

Lebanon

Education Thematic Report

January - December 2018



**Prepared by:
UNICEF Lebanon**

TABLE OF CONTENTS

A. Abbreviations and Acronyms	1
B. Executive Summary	1
C. Strategic Context of 2018	2
D. Planning and Results Outline by Youth Programme Area	5
E. Financial Implementation	9
F. Future Work Plan	10
G. Expression of Thanks	16
H. Annexes	16

A) ABBREVIATIONS AND ACRONYMS

AYD	Adolescent and Youth Development
B.O.T	Bridge. Outsource. Transform
FDG	Focus Group Discussion
ILO	International Labour Organization
KAP	Knowledge Attitude and Practice
MEHE	Ministry of Education and Higher Education
MoA	Ministry of Agriculture
MoSA	Ministry of Social Affairs
MoYS	Ministry of Youth and Sports
NEO	National Employment Office
NSF	National Strategic Framework
NYP	National Youth Policy
PAR	Participatory Action Research
RACE	Reaching all Children with Education Plan
S4D	Sports for Development
SDC	Social Development Center
ToT	Training of Trainers
TVET	Technical Vocational Education and Training
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
YBLN	Youth Basic Literacy and Numeracy

B) EXECUTIVE SUMMARY

UNICEF Lebanon worked in partnership with the government to strengthen systems as well as with local communities and organizations to build their capacity and reach over 68,887 young people across Lebanon who have increased their employability and are better equipped to participate and influence public life in their communities.

In alignment with the 2017-2020 Country Programme Document, the Adolescent and Youth Development (AYD) programme reached 68,887 (56 per cent girls and young women) vulnerable adolescents and youth with formal education opportunities in TVET and with an integrated package

of services to support them to acquire skills for learning, citizenship, employability and empowerment, as well as maximize their physical and social well-being, and be civic engagement within their communities.

In 2018, UNICEF intensified its technical and financial support to its governmental and non-governmental partners to move towards strong sustainable approaches that feed into the different national agenda and policy frameworks addressing young people, which includes the Reaching All Children with Education II (RACE), the Lebanon Crisis Response Plan (LCRP), No Lost Generation (NLG), as well as Lebanon's United Nations Strategic Framework.

More operationally, the AYD programme supported the development of MEHE-CERD certified youth basic literacy and numeracy (BLN) curricula, as well as initiated efforts to update select vocational curricula within the MEHE DGTVE. This was coupled with the delivery of a modular literacy and numeracy courses to 8,205 (63% girls and young women) out-of-school adolescents and youth based on their assessed learning levels.

On the supply side, UNICEF supported the TVET Strategic Framework reaching 2,989 young people with access into formal vocational education within MEHE TVET schools, and an additional 1,585 (63% girls and young women) of out of school adolescents and youth enrolled in Ministry of Agriculture TVET schools' vocational training. Aiming to improve professional readiness and employability of young people, UNICEF supported a variety of competency and market-based skills training packages reaching a total of 20,534 (54% girls and young women) young people. This number includes 6,001 (46% girls and young women) of young people enrolled in the innovation lab programme, which was officially launched as "Generation of Innovation Leaders" (GIL) in March 2018. Importantly, the programme invested more heavily on supporting youth with the transition from training to income generating opportunities and/or employment with employment support services, such as apprenticeship, mentorship, and on-the-job training. To this end, a new innovative impact sourcing platform, Bridge. Outsource. Transform (B.O.T.)¹ was established to help ensure a seamless transition from the digital literacy courses provided in the innovation labs to income generating opportunities whereby youth can immediately apply their learning in the digital workplace.

Throughout 2018, UNICEF integrated life skills into its training programs, investing in making youth more employable through the provision of a set of skills cutting across all occupations. The results of this strategic intervention were assessed through focus group discussions (FDGs) with a sample of 103 beneficiaries from the skills training programme with the main purpose to gather feedback from the youth about the benefits of life skills integration among other components. The main outcomes of the FDGs showed that the life skills integrated component supported the youth in: 1) acquiring higher levels of confidence for personal and technical skills within the job application process and within the critical thinking applied to the ability to build future expectations; 2) strengthened social cohesion established in the classes among peers during the vocational sessions; and; 3) improvement in the communication skills and approach of dealing with clients and employers.

C) STRATEGIC CONTEXT OF 2018

In March 2019, the Syrian Crisis entered its ninth year and continues to drive one of the largest refugee crisis in the world with over 7.6 million Syrians internally displaced and more than 5.3 million Syrian refugees living in neighbouring countries. Although the number of Syrian refugees in Lebanon has relatively stabilized, the country continues to host the highest load compared to its size; including

¹ <http://letsbot.io/>

more than one million registered and an estimate of 500,000 unregistered Syrian refugees. Additionally, Lebanon hosts over 200,000 Palestinian refugees including around 31,000 displaced from Syria.

