



Joint Project Evaluation  
of the *'Employment and  
Peacebuilding – Building  
Bridges Amongst Youth  
at-Risk in Lebanon'*  
Project



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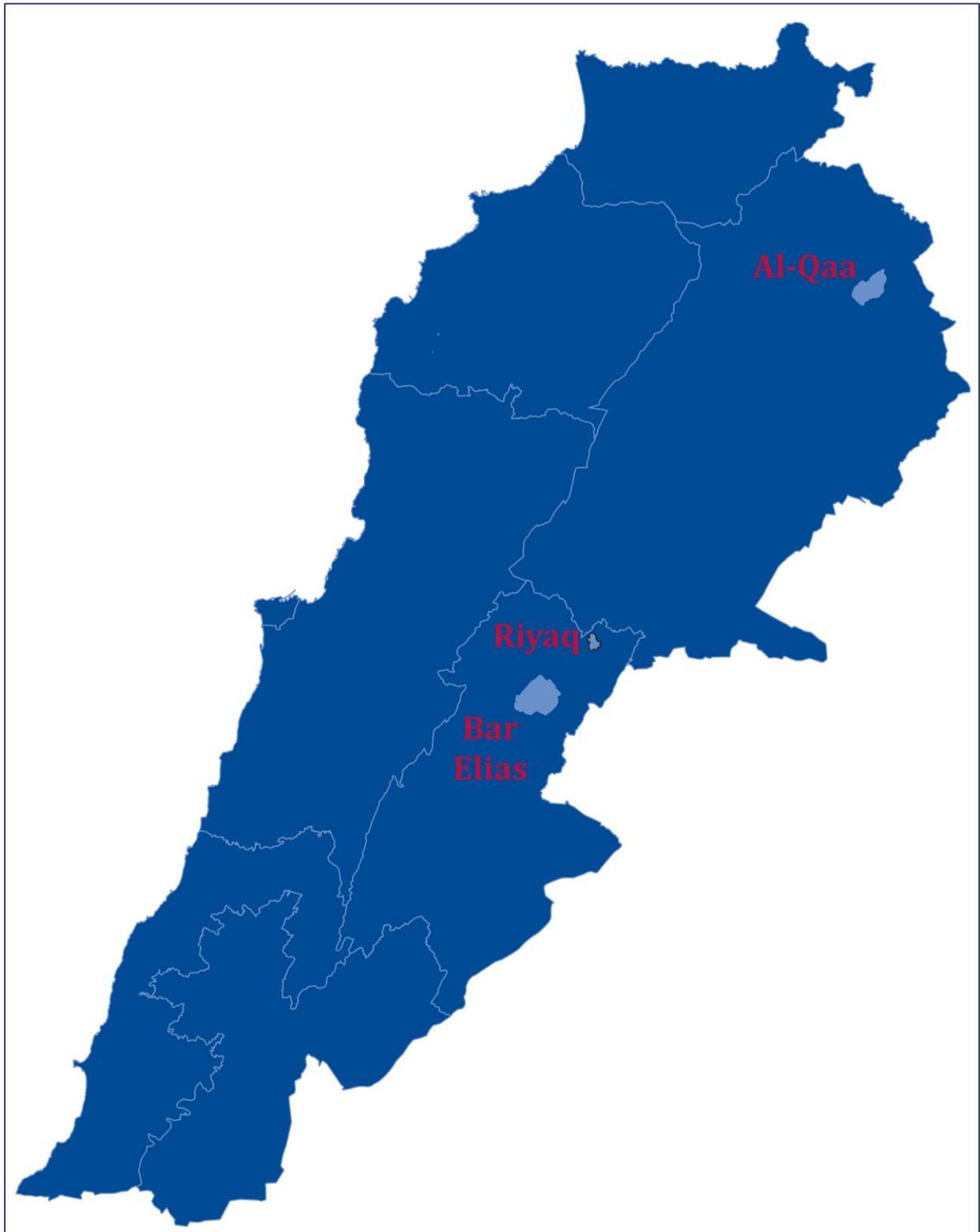
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## List of Acronyms

FGD	Focus Group Discussion
ILO	International Labour Organisation
ILN	Innovation Lab Network
KII	Key Informant Interview
LCRP	Lebanon Crisis Response Plan
MFB	My First Business
MOSA	Ministry of Social Affairs
MSME	Micro, Small and Medium Enterprises
MSS	Mechanisms for Social Stability
NEET	Not in Employment, Education, or Training
PBF	Peacebuilding Fund
PBSO	Peacebuilding Support Office
SE	Social Economic
ToC	Theory of Change
UNDP	United Nations Development Project
UNICEF	United Nations Children’s Fund

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## Map of Project Locations



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## Executive Summary

### Introduction

In an effort to revitalize the economy and generate immediate peace dividends, the Peacebuilding Fund funded the “*Employment and Peacebuilding – Building Bridges amongst ‘Youth at risk’ in Lebanon*” project for the period December 2017 to July 2019. The project was implemented by the United Nations Development Programme (UNDP), the International Labour Organisation (ILO) and the United Nations Children’s Fund in collaboration with local partners. The project aimed to improve livelihood opportunities for youth-at-risk and improve local communities’ ability to mitigate tension and prevent conflict.

In order to examine the efficiency, effectiveness, relevance and sustainability of the project, and provide recommendations for future projects, Forcier Consulting was commissioned to conduct a final evaluation of the project. The evaluation identified strengths and weaknesses in the project design, strategy, and implementation, as well as lessons learned. The study, which was qualitative in nature, encompassed a desk review, 13 key informant interviews, and 6 focus group discussions. Quantitative data, moreover, was collected by another consulting firm and was provided to Forcier Consulting to allow for data triangulation.

### Relevance

At an international level, the activities implemented by ILO, UNDP, and UNICEF directly contribute to the achievement of the fifth, eighth and sixteenth Sustainable Development Goals,<sup>1</sup> and aligns with priority 3.1 of the United Nations Peacebuilding Fund to ‘*revitalize the economy and generate immediate peace dividends*’. Moreover, the project was found to be in line with employment and peacebuilding objectives in the region as well as priorities set by the government of Lebanon, including the Lebanon Crisis Response Plan and Lebanon’s National Strategy of Preventing Violent Extremism. Beneficiaries, lastly, reported unemployment, high living costs and educational fees as some of their most pressing issues and the project was found to directly and indirectly address most of these issues.

To ensure the appropriateness of the project activities, ILO and UNDP made use of existing methodologies, which were adjusted to address unemployment in a way that would promote peacebuilding within the target communities. Before implementation of program activities, moreover, a conflict analysis and a labour market assessment were conducted to ensure that the activities aligned with the needs in the target locations. While the project activities logically increase employment opportunities and awaken the entrepreneurial spirit among its beneficiaries, peacebuilding should thus lie at the heart of the project. This is, however, not necessarily true. When interviewing project stakeholders, employment and livelihoods appeared to lie at the heart of most project activities with the exception of the mechanisms for social stability. Beneficiaries, moreover, mostly spoke about the project from an employability and livelihoods perspective and were not always aware of the mechanisms for social stability. While this does not invalidate the relevance of the project activities, it calls for implementing agencies to ensure the peacebuilding component is strengthened both within and between stakeholders.

### Efficiency

Prior to and during the implementation of the project, ILO and UNDP made use of existing and local knowledge and resources when available. Particularly important is the establishment of mechanisms for social stability and socio-economic committees. These mechanisms and committees were reported to add significant value to the project by providing ILO and UNDP with information related to the context. This

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<sup>1</sup> SDG 5: Achieve gender equality and empower all women and girls. SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

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not only added to the relevance of the project, it also enabled ILO and UNDP to efficiently and effectively implement the project activities. Indeed, the project was generally implemented within the set timeframe and budget, despite the fact that a one-month no-cost extension was applied for June to July.

### **Effectiveness**

The project successfully reached all of its targets included in the log-frame. In part, this is due to the effective communication between ILO, UNDP and their implementing partners. All these relationships were reported to be highly effective and thus fostered the implementation of the project. However, some challenges were experienced in the relationship with the Ministry of Social Affairs (MOSA). While activities under the project had been approved by MOSA, issues occurred after a policy change, which resulted in a situation in which some of the project activities were no longer in line with national policies. Because of this, certain project activities were met with reluctance, including the project's promotion of foreign ownership and the entrepreneurship training of non-Lebanese.

With regards to gender, it was reported that the project achieved a gender balance for each of the project activities. Several efforts were made, in particular for the My First Business component, to ensure that females would have equal opportunity to participate. For the vocational training component, however, ensuring a gender balance was more challenging. Since the vocational trainings took place in schools, they had to take place outside of school hours, in the evening. This caused a barrier for females to participate in this activity.

### ***Vocational Training***

In total, 845 youth were provided with a soft skill training. In addition, 452 of those youth completed a vocational training programme. Lastly, 450 youth at least completed their first month of internship in an enterprise. Both Lebanese and Syrian beneficiaries expressed great satisfaction with the training sessions. The youth shared that they gained knowledge about communication skills, interviewing, budget planning, gender awareness, sexual harassment, empowerment and self-confidence, and cultural awareness. Overall, the trainings developed their skills, confidence, and potential. Beneficiaries also reported that the internship was highly useful and added to their knowledge. While the training sessions prepared them for the job market, some of the beneficiaries have yet to find employment.

### ***Entrepreneurship and Start-Up Development Training***

In total, 1015 Lebanese and Syrian refugees were trained on entrepreneurship in joint classroom and entrepreneurship boot camps. Out of these, 300 were selected to submit business plans for the business plan competition. 34 Lebanese-Syrian joint-business ventures, lastly, were created under the project. Beneficiaries of both nationalities believed that the program helped develop their skills and broadened their knowledge on business management. They shared that the support took many forms throughout the project and helped them to expand their knowledge while encouraging them to pursue their business ideas. However, while the creation of the joint business ventures aimed to increase contact between the two groups and provide each group with the opportunity to pursue a business idea, due to a policy change, the shared ownership between Lebanese and Syrians is no longer legal and this hampers the effectiveness of this project activity.

### ***Mechanism for Social Stability***

The mechanisms for social stability aimed to provide a safe and common space for local groups to address conflicts resulting from internal Lebanese as well as Lebanese-Syrian tensions. The mechanisms were vital for the relevance, efficiency and effectiveness of the entire project. They, firstly, ensured that the UNDP and ILO implemented activities that were most relevant to the population in the target locations. Secondly, they played a role in the implementation of different activities, for example outreach activities and in the selection of the business plans that would be funded under the MFB component. Thirdly, the MSS were reported to play an important role in project follow-up as well as intervening in case of tension.

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Thus, the mechanisms are vital in ensuring a link between the primarily livelihood focused activities and the peacebuilding outcome of the project. However, due to the short duration of the project, there are more results to be expected from the mechanisms in the future, if it continues its activities without further support.

### **Impact**

The results of this evaluation indicate that some long-term, not necessarily peacebuilding related, impacts have been achieved through the project. For example, the PBF program has assisted its Lebanese and Syrian beneficiaries deal with their employment and business related problems. As a result of this, beneficiaries of both the vocational training and MFB project components reported to have become equipped with the essential skills to ensure employment. While some shared that they did not yet find employment, beneficiaries believed they had become more employable. In addition, beneficiaries reported a change in socio-cultural beliefs regarding female engagement in sectors in Lebanon that have traditionally been male dominated and the project has also encouraged a culture more accepting of entrepreneurship among the families of beneficiaries.

From a peacebuilding perspective, the project activities helped to increase the contact that Lebanese and Syrian youth had with one each other and has fortified friendships amongst the two youth groups. The project's integration of Lebanese and Syrian youth, moreover, has assisted in reducing stereotypes and prejudices of the 'Other' and has built inter-community social networks to help encourage dialogue and acceptance between the two target communities. The project has also addressed the economic grievances and sense of marginalization that are root causes of conflict by helping the youth realize that both Lebanese and Syrian youth face the same livelihood issues and realization that Syrian youth were not oversaturating the same sectors that interest Lebanese youth. However, the majority of the effects appear to have impacted beneficiaries directly and no evidence was found of this also happening at the community level.

### **Sustainability**

Due to the recent policy changes by the government, uncertainty with regards to the sustainability of the joint business ventures project component has risen as Syrians face potential legal repercussions. However, other elements of the project were found to be highly sustainable. For example, the mechanisms for social stability and socio-economic committees served to engage both Lebanese and Syrian youth in dialogue and to assist in implementing conflict-mitigation activities at the community level. The mechanisms, moreover, have been registered at the municipality. As registered actors at the municipality level, they can ensure that the needs of the community youth are highlighted in meetings and can concurrently assist in implementing programs and policies community wide.

Moreover, implementing partners took ownership of the project activities, outputs, and outcomes and have taken steps and developed activities that highlight their ownership towards the project. For example, ILO's implementing partner has also developed their own program in which they provide micro-funds to aspiring business owners. Moreover, they have been trained and certified on ILO's methodology that they can utilize and apply in their own work and projects. Furthermore, local partner organizations believe that their capacities have increased as a result of their participation in the project.

### **Recommendations:**

- As the evaluation has revealed some promising results, it is recommended to conduct an additional evaluation of the MFB project component after, for example, one year from now. This will allow to make an objective assessment of the sustainability and profit of the new business owners and could provide evidence of the effectiveness of the used approach.
- To measure the impact of the project in relation to peacebuilding, a community wide survey in the target locations is warranted. This can be used to measure the projects impact on the wider

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community and verify the degree to which peacebuilding efforts trickle down from beneficiaries to the wider community.

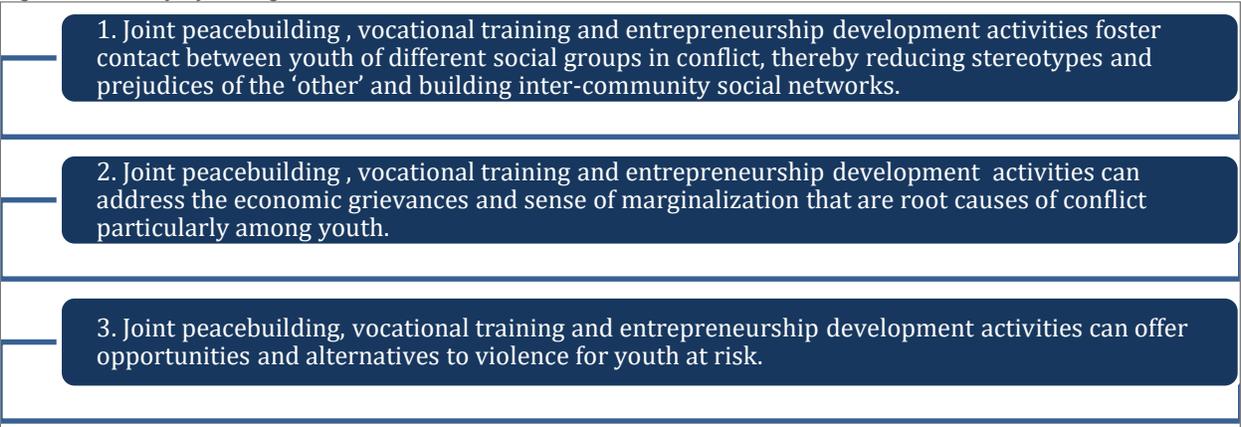
- Currently, the project is not always viewed from a peace building perspective by all stakeholders even though this lies at the core of the programme. Implementing agencies should therefore develop a policy in which they outline how all stakeholders will be encouraged to always keep a peace building lens in mind when implementing the project.
- The MSS provide an important link between the employment and livelihood focused activities with peacebuilding. While the activities of the MSS are assessed to be sustainable, it is recommended to continue supporting MSS to ensure the most significant project results.
- Because vocational trainings were provided in schools and thus had to take place outside of school hours, females were not always able to join. In future programming, it is recommended to ensure that training are provided in locations where trainings can be held during the day to ensure that both genders are equally encouraged to participate.
- Because the project is not in line with national laws and policies, the sustainability of the project is at risk. From the perspective of the government, Lebanese should own 100% of the business shares, even though this would create a risk of exploitation. Future programming, nevertheless, will need to be in line with national laws and policies and therefore Lebanese will need to own the businesses that are started by Lebanese and Syrians. A monitoring system, however, needs to be established to ensure that their Syrian staff will not be exploited and to ensure that relationships based on equality are being developed.

# 1. Introduction

In March 2011, the war in Syria started, which resulted in the mass-displacement of the local population. Lebanon, located to the west of Syria, was particularly impacted by the influx of refugees, whom currently account for 30% of the nation’s population. Coupled with a crippled economic infrastructure and political challenges, the instream of refugees has further strained Lebanon’s economic stability. Vulnerable youth have been disproportionately impacted due to the growing labour supply and are facing difficulties finding suitable employment opportunities.

In an effort to revitalize the economy and generate immediate peace dividends, the Peacebuilding Fund (PBF) funded the *Employment and Peacebuilding – Building Bridges amongst Youth at risk in Lebanon* project for the period December 2017 to July 2019. The project was implemented by the United Nations Development Programme (UNDP), the International Labour Organisation (ILO) and the United Nations Children’s Fund (UNICEF) in collaboration with local partners. The project aimed to improve livelihood opportunities for youth-at-risk and improve local communities’ ability to mitigate tension and prevent conflict. More specifically, the project was grounded on the belief that job-creation projects can support peacebuilding through the principles of contact, grievance, and opportunity. As such, the project attempted to facilitate contact and foster positive interactions between Lebanese and Syrian refugee youth between the ages of 15 and 24 years through livelihood opportunities and social stability activities, including entrepreneurship training, business plan development, funding for business start-up, vocational training in agriculture, general services, hospitality; internship placements with existing businesses, and strengthening Lebanese-Syrian socio-economic committees.

Figure 1. Theory of Change



The used approach is based on the joint ILO/PBSO/UNDP/World Bank comprehensive review (2016) which looked at academic literature and more than 450 employment programmes in fragile contexts. The review showed that employment programmes do not always contribute to peacebuilding processes. More specifically, there is no clear evidence that shows a relationship between employment, poverty reduction and peacebuilding. Because of this, a joint statement was released in 2016. The statement identified the main drivers of conflict linked to unemployment and insufficient rights and quality at work: a lack of contact across different social groups, particularly between host communities and displaced population; a lack of opportunity and rights violation; and existence of grievances over horizontal inequality and exclusion. The Theory of Change (ToC) for this project was based on these findings and be found in the figure above.

Each of the main implementing agencies (UNDP, ILO, and UNICEF) were responsible for a number of project activities. The figure on the next page gives an overview of the project activities implemented by each of them.

Figure 2. Project Activities

## ILO

- For Syrian refugee and Lebanese youth who are unemployed and not enrolled in schools, entrepreneurship training and start-up boot camps were organised in collaboration with local community-based organisations based on ILO training programmes such as **My First Business (MFB)** and a business plan competition to encourage the establishment of joint-business ventures.

