

CLOSING THE HOPE GAP:

Findings from a Rapid Community
Appraisal of Youth in al-Fayhaa Union
of Municipalities, North Lebanon

FULL VERSION

SEPTEMBER 2011



THE WORLD BANK

This publication was made possible in part by the generous support of the World Bank's grant facility through the Global Partnership to Promote Youth Employment and Employability.
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ACKNOWLEDGMENTS

Although it is impossible to thank everyone who contributed to the Rapid Community Appraisal (RCA), we want to express our deepest gratitude to the following individuals and organizations.

To the many young people, their parents, and community members living in al-Fayhaa Union of Municipalities who participated in the RCA's survey and focus groups, a very special thanks. The critical information generated from these interviews forms the basis not only for this report, but also for the community action plans that we hope will have a lasting impact on improving the lives of young people living there.

We were also very pleased to have strong support and guidance from the World Bank in this effort, and we would like to extend our gratitude to Ms. Haneen Sayed, MENA Region Youth Co-Coordinator and Human Development Coordinator for Lebanon, Syria and Jordan; Ms. Wendy Cunningham and Mr. Kevin Hempel, Children and Youth Unit; and Dr. Mattias Lundberg, Senior Economist. We also greatly appreciate the financial support provided by the World Bank to conduct this study under the framework of its Global Partnership to Promote Youth Employment and Employability.

A special thank you is owed to Mr. Elie El Kai, Programme Manager, the Arab Urban Development Institute/Middle East and North Africa Child and Youth Initiative (AUDI MENACYI), for his tireless leadership, support, and encouragement of the overall RCA effort and in the establishment of the Youth for Work Alliance.

We are very grateful to Dr. Nader Al Ghazal, President of al-Fayhaa Union of Municipalities; Dr. Mohamed Issa, Ambassador and Mayor of el-Mina; Mr. Maged Ghemrawi, Mayor of El Beddawi; and Mr. Abdallah Abdul Wahab, Director of al-Fayhaa Union of Municipalities for their strong support and advice in the conduction of the study.

We would like to express our deep appreciation to Mr. Joe Awad, Chief Executive Officer and Ms. Maria Assi, Program Manager of the Young Men's Christian Association Lebanon, for graciously making their staff available to conduct the fieldwork and write this report under the able leadership of Mr. Pierre Filfil and Ms. Janine Naufel.

To Dr. Elie Mekhael, Secretary General of the Higher Council for Childhood/Ministry of Social Affairs, we offer thanks for all his advice and assistance in providing background information on the needs of young people in the areas targeted by this study.

A special thanks to Mr. Toufic Dabboussi, Secretary of the Board of Director and Treasurer, Chamber of Commerce, Industry and Agriculture of Tripoli and North Lebanon, as well as to many business leaders in the area who agreed to be interviewed for this study.

Finally, we would like express our gratitude to Ms. Kris Rusch, Consultant Editor, and to Ms. Gillian McCallion, IYF's Graphic Designer, whose excellent insight for content and graphical presentation have made this report user-friendly and of great practical use as the Alliance moves into the implementation phase of programming based on the Rapid Community Appraisal findings.

At the International Youth Foundation and the Arab Urban Development Institute/MENA Child & Youth Initiative, the foundation of our work is to develop strategic alliances among the public, private, and NGO sectors in order to make systemic changes necessary to improve the prospects and conditions of young people. This report, and the work that will be carried out as a result of it, exemplifies collaboration at its best.

We are grateful to all who contributed here and to all who will play a role in the success of the Youth for Work Alliance in the years to come.

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Arab Urban Development Institute

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GLOSSARY

LEVELS OF EDUCATION

Basic Education

Primary education (grades 1–6, compulsory; grades 7–9, not compulsory)

Duration: 9 years

Credential: Brevet, basic school certificate (first official exam certificate)

Academic Path (after basic education)

Secondary education (grades 10–12, not compulsory)

Duration: 3 years

Credential: Baccalaureate (general secondary education certificate)

Higher education

Duration: 4 years

Credential: Bachelor of Arts, Bachelor of Science, etc.

Vocational Path

Complementary education (grades 7–9)

Duration: 3 years

Credential: Brevet Pratique (complementary completion certificate)

Secondary education (grades 10–12)

Duration: 3 years

Credential: Brevet Technique (general secondary education certificate)

Technicien Supérieur (university level)

Duration: 2 years

Credential: T.S.

License Technique (university level)

Duration: 1 additional year

Credential: L.T.

Accelerated Vocational Training Programs

Duration: 2–12 months

Credential: Certificate of attendance

EDUCATIONAL STATUS

Enrolled: Young people currently enrolled in an educational institution

Non-enrolled: Young people not currently enrolled in an educational institution

School dropouts: Young people who leave the education system any time before completing the baccalaureate

TYPES OF SCHOOLS

Private: Students pay tuition; administration is private; however, the school must follow the minimum standards set by the national government. Schools often exceed these standards with other courses and programs. Some religious groups or private committees subsidize tuition for some students.

Public: Students pay only basic enrollment fees, not tuition; the curriculum is set by the national government, and government employees manage the schools.

EMPLOYMENT

Employed: Working for remuneration, including salaried, seasonal, part-time, and self-employed youth

Unemployed: Individuals who are not working and are actively looking for work

Economically active: Individuals who are working or who are not working but are looking for work

Economically inactive: Individuals who are not working and are not looking for work

EMPLOYMENT LAW

Lebanese labor law requires employers to register working youth with the national government within three months after youth begin employment. Children aged 12 and older can receive workplace training in technical, industrial, and artisan fields. Youth are legally allowed to work from age 14, but only in "light works" (not physically demanding or dangerous activities) and under certain conditions. Women are prohibited from working in heavy industries (physically demanding or dangerous activities), hazardous fields, and at nighttime jobs. Youth aged 18 or older can work in any field, including heavy work.

Figure 1.1 YWT Areas



1. INTRODUCTION

YOUTH FOR WORK: TRIPOLI ALLIANCE MODEL

The Youth for Work: Tripoli Alliance (YWT) is a partnership established in 2010 to improve the livelihoods and support the long-term positive development of vulnerable Lebanese youth. The Alliance comprises the following members:

- Arab Urban Development Institute/Middle East and North Africa Child and Youth Initiative (AUDI/MENACYI);
- Municipality of Tripoli (MoT)
- Al-Fayhaa Union of Municipalities (FUM);
- The Higher Council of Childhood (HCC);
- The International Youth Foundation (IYF); and
- The Young Men’s Christian Association of Lebanon (YMCA).

The Alliance will build the capacity of local actors to better serve at-risk youth ages 15–24 who are out-of-school and out-of work. The Youth for Work program will:

- Increase youth access to life, employability, and entrepreneurial skills training that is directly linked to local market demand;
- Expand opportunities for youth to become more connected to their communities while working to improve the quality of their lives; and
- Improve youth employability and civic engagement models, practices, and policies relevant to the Lebanese context.

The YWT program will also address the needs of Lebanese youth in a holistic way by helping them to develop essential leadership and civic engagement skills, make healthy decisions, and gain a greater sense of ownership in their own futures and in Lebanese society.

GEOGRAPHICAL FOCUS

YWT is initiating activities in three municipalities in al-Fayhaa Union of Municipalities: Tripoli, el-Mina, and Beddawi (see figure 1.1). Al-Fayhaa Union of Municipalities is geographically situated in the central province of North Lebanon. Its central location makes it an important economic axis for the area. The main central governmental administrations are located in Tripoli. Unfortunately, the district is not a hub of political or economic power, as most activities in the area are dependent on relations with institutions in Beirut. For examples, funds deposited in local branches of national banks are not invested within the district but in the capital, which limits local economic development.

The Alliance selected YWT communities (see table 1.1) based on socioeconomic factors such as rates of household poverty, significant concentrations of out-of-school or unemployed youth, overall population density, social concerns identified by local community leaders, and representation of urban and rural areas.

Table 1.1 YWT Communities

Tripoli	El-Mina	Beddawi
<ul style="list-style-type: none"> • Al-Ghorabaa • Bab al-Ramal • Daher al-Maghar • Khannaq • Tabbanneh • Tal Square • Tripoli Main Street • Zahiriah 	<ul style="list-style-type: none"> • El-Mina Main Street • Mar Elias College area • Popular neighborhoods (Ahyaa Shaabieh) • Shat al-Fodi • Zeraa 	<ul style="list-style-type: none"> • Beddawi Main Street • Extreme Camp • Mount Beddawi • Nahleh Valley

RAPID COMMUNITY APPRAISAL

To ensure that YWT activities address challenges and opportunities specific to the Tripoli, el-Mina, and Beddawi, and to gain a better understanding of the prospects and conditions of Lebanese youth in these areas, the YWT Alliance, conducted a rapid community appraisal (RCA) in these communities. The RCA consisted of in-depth surveys and focus groups with young people, as well as interviews and focus groups with parents and community leaders. These assessments are described below. In addition to collecting qualitative and quantitative data from local neighborhoods, the RCA also drew upon reports from the United Nations Development Programme and the Central Administration of Statistics of the Government of Lebanon.

The **Labor Market Demand Assessment** focused on employer needs and included an overview of trends, needs, and opportunities in promising economic sub-sectors in the labor market; projections of workforce needs; and skills requirements for semi-skilled and technical jobs.

The **Youth Assessment** focused on a developing a demographic profile of Lebanese youth, their educational and employment status, and their levels of satisfaction with the services intended to prepare them for success in school, the workplace, and the community. Parents and community leaders were also queried to enrich the understanding of youth's challenging situations, particularly factors affecting the participation of young women in society.

The **Institutional Assessment** mapped the scope of services presently available to youth in the three YWT component areas: (1) life, employability, and entrepreneurship skills; (2) youth-friendly services; and (3) engagement of youth in community service projects. It also measured youth demand for these services.

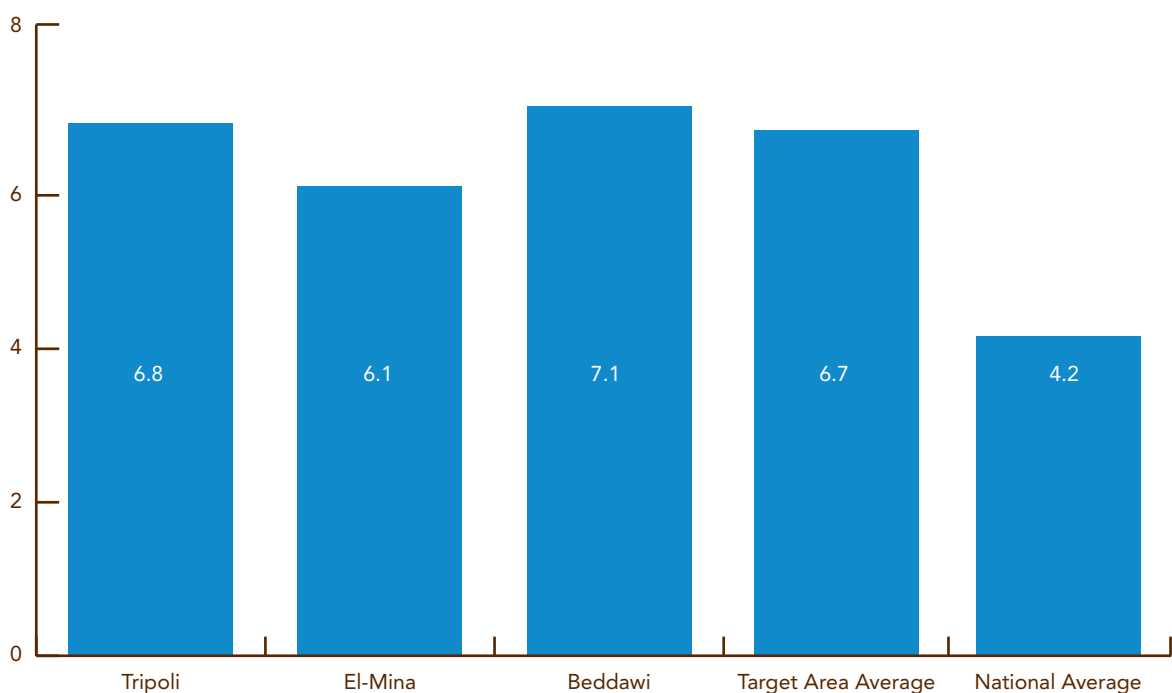
As seen in the following pages of this report, RCA findings paint a picture of unmet needs, gaps in existing services, community infrastructure deficits, and very low levels of civic engagement among youth. It also captures employment opportunities that exist or soon will exist in these communities, as well as the capacity of Lebanese youth to positively shape their futures and their hopes for doing so.

SOCIOECONOMIC PROFILE OF TARGET FAMILIES AND NEIGHBORHOODS

Family Size and Composition

Families in YWT target communities were predominantly nuclear rather than extended and had an average of 6.7 persons per household. As seen in figure 1.2, young people surveyed in YWT's target communities tended to belong to families that are larger than the national average and larger than the average in North Lebanon.¹ Some families included as many as 15 members. Large family size could be an indicator of poverty.

Figure 1.2 Average Household Size

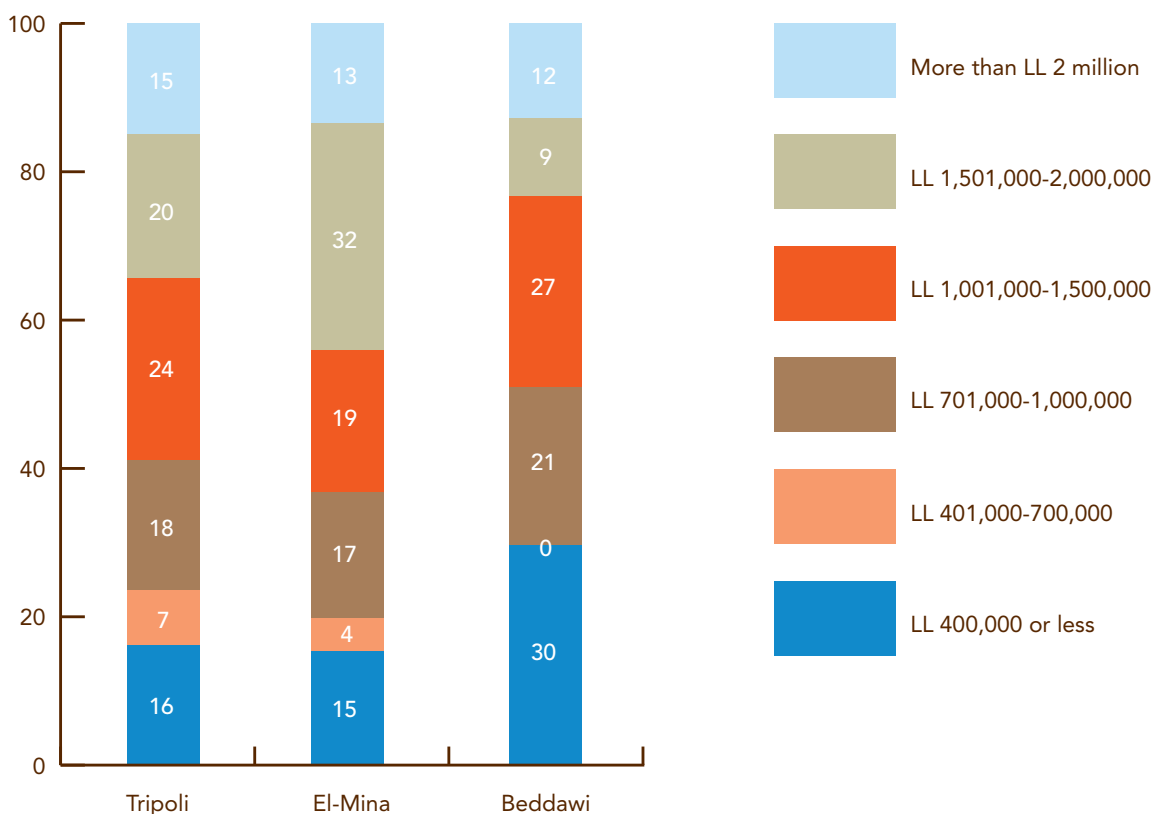


¹ UNDP, 2004. National Survey of Household Living Conditions. The Multipurpose Survey was a cooperative effort by the Ministry of Social Affairs, the Central Administration for Statistics, and the United Nations Development Programme.

Household Income

Seventeen percent of the population of al-Fayhaa Union of Municipalities lives in extreme poverty of \$2.40 per person per day.² Figure 1.3 shows the percentage of family income reported by youth in the three target areas. It should be noted that only 29% of youth answered this question, either because they did not know the family income or were embarrassed to reveal it. In addition, considerable exaggeration was noticed in some answers. Among families surveyed in the three target areas, the average monthly income was reported to be LL 1,303,785 (\$864). The highest average was in Beddawi (LL 1,483,333, or \$984) and the lowest average was in el-Mina (LL 1,005,566, or \$667). The average in Tripoli was LL 1,412,363 (\$936).

Figure 1.3 Monthly Family Income (%)



Educational Attainment Levels of Parents

Findings from the RCA indicate that the majority of fathers (87%) and mothers (79%) had less than a secondary education.

Although there is no independent data on the average level of education in the area, UNDP data from 2004 show that 85% of heads of households in North Lebanon and 76% of heads of households nationally had less than a secondary education.³

Sociodemographic Characteristics of Youth

The overwhelming majority (90%) of youth living in these areas were single and living with their parents. Only 6% were married. Married youth tended to be women aged 20–24.

² UNDP, 2008. Poverty, Growth and Income Distribution in Lebanon. All dollars refer to U.S. dollars.

³ UNDP, The Observatory of Al-Fayhaa Union of Municipalities, no. 28, 2008.

