

Lebanon Country Office – Youth and Adolescent Programme

1. Introduction

The main goal of the youth programme is to ‘foster economically, personally and socially active and resilient youth’ which is in line with the Country Office’s vision to increase empowerment, participation and engagement of children as a means to ensure equity for all children. The programme aims to turnaround the current youth apathy and disengagement in social life and decision-making, into an unleashed force that will bring about positive change pertaining to their social life, education, and their preparedness to transition from school to work. Programme intervention for adolescents and youth will emphasize the generation of information and evidence about adolescent behaviours, needs and choices, including system gaps and responses. Based on this evidence, UNICEF will support systems strengthening as well as the development and institutionalization of inclusive policies, services and learning opportunities for young girls and boys. This programme will be an entry point to reach the poorest and most marginalized adolescents and young people, especially young girls, and provide them with equal and expanded opportunities for participation in decision-making processes. Moreover, the programme seeks to create innovative models of youth engagement to identify, analyse, and take action against challenges in their communities. The programme will work with youth in a participatory manner during the programme design and situating youth at the centre of programme’s activities as the principal agents of action and change. Coordination mechanisms among key ministries will be bolstered at national and local levels to establish a more holistic and cross-sectorial approach to adolescents and youth. Engagement with civil society organizations will be pursued to enable more systematic participation in policy development and monitoring. Focus will be on coalition-building, enabling self-representation of excluded young people and brokering space for expanded dialogue with the Government. In particular, youth-led organizations and volunteer networks will be enabled to promote healthy choices, intercultural understanding and non-violent conflict resolution. A Youth Innovation Lab Network will also be established in collaboration with the Innovation Unit situated in the PRIME section. The Youth Innovation Lab Network will seek to provide vocational and skills training programmes for out-of-school adolescents and youth that will help improve their learning and employability. An accelerator programme will be established to support youth led social-impact ventures and provide courses in human centered design (design thinking), lean startup methodologies, business design, marketing, sales and technology skills. The Youth Innovation Lab Network will be established by building referral pathways between NGO’s, the local startup and tech community and the international community of experts.

The youth programme will adopt a holistic system approach to address the key spectrum of risks and vulnerabilities in the lives of youth in Lebanon, and it will support national priorities. It is aligned with the RACE II plan, ‘No Lost Generation’ strategy (Pillar III), and the National Youth Policy (2012 - 2022) and is in line with the UNSF (outcome 2 and 3), the CRC (Articles 28, 29, 32, 22, 24, 33, 3, 13, 17 and 42), the CEDAW.

Moreover, as a follow-up of the MDG unfinished agenda, the SDGs are an opportunity to move from marginalization to mobilization of young people. Investing in youth will provide the longest and most effective dividend towards meeting the SDGs by building the social capital needed to foster sustainable development. Youth have a lot to contribute to each goal, and UNICEF will support mechanisms for youth engagement and effective participation as channels that the government can use to utilize the untapped potential of youth in achieving the SDGs. In addition, specific programme interventions will directly contribute to the Goal 4 and 6 (Target: 4.4, 4.6 and 8.6) on increasing the number of young people who have relevant skills; ensuring that all youth achieve literacy and

numeracy; and substantially reducing the proportion of youth not in employment, education or training.

The programme focus and implementation of interventions will be coordinated with UN agencies working on youth through the umbrella of the UN Youth Task Force that is co-chaired by UNICEF and UNFPA. On a governmental level, UNICEF will work closely with the Ministry of Youth and Sports to develop the three-year strategy, implementation of the National Youth Policy. As such, UNICEF will be part of the inter-ministerial committee that the Ministry of Youth and Sports plans on establishing and leading for the implementation of the National Youth Strategy. The youth programme will also continue its collaboration with the Ministry of Education and Higher Education (and other concerned ministries such as agriculture and labour) for the strengthening of the education and vocational and technical education and training as well as the delivery of social, educational and employability services in different areas; linking them to market needs.