## UNDP

- **Mechanisms for Social Stability (MSS)** aimed to provide a safe and common space for local groups to address conflicts resulting from internal Lebanese as well as Lebanese-Syrian tensions. The MSS are supported by UNDP, in close collaboration with the local Social Development Centres (MoSA). MSS were tailored to address local conflict dynamics through specialized committees. MSS participants set up socio-cultural committees to implement conflict-mitigation activities and socio-economic (SE) committees to act as incubators for social innovation. The MSS have been implemented in more than 70 municipalities in Lebanon, which have been identified as high conflict risk areas through local tension mapping and the Maps of Risks and Resources (MRR) methodology. A recent assessment of the MSS demonstrated its significant empowerment effects on its participants. Some MSS participants even successfully ran for municipal elections in 2016.
- **Socio-Economic Committees** As part of the MSS, several communities have set up socio-economic (SE) committees to promote local economic development. These committees develop social business ideas with the aim of creating livelihood opportunities that also strengthen social stability in the community. Three SE committees have been established and trained in social entrepreneurship, business development and business coaching.
- **Vocational Training** This activity will also build on existing networks and ongoing initiatives by UNDP in each project location to improve the employability of 'youth at risk' through comprehensive vocational and technical training, as well as paid internship placements at identified MSMEs. The sectors and MSMEs for these internship placements and trainings were selected on the basis of an assessment of market demands. Beneficiaries were consequently identified based on their socio-economic situation as well as their competencies. Lebanese and Syrian youth were trained and placed into paid internships. According to the sectors allowed to work in.

## UNICEF

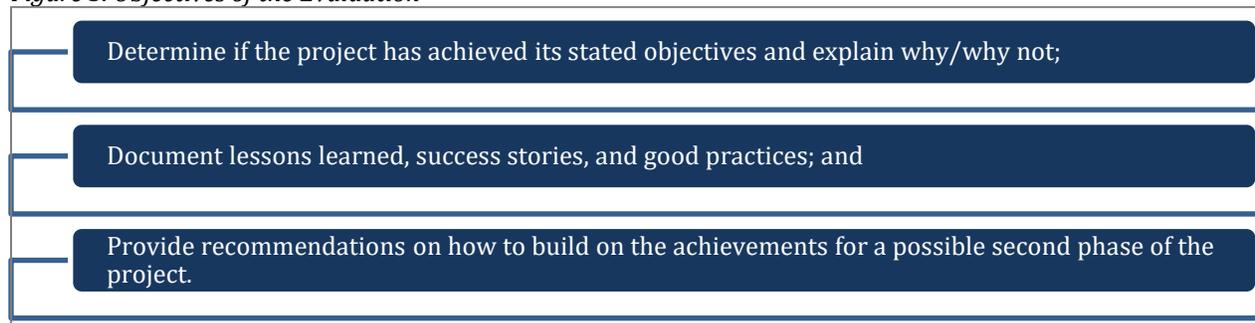
- **Life skills.** The four main life skills pillars covered are:
- **Cognitive Dimension (or Learning to Know):** Skills for cognitive and analytical learning, as well as critical thinking and problem solving skills.
- **Individual Dimension (or Learning to Be):** Skills for personal empowerment and self-awareness focus on communication, agency, and independent judgment.
- **Instrumental Dimension (or Learning to Do):** Employability skills are developed, such as creativity, agency, and teamwork to facilitate an individual to practice a profession as well as to adapt to a variety of situations.
- **Social Dimension (or Learning to Live Together):** This dimension includes skills for active citizenship including values, human rights, respect for diversity, and tolerance.
- **Innovation Labs.** UNICEF's Innovation Lab Network (ILN) aimed to launch 3 Labs in Bekaa in 2017. These labs provide the space for youth and adolescents to become active partners in the identification of community challenges and in the design, development, and implementation of product or service interventions to address those challenges through social and business projects supported by UNICEF.

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## 2. Evaluation Scope

In order to examine the efficiency, effectiveness, relevance and sustainability of the project, and provide recommendations for future projects, a final evaluation of the project was conducted. The evaluation identified strengths and weaknesses in the project design, strategy, and implementation as well as lessons learned to aid organizational learning. The main objectives of this evaluation can be found in the figure below.

*Figure 3. Objectives of the Evaluation*



Specifically, the evaluation focused on the following research questions:

- Changes in context and review of assumptions (relevance): What is the current state of the policy environment and the economic and business conditions?
- Results in terms of outputs achieved (effectiveness): Did the programme reach the expected number of targeted groups? Are the beneficiaries satisfied with the quality and delivery of services? If not, in what way did the services not meet with expectations and why? What concrete improvements and changes have taken place as a direct result of the program?
- Assessment of outcome/ impact (effectiveness): How has the project contributed towards project's goal? To what extent has the project contributed the capacity of the constituents? How could the project impact have been improved?
- Achievement of projected performance indicators and targets (effectiveness and efficiency): What has been the project performance with respect to indicators and agreed responsibilities with respect to program implementation? Cost, time and management staff?
- Sustainability: The report should assess the level of the project's sustainability. Will the project's effects remain over time? Will the project's activities/services continue to be provided after the funds have completely been expended?
- Lessons learned: What is the current situation with regards to the economic/political/financial conditions that should exist, qualifications of the implementation partners, required stakeholder participation, and other factors that should be in place to inform the design of future operations. What are the derived lessons learned from the project's implementation?

In addition, the evaluation utilized the standard ILO framework and followed its major evaluation criteria and questions, which can be found below:

### **Relevance:**

- How well does the project's approach fit context of the on-going crisis in Lebanon and the priorities of donors, government, implementing partners and other key stakeholders?
- Was the project's design adequate to address the issues and meet the objectives? Did it fill an existing gap that other ongoing interventions had not addressed?

- 
- What internal and external factors have influenced the targeted groups and [implementing partners] to meet projected outcomes?
  - Did the project adequately mainstream gender in its design and promote equality in its implementation?

**Effectiveness:**

- How far was the project able to meet its objectives and targets? Are there any negative or positive unintended impacts of the project?
- Was there an M&E framework established? How effective was it in documenting progress and results? Was it adequately mainstreamed for gender?
- Was the project able to meet the needs and expectations of the beneficiaries and other key stakeholders?
- How well was collaboration between UN agencies and other stakeholders achieved and synergies maximized?
- How effective were management and reporting arrangements?

**Efficiency:**

- Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve outcomes?
- To what extent has the project been able to build on other ILO or non-ILO initiatives

**Sustainability:**

- Are the results achieved by the project likely to be sustainable? What measures have been considered to ensure that the key components of the project are sustainable beyond the life of the project?
- To what extent are national partners able and willing to continue with the project? How effectively has the project built national ownership? In what ways are results anchored in national institutions and to what extent can the local partners maintain them

**Lessons learned:**

- What good practices can be learned from the project that can be applied to similar future projects?
- If it were possible, what could have been implemented differently for greater relevance, sustainability, efficiency, effectiveness and impact?

The evaluation, which was qualitative in nature, encompassed a desk review, 11 key informant interviews (KIIs), and 6 focus group discussions (FGDs). All data was collected in July 2019. In addition to the data collected by Forcier Consulting, another consulting firm collected quantitative end line data. The end line report was shared with Forcier and its results were incorporated in this report. Together, the information gathered provided an overview of the project's impact in relation to various stakeholders including implementing partners, socio-economic committees, and project beneficiaries.

This report provides an overview of the main findings.

## 3. Methodology

### 3.1 Research Design

In order to successfully meet the objectives of the evaluation, Forcier conducted a qualitative research study that encompassed a desk review, qualitative key informant interviews (KII), and focus group discussions (FGD). In addition, Forcier was provided with quantitative end line data provided by ILO. This data was used to further triangulate the findings in this report. The table below provides an overview of which data collection tools used for this research.

Table 1. Methodology

Phase	Method	Source/Respondents
<b>Inception and Initial Briefing</b>	<b>Desk Review</b>	Project documents, secondary data, and literature including proposal, log-frame, baseline and midline reports.
<b>Primary Data Collection and Preliminary Findings Presentation</b>	<b>Key Informant Interviews (KIIs)</b> <i>13 Total KIIs</i>	Beirut <ul style="list-style-type: none"> <li>▪ UNDP Project Staff (4 KIIs)</li> <li>▪ ILO Project Staff (4 KIIs)</li> <li>▪ Ministry of Social Affairs Representative (1 KII)</li> </ul> Central Bekaa and Baalbeck-Hermel <ul style="list-style-type: none"> <li>▪ Implementing Partners (4 KIIs)</li> </ul>
	<b>Focus Group Discussions (FGDs)</b> <i>6 Total FGDs</i>	Central Bekaa and Baalbeck-Hermel <ul style="list-style-type: none"> <li>▪ Members of Socio-Economic Committees (2 FGDs)</li> <li>▪ Participants of the My First Business (MFB) Modules (2 FGDs)</li> <li>▪ Participants of Vocational Training (2 FGDs)</li> </ul>
<b>Analysis and Reporting</b>	<b>Review of Secondary Data</b>	<ul style="list-style-type: none"> <li>▪ Data Collected at Baseline</li> <li>▪ Data Collected at End line</li> </ul>

### 3.2 Desk Review

Forcier conducted a comprehensive desk review to inform the design of data-collection tools and to enhance its understanding of youth unemployment and tensions among Lebanese and Syrian youth in Lebanon. The desk review primarily utilized relevant project documents, including:

- Project Progress Reports
- PBF Conflict Analysis
- PBF Proposal
- Handbook M&E Jobs for Peace
- PBF ILO Labour Market Assessment
- PBC Theory of Change
- PBF Action Plan
- PBF Baseline Report

In addition, Forcier reviewed secondary literature, including but not limited to previously conducted research on the impact of the Syrian refugee crisis on Lebanon. Aside from using this information for the development of the qualitative interview guides, the results of the desk review were also incorporated within this report.

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## 3.3 Qualitative Interviews

### 3.3.1 Key Informant Interviews

Key informant interviews were conducted with project stakeholders including staff, government representatives, and implementing partners. Their feedback allowed us to answer questions regarding the appropriateness of the project's approach considering the context, collaboration and management amongst UN agencies and other stakeholders, use of resources, and the extent to which local partners can maintain the results over time. In Beirut, Forcier's Technical Advisor conducted key informant interviews with UNDP, UNICEF and ILO staff, and a government representative at the Ministry of Social Affairs. At selected project sites, Forcier's Qualitative Researcher conducted key informant interviews with selected implementing partners who provided in-depth information regarding collaboration, best practices during implementation, appropriateness to the context, targeting of beneficiaries, use of resources, and project impact. Specific to UNDP's Mechanisms for Social Stability (MSS) activity, the Qualitative Researcher also interviewed management staff at local Social Development Centres to gain an on the ground perspective of the implementation and impact of programming there. In total, 13 key informant interviews were conducted.

The guides for the KIIs are based on project documentation that was provided by ILO as well as the *"A Handbook: How to Design, Monitor and Evaluate Peacebuilding Results in Jobs for Peace and Resilience Programmes."* In particular, tool 3 from this handbook was used to inform the tool design.

### 3.3.2 Focus Group Discussions

Focus group discussions allow for nuanced and open-ended responses to difficult questions, eliciting more information on attitudes, perceptions, and experiences of beneficiaries. FGDs allow for more detailed reports including in-depth explorations of respondents' views and experiences as compared to the quantitative survey. The Qualitative Researcher conducted focus group discussions with beneficiaries within each project component. Males and females were interviewed within each component category. Six to eight respondents participated in each focus group discussion and six focus groups were conducted in total.

The guides for the FGDs are based on project documentation that was provided by ILO as well as the *"A Handbook: How to Design, Monitor and Evaluate Peacebuilding Results in Jobs for Peace and Resilience Programmes."* In particular, tool 3 from this handbook was used to inform the tool design.

## 3.4 Quantitative Data

Another consulting firm was contracted to collect quantitative end line data. This data was compared with baseline data by the other consulting firm. Forcier Consulting was provided with the end line report in which baseline and end line data was presented. This report was used by Forcier Consulting to strengthen the evaluation findings and fill gaps in the qualitative data.

## 3.5 Analysis and Report Writing

The Research Officer performed qualitative and quantitative analysis in conjunction with the Technical Advisor and with input from the Qualitative Researcher. The analysis focused on identifying trends and significant findings, while maintaining the nuance of the responses as they relate to the aforementioned research objectives and evaluation questions. Qualitative field notes were analysed thoroughly to extract patterns of thought, outliers, and key quotes. Quantitative data, moreover, was analysed from the end line report that was provided to Forcier Consulting by the ILO. Forcier Consulting did not conduct its own analysis with regard to the quantitative data. Instead, it used the findings as presented in the end line report.

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### **3.6 Ethical Considerations**

All participants in the KIIs and FGDs were informed fully of their rights as an interviewee. Information provided included:

1. The respondent's consent to take part in the data collection is completely voluntary and refusing to take part will have no negative consequences;
2. The respondent has the right to end the interview at any point with no reason given;
3. The respondent has the right to refuse to answer any question they feel uncomfortable with;
4. All the information given by the respondent will be kept confidential so that their responses and their identity cannot be linked together.

### **3.7 Limitations**

There are a number of limitations to this evaluation that may impact the reliability and validity of the results. Firstly, the evaluation was qualitative in nature, thus limiting the degree to which project impacts could be measured. To mitigate this, Forcier was provided with a quantitative end line report. This aided Forcier to strengthen its evaluation. However, there are concerns with regards to the reliability of the baseline data that is presented in this report. More specific, some stakeholders reported that response bias had affected the quality of the data. As such, a comparison between baseline and end line data became less meaningful and hard conclusions could not be drawn based on the comparison.

Secondly, the number of qualitative interviews with project beneficiaries is relatively low. As such, the information provided by beneficiaries may not include all perceptions of beneficiaries with regards to the project's effectiveness and impact. To mitigate this, Forcier made use of the quantitative end line report which was based on a much larger sample of beneficiaries in order to validate and triangulate the findings of this evaluation.

Thirdly, the evaluation was conducted only a few months after the MFB beneficiaries started their businesses. As such, measuring the profitability and sustainability of the established businesses was not possible.

Fourthly, interviews collected for this evaluation were focused on direct project beneficiaries and not the wider community. The end line data collected by the other consulting firm, moreover, only included data from direct beneficiaries. This limits the degree to which Forcier was able to test whether the project had an effect on social cohesion and tension outside of its direct project beneficiaries.

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## 4. Desk Review

### 4.1 Context

Lebanon's 1975-90 civil war left the nation's economic infrastructure heavily burdened.<sup>2</sup> As a result of the political insecurity, the economy started to decline. The economic woes recently have further exacerbated as a result of the Syrian refugee crisis. While Lebanon is not a signatory to the UN Convention Relating to the Status of Refugees or its respective 1967 Protocol, Lebanon became one of the primary destination and transit locations for Syrian refugees as a result of the similarities in culture, geographic proximity, and the nation's open door policy.<sup>3</sup> Currently, Syrian refugees account for 30% of the nation's population resulting in the highest per capita population of refugees.<sup>4</sup> The influx of refugees has resulted in increased social tensions and decreased employment opportunities and wages. As a result, host communities have come to view themselves as victims.<sup>5</sup>

### 4.2 Social Tensions

Lebanese and Syrian people share cultural and societal beliefs, traditions, and a political history (Greater Syria under the Ottoman Empire). However, the Syrian military presence in Lebanon between 1976 and 2005 has had a detrimental effect on the relation between both countries. The influx of Syrian refugees in Lebanon since the war in Syria started has further ignited tension between both groups. While some of the drivers of tension, such as high levels of poverty and scarcity of resources existed prior to the Syrian crisis, other drivers have been a direct result of the influx of refugees in the country. Overall, the core drivers of current tension in Lebanon are related to competition over resources and jobs, lack of access to quality education, and international aid. A 2013 study conducted by the World Bank, for example, revealed that the perception that Syrian refugees were receiving disproportionate amounts of international aid incited tension between the two groups.<sup>6</sup> Nevertheless, several studies have found that the main driver of tension is related to competition of employment opportunities.<sup>7</sup>

### 4.3 Lebanon's Labour Market and Youth Unemployment

The Lebanese labour market is dominated by males and foreign workers, and largely informal. The labour market, furthermore, has been characterized by low activity with a growing gap between labour supply

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<sup>2</sup> European Training Foundation, 2015. Labour Market and Employment Policy in Lebanon. Available at: [https://www.etf.europa.eu/sites/default/files/m/33A1850E6A358308C1257DFF005942FE\\_Employment%20policies\\_Lebanon.pdf#targetText=The%20youth%20unemployment%20rate%20is.and%2036.1%25%20among%20university%20graduates](https://www.etf.europa.eu/sites/default/files/m/33A1850E6A358308C1257DFF005942FE_Employment%20policies_Lebanon.pdf#targetText=The%20youth%20unemployment%20rate%20is.and%2036.1%25%20among%20university%20graduates).

<sup>3</sup> BlominvestBank, 2018. The Impact of Syrian Refugees on the Lebanese Labour Market. Available at: <http://blog.blominvestbank.com/wp-content/uploads/2018/06/The-Impact-of-Syrian-Refugees-on-the-Lebanese-Labour-Market-June-29-2018.pdf>

<sup>4</sup> UNHCR, 2019. Factsheet: Lebanon. Available at: <http://reporting.unhcr.org/sites/default/files/UNHCR%20Lebanon%20Fact%20Sheet%20-%20February%202019.pdf>

<sup>5</sup> O'Driscoll, D. (2018). Donor response to refugee tensions in Lebanon. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies. Available at: [https://assets.publishing.service.gov.uk/media/5ab0cbb0e5274a5e1d62d84d/Donor\\_response\\_to\\_refugee\\_tensions\\_in\\_Lebanon.pdf](https://assets.publishing.service.gov.uk/media/5ab0cbb0e5274a5e1d62d84d/Donor_response_to_refugee_tensions_in_Lebanon.pdf)

<sup>6</sup> World Bank, 2013. Lebanon: Economic and social impact assessment of the Syrian conflict. Report No. 81098-LB, 1-189. Poverty Reduction and Economic Management Department: Middle East and North Africa Region. Available at: [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/09/24/000333037\\_2013092411238/Rendered/PDF/810980LB0box379831B00P14754500PUBLIC0.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/09/24/000333037_2013092411238/Rendered/PDF/810980LB0box379831B00P14754500PUBLIC0.pdf)

<sup>7</sup> Cited in Proposal, See: Ark Group, 'Regular Perception Surveys on Social Tensions throughout Lebanon - Wave 1: Interim Results', June 2017; UNICEF, OCHA and REACH, 'Defining Community Vulnerabilities in Lebanon', Assessment Report, September 2014- February 2015, at 9. The assessment is based on key informant interviews, focus groups and around 13,000 individual interviews; SFCG, 'Dialogue and local response mechanisms to conflict between host communities and Syrian refugees in Lebanon', Conflict Scan November 2013-January 2014, at 8; UNHCR, UNICEF and WFP, 'Vulnerability Assessment of Syrian Refugees (VASYR) in Lebanon', 2016, at 15/16.