CHAPTER 2 EDUCATION AND INFORMAL TRAINING

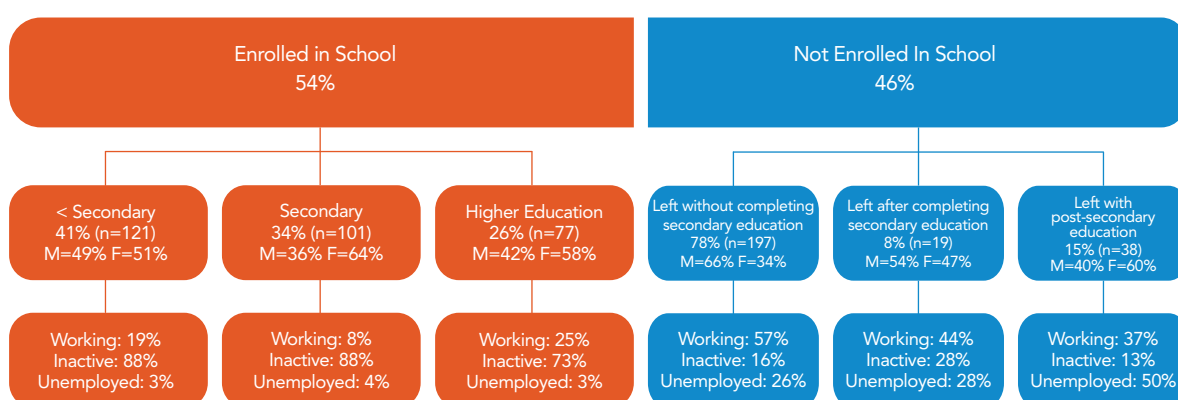
KEY FINDINGS

- Slightly more than half the youth in target areas were enrolled in school (54%). Enrollment rates were consistently higher for young women than for young men (58% and 42%, respectively).
- 26% of youth surveyed attended private school, and 70% attended public school.
- The percentage of non-enrolled youth with less than a secondary level of education was 66% in Tripoli, 68% in el-Mina, and 58% in Beddawi.
- 35% of the surveyed youth aged 20–24 were still pursuing their education.
- Over half of school dropouts left because they were not interested in school or they decided to start working.
- The majority of youth expressed more interest in working in the private sector than in the public sector.
- 9% of surveyed youth were registered in nonformal training programs in the target areas, with a bigger tendency for ages 19–24 (17% vs. 7% for the younger age group). Among the three target areas, Tripoli had the highest proportion of youth enrolled in training programs (17%), compared with el-Mina (6%) and Beddawi (8%).

EDUCATIONAL PROFILE

Just over half the youth surveyed in the RCA were enrolled in school. Figure 2.1 presents an overview of the educational achievement of youth surveyed, the details of which will be described in this chapter.

Figure 2.1 Educational Overview



Note: Figures are rounded; because of rounding error, not all percentages total 100.

PROFILE OF YOUTH ENROLLED IN FORMAL EDUCATION

The national enrollment rate for Lebanese youth aged 15–19 is 75%, but the rate for that age cohort in YWT target areas is only 62%.⁴ Among youth aged 20–24, 39% are enrolled nationally, versus 35% in target areas.⁵

On average, more women than men were in school in the target areas (58% and 42%, respectively). Youth reported that one of the primary reasons they left school was to work, and many families did not allow women under age 18 to work, which may explain the discrepancy.

Enrolled youth across all YWT areas expressed uncertainty about their futures (table 2.1). Fifty-three percent of the youth surveyed in Tripoli, 42% in el-Mina, and 41% in Beddawi responded that they did not know (or did not reply to the question about) their plans for their future. There were no significant differences between young men and young women or among age cohorts, except in Beddawi, where, women appeared to be more uncertain than men, (48% vs. 36%), and young people ages 15–19 seemed more uncertain about their futures than older youth (50% vs. 26%, data not shown).

⁴ National data are from the Central Statistics Administration, 2007.

⁵ Central Statistics Administration, 2007.

Table 2.1 Youth Plans After Finishing School

Municipality	What are your plans after finishing your education?	Area Average (%)
Tripoli	Apply for a government job	15
	Apply for a job in the private sector	16
	Start my own business or work in a family business	12
	Work abroad	4
	I do not know / no reply	53
El-Mina	Apply for a government job	14
	Apply for a job in the private sector	27
	Start my own business or work in a family business	10
	Work abroad	6
	I do not know / no reply	42
Beddawi	Apply for a government job	15
	Apply for a job in the private sector	27
	Start my own business or work in a family business	16
	Work abroad	1
	I do not know / no reply	41

Youth who expected to work showed a slight preference for a job in the private sector compared with the public sector. A considerable percentage of young people aspired to establish their own businesses or to continue a business established by their families (12% in Tripoli, 10% in el-Mina and 16% in Beddawi).

PROFILE OF NON-ENROLLED YOUTH

Most young people surveyed who were currently not enrolled in school left after completing grade 9 (54%). However, 11% left school before completing basic education. These young people were illiterate or semi-literate. In Beddawi, all surveyed youth had completed basic education.

The rate of non-enrolled youth who left school after completing basic education (grade 9) but before completing secondary (grade 12) is comparable in all three regions: 65% in Tripoli, 72% in el-Mina, and 63% in Beddawi. Overall, only 8% of youth not currently enrolled completed secondary education.

The gender, ages, marital status, and economic activity of youth who did not complete secondary education are relatively similar across all YWT targeted areas. On average, school leavers tended to be unmarried men who quit school to begin work (figure 2.2).

Figure 2.2 Characteristics of Youth Who Leave School (%)

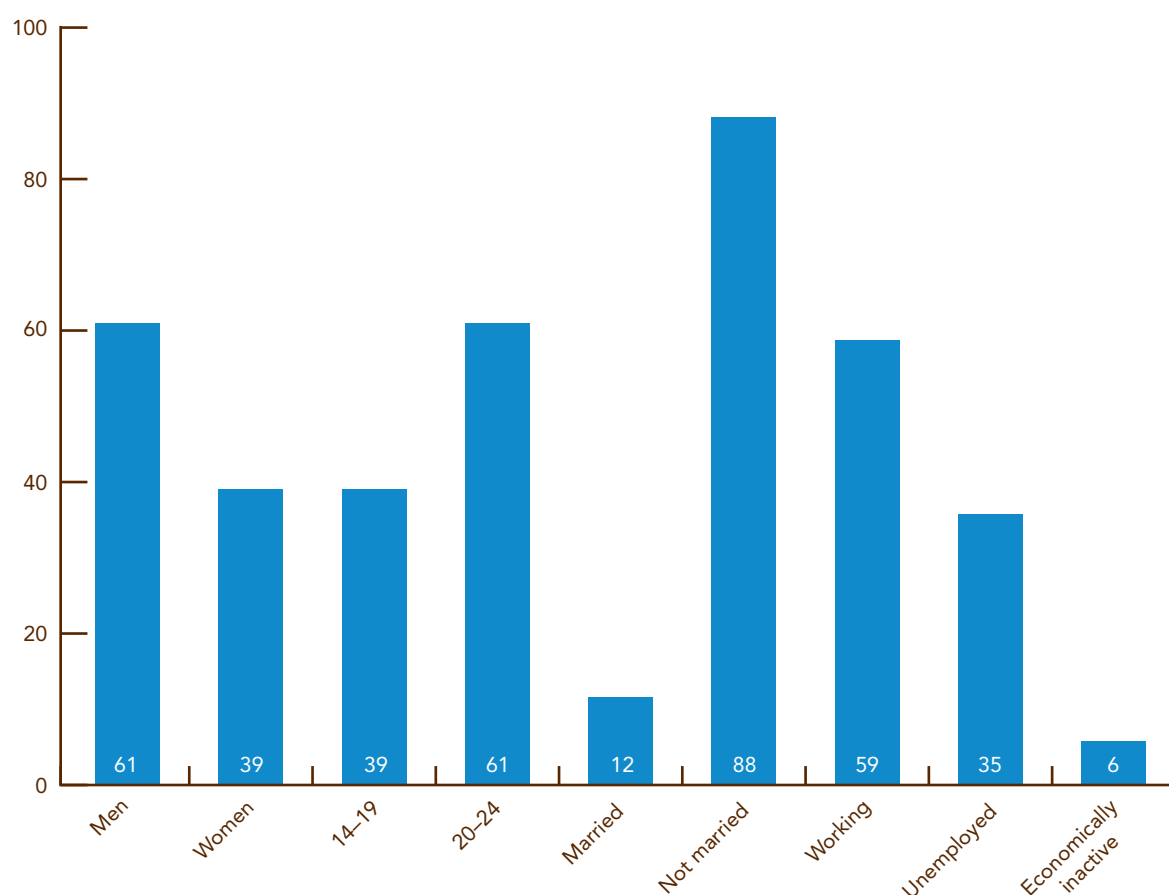


Table 2.2 shows that the average daily income per person of families of surveyed youth who left school early was well below area averages. The largest discrepancy was in Tripoli, where individuals in families of youth who left school earned 27% less than average. In el-Mina and Beddawi, individuals in families of school leavers earned about 20% less than area averages.

Table 2.2 Average Daily Incomes

Area	Average Households Sizes	Average Daily Family Income (per person) in YWT Areas LL (US\$)	Average Daily Family Income (per person) of School Leavers in YWT Areas LL (US\$)
Tripoli	6.8	6,844 (\$4.59)	1,435 (\$3.62)
El-Mina	6.1	5,367 (\$3.60)	4,586 (\$3.05)
Beddawi	7.2	6,874 (\$4.61)	5,716 (\$3.81)

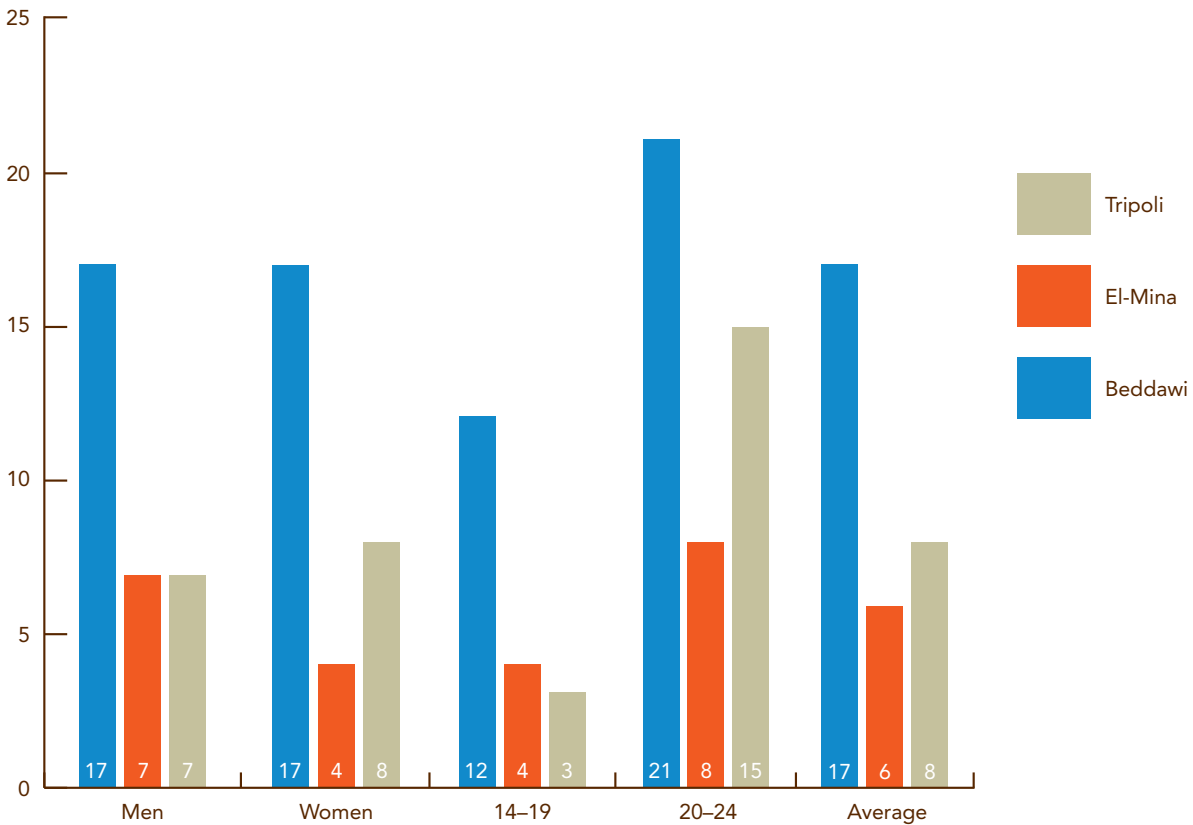
Non-enrolled youth left the formal education system before completing it for three main reasons. The most commonly reported reason was a lack of interest in education and the sense that it was not a worthwhile way to spend their time. More men than women reported a lack of interest in education, and more youth in the 15–19 age cohort reported this than youth in the older cohort.

The second most commonly reported reason for leaving school (offered primarily by men) was that young people decided to work. Many said they decided to work to support their families because of poverty or a family illness or disability. The third most commonly reported reason for not completing school was a decision to marry, which was a choice made exclusively by young women in both age groups.

YOUTH IN NONFORMAL TRAINING

The percentages of youth trained in state registered nonformal education programs are found in figure 2.3. Almost 9% of surveyed youth were registered in nonformal training programs in the target areas, with a bigger tendency among young people aged 19–24 (17% vs. 7% for the younger age group). Among the three target areas, Tripoli had the highest proportion of youth enrolled in training programs (17%), compared with El-Mina (6%) and Beddawi (8%).

Figure 2.3 Percentage of Youth Registered in Nonformal Training Programs



The majority of youth received their nonformal vocational training through public sector institutions (66%) followed by programs led by NGOs (22%) and the private sector (9%).

Young people enrolled in short-term or part-time vocational training programs for a number of reasons, primarily to fill their time productively (34%). Preparing for jobs (21%) or for self-employment (13%) were other commonly reported reasons. On average, for 11% of youth surveyed, parents drove the youth's enrollment in vocational training.

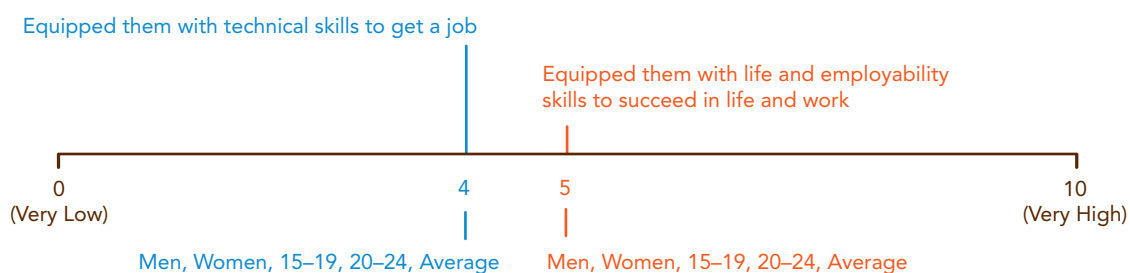
A few young people reported that they received on-the-job training, but this average does not exceed 17 percent (Tripoli); in el-Mina and Beddawi, rates of on-the-job training are much lower (4% and 6%, respectively). More women than men report opportunities for on-the-job training.

YOUTH PERCEPTIONS OF EDUCATION AND TRAINING

Youth were asked to rate the practical benefits of formal education (see figure 2.4). The ratings were mid-range. However, in the RCA's follow-up focus group discussion with young people, youth acknowledged that a good education—in particular having a secondary school diploma—is an asset. Young people who were enrolled in school identified multiple reasons why education was important to them: it increased their options for their future, it helped them develop their personality, it facilitated their entry into the labor market, and it brought prestige and social value, which promotes self-confidence.

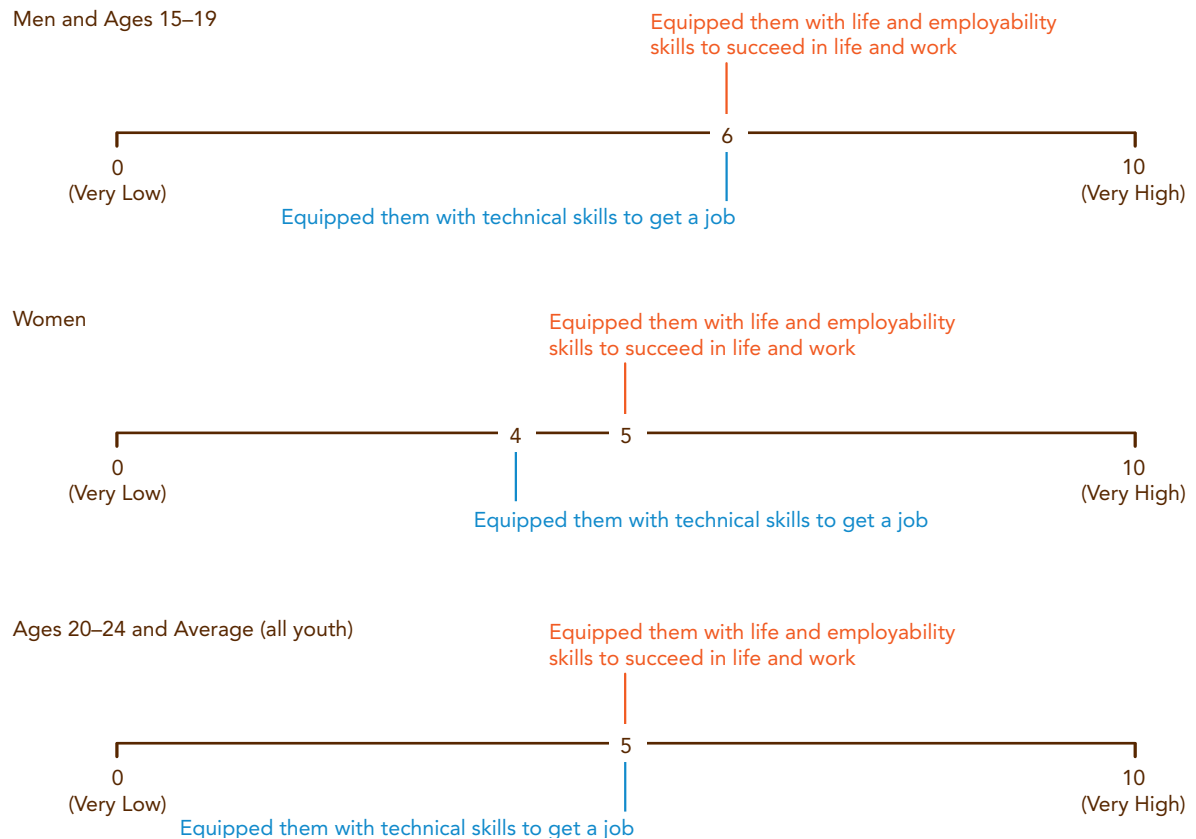
Working youth valued education for providing better job opportunities but noted that education alone is not always enough to secure employment.

Figure 2.4 Level to Which Formal Education Equipped Young People with Needed Skills



Youth rated vocational training on the same two measures (figure 2.5). Young men tended to rate these programs higher than young women, perhaps because men are better positioned in society to benefit from vocational training.

Figure 2.5 Youth Assessment of Training Programs



STAKEHOLDER PERSPECTIVES

Focus groups of parents in the three regions stressed that youth do not always receive a high-quality education and that education does not provide improved opportunities for youth to gain employment.

Many parents stopped their children from going to school because of economic or social reasons, including a reduction in household income, worsening socioeconomic conditions, and the high costs of private universities.

Regarding the relationship between youth and the labor market, parents noticed the following:

- In general, jobs are not available in the three regions.
- Young people lack opportunities for vocational guidance.
- There is a cultural perception that people who enter vocational training are “losers” in formal education.
- Youth confront connections and favoritism when seeking work.
- Girls who wear veils may face discrimination.
- If young people manage to find a job, their salaries are very low, there is no continuity work (e.g., it may be seasonal work), and there is no social protection, such as social security, insurance, and the like.

