprises and business support institutions.

National qualitative researcher (NQR) – Hiba Daher

Hiba holds MBA and MA in Law. 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 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. Ms Daher has a total of 8 years of experience with a comprehensive understanding of team leading, project management, startups, entrepreneurship and social work.

4.3 Allocation of days

Building on the division of responsibilities described above, Figure 8 presents the allocation of days per expert per specific assessment step.

Figure 8 Allocation of days between team members per evaluation steps

Phase and step	Team Leader	Project coordinator	Researchers			
	Khaled Ayesh	Jagoda Gregulska	Joanna Smętek	Dominika Safin	Monika Sochaczewska	Hiba Daher
INCEPTION PHASE						
1. Kick-off meeting with the Client	0,5	0,5	0,5	0,5	0	0
2. Preparation and submission of draft Inception Report	1,5	3	4	5	2	0
3. Review and submission of final Inception Report	1	1	1	1	1	0
DATA COLLECTION AND ANALYSIS PHASE						
4. In-depth desk review and analysis of secondary quantitative data	1	2	2	2	3	0,5
5. Preparation of data collection	0	1	1	1	0	1,5
6. Carrying out KIIs	2	3	1	2	0	0
7. Carrying out IDIs	0	0	1	1	0	3
8. Carrying out FGDs	0	0	1	1	0	2
9. Follow-up interviews with GIL graduates selected for Success Case Method	0	0	0,5	0,5	0	0
10. Reporting and follow-up	0,5	2	3	3	0	3
11. Analysis of primary data	1	2	2	2	2,5	0
12. Preparation of monthly narrative reports	0,5	2	2	2	0,5	0
ASSESSMENT REPORT PHASE						
13. Preparation and submission of draft Assessment Report	3	4	4	6	3	1
14. Consultation of the draft recommendations with youth	0	0	0	0,5	0	0
15. Workshop with UNICEF and GIL partners	1	1	1	1	0	0
16. Review and submission of final Assessment Report	1	2	3	4	0	0
Total number of days per expert	13	23,5	27	32,5	13	11
Total number of working days						120

4.4 Work schedule and milestones

Figure 9 presents a work schedule and milestones developed based on the specifications included in the ToR and the contract signature date. A fair amount of time was assigned to research preparation, including development of the methodology in cooperation with UNICEF. We believe this stage should not be hastened, as attention to planning should benefit the project later on when a substantial coordinated and concentrated effort will be needed to efficiently complete data collection. Reporting and follow-up on data collection activities will go hand in hand with data collection. Immediate reporting on results is necessary both to ensure integrity of collected data and timely deliver the results. With accumulation of materials from data collection, we will start analysis of primary data early on, while data collection is still being finalized. Analysis and preparation of the draft and final assessment report will proceed simultaneously, as they are inextricably linked. In the final week, upon receipt of UNICEF's feedback, we see a need to "revisit" some reporting and follow up activities and carry out additional analysis to be able to address the received comments and re-submit the final assessment report, i.e. milestone no. 4.

5.0 Annexes

5.1 Annex I: Evaluation matrix

Table 3: Tentative evaluation matrix

Evaluation Question	Indicator/s, data	Collection method(s) ⁴⁶	Data sources ⁴⁷	Comments: What we are looking at? What we are looking for? Key areas of enquiry?
RELEVANCE				
Are the planned Programme outputs and objectives relevant and realistic to the ongoing needs of the youth reached?	Level of alignment between GIL and the needs of adolescents & youth in Lebanon	DR KIIs IDIs FGDs	PD PR SD OD KI NKI BE	We will be looking at PD, PR, SD, and OD, as well as the opinions of stakeholders and beneficiaries to find evidence whether the GIL Programme correctly identifies the needs of its beneficiaries and appropriately addresses them. We will also look at the practical aspect of GIL’s relevance to assess how realistically it can address these needs. Importantly, in Beirut, we will also look at how young people were affected by the explosion on 4 th of August and its aftermath. In this view, we will explore how GIL follow-up support as well as other services could be leveraged to support the affected young people.
EFFICIENCY				
What was the aggregate value for money of the Programme during the review period as compared to other similar programmes focused on youth employment in Lebanon?	Ratio of cost (in USD) to effects (e.g. # of jobs created, amount of income generated, # of employed beneficiaries,) of GIL and 3-4 other similar initiatives aimed at improving youth employment in Lebanon	DR KIIs IDIs	PD PR MD SD OD KI	We will review PD, PR, MD, SD and OD – in particular the websites and evaluations of other similar initiatives – to establish the costs (in USD) and effects (as measured by selected indicators such as number of jobs created or amount of income generated) of GIL and 3-4 other programmes with similar objectives but slightly different implementation mode in Lebanon. This will enable us to determine value for money of GIL.

⁴⁶ DR - Desk Review; KIIs (key informant interviews); IDIs (in-depth interviews) FGDs (focus group discussions); FI – follow-up interviews

⁴⁷ PD – Programme Documentation (including the Country Programme document and Budget, theories of change, other), PR – Programme Reports (annual, situation reports, other), MD – Monitoring Data, SD – Survey data, OD – Other Documents, including literature, KI – Key Informants (UNICEF, IPs and Lab managers), NKI – Non-key Informants (coaches/trainers, other similar Programme coordinators, BE – Beneficiaries.

			NKI	
What has the Return on Investment (RoI) (value of seed funding grants vs income generated) for the incubated enterprises been?	Total value of seed funding grants Total value of income generated	DR	PD PR MD SD	We will look at PD, PR, MD and SD to determine the Return on Investment for the incubated enterprises.
What are labs used for other than GIL activities?	Evidence for the use of Labs other than for GIL activities Comments of stakeholders on the use of the Labs	DR KIIs IDIs	PR MD OD KIs NKIs	We will look at partner reports, monitoring mission reports and other documents, and we will consult UNICEF staff, Innovation Lab managers and possibly trainers and coaches to establish whether and how the Labs are being used for other purposes than GIL activities, both by UNICEF partners or other actors.
Are lab managers facilitating the usage of the space and providing support?	Evidence for the use of all space and equipment available at Labs Comments of stakeholders and beneficiaries on the use of the Labs	DR KIIs IDIs FGDs	PR KIs NKIs BE	We will review PR and consult the Innovation Lab managers, trainers and coaches and the beneficiaries to find out the extent to which the space and equipment available at the Labs is being effectively used to deliver the best possible services to the participants. We will ensure to identify any gaps where available resources are not being used to their full potential.
EFFECTIVENESS				
What role did Innovation labs play in referring youth to opportunities inside and outside GIL?	Evidence for the role of Labs in referring youth to employment and education opportunities within and beyond GIL Comments of stakeholders and beneficiaries	DR KIIs IDIs FGDs FIs	PR MD SD KIs NKIs BE	We will look at partner reports, monitoring data, survey data and we will consult the KIs, NKIs and beneficiaries on the extent and character of the Innovation Labs' role in referring youth to appropriate education and income-generating opportunities both within and outside GIL.
Outside GIL, where are youth referred to? Are they moving to attend local or international competitions? Are they pursuing education? Are they linked to other	Evidence for the referral destinations of GIL beneficiaries outside the Programme, in terms of education and other development opportunities.	DR KIIs IDIs	PR MD SD	We will investigate the available monitoring and survey data and seek additional insights from UNICEF, Implementing Partners and Lab managers to explore the different opportunities beyond GIL where youth are referred to.

organizations or programs?	Comments of stakeholders and beneficiaries	FGDs FIs	KIs NKIs BE	
How many individuals benefitted from more than one service within GIL?	# of GIL beneficiaries who benefitted from more than one service within GIL	DR	MD PR	We will look at the monitoring data and possibly partner reports to determine the number of GIL beneficiaries who benefitted from more than one service within GIL.
Are beneficiaries equally dispersed across governorates and is gender balance taken into consideration?	Evidence for the distribution of GIL beneficiaries (and possibly graduates) across Lebanon's governorates Evidence for the share of females vs males participating in GIL	DR	MD SD	We will look at the monitoring data to explore the geographic distribution of GIL beneficiaries and their gender disaggregation across the different activities. If available, we will look at the survey data to determine the geographical distribution of those who already graduated from GIL.
How accessible are the labs, both in terms of their locations and accessibility for youth with disabilities?	Evidence for geographical and disability accessibility of the Labs Stakeholder and beneficiary comments on the accessibility of the Labs	DR KIIs IDIs FGDs FIs	MD PR OD KIs NKIs BE	We will first look at the monitoring data, partner reports and other documents such as the YAD evaluation to investigate the proportion of persons with disabilities taking part in GIL activities, if such data is available, and to identify evidence for the Labs' accessibility. We will complement this information with the comments of key informants, trainers and coaches and the youth graduates to determine the extent to which the Labs are accessible to persons with disabilities and those living in more remote areas of Lebanon.
Were labs properly equipped for the implemented activities and were trainers able to get their material across to the youth?	Evidence for the adequacy of the Labs' equipment, teaching material, as well as the teaching techniques Stakeholder and beneficiary comments on the adequacy of the Labs' equipment, teaching material, as well as the teaching techniques	DR KIIs IDIs FGDs FIs	PR OD KIs NKIs BE	We will review partner reports and other documentation and consult the Implementing Partners, Lab managers, trainers and coaches, and youth graduates to examine the extent to which the equipment available in Labs, teaching material used, as well as the teaching techniques are adequate to the objectives and activities of the Programme and the needs of the youth beneficiaries.