2. Prioritized issues and areas

Social exclusion of adolescents and youth

This country programme is being developed at a volatile moment in the lives of young girls and boys in Lebanon with an estimated 520,000 disadvantaged youth of which 305,000 are poor Lebanese, 164,000 are Syrians and 51,000 are Palestinians.

The Syrian crisis, continuous internal unrest and long-standing economic inequalities are becoming more widespread and have led to high levels of exclusion among disadvantaged Lebanese and non-Lebanese young girls and boys resulting with 94% of the non-Lebanese youth aged 15-24 who are not enrolled in formal education in Lebanon; with the age group 15-18 years being the most affected (51% female and 44% male respectively have dropped out of education). Participation in informal education is similarly low – with only 5% of refugee youth who have participated in life skills or similar training, and just 9% in cultural/sports training¹. For Lebanese youth, enrolment into higher education institutions remains also low². Studies have indicated that disadvantaged and marginalized youth are more likely to attend lower quality schools and demonstrate “lower learning outcomes”³. Only 5% of 15-17 year olds attended secondary school or higher, with Akkar governorate reporting the lowest rates⁴.

The political system and the level of corruption viewed by the Lebanese youth is another reason for them to feel disenfranchised; while 26% of youth expressed low confidence in the elections; 50% didn't feel represented by the present political parties and barely 36% of youth stating their confidence in the Lebanese government and judicial system⁵.

Lebanese youth reported a low level of participation in public and political issues due to lack of confidence in them⁶. Participation in demonstration is viewed as “a more authentic form of political movement”; whereas youth consider they are “denied the opportunity to practice decision-making for active participation at a societal scope...”⁷. However participation in religious movement is a phenomenon that has increased over the years and is mainly due to religious movement providing

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

2 “Spotlight on youth”, UNDP, 2015

3 Salehi-Isfahani, D., Hassine, N. B., & Assaad, R. (2012). Equality of opportunity in educational achievement in the Middle East and North Africa. Retrieved from <http://www.erf.org.eg/CMS/uploads/pdf/689.pdf>

4 UNHCR, UNICEF, WFP (2015) Vulnerability Assessment of Syrian Refugees in Lebanon.

5 Spotlight on youth”, UNDP, 2015

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

7 “Spotlight on youth”, UNDP, 2015

youth with security, education, employment contacts and networking - in essence, all the elements that the Lebanese government and society fails to adequately provide. There is an absence of a strong government leadership and accountability in the youth sector, which coupled with limited political will has resulted in poor budget allocations and weak implementation of youth programmes and policies such as the National Youth Policy that was endorsed by the Council of Ministers and officially launched by the President of the Republic in December 2012⁸. The institutions are not prepared, nor empowered to create an enabling environment for effective youth participation in decision-making spheres. There are no mechanisms for systematic youth engagement and existing peer networks are still very weak. Moreover, there is insufficient available research and evidence on the strategies and interventions that advance Lebanese and non-Lebanese adolescents and youth's participation and social inclusion including on the specific barriers impeding adolescent and young girls participation. Nevertheless, the National youth policy is considered as a good entry point to formalize and strengthen participation of Lebanese youth⁹.

Poorly skilled adolescents and youth

Moreover, the Lebanese and non-Lebanese youth are poorly skilled and they do not acquire adequate educational and professional assets to successfully navigate the important transition to sustainable livelihoods. The job market in Lebanon has not been able to absorb the influx of labour force into productive economic activities. Some of the main challenges impeding youth employment and equal opportunities are: high labour force growth, i.e. the youth bulge, nepotism, corruption and lack of accountability; public sector that is unable to cope with the increasing demand for jobs by youth; limited private sector development; low levels of enterprise creation; legal barriers for employment of refugees; and gender inequalities affecting young women's entry into the labour market. This has led to higher unemployment, disproportionately affecting youth: the youth unemployment rate is 34 %, which is alarmingly high even for MENA region¹⁰. The unemployment rate is higher among Syrian youth – 53 % among economically active 19-24 year-olds (64% female and 49% male)¹¹; with youth working as seasonal or occasional workers and accept labour services in the semi-skilled and unskilled job market facilitated their exploitation¹². Young persons with disabilities have extremely limited opportunities to get education and find employment in the Lebanese job market.