RECOMMENDATIONS

- Education at the technical and university levels should include practical experience that responds to local market needs.
- Provide life skills and other personal training to help youth become engaged in and positive about their formal education.
- Improve the perception of vocational training as a pathway to a rewarding career.

- Teach youth about their rights in the workplace, particularly as they pertain to working conditions and equal opportunities for youth and women.
- Encourage greater parental involvement in the educational process; enlist the support of parents to encourage youth to return to school and to stay in school.
- Integrate career exploration and counseling into formal education to help young people gain accurate information about job prospects and begin matching their career interests with the knowledge and skills required for these careers.

Improvements to formal education are clearly a need identified by this RCA. However, these interventions are outside the scope of YWT activities. Given the large number of young people who do not complete their secondary education, it is essential that educational authorities and other community stakeholders focus on ways to improve the quality of education and reduce the incidence of dropout.

CHAPTER 3 EMPLOYMENT NEEDS AND PROSPECTS

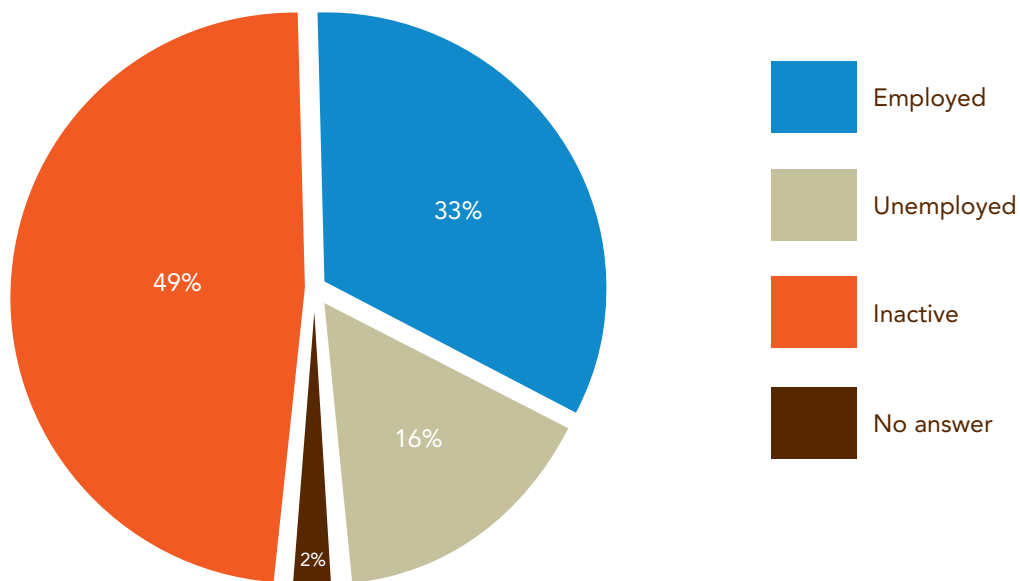
KEY FINDINGS

- 33% of surveyed youth were employed, 16% were unemployed, and 49% were economically inactive (2% did not answer).
- The majority (73%) of working youth had less than a secondary education; in el-Mina this figure reached 83%.
- 20% of employed youth worked 41–50 hours per week, and 36% of them worked more than 50 hours per week; 51% of working youth aged 15–19 worked more than 51 hours week.
- 64% of working youth had a monthly salary of less than the minimum wage.
- 43% of unemployed youth had been searching for work for more than 6 months.
- 59% of surveyed business owners were unaware of the existence of schools and training centers that provide training on specific skills required by their businesses.
- 46% of employers surveyed believed they would need highly skilled personnel in the coming years.

OVERVIEW OF YOUTH EMPLOYMENT

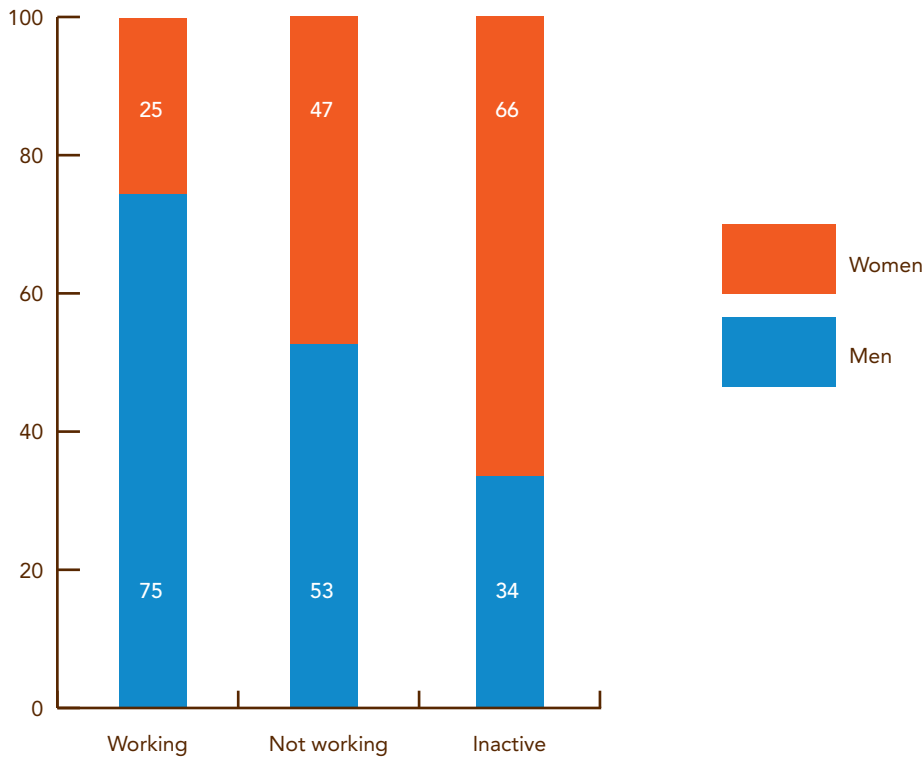
About half of the youth surveyed in the RCA were economically inactive, meaning they were not working and were not looking for work (see figure 3.1). Of this percentage, 43% were students, and 6% were unable to work. On average, 33% of surveyed youth were employed. Sixteen percent of youth surveyed were unemployed, of whom 13% were seeking employment and 3% did not want to work. More youth aged 20–24 were employed (20%) compared with people aged 15–19 (12%).

Figure 3.1 Overview of Employment among Targeted Youth



On average, young men were employed at three times the rate of young women (75% and 25%, respectively), and other gender disparities exist, as well (see figure 3.2).

Figure 3.2 Employment Status by Gender (%)



Across the target municipalities (as in the nation), the majority of economically inactive youth were women. Nationally, 80% of women are economically inactive, compared with 30% for men. In North Lebanon, the percentage of economically inactive women over 15 years old reaches 88%, compared with 27% for men.⁶ Informal discussions with participants indicated that a lack of job opportunities and traditional cultural views restrict women’s participation in the workplace.

Most surveyed youth did not work (figure 3.3). The majority of nonworking youth were enrolled in school, while a third of them were not in school (2% provided no answer).

Figure 3.3 Education and Employment Status of Youth



PROFILE OF WORKING YOUTH

Most working youth (73%) did not complete secondary education. This percentage was significantly higher in el-Mina (83%), and lower in Beddawi (58%).

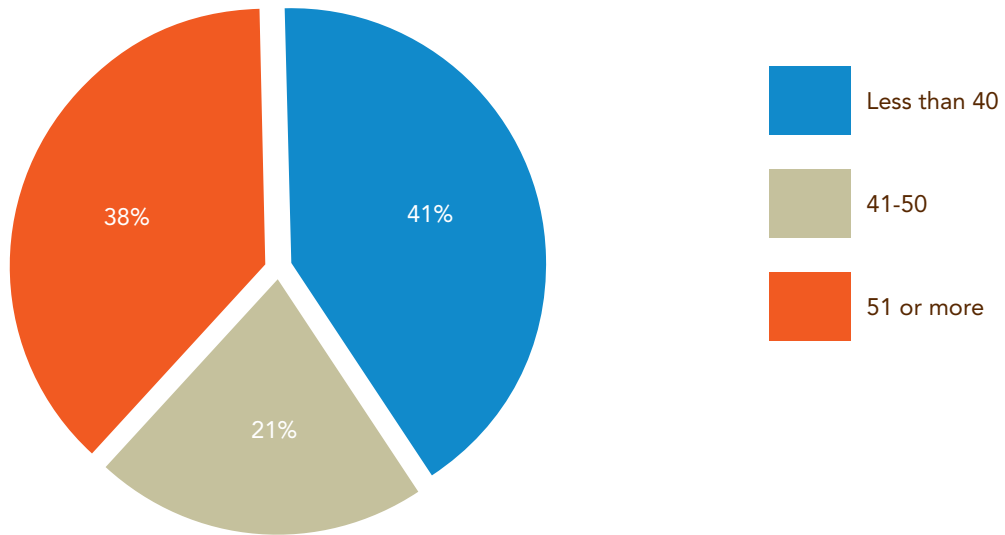
According to Lebanese law, full-time employment is 40–48 working hours per week. Youth aged 14–17 can work, but not in strenuous or dangerous jobs (including manufacturing, printing, leather works, masonry, tobacco, construction, painting, and the like). Youth in this age group are allowed to work a maximum of 7 hours per day, with one hour of rest every 4 hours. Their work hours are restricted to the hours of 7 a.m. to 7 p.m.

However, some youth work more than this. As seen in figure 3.4, 21% of employed youth work 41–50 hours per week, and 38% worked more than 50 hours per week. Forty-two percent of employed women worked more than 51 hours per week, as did 41% of youth aged 15–19.

Some youth (24%) worked fewer than 30 hours per week, in part because they had seasonal work or a part-time job in addition to their studies.

⁶ Central Statistics Administration, 2007.

Figure 3.4 Average Hours Worked Per Week by Youth—All Areas



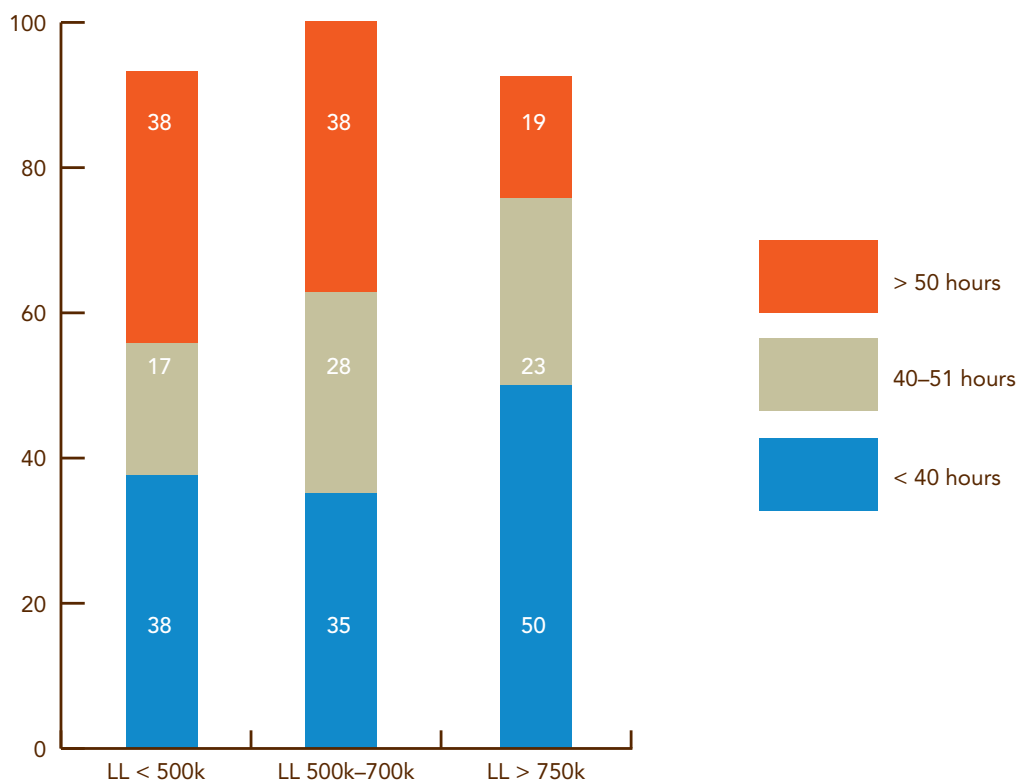
According to data gathered by the RCA, 87% of working youth received wages, while 10% worked in a family business and did not receive regular pay. Most youth (83%) worked in the private sector, 5% in the public sector, and 8% in the military. These rates were comparable across the three target municipalities.

The official minimum wage in Lebanon is LL 500,000 per month (\$333). Sixty-four percent of surveyed working youth earned less than the minimum wage. Twenty-four percent earned LL 200,000 or less. About one quarter (22%) of working youth earned LL 500,000–750,000. For 14%, their monthly income exceeded LL 750,000.

There were no significant differences in average monthly incomes between women and men. RCA data show that 63% of men and 67% of women were paid less than LL 500,000, 22% of men and 20% of women were paid LL 500,000–750,000, and 14% of men and 13% of women were paid more than LL 750,000.

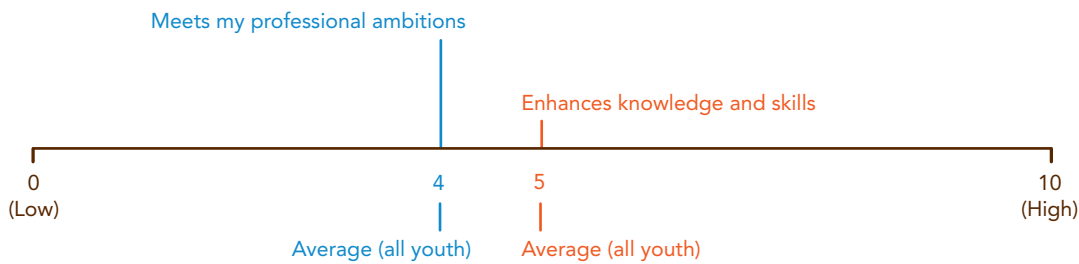
As seen in figure 3.5, the number of hours worked is inversely related to pay rate.

Figure 3.5 Working Youth—Income versus Number of Hours (%)



Youth were asked to rate their satisfaction with work on a 1–10 scale (see table 3.1). Results did not vary by age group or gender.

Figure 3.6 Satisfaction with Overall Work Environment (0 = low, 10 = high)



About a third of the working youth (34%) surveyed indicated a desire to change their job. Forty-six percent reported that they did not wish to change jobs. Two main reasons for wishing to change jobs were to earn more money (43% reported this reason) and to obtain employment that better meets expectations (37%). Other reasons, reported far less frequently, included a desire for career advancement, less physical labor, and shorter commute distances.

Some of these youth (particularly those who earned relatively high wages) were satisfied with their work, but a large number felt that employment opportunities were very limited.

In focus groups, youth explained that decent work includes the following:

- A good income;
- A job title;
- Social security, with appreciation for years of experience;
- Respect for employees rights;
- Good working atmosphere and respect for the work time; and
- Recognition from society for all jobs, not only for professions such as doctors, lawyers, or architects.

PROFILE OF UNEMPLOYED YOUTH

The average rate of unemployment among youth in YWT municipalities is 16%. Youth offered several explanations for not finding work. These include the following:

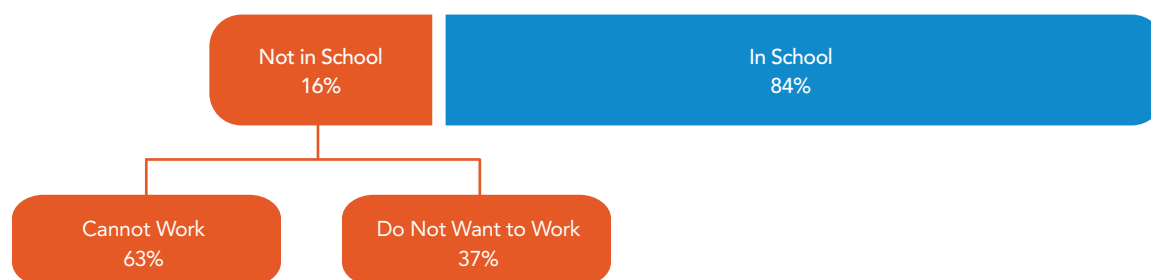
- 14% did not know where to find a job; that is, they did not have any reference that could direct them toward job opportunities.
- 12% could not find a job in their field.
- 10% of unemployed youth did not answer this question. This high rate reflects a situation of loss and uncertainty among them.
- 8% of unemployed youth were offered a job, but they did not accept the opportunities because salaries were low, while 7% could not find work close to home. Women in particular desired to work close to home.
- 8% said that their parents did not allow them to work. These respondents were largely women aged 15–19 years.
- 7% of unemployed youth indicated that they had just begun searching for work.
- 6% felt they did not have the personal connections to help them find work.
- 6% were waiting for the opportunity to join the army, which they saw as a secure job with a good future.
- 5% said there was no “socially acceptable” work.
- 5% said that they did not have the skills required for employment opportunities.
- 4% intended to open their own business but couldn’t afford to do so at the time. Only young men offered this rationale.

Forty-three percent of unemployed youth had been searching for work for 26 weeks or more. However, most youth who had completed their secondary education found work in less than 10 weeks (71%) and the rest in less than 25 weeks (29%). Youth who had more than a secondary education also spent 6 months or more looking for work.

PROFILE OF ECONOMICALLY INACTIVE YOUTH

In all regions, economically inactive youth comprised the largest group (49%). Of youth who did not work and were not looking for work, 84% were enrolled in school, and the remaining 16% were either unable to work or unwilling to work. This is illustrated in figure 3.7.

Figure 3.7 Profile of Inactive Youth



The vast majority of economically inactive youth who were not enrolled in school are young women (74%), of which 91% had less than a secondary level of education. Over half of this inactive group (54%) was 20–24 years of age.

For this group, the most common reasons offered for not working were the following:

- Youth needed to take care of the family (33%)
- Work is socially inappropriate (24%)
- Parents prohibited youth from working (14%)
- Youth did not want to work for religious reasons (10%)

LABOR MARKET APPRAISAL

Overview

The formal sector is defined as larger businesses that are registered with the Chamber of Commerce. The vast majority of enterprises in the YWT target area operated in the informal sector, especially in the domains of commerce (shops including clothing and food), tourism, and other service sector jobs (restaurants, hotels, cafés, beach resorts, auto repair, and gas stations). It is difficult to collect data on the large informal sector except through surveys and interviews with local references.

The number of businesses in Tripoli declined from 1996 to 2004. Tripoli, for example, lost nearly 1,000 businesses during this period.⁷ The continued instability of the country, the 2006 war, the conflict in Nahr al-Bared in 2007, and the lack of a stable government have made it difficult for new businesses to grow.

Businesses in the target areas tend to be smaller than the national average. In Lebanon in general and especially in North Lebanon, the vast majority of business (91%) had fewer than 5 employees.

The public sector in the target communities requires trained workers for public works, transportation, and the like, but there has been a freeze on hiring through the Civil Service Council since 1997.