Young people constitute a significant portion of the refugee population- a large cohort of which are marginalized. Almost half of the 1.1 million young people in Lebanon (aged 15-24 years) are marginalized, including 305,000 poor adolescent and young Lebanese (55 percent girls/young women; 45 percent boys/young men), 51,000 Palestinian adolescent and young refugees (49.6 percent girls/young women); 50.4 percent boys/young men), and 164,000 Syrian adolescent and young refugees (52 percent girls/young women; 48 percent boys/young men).²

The economic and social impact of the Syrian Crisis has had the largest effect on the most disadvantaged. Of the out-of-school Syrian refugees, the adolescents and youth are the most affected with less than 5 percent in formal education. An estimated 250,000 to 300,000 Lebanese citizens, mostly unskilled, have become unemployed.³ Moreover, the labour informality and the lack of legal residency for refugees from Syria have increased the prevalence of child labour; leading refugee girls and boys to increasingly take on new responsibilities often working in the informal market with a higher risk of harassment and exposure to violence. Recent policy pressure on the Livelihood Sector further limits Syrian refugees' access to skills-training opportunities and livelihood support and increases their risk for further marginalization. Youth most affected by the Syria Crisis are often lacking comprehensive education, protection, and economic, recreational and participative opportunities.

Limited Access to Education and Employment

Disadvantaged adolescents and youth continue to struggle to access or remain in formal education. The rate of enrolment in formal education for Syrian refugees is drastically low for youth aged 19 to 24, at 5.4 percent. Only 12 percent of adolescents age 17-19 have reported having completed Grade 9, and as little as 4.1 percent of adolescents aged 15-18 were currently attending secondary school and 1.6 per cent Syrian youth of post-primary school age (15-24) were attending Technical Vocational Education and Training (TVET) school or higher education (Gender Parity index for higher secondary is 1.51 indicating that the number of girls is significantly higher than boys).⁴ Among female youth, 22% of 15-18 year olds are enrolled in TVET and 6% of 19-24 year olds as opposed to 18% and 4% of males respectively (VaSyR, 2017). The reality is that many of these adolescent and youth are forced to drop out of education and enter labour markets to secure income,⁵ and many post-primary aged adolescents and youth who are willing to re-enter education find themselves no longer eligible for formal education after having been out of school for more than 2 years.⁶ The population of older adolescents and youth not in education, employment or training is only set to grow, given that 48 percent of 6-14 years old and 80 percent of 15-18 year old Syrian refugees are out of school.

² UNICEF Household Survey, 2016

³ The World Bank Group (WBG) Country Partnership Framework (CPF) FY17-FY22 for the Lebanese Republic, 2018

⁴ VaSyR 2017

⁵ UNHCR, UNICEF, WFP (2016) Vulnerability Assessment of Syrian Refugees in Lebanon.

⁶ MEHE TVET DG memo for students' enrolment 2016/2017; enrolment criteria section.

The school-to-work transition is also difficult for adolescents and youth in Lebanon since the education system does not adequately provide students with relevant skills to find work⁷. Gross enrolment rates in available vocational programmes at the secondary and post-secondary levels remain low, as young Lebanese generally shun the technical and vocational education and training system in Lebanon, which is often associated with academic failure and poor-quality provision. Only 26.2 percent of students enrolled in upper secondary education opted for the vocational track in 2015, and adolescents and youth registered in vocational programmes at the secondary level represent only 14.8 percent of students enrolled in secondary education⁸.

Unemployment amongst youth in the Middle East and North Africa region is the highest in the world and education service provision is not fully equipping adolescents and youth with skills needed by changing economies. Around 35 percent of Lebanese youth are reportedly unemployed, while the unemployment rate among Syrian youth has reached 53 percent among those aged 19-24 years. The latest available data on the share of youth not in education, training and employment (NEET) shows that females are more impacted (27.3 percent) than males (16 percent)⁹. The increase in competition for low-skilled and low-productivity jobs had significantly detrimental impacts on Lebanese youth and unskilled workers. Amongst the most economically vulnerable, youth suffer from systemic failures, with youth unemployment 3-4 times higher than the total unemployment rate¹⁰. Access to official employment and livelihood opportunities is limited for both Palestinians and Syrians and restricted for the latter to the agriculture, construction and cleaning services/environment sectors.¹¹ With growing economic insecurity, youth become exposed to illegal and exploitative labour with 90 percent of refugee youth willing to do any work available due to dire need.¹²

The recent Regional World Bank/ Agence Française de Développement Conference (2017) on “Youth and Employability in MENA” highlighted the unmet needs of young people entering the labour market. It stressed on the importance of updated curricula and learning methods that can provide sufficient skills matching to the labour market needs, focusing on continuous adaptation of the skills, inclusion, and most importantly soft skills required by local and international companies including critical thinking, creativity and innovation. Under the recently launched national TVET Strategy, UNICEF engages key public and private sector stakeholders in updating curricula that match market needs; in parallel, and in partnership with the International Labour Organization (ILO), UNICEF has initiated a National Youth Tracer Study to assess the education to employment transition to improve evidence-based programming in 2019.