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and demand.<sup>8</sup> In the years leading up to the Syrian crisis, on the other hand, Lebanon's economy was prospering and characterized by low unemployment rates. However, since 2011, Lebanon's unemployment nearly doubled, reaching 20% and this particularly affected those between the ages of 15 and 24.<sup>9</sup> Youth aged 15-24 constitute approximately 17% of Lebanon's population<sup>10</sup> and youth unemployment is reported to be three to four times higher than the national unemployment rate.<sup>11</sup> Vulnerable youth, in particular, have been disproportionately impacted by the growing labour supply. This lengthens the time graduates who hope to enter the workforce search for opportunities. Additionally, high unemployment rates are compounded with skills mismatch and attainment of higher education does not guarantee immediate employment.<sup>12</sup> Those that are not in employment, education, or training (NEET) are regarded as youth at risk as a result of their economic vulnerability and an increased likelihood of engaging in more criminal behaviour. As such, the creation of jobs for new graduates remains a primary challenge facing the Lebanese economy.<sup>13</sup>

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<sup>8</sup> Lebanese Republic Economic and Social Council, 2019. Unemployment in Lebanon: Findings and Recommendations. Available at:

<http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf>

<sup>9</sup> BlominvestBank, 2018. The Impact of Syrian Refugees on the Lebanese Labour Market. Available at:

<http://blog.blominvestbank.com/wp-content/uploads/2018/06/The-Impact-of-Syrian-Refugees-on-the-Lebanese-Labour-Market-June-29-2018.pdf>

<sup>10</sup> Hoda N. Sleem & John Dixon, 2018. Child Poverty and Youth Unemployment in Lebanon. Available at:

<https://onlinelibrary.wiley.com/doi/full/10.1002/pop4.223>

<sup>11</sup> The Government of Lebanon and the United Nations, January 2018. Lebanon Crisis Response Plan 2017-2020. Available at: [https://reliefweb.int/sites/reliefweb.int/files/resources/LCRP2018\\_EN\\_Full\\_180122.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/LCRP2018_EN_Full_180122.pdf)

<sup>12</sup> European Training Foundation, 2015. Labour Market and Employment Policy in Lebanon. Available at:

[https://www.etf.europa.eu/sites/default/files/m/33A1850E6A358308C1257DFF005942FE\\_Employment%20policies\\_Lebanon.pdf#targetText=The%20youth%20unemployment%20rate%20is,and%2036.1%25%20among%20university%20graduates.](https://www.etf.europa.eu/sites/default/files/m/33A1850E6A358308C1257DFF005942FE_Employment%20policies_Lebanon.pdf#targetText=The%20youth%20unemployment%20rate%20is,and%2036.1%25%20among%20university%20graduates.)

<sup>13</sup> European Training Foundation, 2015. Labour Market and Employment Policy in Lebanon. Available at:

[https://www.etf.europa.eu/sites/default/files/m/33A1850E6A358308C1257DFF005942FE\\_Employment%20policies\\_Lebanon.pdf#targetText=The%20youth%20unemployment%20rate%20is,and%2036.1%25%20among%20university%20graduates.](https://www.etf.europa.eu/sites/default/files/m/33A1850E6A358308C1257DFF005942FE_Employment%20policies_Lebanon.pdf#targetText=The%20youth%20unemployment%20rate%20is,and%2036.1%25%20among%20university%20graduates.)

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## 5. Relevance

This section analyses the degree to which the programme was tailored to the priorities and policies of the target group, recipient, and donor. Specific attention will be given to the following questions:

- How well does the project's approach fit the context of the on-going crisis in Lebanon and the priorities of donors, government, implementing partners and other key stakeholders?
- Was the project's design adequate to address the issues and meet the objectives? Did it fill an existing gap that other ongoing interventions had not addressed?
- What internal and external factors have influenced the targeted groups and [implementing partners] to meet projected outcomes?
- Did the project adequately mainstream gender in its design and promote equality in its implementation?

### 5.1 International Level

At an international level, the activities implemented by ILO, UNDP, and UNICEF directly contribute to the achievement of the fifth, eighth, and sixteenth Sustainable Development Goals to 'achieve gender equality and empower all women and girls', to 'promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all' and to 'promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels'. In addition, the project aligns with priority 3.1 of the United Nations Peacebuilding Fund to revitalize the economy and generate immediate peace dividends. As such, it can be concluded that the project aligns with international humanitarian and development goals as well as the programme donor's priorities.

Figure 4. SDGs Directly Addressed Through the Programme



Moreover, the project was found to be in line with employment and peacebuilding objectives in the region. For example, the objectives of the project actively foster international commitments made during the April 2017 Brussels Conference "Supporting the Future of Syria and the Region" jointly held by the European Union and the United Nations. The project also reaffirmed previous commitments made during the 2016 London Conference hosted by the United Kingdom, Germany, Kuwait, Norway and the United Nations. At each of the conferences, the international community and civil society made concerted commitments to the people of Syria and the host communities in countries in which they sought refuge through job creation initiatives and increased access to vocational training programmes. Moreover, the project is in line with Security Council Resolution 2250 which "stress[ed] the importance of creating policies for youth that would positively contribute to peacebuilding efforts, including social and economic development, supporting projects designed to grow local economies, and provide youth employment opportunities and vocational training, fostering their education, and promoting youth entrepreneurship and

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*constructive political engagement.*” As established in a joint statement from the ILO, United Nations Peacebuilding Support Office (PBSO), the UNDP, and the World Bank entitled “*Employment Programmes and Peace*” the project has successfully attempted to promote employment opportunities to strengthen the impact of peacebuilding in order to address the social tensions among vulnerable host communities and refugee groups fuelled by the limited livelihood opportunities in Lebanon.

## 5.2 National Level

The 2017-2019 Lebanon Crisis Response Plan (LCRP) noted that the drivers of tension among Lebanese and Syrians in Lebanon included the competition for jobs as well as access to resources and services. More specifically, it acknowledged the disproportionate effect the protracted crisis has had on the nation’s youth. Accordingly, the project activities are found to be in line with the LCRP’s objectives “*to promote job creation and support businesses to generate income for local economies in poor areas benefiting all vulnerable communities; address social and economic risks faced by Lebanese, displaced Syrians and Palestinian adolescents and youth with a particular focus on empowering young women and girls, including through TVET and decent work opportunities; and prevent social tensions from further rising within stressed communities by strengthening the capacities of government, local systems and mechanisms, and individuals to address critical needs and promote intra- and inter-community dialogue, with full respect of the Lebanese laws and regulations.*”

The project activities and objectives were also found to be in line with the ninth pillar of Lebanon’s National Strategy of Preventing Violent Extremism. The goals of this strategy include:

- To provide job opportunities for Lebanese youth to reduce unemployment, especially in communities hosting displaced persons;
- To create an ecosystem that encourages entrepreneurship among youth and women; to establish incubators in various regions, especially in marginalized and disadvantaged ones;
- To support and qualify innovative entrepreneurs, especially youth and women;
- To organize training programs for youth to provide them with the skills required by the labor market; to implement awareness and personal capacity-building programs for displaced and Lebanese youth in host communities to enhance social cohesion among them and enable them to engage in the labor market in order to protect them against the attractions of the discourse of violent extremism;
- To develop host communities and conduct interventions aimed at reducing the pressure on local resources, thereby contributing to reducing tensions between refugees and these communities;
- To develop women's professional skills through education and training programs, so as to increase their employment opportunities and economic integration, in cooperation with the concerned ministries, the private sector and civil society organizations; and
- To address decisively the problem of unemployment and seek to create jobs and increase the operational capacity of the national economy through increased coordination among the ministries concerned, the private sector and civil society organizations.

## 5.3 Local Level

While unemployment, high living costs and education fees, and limited security plague both Lebanese and Syrian youth, both these groups also face a host of challenges unique to their demographic. Lebanese MFB beneficiaries, for example, reported that they have limited job opportunities. This is a direct result of the competition in the labour market as well as the low wages of available jobs. The unemployment challenges faced by Syrians, however, are to some degree the result of legal requirements, including the need for a sponsor, working permit, and resident permit. Nevertheless, many employers prefer to hire Syrians because they accept lower wages. As shared by Syrian MFB beneficiaries, finding employment is easier because they accept lower salaries and are

***“The mere fact that we are Syrians is a challenge to us, we miss out on many job opportunities.”***

**Syrian MFB Beneficiaries**

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more willing to accept harsh work conditions. They added that they understand the frustration felt by their Lebanese counterparts as a result of the limited opportunities available to them and that “*for some Lebanese it is even harder than for us to find employment.*” It should be borne to mind, however, that while low salaries plague both host community members and refugees, members of the SE Committees expressed that Syrians are better able to manage this with the aid they receive from NGOs. This aid also includes access to education that Lebanese youth reportedly are not afforded. An implementing partner, furthermore, cited that the aid and support provided to Syrians is being viewed as unfair by their Lebanese counterparts and that this is a reason for some of the tension among the two groups.

Gender differences in access to employment were also reported. MFB beneficiaries, for example, reported that hiring preferences are skewed in favour of men. This is often compounded with social and cultural beliefs on the role of women. Syrian females, in particular, are not always allowed to work by their families.

### **5.3.1 Project Design**

In order to determine how relevant each of the project activities were to the needs of Lebanese and Syrian youth, representatives from ILO and UNDP were asked to describe how the project activities were designed. A staff of the UNDP reported that the activities that were developed were based on existing methodologies from the ILO and UNDP. However, in order to ensure the activities aligned with the goals of the PBF, the organizations considered how their methodologies could be adjusted to address unemployment in a way that would promote peacebuilding within the target communities. In order to ensure female youth were provided with similar opportunities as their male counterparts, the implementing agencies aimed to achieve a 50-50 gender balance in each of the activities.

Before implementation of program activities, a conflict analysis was conducted by the MSS in order to understand the drivers of existing tensions in the project locations. This is in line with the steps outlined in the *How to Design, Monitor and Evaluate Peacebuilding Results in Jobs for Peace and Resilience Programmes Handbook* from the ILO. Furthermore, a labour market assessment was conducted in Riyaq and Barr Elias in order to provide the implementing agencies with information about the sectors that are undersaturated and show most potential for growth and employment. Project activities were adjusted based on the information from the labour market assessment in order to ensure that future employees possessed the skills and education needed.

Overall, the project activities implemented were relevant to the needs of the beneficiaries. In the project locations, the UNDP vocational training project component has been implemented in order to equip the youth with the skills required by employers in their communities. Moreover, the ILO MFB component allowed youth to explore entrepreneurial opportunities that have not (always) been encouraged by their families and communities. While the project activities logically increase employment opportunities and awaken the entrepreneurial spirit for its beneficiaries, peacebuilding should lie at the heart of the project. This is, however, not necessarily true. As remarked by a UNDP project staff, some actors do not view the project from a peacebuilding lens. Indeed, when interviewing project stakeholders, employment and livelihoods appeared to lie at the heart of most project activities with the exception of the establishment of the MSS. Beneficiaries, moreover, mostly spoke about the project from an employability and livelihoods perspective and only gave information related to the effects of the project with regards to social cohesion and peacebuilding when specifically prompted. While this does not invalidate the relevance of the project activities, it calls for implementing agencies to ensure the peacebuilding component is strengthened both within and between stakeholders. This includes ensuring that the peace building component of the project is at the forefront of each of the project activities.

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## 6. Efficiency

This section aims to assess the whether the project was achieved within the set budget and timeframe. Questions that will be answered include:

- Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve outcomes?
- To what extent has the project been able to build on other ILO or non-ILO initiatives?

### 6.1 Local Knowledge and Resources

Prior to and during the implementation phase, ILO and UNDP made use of existing and local knowledge and resources when available. As said before, the project was built on existing ILO and UNDP methodologies. Moreover, the UNDP developed SE Committees, as Mechanisms for Social Stability, consisting of key stakeholders within each village, including activists, teachers, entrepreneurs, youths, scouts and others. According to KIIs with ILO staff, these committees added significant value to the project by providing ILO with pertinent information regarding the villages they were serving including the groups who were experiencing tension within the villages. This information allowed ILO to implement activities that were most relevant to the inhabitants of the villages and that were tailored to the local context. For example, they gave information about undersaturated sectors, but also provided information about tension between different groups. Additionally, these committees served in outreach activities and in the selection of the business plans that would later be funded under the MFB project component. As shared by an ILO staff member, the committees provided valuable insight to the business environment in the village so that new and innovative businesses would be funded rather than businesses that already existed in the village in abundance. The MSS were also important in project follow-up with beneficiaries and in directly intervening in case of tension. As such, it can be concluded that the MSS played a significant role in ensure the efficiency of the project.

***“The committee is not a product. It is a tool that can be used to ensure more sustainability and ensure the effective implementation of project activities. The committee was the original idea of this project: the MSS and SEC is what sets this project apart from other projects.”***

**UNDP Staff Member**

### 6.2 Timeline and Budget

While the project was implemented according to the designated timeframe, KIIs revealed that minor delays did occur. An implementing partner reported that delays were experienced because of the long waiting times for certificates and agreements to be signed. In terms of expenditure, none of the ILO staff who participated in the qualitative interviews reported about budget overruns, but a one-month no-cost extension was applied for June to July. The project progress report from June 2019 states the following about this:

*“By the 15th of June 2019, the project team completed the activities as planned in the project document for the reporting period. The majority of activities are finished, therefore the end report is expected to be similar to the current report. Some activities, mainly around communications and outreach would benefit from a one month no-cost extension.”*

It was further reported that there was a small revision for one of the line items but that the remainder of expenditure was within budget.<sup>14</sup> Overall, however, it can be concluded that the project was implemented almost as per the set plan with regards to timelines and budgets.

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<sup>14</sup> It's unknown what the small revision in the budget was for.

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## 7. Effectiveness

This section analyses the extent to which the objectives of the project have been achieved. Focus will be on the following questions:

- How far was the project able to meet its objectives and targets?
- Was there an M&E framework established?
- How effective was it in documenting progress and results?
- Was it adequately mainstreamed for gender?
- Was the project able to meet the needs and expectations of the beneficiaries and other key stakeholders?
- How well was collaboration between UN agencies and other stakeholders achieved and synergies maximized?
- How effective were management and reporting arrangements?

### 7.1 Reporting

As reported by an ILO staff, the project successfully reached all of its targets (ILO and UNDP) included in the log-frame, including training of 1000 youth, the submission of 221 business plans, and the provision of sensitization on self-employment training to 819 family members.

To monitor progress, the project made use of field monitors. According to a UNDP staff member, these field monitors followed the implementation of project activities and were based close to the locations in which the project is implemented. Weekly meetings, furthermore, are held in order to share inputs and make necessary changes to ensure the project remains relevant in the changing context. For example, in order to provide beneficiaries with experience in by beneficiaries' desired sectors, a UNDP staff member shared that the tourism and hospitality sector was added to the training component of the project. Pre- and post-surveys were also conducted with beneficiaries and mentors at the end of each training. This was done so that both parties could evaluate one another and to assess the quality of the trainings.

However, it is important to note that the baseline survey for this project was conducted too late as a result of delays in the selection of participants. In addition, multiple ILO and UNDP staff reported that the baseline data lacked quality, primarily because of response bias. Response bias is the tendency of a person to answer questions on a survey untruthfully or misleadingly. For example, they may feel pressure to give answers that are socially acceptable. As such, while the primary agencies took proactive steps to ensure that proper monitoring and evaluation was utilized during the implementation of the project, the limited quality of baseline data may contribute to inaccurate perceptions on the effectiveness of the project.

### 7.2 Communication and Collaboration

The effective implementation of projects in which multiple agencies work together presents numerous challenges. As such, this section will analyse the collaboration between the two leading agencies (UNDP and ILO), between the leading agencies and the Ministry of Social Affairs, and between the leading agencies and the implementing partners. While UNICEF played a complementary role in this joint project, KIIs revealed that ILO and UNDP functioned as the primary agencies and the relationship between UNICEF and other actors was therefore not evaluated.

***“The success of the program lays in the fact that ILO was directly involved with us in the implementation.”***

**Implementing Partner**

ILO and UNDP conducted bi-monthly meeting in order to keep updated on project progress. In addition, meetings were held as needed to address urgent issues. The two leading agencies were reportedly well aware of each other's roles. Project staff from each of the organizations reported a positive working

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relationship that was marked by patience and effective collaboration. Moreover, as reported by a UNDP project staff, the project helped strengthen their relationship and marked a shift in collaboration compared to previous projects. Overall, the communication and collaboration between ILO and UNDP was reported to be effective for the implementation of the project.

The relationship with the Ministry of Social Affairs (MOSA), however, posed more challenges. While activities under the project had been approved by MOSA (and were in line with national policies at the start of the project), several KII respondents indicated that challenges in communication occurred as a result of staff turnover at MOSA and a policy change by the Ministry of Labour. This change in policy resulted in a situation in which some of the project activities were no longer in line with national policies. Because of this, certain project activities were met with reluctance, including the project's promotion of enterprise ownership by and the entrepreneurship training of non-Lebanese nationals. Moreover, while the leading organizations had pre-selected target villages, the MOSA provided them with an alternative village. The replacement village did not fulfil the criteria of a targeted village as set for the project, but the agencies accepted to work in the village nevertheless. Despite the aforementioned obstacles in the collaboration, the leading agencies report to have a good relationship with the MOSA and vice versa.

Communication and collaboration between the leading organizations and their implementing partners was also reported to be effective according to stakeholders from both sides. An implementing partner reports that as a result of efficient communication between them and the ILO, challenges were always effectively communicated and immediately addressed to ensure that delays did not occur during project implementation. An implementing partner of the UNDP furthermore shared that *"there was strong coordination between us and the other partners; we were all very cooperative to make the project work."*

A number of mechanisms were put in place in order to manage the project at a higher level. First, the Resident Coordinator's Office (RCO) was reported to ensure effective coordination of the program. Furthermore, a steering committee was established that was composed of Ministry of Education, the Ministry of Social Affairs, and the Ministry of Youth and Sports. As shared by an ILO staff, the organization met with this steering committee a number of times during the project implementation to remain updated on progress and to steer the direction of the project. However, in a KII with an UNDP staff member, it was shared that there was sometimes a lack of attendance by government entities and this limited the effectiveness of this mechanism. Overall, as indicated in KIIs, while each of the mechanisms were conducive to the successful implementation of the project by fulfilling critical roles, it is critical that participation of all stakeholders is ensured in future projects.