How much income was generated on average from business ideas incubated through GIL?	Average amount (in LBP and USD) of income generated from the incubated enterprises	DR	SD	We will analyze the results of the survey and Tracer study data collected by UNICEF and its partners to establish the average amount (in LBP and USD) of income generated from the incubated enterprises
How many people do the incubated enterprises support in terms of both the number of employed and family members supported?	# of people employed by the GIL-incubated enterprises # of family members supported by the GIL-incubated enterprises	DR	SD	We will analyze the results of the survey and Tracer study data collected by UNICEF and its partners to establish the number of people supported by the GIL-incubated enterprises, both in terms of the number of employed and family members supported.
To which industries were business ideas linked to?	Evidence for the type of industries to which the business ideas of GIL beneficiaries are linked to.	DR	PR MD SD	We will study the quantitative data obtained by UNICEF and its partners, as well as the partner reports, to obtain an overview about the main industries to which GIL ideas are linked to.
Did the livelihood level of those who started a business thanks to GIL increase compared to before their participation in the Programme? How did starting a business affect the beneficiaries' families?	Proportion of GIL graduates who assert that their livelihood levels have improved as a result of participation in GIL Beneficiary and stakeholder testimonies illustrating how the Programme affected youth's lives	DR KIIs IDIs FGDs FIs	PR SD KI NKI BE	We will review the available evidence and speak with the beneficiaries and stakeholders to identify the extent to which GIL improves the livelihoods of the beneficiaries. Importantly, we will inquire into the different ways in which this change happens, focusing on those who were incubated and started their own business.
What factors lead the GIL-supported businesses to be unsuccessful? How can these be mitigated?	Evidence for factors leading GIL-incubated businesses to fail to launch or stop functioning shortly after their launch. Observations of beneficiaries and stakeholders	DR KIIs IDIs FGDs FIs	PR SD KI NKI BE	We will look at the partner reports and quantitative data collected by UNICEF and its partners to identify some of the factors causing the GIL-incubated businesses to fail. The core of the inquiry will be explored through FGDs and follow-up interviews with both successful and unsuccessful graduates to identify the internal and external factors for failure.
Out of those who didn't start their own business, what proportion of youths were employed 3-months post training, 6-months post training and at the present time?	Proportion of GIL graduates who were employed a.) 3 months post training, b.) 6 months post training, and c.) at present, out of those who did not start their own business	DR	PR MD SD	We will analyze the survey and Tracer study data collected by UNICEF and its partners to determine the share of GIL graduates employed in the three time intervals after participating in the Programme, out of those who did not start their own businesses.

In which industries do the majority of the employed beneficiaries obtain work?	Evidence for the type of industries in which the employed graduates obtained work in.	DR	PR MD SD	We will analyze the survey and Tracer study data collected by UNICEF and its partners (and any other partner/monitoring data available) to determine the most popular industries for GIL graduates.
What is the average income of employed beneficiaries?	Average income (in LBP and USD) of employed GIL graduates	DR	SD	We will analyze the survey and Tracer study data collected by UNICEF and its partners to determine the average income of the employed graduates.
Do working adolescents and youth who are in employment use the skills they have acquired during training sessions?	Proportion of GIL graduates who say that they use in their current work the skills and knowledge gained during GIL course Comments from the employed beneficiaries as to the extent to which they use the skills they have acquired during training sessions in their jobs	DR FGD FI	SD BE	We will consult the available quantitative data (notably the non-incubated youth employment survey) as well as the beneficiaries directly to assess the extent to which working GIL beneficiaries/graduates use the skills they acquired during the training sessions.
How much income was generated on average from business ideas incubated through GIL?	Average global and monthly profits generated from GIL-incubated enterprises	DR	SD	We will analyze the survey and Tracer study data collected by UNICEF and its partners to determine the average profits generated from GIL enterprises.
What are the key factors influencing employment retention for youths in terms of job type and youths background (education level, nationality, gender)?	# of youth who believe that their education level, nationality or gender influenced their job retention. Evidence for factors influencing employment retention for youths in terms of job type and youths background (education level, nationality, gender)	DR FGDs FIs	SD PR BE	We will review the available quantitative data to analyze whether and the extent to which nationality, education level and gender influence job retention among the graduates. These findings will be complemented with qualitative data obtained via FGDs and follow-up interviews to deepen our understanding about <i>how</i> each of the factors affect job retention.
<i>How did the GIL Programme contribute to the beneficiaries' digital, entrepreneurship and woodwork</i>	<i>Share of youth who's skills level increased by 0-20%, 20-40%, 40-60%, 60-80% and 80-100% after</i>	DR FGDs	MD SD	<i>We will review the pre- and post-assessment documentation to determine whether and to what extent did the beneficiaries' knowledge skills level</i>

skills level?	attending a given course <i>GIL graduates' comments on the effects of the Programme in terms of knowledge and skills gains</i>		BE	increase in the different courses
To what extent are GIL beneficiaries satisfied with their current income-generating activities? Are their rights being respected in their workplace?	Evidence and comments from the beneficiaries about the extent to which they are satisfied with their income-generating activities obtained after participation in GIL, including with the way they are treated in the workplace.	DR FGDs FIs	OD BE	We will review available documentation, including the evaluation of the YAD Programme and any previous GIL assessments to explore the extent to which GIL graduates are satisfied with their job, traineeship, apprenticeship or self-employment. We will use the FGDs and follow-up interviews to explore this phenomenon in-depth.
To what extent are the GIL beneficiaries' jobs aligned with their interests and educational profiles?	Proportion of GIL graduates who say that the nature of their work overlaps with the professional specialization of the course they took Comments of the beneficiaries on the level of alignment of GIL graduates' jobs with their interests and educational profiles	DR FGDs FIs	SD OD BE	We will consult the available data (notably the non-incubated youth employment survey) as well as the beneficiaries directly to understand whether GIL helps them to find income-generating opportunities which correspond to their dreams and educational profile.
What were the gender-specific impacts, especially regarding women's empowerment?	Evidence for any gender-specific impacts of GIL Comments of the beneficiaries and stakeholders on any observed gender-specific impacts of GIL	DR KIs IDIs FGDs FIs	PR OD KIs NKIs BE	In line with our approach of employing the gender lens to the analysis, we will review the available evidence and talk to the youth, Lab managers, and trainers and coaches to see whether the Programme results in any gender-specific impacts, such as greater respect for the rights of women, greater gender equality in the household, breaking gender stereotypes, etc.
Did any negative effects occur for beneficiaries?	Evidence and comments from the youth and stakeholders on occurrence of any negative effects for the beneficiaries	DR KIs NKIs FGDs FIs	OD KIs NKIs BE	We will study the available evidence and speak with the beneficiaries and stakeholders to see whether any unintended, negative consequences occurred as a result of youth's participation in GIL. This may include peer bullying or facing family opposition to participation at home (especially likely in the case of females).
SUSTAINABILITY				
How long do they GIL-supported	Evidence for length of operation of	DR	PR	We will review the partner reports and available