Psychosocial Wellbeing and Social Cohesion

The overall well-being of adolescents and youth in Lebanon is of growing concern, with risky behaviour being displayed by this particular cohort. Negative feelings, such as fear, loss of control, frustration, imprisonment and discrimination arise, are adversely affecting the psychosocial health and other conditions of youth. The correlation between conflict, unemployment and poverty is well established and life skills interventions that improve wellbeing by strengthening sense of self-efficacy,

⁷ “Spotlight on youth”, UNDP, 2015

⁸ UNESCO.

⁹ International Labour Organization, 2007

¹⁰ Study for a viable framework for livelihood and social enterprise projects in Bar Elias in the Bekaa (2018)

¹¹ Ministry of Labor’s decision number 1/49, dated 1 March 2017.

¹² Situation analysis of youth affected by the Syrian crisis; UNICEF, UNFPA, UNESCO, UNHCR & SCI; 2014.

empowerment, as well as social cohesion between refugee and vulnerable host community adolescents and youth are a viable tool being integrated in youth programming to deliver more holistic impact and sustainable results.

D) RESULTS IN THE OUTCOME AREA

UNICEF maintained multi-dimensional support to government entities to ensure marginalized youth access improved services, resulting in the TVET National Strategic Framework (TVET NSF), the National Youth Policy (NYP) Action Plan, and a new MEHE certified Youth Basic Literacy and Numeracy Package (YBLN).

As mentioned in the previous section and in 2018, UNICEF maintained its technical support to specific ministries and other governmental entities and was able to deliver on three key documents: the TVET NSF, the NYP Action Plan, and the MEHE certified YBLN. In addition, the programme implemented a National Youth Tracer Study and initiated the Youth Knowledge, Attitude and Practice (KAP) Study, which will be implemented in the first half of 2019.

Building on efforts from 2017, the AYD section in partnership with UNFPA made progress supporting the Ministry of Youth and Sports (MoYS) to take forward the National Youth Policy (NYP) and develop the Action Plan required to help prioritize and implement the key recommendations across the various ministries focusing on youth in Lebanon.

In 2018, UNICEF was also able to move forward and achieve significant progress on the two out of the five key recommendations initiated in 2017, including the student council pilot within 23 public schools and the TVET NSF. The student council pilot was concluded with very positive and encouraging results with the final evaluation showing a positive impact on the students and the school leadership, and students felt more strongly that their opinion and recommendations were heard and taken into account by the school administration. UNICEF finalized the student council manual with the education counsellors in the fourth quarter of 2018, with the aim of receiving MEHE approval to adopt the manual for all public schools next year.

Since the launch of the TVET NSF, UNICEF continued to play a facilitating role by leading on the technical working group involving key experts from ILO, GIZ (PROVET/ EU project), IECD and UNICEF. Currently, an action plan for each of the eight building blocks is being developed, though challenges remain in getting all key stakeholders to invest the time and resources required to complete the exercise. Nevertheless, substantial progress was achieved in supporting a few of the key recommendations of the TVET NSF, including support to the MEHE TVET DG to: a) establish an Education Management Information System; b) review of 5 Baccalaureat Technique (BT) and 1 Technicien Supérieur (TS) stream, c) integrate Life Skills into the TVET system, d) initiate a self-evaluation within the TVET schools; and e) build capacity for MEHE central and school level administrators and educators. All these strategic activities have been initiated in 2018 and will be completed in 2019.

In addition, in support of the TVET NSF, UNICEF and ILO strengthened their partnership with the private sector, Ministry of Labour/NEO, and the NVTC to support market assessments in the three sectors identified with the NEO. Moreover, an assessment report for the handicraft sector was developed by CESVI for the MOSA.

UNICEF also finalized a new standardized YBLN curriculum framework, as well as the learning materials and facilitators' guides. This will support out-of-school youth with a standardized pathway back to formal education or to improved livelihood opportunities.

UNICEF increased the employability of 28,739 (57.3 per cent girls and young women) youth through access to BLN, TVET, skills training and innovation courses, and increased its support to youth to help with the transition of learning to earning through employment support services and more income generating activities.

UNICEF supported the enrolment of 2,989 (sex disaggregation data not yet reported from MEHE) into formal vocational education within the MEHE TVET schools and an additional 1,585 out of school adolescent and youth (32 per cent boys and 68 per cent girls) enrolled in the MoA TVET vocational training. Challenges persisted in processing payments within MEHE, but a process was initiated to ensure that the funds were properly disbursed and received by the schools/students, based on the UNICEF and MEHE financial guidelines under the RACE II programme. Nevertheless, over the three scholastic years, the number of students enrolled has increased (from 1,926 in 2015/16 school year to 2,926 in the 2017/18 school year).

Aiming to improve professional readiness and employability of the young population, UNICEF supported a variety of competency and market-based skills training packages reaching a total of 20,534 adolescent and youth (46 per cent boys/young men; 54 girls/young women). Moreover, the programme managed to reach 86 per cent of its BLN targets as well as 79 per cent of its competency and innovation skills training.