### **7.3 Gender Mainstreaming**

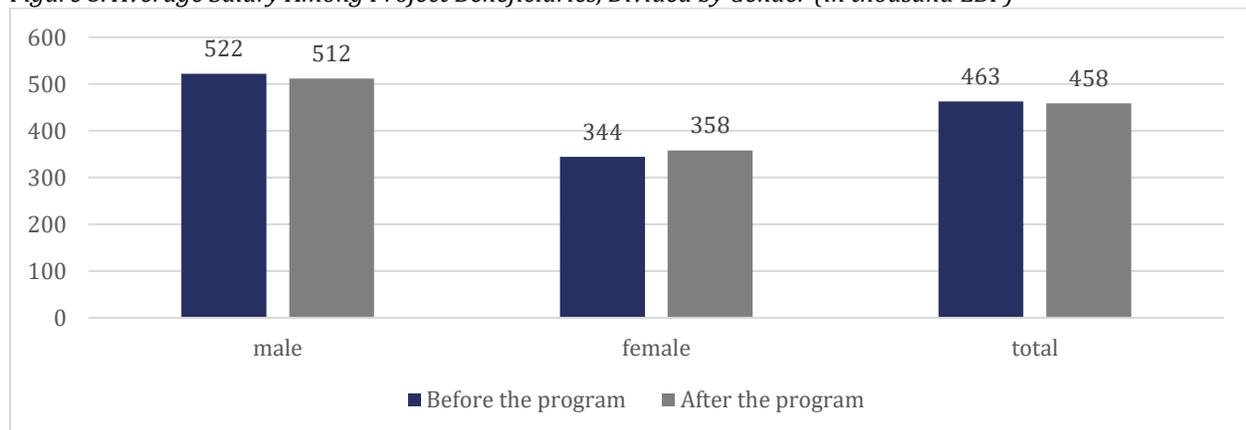
Key informant interviews with project staff confirmed that the project achieved a gender balance for each of the project activities. However, it was not easy to ensure the participation of females in all project activities. Due to social norms, some families were at first hesitant to allow their females to participate, especially in the MFB component. Because of this, a very inclusive approach towards families was deployed.

It was ensured that female beneficiaries received approval from their family members to participate in the MFB training before the start of the project. Moreover, families were invited to the boot camps in order to ensure they rest assured regarding the environment. Female beneficiaries were also not required to sleep at the boot camps if their families did not approve this. This ensured a situation in which families felt comfortable having their females participate in the project and even became active supporters of the project. Nevertheless, ILO's implementing partner shared in a KII that Syrian families, in particular, still sometimes worry that the host community will victimize their daughters and hold cultural beliefs regarding female employment outside the home. This led one ILO staff to report that the project should make more efforts to ensure females participate in the program.

For the vocational training component, however, ensuring a gender balance was more challenging. Since the vocational trainings took place in schools, they had to take place outside of school hours, in the evening. This caused a barrier for females to participate in the vocational training program. Focus group discussions with vocational training beneficiaries, however, highlighted that the program was highly inclusive, where “*there was no discrimination between nationalities or based on gender.*” Moreover, Syrian participants expressed that gender awareness sessions were “*very effective and helped change [their] thinking.*” A female Lebanese participant who recalled her comfort in painting training, regarded to be more socially acceptable for men, supported the desire for female beneficiaries to engage in sectors/professions in Lebanon that have traditionally been male dominated.

Quantitative end line data not collected by Forcier, moreover, reveals that the gender balance that the project aimed to achieve may have resulted in improved inter-gender relations. The end line report states about this: “*Almost 92% of the respondents felt either comfortable (46%) or very comfortable (46%) working with the other gender. There are significant inter-gender differences, with females less likely to be ‘very comfortable’ (19% vs. 47% among males) and more likely to ‘comfortable’ (65% vs. 48% among males). Indeed, only 7 females (3%) and 4 males (1%) expressed discomfort at working alongside members of the other gender.*” Moreover, when comparing work status among beneficiaries who participated in the project, inter-gender differences were only found to be significant among the Syrian youth ( $p < 0.000$ ). More specific, around 50% of Syrian males have some type of employment compared to 14% of Syrian females. Moreover, females still earn significantly less compared to their male counterparts, as can be seen in the figure below.

Figure 5. Average Salary Among Project Beneficiaries, Divided by Gender (in thousand LBP)



## 7.4 Vocational Training

In total, 845 youth were provided with a soft skill training. In addition, 452 of those youth completed a vocational training programme. Lastly, 450 youth at least completed their first month of internship in an enterprise.<sup>15</sup> Both Lebanese and Syrian youth in the vocational training component of the program expressed great satisfaction with the training sessions that were provided. The youth shared that they gained knowledge about communication skills, interviewing, budget planning, gender awareness, sexual harassment, empowerment and self-confidence, and cultural awareness. Overall, the beneficiaries believed that the trainings developed their skills, confidence, and potential. Moreover, beneficiaries reported that the internship added to their knowledge. It is also important to note that beneficiaries believed that the trainers and supervisors were highly qualified and that this added to their positive experience. As shared by Lebanese youth, while the trainings prepared them for the job market, some beneficiaries have still to find employment. This highlights the realities of the Lebanese labour market.

<sup>15</sup> Project Progress Report June 2019

Quantitative end line data collected not by Forcier, moreover, reveals that the majority of vocational training beneficiaries regarded the training as useful or highly useful for finding employment, as can be seen in the figures on the next page. However, it is clear also that Syrians in Bar Elias regarded the training as less useful for finding employment compared to those living in Riyaq. While the reasons behind this are not entirely clear, it might be that there are less job opportunities available in the latter location even for those who have received vocational training.

Figure 6. Usefulness of Vocational Training for Finding Work According to Lebanese Beneficiaries

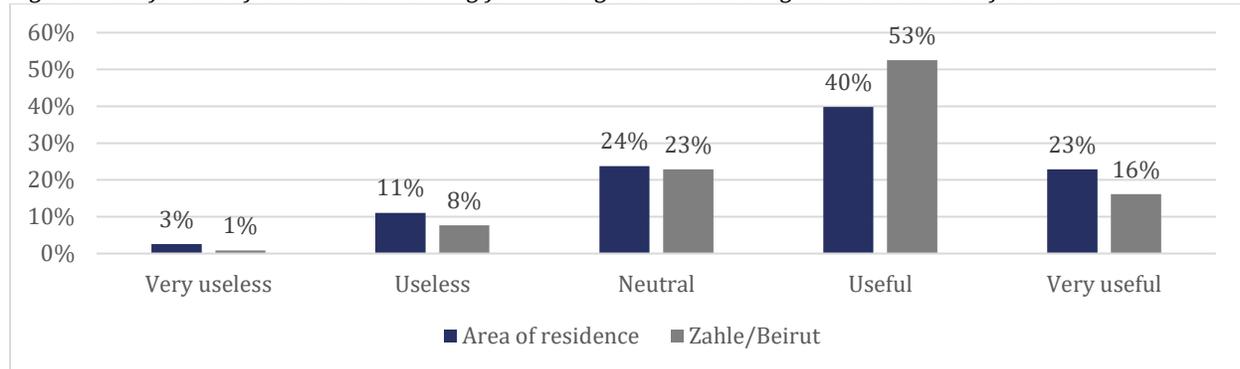
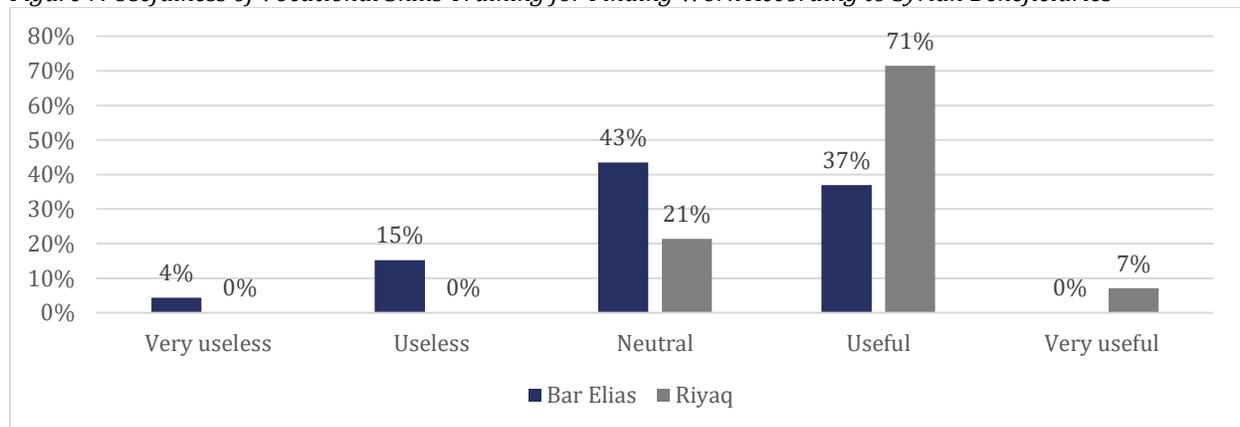


Figure 7. Usefulness of Vocational Skills Training for Finding Work According to Syrian Beneficiaries



## 7.5 Entrepreneurship and Start-Up Development Training

In total, 1015 Lebanese and Syrian refugees were trained on entrepreneurship in joint classroom and entrepreneurship boot camps. Out of these, 300 were selected to submit business plans for the business plan competition. 34 Lebanese-Syrian joint-business ventures, lastly, were created under the project.<sup>16</sup> Beneficiaries of both nationalities believed that the entrepreneurship

*“Before [our participation] we only had the concept for our dream. They made it come true.”*

**Lebanese MFB Beneficiaries**

program helped develop their skills and knowledge on business management essentials. They shared that the support took many forms throughout the project and included, trainings and workshops, a business boot camp, educational support, moral support, and financial support. In focus group discussions, beneficiaries shared that the program helped to expand their knowledge while encouraging them to pursue their business ideas. For both Lebanese and Syrian beneficiaries, moreover, their participation in the program has strengthened their confidence, expressing that *“with what we learnt we now have more*

<sup>16</sup> Project Progress Report June 2019

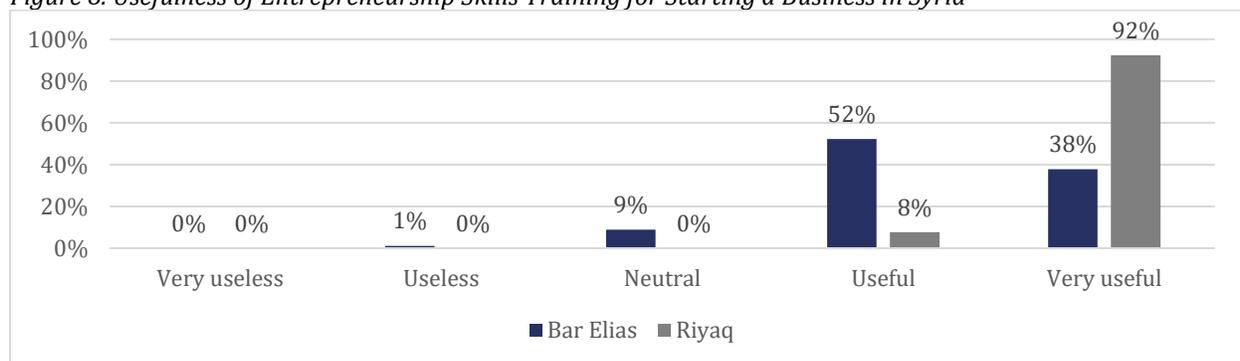
confidence to present our ideas and concepts not just to our trainers but also to our community.” Syrian beneficiaries also added that the program “gave [them] the tools and knowledge to make these ideas and dreams come true.”

However, while beneficiaries reported to be satisfied with the training that were provided, an ILO staff member shared that the boot camp could have been more focused on entrepreneurship and self-employment to increase its effectiveness. More specifically, this staff remarked that photography and other extracurricular activities should receive less time in future bootcamps to ensure that available time is most efficiently used. However, according to one project stakeholder, participants received already five hours per day of training specifically focused on entrepreneurship and self-employment.

A key feature of the entrepreneurship activity was the establishment of Lebanese-Syrian and sometimes male-female joint business ventures, with 51% Lebanese ownership and 49% Syrian ownership. The creation of the joint business ventures aimed to increase contact between the two groups and provide each group with the opportunity to pursue business ideas. While the businesses were established in April 2019 and have not yet begun making profit, the effectiveness of this program component has been curtailed by recent policy changes. Key informant interviews with project staff highlight recent government action towards businesses with Syrian business owners, who must have work permits and 60,000 United States Dollar in capital. As reported by an implementing partner, in the month prior to data collection, tensions rose and some security issues were reported as the Ministry of Labour began to aggressively shut down Syrian businesses that did not have work permits. These recent policies have instilled fear in both Lebanese and Syrian beneficiaries as a result of the increased vulnerability the joint business venture places on each. For Lebanese business owners this means financial risks and burdens associated with the loss of their Syrian partner. For Syrian business owners this means loss of their status as business owner and the legal repercussions associated with this.

Quantitative end line data not collected by Forcier, moreover, reveals that the majority of entrepreneurship training beneficiaries regarded the training as useful for starting a business. Lebanese were asked about their perceived usefulness of the entrepreneurship skills training for starting a business in their area of residence or in another area. About 90% of beneficiaries reported that the training was useful in both cases. For Syrians, the results can be found in the figure below. As for the vocational training, beneficiaries in Bar Elias regarded the training as less useful compared to beneficiaries in Riyaq.

Figure 8. Usefulness of Entrepreneurship Skills Training for Starting a Business in Syria



## 7.6 Mechanism for Social Stability

MSS aim to provide a safe and common space for local groups to address conflicts resulting from internal Lebanese as well as Lebanese-Syrian tensions. The MSS were established by the UNDP and consisted of key stakeholders within each village, including activists, teachers, entrepreneurs, youth, and scouts. They, according to a UNDP staff, received a lot of training and coaching on a wide variety of topics. According to KIIs with ILO and UNDP staff, the MSS were vital for the relevance, efficiency and effectiveness of the

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entire project. They, firstly, ensured that the UNDP and ILO implement activities that were most relevant to the population in the target locations. Secondly, they played a role in the implementation of different activities, including outreach activities and the selection of the business plans that would be funded under the MFB component. Thirdly, the MSS were reported to play an important role in project follow-up as well as intervening in case of tension. In this regard, it is important to note that the MSS conducted the conflict analysis at the start of the project and its members thus have significant knowledge about the conflict dynamics within their community.

Project stakeholders were overwhelmingly positive about the MSS. As reported by one UNDP staff, *“the MSS is not a product, it is a tool that can be used to ensure more sustainability and ensure the effective implementation of project activities. The MSS is also what sets this project aside from other livelihoods projects.”* UNDP staff, however, also recognize some limitation in the work of the MSS, primarily because of the short duration of the project. Although MSS are expected to continue functioning after project closure, follow-up and continuous support could be beneficial to ensure the highest effectiveness of project activities. In this regard, it is important to note that the establishment of the MSS took between 3 to 6 months and therefore the MSS has only been functioning for a relatively short duration.

From the perspective of members of the MSS, the support provided by UNDP and ILO was crucial for the functioning of the MSS. Multiple members reported that there were communication issues at the start of the project but that the guidance and support of ILO and UNDP assisted them to become more professional. The MSS members, moreover, were very supportive towards the aims of the program and also highlighted the importance of the inclusion of Syrian and Lebanese beneficiaries as well as male and female beneficiaries. Overall, the MSS members felt that they had made progress with regards to reducing stereotypes and creating job opportunities.

However, the mechanisms is not yet that well known among beneficiaries of the project. Based on the quantitative data not collected by Forcier, *“Only around 15% of beneficiaries were aware of the presence of local mechanisms to address inter-community disputes or emerging conflicts. ILO beneficiaries were slightly more aware (17% vs. 11% among UNDP beneficiaries,  $p=0.037$ ). Moreover, awareness was much weaker among Syrian females than Syrian males (6% vs. 29% among males,  $p<0.000$ ), while no significant gender discrepancy could be found among Lebanese youth. This may reflect the fact that young Syrian females tend to be more isolated from the local community. Finally, the minority of respondents who expressed their awareness of the presence of dispute resolution mechanisms were asked to assess their effectiveness: 86% felt that they were either effective (80%) or very effective (6%).”*

Overall, it can be concluded that the MSS were vital in ensuring a link between the primarily livelihood focused activities and the peacebuilding outcome of the project. However, due to the short duration of the project, there are more results to be expected from the MSS in the future if they continue to function without additional support.

## 8. Impact

The following section looks into the long-term changes that are the result of intervention in the targeted communities, including direct and indirect, intended and unintended, and positive and negative changes. Central questions are:

- What has happened as a result of the project?
- What real difference has the activity made to the beneficiaries and how many people have been affected?

Considering that only a small group of beneficiaries were interviewed for this evaluation, the results should be interpreted with caution as they may not be representative for all beneficiaries. This was mitigated to some degree, however, by including (quantitative) end line data (not collected by Forcier), which is based on a relatively large proportion of beneficiaries.

### 8.1 Livelihoods Impacts

Focus group discussions and interviews with program staff and beneficiaries indicate that some long-term impacts have been achieved through the project. Overall, the joint PBF program has assisted Lebanese and Syrian beneficiaries deal with employment and business related problems. As a result of this, beneficiaries of both the vocational training and MFB project components reported to have become equipped with the essential skills to ensure employment. While some shared that they did not yet find employment, beneficiaries believed they had become more employable with the certificate signed and sealed by the Ministry of Education. Along with providing Lebanese and Syrian youth opportunities to gain skills and experience, thus increasing their employability and business opportunities, the PBF project has also impacted beneficiaries in other ways, as can be seen in the figure below.