<p>enterprises run for? What are the reasons for those which stopped functioning?</p>	<p>the GIL-incubated enterprises and the reasons for their failure</p> <p>Comments from stakeholders and beneficiaries on the above</p>	<p>KIIs IDIs FGDs FIs</p>	<p>SD OD KIs NKIs BE</p>	<p>quantitative data to assess how long the GIL-incubated enterprises run for. We will complement this knowledge with FGDs and follow-up interviews with beneficiaries, as well as the insights from Ips, Innovation Lab managers and coaches to explore the reasons for why some businesses fail.</p>
<p>How sustainable will businesses and jobs created under the GIL Programme be after it ends?</p>	<p>The level of sustainability of the GIL-incubated businesses and jobs.</p>	<p>DR KIIs IDIs FGDs FIs</p>	<p>PR SD OD KIs NKIs BE</p>	<p>We will look at the available secondary data to assess the extent to which the created businesses and jobs are likely to last. To the extent possible, we will use this data and insights from the stakeholders and beneficiaries to distinguish how this sustainability varies depending on sector, amount of training and other support received from GIL, etc.</p>
<p>How are innovation labs integrated in the community?</p>	<p>Level of cooperation of Lab managers with local CBOs for the delivery of the services or referral</p> <p>Frequency of organization of community events by the Lab participants, engagement of community members in GIL-supported activities, etc.</p>	<p>DR KIIs IDIs FGDs</p>	<p>PR OD KIs NKIs BE</p>	<p>We will consult the available data and seek new data through KIIs, IDIs and FGDs to establish how the Innovation Labs function in their wider community environment. We will look for evidence for the organization of community events by the Lab participants, engagement of community members in GIL-supported activities, and the cooperation of Lab managers with local CBOs for the delivery of the services or referral.</p>
<p>How are labs viewed by the community?</p>	<p>Comments from the stakeholders and the beneficiaries on the views of the community on the Labs</p>	<p>KIIs IDIs FGDs</p>	<p>KIs NKIs BE</p>	<p>We will gauge the knowledge of the IPs, Lab managers, coaches and trainers, and the youth beneficiaries most of all, to find out how the Labs are viewed in their communities. We will ask about both negative and positive opinions and inquire into the reasons for these opinions.</p>
<p><i>To what extent are the benefits from GIL likely to continue in the long-term, including after the completion of the Programme?</i></p>	<p>Comments from stakeholders and beneficiaries as to the extent of sustainability of the GIL programme.</p>	<p>DR KIIs IDIs</p>	<p>PR OD KIs</p>	<p>We will review the available evidence, including past evaluation reports, and we will seek the views of the stakeholders and beneficiaries to identify the likelihood of GIL effects to last in the long term. We will look at job creation and employment, but also the retention of</p>

		FGDs FIs	NKIs BE	the skills gained, networks made, confidence building effects, etc.
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5.2 Annex II: Topic guide for KIIs with UNICEF Lebanon representatives

Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the interview, read out the Informed Consent Form to the interviewee and ask whether the interviewee consents to the interview. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the interviewee may have.

Introductory questions

1. Could you briefly describe your role as a UNICEF representative in the GIL programme?
2. For us to better understand the GIL Programme, could you also explain the role of content partners and innovation lab managers? What are their respective fields of engagement/competence?

Instruction for the interviewer: Please tailor the following questions to the interviewee's role.

Relevance

3. In your view, do the Programme's outputs respond to the needs of youth reached?
 - a. If so, to which needs in particular does the Programme respond?
 - b. Which needs could be addressed better?
 - c. What services are missing in view of the needs?
4. In light of the Programme's experiences so far and the changes in the overall context, are the Programme's objectives still relevant?
5. Considering the experiences so far and current context, are the Programme's objectives realistic?
 - a. If not, why?
 - b. What additional resources would make these objectives realistic?
 - c. *(If this is not the question of resources)* How should the objectives be modified?

Effectiveness

6. Could you briefly describe the process of referral of young people to various opportunities?
 - a. Who refers youth to those opportunities insider and outside GIL? To what extent is the process formalised (based on express procedures)?
 - b. Where do you refer youth outside GIL? Outside of the currently explored referral options, what other opportunities could youth be referred to outside GIL?
7. In your view, what role did innovation labs play in referring youth to opportunities inside and outside GIL? How important were the labs in linking youth to those opportunities?
8. In your view, in terms of location, are the innovation labs accessible to the majority of targeted youth?
 - a. Is the number of labs sufficient?
 - b. Are there any innovation labs which should be moved to a different location? If so, why?
 - c. Are there any locations where such an innovation lab would be particularly desirable? If so, where would that be and why?
9. In your view, are the labs accessible to persons with disabilities?
 - a. If not, why? What are the most immediate needs to increase accessibility? What should be improved in the long run?
10. What is your view on the equipment available in the labs?
 - a. Is the equipment sufficient? If not, is there any specific equipment missing?
 - b. Do you consult with partners on equipment needs? Have you received any feedback on this from partners? What was it? Did you take any actions based on that feedback? What were they?

Efficiency

11. Do you see any potential for a more efficient use of resources in the GIL Programme?
 - a. If so, how could this be done?
 - b. Are there any activities which would merit more investment in light of the results achieved? What are they?
 - c. Are there any activities which should be discontinued as less efficient? If so, what are they and why is this the case?
12. Are innovation labs used for other activities than those organized within the GIL Programme?
 - a. If so, what are those activities?
 - b. Have innovation lab managers made efforts to facilitate the use of space for other activities than GIL? (What has the role of innovation lab managers been in diversifying the labs' offer?)
13. *(If the role has not been very active)* In your view, what role do you see for the innovation lab managers in diversifying the use of lab spaces? What should the managers ideally do?
 - c. Beyond what has been done so far, what other possible uses for the innovation labs can you see?

Impact

14. Have you observed any positive influence of GIL on its participants and, specifically, on their livelihood levels? Can you recall any more recent examples of a person's livelihood level visibly improving thanks to GIL?
15. How has starting a business by a GIL beneficiary influenced their families? Have you observed any influence? If so, what kind of influence?
16. In the case of successful participants (*those with running business ventures or good jobs*), which elements of GIL do you think played the most significant role in supporting those beneficiaries in succeeding? (To what extent was GIL part of their success?)
17. In your view, why were some GIL-supported businesses unsuccessful? How could GIL be modified to increase the likelihood of success among GIL-supported businesses?
18. Have you observed any differences in how GIL influenced and influences the lives of young men and young women?
 - d. If so, could you briefly explain?
 - e. Have you noticed any differences in long-term outcomes between female and male participants? If so, what are those? Why do these occur?
19. *(If not answered under Q17)* In your view, has GIL empowered women participants? If so, how has this been done and in what way have women been empowered? Can you recall any specific, recent stories of women empowerment through the GIL Programme?
20. Have you observed any negative consequences for youth related to their participation in the GIL Programme? If so, what were the reasons for such negative consequences?

Sustainability

21. *(If not answered under Q16. The scope of the questions is slightly different, so it is perhaps better to make sure that that we can capture the distinction between businesses which have been unsuccessful from the start and those which stopped working after some longer time.)* Why did some of the GIL-supported businesses stop functioning? How could this be prevented? Can anything be done within GIL to increase the longevity of GIL-created businesses?
1. In your view, to what extent are the businesses and jobs created within GIL dependent on the Programme's continuation?
 - a. In your view, will these businesses/jobs continue when the Programme ends?
 - b. Are there any businesses/jobs that are more dependent? Less dependent? Why is this so?

- c. What is needed to increase the independence of businesses/jobs from GIL?
 - d. What is being done to increase the independence of GIL-initiated businesses/jobs?
22. How are the labs integrated into their communities?
- a. Are there any activities which aim to integrate the innovation labs more closely into communities? If so, what are they?
 - b. Have these activities resulted in long-term cooperation ventures? What are some of the examples of such cooperation?
23. What is the perception of the innovation labs within their communities? Are the labs recognizable within their communities? Do you gather any community feedback? What do people think about them?
24. In your view, will the benefits of the Programme last after it ends?
- a. What benefits are most likely to continue? Why do you think so?
 - b. What are those that are least likely to continue? Why?
 - c. What actions are necessary to increase the sustainability of these benefits after the Programme ends?

5.3 Annex III: Topic guide for KIIs with Implementing partners (content partners)

Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the interview, read out the Informed Consent Form to the interviewee and ask whether the interviewee consents to the interview. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the interviewee may have.

Introductory questions

2. Could you briefly describe your role in the GIL programme?

Instruction for the interviewer: Please tailor the following questions to the interviewee's role.

Relevance

3. In your view, do the Programme's outputs respond to the needs of youth reached?
 - a. If so, to which needs in particular does the Programme respond?
 - b. Which needs could be addressed better?
 - c. What services are missing in view of the needs?
4. In light of the Programme's experiences so far and the changes in the overall context, are the Programme's objectives still relevant?
5. Considering the experiences so far and current context, are the Programme's objectives realistic?
 - d. If not, why?
 - e. What additional resources would make these objectives realistic?
 - f. *(If this is not the question of resources)* How should the objectives be modified?