The disparities between private and public schooling in Lebanon has resulted in an overemphasis on academic learning to equip students with professional readiness and life skills to enable youth to withstand the challenges of modern times and prepare them to participate effectively in the job market¹³. Poverty was considered the highest bottleneck especially for Lebanese and non-Lebanese young people aged 13+ to access formal education and/or vocational services. Lebanese students enrolled in vocational programmes are most highly concentrated in North Lebanon and the Bekaa (CERD 2014) and disadvantaged and marginalized youth are more likely to attend lower quality schools and demonstrate “lower learning outcomes”¹⁴. Socially, vocational education is devalued and youth who enroll in vocational schools are perceived to be less successful and of low academic level¹⁵. In addition, while legislation allows the equal access of girls to formal or vocational

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

9 Spotlight on youth”, UNDP, 2015

10 World Bank (2015) PROMOTING POVERTY REDUCTION AND SHARED PROSPERITY: A Systematic Country Diagnostic”, Lebanon

11 UN and Ministry of Labour (2015). Temporary employment of persons from Syria (draft)

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

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

14 Salehi-Isfahani, D., Hassine, N. B., & Assaad, R. (2012). Equality of opportunity in educational achievement in the Middle East and North Africa. Retrieved from

<http://www.eri.org.eg/CMS/uploads/pdf/689.pdf>

15 Spotlight on youth”, UNDP, 2015

education; social practices (such as child marriage) and limited access to masculine types of specialization (such as carpentry and mechanics) decreases the enrolment of female students¹⁶.

Undermined social cohesion among adolescents and youth

As the conflict persists, instability and *rising tensions* continue to affect the daily lives of young girls and boys, and their caregivers in Lebanon, exposing them increasingly to protection violations and increased aggression within host communities¹⁷. Young girls and boys are highly affected by the impact of the crisis and at risk¹⁸, where they are increasingly exposed to violence at home, community and schools, resulting in physical, psychological and emotional forms of harm. As a result, over “90% of Lebanese citizens perceived an economic or symbolic threat from the Syrian refugee population, and more than two-thirds felt the presence of Syrians constituted an existential¹⁹ or economic and symbolic threat²⁰; an area that needs additional data and analysis to understand the root cause or potential misinterpretation of this perception. The correlation between conflict, unemployment and poverty was also reported with 32 per cent of Syrian male youth in Lebanon aged 19 – 24 years knew people who have returned to Syria to join the fighting, because of (a) economic conditions, (b) the inability to find work, (c) tension within the family, and (d) pressure from the host community²¹. The educational curricula intentionally avoids addressing the role and history of different confessional groups and the notions of national identity and acceptance of diversity within Lebanese society leading to youth excessive trust in religious institutions²². This is translated in communities through the display of little acceptance in communities to diversity and people from different religious, sect and social background²³. The same applies to the social stigma of female’s role and rights in society and families which includes exclusion²⁴. There is a lack in civic and life skills education programmes targeting youth, caregivers and specially mothers who are in some areas accountable for influencing norms and end up passing less progressive civic ideas to their children²⁵. Finally, young boys and girls shared their main fears and problems, a major concern being fear of the spread of extremism – which in their opinion “poses another obstacle to their fulfilment²⁶. Media also plays a crucial role in the perpetuation of sectarian practices and beliefs which leads to youth not watching other news outlets than the ones related to their confessional group.

As a consequence of the lack of opportunities we see more disempowered and dissatisfied youth and adolescents who increasingly see migration or turning to radicalism as the only way out from their desperate situation. Evidence is suggesting that that in many areas, male young boys joined armed groups “for lack of a better option as well as financial gains”²⁷.