***“The youth felt empowered and more confident to search for jobs.”***

**UNDP Staff Member**

Figure 9. Project Impact Related to Livelihoods

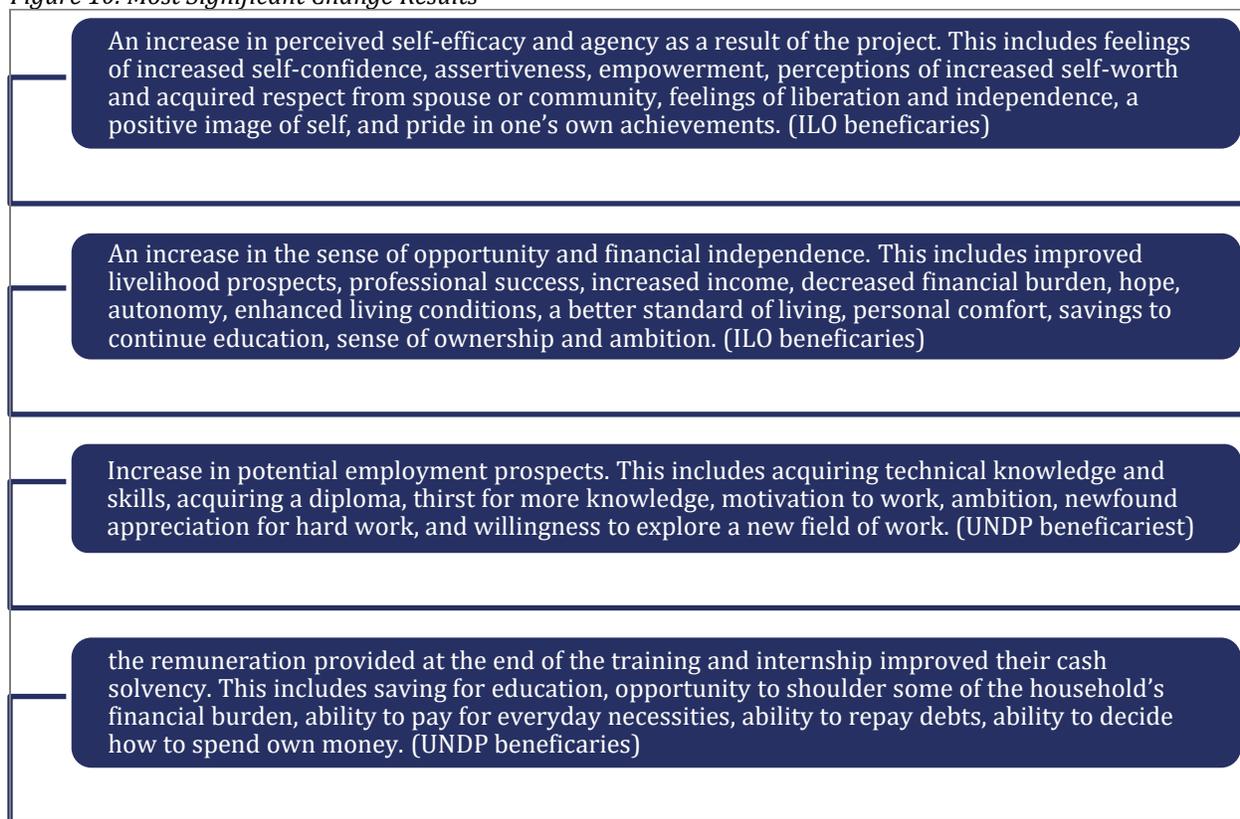


For example, there has been an impact on the socio-cultural beliefs regarding female engagement in sectors/professions in Lebanon that have traditionally been male dominated. In the opinion of an implementing partner, female participation in the program has *“improved the role of women in society and it is a starting point for women to be involved in something better”*. A UNDP staff member, moreover, proclaimed that *“the stereotypes are changing and fading”* while recalling how it has become common to see a female waiter in El Beqaa. Female beneficiaries, moreover, confirmed this by reporting that *“all the advice we received has made us more comfortable pursuing employment opportunities we previously wouldn’t have pursued”*. In addition, some male beneficiaries also reported that the activities had made them change their minds about women in entrepreneurial roles.

Furthermore, the project has encouraged a culture more accepting of entrepreneurship among the families of beneficiaries. As shared in a FGD with Syrian youth of the MFB project component, the youth recalled being scrutinized by their family and friends. However, once they saw how they have changed as a result of their participation, their family and friends began to support them. For others, however, support was there from the beginning and no cultural barriers towards entrepreneurship were experienced.

Aside from the evaluation done by Forcier, end line data was also collected by another agency. As part of that end line, a most significant change (MSC) approach was used to identify the most important effects and impacts of the project. Some of those results can be found in the figure below:

*Figure 10. Most Significant Change Results*



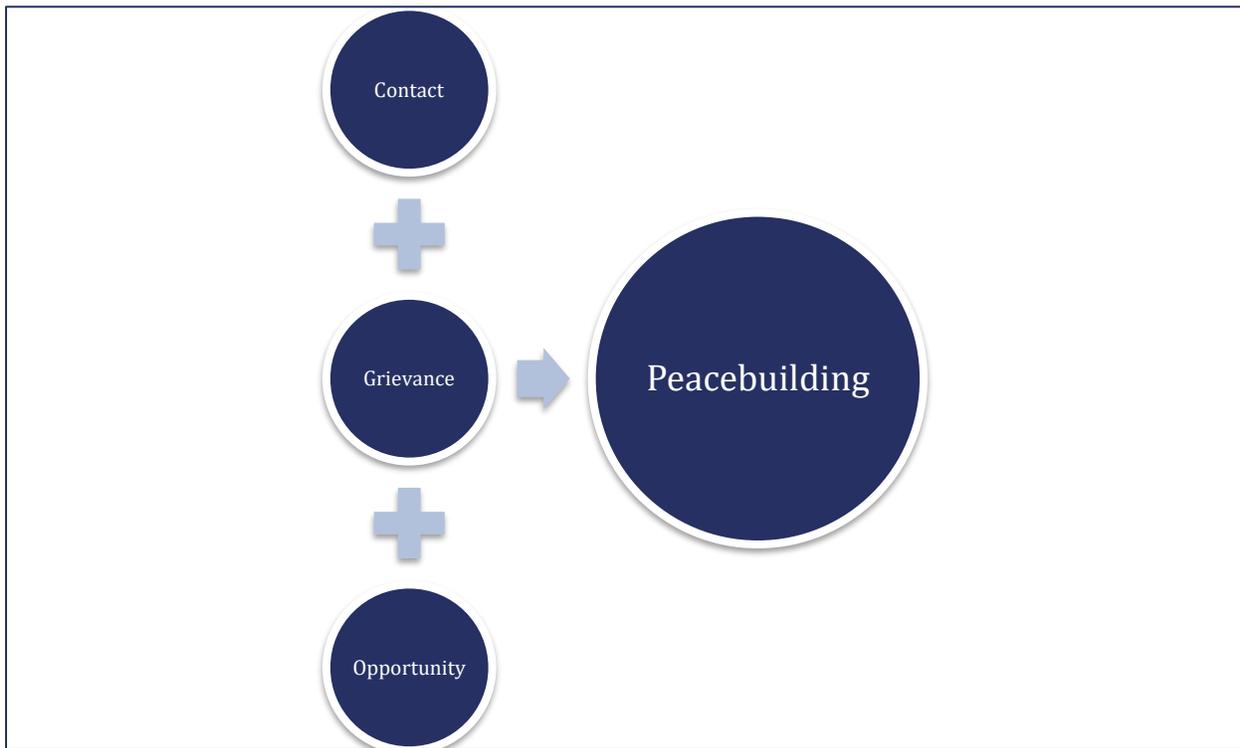
The end line report furthermore states that *“despite their bleak perception of their economic prospects, young beneficiaries were able to acknowledge the program’s contribution in making them better candidates for job opportunities if and when they become available. Indeed, more than 90% of the respondents stated that the program increased their self-confidence and the respect they receive from their family and social*

circle, in addition to providing them with work experience, teaching them work discipline and increasing their hope in their future career prospects. In other words, beneficiaries perceive an increase in 'opportunity'. Moreover, 73% felt that the program improved their perceptions of the other community, thereby confirming the project's theory of change that contact leads to improved perceptions. Finally, 43% and 22% of respondents mentioned the financial benefit of the program in allowing them to cover basic expenses and service their debts respectively."

## 8.2 Peacebuilding Impacts

The project is effective in terms of broadening employment and business opportunities of its beneficiaries. However, it is important to evaluate its impact as it directly relates to its key objective of mitigating social tensions by facilitating contact and fostering positive interactions between Lebanese and Syrian refugee youth. Indeed, the project activities helped to increase the contact that Lebanese and Syrian youth had with one another and has fortified friendships amongst the two youth groups. However, evidence for similar effects at the community level is limited due to the scope of this evaluation. However, some project staff did express concerns about whether the project would be able to have a peacebuilding effect at the community level. For example, one ILO staff member reported, "we are creating peace and reduced the tension among the people that are directly involved, but not among the community." While this statement might be partly true, the efforts of the MSS should also be taken into account when evaluating the entire project. The difficulty with this, however, is that no quantitative end line data was collected at the community level and all quantitative data came from beneficiaries. As such, it is not possible to either confirm or disapprove this statement or perception.

Figure 11. Theory of Change



### 8.2.1 Contact

The project's integration of Lebanese and Syrian youth has assisted in reducing stereotypes and prejudices of the 'Other' and has built inter-community social networks to help encourage dialogue and acceptance between the two target communities. Project staff and implementing partners shared that

while some youth were first anxious at interacting with their counterparts, their anxiety diminished by the end of the project. Project beneficiaries, however, reported that they did not have issues working with people from another nationality or gender from the start of the project. Nevertheless, beneficiaries from the MFB interviewed did report that contact with people from other nationalities has increased for them during the project duration. For most of the beneficiaries from the vocational training component, however, not much changed with regards to contact. They state: *“the way we interact with them is the same as before the project. It just depends on their personalities.”* This is not contrary to expectations since the beneficiaries in the MFB component were exposed to long and intense contact with people from the other nationality, while this was only the case to a lesser degree for the participants of the vocational training component.

From the quantitative data collected for the end line (data collected between August and September 2019,) it can be determined that relationships and contact has not increased since the baseline (data collected between July and November 2018), as can be seen in the four figures below. The end line report gives two potential reasons for this:

- The response biases that were acknowledged in the baseline report and
- The government policies whose negative impact may have outweighed the positive impact of the project.

*Table 2. Beneficiaries Who State That Relations are Agreeable or Very Agreeable*

	Baseline		End line	
	Lebanese	Syrian	Lebanese	Syrian
<b>Bar Elias</b>	53%	69%	48%	63%
<b>Riyah</b>	71%	90%	53%	70%

*Table 3. Beneficiaries Who Report Regular Contact with People Of Another Nationality at Work*

	Baseline		End line	
	Lebanese	Syrian	Lebanese	Syrian
<b>Bar Elias</b>	72%	75%	62%	83%
<b>Riyah</b>	32%	63%	77%	74%

*Table 4. Beneficiaries Reporting Regular Contact with People Of Another Nationality at Shops*

	Baseline		End line	
	Lebanese	Syrian	Lebanese	Syrian
<b>Bar Elias</b>	76%	88%	75%	70%
<b>Riyah</b>	56%	80%	13%	42%

*Table 5. Beneficiaries Reporting Regular Contact with People Of Another Nationality in NGO Activities*

	Baseline		End line	
	Lebanese	Syrian	Lebanese	Syrian
<b>Bar Elias</b>	76%	88%	75%	70%
<b>Riyah</b>	56%	80%	13%	42%

Indeed, the fact that multiple ILO and UNDP staff reported before the end line data was available that the baseline data lacked quality, and that there were serious problems with response bias should be taken into account. Moreover, when solely looking at the MSC data from the end line, some encouraging results become visible, which are further confirmed by the qualitative data collected by Forcier. First, MFB beneficiaries report to have improved their social skills and their ability to interact with others, including individuals of the other nationality. This includes acquaintance, partnership, changing perspectives, overcoming stereotypes, appreciation, friendship, and brotherhood and trust. Moreover, vocational training beneficiaries reported that inter-community and inter-gender relations has improved. This

includes exchange of knowledge with other community, increased openness to new relationships, change of perspective regarding the other community, increased empathy, learning to interact with diverse people, overcoming shyness, and friendships with other community.

Overall, it might be more appropriate to solely look at the end line data without comparing this to the baseline data. When doing so, the percentages reveal a reasonable amount of contact between different groups. Moreover, it becomes clear that contact is much less common in Riyaq. The reason for this is unknown.

## 8.2.2 Grievances

The project has addressed the economic grievances and sense of marginalization that are root causes of conflict by helping the youth realize that both Lebanese and Syrian youth face the same livelihood issues and realization that Syrian youth were not oversaturating the same sectors that interest Lebanese youth. In focus group discussions, beneficiaries stated *“we as Lebanese and Syrians face the same challenges and difficulties when looking for jobs because there are already scarce opportunities for employment.”* The theory of change posited that joint peace building, vocational training, and entrepreneurship development activities would assist to alleviate social tensions amongst its two target groups. For example, the tensions that existed before the intervention as a result of the belief that Syrians were taking the employment opportunities of the Lebanese counterparts were reported to have subsided according to a UNDP staff member. This was further illustrated by a UNDP staff member who recalled a relevant incident that occurred with a Mayor in Al-Qaa village who did not want to open up employment opportunities to Syrians in the tourism sector. However, after, having received little to no interest in such opportunities from Lebanese youth, he came to realize he in fact needed Syrian youth to help develop this sector. In this regard, it is important to note that this goes beyond one sector. When one sector is developed through the support and employment of Syrians, this will likely have an impact on other sectors and possibly the entire local economy. The increase of job opportunities for Syrians through the development of that sector will eventually also lead to additional job opportunities for Lebanese.

Additionally, the project has also positively changed youth attitudes towards entrepreneurship and self-employment as a potential career option as well as providing families with the awareness of the business opportunities available to youth, as evidenced by FGDs with beneficiaries. Accordingly, it is critical that implementing agencies continue to work with the government and local partners in order to create concerted efforts to promote both employment and entrepreneurial opportunities to vulnerable youth.

Table 6. Beneficiaries who Have Witnessed Syrian-Lebanese Partnerships in Businesses

	Baseline		End line	
	Lebanese	Syrian	Lebanese	Syrian
<b>Bar Elias</b>	35%	33%	54%	56%
<b>Riyaq</b>	29%	25%	29%	68%

Table 7. Syrian Beneficiaries who (Strongly) Agree that Employers Exploit Foreign Workers

	Baseline	End line
<b>Bar Elias</b>	56%	66%
<b>Riyaq</b>	55%	76%

From the quantitative data (not collected by Forcier), some interesting developments can be distinguished, as can be seen in the tables above and one the next page. Firstly, the percentage of Lebanese and Syrian respondents who had witnessed Syrian-Lebanese partnerships has increased. However, the percentage of Syrian respondents who think that employers exploit foreign workers also increased. Among Lebanese, the percentage of respondents who disagree that jobs will keep Syrians in Lebanon has decreased while the percentage of respondents who think that jobs will enable Syrians to return to Syria has decreased. This indicates that negative perceptions towards foreign workers may not have reduced

during the implementation of the program. This may in part, however, be due to government policies. These government policies, which are negative for Syrians may confirm negative stereotypes that Lebanese hold against them. On the other hand, the percentage of respondents who think that the presence of so many Syrians lead to unfair competition over jobs has decreased, thus providing evidence that the project may have had an impact on this particular grievance.

*Table 8. Lebanese Beneficiaries who (Strongly) Disagree that Jobs will Keep Syrians in Lebanon*

	Baseline	End line
<b>Bar Elias</b>	29%	3%
<b>Riyaq</b>	12%	7%

*Table 9. Lebanese Beneficiaries who (Strongly) Agree that Jobs Enable Syrians to Return to Syria*

	Baseline	End line
<b>Bar Elias</b>	68%	51%
<b>Riyaq</b>	66%	48%

*Table 10. Beneficiaries who (Strongly) Agree that Syrians Create Unfair Competition in the Market*

	Baseline		End line	
	Lebanese	Syrian	Lebanese	Syrian
<b>Bar Elias</b>	87%	65%	72%	31%
<b>Riyaq</b>	79%	40%	68%	18%

### 8.2.3 Peacebuilding

While the project has been effective in achieving the aforementioned objectives, it should be borne in mind that peacebuilding was the projects' primary goal. As stated in the Handbook, in a project of this nature "peacebuilding is the ultimate goal (development objective) and employment is a secondary objective." Accordingly, it is equally important to discuss the relationship that peace building, vocational training, skills development, and business activities have within broader peacebuilding landscape. More specifically, it is critical to evaluate the extent to which the project was able to achieve its theory of change based on the assumptions related to contact, grievances, and opportunities. As evidenced, the project has assisted in addressing the drivers of conflict relevant to the Lebanese context. Using the Handbooks theory that "If employment programmes address adequately the three drivers of conflict, then employment programmes will contribute to peacebuilding," the project has been effective. Indeed, based on the qualitative interviews that were conducted for this evaluation, it can be concluded that the theory of change of the project is valid. However, to further validate the impact of the project, data needs to be collected at the community level as this will provide information about the peacebuilding dividend of the project beyond direct project beneficiaries.

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## 9. Sustainability

This section will assess the extent to which the project activities and impact are likely to continue after the project has ended. To assess this, the following questions will be answered:

- Are the results achieved by the project likely to be sustainable?
- What measures have been considered to ensure that the key components of the project are sustainable beyond the life of the project?
- To what extent are national partners able and willing to continue with the project?
- How effectively has the project built national ownership?
- In what ways are results anchored in national institutions and to what extent can the local partners maintain them?

### 9.1 Context

Due to the recent policy changes implemented by the government of Lebanon, uncertainty with regards to the sustainability of the joint business ventures project component has risen. It was reported by multiple ILO staff that both Syrians and Lebanese involved under this project component were worried about the future of their business. Indeed, Lebanese beneficiaries reported being worried that their Syrian partners would go back to Syria and leave them to pay the rent, etc. On the other hand, Syrians were worried about potential fines and felt seemingly uncomfortable with the fact that they could not legally own anything of the business they were working in. One Syrian beneficiary stated about this: *“The project has so many positive aspects and only one negative aspect. The negative aspect is related to government policies.”*

*“We became very active in the community. People come to us for advice and ask us questions about their future plans. Some of them come to ask us for business advice and about projects in general. We now have more knowledge and awareness and can take our role in the society.”*

**Lebanese MFB Beneficiaries**

However, qualitative interviews suggest that there are other, more sustainable, elements to the project. The opportunity to interact with others, for example, has brought about an environment of understanding and acceptance that has helped to reduce the tension between the two groups. Furthermore, beneficiaries believe that the program has provided them with skills that have improved their employability, confidence, and sense of self. Syrian beneficiaries of the vocational training program, moreover, believe that the *“program prepared [them] for adulthood. [They] gained knowledge and experience.”* Moreover, both Lebanese and Syrian youth believe that they have become agents of social change as they have become more active in their communities. Overall, it appears that youth are more hopeful about their future than they were before the program. This helps to assert that youth that were believed to be *“at-risk”* have found a sense of purpose through alternative livelihood options, helping to ensure the sustainability of project activities.