The agricultural sector, whose jobs are situated in the mountain areas and coastal plains, is not near youth in the survey area; hence work in this sector it did not appeal to them.

Sectors with High Potential for Growth

A 2009 report by the French government identified the following industries near Tripoli with potential for growth: the arts, food, tourism, healthcare, and small business.⁸ A discussion of findings relevant to YWT follows.

⁷ Central Statistics Administration, 1996 and 2004, in TEDO #28, 2008, p. 37.

⁸ Le Thomas, Pauvrete et Conditions Socio-Economique a Al-Fayha'a: Diagnostic et Elements de Strategie.

Arts and crafts. Artisan industries include arts and handcrafts such as creating Oriental wood carving, calligraphy, specialty soaps, perfumes, music instruments, shoes, aromatic herbs, and so on. These enterprises are characterized by a lack of modernization and finance; for example, almost 90% of the shops had made no changes in their machinery since 1975. Approximately 35% of artisan's interviewed were 40–50 years old. The number of people aged 20–40 was much smaller, suggesting the skills were not being passed to younger generations. Most artisans had only a basic education and lacked knowledge on the technical aspects of their work.

Food. Strong food traditions in Tripoli, combined with its proximity to main agricultural regions suggest a potential association with activities in the tourism and leisure sectors, such as training for jobs in hotels and restaurants. El-Mina is bordered by large waterfront areas, and has a large number of restaurants facing the sea.

Tourism. Tripoli is characterized by a large number of historic and archeological sites from the Crusader, Mamlouk, and Ottoman periods. These archeological sites are spread across the town; however they attract a limited number of tourists. Markets, baths, and old schools (madrassas) also have few visitors. From 2000 to 2007, Tripoli has attracted only about 3% of the foreign tourists to Lebanon; it is missing out on a key income-generating opportunity. There is a need to develop a workforce with skills in tourism-related businesses, such as tour guides, as well as jobs in sports and recreation industries. Guest accommodations (hotels, B&Bs, chambers d'hotels) also require development.

Healthcare. Pharmaceutical vocations, including the production of botanicals, essential oils, and other health products, are promising.

Small businesses. There is a possibility for internships and apprenticeships in business, especially in mechanics and the trades.

EMPLOYER NEEDS

YWT approached 50 companies with surveys, out of which 39 responded. Respondents included 33 private enterprises and 6 government bodies based in Tripoli. Of the 39 respondents, two were in industry, 21 were in the trades, and 16 were in services. Slightly more than half of these industries reported that they are growing, 14 reported stability, and 2 reported decline.

Employers reported that the educational level required to work in these businesses was low. For example, 18 of the 39 employers did not require secondary education to fill their vacancies. At the same time, about half of the employers believed they would need highly skilled personnel in the coming years.

Employers suggested that young people could improve their job prospects by:

- Learning and developing skills and experience and being serious about their work.
- Accepting the work available while continuing to look seriously for better work. By doing so, youth could earn an income while improving their skills.

COMMUNITY STAKEHOLDER VIEWS

Interviews with community leaders, members of municipal councils, school directors, and local organizations resulted in recommendations for the types of labor skills that would increase youth employability. These include the following:

- **Software** skills are increasingly important, particularly knowledge of word- and data-processing applications, design applications, and photo manipulation software.
- **Tourism** skills are especially promising for youth in Tripoli, which has a high potential for tourism.
- **Gardening** skills are in high demand, and gardening is a culturally acceptable career for women.
- **Hospitality** services skills are viewed as useful, given the numerous hotels and restaurants in the Tripoli area.
- **Sports programming** skills would allow youth to work as coaches and trainers at private sports facilities, summer camps, and the like.
- **Cell phone repair** skills are in high demand.
- **Hairdressing and makeup** skills provide job opportunities for women, especially in areas where family and community mores may prevent them from getting other types of work.

RECOMMENDATIONS

- Develop job-training programs in coordination with local and regional development strategies.
- Use labor market data to guide the job training process.

- Provide an integrated and comprehensive life and employability training with technical and non-technical aspects.
- Find innovative ways to overcome work-related gender disparities.
- Develop entrepreneurship skills among youth.

CHAPTER 4 AVAILABILITY & QUALITY OF YOUTH-FRIENDLY SERVICES

KEY FINDINGS

- 15% of surveyed youth reported using youth-friendly services. The lowest rate was in Tripoli, where 12% participated in such activities, and the rate was highest in Beddawi (21%).
- Young men used youth-friendly services at slightly higher rates than did women (17% and 13%, respectively).
- Youth aged 15–19 used services and participated in activities at slightly higher rates compared with aged 20–24 (16% and 13%, respectively).
- Youth knew most about the availability of healthcare centers, youth centers, parks and playgrounds, and nonformal education programs.
- Services less known by youth were cultural and sports programs, social services, employment offices, and youth-focused United Nations programs.
- Youth used services at low rates.
- Youth satisfaction with employment offices was low.

IYF APPROACH TO YOUTH SERVICES

Typically, youth-friendly services are offered by government agencies or community-based organizations. The types of services include nonformal or after-school enrichment and tutoring programs, health and parenting programs, arts and music programs, and recreation and sports programs.

What factors need to be in place for these services to be considered youth-friendly? In their approach to young people, youth-friendly services should:

- Focus on preventing problems and promoting positive, holistic development;
- Offer age-, gender-, developmentally appropriate activities; and
- Involve youth in meaningful ways.

In their connection to local family, culture, and community, such services should:

- Involve parents, extended family, significant adults;
- Ensure cultural relevance;
- Involve the community in planning and implementation;
- Work in close coordination and partnership with other youth service providers, whether sponsored by the government or community-based organizations.

In their organizational commitments to programming excellence and sustainability, such services should:

- Identify cost-effective ways to achieve program activities, outputs, and outcomes;
- Provide monitoring, evaluation, and feedback;
- Provide for staff training and development;
- Plan for self-sustainability; and
- Develop financial, technical, and managerial capacity.

Sustaining youth-friendly programs requires a commitment at all levels of society. Beyond the development of sound government policies, youth-friendly services require coordinated efforts among the public, private, and nonprofit sectors.

SERVICES AVAILABLE TO YOUTH

The sections that immediately follow discuss the number and types of youth-friendly services in Tripoli, el-Mina, and Beddawi, as well as youth's knowledge of those services. Figures 4.1–4.4 show the number and type of services available in each target area. In general, youth primarily recognized that healthcare services were present in their areas, whereas cultural programs exist, but were not well known.

Figure 4.1 Number of Social Services (Not Including Health), by Area

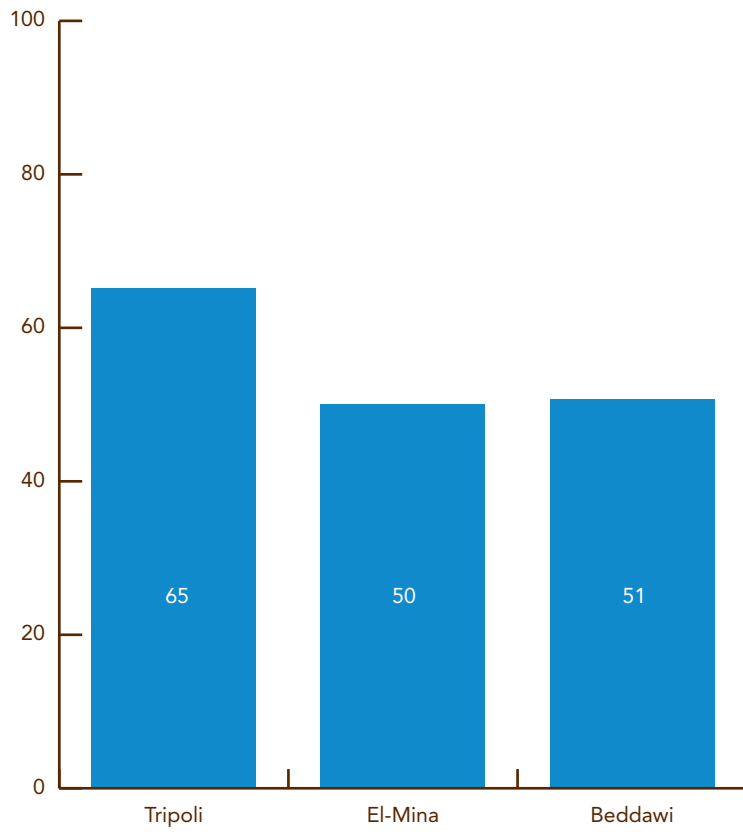


Figure 4.2 Number of Health Services, by Area

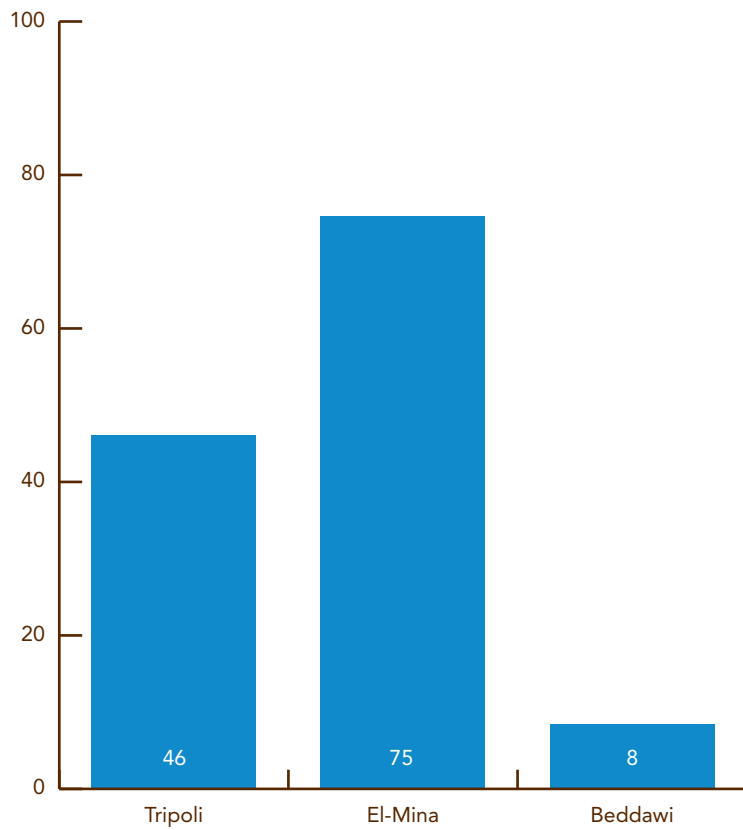


Figure 4.3 Number of Cultural/Educational Services, by Area

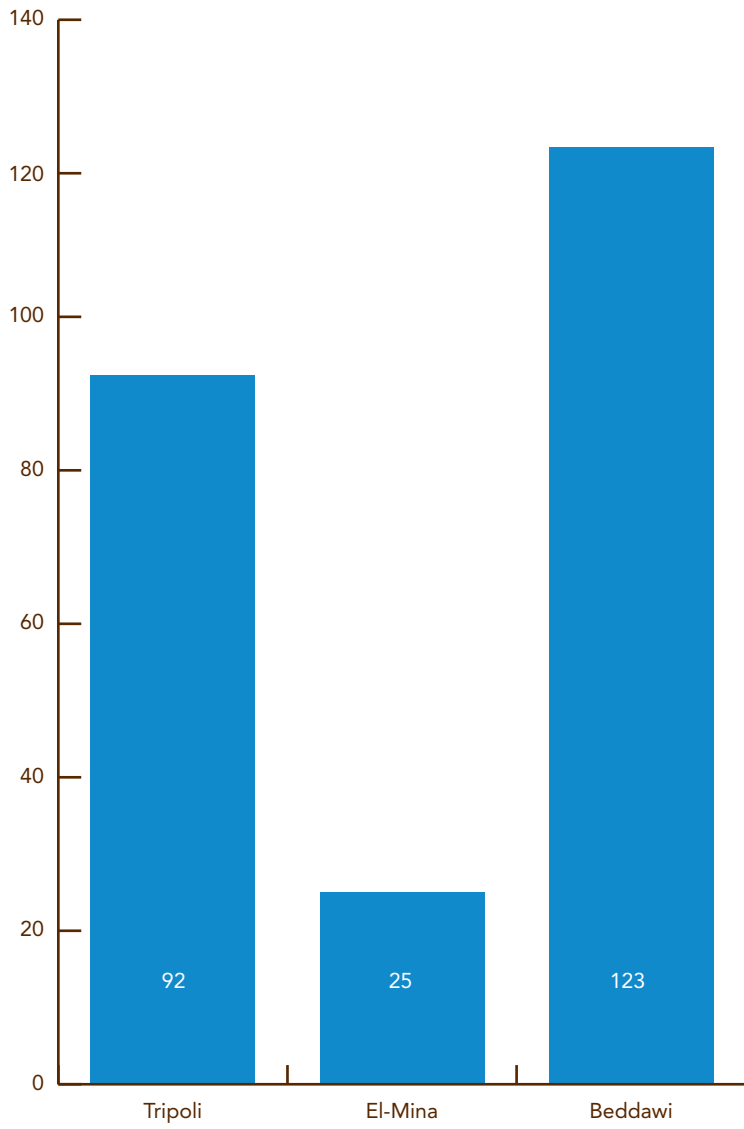
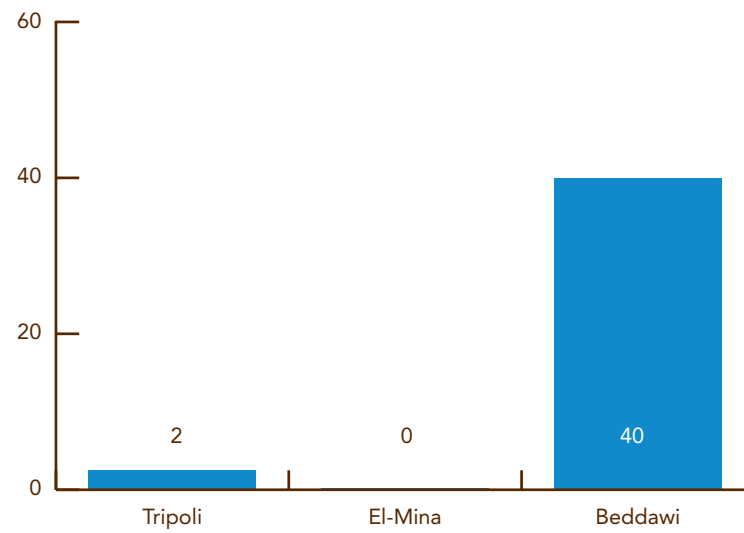


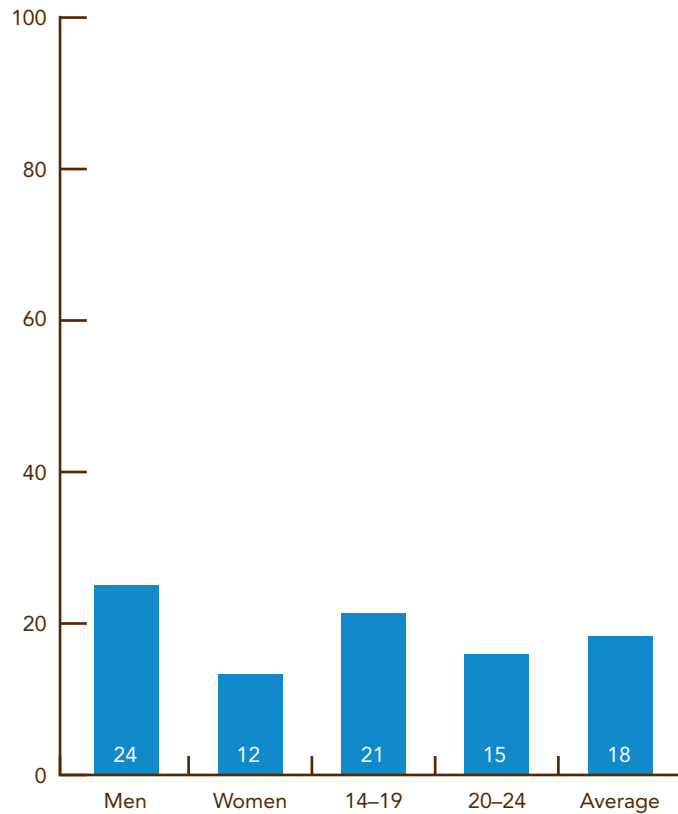
Figure 4.4 Number of Sports-Related Services, by Area



YOUTH PARTICIPATION IN SOCIAL SERVICES, ARTISTIC, CULTURAL OR SPORTS INSTITUTIONS

Rates of youth participation in social, artistic, sports, or cultural activities were very low (15%), with the lowest rates among young women (13%). As shown in figure 4.5, few youth in target areas were active members of any program. Only 18% of youth participated overall, and young men joined these activities at twice the rate of women (24% and 12%, respectively). Youth in the 14–19 age group participated more than older youth (21% and 15%, respectively). Most youth who participated joined sports institutions (48%), and men participated in sports at a much higher rate than women (60% and 21%, respectively.) Youth aged 20–24 participated in sports more than youth in the younger age group (65% and 37%, respectively).

Figure 4.5 Rates of Youth Participation in Any Social Service, Artistic/Cultural, or Sports activities (%)

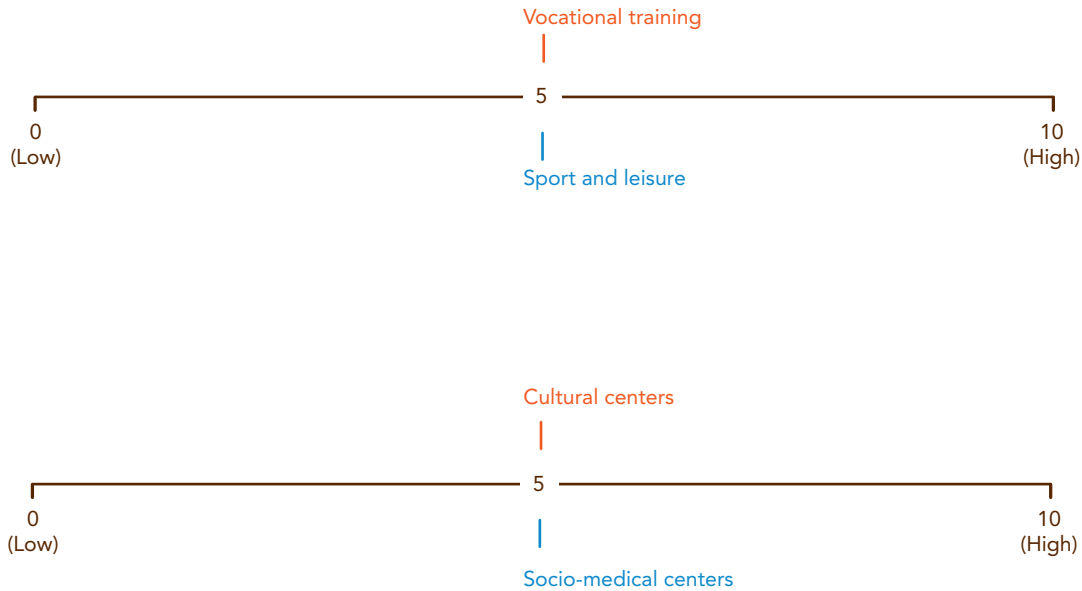


Following participation in sports, youth join social, artistic, and environmental programs. Twenty-one percent of youth joined such programs, at approximately equal rates between men and women. About 19% of youth surveyed joined scouting associations, with a larger percentage of women joining (38%) than men (10%), and a higher percentage youth aged 14–19 joining (24%) compared with youth aged 20–24 (11%). Clubs and singing groups attracted 6% of youth, while 1% engaged in movie clubs or theatrical groups.