Effectiveness

6. *(If not answered under Q1)* What is your role in referring youth to opportunities inside and outside GIL? Are there any (more formalised/specified) procedures for referral? Do you cooperate with other partners within GIL on referral?
7. *(If content partners participate in referrals)* Where do you refer youth outside GIL? What other opportunities could be used?
8. In your view, what role did innovation labs play in referring youth to opportunities inside and outside GIL? How important were (and are) the labs in linking youth to those opportunities?
9. In your view, in terms of location, are the innovation labs accessible to the majority of targeted youth?
 - a. Is the number of labs sufficient?
 - b. Are there any innovation labs which should be moved to a different location? If so, why?
 - c. Are there any locations where such an innovation lab would be particularly desirable? If so, where would that be and why?
10. In your view, are the labs accessible to persons with disabilities?
 - a. If not, why? What are the most immediate needs to increase accessibility? What should be improved in the long run?
11. How do you assess the level of equipment available in the labs?
 - a. Is the equipment sufficient for you to get your material across to youth?
 - b. Is there any specific equipment missing? If so, why would it be useful?

Efficiency

12. Do you see any potential for a more efficient use of resources in the GIL Programme?
 - a. If so, how could this be done?
 - b. Are there any activities which would merit more investment in light of the results achieved? What are they?
 - c. Are there any activities which should be discontinued as less efficient? If so, what are they and why is this the case?

13. Are innovation labs used for other activities than those organized within the GIL Programme?
 - a. If so, what are those activities?
 - b. Have innovation lab managers made efforts to facilitate the use of space for other activities than GIL? (What has the role of innovation lab managers been in diversifying the labs' offer?)
(If the role has not been very active) In your view, what role do you see for the innovation lab managers in diversifying the use of lab spaces? What should the managers ideally do?
 - c. Beyond what has been done so far, what other possible uses for the innovation labs can you see?

Impact

14. Have you observed any positive influence of GIL on its participants and, specifically, on their livelihood levels? Can you recall any more recent examples of a person's livelihood level visibly improving thanks to GIL?
15. How has starting a business by a GIL beneficiary influenced their families? Have you observed any influence? If so, what kind of influence?
16. In the case of successful participants (*those with running business ventures or good jobs*), which elements of GIL do you think played the most significant role in supporting those beneficiaries in succeeding? (To what extent was GIL part of their success?)
17. In your view, why were some GIL-supported businesses unsuccessful? How could GIL be modified to increase the likelihood of success among GIL-supported businesses?
18. Have you observed any differences in how GIL influenced and influences the lives of young men and young women?
 - f. If so, could you briefly explain?
 - g. Have you noticed any differences in long-term outcomes between female and male participants? If so, what are those? Why do these occur?
19. (*If not answered under Q17*) In your view, has GIL empowered women participants? If so, how has this been done and in what way have women been empowered? Can you recall any specific, recent stories of women empowerment through the GIL Programme?
20. Have you observed any negative consequences for youth related to their participation in the GIL Programme? If so, what were the reasons for such negative consequences?

Sustainability

21. (*If not answered under Q16. The scope of the questions is slightly different, so it is perhaps better to make sure that that we can capture the distinction between businesses which have been unsuccessful from the start and those which stopped working after some longer time.*) Why did some of the successful GIL-supported businesses stop functioning? How could this be prevented? Can anything be done within GIL to increase the longevity of GIL-created businesses?
22. To what extent are the businesses and jobs created within GIL dependent on the Programme's continuation?
 - e. In your view, will these businesses/jobs continue when the Programme ends?
 - f. Are there any businesses/jobs that are more dependent? Less dependent? Why is this so?
 - g. What is needed to increase the independence of businesses/jobs from GIL?
 - h. What is being done to increase the independence of GIL-initiated businesses/jobs?
23. In your view, how are the innovation labs integrated into their communities?
 - i. Are there any activities which aim to integrate the innovation labs more closely into communities? If so, what are they?
 - j. Have these activities resulted in long-term cooperation ventures? What are some of the examples of such cooperation?
24. What is the perception of the innovation labs within their communities? Are the labs recognizable within their communities? Do you gather any community feedback? What do people think about them?
25. In your view, will the benefits of the Programme last after it ends?
 - k. What benefits are most likely to continue? Why do you think so?
 - l. What are those that are least likely to continue? Why do you think so?
 - m. What actions are necessary to increase the sustainability of these benefits after the Programme ends?

5.4 Annex IV: Topic guide for KIIs with Innovation Lab managers

Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the interview, read out the Informed Consent Form to the interviewee and ask whether the interviewee consents to the interview. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the interviewee may have.

Introductory questions

1. Could you briefly describe your role in the GIL programme? To what extent do you participate in substantive (content) work of innovation labs?

Instruction for the interviewer: Please tailor the following questions to the interviewee's role.

Relevance

2. In your view, do the Programme's outputs respond to the needs of youth reached?
 - a. If so, to which needs in particular does the Programme respond?
 - b. Which needs could be addressed better?
 - c. What services are missing in view of the needs?
3. In light of the Programme's experiences so far and the changes in the overall context, are the Programme's objectives still relevant?
4. Considering the experiences so far and current context, are the Programme's objectives realistic?
 - a. If not, why?
 - b. What additional resources would make these objectives realistic?
 - c. *(If this is not the question of resources)* How should the objectives be modified?

Effectiveness

5. *(If not answered under Q1)* What is your role in referring youth to opportunities inside and outside GIL? Are there any (more formalised/specified) procedures for referral? Do you cooperate with other partners within GIL on referral?
6. *(If innovation lab managers participate in referrals)* Where do you refer youth outside GIL? What other opportunities could be used?
7. Generally speaking, looking at the whole system of support available to youth, what role does your innovation lab play in referring youth to opportunities inside and outside GIL? How important is it in linking youth to those opportunities?
8. In your view, in terms of location, is your innovation lab accessible to the majority of potentially interested and targeted youth in the region?
 - a. Would you see any need to change its location? Why?
 - b. Are there any locations in the region where such an innovation lab would be particularly desirable? If so, where would that be and why?
9. Is your lab fully accessible to persons with disabilities?
 - a. If not, what are the most immediate needs to increase accessibility? What should be improved in the long run?
 - b. Have you discussed this matter with UNICEF? What were the results of those discussions?
10. How do you assess the level of equipment available in your lab?
 - a. Is the equipment sufficient for youth to receive appropriate services?
 - b. Is there any specific equipment missing? If so, why?
 - c. Do you consult partners on equipment needs? Do you report to UNICEF on those needs? What has the cooperation with UNICEF been like on this matter?

Efficiency

11. Do you see any potential for a more efficient use of resources in the GIL Programme?

- d. If so, how could this be done?
 - e. Are there any activities which would merit more investment in light of the results achieved? What are they?
 - f. Are there any activities which should be discontinued as less efficient? If so, what are they and why is this the case?
12. Are innovation labs used for other activities than those organized within the GIL Programme?
- d. If so, what are those activities?
 - e. Have you as an innovation lab manager tried to facilitate the use of space for other activities than GIL? (Have you tried to diversify the labs' offer?) If not, why was that the case?
 - f. Beyond what has been done so far, what other possible uses for the innovation labs can you see? Can you see any opportunities to involve people from the community in the labs' functioning.

Impact

13. *(If relevant to the role)* Have you observed any positive influence of GIL on its participants and, specifically, on their livelihood levels? Can you recall any more recent examples of a person's livelihood level visibly improving thanks to GIL?
14. *(If relevant to the role)* How has starting a business by a GIL beneficiary influenced their families? Have you observed any influence? If so, what kind of influence?
15. In the case of successful participants *(those with running business ventures or good jobs)*, which elements of GIL *(and the work of innovation labs)* do you think played the most significant role in supporting those beneficiaries in succeeding? (To what extent was GIL part of their success?)
16. *(If relevant to the role)* In your view, why were some GIL-supported businesses unsuccessful? How could GIL be modified to increase the likelihood of success among GIL-supported businesses?
17. Have you observed any differences in how GIL influenced and influences the lives of young men and young women?
- h. If so, could you briefly explain?
 - i. Have you noticed any differences in long-term outcomes between female and male participants? If so, what are those? Why do these occur?
18. *(If not answered under Q17)* In your view, has GIL empowered women participants? If so, how has this been done and in what way have women been empowered? Can you recall any specific, recent stories of women empowerment through the GIL Programme?
19. *(If relevant to the role)* Have you observed any negative consequences for youth related to their participation in the GIL Programme? If so, what were the reasons for such negative consequences?