Overall, 30 per cent of the youth reached with skills building programmes were placed in income generation activities or paid apprenticeship/on the job trainings. Partners' assessment reports showed an average increase of up to 70 per cent in the learning levels acquired by the youth across the different segments of the programme. UNICEF reached a total of 6,746 young people (56 per cent girls/young women and 44 per cent boys/young men) with employment support services, while 4,530 young people (55 per cent girls/young women and 45 boys/young men) were provided with employment and income generation opportunities. The above gender disaggregated data shows that the programme has managed to break gender barriers in the access to training and addressing discriminatory practices in the labour market.

UNICEF scaled up its Innovation Lab Network programme and reached 6,001 (57 per cent girls/young women and 43 per cent boys/young men) adolescent and youth all over Lebanon on Digital Skills, Social Entrepreneurship, Design Thinking and Tech Woodwork, and incubated and mentored 500 social and business (1-3 youth on average per project) enterprises. A total of 1,000 young girls attended *Girl Got IT* events across Lebanon and sat through inspirational talks by women in tech and attended STEM-related workshops to discover a potential career pathway. Lastly, partners and youth

participants were involved in a comprehensive assessment and evaluation of the programme resulting in a new finalized curriculum in relations to the lab programme to be implemented in 2019.

To tackle the challenge of high youth unemployment, UNICEF, with one of its GiL partners DOT Lebanon, developed an impact sourcing platform, *Bridge. Outsource. Transform.* ("B.O.T."). to help create new income generating opportunities for 125 youth generating US\$ 60,000 worth of income. By the end of the year, a total of eight labs were established (out of the targeted 12). The shift in strategy in early 2018 to establish the remaining innovation labs in public institutions resulted in delays. However, by the end of the year, all agreements were signed, including one in partnership with the MOYS and the Lebanese University to establish three innovation labs on their campuses.

With the support of the Italian National Committee, UNICEF's Innovation Lab Network partnered with AVSI and NAWAYA to organize a series of entrepreneurship trainings at the Lebanese University Faculty of Agricultural Sciences. Considering, many of the youth graduating with a university degree face challenges to enter the job market, and many show the potential to start their own project with a strong entrepreneurial mindset, AVSI implemented an additional course, with a tailored curriculum based on the needs of the students, with a focus on business development and improving the entrepreneurial skills of the youth.

Following last year's lessons learned and the assessment of the needs of the vulnerable youth in the agriculture sector, a new tailored curriculum was developed by Nawaya, for the trainings conducted with AVSI. The curriculum includes a 7-day Design Thinking Course that tackles the following subjects: ideation, customer segmentation and customer relationships, ideation based on consumer insights, and prototyping. At that phase, the students are trained to come up with an idea for their project. In case they already have an initial idea of a certain project, this course grants him/her an innovative approach and improvement of the general idea. This phase was followed by a 11-day Business Development Course that tackles the following subjects: introduction to "elevator pitch", identification of key partners, market channels, key resources needed, basic cost structure, introduction to the 5Ps of marketing (Product, Price, Place, Promotion, People), pitch writing and finalization. This is where the students, after coming up with their project idea, go into the business details of the project with the trainer (i.e. how to draw the business canvas, study the primary and secondary competition, the strengths and weaknesses of their project).

After the selection process a total of 105 students (69 girls and young women) were selected and enrolled in the social entrepreneurship training. The trainings were given in Khiam, Fanar, Nasryeh, Abdeh and Baaklin AVS. The training of the Lebanese university – Faculty of Agriculture students was conducted in the premise of the Fanar Agriculture Vocational School, with the purpose of introducing the agriculture engineering students to the agriculture technical school. This activity aims at strengthening the bond between the agriculture technical students and the Engineering students for its positive impact on the job creation market of the BT students and the positive impact on the agriculture sector in general. The entrepreneurship training took place in AVS and was given by Nawaya NGO. The training lasts for 18 days, 3 hours per day.

Within the framework of the Regional Life skills and Civic education initiative, UNICEF Lebanon worked to integrate Life Skills into formal and non-formal learning opportunities and increase opportunities

for meaningful participation and empowerment of the most disadvantaged youth reaching over 16,000 (54% female and 46% male).

The comprehensive life skills programme; including Sports for Development (S4D), reached a total of 16,346 adolescent and youth (54 per cent girls/young women and 46 per cent boys/young men) in the overall life skills programme area, including 130 youth with disabilities. Of these, 200 young people (15-18 years) were trained to become peer educators and conducted training sessions to 30 NGOs staff on S4D in humanitarian settings. The benefits of life skills' integration among other components has been positively assessed through focus group discussions, which have shown that they were effective in boosting confidence, improve social cohesion and increase communication skills, with 65 per cent of the youth who participated reported, through focus group discussions, feeling more empowered as a result of the trainings and activities.

In addition, the Positive Leadership Module was finalized in May 2018 as part of the Life Skills and Citizenship Education (LSCE) framework. This module was developed to specifically support youth in developing their own self-awareness and leadership skills before focusing on building their self-awareness on their potential influence on others within their community. This module is intended to be used as a stand-alone manual and as a module integrated across other skills building programmes. A total of 100 participants from UNICEF partners, as well as government staff from MOSA's SDCs were provided with a ToT in May 2018.