YOUTH SATISFACTION WITH SERVICES

None of the service providers were rated high in terms youth satisfaction (see figure 4.6).

Figure 4.6 Youth Satisfaction with Services (average all youth)



COMMUNITY PERSPECTIVES ON YOUTH-FRIENDLY SERVICES

According to parents and community members, youth enjoy serving in their communities, gaining experience, and helping people in difficult circumstance. Youth volunteered with nonprofit organizations, participated in ecology campaigns, attended seminars, joined neighborhood beautification campaigns, or attended summer camps.

Parents in the three target areas would like to see more social activities available to community youth. Most parents thought that the municipal government has a major responsibility to offer young people ways to use their free time productively by engaging youth in their communities in meaningful ways. To better engage youth, stakeholders recommended establishing;

- Sports clubs;
- Cultural, social, and recreational centers and parks with employment opportunities for young people; and
- Training seminars to help encourage young people to interact constructively with people who are different from them and generate an appreciation for diversity.

RECOMMENDATIONS

- Identify best practices in the provision of youth-friendly service delivery.
- Train service providers in best practices for youth-friendly programming.
- Increase opportunities for youth to participate in cultural and athletic activities.
- Offer collateral services that promote relevant workplace behaviors.

CHAPTER 5 CIVIC ENGAGEMENT: NEEDS AND OPPORTUNITIES

KEY FINDINGS

- On average, 15% of targeted youth participated in civic engagement activities.
- Among youth who identified as being civically engaged, 74% did not participate regularly in civic activities.
- Most youth participating in focus groups expressed their enthusiasm about volunteer activities as a way to serve their local communities and to gain experience.
- Youth and parents in target areas felt that volunteer associations were not successful in communicating opportunities or attracting youth.
- 47% of youth did not participate in civic activities because of a lack of time, while 20% of youth did not have information about these activities.

OPTIMUM YOUTH CIVIC ENGAGEMENT: AN IYF PERSPECTIVE

Programs that promote positive youth development through volunteerism and community service can play an important role in helping young people acquire the skills and competencies needed to be productive and engaged citizens of their communities and in society in general.

Like youth-friendly programs (see chapter 4), effective volunteer and community service programs can also provide youth with opportunities to exercise initiative and leadership while developing knowledge and skills that will enable them to play a positive role in society.

Youth civic engagement offers the following benefits:

- Involvement in community service programs decreases the likelihood that young people will engage in risky behaviors.
- Community development activities led by youth can have some economic impacts (for example, the activities could create a demand for food and drink vendors). Also, infrastructure projects could have a direct economic impact on the broader population.
- Community engagement could include activities to rehabilitate local parks; clean up local streams and waterways; and encourage efforts to save energy, recycle waste, or conserve water.
- Genuinely engaging youth in decision-making processes can lead to systemic change in their communities.

What does the term “youth participation” in civic engagement mean? To IYF, the term means that young people have ample opportunities to be involved in decision making in the organizations, activities, events, and issues that affect their lives. Through civic-engagement programs, young people can:

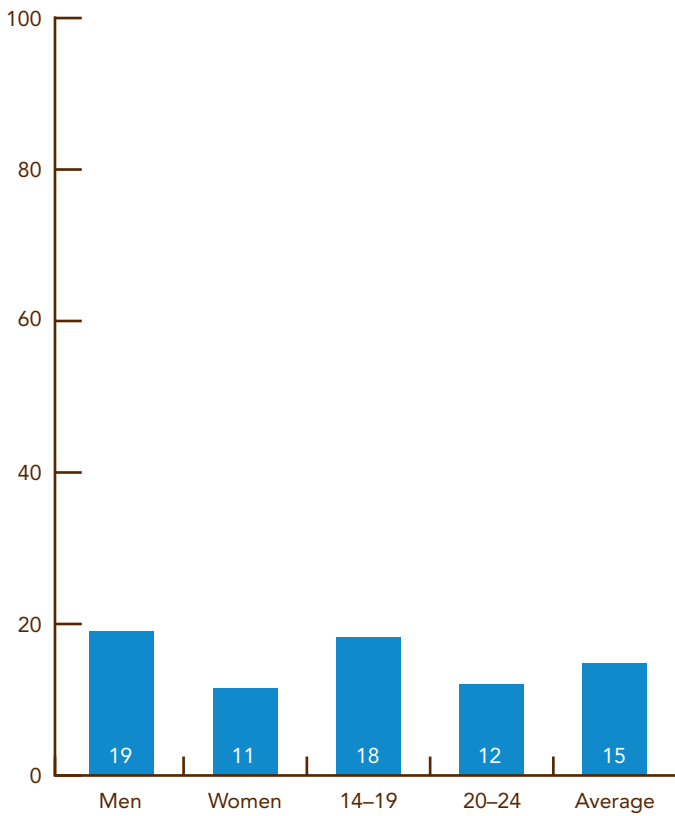
- Acquire the skills and competencies to be full, productive residents of their neighborhoods;
- Make a difference in improving the quality of life of their communities;
- Play a positive role in society; and
- Learn to deal constructively with the day-to-day challenges of transitioning to adulthood.

CIVIC ENGAGEMENT: NEEDS AND OPPORTUNITIES

Youth in focus groups expressed their enthusiasm for participating in any volunteer activity that benefits society as long as youth were informed, had time, and the activity was not for the benefit of politicians.

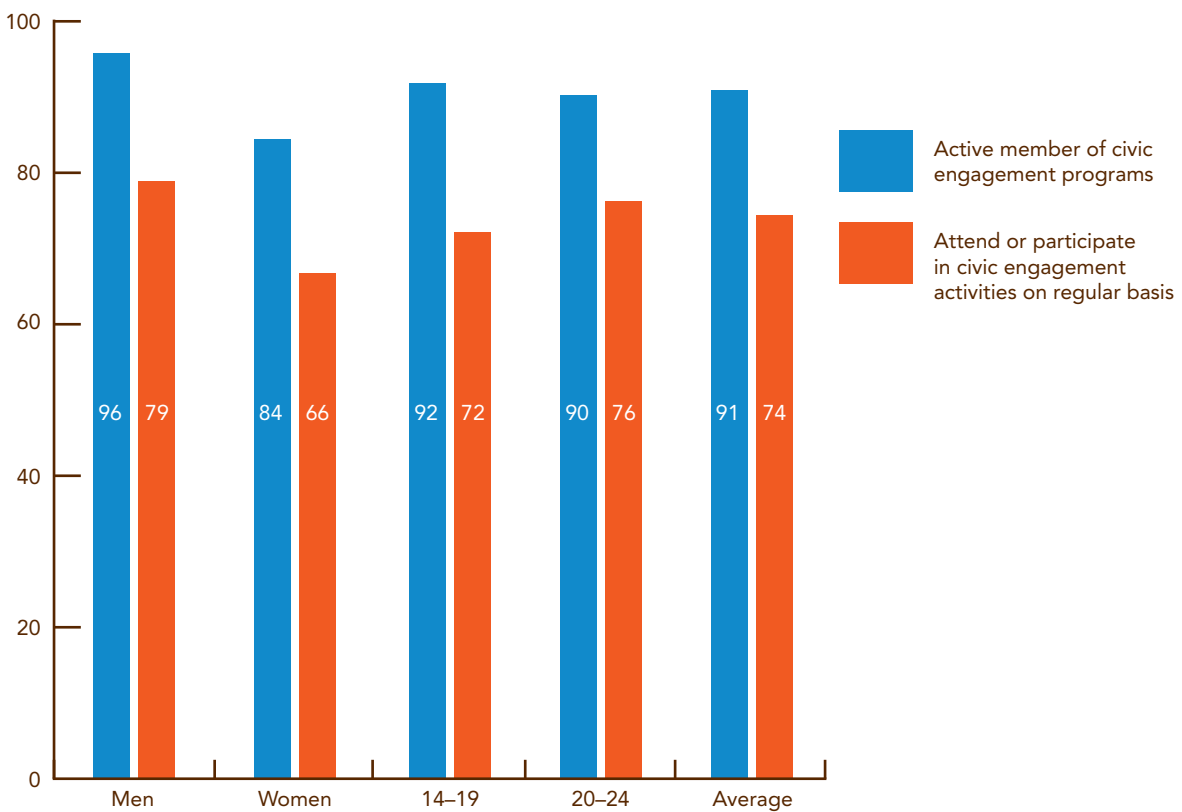
On average, 15% of targeted youth participated in civic engagement activities (figure 5.1). When comparing municipalities, Beddawi youth had the highest rate of participation (21%) despite the small number of opportunities in their area. Tripoli youth had the lowest level of participation (12%) despite the relatively large number of civic engagement opportunities in their area.

Figure 5.1 Percentage of Youth Participating in Civic Engagement Activities (%)



As seen in figure 5.2, of the small percentage of youth who participated in civic engagement activities, 91% saw themselves as active, without significant difference between age categories, and with higher participation among men (96%) compared with women (84%).

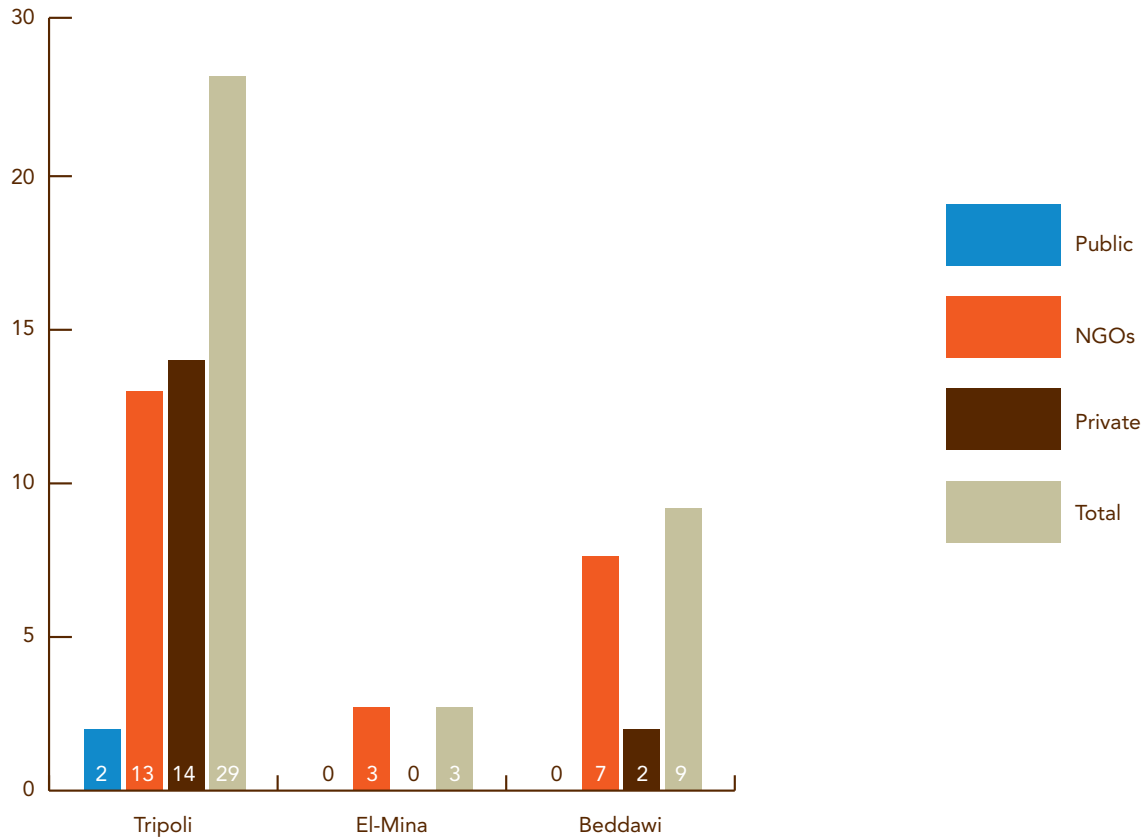
Figure 5.2 Youth Participation in Civic Engagement Institutions, Per Gender and Age (%)



Among youth who reported that they are actively engaged, most did volunteer work (65%), followed by regular participation in community awareness meetings (21%). Debates and policy dialogues attracted 7% of active youth.

Most of the institutions that offered volunteer opportunities to youth were local or international institutions in the private or nonprofit sectors; public sector opportunities for civic engagement were few Tripoli and nonexistent in el-Mina and Beddawi (Figure 5.3).

Figure 5.3 Number of Institutions that Offer Volunteer Opportunities, by Area



Charity associations engaged youth the most. Among youth who volunteer, 41% did so with charitable organizations. Men were engaged at a higher percentage than women (50% and 28%, respectively).

Nonprofit institutions ranked second in terms of attracting youth; 29% of youth who participated reported that they had engaged through nonprofits. Forty-one percent of women surveyed were members of such institutions, compared with 22% of men. Government youth centers attracted a mere 1% of civically active youth.

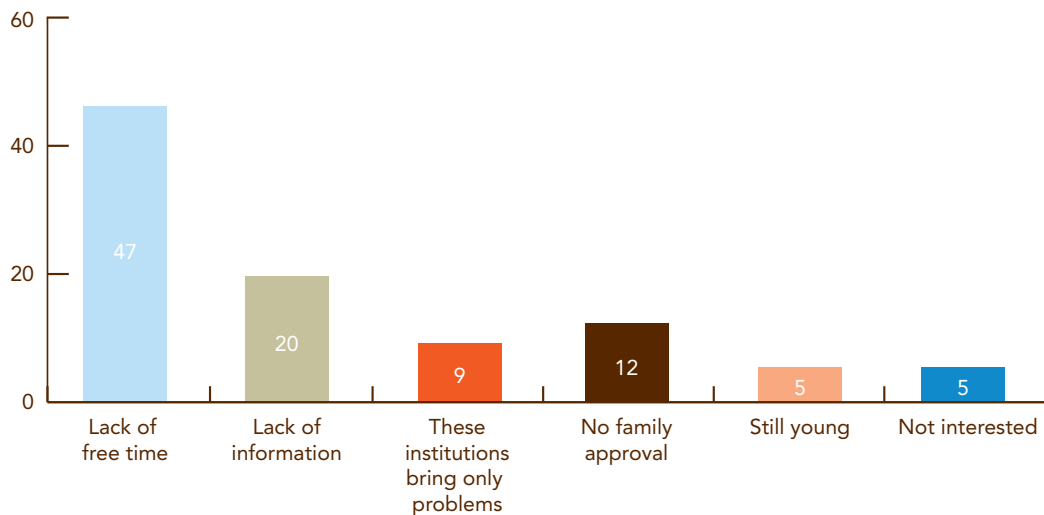
NON-ENGAGED YOUTH

Young people who were not civically engaged offered the following reasons for not participating:

- 47% did not have time.
- 20% did not have any information about opportunities to participate.
- 12% had information, but their families did not approve of their participation (women reported this reason at higher rates than men; 20% and 3%, respectively).
- 9% of young men felt that such organizations only bring problems to the participants.
- 5% of youth aged 15–19 reported that they did not participate because of their age.
- 5% indicated they were not interested in such institutions and activities.

See figure 5.4.

Figure 5.4 Reasons for Not Participating (%)



PERSPECTIVE OF PARENTS AND OTHER STAKEHOLDERS

Focus groups with parents and other stakeholders in the target areas revealed that youth participated in volunteer activities mostly on special occasions and seasons. The primary obstacle limiting participation, they said, is a lack of a culture of volunteerism.

RECOMMENDATIONS

- Motivate youth to participate in volunteer activities of any kind, and design civic engagement projects with their active participation.
- Promote opportunities for civic engagement to youth.
- Engage parents and other stakeholders in the development of civic engagement opportunities.
- Use civic engagement and volunteerism opportunities to help youth build skills.

CHAPTER 6 YOUTH PERSPECTIVES ON LIFE ISSUES

KEY FINDINGS

- Youth believed that all unhealthy behaviors affect them directly and impact their education, family, and social life.
- Youth rated smoking, community violence, and alcohol use as the issues with the largest impact on their lives.
- Crime, drug abuse, and domestic violence were reported as less present in the community.

UNHEALTHY BEHAVIORS AND SENSE OF SAFETY

The series of figures 6.1–6.6 illustrate how youth in the three target areas rated the prevalence of crime, violence, and substance use in their lives. The RCA team convened focus groups to further flesh out details and perceptions of youth quality-of-life issues. Most youth in all focus groups expressed concern about unhealthy behaviors. They mentioned community violence as an especially serious threat to them.

Young women in focus groups expressed a sense of insecurity in the presence of groups of men at night, and they also felt threatened by disputes, harassment, and reckless driving. Also, most young women mentioned that family violence was a problem, but that cultural mores prevented women from discussing it. Domestic violence negatively affected young people’s mental, physical, social, and economic well-being.

Many focus group participants believed that anti-social behaviors resulted from too much free time, lack of employment, and high levels of poverty in young people’s households.