3. Theory of Change for Programme Components

Summary of Interventions

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

16 I.b.i.d

17 UNHCR, UNICEF, WFP (2015) Vulnerability Assessment of Syrian Refugees in Lebanon.

18 UNICEF, UNFPA, UNESCO, UNHCR and SCI, *Situation analysis of youth in light of the Syrian crisis*, 2014.

19 UNDP (2015) “Spotlight on youth, page 59

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

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

22 UNDP, MEHE 2008, Education and Citizenship in Lebanon among 9th grade students

23 Spotlight on youth”, UNDP, 2015

24 I.b.i.d

25 Spotlight on youth”, UNDP, 2015

26 Assessment of Syrian Adolescents; Mercy Corps, January 2015.

27 No one hears us; Syrian Adolescent assessment; Mercy corps, January 2015

To ensure *inclusive policies* for youth, UNICEF will maximize its role as child rights/child policy organization to raise awareness of the situation of youth and adolescents, especially the most disadvantaged, including youth with disabilities, and advocate for evidence based policy-making and strengthened accountability. Programme interventions aim to promote and reaffirm continued participation of youth and adolescents in the decision making process, as well as in the development of a sense of active citizenship and social responsibility, and facilitating their participation in the shaping of national policies.

At the level of policy and legal framework, UNICEF will mobilize all relevant government and non-government counterparts to operationalize the National Youth Policy through development of a three year action plan with clearly defined and costed activities, identifying responsible institutions for implementation and developing a monitoring framework to measure progress. Support will be provided to the Ministry of Youth and Sport to develop adequate institutional capacity and lead the inter-ministerial mechanism that will be mandated to develop the Action Plan and monitor and report on its implementation. This will be done both at the central and local level in close collaboration with the Youth Forum and other NGOs representing youth interests, with inclusion of young people as well. It will be crucial to ensure effective coordination with other sectors by engaging different ministries in the process. As part of support to the National Youth Policy recommendations, UNICEF will support the establishment and institutionalization of youth mechanisms, such as youth councils and student councils, both at the central and local level that will provide a forum for direct and systematic civic and policy engagement and will enable youth and adolescents to influence policies, programmes, and services for them. Furthermore, UNICEF will support collection and analysis of data on youth trends and perceptions of adolescents on their opportunities for civic engagement, as well as research into models of youth and adolescent participation in order to build understanding of what is needed to promote sustainability and effectiveness.

Addressing the lack of access to education and vocational programmes caused by the youth's socio-economic and security situation; UNICEF will work with the concerned ministries (MEHE, MOA, MOL and MOSA) to develop more inclusive, responsive and sustainable learning systems that meet the needs of the young population and allow them achieve specific learning outcomes²⁸. The Youth Basic and Functional Literacy and Numeracy Programme within the government endorsed NFE framework will support the provision of learning opportunities for out of school and working youth aged 15 years and above. This programme will be utilized as a governmental product in coordination with MOSA, municipalities and NGOs/community centres who have equivalent programme in NFE²⁹. The vocational and technical education is an integral part of the education national agenda and will be aligned and converged with the youth programme's technical and skills training output to ensure continuation of services, relevance to concerned youth population (aged 15+) and coordination with other non-education government counterpart providing vocational training (MOSA, MOL and MOA). This will ensure avoiding any overlap and ensure complementarity. Youth and education programmes will work closely and in convergence with a) MEHE on the youth vocational education and training; b) MOA on the agriculture vocational education and training in the MOA public schools; c) MOSA's vocational training and d) MOL's vocational training. These ministries provide VT training to youth and there is room to improve coordination between them. The youth section has initiated discussion with ILO and MEHE VT directorate to coordinate their VT training programme and the ILO market and labour assessment with the VT trainings at MEHE.