To complement the Positive Leadership Module, UNICEF is finalizing two additional stand-alone, standardized modules, which will be ready in early 2019: 1) Social Cohesion: The main objective of this engagement is to build a unique framework of skills for youth involved in UNICEF's projects that require cross community engagement and participation; and 2) Employability: The main objective of this engagement is to build a framework of transferable skills for young people to bridge the gap between technical, vocational and 21st century job requirements.

FGDs reflected that the life skills integrated component supported the youth in: 1) acquiring higher levels of confidence in terms of personal and technical skills; 2) better social cohesion established in the classes among peers; 3) improvement in the communication skills and ways of dealing with clients and employers. Life Skills were also integrated within the MEHE certified YBLN package as well as the TVET NSF. In addition, a positive leadership curriculum was developed and piloted with partner NGOs and partner ministries, expanding the scope of life skills training available to young people across Lebanon.

In September 2018, UNICEF Lebanon supported the Regional Office in the "Solutions that Work! The Middle East and North Africa Evidence Symposium on Adolescents and Youth" hosted by the American University of Beirut, in coordination with the No Lost Generation (NLG) initiative. To date, the participatory action research (PAR) has built the capacity of 86 young researchers of whom a core group of 15 young people have been transformed into national and regional trainers on the use of participatory research tools. These master trainers in turn trained 10 groups of young people who are implemented the PAR in 10 villages across Lebanon.

E) FINANCIAL ANALYSIS

Table 1: 2018 Planned budget by Thematic Sector

Intermediate Results	Funding Type	Planned Budget
4.1- Strengthened government capacity to implement and monitor inclusive youth policies for Lebanese and Non-Lebanese youth	RR	USD 130,000.00
	ORR	USD 232,500.00
	ORE	USD 1,520,000.00
4.2- Increased access of Lebanese and Non-Lebanese youth (15-24 years) to technical and vocational training and innovative skills building programmes for improved professional readiness and employability	RR	-
	ORR	USD 2,232,000.00
	ORE	USD 9,600,000.00
4.3- Increased opportunities for participation and empowerment of Lebanese and Non-Lebanese youth enabling their healthy lifestyles and active engagement in their communities	RR	-
	ORR	USD 744,000.00
	ORE	USD 3,200,000.00
Total Budget (204 Youth Development)		USD 17,658,500.00

Table 2: Country-level Thematic contributions to thematic pool received in 2018

Donors	Grant Number	Contribution Amount	Programmable Amount
Italian National Committee	SC1899040034	USD 61,001.23	USD 58,096.41
Total		USD 61,001.23	USD 58,096.41

Table 3: Expenditures in the Thematic Sector

Organizational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	127,870,133	42,115,529	1,917,092	171,902,754
22-02 Learning outcomes	26,397,464	8,309,022	88,010	34,794,496
22-03 Skills development	34,210,123	205,848	254,434	34,670,404
25-01 Child Poverty / Public finance for children	230,740	376	63,924	295,040
25-02 Social Protection	9,952,336	152,663	187,052	10,292,051
25-03 Adolescent empowerment	1,522,290	34,101	-181	1,556,211
Grand Total	200,183,087	50,817,539	2,510,330	253,510,956

Table 4: Thematic expenses by Results Area

Organizational Targets	Expenditure Amount		All Programme Accounts
	Other Resources - Emergency	Other Resources - Regular	
22-01 Equitable access to quality education	250,404	1,366	251,770
22-02 Learning outcomes	68,067	271	68,338
22-03 Skills development	7,929	211	8,141
25-01 Child Poverty / Public finance for children	26,219	2	26,221
25-02 Social Protection	359,991	75	360,066
25-03 Adolescent empowerment	51,972	5,515	57,487
Grand Total	764,582	7,441	772,022

Table 5: Expenses by Specific Intervention Codes

Specific Intervention Codes	Expense
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	136,644,782
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	2,683,338
22-01-06 System strengthening - inclusive education for children with disabilities	16,338
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	23,112,587
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	99,199
22-01-99 Technical assistance - Equitable access to quality education	4,852,299
22-02-02 Provision or procurement of primary education learning materials	33,195,941
22-03-03 Provision of skills development for multiple age groups (including in temporary learning spaces)	10,544,057
22-03-04 System strengthening - mainstreaming of skills development within national education/training system	2,901,138
22-03-99 Technical assistance - Skills development	12,469,916
25-01-02 Child poverty analysis towards policy change (Profiling, mapping and identifying drivers of multi-dimensional and monetary poverty of children, modeling and simulation of policy options)	177,993
25-01-06 PF4C: Improving public expenditure effectiveness / efficiency	60,281