### 9.2 Mechanisms for Social Stability & Socio-Economic Committees

The SE committees served to engage both Lebanese and Syrian youth in dialogue and to assist in implementing conflict-mitigation activities at the community level. In the opinion of a UNDP project staff member, these entities were *“one of the most sustainable aspects of the project.”* This is especially so, as 2 out of 3 committees have been registered at the municipality. As registered actors at the municipality level, they can after project closure ensure that the needs of the community youth are highlighted in meetings and can concurrently assist in implementing programs and policies that serve their community. In focus group discussions, members of the SE committees shared that the guidance and support they received from the implementing agencies were helpful in preparing them to fully function. As a local group that brings together Lebanese and Syrian youth, this entity appears to ensure that the key components of

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the project are sustainable beyond the life of the project. More specifically, a key sustainable feature of these groups is that it includes influential community members that can utilize their experiences to continue to solidify social cohesion within their communities. In addition, the links that MSS create between youth and business owners add further to the sustainability of the project.

### **9.3 Implementing Partners' Ownership and Capacity**

Both UNDP and ILO project staff believe that their local implementing partners took ownership of the activities, outputs, and outcomes of the project. A UNDP project staff shared that while they faced some resistance from the implementing partner at the start of the project, their implementing partner's way of thinking and their commitment to the project was changed after a while. UNDP's implementation alongside the Chamber of Commerce, as a government entity, has assisted in internship placement at credible employers that may have helped to ensure continued internship or employment opportunities. Both ILO and UNDP project staff, moreover, reported that each of their implementing partners have taken steps and developed activities that highlight their ownership towards the project.

Local partner organizations, furthermore, believe that their capacities have increased as a result of their work with the project. The implementing agencies have provided their implementing partners with training that has both improved their technical skills and expanded their knowledge. For example, ILO's implementing partner had no previous experience in training new business owners on how to start a business. However, they were provided with a training on how to do so. This implementing partner has also developed their own program in which they provide micro-funds to aspiring business owners. Moreover, they have been trained and certified on ILO's methodology that they can utilize and apply in their own work and projects. Accordingly, implementing partners have been provided with the tools and experience to continue to create programs and to work with target beneficiaries.

### **9.4 National Ownership**

The recent policies implemented by the government are a significant hindrance to the sustainability of the project's MFB component, in particular. The joint business ventures appear to encourage informal businesses and foreign ownership, which neglect current national policies. This has caused government partners to disapprove of project's activities. A KII with an ILO project staff revealed the difficulty in receiving funding from donors since this project was implemented in coordination with the government. However, it is important to highlight that the project was in line with government policies when it was being designed.

For future projects, however, it should be considered to have Lebanese staff fully own the businesses that are started under the project. They can then hire Syrians as staff in their business. This will be the only way to ensure that the project aligns with national policies. At the same time, this requires the development of a monitoring system to ensure that Syrian employees are not exploited under the program.

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## 10. Conclusions

The project was found to be highly **relevant** because it directly contribute to international humanitarian goals and objectives, regional priorities, and priorities set by the government of Lebanon. Moreover, the establishment of MSS and SE committees ensured that activities were tailored to the local context.

For **efficiency**, the evaluation found that ILO and UNDP made use of existing and local knowledge and resources when available, including the MSS and SE. Moreover, the project was implemented according to the set timeframe and budget and was thus assessed to be highly efficient.

The **effectiveness** of the project was also high, which is partly due to the effective communication between ILO, UNDP and their implementing partners. Vocational training from the UNDP, moreover, was received with great satisfaction by the beneficiaries. Similar results, moreover, were found for the MFB component of the project. However, while the creation of the joint business ventures aimed to increase contact between Syrians and Lebanese, and provide each group with the opportunity to pursue a business idea, due to the recent policy changes, the effectiveness of this project activity is reduced.

The mechanisms for social stability, lastly, were vital for the relevance, efficiency and effectiveness of the entire project. Moreover, they were vital in ensuring a link between the primarily livelihood focused activities and the peacebuilding outcome of the project. However, due to the short duration of the project, there are more results to be expected from the mechanisms in the future, if it continues its activities without further support.

With regards to project **impacts**, the results indicate that beneficiaries, through the project, were able to deal with their employment and business related problems. They also became equipped with the essential skills to ensure employment. While some did not yet found employment, they certainly believed that they had become more employable. From a peacebuilding perspective, the project activities helped to increase the contact that Lebanese and Syrian youth had with one each other and has fortified friendships amongst the two youth groups. The project's integration of Lebanese and Syrian youth, moreover, has assisted in reducing stereotypes and prejudices of the 'Other' and has built inter-community social networks to help encourage dialogue and acceptance between the two target communities.

The **sustainability** of the project, lastly, paints a more complex picture. Due to the recent policy changes by the government, uncertainty with regards to the sustainability of the joint business ventures project component has risen. However, the mechanisms for social stability and socio-economic committees have been registered at the municipality. Moreover, implementing partners took ownership of the project activities, outputs, and outcomes and have taken steps and developed activities that highlight their ownership towards the project.

## 11. Recommendations

Recommendations	Specifics
<b>Recommendation 1:</b> Conduct an additional evaluation of the MFB project component	<b>Audience:</b> ILO staff
	<b>Action:</b> Conduct an additional evaluation of the MFB project component. This will allow to make an objective assessment of the sustainability and profitability of the newly established businesses and could provide additional evidence for the effectiveness of the used approach
	<b>Prioritisation:</b> Medium
	<b>Timeframe:</b> This recommendation should be implemented as soon as the newly established businesses have been operational for one year
	<b>Resource Implications:</b> This recommendation will require moderate additional human and financial resources
<b>Recommendation 2:</b> Conduct a community wide survey in the target locations	<b>Audience:</b> ILO and UNDP staff
	<b>Action:</b> To measure the impact of the project in relation to peacebuilding, a community wide survey in the target locations is warranted. This survey can be used to measure the projects impact on the wider community and verify the degree to which peacebuilding efforts trickle down from beneficiaries to the wider community.
	<b>Prioritisation:</b> Medium
	<b>Timeframe:</b> This recommendation should be implemented as soon as possible.
	<b>Resource Implications:</b> This recommendation requires substantial additional human and financial resources
<b>Recommendation 3:</b> Develop a policy outlining how stakeholders will be encouraged to always keep a peace building lens in mind when implementing the project.	<b>Audience:</b> ILO and UNDP staff
	<b>Action:</b> The project was not always viewed from a peace building perspective by all stakeholders even though this lies at the core of the programme. Implementing agencies should therefore develop a policy in which they outline how all stakeholders will be encouraged to always keep a peace building lens in mind when implementing the project
	<b>Prioritisation:</b> High
	<b>Timeframe:</b> This recommendation should be implemented prior to the implementation of similar projects in the future
	<b>Resource Implications:</b> Developing this policy will require moderate human resources
<b>Recommendation 4:</b> Continue support for MSS	<b>Audience:</b> ILO and UNDP staff, and MSS members
	<b>Action:</b> The MSS provide an important link between the employment and livelihood focused activities with peacebuilding. While the activities of the MSS are assessed to be sustainable, it is recommended to continue supporting MSS to ensure the most significant project results.
	<b>Prioritisation:</b> High
	<b>Timeframe:</b> This recommendation should be implemented as soon as possible to ensure that the activities from the MSS continue to foster project results
	<b>Resource Implications:</b> Resources required for this recommendation are dependent on the type and degree of future support
<b>Recommendation</b>	<b>Audience:</b> UNDP staff

<b>5: Vocational training held during the day</b>	<b>Action:</b> Because vocational trainings were provided in schools and thus had to take place outside of school hours, females were not always able to join. In future programming, it is recommended to ensure that training are provided in locations where trainings can be held during the day to ensure that both genders are equally encouraged to participate.
	<b>Prioritisation:</b> Medium
	<b>Timeframe:</b> This recommendation should be implemented prior to the implementation of similar projects in the future
	<b>Resource Implications:</b> No additional resources should be necessary for this recommendation
<b>Recommendation 6: Develop a monitoring system to prevent exploitation of Syrian staff</b>	<b>Audience:</b> ILO staff
	<b>Action:</b> Because the project is no longer in line with national laws and policies, the sustainability of the project is at risk. From the perspective of the government, Lebanese should own 100% of the business shares, even though this would create a risk of exploitation. Future programming, nevertheless, will need to be in line with national laws and policies and therefore Lebanese will need to own the businesses. They can then hire Syrians as staff in their business. A monitoring system, however, needs to be established to ensure that their Syrian staff will not be exploited and to ensure that relationships based on equality are being developed.
	<b>Prioritisation:</b> High
	<b>Timeframe:</b> This recommendation should be implemented prior to the implementation of similar projects in the future
	<b>Resource Implications:</b> This recommendation will require moderate human and financial resources

## 12. Lessons Learned

ILO Lesson Learned Template	
<p><b>Project Title: Joint Project Evaluation of the ‘Employment and Peacebuilding – Building Bridges Amongst Youth at-Risk in Lebanon’ Project</b>  <b>Project TC/SYMBOL:</b></p>	
<p><b>Name of Evaluator: Forcier Consulting</b> <span style="float: right;"><b>Date:</b></span>  <b>January 26, 2020</b></p>	
<p>The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.</p>	
LL Element	Text
Brief description of lesson learned (link to specific action or task)	Changes in the context have the potential to increase tension among Syrian and Lebanese beneficiaries.
Context and any related preconditions	The instability in the current context with regards to the legal environment for business owners is causing tension between the Syrian and Lebanese business owners.
Targeted users / Beneficiaries	ILO beneficiaries
Challenges /negative lessons - Causal factors	At the moment, Syrians feel worried about their situation and the legal implications of the changes in the context with regards to their business. Some have highlighted that they prefer to leave with the money for the business. Lebanese business owners, on the other hand, are worried they will remain behind will all the costs for the business.
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	
ILO Lesson Learned Template	
<p><b>Project Title: Joint Project Evaluation of the ‘Employment and Peacebuilding – Building Bridges Amongst Youth at-Risk in Lebanon’ Project</b>  <b>Project TC/SYMBOL:</b></p>	
<p><b>Name of Evaluator: Forcier Consulting</b> <span style="float: right;"><b>Date:</b></span>  <b>January 26, 2020</b></p>	
<p>The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.</p>	
LL Element	Text
Brief description of lesson learned (link to specific action or task)	The effectiveness and strategic approach of the project could be further strengthened by ensuring better attendance from government counterparts during steering committee meetings.
Context and any related preconditions	The steering committee provided strategic guidance over the project but attendance from the government counterparts was limited.

Targeted users / Beneficiaries	ILO and UNDP staff
Challenges /negative lessons - Causal factors	When government counterparts do not attend the steering committee meetings, the strategic guidance from their side will be limited and this can lead to miscommunications, etc.
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	

### ILO Lesson Learned Template

**Project Title: Joint Project Evaluation of the ‘Employment and Peacebuilding – Building Bridges Amongst Youth at-Risk in Lebanon’ Project**  
**Project TC/SYMBOL:**

**Name of Evaluator: Forcier Consulting**  
**January 26, 2020**

**Date:**

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	The MSS is crucial in order to ensure linkages between the livelihoods activities and the peacebuilding component of the program. In addition, the MSS add to the relevance, efficiency and effectiveness of the project.
Context and any related preconditions	The MSS include influential community members that can utilize their experiences to continue to solidify social cohesion within their communities
Targeted users / Beneficiaries	ILO and UNDP staff, and MSS members
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	The MSS are crucial in order to ensure the relevance, efficiency and effectiveness of similar projects in the future.
ILO Administrative Issues (staff, resources, design, implementation)	

## Annex 1: Evaluation Matrix

Criteria	Evaluation questions	Collection methods
<b>Relevance</b>	<ul style="list-style-type: none"> <li>- How well does the project's approach fit context of the on-going crisis in Lebanon and the priorities of donors, government, implementing partners and other key stakeholders?</li> <li>- Was the project's design adequate to address the issues and meet the objectives? Did it fill an existing gap that other ongoing interventions had not addressed?</li> <li>- What internal and external factors have influenced the targeted groups and [implementing partners] to meet projected outcomes?</li> <li>- Did the project adequately mainstream gender in its design and promote equality in its implementation?</li> </ul>	<ul style="list-style-type: none"> <li>- KIIs with ILO, UNDP, Ministry of Social Affairs, and implementing partners</li> <li>- FGDs with beneficiaries and socio economic committees</li> <li>- KIIs with ILO, UNDP, Ministry of Social Affairs, and implementing partners</li> <li>- KIIs with ILO, UNDP, Ministry of Social Affairs, and implementing partners</li> <li>- KIIs with ILO, UNDP, UNICEF, Ministry of Social Affairs, and implementing partner staff</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>- How far was the project able to meet its objectives and targets? Are there any negative or positive unintended impacts of the project?</li> <li>- Was there an M&amp;E framework established? How effective was it in documenting progress and results? Was it adequately mainstreamed for gender?</li> <li>- Was the project able to meet the needs and expectations of the beneficiaries and other key stakeholders?</li> <li>- How well was collaboration between UN agencies and other stakeholders achieved and synergies maximized?</li> <li>- How effective were management and reporting arrangements?</li> </ul>	<ul style="list-style-type: none"> <li>- KIIs with ILO, UNDP, Ministry of Social Affairs, and implementing partners</li> <li>- FGDs with beneficiaries and socio economic committees</li> <li>- KIIs with ILO, UNDP</li> <li>- FGDs with beneficiaries and socio economic committees</li> <li>- KIIs with ILO, UNDP, Ministry of Social Affairs, and implementing partners</li> <li>- KIIs with ILO and UNDP</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>- Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve outcomes?</li> <li>- To what extent has the project been able to build on other ILO or non-ILO initiatives</li> </ul>	<ul style="list-style-type: none"> <li>- KIIs with ILO, UNDP, and implementing partners</li> <li>- KIIs with ILO</li> </ul>

<b>Sustainability</b>	<p>- Are the results achieved by the project likely to be sustainable? What measures have been considered to ensure that the key components of the project are sustainable beyond the life of the project?</p> <p>- To what extent are national partners able and willing to continue with the project? How effectively has the project built national ownership? In what ways are results anchored in national institutions and to what extent can the local partners maintain them</p>	<p>- KIIs with ILO, UNDP, and implementing partners</p> <p>- FGDs with beneficiaries and socio economic committees</p> <p>- KIIs with ILO, UNDP, and implementing partners</p>
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## Annex 2: Qualitative Interview Guides

All interviews started with the following text to acquire informed consent for conducting the interview:

“Good morning/afternoon/evening. My name is \_\_\_\_\_ and I am working at Forcier Consulting. We are conducting this interview on behalf ILO and the ‘Employment and Peacebuilding – Building Bridges Amongst Youth at-Risk in Lebanon’ Project. By participating in this study you could greatly help us to understand the situation with regards to unemployment and social tensions in Lebanon as well as the project implemented. Your name will not appear in connection to the information you give us. You do not have to answer any questions that you do not want to answer. No one will give you money or gifts to participate in this activity. However, your honest answers to these questions will inform future programs and services. We would greatly appreciate your participation in this interview which will last approximately \_\_\_ hours. I will also be voice recording the interview in order to capture all the information. This is for our use only and will not be shared. Are you willing to participate? (YES/NO)”

### KII with UNDP/ILO/UNICEF Project Staff

SECTION 1: Introduction & Relevance		
	Question	Answer
1	<p><b>Please tell me a bit about yourself, your organization’s activities in Lebanon and your role within project?</b></p> <p><i>[Prompt: What responsibilities does your role entail? How long have you worked for your organization in Lebanon? In which locations have you worked?]</i></p>	
2	<p><b>Can you provide some insight on how each of the project activities were designed specifically as it relates to your theory of change [i.e. the principles of contact, opportunity, and grievance? In what ways did staff, such as yourself, believe that each project activity will be of benefit to target groups?</b></p> <p>Entrepreneurship training Business plan development and business coaching and funding for business start-up Vocational training in agriculture, general services, and hospitality internship placements with existing businesses</p> <p><i>[Prompt: Can you describe how each of the project activities contributed to the overall achievement of project’s key strategic objectives?]</i></p>	
SECTION 2: Efficiency		
	Question	Answer
3	<p><b>Can you provide an example of a way the Mechanisms for Social Stability was conducive to the successful implementation of the project? How was the Mechanisms for Social Stability not conducive to the overall implementation of the project?</b></p> <p><i>[Prompt: Were roles and responsibilities clearly defined for each implementing partner? Can you describe communication methods and how information was effectively shared? To what extent</i></p>	

	<i>was the RCO effective in providing the overall coordination and support to the project's monitoring and evaluation?]</i>	
4	<p><b>How did regular conflict analysis contribute to informing activities and making any necessary programmatic or operational adjustments to the project?</b></p> <p><i>[Prompt: What adjustments, if any, were made? How were they believed to successfully contribute to the objectives of the project?]</i></p>	
5	<p><b>How did your organization's reporting schemes [perception surveys, baseline and end line data] assist in incorporate the feedback received from target groups into updating project activities?</b></p> <p><i>[Prompt: In what ways did the reporting mechanisms help in assessing and measuring the theories of change based on the assumptions related to contact, grievances, and opportunities? Did they help inform progress on the projects' indicators? How did the reporting schemes help drive the overall progress of the project?]</i></p>	
<b>SECTION 3: Effectiveness</b>		
	<b>Question</b>	<b>Answer</b>
6	<p><b>How was the gender balance of the project participants ensured in employability/ skills development activities?</b></p> <p><i>[Prompt: To what extent have female participants accepted non-stereotypical employment opportunities? How was this gender parity component received in the target communities? How would you describe the willingness of MSMEs to host female interns? Were any gender specific concerns, disparities in satisfaction of training and internship brought to your attention? If yes, how were they addressed?]</i></p>	
7	<p><b>How has the project has contributed to the job creation available to Lebanese and Syrian youth in Lebanon (please explain your answer for each of the groups separately and by project activity)?</b></p> <p><i>[Prompt: In what ways do you believe their employability has changed as a result of their participation in the project? What project activities, in particular, has contributed to their employability? Please elaborate. Do you believe there are marked differences in the employability of Lebanese youth in comparison to Syrian youth?]</i></p>	<p>Lebanese Youth: Syrian Youth:</p>
8	<p>How has the project contributed to increase interaction between refugees and host communities?</p>	

9	To what extent the project has contributed to increase trust between members of different communities?	
10	<p><b>To what extent has the project</b>  Reduced stereotypes and prejudices of the 'Other' and building inter-community social networks  Addressed the economic grievances and sense of marginalization that are root causes of conflict  Offered opportunities and alternatives to violence for youth at risk  Positively changed their attitudes towards entrepreneurship and self-employment as a potential career option  Decreased inter-communal tension?  <i>[Prompt: Do you believe the participants believe in their role as active agents of social change?]</i></p>	
11	<b>To what degree do you think that the theory of change has been proved because of this project? Please explain.</b>	
<b>SECTION 4: Sustainability</b>		
	<b>Question</b>	<b>Answer</b>
12	<p><b>From your work within the project, do you believe the local partner organizations took ownership of their activities, outputs, and outcomes?</b>  <i>[Prompt: In what ways was their ownership evident? Please provide an example]</i></p>	
13	<p><b>How has the capacity of local partner organisations /your organisation increased as a result of their work with the project?</b>  <i>[Prompt: Describe the activities that have contributed to this?]</i></p>	
14	<p><b>To what extent have the community committees and socio-economic committees successfully provide a platform for dialogue between the Lebanese and Syrian youth and mediating the tensions that existed before project implementation?</b>  <i>[Prompt: How did they enhance the linkages to private sector, employment, and vocational training opportunities?]</i></p>	
<b>Section 5: Impact</b>		
	<b>Question</b>	<b>Answer</b>
15	<p><b>What, if any, unintended (positive and/or negative) impacts did you and your colleagues observe in the project's target areas?</b>  <i>[Prompt: Please elaborate. In what ways have the causes of social tension been mediated since the implementation of the project?]</i></p>	
16	<b>What have you noticed regarding the relationship between joint peacebuilding, vocational training, skills development, and business activities?</b>	

	<i>[Prompt: What does this mean for future peacebuilding efforts?]</i>	
<b>Section 8: Final Remarks</b>		
	<b>Question</b>	<b>Answer</b>
17	Is there anything you would like to add or share?	