Figure 6.1 Youth Assessment of Crime, By Area (0= very low, 10 = very high)

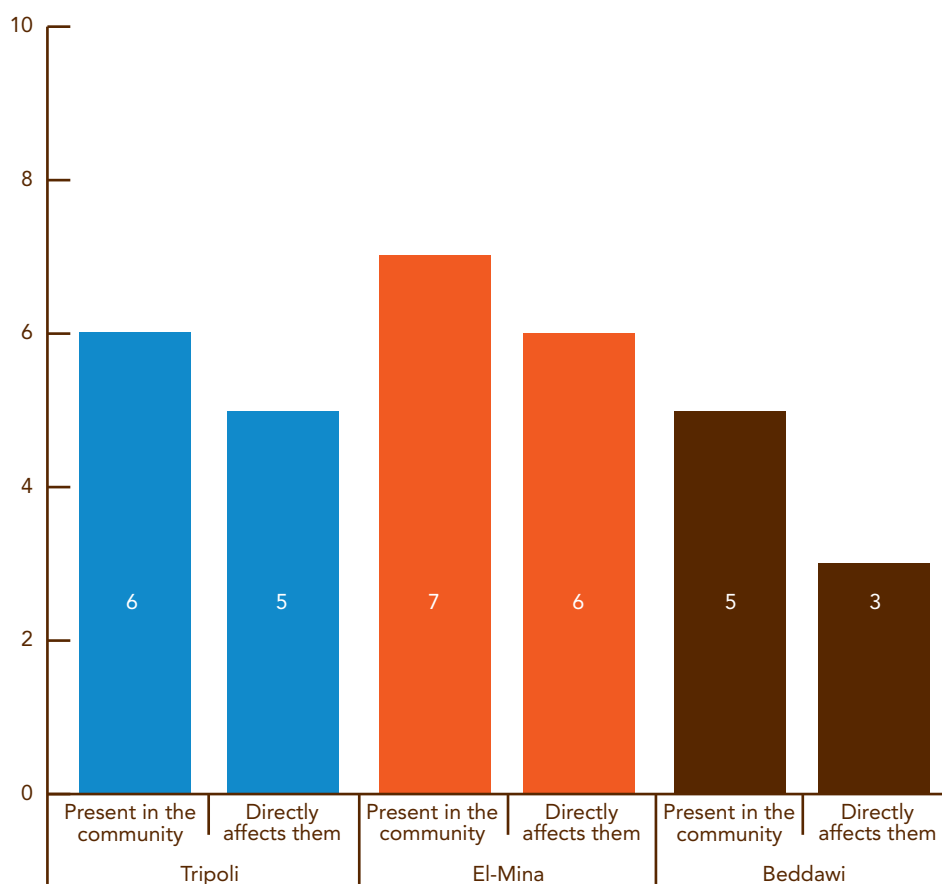


Figure 6.2 Youth Assessment of Community Violence, By Area (0= very low, 10 = very high)

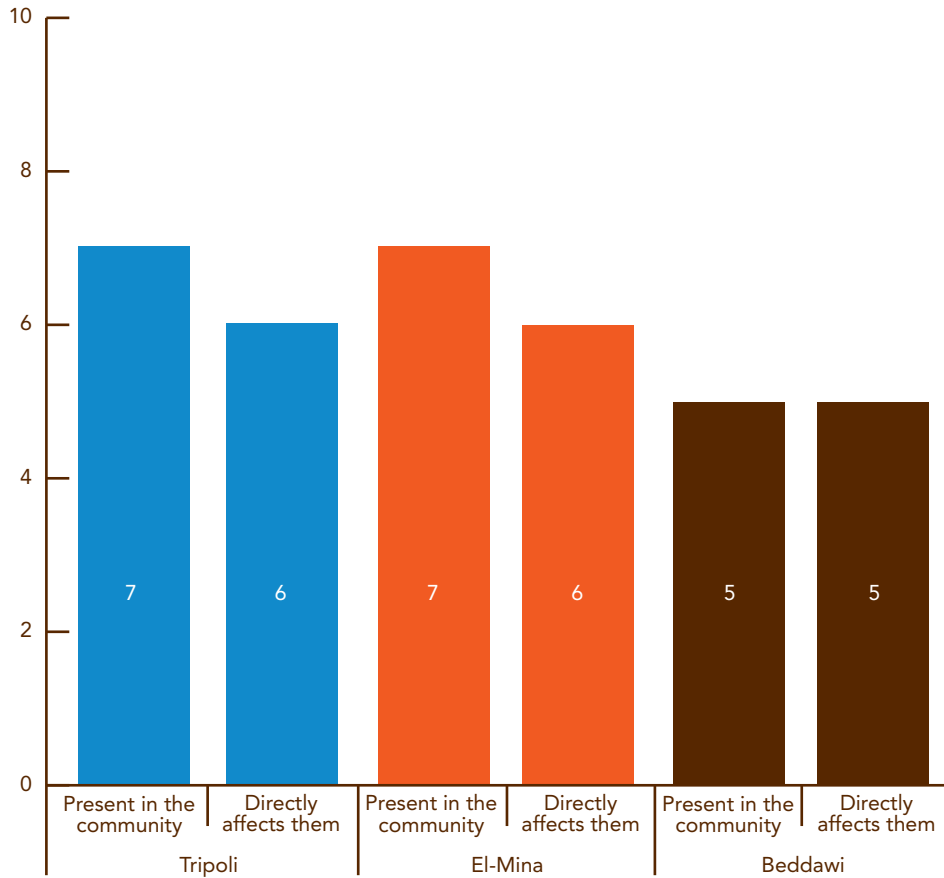


Figure 6.3 Youth Assessment of Domestic Violence, By Area (0= very low, 10 = very high)

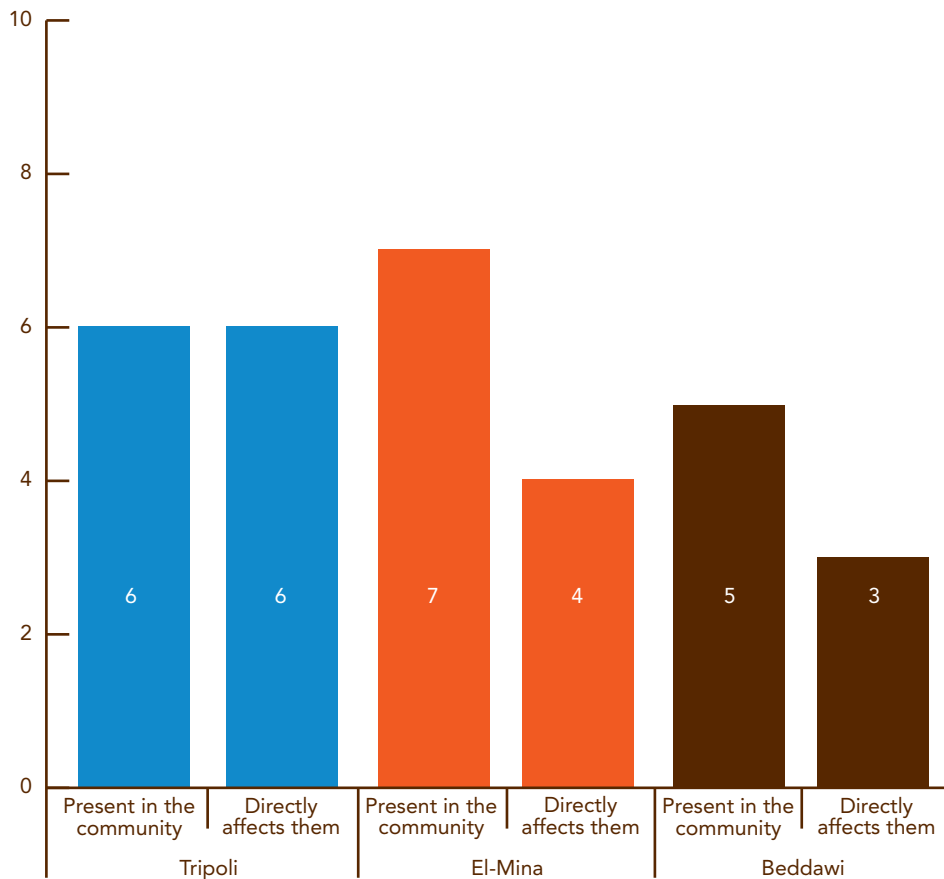


Figure 6.4 Youth Assessment of Smoking, By Area (0= very low, 10 = very high)

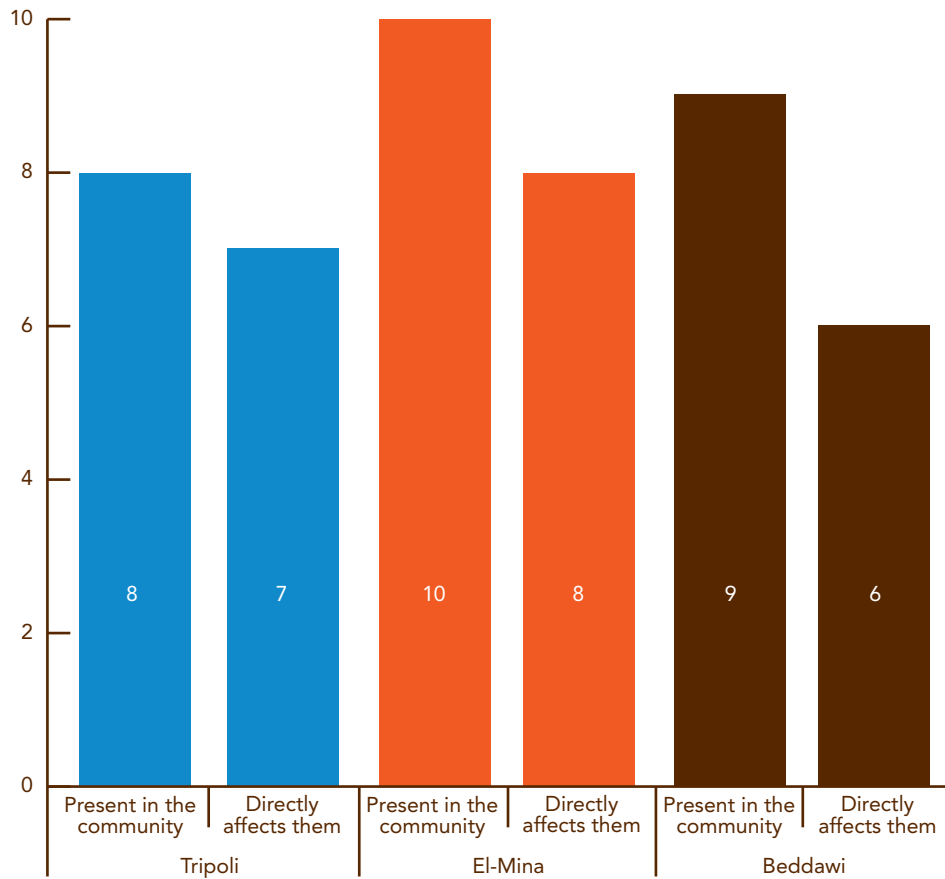


Figure 6.5 Youth Assessment of Substance Abuse, By Area (0= very low, 10 = very high)

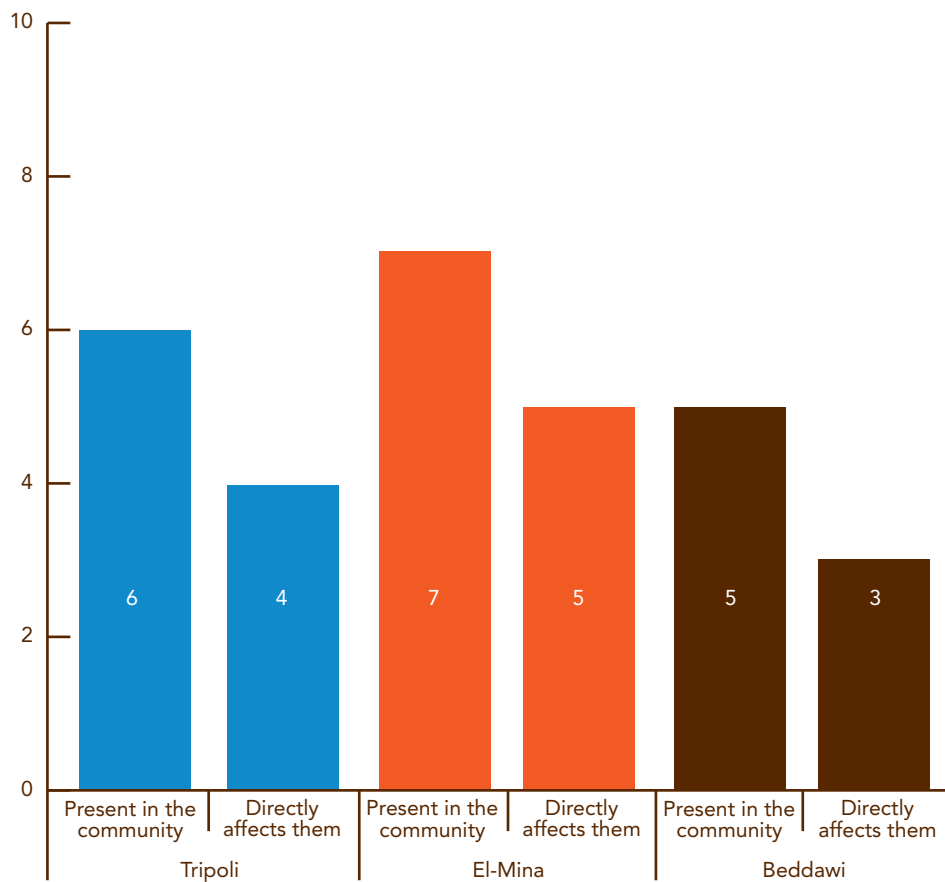
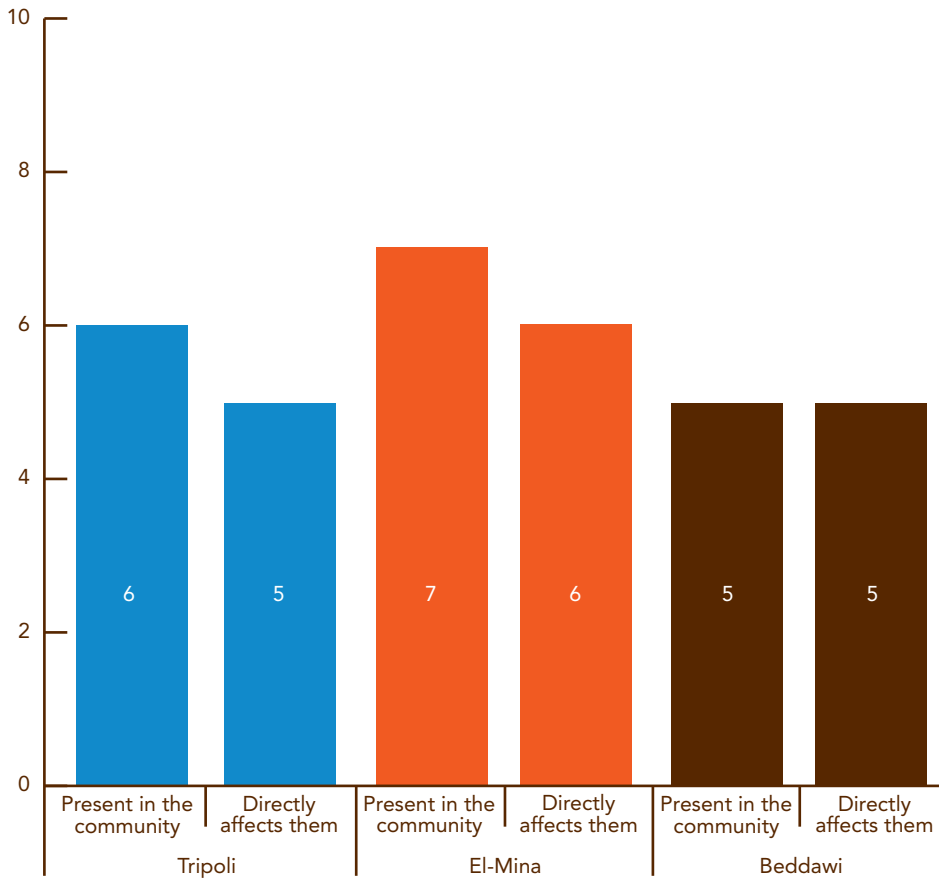


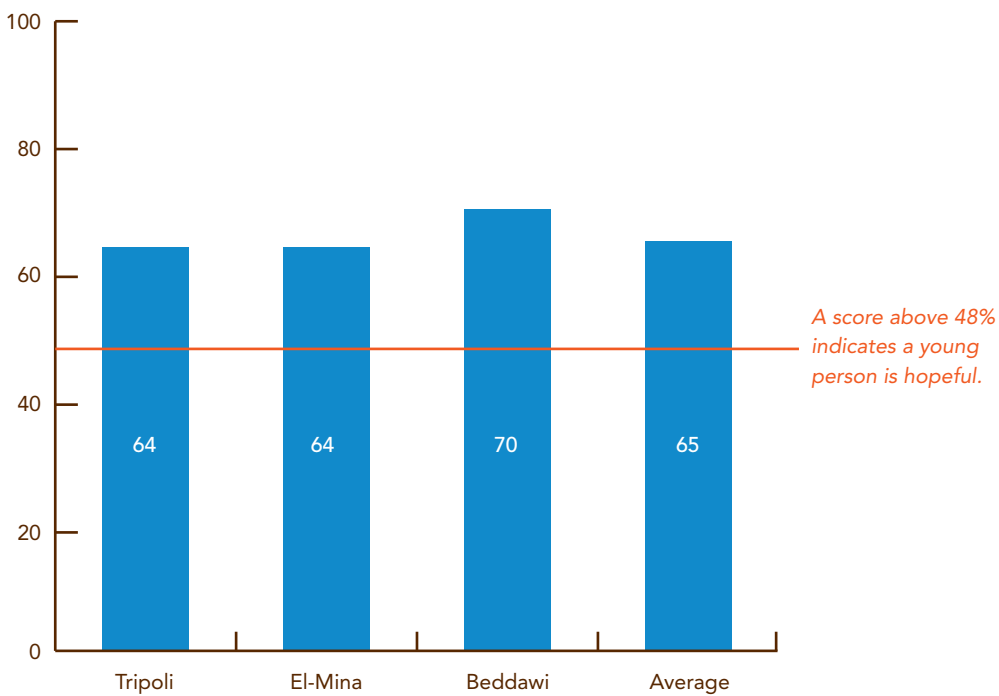
Figure 6.6 Youth Assessment of Alcohol Abuse, By Area (0= very low, 10 = very high)



YOUTH HOPE SCORE

The assessment team endeavored to measure how hopeful young people in the target areas felt when they considered their futures. To assess this factor, the RCA team asked youth to rate a series of 12 questions using a Likert-type scale in which 1= completely false and 8= quite true. A score of 65 (out of 96) indicated that a young person tends to be hopeful. The results were generally positive in all areas, as seen in figure 6.7.

Figure 6.7 Youth Hope Score



PERSPECTIVE OF PARENTS AND OTHER STAKEHOLDERS

Parents noted that substance use and violence are problems facing youth, and adults attributed these problems to unemployment, poverty, drug abuse, unethical behavior, smoking, and using the Internet without supervision.

Most parents in focus groups expressed the feeling that the municipality has a major responsibility to offering young people opportunities to use their free-time productively, for example, by engaging youth in their communities in meaningful ways, sponsoring training seminars, and encouraging young people to pursue a variety of interests.

Parents felt that sports programs offers safe environments for their children, and some parents commented on the lack of sports facilities for youth. This is something concrete that the municipality could improve.

Community leaders in Tripoli and el-Mina identified drug use as a possible problem among youth. Other issues included a lack of focus on youth health among both the public and private sector and, most importantly, the absence of common spaces for youth from diverse social, ethnic, and political backgrounds to come together to discuss issues and learn about one another. Beddawi leaders mentioned the problems with school dropout, drug abuse, violence, access to unethical Internet sites, and people who have a negative influence on youth.