25-02-01 Cash Transfers: Technical support to government cash transfer system development and expansion (design, targeting, beneficiary selection, grievance mechanism, cash delivery mechanisms like banking, mobiles, community distribution)	173,978
25-02-03 Cash Transfers: Delivery of cash transfers through government system (beneficiary identification, grievance mechanisms, cash delivery mechanisms like banking, mobiles, community distribution)	8,042,784
25-02-04 National social protection strategies: Policies, strategies, legislation and coordination (inter-ministerial, donor)	8,890
25-02-99 Technical assistance - Social protection	976,442
25-03-02 Adolescents participating in or leading civic engagement initiatives (including in humanitarian settings)	460,138
25-03-04 Development of multi-sectoral legislation/policies/strategies/action plans supporting development and participation of adolescents	851,356
26-01-03 Humanitarian planning and review activities (HRP, RRP, UNICEF HAC)	8,400
26-02-05 Administrative data, registers and non-MICS household surveys and censuses	849,467
26-02-08 Programme monitoring	2,143,600
26-03-02 Capacity and skills development for social behaviour change	86,616
26-03-04 Community engagement, participation and accountability	292,704
26-03-99 Technical assistance - Cross - sectoral communication for development	398,245
26-05-05 Evaluation innovation learning, uptake and partnerships forevaluation	26,542
26-06-02 Innovation activities	8,426,883
26-06-04 Leading advocate	552
26-06-05 Leading voice	250,196
26-06-07 Leading brand	3,304
26-06-08 Emergency preparedness (cross-sectoral)	1,636,450
26-06-10 CRC, CEDAW or CRPD - follow up on concluding observations	9,837
26-07-01 Operations support to programme delivery	5,627,527
27-01-06 HQ and RO technical support to multiple Goal Areas	121,151
27-01-16 CO advocacy and communication	424,488
28-07-04 Management and Operations support at CO	-4,136,766
30-03-03 Private sector partnerships	70,303
Grand Total	253,510,956

Table 6: Planned budget for 2019				
Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
Strengthened government capacity to implement and monitor inclusive and gender responsive youth policies for Lebanese and Non-Lebanese youth.	OR	8,757,000	4,032,840	4,724,160
Increased access of Lebanese and Non-Lebanese youth (15-24 years) to technical and vocational training and innovative skills building programmes for improved professional readiness and employability.	OR	24,163,100	19,061,720	5,101,380
Increased opportunities for participation and empowerment of Lebanese and Non-Lebanese youth enabling their healthy lifestyles and active engagement in their communities.	OR	4,326,631	2,872,545	1,454,086
Total for 2019		37,246,731	25,967,105	11,279,626

F) FUTURE WORKPLAN

To ensure inclusive policies for youth, UNICEF will maximize its role as child rights/child policy organization to raise awareness of the situation of youth and adolescents, especially the most disadvantaged, including youth with disabilities, and advocate for evidence-based policy-making and strengthened accountability.

At the level of policy and legal framework, UNICEF, with the support of the wider UN and the MoYS, will mobilize all relevant government and non-government counterparts to operationalize the National Youth Policy through development of a three-year action plan with clearly defined and costed activities, identifying responsible institutions for implementation and developing a monitoring framework to measure progress.

While there is currently a focus on job creation within certain key sectors, these efforts will be fruitless without investment into creating a skilled workforce among young Lebanese and Syrian refugees. As agreed with the Prime minister's office, the involved ministries and the private sector, the program will focus on transforming the A two-year strategic partnership with ILO entitled "*Support of Technical and Vocational Education in Lebanon and enhancing enrolment in it*" resulted in the government's adoption and launch of the TVET National Strategic Framework.

As such, the programme will continue to lead in coordinating key aspects of the implementation of the NSF, working with other key stakeholders, including ILO, GIZ (PROVET/ EU project), and IECD. In addition, the program will continue to take the lead to support system strengthening of the MEHE DG TVET, MOSA and the MoL (specifically the National Vocational TVET Center (NVTC) through the implementation of key recommendations under the eight building blocks described in the NSF.

In convergence between Education and Youth sections, the above will be coupled with a review and strengthening of the vocational and technical training programmes and service providers available at MEHE, MOSA, MOA and MOL, UNICEF will continue to work with ILO and other key stakeholders to increase the government's capacity to absorb more youth, have a better outreach and ensure the technical skills provided meets the market needs and the work opportunities available¹³. Advocacy for inclusive policies will also continue to be supported to ensure access for Syrians into formal TVET education and its training vocational schools. Local system strengthening will be supported through the improvement of competency-based, market driven courses for TVET schools within the MEHE and by fostering the linkages between vocational training institutes or schools and the skills needed in job market. This will be strengthened through labour market assessments, engagement of the private sector and the provision of employment support services, including apprenticeships, on-the-job training and mentorship.

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

The programme interventions under this output will be used as an entry point to reach a large number of the poorest Lebanese and non-Lebanese youth and adolescents aged 15 years + and provide them with access to learning opportunities to develop knowledge and skills, including professional, technical, entrepreneurial and vocational training, for work and life, as well as information on business opportunities. To further promote productive and decent work for young people, in particular for young women, UNICEF will advocate to put in place better school-to-work transition policies and ensure better match between the skills of young people and the changing needs of the labour market by strengthening partnerships between government, social partners, educators and especially the private sector.