Sustainability

20. *(If not answered under Q16 and relevant to the role. The scope of the questions is slightly different, so it is perhaps better to make sure that that we can capture the distinction between businesses which have been unsuccessful from the start and those which stopped working after some longer time.)*
Why did some of the successful GIL-supported businesses stop functioning? How could this be prevented? Can anything be done within GIL to increase the longevity of GIL-created businesses?
21. *(If relevant to the role)* To what extent are the businesses/jobs created within GIL dependent on the Programme's continuation?
- a. In your view, will these businesses/jobs continue when the Programme ends?
 - b. Are there any businesses/jobs that are more dependent? Less dependent? Why is this so?
 - c. What is needed to increase the independence of businesses/jobs from GIL?
 - d. What is being done to increase the independence of GIL-initiated businesses/jobs?
22. In your view, how is your innovation lab integrated into the communities?
- a. Are there any activities which aim to integrate the innovation labs more closely into communities? If so, what are they?
 - b. Have these activities resulted in long-term cooperation ventures? What are some of the examples of such cooperation?
23. What is the perception of the innovation lab within the community? Is the lab recognizable within the community? Do you gather any community feedback? What do people think about the lab?
24. In your view, will the benefits of the Programme last after it ends?
- a. What benefits are most likely to continue? Why do you think so?
 - b. What are those that are least likely to continue? Why do you think so?

- c. What actions are necessary to increase the sustainability of these benefits after the Programme ends?
- d. If the Programme ended now, would your lab be able to function independently? If not, why? What would be needed for it to function independently?

5.5 Annex V: Topic guide for KILs with GIL trainers and coaches Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the interview, read out the Informed Consent Form to the interviewee and ask whether the interviewee consents to the interview. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the interviewee may have.

Introductory questions

1. Could you briefly describe your role in the GIL programme?

Instruction for the interviewer: Please tailor the following questions to the interviewee's role.

Relevance

2. In your view, do the GIL Programme's outputs respond to the needs of youth reached?
 - d. If so, to which needs in particular does the Programme respond?
 - e. Which needs could be addressed better?
 - f. What services are missing in view of the needs?
3. In light of the Programme's experiences so far and the changes in the overall context, are the Programme's objectives still relevant?
4. Considering the experiences so far and current context, are the Programme's objectives realistic?
 - d. If not, why?
 - e. What additional resources would make these objectives realistic?
 - f. *(If this is not the question of resources)* How should the objectives be modified?

Effectiveness

5. *(If not answered under Q1)* What is your role in referring youth to opportunities inside and outside GIL? Are there any (more formalised/specified) procedures for referral? Do you cooperate with anyone on that?
6. *(If relevant to the role)* Where do you refer youth outside GIL? (Where are youth referred outside of GIL?) What other opportunities could be used?
7. Generally speaking, looking at the whole system of support available to youth, what role do innovation labs play in referring youth to opportunities inside and outside GIL? How important are they in linking youth to those opportunities?
8. In your view, in terms of location, are innovation labs (*the lab you work in*) accessible to the majority of potentially interested and targeted youth in the region?
 - a. Would you see any need to change locations? Why?
 - b. Are there any locations where such an innovation lab would be particularly desirable? If so, where would that be and why?
9. Are the labs (*is your lab*) fully accessible to persons with disabilities?
 - c. If not, what are the most immediate needs to increase accessibility? What should be improved in the long run?
 - d. Have you discussed this matter with UNICEF? What were the results of those discussions?
10. How do you assess the level of equipment available in your lab?
 - e. Is the equipment sufficient for you to get the material across to youth?
 - f. Is there any specific equipment missing? If so, why?
 - g. Do you report to lab managers/UNICEF on equipment needs? What has the cooperation been like with them on this matter?

Efficiency

11. Do you see any potential for a more efficient use of resources in the GIL Programme?
 - g. If so, how could this be done?
 - h. Are there any activities which would merit more investment in light of the results achieved? What are they?

- i. Are there any activities which should be discontinued as less efficient? If so, what are they and why is this the case?
12. Are innovation labs used for other activities than those organized within the GIL Programme?
- g. If so, what are those activities?
 - h. Have innovation lab managers made efforts to facilitate the use of spaces for other activities than GIL? (What has the role of innovation lab managers been in diversifying the labs' offer?)
(If the role has not been very active) In your view, what role should the innovation lab managers play in diversifying the use of lab spaces? What should the managers ideally do?
 - i. Beyond what has been done so far, what other possible uses for the innovation labs can you see?

Impact

13. Have you observed any positive influence of GIL on its participants and, specifically, on their livelihood levels? Can you recall any more recent examples of a person's livelihood level visibly improving thanks to GIL?
14. How has starting a business by a GIL beneficiary influenced their families? Have you observed any influence? If so, what kind of influence?
15. In the case of successful participants (*those with running business ventures or good jobs*), which elements of GIL do you think played the most significant role in supporting those beneficiaries in succeeding? (To what extent was GIL part of their success?)
16. In your view, why were some GIL-supported businesses unsuccessful? How could GIL be modified to increase the likelihood of success among GIL-supported businesses?
17. Have you observed any differences in how GIL influenced and influences the lives of young men and young women?
- j. If so, could you briefly explain?
 - k. Have you noticed any differences in long-term outcomes between female and male participants? If so, what are those? Why do these occur?
18. (*If not answered under Q17*) In your view, has GIL empowered women participants? If so, how has this been done and in what way have women been empowered? Can you recall any specific, recent stories of women empowerment through the GIL Programme?
19. Have you observed any negative consequences for youth related to their participation in the GIL Programme? If so, what were the reasons for such negative consequences?

Sustainability

20. (*If not answered under Q16 and relevant to the role. The scope of the questions is slightly different, so it is perhaps better to make sure that that we can capture the distinction between businesses which have been unsuccessful from the start and those which stopped working after some longer time.*)
Why did some of the successful GIL-supported businesses stop functioning? How could this be prevented? Can anything be done within GIL to increase the longevity of GIL-created businesses?
21. To what extent are the businesses/jobs created within GIL dependent on the Programme's continuation?
- e. In your view, will these businesses/jobs continue when the Programme ends?
 - f. Are there any businesses/jobs that are more dependent? Less dependent? Why is this so?
 - g. What is *needed* to increase the independence of these businesses/jobs from GIL?
 - h. What is *being done* to increase the independence of GIL-initiated businesses/jobs?
22. In your view, how are innovation labs (*is your innovation lab*) integrated into the communities?
- c. Are there any activities which aim to integrate the innovation labs more closely into communities? If so, what are they?
 - d. Have these activities resulted in long-term cooperation ventures? What are some of the examples of such cooperation?
23. (*If the interviewee can have such knowledge*) What is the perception of the innovation labs (*your innovation lab*) within the community? Are the labs (*is your lab*) recognizable within the community?
24. In your view, will the benefits of the Programme last after it ends?
- e. What benefits are most likely to continue? Why do you think so?
 - f. What are those that are least likely to continue? Why do you think so?
 - g. What actions are necessary to increase the sustainability of these benefits after the Programme ends?

- h. If the Programme ended now, would the labs (*your lab*) be able to function independently? If not, why? What would be needed for the labs (*your lab*) to function independently?

5.6 Annex VI: Topic guide for KIIs with other incubators/innovation labs in Lebanon

Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the interview, read out the Informed Consent Form to the interviewee and ask whether the interviewee consents to the interview. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the interviewee may have.

Introductory questions

1. Could you briefly describe your activities as an incubator/innovation lab?
2. To what extent are you familiar with GIL activities? Do you cooperate with GIL? How?

Instruction for the interviewer: Please tailor the following questions to the interviewee's activity and their relations to GIL. We made an assumption that other incubators/innovation labs may not be fully/well familiar with the internal workings of the GIL Programme. So, most of the time, we are not directly asking about the assessments of effectiveness, efficiency, impact and sustainability. The questions below are, therefore, tailored more to build better understanding of the context of such activities, capacities available, solutions applied and formulating future recommendations to the GIL Programme.

Relevance

3. What are the main needs of youth, especially marginalized groups, entering the labour market or looking for employment in Lebanon?
4. Which of these needs can you as an incubator/innovation lab realistically address to support youth in starting a business and entering the labour market?
5. As far as you know GIL, to what extent does it respond to the needs of youth, especially marginalized groups, in Lebanon? How could it increase its relevance for youth?
6. What other initiatives (*incl. economic, legal, political*) would be necessary to more effectively support youth employment in Lebanon? What are the major (*economic, legal, political*) obstacles that you need to overcome to support youth's entering the labour market?