## KII with Ministry of Social Affairs Representative

<b>SECTION 1: Introduction &amp; Relevance</b>		
	<b>Question</b>	<b>Answer</b>
1	<p><b>Please introduce yourself and the current role in the Ministry as it relates to the project?</b></p> <p><i>[Prompt: Please describe the Ministry's involvement in the project design and implementation?]</i></p>	
2	<p><b>Which target groups did the Ministry hope to reach through the project?</b></p> <p><i>[Prompt: Why? What problems did it hope to address for these target groups in Lebanon?]</i></p>	
3	<p><b>In what ways, were the project objectives in line with the Ministry's key strategic initiatives as it relates to the commitments made by the Lebanese Government at the Brussels Conference and priorities of the LCRP?</b></p>	
<b>SECTION 2: Efficiency</b>		
	<b>Question</b>	<b>Answer</b>
4	<b>Please describe how efficient the technical group was in implementing the project?</b>	
5	<b>What can you tell me about the efficiency of the allocation of funds for this project?</b>	
6	<b>How did the Ministry communicate with ILO/UNICEF/UNDP in terms of the progress of project?</b>	
<b>SECTION 3: Sustainability</b>		
	<b>Question</b>	<b>Answer</b>
7	<b>What aspects of the project do you think will contribute to the sustainability of the project's impact?</b>	
8	<b>Upon reflection, what aspects of the project do you believe to be unsustainable?</b>	
9	<p><b>Over the course of the project, what trends have you noticed in the social tensions across Lebanon?</b></p> <p><i>[Prompt: Has the Ministry noticed any remarkable changes in the social cohesion between the Lebanese and Syrian youth at risk in project locations?]</i></p>	
10	<b>To what extent has this project contributed to promoting gender equality in the target communities through the activities related to empowering Lebanese women?</b>	
<b>SECTION 4: Recommendations &amp; Final Remarks</b>		
	<b>Question</b>	<b>Answer</b>

11	What would you improve or recommend if the Ministry continues to support the project?	
12	What would your most important recommendation be to ILO/ UNDP if they were to implement a similar project again?	
13	Is there anything you would like to add or share?	

## KII with Implementing Partners

SECTION 1: Introduction & Relevance		
	Question	Answer
1	<p>Please tell me a bit about yourself, your organization's activities in Lebanon and your role within project?</p> <p><i>[Prompt: What responsibilities does your role entail? How long have you worked for your organization in Lebanon? In which locations have you worked?]</i></p>	
2	<p>What were the most pressing needs of Lebanese and Syrian Youth before the implementation of the project?</p> <p><i>[Prompt: What various issues did Lebanese youth have in regards to employment in comparison to their Syrian counterparts? What issues did female youth face? What are their most pressing needs at this moment?]</i></p>	
SECTION 2: Efficiency		
	Question	Answer
3	<p>Can you provide an example of a way the Mechanisms for Social Stability was conducive to the successful implementation of the project? How was the Mechanisms for Social Stability not conducive to the overall implementation of the project?</p> <p><i>[Prompt: Were roles and responsibilities clearly defined for each implementing partner? Can you describe communication methods and how information was effectively shared?]</i></p>	
4	<p>Drawing from your experience as a local partner, to what degree did project partners provide your organization with substantive guidance on issues related to conflict-sensitivity, gender-sensitivity, and with regard to monitoring and evaluation activities related to the project?</p> <p><i>[Prompt: Please elaborate and provide examples where possible?]</i></p>	
5	<p>To what extent were any decisions reached communicated to your organization in a timely manner?</p> <p><i>[Prompt: How satisfied are you with the overall communication employed by the project partners?]</i></p>	
SECTION 3: Effectiveness		

	<b>Question</b>	<b>Answer</b>
6	<p><b>How was the gender balance of the project participants ensured?</b>  <i>[Prompt: Please provide examples. Were any gender specific concerns, disparities in satisfaction of training and internship brought to your attention?]</i></p>	
7	<p><b>How has your organization's work contributed to the job creation available to Lebanese and Syrian youth in Lebanon (please explain your answer for each of the groups separately)?</b>  <i>[Prompt: In what ways do you believe their employability has changed as a result of their participation in the project? What project activities, in particular, has contributed to their employability? Please elaborate. Do you believe there are marked differences in the employability of Lebanese youth in comparison to Syrian?]</i></p>	<p>Lebanese Youth:  Syrian Youth:</p>
8	<p>How has the project contributed to increase interaction between refugees and host communities?</p>	
9	<p>To what extent the project has contributed to increase trust between members of different communities?</p>	
10	<p><b>To what extent has the project</b>  Reduced stereotypes and prejudices of the 'Other' and building inter-community social networks  Address the economic grievances and sense of marginalization that are root causes of conflict  Offer opportunities and alternatives to violence for youth at risk  Positively changes their attitudes towards entrepreneurship and self-employment as a potential career option  Decreased inter-communal tension?  <i>[Prompt: Do you believe the participants believe in their role as active agents of social change?]</i></p>	
11	<p><b>To what degree do you think that the theory of change of the project has been proved? Please explain?</b></p>	
<b>SECTION 4: Sustainability</b>		
	<b>Question</b>	<b>Answer</b>
12	<p><b>To what extent were you provided with regular information on tension trends and risks?</b>  <i>[Prompt: How beneficial were the trainings on conflict-sensitivity to the work of your organization in relation to the projects activities?]</i></p>	
13	<p><b>How has your capacity as a local partner increased as a result of their work with the project?</b>  <i>[Prompt: Describe the activities that have contributed to this?]</i></p>	

14	How did each of the program activities offered to beneficiaries through the project promote and foster positive interactions for them and how can this inform future peacebuilding efforts?	
<b>Section 5: Impact</b>		
	<b>Question</b>	<b>Answer</b>
15	What, if any, unintended (positive and/or negative) impacts did you and your colleagues observe in the project's target areas? <i>[Prompt: Please elaborate.]</i>	
16	What have you noticed regarding the relationship between joint peacebuilding, vocational training, skills development and business activities? <i>[Prompt: What does this mean for future peacebuilding efforts?]</i>	
<b>Section 8: Final Remarks</b>		
	<b>Question</b>	<b>Answer</b>
17	Is there anything you would like to add or share?	

#### FGD with Beneficiaries

<b>SECTION 1: Introduction &amp; Relevance</b>		
	<b>Question</b>	<b>Answer</b>
1	Please introduce yourself, with your name, age, and nationality?	
2	What challenges do youth, such as yourself, face in Lebanon? <i>[Prompt: Reflect on challenges in terms of education, culture, and legal restrictions. Do these challenges differ for Lebanese youth in comparison to Syrian Refugees? If so, please describe.]</i>	
3	What kind of tensions are prevalent in your community? Between which groups are the most tensions?	
4	What things hindered you specifically to gain employment experience / skills before you participation in the project? <i>[Can you describe your circumstances before participating in the project?]</i>	
<b>SECTION 2: Effectiveness</b>		
	<b>Question</b>	<b>Answer</b>
5	Which activities did you participate in / what kind of support did you receive? <i>[Prompt: Please describe.]</i> ***In what ways did the support you received help in the development of your business idea and concept? ***To what extent has the entrepreneurship training you received prepare you to pursue entrepreneurial activities?	

	<p>*** How did your participation in the project assist in your access to finance?</p> <p>***How has the vocational training improved your skills and made you more employable?</p> <p>*** How did your internship placement assist in gaining practical skills and experience? Were you or someone you know offered a contract following the end of the internship?</p> <p>***<i>Female participants of the soft skills components trainings only: To what extent were the gender awareness sessions beneficial to supporting your desire to engage in engage in sectors/professions in Lebanon that have traditionally been male dominated?</i></p> <p>***<i>For MFB participants only: What opportunities and challenges pertaining to choosing self-employment as a potential career option have you been made purvey to as part of your participation in the project?</i></p>	
6	<p>How would you describe your relationship with members of the other community (name other group, Syrians, Lebanese, etc.) (before and after the project)?</p> <p><i>[Prompt: If there is a change between before and after the project, please ask why this change occurred?]</i></p>	
7	<p>How much do you trust members of other community (name other group, Syrians, Lebanese, etc.) (before and after the project)?</p> <p><i>[Prompt: If there is a change between before and after the project, please ask why this change occurred?]</i></p>	
8	<p>Do you feel comfortable working alongside a member of the other community (name other group, Syrians, Lebanese, etc.) (male/female, before/after)?</p> <p><i>[Prompt: If there is a change between before and after the project, please ask why this change occurred?]</i></p>	
9	<p><b>Could you each give me one example of challenges that youth other than you (male vs. female and Syrian vs. Lebanese) face that you did not realize until you joined the project?</b></p>	
<b>SECTION 3: Sustainability</b>		
	<b>Question</b>	<b>Answer</b>
10	<p><b>To what degree to you think that the program has helped reduce tension within this community by bringing people from different groups together?</b></p>	

11	<b>What local mechanisms exist for addressing disputes or emerging conflicts?</b> <i>[Prompt: Are you aware of the existence of socio-economic committees? In what ways did they contribute to you experience in the project?]</i>	
12	<b>How has your participation in the project contributed to becoming an agent of social change?</b> <i>[Prompt: Please describe to what extent this project has prepared you for a successful transition to adulthood?]</i>	
<b>Section 4: Impact</b>		
	<b>Question</b>	<b>Answer</b>
13	<b>Please tell me if and how the support received addressed the challenges you as youth face?</b> <i>[Prompt: In what ways has the program deterred you from making unfavourable decisions as a result of the challenges you were facing before participation in the project?]</i>	
14	<b>How has the project had a positive impact on you as a young person in Lebanon? Did the project have any negative impact on you?</b> <i>[Prompt: Please elaborate. For those who have participated in the innovation lab, how has this space contributed to your willingness and ability to be a agent of social change within your community?]</i> <i><u>For Lebanese youth only:</u> In what ways has your engagement in political, economic, and civic life changed?</i> <i><u>For Syrian youth only:</u> In what ways has your participation in this project empowered you for your return to Syria?</i>	
<b>Section 5: Recommendations and Final Remarks</b>		
	<b>Question</b>	<b>Answer</b>
15	<b>What recommendations, if any, would you make to improve the project for future beneficiaries?</b>	
16	<b>Is there anything you would like to add or share?</b>	



INTERNATIONAL LABOUR ORGANIZATION  
**TECHNICAL COOPERATION**

Terms of Reference (ToR) for Joint Final Independent Project Evaluation  
“Employment and Peacebuilding - Building Bridges Amongst ‘Youth at Risk’ in  
Lebanon”

<b>1. KEY FACTS</b>	
<b>TC Symbol:</b>	LBN/17/03/UND
<b>Countries:</b>	Lebanon
<b>Project title:</b>	Employment and Peacebuilding - Building Bridges Amongst Youth at Risk in Lebanon
<b>Duration:</b>	18 months
<b>Start Date:</b>	January 2018
<b>End Date:</b>	June 2019
<b>UN partners</b>	UNDP, UNICEF, UNRCO
<b>Administrative unit:</b>	Regional Office for the Arab States (ROAS)
<b>Technical Backstopping Unit:</b>	Regional Office for the Arab States (ROAS), EMP/INVEST
<b>Collaborating ILO Units:</b>	Youth, Employment, Skills
<b>Evaluation requirements:</b>	Joint Final Independent Evaluation
<b>Donor:</b>	Peacebuilding Fund (PBF)
<b>Budget:</b>	

## 2. BACKGROUND INFORMATION

### Project Background

UNDP, ILO, and UNICEF implemented a joint project funded through the UN Peacebuilding Fund, focused on strengthening the peacebuilding outcomes of livelihoods activities for Lebanese and Syrian 'youth at risk'. The project covered three locations in Central Bekaa (Bar Elias, Riyak) and Baalbeck-Hermel (Al Qaa).

The social and economic faultlines affecting Lebanon's stability can be attributed to a combination of factors related to the impact of the ongoing Syrian conflict, as well as long-standing, pre-crisis factors that can be traced to the conclusion of the Lebanese civil war and the Taef Agreement signed in 1989. Many of these factors have been exacerbated by the impact of the Syrian crisis, which has resulted in a 25 to 30 percent increase in the population within Lebanon's borders, placing significant strain on the country's capacity which was already significantly pressured prior to the crisis, and placing further stresses on vulnerable Lebanese. To date, tensions have rarely manifested in mass violence or unrest, a testament to the hospitality and resilience of Lebanese host communities. It is also the product of work undertaken by the Government of Lebanon, in conjunction with international donors and agencies, and national civil society to extend effective humanitarian and stabilization support to the most affected and most vulnerable. These activities have helped prevent underlying tensions from spilling-over into violence but stability cannot be taken for granted. Recent perception surveys have signaled a dramatic shift in the relationships between Lebanese and Syrian displaced populations in parts of the country.<sup>1</sup>

These surveys indicate that competition for lower-skilled jobs is the most common driver of tension identified by Lebanese and Syrian refugee respondents alike. In the 2016 VaSyr (Vulnerability Assessment of Syrian Refugees conducted by UNHCR, UNICEF, and WFP) 34% of respondents rated job competition as the "key issue".<sup>2</sup> These perceptions increasingly manifest themselves in practice, with an increase in citizens' protests against Syrian labour competition across the country, suggesting that similar perceptions cut across Lebanon's different communities, though there is an

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<sup>1</sup> Ark Group, 'Regular Perception Surveys on Social Tensions throughout Lebanon - Wave 1: Interim Results', June 2017

<sup>2</sup> UNHCR, UNICEF and WFP, 'Vulnerability Assessment of Syrian Refugees (VASYR) in Lebanon', 2016, at 15/16.

increasing concentration in certain areas of the country where there is a larger presence of Syrian refugees, or where the refugee inflow has exacerbated pre-existing economic and social fragility.

While there are numerous interventions that relate to either peacebuilding or livelihoods in the current crisis response, there are currently few initiatives that actively link and integrate these two components. This project implemented a combined approach to strengthen peacebuilding processes by offering concrete support to community based mechanisms for dialogue, bolstering the role of community committees and socio-economic committees in providing a platform for dialogue between Lebanese and Syrian refugee communities, while also enhancing the linkages to private sector, employment, and vocational training opportunities. The project ensured that livelihoods opportunities had peacebuilding outcomes actively integrated in them, moving beyond the approach where livelihoods activities involving both Lebanese and Syrians automatically assume positive social outcomes without actively working towards such ends.

This approach is based on the joint ILO/PBSO/UNDP/World Bank comprehensive review (2016) of the academic literature and more than 450 employment programmes in fragile situations, which confirmed that the contribution of employment programmes to peacebuilding processes is not always evident and tangible. In fact, there is no clearly measurable evidence on the correlation and causal relationship between employment, poverty reduction and peacebuilding processes. Therefore a joint statement was elaborated in 2016 identifying three main drivers of conflict linked to unemployment and insufficient rights and quality at work: a lack of contact across different social groups, particularly between host communities and forced displaced population; a lack of opportunity and rights violation and existence of grievances over horizontal inequality and exclusion. The mechanisms of constructive contact and social cohesion, sustainable opportunities and addressed grievances and sense of social injustice in turn provide a plausible “theory of change” of how employment, including through skills development, may contribute to building peace as part of a broader framework of inclusive and sustainable development. It was agreed to start building evidence on the decent employment contribution to peace based on this theory of change and this evaluation will contribute in building knowledge towards this end.

The theory of change (ToC) of the project developed by the UN agencies is therefore:

1. Joint peacebuilding, vocational training and business activities foster contact between youth of different social groups in conflict, thereby reducing stereotypes and prejudices of the ‘other’ and building inter-community social networks,
2. Joint peacebuilding, vocational training and business activities can address the economic grievances and sense of marginalization that are root causes of conflict particularly among youth,
3. Joint peacebuilding, vocational training and business activities can offer opportunities and alternatives to violence for youth at risk.

The project also aimed to establish close coordination between the three project agencies and World Bank counterparts to ensure that the project is able to feed into, and benefit from, larger-scale initiatives aimed at both job creation and enhancing the enabling policy environment.

As the project is drawing to a close, the ILO, as the lead agency, will conduct a final evaluation to measure how far the intended objectives of the project have been met, draw out good practices and lessons learned, and document impact on individuals and communities. A baseline study was

conducted at the start of the intervention and an endline is currently underway which will help inform the evaluation.

**Project Title**

Employment and Peacebuilding - Building Bridges Amongst Youth at Risk in Lebanon

**Immediate Objectives and Outputs**

- **Outcome 1:** Livelihoods opportunities for ‘youth at risk’ in tensed areas are improved
  - Output 1.1: Capacity of youth is strengthened through vocational training, entrepreneurial skills and internship or apprenticeship placements.
  - Output 1.2: Youth enterprise ideas are implemented through start-up grants under Lebanese ownership and management
- **Outcome 2:** Local communities’ ability to mitigate tensions and prevent conflict are strengthened through engagement of youth at risk.
  - Output 2.1: Youth engagement in their communities is strengthened through social stability and support and conflict resolution approaches.