RECOMMENDATIONS

- Make life skills training widely available to youth so that they can respond better to stressful situations and develop optimum healthy behaviors.
- Increase youth access to activities that allow them to use their time productively.
- Implement an anti-smoking campaign to education youth on the risks of smoking.
- Promote interaction, dialogue, teamwork, and youth participation in social and cultural activities.
- Develop sports programs for young people to encourage healthy activities and boost self-confidence.

APPENDIX 1 QUICK SURVEY

QUICK SURVEY ON THE SOCIAL REALITY AND EMPLOYMENT OPPORTUNITIES FOR YOUTH IN AL-FAYHAA UNION OF MUNICIPALITIES 2010

Circle the answer or answers that apply:

Sex: 1 Male 2 Female Age Group: 1 15-19 years 2 20-24 years

Are you ready to start the questionnaire? -100

Yes 1 No 2 ← End Interview

Researcher Code: _____

Application Number: _____

1. Governorate: _____

2. District: _____

3. Area: _____

4. Neighborhood: _____

5. Street: _____

6. Floor: _____

7. Serial number of family: _____

8. Total number of family members: _____

First visit	Result of family visit	No. of visits	Result of home visit
1	Interview completed	1	Inhabited / populated
2	The person required is not in the house (out)	2	Always closed / locked
3	There is no qualified person	3	Empty
4	Traveling	4	Not used as residential
5	Sick / disabled/ elderly	5	No longer exists
6	Refused to meet	6	Refused to meet with us
7	Other (specify):	7	Other (specify):

Primary 1

Alternative 2

Interview completed with: Name: _____

Phone No: _____

Mobile No: _____

Work Stages

Name of data entry person	Name of digital encryptor	Observer name	Researcher name
Name: _____	Name: _____	Name: _____	Name: _____
Date: / /2010	Date: / /2010	Date: / /2010	Date: / /2010

Section One: Data on Family Member

108	107	106	105	104	103	102	101
(for members 6 years of age or older)	(for members 15 years of age or older)	Age	Sex	The relationship to the head of household	Names of family members from oldest to youngest	line no. of individual	
Educational Level	Is the individual currently enrolled in an educational institution?	Marital Status	1. M 2. F	1. Head of household 2. Husband/wife 3. Son/ daughter 4. Father/mother 5. Grandchild 6. Brother/sister 7. Other relatives 8. Spouse of son/ daughter 9. Other			
1. Illiterate 2. Read & write 3. Primary 4. Vocational Training 5. Secondary 6. Intermediate diploma 7. Bachelor's degree 8. Higher education	1. Yes, currently enrolled. 2. Yes, had been enrolled. 3. No, never enrolled. proceed to the following family member	1. Not Married (single) 2. Married 3. Divorced 4. Widowed 5. Separated					

Section Two: Formal Education

Line no. of individual interviewed: _____

Are you currently or have you previously been enrolled in an educational institution affiliated with the Ministry of Education?	201
Researcher: Check questions 107 and 108 of the individual respondent and confirm the answer.	
Yes, currently enrolled	1 > go to question 203
Yes, was previously enrolled and completed study	2 > go to question 204
Yes, was previously enrolled but didn't complete study	3 > go to question 204
No, was never enrolled	4 > go to question 301

What was the reason you did not to continue your education or enroll in an educational institution?	202
<ol style="list-style-type: none"> 1. I was expelled. 2. My father wanted me to work. 3. My father wanted me to get married. 4. I did not feel that what I learned in school was worthwhile. 5. I decided to work. 6. I decided to get married. 7. I have no interest in education. 8. I had too many problems with my schoolmates. 9. My family could no longer afford my education. 10. I had to stay home and help my family. 11. Other (specify): 	

What level of education are you currently enrolled in?		203
3. Specialization	2. Grade/education year	1. Educational Level
		1. Primary
		2. Vocational training
		3. Secondary academic
		4. Intermediate diploma
		5. Bachelor's degree
		6. Higher diploma
		7. Master's degree
		8. PhD
Researcher: If the respondent has less than vocational training, go to question 205.		

What level of education have you completed successfully? Or, What is your last completed educational level?				204
4.	3. Specialization	2. Grade/education year		1. Educational level
Name of school/ college/university :			Researcher	1. Primary
_____			see card(1)	2. Read and write
Location (governorate/area):			see card(1)	3. Vocational training
_____			see card(2)	4. Secondary academic
			see card(3)	5. Intermediate diploma
			see card(3)	6. Bachelor's degree
			see card(3)	7. Higher diploma
			see card(3)	8. Master's degree
			see card(3)	9. PhD
Researcher: If the respondent has less than vocational training, go to question 207.				

How did you decide on your specialization? (Please choose only one answer.)		205
Decided by the system (my grade point average).	1 > go to note before question 207	
It was my parents' decision.	2	
I am good and interested in this specialty.	3 > go to note before question 207	
I did what my close friends did.	4 > go to note before question 207	
I believe it will secure me a good economic opportunity when I graduate.	5 > go to note before question 207	
I received advise from a career counseling program. (specify):	6 > go to note before question 207	
Other (specify):	7 > go to note before question 207	

How did you decide on your specialization? (Please choose only one answer.)		206
My parents' background	1	
My parents' belief that this specialty is economically valid for my future	2 > go to question 208	
My parents' belief that this specialty is socially prestigious and/or appropriate	3 > go to question 208	
Other (specify):	4 > go to question 208	

Researcher: Verify answers by looking at question 201; if the answers were 2, 3, or 4, go to question 208.

What are your plans once you finish your education? Please choose one		207
Apply for government employment	1	
Apply for work in the private sector	2	
Start my own business	3	
Join my family business	4	
I do not know	5	
I cannot work	6	
I do not want to work	7	
Other (specify):	8	

In the course of perusing of your education, to what extent did you find the following aspects challenging:						208
I don't know/don't want to answer	Not challenging				Very challenging	
8	1	2	3	4	5	1. The distance from your home to your educational institution
8	1	2	3	4	5	2. The availability of public transportation
8	1	2	3	4	5	3. The overall expenses (tuitions, books, materials and other)
8	1	2	3	4	5	4. Relationship with fellow students
8	1	2	3	4	5	5. Relationship with teachers & staff
8	1	2	3	4	5	6. Level of comprehension of academic content of education

On a scale from 0 to 10, please evaluate the extent to which your education equipped you with the needed technical skills to get a job.										209
very low										very high
1	2	3	4	5	6	7	8	9	10	

On a scale from 0 to 10, please evaluate the extent to which your education equipped you with the needed life & employability skills to succeed in your social life and promote yourself to secure a job and maintain it (decision making, teamwork, writing a CV, etc.).										210
very low										very high
1	2	3	4	5	6	7	8	9	10	

Section Three: Informal Training

Did you receive any on-the-job training (short-term or long-term)?	301
Yes	1
No	2 > go to question 304

What skill were you trained in?	302
The skill:	Researcher: see card (5).

Why did you receive training in that skill?	303
My parents decided so	1
My friends and I decided to	2
To get a job	3
To get a better job	4
To fill my free time with something useful	5
To set up my own business	6
Other (specify):	7

Have you ever registered for a training program (or attended a training institution)?	304
Yes	1
No	2 > go to question 401
Researcher: if the answer to 304 is no, go to question 401.	

Please specify the training institution	305
Commercial institute	1
Public institute	2
A program at an NGO (national or international)	3

Please specify the specialization	306
Food Industries	1
Printing and binding	2
Electronics	3
Hairdressing	4
Plastic Production	5
Drivers Education	6
Maintenance of Vehicles & Machinery	7
General Mechanical Maintenance	8
Electricity	9
Personal services	10
Oil and Petrochemicals	11
Carpentry & Upholstery & Decoration	12
Information Technology	13
Sales & Commercial Services	14
Traditional Crafts & Handicraft	15
Hospitality & Tourism	16
Textile and Leather Industries	17
Construction	18
Accounting	19
Marketing	20
Air-conditioning and Plumbing	21
Ceramics and Handicrafts	22
Other (specify):	23

Why did you enroll in this training?	307
My parents made me.	1
My friends and I decided to.	2
To get a job.	3
To get a better job.	4
To fill my free time with something useful.	5
To set up my own business.	6
Other (specify):	7

In the course of perusing of your education, to what extent did you find the following aspects challenging?						308
I don't know/don't want to answer	Not challenging				Very challenging	
8	1	2	3	4	5	1. The distance from your home to your educational institution
8	1	2	3	4	5	2. The availability of public transportation
8	1	2	3	4	5	3. The overall expenses (tuitions, books, materials and other)
8	1	2	3	4	5	4. Relationship with fellow students
8	1	2	3	4	5	5. Relationship with teachers & staff
8	1	2	3	4	5	6. Level of comprehension of academic content of education

On a scale from 0 to 10, please evaluate the extent to which your education equipped you with the needed technical skills to get a job.	309
very low	very high
1 2 3 4 5 6 7 8 9 10	

On a scale from 0 to 10, please evaluate the extent to which your education equipped you with the needed life & employability skills to succeed in your social life and promote yourself to secure a job and maintain it (decision making, teamwork, writing a CV, etc.).	310
very low	very high
1 2 3 4 5 6 7 8 9 10	

Section Four: Economic Activity

What is your actual economic activity?	401
Working	1
Full-time Student & Working	2
Unable to work	3 > go to question 415
Do not want to work	4 > go to question 416
Unemployed	5 > go to question 417
Full-time Student	6 > got to question 422

402				
1. Paid employment	1. Government Sector	General Public Services	1	
		Public Health	2	
			3	
		Educational Institution	4	
		Public Sector Company Corporation		
		2. Military Sector		5
	3. Private Sector	Financial	6	
		Industrial	7	
		Commercial	8	
		Tourism/Restaurant	9	
		Technical Workshop	10	
		(specify):		
		Store	11	
		Small-scale	12	
		Manufacturing	13	
		Workshop (specify):		
	Other (specify):			
4. Civil Sector	National and/or	14		
	International NGOs	15		
	Charitable Association	16		
	Union	17		
	Other (specify):			
	5. Other (specify)			
2. Self Employed	1. Specific Profession	No. of Employees _____	#	
		1. Specific Profession	18	
		Owner of grocery and/or kiosk	19	
		Owner of a professional services shop (carpentry)	20	
		Landlord	21	
		Commercial Office	22	
		Domestic Production (food products, garments, handicrafts) Specify	23	
		Other (specify)		
3. Own a Business	1. The Specific Business	No. of Employees _____	#	
		Financial	24	
		Industrial	25	
		Commercial	26	
		Tourism/Restaurant	27	
		Technical Workshop	28	
		(specify):	29	
		Retail Shop	30	
		Small-scale	31	
		Manufacturing		
		Workshop (specify):		
Other (specify):				
4. Unpaid Work			32	

Researcher: If the answer to question 402 is "Self-employed" or "own a business," go to question 404.

What are your working hours?	403
Full Time	1
Part Time	2
Seasonal	3
Temporary	4
I don't know	5
Other (specify):	6

If running your own business, did you receive entrepreneurship or business management training?	404
Yes	1
Name of Training institution_____	
No	2

If running your own business, did you receive any financial assistance, such as loans or grants?	405
Yes	1
Name of Institution_____	
No	2

How did you find your current job?	406
Civil Service Bureau	1
MoL employment office/placement program	2 Name of office/program_____
Private sector employment office/placement program	3 Name of office/program_____
Nongovernment sector employment office/placement program	4 Name of office/program_____
Following up on ads and applying	5
Patronage	6
Through a contact	7
Through Family	8
Personal interest in starting own business	9
Other (specify):	10

How many months have you been working?	407
No. of Months:	

What is your average monthly income (from all sources)?	408
Average monthly income:	

How many hours do you work per week?	409
No. of hours:	

On a scale from 0 to 10, to what extent does your current job meet your professional ambitions?	410
very low	very high
1 2 3 4 5 6 7 8 9 10	

On a scale from 0 to 10, to what extent do you feel that your job enhances your practical knowledge and skills?	411
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are you thinking about changing your job?		412
Yes	1	
No	2 > go to question 414	
I don't know	3 > go to question 414	
I do not want to answer	4 > go to question 414	

Why?				413
Improve my income	1	Physically demanding	6	
My work does not satisfy my professional ambitions	2	Too far from my home	7	
There is no opportunity for advancement	3	Long working hours	8	
My current pay does not cover my financial needs	4	Other (specify):	9	
Boring work	5			

On a scale from 0 to 10, how would you rank your current job in the following areas?											414
very high					very low						
10	9	8	7	6	5	4	3	2	1	0	1 - Overall work environment
10	9	8	7	6	5	4	3	2	1	0	2 - Relevance to your field of study/ training
10	9	8	7	6	5	4	3	2	1	0	3 - Support from supervisor
10	9	8	7	6	5	4	3	2	1	0	4 - Support from peers
10	9	8	7	6	5	4	3	2	1	0	5 - Possibilities for professional growth
10	9	8	7	6	5	4	3	2	1	0	6 - Wages

Researcher: Only those who answered question 401 with "unable to work" will answer question 415.

Why are you unable to work? (Please pick only one answer)				415
Sickness/Disability	1	I do not think I am employable	6	
My parents do not allow me	2	I do not know where the jobs are	7	
My brothers do not allow me	3	I cannot afford to start working	8	
My spouse does not allow me	4	I have to take care of the house and family	9	
Religious reasons	5	Other (specify):	10	

Researcher: go to question 423

Why do you not want to work? (Please pick only one answer)		416
1 - It is socially inappropriate		
2 - Religious reasons		
3 - I gave up on looking for a job		
4 - I do not need the money		
5 - I have to take care of the house and family		
6 - Other (specify):		
7 - I do not know		
8 - I do not want to answer		

Why are you unemployed? (Please pick only one answer)		417
1 - I will only work for the government, and I am still waiting for my chance	9 - I have not found employment that is consistent with my religion	
2 - I will only work for military & I am still waiting for chance	10- I have not found employment near where I live	
3 - Pay is too low	11- My skills are questionable for the labor market	
4 - I do not know where the jobs are	12- My personal characteristics keep employers from hiring me	
5 - I cannot cover the costs to start working	13- I do not have connection to influential persons	
6 - I just started looking	14- Other (specify):	
7 - I have not found employment in my field of specialization	15- I don't know	
8 - I have not found employment that is socially acceptable	16- I do not want to answer	

How are you looking for a job, primarily? (Please choose only one answer)	418
Following up on job ads in the newspaper and applying	1
Following up on job ads on the internet and applying	2
Through my existing contacts/looking for right contact	3
Looking for hiring signs at a work site	4
Contacting hiring firms and employment offices	5
Applying through the Civil Service Bureau and waiting for government placement	6
Other (specify):	7

How many weeks have you been looking for a job?	419
No. of weeks:	

Have you received any assistance in your job search?	420
Yes	1
No	2 > go to question 422
I don't know	3 > go to question 422
I do not want to answer	4 > go to question 422

From who did you get this assistance (please choose only one answer)	421
Parents	1
Relatives	2
Family friends	3
Employment office	4
Career counseling program	5
Other (specify):	6
Researcher: Go to question 423.	

Do you know your household monthly income?	422
Yes	1
No	2 > go to question 425
I do not want to answer	3 > go to question 425

When you are finished with high school, what are your plans for the future?	423
Apply in the civil service to get a government job	1
To apply for employment in the private sector	2
Starting my own business	3
Work in the family business	4
I don't know	5
I can't work	6
I don't want to work	7
Other (specify):	8

What is your household monthly income?	424
Monthly income:	

In general, is your household income sufficient to cover the expenses of your family?	425
Always	1
Sometimes	2
Frequently/Rarely	3
Never	4
I do not know	7

Section 5: Civil & Leisure Activity

Are you currently a registered member in any type of civil institution?		501
Yes	1	
No	2 > go to question 504	
I do not know	7 > go to question 504	
I do not want to answer	8 > go to question 504	

What is the name of institution?		502
Name of institution:		

Please specify the type of institution (kind)?		503
Political party	1	
Charitable society	2	
Government youth center	3	
Nonprofit association	4	
Other (specify):	5	
Researcher: go to question 505.		

Why are you not a member of any type of civil institution?		504
I do not have the time	1	
I do not have information about any such institutions	2	
You only get in troubles from such institutions	3	
My parents/husband/other family member do not allow me	4	
I am too young to join such institutions	5	
Other (specify):	6	
Researcher: go to question 506.		

Do you consider yourself an active member (regular attendance, participates in activities, organizes activities and other)?		505
Yes	1	
No	2	

Do you regularly attend or participate in civil public activities?		506
Yes	1	
No	2 > go to question 508	

Please specify the types of activities		507
Political debate/speeches	1	
Public voluntary work	2	
Public awareness lectures	3	
Other (specify):	4	
Researcher: go to question 509.		

Why do you not regularly attend or participate in civil public activities?		508
I do not have the time	1	
I do not have information about any such institutions	2	
You only get in troubles from such institutions	3	
My parents/husband/other family member do not allow me	4	
I am too young to join such institutions	5	
Other (specify):	6	

Are you currently a member in any type of sports, social, art and/or cultural institution or group?		509
Yes	1	
No	2 > go to question 601	

Please specify the type of institution/group	510
Private Social Sports Club	1
Non Profit Association (social, art, environment, music, other)	2
Music club/group	3
Theater club/group	4
Poetry club/group	5
Film club/group	6
Other (specify):	7

Section Six: Perceptions of Unhealthy Behavior

Please rate on a scale from 0 to 10 to what extent do you believe that the following problems exist in your local community	601
very high	very low
10 9 8 7 6 5 4 3 2 1 0	1 - Smoking
10 9 8 7 6 5 4 3 2 1 0	2 - Crime
10 9 8 7 6 5 4 3 2 1 0	3 - Drugs & Other Substance Abuse
10 9 8 7 6 5 4 3 2 1 0	4 - Alcohol Abuse
10 9 8 7 6 5 4 3 2 1 0	5 - Domestic Violence
10 9 8 7 6 5 4 3 2 1 0	6 - Out of Home Violence

Please rate on a scale from 0 to 10 to what extent the following directly affect your life, health, and sense of self safety.	602
very high	very low
10 9 8 7 6 5 4 3 2 1 0	1 - Smoking
10 9 8 7 6 5 4 3 2 1 0	2 - Crime
10 9 8 7 6 5 4 3 2 1 0	3 - Drugs & Other Substance Abuse
10 9 8 7 6 5 4 3 2 1 0	4 - Alcohol Abuse
10 9 8 7 6 5 4 3 2 1 0	5 - Domestic Violence
10 9 8 7 6 5 4 3 2 1 0	6 - Out of Home Violence

Section 7: Youth-friendly Services

Are there any youth centers in your community?	701
Yes	1
No	2 > go to question 703
I do not know	7 > go to question 703
I do not want to answer	8 > go to question 703

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by the youth centers in your community?	702
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any health clinics, health centers and/or hospitals in your community?	703
Yes	1
No	2 > go to question 705
I do not know	7 > go to question 705
I do not want to answer	8 > go to question 705

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by health clinics, health centers, and/or hospitals in your community?	704
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any public parks and/or playgrounds in your area?	705
Yes	1
No	2 > go to question 707
I do not know	7 > go to question 707
I do not want to answer	8 > go to question 707

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by public parks and/or playgrounds in your area?	706
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any out-of-school tutoring programs in your area?	707
Yes	1
No	2 > go to question 709
I do not know	7 > go to question 709
I do not want to answer	8 > go to question 709

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by out-of-school tutoring programs your area?	708
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any parenting skills and/or family counseling programs in your area?	709
Yes	1
No	2 > go to question 711
I do not know	7 > go to question 711
I do not want to answer	8 > go to question 711

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by parenting skills and/or family counseling programs in your area?	710
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any cultural programs (arts, music, theater, etc.) in your area?	711
Yes	1
No	2 > go to question 713
I do not know	7 > go to question 713
I do not want to answer	8 > go to question 713

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by cultural programs (arts, music, theater, etc.) in your area?	712
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any recreational or sports programs in your area?	713
Yes	1
No	2 > go to question 715
I do not know	7 > go to question 715
I do not want to answer	8 > go to question 715

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by recreational/sports programs in your area?	714
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any employment offices in your area?	715
Yes	1
No	2 > go to question 717
I do not know	7 > go to question 717
I do not want to answer	8 > go to question 717

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by employment offices in your area?	716
very low	very high
1 2 3 4 5 6 7 8 9 10	

Are there any United Nations programs in your community?	717
Yes	1
No	2 > go to Hope Scale
I do not know	7 > go to Hope Scale
I do not want to answer	8 > go to Hope Scale

Please name these programs	718
1.	
2.	
3.	