Effectiveness

7. As an incubator/innovation lab, what do you do to make your services more accessible to youth? Do you have any outreach strategies that proved particularly useful and effective?
8. Are there any regions in Lebanon where incubators/innovation labs are completely missing, but would be particularly desirable?
9. What do you do to make your services more accessible for persons with disabilities? How do you reach out to persons with disabilities? Are there possibilities for cooperation with organizations which cater to the need of persons with disabilities?
10. Considering the demand for work these days, what kind of equipment do you consider essential for an innovation lab to be able to support youth best? What is the equipment that has been the most useful in your activity?

Efficiency

If not obtained otherwise, please indicate that for cost-effectiveness analysis of the GIL Programme, we would like to compare GIL's financial data to that of similar interventions. We would, therefore, be interested in receiving some information from the interviewees which would help carry out this analysis. If this your interviewee represents a comparable intervention, please indicate that you would like to request such information via email. If the interviewee is willing to provide it during the interview, you can ask Q11:

11. What were the annual costs of running your incubator/innovation lab in recent years? We would be particularly interested in the years 2018-2020? What were the annual costs per beneficiary of your activities in the same period?

12. What do you do to increase the efficiency of your support to youth?
13. What are the most resource-intensive activities that you conduct? Did you take any specific actions to increase their efficiency?
14. Are there any activities which are necessary and where increasing efficiency (cutting costs without sacrificing results) is particularly challenging?
15. How do you diversify your activities as an incubator/innovation lab? Have you been trying to expand/complement your services? How?

Impact

These questions should be asked to the extent that the interviewee is familiar with the functioning and work of the GIL programme.

16. In your view, has participation in GIL improved the livelihood of youth? How does participation affect their lives and families?
17. Are you familiar with any particular success stories where GIL support played a significant role?
18. Why do you think some of the GIL-supported businesses were not successful?
19. What can GIL do to increase the success rate of the businesses it supports?

Sustainability

These questions should be asked to the extent that the interviewee is familiar with the functioning and work of the GIL programme.

20. What do you think about the sustainability of the businesses and jobs created within the GIL Programme? Do you think they will be able to continue should the Programme close?
21. What do you think about the functioning of GIL labs? Are they a visible presence in the Lebanese economic landscape? Do people, and youth in particular, know about them?
22. What can be done to increase the sustainability of GIL and make its benefits last after the Programme ends?

5.6.1 Annex VII: Topic guide for KIIs with donors and other stakeholders

Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the interview, read out the Informed Consent Form to the interviewee and ask whether the interviewee consents to the interview. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the interviewee may have.

Introductory questions

1. Could you briefly describe your role and your level of involvement in the GIL Programme?
2. Why did you decide to support GIL?

Relevance

3. In your view, do the Programme's outputs respond to the needs of youth reached?
 - a. If so, to which needs in particular does the Programme respond?
 - b. Which needs could be addressed better?
 - c. What services are missing in view of the needs?
4. In light of the Programme's experiences so far and the changes in the overall context, are the Programme's objectives still relevant?
5. Considering the experiences so far and current context, are the Programme's objectives realistic?
 - d. If not, why?
 - e. What additional resources would make these objectives realistic?
 - f. *(If this is not the question of resources)* How should the objectives be modified?

Effectiveness

6. What do you think about the effectiveness of the GIL Programme so far?
7. Are you familiar with the referral pathways inside and outside GIL? What do you think about the referral practice?
 - a. Are all possibilities of referral used?
 - b. In your view, are the opportunities outside GIL effectively used?
 - c. Would there be any other opportunities outside GIL worth cooperating with?
8. In your view, in terms of location, are the innovation labs accessible to the majority of targeted youth?
 - a. Is the number of labs sufficient?
 - b. Are there any innovation labs which should be moved to a different location? If so, why?
 - c. Are there any locations where such an innovation lab would be particularly desirable? If so, where would that be and why?
9. In your view, are the labs accessible to persons with disabilities?
 - a. If not, what are the most immediate needs to increase accessibility?
 - b. What should be improved in the long run?

Efficiency

10. What do you think about the use of resources in the Programme?
 - a. Are they used to achieve the maximum results? If not, why?
 - b. What are the more and less efficient components?
 - c. How could efficiency of resource use be improved?
11. What are your views on the efficiency of lab use? Are they used to the fullest?
 - a. What other activities outside GIL are available in the innovation labs?
 - b. Do you think the Programme's labs could be used for other activities? Could you provide examples?
 - c. Do you see efforts on the part of lab managers and UNICEF to diversify their functions? Have there been any successes in that?

Impact

These questions should be asked to the extent that the interviewee is familiar with the functioning and work of the GIL programme.

12. As a donor, to what extent do you see that the Programme is influencing the lives of its participants?
 - a. Is it facilitating their access to the knowledge economy? If so, in what way?
 - b. What changes in participants' livelihoods have you observed after GIL?
13. Why do you think some of the GIL-supported businesses were not successful?
14. In your view, is there anything that could be done within GIL to improve the success rate of created businesses and access to quality jobs after GIL?
15. Have you observed any differences/specificity in how young men and women make use of GIL, and the innovation labs in particular? If so, could you briefly talk about this?
16. Do you see any differences in how GIL impacts the lives of young women and men in longer-term? If so, could you briefly talk about this?
17. Have you observed any negative consequences for youth related to their participation in GIL? Why do you think those negative effects materialise?

Sustainability

These questions should be asked to the extent that the interviewee is familiar with the functioning and work of the GIL programme.

18. To what extent are the businesses and jobs created within GIL dependent on the Programme's continuation?
 - a. In your view, will these businesses/jobs continue when the Programme ends?
 - b. Are there any businesses/jobs that are more dependent? Less dependent? Why is this so?
 - c. What is *needed* to increase the independence of businesses/jobs from GIL?
 - d. What is *being done* to increase the independence of GIL-initiated businesses/jobs?
25. From your perspective, how are the labs integrated into their communities?
 - a. Are there any activities which aim to integrate the innovation labs more closely into communities? If so, what are they?
 - b. Have these activities resulted in long-term cooperation ventures? What are some of the examples of such cooperation?
26. What is the perception of the innovation labs within their communities? Are the labs recognizable within their communities? Do you get any feedback on what people think about them?
27. In your view, will the benefits of the Programme last after it ends?
 - a. What benefits are most likely to continue? Why do you think so?
 - b. What are those that are least likely to continue? Why do you think so?
 - c. What actions are necessary to increase the sustainability of these benefits after the Programme ends?

5.7 Annex VIII: Topic guide for FGDs with adolescent and youth graduates of GIL with businesses and jobs

Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the FGD, introduce yourself, read out the Informed Consent Form to the participants and ask whether they consent to the interview. Reassure them that their participation is voluntary and that they can refuse to take part in the FGD or resign from participation at any time. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the participants may have. Reassure them that what they say will be anonymised and used to support the development of GIL Programme, and that it cannot negatively influence their participation in the Programme.

Introductory questions

1. Could you briefly introduce yourself and explain how you participated in GIL?

Relevance

2. In your view, are the services that you receive or received through GIL useful to young people who want to start a business or are looking for employment?
3. Would you need any other type of support which is not currently available but would further help in starting a business or finding a job?
4. [*To those based in Beirut*] Were you affected by the tragic explosion of 4th of August at the port? If so, how did it affect you?

Effectiveness and impact

5. How did GIL help *you* start a business or get a job?
 - a. What services proved the most useful for you personally? Why?
 - b. What services proved the least useful?
 - c. Throughout your participation in GIL, did you receive information on (or were you referred to) further opportunities which you could participate in inside and outside GIL? Who provided such information? Did you receive any support and from whom to be able to use these opportunities?
 - d. Outside GIL, what opportunities were you referred to?
6. In terms of location, how do you assess the accessibility of GIL labs? Was the location convenient from your perspective?
7. In your view, are the labs accessible for persons with disabilities? If not, what adjustments are needed?
8. What do you think about the level of equipment available in the labs? Do they have everything that is necessary? Would there be a need for any other equipment that is not available at the moment?
9. How would you describe your relations with innovation lab managers?
 - a. Did you receive support from lab managers when you wanted to use the lab spaces? Was this support sufficient?
 - b. Did you feel invited to use the spaces?
10. How would you describe your relations with trainers and coaches?