UNICEF will strengthen partnerships between government, social partners, educators, private sector and other UN agencies to address socio-economic and other legal barriers that are hindering youth (including refugee youth – Palestinian and Syrian) and advocate in support of better school-to-work transition and youth employment policies. The program will support MEHE TVET DG to ensure increased provision of out of school adolescents in 134 vocational training schools by MEHE. Through the implementation of key recommendations of the TVET NSF, strengthening, expansion and the rehabilitation of the physical environment will lead to more appropriate and conducive learning environment that will attract the young girls and boys to enrol and stay in formal technical and vocational education and not only training. This would go hand in hand with technical support

¹³ Youth Policy in Lebanon (2012) and Mapping Youth Interventions and Actors within the Humanitarian Response in Lebanon (2015)

provided to the National Employment Office at MOL as one of the youth policy recommendation to create linkages between vocational education and/or training institutes or schools and the skills needed in job market as well as on the job training¹⁴; including the agriculture fields¹⁵; keeping in mind the need to work with the MOL whose current legislation limit the official work of non-Lebanese youth in the country¹⁶.

Based on learning over the past two years, the programme will continue to place greater emphasis and focus on linking learning outcomes with income generating opportunities through a more developed private sector engagement strategy. Experience has demonstrated that youth require additional support in making the successful transition from learning to the world of work. Thus, the program will continue to develop effective strategies for to support youth with the transition through the provision of mentorship support, increased life skills, and placement in on the job training in the form of internships and apprenticeships.

By establishing the Youth Innovation Lab Network, UNICEF will support vocational and skills training programmes that will be established to 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. Additionally, the Youth Innovation Lab Network will offer professional readiness training courses and programmes aiming at accelerating youth's potential and ideas to promote social impact. The Youth Innovation Lab Network will prioritize capacity building and learning outcomes for the most disadvantaged young people through a range of activities and interventions provided by local NGO's, local start-up and tech communities, designed to incubate and develop transferable livelihood skills (critical and creative thinking, communications skills, interpersonal skills and professional conduct, capacity to manage organizational processes). Furthermore, through the innovation labs, youth will be supported with seed funding and business mentorship (incubation) to start their own business, as well as support to gain income through impact sourcing platforms.

UNICEF will also work with vocational training service providers, the Innovation Labs, NGO partners and DPOs to ensure that young persons with disabilities and special needs benefit from formal and non-formal vocational training and skills-building to build their livelihood and be better included in their communities. The program will continue to ensure an inclusion target of at least 3% across its programs.

Lastly, with the aim to promote and reaffirm continued participation of youth and adolescents in the decision making process, without any difference and exclusion, as well as in the development of a sense of active citizenship and social responsibility, and facilitating their participation in the shaping of national and local policies, and in holding the government accountable, adolescents and youth will be capacitated by UNICEF and its partners to develop, implement and lead initiatives for addressing issues of importance in their lives and for improving their communities. UNICEF will support the establishment and empowerment of youth mechanisms/councils/ clubs both at the central level as well as in a number of the prioritized 56 municipalities. The youth led initiatives have proven to be an

¹⁴ Youth Policy in Lebanon (2012); http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Youth_Policy_in_Lebanon_English_.pdf

¹⁵ Lebanon Crisis Response plan, UN & Govt of Lebanon, 2016

¹⁶ Decision n 218/1 by the Ministry of Labor

effective model for youth engagement with key local stakeholders, especially with mayors and the municipality at large by building trust and demonstrating positive results around small but effective community projects. The program will work cross-sectorally to build on these initiatives in the field to develop sustainable avenues for these initiatives to be mainstreamed into the local level municipal system strengthening articulated during the MTR.

Similarly, the student councils in schools have demonstrated an opportunity to engage adolescents in concepts of “citizenship” and their rights and responsibilities as young people to participate and advocate. The curriculum is in the final stages of approval from MEHE with the intention of institutionalizing them in all public schools. Continued advocacy on the importance of this initiative could result in substantial opportunity for youth empowerment and participation in schools. The program will continue to work with the Education section and NLG colleagues in the field to explore how this positive engagement in the schools can also be leveraged for the integrated programming in the greater community.

These mechanisms will provide a forum for direct civic and policy engagement at the municipal level and will enable youth and adolescents to influence policies, programmes, and services for them. These initiatives will be developed in partnerships with other sections and the field offices as part of the wider UNICEF strategy to support child (and youth) friendly municipalities.

Further supporting integration at the field level, the program will work with CP to support MOSA to develop mechanisms to expand opportunities for adolescents and youth to connect with CDs and their NGO/CBO partners to find appropriate volunteer opportunities at the local level. When adolescents and youth are empowered to play meaningful roles in their communities, given a sense of purpose, evidence shows that they make positive/healthy choices and transcend violence and discrimination. To support this, the program will increase its engagement with other sections and the field to understand their needs for youth volunteers in order to continue to link youth trained across the intervention areas with opportunities for continued participation and engagement.