**Interventions by Agency**

Agency	Component
UNDP	<p><b>Mechanisms for Social Stability (MSS)</b> aimed to provide a safe and common space for local groups to address conflicts resulting from internal Lebanese as well as Lebanese-Syrian tensions. The MSS are supported by UNDP, in close collaboration with the local Social Development Centres (MoSA). MSS were tailored to address local conflict dynamics through specialized committees. MSS participants set up socio-cultural committees to implement conflict-mitigation activities and socio-economic (SE) committees to act as incubators for social innovation. The MSS have been implemented in more than 70 municipalities in Lebanon, which have been identified as high conflict risk areas through local tension mapping and the Maps of Risks and Resources (MRR) methodology. A recent assessment of the MSS demonstrated its significant empowerment effects on its participants. Some MSS participants even successfully ran for municipal elections in 2016.</p> <p><b>Socio-Economic Committees</b> As part of the MSS, several communities have set up socio-economic (SE) committees to promote local economic development. These committees develop social business ideas with the aim of creating livelihood opportunities that also strengthen social stability in the community. Three SE committees have been established and trained in social entrepreneurship, business development and business coaching.</p> <p><b>Vocational Training</b> This activity will also build on existing networks and ongoing initiatives by UNDP in each project location to improve the employability of ‘youth at risk’ through comprehensive vocational and technical training, as well as paid internship placements at identified MSMEs. The sectors and MSMEs for these internship placements and trainings were selected on the basis of an assessment of</p>

	<p>market demands. Beneficiaries were consequently identified based on their socio-economic situation as well as their competencies. Lebanese and Syrian youth were trained and placed into paid internships. According to the sectors allowed to work in.</p>
<b>ILO</b>	<p><b>Know About Business (KAB)</b> is an ILO entrepreneurship module that contributes towards the creation of an enterprise culture by introducing and promoting awareness among young people on the opportunities and challenges pertaining to choosing self-employment as a potential career option. This component sought to enhance social stability by using joint entrepreneurship classrooms to increase mutual trust and understanding among enrolled Syrian and Lebanese youth in addition to proposing a positive alternative to their potential participation in conflict situations or engagement. This approach of joint business partnerships is to be considered a pilot in the Lebanon context.</p> <p>For Syrian and Lebanese youth who are unemployed and not enrolled in schools, a boot camp was organised in collaboration with local community-based organisations based on ILO training programmes such as <b>My First Business (MFB)</b> and a business plan competition to encourage the joint-business ventures.</p>
<b>UNICEF</b>	<p><b>Life skills.</b> The four main life skills pillars covered are:</p> <ul style="list-style-type: none"> <li>○ <b>Cognitive Dimension (or Learning to Know):</b> Skills for cognitive and analytical learning, as well as critical thinking and problem solving skills.</li> <li>○ <b>Individual Dimension (or Learning to Be):</b> Skills for personal empowerment and self-awareness focus on communication, agency, and independent judgment.</li> <li>○ <b>Instrumental Dimension (or Learning to Do):</b> Employability skills are developed, such as creativity, agency, and teamwork to facilitate an individual to practice a profession as well as to adapt to a variety of situations.</li> <li>○ <b>Social Dimension (or Learning to Live Together):</b> This dimension includes skills for active citizenship including values, human rights, respect for diversity, and tolerance.</li> </ul> <p><b>Innovation Labs.</b> UNICEF's Innovation Lab Network (ILN) aimed to launch 3 Labs in Bekaa in 2017. These labs provide the space for youth and adolescents to become active partners in the identification of community challenges and in the design, development, and implementation of product or service interventions to address those challenges through social and business projects supported by UNICEF.</p>

## Beneficiaries

The project involved young Lebanese and Syrian refugee men and women between the ages of 15 to 24 residing in the identified locations, with a particular focus on those neither enrolled in formal education nor currently actively employed.

The majority of activities sought to involve approximately equal proportions of Lebanese and Syrian refugee youth, respectively, as well as equal proportions of young men and young women.

The criteria for selection was developed jointly between the UN agencies and the Government Ministries involved. The identification of youth was done jointly through a panel comprising representatives from the UN agencies, the local implementing partners, the Social Development Centers (SDCs), MoSA, and the youth members of the socio-economic committees in each area using several outreach methodologies.

The selection of the youth was through two phases; one based on the documentation provided by them (to establish whether they meet the socio-economic criteria of the project which are developed jointly with the Ministry of Social Affairs) and second an application process based on an interview (to establish their motivation and basic competencies to participate in the different employability activities).

### **Project Management**

A Working Group was established to oversee and guide the project including MoSA, MEHE and Minister of Youth and Sports, with MoSA being the 'lead' GoL counterpart.

This structure was mirrored at local level in each of the project locations, with counterparts from the relevant UN agencies and ministries and municipalities to meet on a quarterly basis to review project implementation and follow-up.

Relevant Pillar Working Groups convened under the auspices of the UN Strategic Framework as well as the Social Stability Working Group served as the fora for ensuring regular information sharing and updates amongst the agencies involved, while also ensuring complementarity with the activities of other UN entities and NGO partners.

## **3. PURPOSE AND SCOPE OF THE EVALUATION**

### **Evaluation Background**

ILO considers evaluation as an integral part of the implementation of development cooperation activities. Provisions are made in all projects in accordance with ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project design and during the project as per established procedures.

The project document states that an independent final evaluation will be conducted, which will be used to assess the progress towards the results, identify the main difficulties/constraints, assess the impact of the programme for the targeted populations, and formulate lessons learned and practical recommendations to improve future similar programmes.

The evaluation will comply with ILO evaluation policy, which is based on the United Nations Evaluation Norms and Standards and the UNEG ethical guidelines will be followed.

### **Purpose**

The joint final evaluation will be conducted to examine the efficiency, effectiveness, relevance, and sustainability of the project and provide recommendations for future similar projects. This evaluation will also identify strengths and weaknesses in the project design, strategy, and implementation as well as lessons learned to aid organizational learning.

The purpose of this evaluation is to:

- Determine if the project has achieved its stated objectives and explain why/why not;
- Document lessons learned, success stories, and good practices
- Provide recommendations on how to build on the achievements for a possible second phase of the project

Specifically, the evaluation will examine the following aspects:

- Changes in context and review of assumptions (relevance): The consultants should present a brief overview of the policy environment and the economic and business conditions.
- Results in terms of outputs achieved (effectiveness): Did the programme reach the expected number of targeted groups? Are the beneficiaries satisfied with the quality and delivery of services? If not, in what way did the services not meet with expectations and why? What concrete improvements and changes have taken place as a direct result of the program?
- Assessment of outcome/ impact (effectiveness): How has the project contributed towards project's goal? To what extent has the project contributed the capacity of the constituents? How could the project impact have been improved?
- Achievement of projected performance indicators and targets (efficiency): What has been the project performance with respect to indicators and agreed responsibilities with respect to program implementation? Cost, time and management staff?
- Sustainability: The report should assess the level of the project's sustainability. Will the project's effects remain over time? Will the project's activities/services continue to be provided after the funds have completely been expended?
- Lessons learned: The consultant should provide information on the economic/political/financial conditions that should exist, qualifications of the implementation partners, required stakeholder participation, and other factors that should be in place to inform the design of future operations. What are the derived lessons learned from the project's implementation?

#### **Scope of the evaluation**

The evaluation will look at the project activities, outputs and outcomes over the duration of the project to date. It will take into account project progress reports as well as a baseline study and an endline currently underway, and substantiate this information through field research. The evaluation will cover activities in all project locations. The evaluation will be completed within three months of the end of the project.

#### **Clients of Evaluation**

The primary clients of this evaluation are ILO ROAS, UNICEF, UNDP, ILO constituents in Lebanon, and the donors. Secondary users include other project stakeholders and units within the UN agencies that may indirectly benefit from the knowledge generated by the evaluation.

## **4. EVALUATION CRITERIA AND QUESTIONS**

The evaluation utilizes the standard ILO framework and follows its major criteria:

#### Relevance

- How well does the project's approach fit context of the on-going crisis in Lebanon and the priorities of donors, government, implementing partners and other key stakeholders?
- Was the project's design adequate to address the issues and meet the objectives? Did it fill an existing gap that other ongoing interventions had not addressed?
- What internal and external factors have influenced the targeted groups and [implementing partners] to meet projected outcomes?
- Did the project adequately mainstream gender in its design and promote equality in its implementation?

#### Effectiveness

- How far was the project able to meet its objectives and targets? Are there any negative or positive unintended impacts of the project?
- Was there an M&E framework established? How effective was it in documenting progress and results? Was it adequately mainstreamed for gender?
- Was the project able to meet the needs and expectations of the beneficiaries and other key stakeholders?
- How well was collaboration between UN agencies and other stakeholders achieved and synergies maximized?
- How effective were management and reporting arrangements?

#### Efficiency

- Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve outcomes?
- To what extent has the project been able to build on other ILO or non-ILO initiatives

#### Sustainability

- Are the results achieved by the project likely to be sustainable? What measures have been considered to ensure that the key components of the project are sustainable beyond the life of the project?
- To what extent are national partners able and willing to continue with the project? How effectively has the project built national ownership? In what ways are results anchored in national institutions and to what extent can the local partners maintain them

#### Lessons learned:

- What good practices can be learned from the project that can be applied to similar future projects?
- If it were possible, what could have been implemented differently for greater relevance, sustainability, efficiency, effectiveness and impact?

## 5. METHODOLOGY

An independent evaluator will be hired by the ILO to conduct the evaluation, who will be managed by an ILO Evaluation Manager with technical support from the Regional Evaluation Officer (REO). The following is the proposed evaluation methodology. Any changes to the methodology should be discussed with and approved by the REO and the Project.

### a) Desk Review

The evaluator will review project background materials before conducting any interviews or trips to the country.

### b) Briefing

The evaluator will have an initial consultation with the Evaluation Manager and UN partners. The objective of the consultation is to reach a common understanding regarding the status of the project, the priority assessment questions, available data sources and data collection instruments and an outline of the final assessment report. The following topics will be covered: status of logistical arrangements, project background and materials, key evaluation questions and priorities, outline of the inception and final report.

### c) Individual Interviews and/or Group Interviews *Here you could mention the Handbook on "how to design, monitor and evaluate peacebuilding results in JPR" to be used by the evaluator*

Following the initial briefing, the desk review and the inception report, the evaluator will have a mission to Lebanon, and have meetings with constituents/stakeholders together with interpreters supporting the process if needed. Individual or group interviews will be conducted with the following:

1. Project staff/consultants that have been active;
2. UNDP and UNICEF Representatives, ILO ROAS DWT Director, RPU, and Senior Specialists in Gender, Skills, etc;
3. Interviews with national counterparts (government, public institutions, social partners, IPs, etc.);
4. Interviews with direct and indirect beneficiaries
5. Debriefing

### d) Conduct Comparative analysis of evaluation results versus baseline findings

Upon completion of the missions, the evaluator will provide a debriefing to the Project team, ILO DWT and ROAS on the evaluation findings, conclusions and recommendations in Beirut at ROAS. The evaluator will also debrief stakeholders to validate results.

## Evaluation Management

The evaluator will report to the ILO Evaluation Manager at ILO ROAS and should discuss any technical and methodological matters with the Evaluation Manager. The ILO ROAS office will provide administrative and logistical support during the evaluation mission.

## Evaluation Timeframe

Responsible person	Tasks	Number of Working days	Tentative timeline
Evaluator	Desk review of project documents and phone interview with key informants		
Evaluator	Inception report		
Evaluator with the logistical support of project staff in respective countries	Evaluation missions to Lebanon		
Evaluator with the logistical support of project staff in respective countries	Stakeholders Workshop and presenting preliminary findings		
Evaluator	Drafting report		
Evaluator	Submission of the report to the evaluation manager		
<i>Evaluation manager</i>	<i>Circulating the draft report to key stakeholders</i>		
<i>Evaluation manager</i>	<i>Send consolidated comments to evaluator</i>		
Evaluator	Second Draft		
<i>Evaluation Manager</i>	<i>Review of Second Draft</i>		
<i>Evaluation Manager</i>	<i>EVAl approval</i>		
Evaluator	Integration of comments and finalization of the report		

Total days: 25 Days

## 6. MAIN DELIVERABLES

The main outputs of the evaluation consist of the following:

- Deliverable 1: Inception Report
- Deliverable 2: Draft evaluation report including comparative analysis versus baseline findings

- Deliverable 3: Stakeholder debrief and Powerpoint Presentation (PPP)
- Deliverable 4: Final evaluation report with executive summary (as per ILO's standard procedure, the report will be considered final after quality review by EVAL. Comments will have to be integrated)
- Translation of the final report into Arabic (Project team)

### **Inception Report**

The evaluator will draft an Inception Report, which should describe, provide reflection and fine-tuning of the following issues:

- Project background
- Purpose, scope and beneficiaries of the evaluation
- Evaluation criteria and questions
- Methodology and instruments
- Main deliverables
- Management arrangements and work plan.

### **Final Report**

The final version of the report will follow the format below and be in a range of **25-30 pages** in length, excluding the annexes:

1. Title page
2. Table of Contents, including List of Appendices, Tables
3. List of Acronyms or Abbreviations
4. Executive Summary with key findings, conclusions and recommendations
5. Background and Project Description
6. Purpose of Evaluation
7. Evaluation Methodology and Evaluation Questions
8. Key evaluation findings (organized by evaluation criteria)
9. A table presenting the key results (i.e. figures and qualitative results) achieved per objective (expected and unexpected)
10. Clearly identified conclusions and recommendations (identifying which stakeholders are responsible and the time and resource implications of the recommendations)
11. Lessons Learned (in prescribed template)
12. Potential good practices(in prescribed template) *Here we could mention: particularls on the decent employment contribution to peace based on the theory of change introduced above /contact, opportunities and grievances)*
13. Annexes (list of interviews, TORs, list of documents consulted, etc.)

The quality of the report will be assessed against the EVAL Checklists 4, 5, and 6. The deliverables will be submitted in the English language, and structured according to the templates provided by the ILO.

## **7. MANAGEMENT ARRANGEMENTS**

## **REQUIREMENTS**

The evaluator will have at least 5 years' experience in the evaluation of development interventions, expertise in livelihoods, peace building sectors and other relevant subject matter, an understanding of the ILO's tripartite culture, and knowledge of the Lebanese and regional context. He/she will be guided by high professional standards and principles of integrity in accordance with the guiding principles of the international evaluation professionals' associations. The evaluator should have an advanced degree in social sciences, proven expertise on evaluation methods, and the ILO approach. Full command of English will be required. Command of the national language would be an advantage. The consultant should not have any links to project management or any other conflict of interest that would interfere with the independence of the evaluation.

The final selection of the evaluator will be approved by the Regional Evaluation Focal Point in the ILO ROAS based on a short list of candidates.

## **ROLES AND RESPONSIBILITIES**

*The External Evaluator is responsible for conducting the evaluation according to the terms of reference (ToR). He/she will:*

- Review the ToR and provide input, propose any refinements to assessment questions, as necessary, during the inception phase;
- Review project background materials (e.g., project document, progress reports).
- Prepare an inception report;
- Develop and implement the evaluation methodology (i.e., conduct interviews, review documents) to answer the evaluation questions;
- Conduct preparatory consultations with the ILO REO prior to the evaluation mission.
- Conduct field research, interviews, as appropriate, and collect information according to the suggested format;
- Present preliminary findings to the constituents;
- Prepare an initial draft of the evaluation report with input from ILO specialists and constituents/stakeholders;
- Conduct a briefing on the findings, conclusions and recommendation of the evaluation to ILO ROAS;
- Prepare the final report based on the ILO, donor and constituents' feedback obtained on the draft report.

*The ILO Evaluation Manager is responsible for:*

- Drafting the ToR;
- Finalizing the ToR with input from colleagues;
- Preparing a short list of candidates for submission to the Regional Evaluation Officer, ILO/ROAS and EVAL for final selection;
- Hiring the consultant;

- Providing the consultant with the project background materials;
- Participating in preparatory consultations (briefing) prior to the assessment mission;
- Assisting in the implementation of the assessment methodology, as appropriate (i.e., participate in meetings, review documents);
- Reviewing the initial draft report, circulating it for comments and providing consolidated feedback to the External Evaluators (for the inception report and the final report);
- Reviewing the final draft of the report;
- Disseminating the final report to all the stakeholders;
- Coordinating follow-up as necessary.

*The ILO REO<sup>3</sup>:*

- Provides support to the planning of the evaluation;
- Approves selection of the evaluation consultant and final versions of the TOR;
- Reviews the draft and final evaluation report and submits it to EVAL;
- Disseminates the report as appropriate.

*The Project Coordinator is responsible for:*

- Reviewing the draft TOR and providing input, as necessary;
- Providing project background materials, including studies, analytical papers, reports, tools, publications produced, and any relevant background notes;
- Providing a list of stakeholders;
- Reviewing and providing comments on the inception report;
- Participating in the preparatory briefing prior to the assessment missions;
- Scheduling all meetings and interviews for the missions;
- Ensuring necessary logistical arrangements for the missions;
- Reviewing and providing comments on the initial draft report;
- Participating in the debriefing on the findings, conclusions, and recommendations;
- Providing translation for any required documents: ToR, PPP, final report, etc.;
- Making sure appropriate follow-up action is taken.

## 8. LEGAL AND ETHICAL MATTERS

- This evaluation will comply with ILO evaluation guidelines and UN Norms and Standards.
- The ToRs is accompanied by the code of conduct for carrying out the evaluation “Code of conduct for evaluation in the ILO” (See attached documents). The selected consultant will sign the Code of Conduct form along with the contract.
- UNEG ethical guidelines will be followed throughout the evaluation.
- The consultant will not have any links to project management or any other conflict of interest that would interfere with the independence of the evaluation.

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<sup>3</sup> The REO is also the Evaluation Manager.

## 9. ATTACHMENTS

- ILO Policy Guidelines for evaluation: Principles, rationale, planning and managing for evaluations, 3<sup>rd</sup> ed. 2017: [https://www.ilo.org/eval/Evaluationpolicy/WCMS\\_571339/lang--en/index.htm](https://www.ilo.org/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm)
- Evaluation Guidelines: [https://www.ilo.org/eval/Evaluationguidance/WCMS\\_176814/lang--en/index.htm](https://www.ilo.org/eval/Evaluationguidance/WCMS_176814/lang--en/index.htm)
- Evaluation Policy: [https://www.ilo.org/eval/Evaluationreports/WCMS\\_603265/lang--en/index.htm](https://www.ilo.org/eval/Evaluationreports/WCMS_603265/lang--en/index.htm)
- Code of Conduct form for evaluators: <http://www.ilo.org/legacy/english/edmas/eval/template-code-of-conduct.doc>
- Gender Checklist: [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165986/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm)
- Stakeholder engagement Checklist: [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165982/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm)
- Inception report Checklist: [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165972/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm)
- Evaluation title page Template: [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_166363/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_166363/lang--en/index.htm)
- Good practices Template: <http://www.ilo.org/legacy/english/edmas/eval/template-goodpractice.doc>
- Lessons learnt Template: <http://www.ilo.org/legacy/english/edmas/eval/template-lesson-learned.doc>
- Evaluation summary Template: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_166361.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_166361.pdf)
- "A Handbook : How to design, monitor and evaluate peacebuilding results in jobs for peace and resilience programmes".