11. In broader terms, how has participation in GIL influenced your life?
 - a. Has it changed your perception of business/work?
 - b. Has it helped improve your livelihood?
 - c. Has it influenced your family in any way?
12. What were some of the major obstacles you faced in maintaining a business/securing a job? Was any GIL support particularly useful for you when you faced these difficulties?
13. In your work, do you use the skills that you learnt in the GIL Programme? If so, which skills have been the most useful so far? What other skills that you are using now should be included in the GIL training?
14. Are you satisfied with your current income-generating activities (business/job)?
 - a. Are you satisfied with conditions of your employment? In your view, are your rights respected?

- b. Is your current business/job interesting for you? Is it something that you studied for? Would you like to continue your development in this direction?
15. Have you experienced any negative consequences related to your participation in GIL? If yes, what were they related to?

Sustainability

16. Would you be able to continue with your business, if GIL ended any time soon? If not, what would you need to increase your businesses' independence from the GIL programme?
17. What is your opinion about the work of innovation labs? What do the people in your community think about them? Are the labs commonly known in the community?

General assessment

18. What did participation in GIL mean to you *as a young man/young woman*?
19. Would you recommend GIL and innovation labs to other young people seeking support in developing new skills, starting a business and finding employment?
20. How would you in one sentence describe your overall experience of participating in GIL?

5.8 Annex IX: Topic guide for FGDs with adolescent and youth graduates of GIL without businesses or jobs

Instruction for the interviewer:

Before the interview, familiarize yourself with the relevant Programme documentation. Prior to initiating the FGD, introduce yourself, read out the Informed Consent Form to the participants and ask whether they consent to the interview. Reassure them that their participation is voluntary and that they can refuse to take part in the FGD or resign from participation at any time. Ask explicitly whether you can record the interview and explain the purpose of recording. Answer any questions that the participants may have. Reassure them that what they say will be anonymised and used to support the development of GIL Programme, and that it cannot negatively influence their participation in the Programme.

Introductory questions

1. Could you briefly introduce yourself and explain how you participated in GIL?

Relevance

1. In your view, are the services that you receive or received through GIL useful to young people who want to start a business or are looking for employment?
2. Would you need any other type of support which is not currently available but would further help in starting a business or finding a job?
3. [*To those based in Beirut*] Were you affected by the tragic explosion of 4th of August at the port? If so, how did it affect you?

Effectiveness

1. For you personally, what services that you received in GIL proved the most useful? What services were the least useful?
2. What skills that you obtained through GIL do you apply and in what circumstances?
3. Throughout your participation in GIL, did you receive information on (or were you referred to) further opportunities which you could participate in inside and outside GIL? Who provided such information? Did you receive any support and from whom to be able to use these opportunities?
4. Outside GIL, what opportunities were you referred to?
5. In terms of location, how do you assess the accessibility of GIL labs? Was the location convenient from your perspective?
6. In your view, are the labs accessible for persons with disabilities? If not, what adjustments are needed?
7. What do you think about the level of equipment available in the labs? Do they have everything that is necessary? Would there be a need for any other equipment that is not available at the moment?
8. How would you describe your relations with innovation lab managers?
 - a. Did you receive support from lab managers when you wanted to use the lab spaces? Was this support sufficient?
 - b. Did you feel invited to use the spaces?
9. How would you describe your relations with trainers and coaches?
10. What is your general opinion about innovation labs? What do the people in your community think about them? Do they know those labs?

Exploring success factors and obstacles to success

11. What do you think are the main reasons why your business did not materialise or stopped functioning, or why you were not able to find or maintain employment?
12. (Depending on the circumstances) When you experienced difficulties with your business/job, what support did you receive from GIL? Who did you turn to for this support?
13. What support do you think would help prevent that from happening?

General assessment

1. In broader terms, how has participation in GIL influenced your life?
2. What did participation in GIL mean to you *as a young man/young woman*?
3. Would you recommend GIL and innovation labs to other young people seeking support in developing new skills, starting a business and finding employment?
4. How would you in one sentence describe your overall experience of participating in GIL?

5.9 Annex X: Ethical protocol

“Generation of Innovation Leaders (GIL) Programme Assessment”

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 “Generation of Innovation Leaders (GIL) Programme Assessment.” 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

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 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 3.5 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:

- ▲ 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,
- ◆ Clear oral consent of the participant.

In the case of a child's assent, the same steps should be followed, but prior written 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. 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.
- b. 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.
- c. In the case when abuse is revealed, the interviewer is obliged to report this to the Project Coordinator and Deputy coordinator. The team will further report such cases to UNICEF.
- d. 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 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.
- c. Access to data gathered during the project in the course of the data collection will be limited to the evaluation team and UNICEF. The Project Coordinator or other members of the evaluation team will make the data available to UNICEF upon request.
- d. 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 Coordinator with the assistance of the Ecorys' IT expert to make sure that it was removed in its entirety without possible restoration. The Project Coordinator 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.

5.10 Annex XI: Bibliography

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5.11 Annex XII: Evaluation Terms of Reference

TERMS OF REFERENCE INSTITUTIONAL CONTRACT

Section:	Youth and Adolescent Section	Date:	24 March 2020
Title:	GIL Programme Assessment	Duty station:	Beirut, Lebanon
Reporting to:	Planning, Monitoring & Evaluation Specialist	Contract type:	Institutional Contract
Duration:	120 working days	Starting date:	May 2020

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

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

	<ul style="list-style-type: none"> ○ Businesses survival: how long were enterprises running for? And what are the reasons for those that stopped? ○ How sustainable will businesses and jobs created under the GIL programme be after the programme ends? ○ What factors lead businesses to be unsuccessful and how can this be mitigated? ○ Size of the enterprise: How many people does each enterprise support (employed, family members) ○ Did youths' livelihood levels rise while under the project compared to before the project and how did that affect their families? ○ Return on investment: measure seed funding grants vs income generated <p>2- Employment indicators (Survey to be developed and implemented)</p> <ul style="list-style-type: none"> ○ Out of those who didn't start their own business, how many youths were employed 3-months post training, 6-months post training and at the present time? ○ In which industries were the majority of beneficiaries employed? ○ What is the average income of employed beneficiaries? ○ Do working adolescents and youth use the skills they have acquired during training sessions? ○ What mostly affected job retention for youths in terms of job and youths background (education level, nationality, gender) <p>3- Referral pathways and overall outreach: (FGDs and survey to be developed and implemented)</p> <ul style="list-style-type: none"> ○ What role did Innovation labs play in referring youth to opportunities inside and outside GIL? ○ How many individuals are benefiting from more than one service within GIL? ○ Outside GIL, where are youth referred to? Are they moving to attend local or international competitions? Are they pursuing education? Are they linked to other organizations or programs? ○ Are beneficiaries equally dispersed across governorates and is gender balance taken into consideration? (data will be provided) ○ Are the planned project outputs and objectives relevant and realistic to the ongoing needs of the youth reached? <p>4- Innovation labs: (KIs and FGDs to be developed and implemented)</p> <ul style="list-style-type: none"> ○ How are innovation labs integrated in the community? ○ What are labs used for other than GIL activities? ○ How accessible are lab locations? (youths with disabilities to be taken into consideration) ○ Are lab managers facilitating the usage of the space and providing support? ○ Were labs properly equipped for the implemented activities and were trainers able to get their material across to the youth? ○ How are labs viewed by the community? <p>a. Time period covered by the evaluation</p> <p>The overall project implementation period from 2016 until 2019 will be considered as the time frame for the evaluation.</p> <p>Employment and income generation will measure 3-months, 6-months post training or current incubations. ^{*48}</p>
<p>Methodology</p>	<p>In order to submit a clear report showing the impact GIL had on youth in terms of employment, business performance and sustainability the contractor will proceed as follows:</p>

⁴⁸ We should take into consideration that due to the current situation on the country, the high level of unemployment and economic regression are to be considered as controlled variables.