On a scale from 0 to 10, to what degree you are satisfied with the level of services provided by these centers and programs in your area?	719
very low	very high
1 2 3 4 5 6 7 8 9 10	

Measure of hope:

Read carefully before using the table below.

Put the number that best represents your feeling about the statement in the space specified:

1–Completely false 2–Generally false 3–A little false 4–partly false 5–partly true
 6–A little true 7–Generally true 8–Quite true

- _____ 1 I can think of many ways to get out of a jam.
- _____ 2 I energetically pursue my goals.
- _____ 3 I feel tired most of the time.
- _____ 4 There are a lot of solutions to any problem.
- _____ 5 I am easily downed in an argument.
- _____ 6 I can think of many ways to get the things in life that are important to me.
- _____ 7 I worry about my health.
- _____ 8 Even when others get discouraged, I know I can find a way to solve the problem.
- _____ 9 My past experiences have prepared me well for my future.
- _____ 10 I have been pretty successful in life.
- _____ 11 I usually find myself worrying about something.
- _____ 12 I meet the goals that I set for myself.
- _____ 13 I achieve goals that I make for myself.

Thank the interviewee, and mention the possibility of future visits.

APPENDIX 2 MARKET ASSESSMENT

MARKET ASSESSMENT BUSINESS TOOL

Company name: _____
 Name of person(s) interviewed and title: _____
 Contact information: _____
 Date of interview: _____
 Interviewer name: _____
 Sector/subsector: _____
 Products or services: _____
 Type of ownership: _____
 Standards: (yes) (no); If yes, which? _____
 Year work begun in Lebanon _____
 Annual production (in units) _____
 Location of operations _____

1. How many full- and part-time employees does your company currently have?

Type	Number (indicate full time or part time)	Nationality (Lebanese or non-Lebanese)
Managerial/ professional		
Skilled/technician level		
Unskilled		

2. What is the current status of the company? (Circle one.)

- Growing → If so, by how many employees in the next 6 months? (If not sure, write N/S)
- Stable, but not expanding
- Downsizing/shrinking
- Not sure/no response

3. What is the starting monthly salary for new employees?

4. Specify the technical or professional jobs available now in your organization (list all available jobs).

5. What technical skills are required for employment?

6. What a main life skills are required for employment?

7. Are there any language or technology skills required for employment?

8. What is the minimum level of education required for any position (less than high school, high school, technical, university)?

9. What is the total number of posts and number of current vacancies? (This is only a number.)

10. Is the position open to both men and women?

Name of position (3)	Monthly salary (4)	Life skills (6)	Language and technology (7)	Education (8)	Total positions/vacancies (9)	Is the position open to both the men and women? (10)

11. Has your company hired anyone under age 25 for any of these positions in last two years? (Circle one.)

Yes (Go to 12)

No

Why do you think young people were not hired?

A. None applied

B. Applicant's attitude (please identify one or two): _____

C. Applicant's skills (please name main one or two): _____

D. Applicant's characteristics (which one/s): _____

(Go to 16)

12. On a scale of 1 to 5, what was the level of difficulty in filling these positions with young people aged 18–24? (1 = very hard, 5 = very easy)

13. If the answer to #12 was rated 3 or higher, go to question 15. If rated, 1 or 2 ask, "What technical skills were the hardest to find (life skills, IT and other)?"

Technical	Life	IT	Other

14. Do you think this is true for other (state the sector or subsector) companies? (Circle one.)

Yes

No

Not sure

15. What were the skills easiest to find in the young people your company has hired? (If none identified, put 0.)

Technical	Life	IT	Other

16. Has turnover among young employees (aged 18–24) hired for technical or entry-level positions been a problem? (Circle one.)

Yes

No

Not sure

If "no" or "not sure," go to question 18

17. What is the main reason for the turnover among young people in your company? (Pick no more than two reasons.)

A. Do not know

B. Complaints about salary or benefits

C. Youth had unrealistic expectations about work

D. Youth did not want to work hard

E. Personal reasons (family, illness, school, etc.)

F. Other, explain _____

18. Which schools, centers, institutes, or programs provide training in the skill areas your company requires/needs? If does not know any, go to 20.

19. Please rate each training provider in terms of its quality, given your company's needs (1=poor, 5=excellent). If unable to rate, put 0.

Note: record responses in table below

Name of institution or program	Rating

Add more lines, if needed.

20. Do you have any suggestions on how training for youth who want to work for your company and sector or subsector could be improved so that new hires are better prepared?

21. What kind of training is provided through your company for new employees in these positions? (Describe general areas of training; if none offered, write "None.")

22. Is training provided by the company itself, or is it outsourced?

Company does training Company outsources training Company does both

Name of provider/s: _____

23. In the coming year, do you think your company will be hiring more skilled workers?

Yes No Not clear

If "no" or "not clear," go to question 25.

24. Approximately how many skilled workers will be hired, and in what positions or areas of the company?

A. _____ number

B. Type of positions:

25. As you look ahead over the next 2 years, considering your company's projected needs, do you think job training for young people who might want to work for your company and sector needs to change in any way? (Circle one)

Yes No Not sure

If no or not sure, go to question 27.

26. If yes, please explain how:

27. Do you have any suggestions to help Lebanese youth to succeed and provide highly skilled employment?

APPENDIX 3 SURVEY OF INSTITUTIONS

SURVEY OF INSTITUTIONS

1	Institution name						
2	Year established						
3	Sector	Government	Nongovernmental	United Nations	Private sector		
4	Web site	Governorate	Region	Neighborhood	Other		
5	Legal reference						
6	Contact information	Phone	Fax	Web site	Email	Postal address	
	Person in charge	Mobile					
7	General strategy of the institution?	Yes (printed/published)		No			
8	Annual plan?	Yes (printed/published)		No			
9	Mechanism for followup and evaluation?	Yes (forms, report)		No			
10	Number of employees	Administrative		Specialist/ technician	Other (volunteer or contractor)		
11	Areas where services are delivered	Governorate	Region	Neighborhood	Other		
12	Target gender	Male	Female	Both			
	Special conditions for the service	Age group					
13	The number of beneficiaries (registered annually, 2009)						
14	Home services						
15	Sources of funding	Self financing	International destinations	Nongovernmental organizations	Private sector	Government agencies	Private donors
17	Issue an annual financial report?	Yes	No				
18	Issue an annual financial audit report?	Yes	No				

SERVICES PROVIDED THROUGH THE INSTITUTION

Education and Training for the Labor Market

Islamic Law	Public Health	Information technology	Literacy	Scientific	School or academic
Industrial/radio and TV	Industrial/communications	Industrial/electricity cars	Use of industrial/power generation	Industrial/electricity	Vocational training
Heavy equipment mechanics	Industrial/maintenance instrument industrial	Industrial/maintenance of office machines	Industrial/computer maintenance	Industrial/industrial electronics	
Industrial/lathe engines	Industry/Turning and settlement	Air conditioning and refrigeration industry	Industrial/heating and sanitary ware	Industrial/mechanical agricultural machinery	
Industrial/installed in their seats cars	Industrial/Plumbing (metal casting)	Industrial/manufacturing templates	Industrial/mechanical general	Industrial/general mechanical maintenance	
Industrial/upholstery & decor	Industrial/trade and industrial decor	Industrial/plastering, tiling and painting	Industrial/construction, repair and wooden support bonds	Industrial/metal and welding	
Industrial/binding technician	Industrial/offset printing	Industrial/filming and editing	Industrial/typesetting	Industrial/graphic design	
Home economics/producing cloths	Hotel/tourism	Agricultural/animal	Farm/Plant	Vocational education	
Engineering	Sciences	Rights and law	Banking and administrative sciences	Human sciences	University
Educational sciences	Information technology	Hotel and tourism	Fine arts and design	Medicine, Pharmacy and Nursing	
Political Science/ Other select	Languages		Volunteer programs wrk with special groups within the university (students with disabilities/work councils students) and outside the university (visit orphanages/ nursing homes)	Specialized courses	
					Center or training program
Plastic production	Hair dressing	Electronics	Printing and binding	Agricultural industries	Technical skills
Industry crafts and hand made	Sales and service business	Technology information	Carpentry, upholstery and decoration	Oil	
Technology information	Account	Construction	Textile and leather industries	Hospitality and Tourism	
	Other	Porcelain and Handcrafts	Air conditioning and plumbing	Marketing	
Marketing skills	Management of small projects	Program of skills training and labor market requirements	Internet courses	English language	Employment skills
Courses in job interviews	Training to write CV	Accounting courses	Training programs on the skills of the feasibility study	Decision making	
Other				Computer Skills	
Self-confidence	Respect each other	Self-administration	Personal responsibility	Development of team spirit	Life Skills
		Creative thinking	Constructive thinking and management to resolve conflicts	Communication skills	
Educational and psychological guidance	Non-academic activities (Music/Theater/Dabke/ Sports/etc.)	Learning difficult among For people with special needs	Literacy programs	Remedial classes	Other services

Services that Help Youth Start a Business

		Financial and administrative consulting	Employment services/Loans to institutions (establishment and support of small and medium projects)	Individual loans (the establishment of small projects)	
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Services that Provide a Friendly Environment for Youth

Financial aid	Community awareness	Studies and Research	Social guidance	Shelter, protection and day-care for children (special category)	Social safety net
				Other	Repair and rehabilitation of juveniles
Health awareness campaigns	Specialized clinic	Hospital	Comprehensive health center	Primary health center (prevention)	Health
Rehabilitation services for drug addicts (alcohol, drugs, sniffing volatile substances, smoking)	Reproductive health and family planning programs	Counseling, rehabilitation and psychiatric treatment	Diagnosis and treatment and rehabilitation with special needs	Counseling and free medical services	
				Other	
Theater/drama	Art competitions, sports, cultural	Religious activities	Sports activities and services for fitness	Cultural and artistic activities	Educational, recreational and sport
		Other	Infrastructure (Gardens, public places)	Bands	Internet services

Services that Involve Youth in Public and Civil Life

	Other	Participate or support the campaigns to support certain issues Other (specify)	Community service activities to improve the infrastructure and the environment	Actively participate in voluntary work	Activate and stimulate political action and participation in the elections
			Paid	Free	Provide services

List of Institutions Participating in the Survey, by Sector

Institution	Public	NGO or CBO
Forum of the Handicapped in North Lebanon	-	X
Nabea Institution	-	X
Makhzoumi Institution	-	X
Rafic Hariri Institution	-	X
Al Muttahed Club - Tripoli	-	X
Armenian Club	-	X
Catholic Youth Club	-	X
Virgin Order	-	X
Charity Karama Center	-	X
Shababouna Center	-	X
Tripoli Center Dispensary – Ministry of Health	X	-
Social Development Department	X	-
Beddawi Vocational Institute	X	-
Palestinian Cultural Club	-	X
Lebanese Commission for Fighting Violence against Women	X	-
American Lebanese Language Center	-	X
Charity Women Encounter	-	X
Lebanese Association for Local Economical Development	-	X
YWCA	-	X
Women’s Charity Association	-	X
French-Lebanese University	-	X
Red Cross (First Aid Teams)	-	X
Red Cross (Youth Teams)	-	X
Orthodox National Scouts	-	X
National Youth Federation	-	X
Al Fayhaa Municipalities Federation	X	-
Resistance Children House	-	X
House of Charity and Good Works–Lebanon	-	X
Al Safadi Institution Association	-	X
Wathbat Al Fatat Association	-	X
Equality Association	-	X
Al Amal Al Waaed Association	-	X
Social Renaissance Association	-	X
Right To Play Association	-	X
Al Ribat Development Association	-	X
Al Sirat Civil Services Association	-	X
Women’s Work Association	-	X
Determination and Happiness Social Association	-	X
Friends You Need for the Deaf Association	-	X
Cooperation, Development and Health Association	-	X
Dar Lokman Al Hakim Association	-	X
Al Jarrah Scout Association	-	X
Aata’ouna Association	-	X
Festa Association	-	X
Department of Social Affairs in The North	X	-
Dar Lokman Al Hakim	-	X
Vision	-	X
Al Ghemrawi Association	-	X
Child and Mother Care	X	-
Saint Maron Parish	-	X
Caritas Lebanon–St Maron Dispensary	-	X
Caritas Lebanon–Tripoli Province	-	X
Future Scout–Tripoli Regiment	-	X
Crossed Arts	-	X
Total	7	48

APPENDIX 4 FOCUS GROUP QUESTIONS

FOCUS GROUP QUESTIONS FOR PARENTS

I. Formal education

1. What are the challenges faced by youth in relation to basic and secondary education?
2. What are the challenges of youth at school?
3. What are the challenges of youth programs and the educational system in dealing with youth?
4. How do schools react to these challenges?

II. Nonformal education

1. What nonformal educational activities are provided in your neighborhood?
2. Based on your knowledge of nonformal services provided in schools, what are the missing activities in your area? List what needs to be developed or enhanced.
3. What are the challenges facing youth when they use these services?

III. Employment

1. What are the challenges facing youth when looking for a job?
2. What are the challenges facing youth in their working locations?
3. What are the challenges facing employers who hire or manage youth?
4. What are the most tempting or attractive job offers for youth in your area? Explain why.

IV. Services addressing youth

1. Do you have youth-oriented services in your area (for example health, sports, music, leisure, artistic, etc.)?
2. Based on your personal knowledge and information concerning the services provided to youth in your area, what services are missing? List those that need to be developed.
3. What challenges do you encounter to accessing these services?

V. Social services and voluntarism

1. How do your children spend their free time?
2. What community and voluntary activities are available in your neighborhood?
3. How do organizations promote these services or activities?
4. Based on your information, how do you rate the level of youth participation in these activities?
5. What reasons keep youth from participating these activities?

VI. Unhealthy behaviors

1. Can you list the unhealthy behaviors that you may find in the youth around you?
2. What resources are available in the community to address these behaviors?
3. What would you suggest to create a better environment for youth?

FOCUS GROUP QUESTIONS ADDRESSED TO YOUTH

A. Education and vocational training

1. What is the added value that education offers to you?
2. What are the elements that affected your choice of education or specialization?
3. Why don't youth in your area consider vocational training?

B. Economic opportunities

1. What is your understanding of a respectable or decent job? (Governmental? Private? Technical? Office work? Good wages? Services? Social position? Safe work environment? Salaries?)
2. If available, what would you require to start your own business?
3. If working opportunities were available next year, would you take a 6-month technical or vocational program to obtain work?
4. What are the main obstacles for getting jobs?

C. Youth-friendly services

1. Tell us about your free time and what you do to fill it.
2. How do you feel you can develop or enhance your capacities and your life, and who would be responsible for it?
3. Who is your role model in life? What do you find in this person that has an impact on you? Give us an example.
4. Whom do you address if you need a good advice, support, or help with resolving a problem that affects your life? Tell us why you chose this person.

D. Civic participation

1. When did you offer a service to your community? What was this service or activity and why did you do it?
2. What is your position regarding public service? Are you for it or against it, and why?

FOCUS GROUP QUESTIONS ADDRESSED TO LOCAL STAKEHOLDERS

1. Do youth in your communities participate in volunteer activities?
2. If yes, please give examples; if no, tell us why.
3. Do you encourage youth to commit to volunteer activities? Or do you inform them of the activities?
4. How do parents feel about youth participation in volunteer activities in your communities?
5. What are the challenges that youth face in your communities?
6. What are you doing to address these challenges?
7. What are the unhealthy behaviors of youth in your communities? How important are they? What are the reasons for them? What are you doing to address these problems?
8. What services are offered to youth in your area?



Arab Urban Development Institute/Middle East and North Africa Child and Youth Initiative (AUDI/MENACYI) is a regional, nongovernmental organization that focuses on upgrading the capacities of local authorities and municipalities throughout the Middle East and North Africa region. Its Child Protection Initiative strives to improve the well being of children and to enhance knowledge of effective policies and programs that address issues critical to children in the region.

To learn more, visit www.araburban.org



The Young Men's Christian Association (YMCA) of Lebanon is a national development organization dedicated to improving the mind, body, and spirit of all Lebanese people regardless of religion, political affiliation, color, or creed. To learn more, visit www.ymca-leb.org.lb



Al-Fayhaa Union of Municipalities (FUM) comprises the municipalities of Tripoli, el-Mina, and Beddawi. FUM works to improve the quality of life of all citizens living within its boundaries. To learn more, visit www.urbcomfayhaa.gov.lb



The Higher Council of Childhood (HCC), housed within the Lebanese Ministry of Social Affairs, is an interdisciplinary council made of up representatives from several Government of Lebanon ministries and nongovernmental and international organizations. HCC implements the general principles of children's rights in order to improve the situation of children in Lebanon, ensuring their rights to survival, development, and protection.

To learn more, visit www.atfalouna.gov.lb/en/Home.aspx



The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities.

To learn more, visit www.iyf.org



The Arab Urban Development Institute (AUDI), founded in 1980, located in Riyadh, Kingdom of Saudi Arabia, is a regional, non-governmental organization. AUDI is the technical and scientific arm of the Arab Towns Organization (ATO), has an active membership of more than 400 Arab cities and towns representing 22 Arab states. A major goal of the Institute is the enhancement of the quality of municipal services in Arab towns and cities. This is achieved through professional and technical support to municipalities, and municipal officials and administrators. The Institute is also dedicated to the improvement and preservation of the character and heritage of Arab Towns. To learn more, visit www.araburban.org