Despite the negative perceptions between the Lebanese youth and non-Lebanese youth, Lebanese youth suggested a range of measures to starting a positive dialogue aimed at accepting one another¹⁷. To feed into the national youth policy and address the issues raised above, the design and delivery of programmes should focus on conflict management, cohesion, outreach work, peer support, reproductive health awareness and life skills education, with financially sustainable youth friendly sports services in local communities. The program will continue to operationalize and invest in the development of the Life Skills and Citizenship Education (LSCE) Framework to both ensure its integration in upstream policy work (e.g., TVET and NYP), as well as a strategy to promote multi-sectoral programming. The trend towards integrating Life skills into other program packages (e.g, BLN, CBT) will also continue to ensure better designed courses, but also efficiency in delivery.

¹⁷ UNICEF, UNFPA, UNESCO, UNHCR & SCI (2014) Situation analysis of youth affected by the Syrian crisis;

G) EXPRESSION OF THANKS

UNICEF Lebanon is grateful to its many donors for their strong and proven commitment to the vulnerable children and women affected by the Syria crisis. The flexibility of thematic support (OR+) provided for crucial humanitarian response activities and programmes is well appreciated in a context of ever-changing emergency needs, contributing significantly to results against critical Education targets.

H) ANNEX

UNICEF Lebanon invites donors to complete the Donor Feedback Form, the link for which is here below: English: [https://intranet.unicef.org/PARMO/PARMO.nsf/0/65C04DD38430DF04852579C80055C4E2/\\$FILE/Donor%20Report%20Feedback-PARMO.doc](https://intranet.unicef.org/PARMO/PARMO.nsf/0/65C04DD38430DF04852579C80055C4E2/$FILE/Donor%20Report%20Feedback-PARMO.doc)



Education Thematic Visibility Report

Grant SC 189904

Human Interest Stories

Mahmoudiya's story: Now I can play an important role in my community, and try to change the common stereotypes we face each day

Located in Akkar, in the rural village of Kobbet Chamra, Mahmoudiya, a 27 years old BT graduate, received an in-kind grant after attending the Entrepreneurship training held by AVSI in partnership with the Nawaya Network, as part of UNICEF Innovation Lab.

After assessing the need of the community and the lack of a proper butcher shop in the neighborhood, Mahmoudiya developed during the training, the project of opening a butcher shop in Kobbet Chamra. "I will try to provide the best quality of lamb and beef meat to my village, with high hygienic standards," Mahmoudiya stated while pitching her idea to AVSI jury at the end of the training.

"We live in a small house, where we support our grandparents who live with us. My father had an accident in the past and he is not able to get a full-time job, therefore the responsibility to support this family lays on my shoulders", Mahmoudiya expressed in one of AVSI's coaching sessions.

Following many unsuccessful attempts to get a job in Akkar, a very challenging region, especially for a girl, Mahmoudiya never lost faith in herself and volunteered in many local NGOs, working with kids and supporting the youth her age.

The opportunity to start her own income-generating project opened the door for Mahmoudiya to grow and improve on a psychosocial level, as well as on a financial level.

"I always wanted to help my family and my community, but it is hard to do so in Akkar, especially if you are a girl trying to open your own business. Meanwhile, AVSI and UNICEF, with the funding from the Global Thematic Response—Youth, allowed me to play an important role in my community, and try to change the common stereotypes we face each day." Mahmoudiya revealed.



Human Interest Stories

Carole's story: At this time I'm working from home and offering a delivery service to customers, but my future plan is to get my own shop

At the age of 17, Carole showed exemplary attitude, commitment and enthusiasm in her studies. She is a BT student, currently completing her 3rd year. Her eagerness to learn and grow led her to attend many trainings with AVSI, from BLN to the agriculture vocational trainings, allowing her to improve her skills in agriculture. During her studies, she attended many internships in the agriculture sector.

Carole showed on many occasions' entrepreneurship and leadership skills, allowing her to lead many activities in her school and in her community. When approached by AVSI to enroll in the entrepreneurship training to have the opportunity to receive a seed fund for her project, Carole said, "I can't wait to start my own flower shop. I have so many ideas, and this opportunity will help me achieve them."

"I always try to develop my skills and challenge myself, and come up with new ideas. I love arts and colors; I try to combine my love for art with agriculture. Therefore I presented my project to start a flower shop "Orchids" in my village." Carole expressed when asked about her motives to start her income-generating project.

Currently Carole is selling bouquets and flower arrangements for all occasions and events. Her project started in January 2018, so she had the chance to sell her first bouquets on Valentine's day.

"I was able to sell my neighbors and friends customized bouquets and arrangements for their loved ones. Then on Mothers' day I received calls from new customers requesting bouquets for their mothers. I was very happy with this achievement." Carole said during the evaluation of the coaching and incubation process she went through after receiving the seed fund.

Many offers for engagement parties, municipality events and graduation ceremonies were presented to Carole, after showing amazing talent and technique.

"At this time I'm working from home and offering a delivery service to customers, but my future plan is to get my own shop thanks to AVSI and UNICEF, with the funding from the Global Thematic Response—Youth." Carole stated.

UNICEFLebanon2018/AVSI