- a. Conduct a desk review of all existing material and data. Data provided to the evaluator includes:
1. Tracer studies (from 2 partners) for youth who were incubated after completing Entrepreneurship courses
 2. Tracer study for youth whom completed Entrepreneurship courses but weren't incubated through GIL
 3. Results from pre/post assessments which are collected from self-evaluations, course evaluations, skill-based evaluations from content partners for the years 2016, 2017, 2018 and 2019
 4. Impact assessment of digital skills courses
 5. Summaries of the outcome targets and their achievement for 2016, 2017, 2018 and 2019, by partner and altogether
 6. Summaries of the beneficiaries reached for 2017, 2018 and 2019, with a breakdown by activity, sex, nationality, age and geography
 7. Impact assessment report (2019)
 8. Relevant background documents of GIL and the Innovations Labs Network
 9. Details on the GIL partners
 10. Partner reports
 11. Programme Content
 12. List of courses
 13. List of labs
- b. Virtual meetings with lab stakeholders to collect data on the criteria listed above (scope of work).
- c. Surveys are to be developed and disseminated across stakeholders including beneficiaries and partners in order to measure the impact of employment indicators and referral pathways.
- d. Key informant interviews (via online platform) with:
- Implementing partners (4 implementing partners)
 - Lab managers. (9 innovation labs)
 - Adolescent and Youth Section at UNICEF (including field officers)
 - Geographical area: Akkar, North, Bekaa, Baalbeck, Hermel, Beirut, Mount Lebanon, South and Nabatieh.
- e. The implementation of Focus Group Discussions with Adolescent and Youth beneficiaries can be assessed based on the COVID crisis and its restrictions. In case public gatherings were no longer restricted and there is no possible harm on the evaluation team or the stakeholders then live FGDs can be considered. If not, the online option will be considered on the condition of ensuring all appropriate ethical and practical considerations.

The contractor can further elaborate these requirements in the inception report as appropriate and needed. Also, based on recommendations from decision makers in the ministries, the contractor can conduct interviews with other key informants.

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

Phases	Tasks	Deliverables	Timeframe [working days]
Phase 1	Develop and submit inception report describing the understanding of the objectives behind the project, in addition to highlighting the methodology, stakeholders, potential challenges, and key success factors for the mapping project.	Draft Inception Report	20
	<i>UNICEF review the inception report and provide feedback to the</i>		10

Deliverables and Schedules

		<i>contractor (non-working period for contractor).</i>		
		The contractor addresses feedback shared by UNICEF (more than one iteration could occur)	Final inception report	5
	Phase 2	Data Collection for qualitative analysis: Meet/interview/group discussions/survey dissemination with relevant stakeholders and beneficiaries. Stakeholders include implementing partners, lab manager partners, trainers, coaches... (all to be done virtually) Data analysis of quantitative existing data: UNICEF will provide data gathered from partners who conducted tracer studies. Please refer to the methodology section for the list of data that is available and has been collected but requires analysis.		50
	Phase 3	Work on the draft report providing consolidated data and information on key findings and indicators.		30
		<i>UNICEF review the draft final report and provide feedback to the contractor (many iterations)</i>		10
		<i>The contractor addresses feedback shared by UNICEF</i>		15
<p>The payments for each deliverable will be done following the approval of the submitted reports by the Planning, monitoring and evaluation (PME) specialist and the Adolescent and Youth Officer.</p> <p>The payments will be scheduled as following:</p> <p>Payment 1: 30% upon finalization of phase 1</p> <p>Payment 2: 30% upon finalization of phase 2</p> <p>Payment 3: 40% upon finalization of phase 3</p>				

Reporting Requirements and research management	<p>The contractor will directly report to the Planning, Monitoring & Evaluation Specialist in PRIME Section who will be closely coordinating with Youth Section team.</p> <p>The youth and adolescent innovation officer will coordinate with the contractor and support the PME specialist during the mapping project. The contractor will also coordinate their daily work with the GIL programme coordinator. Meetings, national and field and validation workshops will be organized.</p> <p>All reports shall be submitted electronically in English to the PME specialist who will revise it and approve it with the Youth and Adolescent Officer for the payment to be issued.</p> <p>Daily supervision will be done by the PME Specialist in coordination with Youth and Adolescent Officer and UNICEF GIL coordinator</p>																													
Mandatory Profile Requirements	<p>UNICEF is seeking proposals from experienced companies with preferably more than 10 years of experience in formative research involving education and labor market studies. The consulting firm's Team Leader should have the following qualifications:</p> <ul style="list-style-type: none"> - A minimum of a master's degree in social science or statistics from a prominent University. - A minimum of 10 years of experience in Consulting, research and development in education and or labor market. - A minimum 5 years of experience in conducting evaluations/assessments. - Knowledge of the Entrepreneurship sector operating models specifically in design thinking, and extensive knowledge in labor market and jobs' creation dynamics. Experience in micro/nano enterprises in the third world context. - Excellent communication skills and capacity to negotiate and resolve challenges promptly and positively. - Knowledge of English is mandatory. Having someone in the team with fluent Arabic is a must; as data collection should be performed in Arabic. - As most probably the data collection will be done remotely due the COVID19 situation, it is very crucial that the team members are very knowledgeable in Lebanon and its context. 																													
Technical evaluation criteria	<table border="1" data-bbox="288 1137 1565 1850"> <thead> <tr> <th></th> <th>Technical Evaluation Criteria</th> <th>Maximum Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Completeness of response and understanding of UNICEF requirements</td> <td>10</td> </tr> <tr> <td>2</td> <td>Proven experience in conducting and managing evaluation for the team leader [2 points for each year]</td> <td>10</td> </tr> <tr> <td></td> <td>Proven experience in conducting evaluation for team members [2 points for each year for each member]</td> <td>20</td> </tr> <tr> <td>3</td> <td>Demonstrated similar experience in evaluation through submitting a previously conducted report [2 points for each report]</td> <td>10</td> </tr> <tr> <td>4</td> <td>Proven previous work in Lebanon and knowledge of context. Reports to be provided (2 points per report up to 10 points).</td> <td>10</td> </tr> <tr> <td>5</td> <td>Demonstrated knowledge in Entrepreneurship sector. Reference letters to be provided (2 points per reference letter up to 10 points)</td> <td>10</td> </tr> <tr> <td>6</td> <td>Proven experience in micro/nano enterprises in the third world context. Reference to be provided (2 points per reference letter up to 10 points).</td> <td>10</td> </tr> <tr> <td colspan="2">Total</td> <td>80 [passing score is 60]</td> </tr> </tbody> </table> <p>Financial Evaluation Criteria:</p> <ul style="list-style-type: none"> • Only bidders obtaining the minimum pass mark in the technical evaluation (60 points) will be considered for the financial evaluation. • Financial evaluation is composed of 20 points. The lowest financial offer will obtain 20 points. 				Technical Evaluation Criteria	Maximum Score	1	Completeness of response and understanding of UNICEF requirements	10	2	Proven experience in conducting and managing evaluation for the team leader [2 points for each year]	10		Proven experience in conducting evaluation for team members [2 points for each year for each member]	20	3	Demonstrated similar experience in evaluation through submitting a previously conducted report [2 points for each report]	10	4	Proven previous work in Lebanon and knowledge of context. Reports to be provided (2 points per report up to 10 points).	10	5	Demonstrated knowledge in Entrepreneurship sector. Reference letters to be provided (2 points per reference letter up to 10 points)	10	6	Proven experience in micro/nano enterprises in the third world context. Reference to be provided (2 points per reference letter up to 10 points).	10	Total		80 [passing score is 60]
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6	Proven experience in micro/nano enterprises in the third world context. Reference to be provided (2 points per reference letter up to 10 points).	10																												
Total		80 [passing score is 60]																												

Ethical Considerations	<p>The proposal must identify actual or potential ethical issues, as well as measures and methods adopted to mitigate against these issues. All interviewees will be informed with the purpose of the evaluation and their role and what information is required specifically from them. Confidentiality of their views is ensured. If interviewees will include minors, a written consent should be taken from the persons in charge of their care. All the documents, including data and fieldwork instruments, developed in the course of this consultancy are the intellectual property of UNICEF.</p>
Administrative Issues	<p>The contractor must provide an all-inclusive budget in the financial proposal.</p> <p>The contractor should be responsible for their travel and accommodation arrangements to Lebanon and within Lebanon.</p> <p>Phones should be provided by the contractor. UNICEF will not supply any communications equipment.</p> <p>The contractor shall submit a report on a monthly basis during their assignment and one final consultancy report. The monthly narrative report will highlight minutes of meetings, key decisions made or needed and different stages of progress, challenges, risks, etc.</p> <p>The final consultancy report will include the overall analysis and recommendations.</p> <p>The contractor should submit within the budget a pricing schedule indicating the number of working days in total, inside Lebanon, number of days in the field, transportation cost (to/from Lebanon, and within Lebanon), and any other related costs.</p> <p>The contractor will be using their own electronic device resources such as laptops, tablets, printers, etc.</p>
Timing	<p>May 2020 to November 2020 (expected start date May 1, expected end date would be November 1, 2020)</p>
Budget	<p>Payment will be made only upon UNICEF's approval of reports on the implemented phases and the final report on the execution of the project.</p> <p>Anticipated budget: WBS: 2490/A0/07/204/002/004 Grant: SC190601</p>

PREPARED BY: _____
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REVIEWED BY: _____
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