²⁸ Mapping Youth Interventions and Actors within the Humanitarian Response in Lebanon, UNICEF & UNFPA, 2015
²⁹ MEHE NFE consolidated framework, Dec 2015

In convergence between Education and Youth sections, the above will be coupled with a review and strengthening of the vocational and technical training programmes and service providers available at MEHE, MOSA, MOA and MOL to increase their capacity to absorb more youth, have a better outreach and ensure the technical skills provided meets the market needs and the work opportunities available³⁰. Linkages between vocational training institutes or schools and the skills needed in job market as well as on the job training³¹ will also be designed (including the agriculture fields³²).

The political climate is not favorable for investments on youth at the moments which has resulted in limited implementation of the National Youth Policy. The assumption is that the current policy making deadlock will gradually change and that through evidence based advocacy the benefits on investments on young girls and boys are going to be increasingly recognized by the government and that there will be stronger political commitment to address gaps in laws and policies including higher and more responsive budgeting for the needs of young girls and boys especially the most disadvantaged.

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

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

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

Despite having no major governmental budget commitment for out of school education of youth; budget allocation and legislation for access to formal vocational education for Lebanese and non-Lebanese youth aged 14 to 21 years are currently covered within the RACE programme of MEHE³³; however the similarities and complementarities between the vocational programmes and budget allocation provided by MOL and MOSA are not clear³⁴. Also review and strengthening of these vocational and technical programmes is needed to increase the capacity to absorb more youth and include skills education that meet the market needs and the development of opportunities for work³⁵. This would go hand in hand with technical support provided to the National Employment Office at MOL as one of the youth policy recommendation to create linkages between vocational education and/or training institutes or schools and the skills needed in job market as well as on the job

³⁰ Youth Policy in Lebanon (2012) and Mapping Youth Interventions and Actors within the Humanitarian Response in Lebanon (2015)

³¹ Youth Policy in Lebanon (2012); http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Youth_Policy_in_Lebanon_English_.pdf

³² Lebanon Crisis Response plan, UN & Govt of Lebanon, 2016

³³ MEHE RACE I and RACE II programme, 2016

³⁴ Mapping Youth Interventions and Actors within the Humanitarian Response in Lebanon, UNICEF & UNFPA, 2015

³⁵ Youth Policy in Lebanon (2012) and Mapping Youth Interventions and Actors within the Humanitarian Response in Lebanon (2015)

training³⁶; including the agriculture fields³⁷; keeping in mind the need to work with the MOL whose current legislation limit the official work of non-Lebanese youth in the country³⁸.

Language barriers³⁹, incapacity to commit to year-long learning and lack of flexibility in the delivery of formal education courses⁴⁰ were aspects in the law that need strengthening in order to ensure the development of more inclusive, responsive and sustainable learning systems to meet the needs of the young population⁴¹. NFE programmes are one way to provide out of school and working youth with learning opportunities, however the curriculum has yet to be approved by MEHE and its utilization as a governmental product should be coordinated with MOSA and NGOs who have equivalent programme in NFE⁴².

By establishing the Youth Innovation Lab Network, UNICEF will support vocational and skills training programmes that will be established to provide the space for youth and adolescents to become active partners in the identification of community challenges and in the design, development, and implementation of product or service interventions to address those challenges. Additionally, the Youth Innovation Lab Network will offer professional readiness training courses and programmes aiming at accelerating youth's potential and ideas to promote social impact. The Youth Innovation Lab Network will prioritize capacity building and learning outcomes for the most disadvantaged young people through a range of activities and interventions provided by local NGO's, local start-up and tech communities, designed to incubate and develop transferable livelihood skills (critical and creative thinking, communications skills, interpersonal skills and professional conduct, capacity to manage organizational processes).

UNICEF will work with vocational training service providers, NGO partners and DPOs to ensure that young persons with disabilities and special needs benefit from formal and non-formal vocational training and skills-building to build their livelihood and be better included in their communities.

UNICEF will strengthen partnerships between government, social partners, educators, private sector and other UN agencies to address socio-economic and other legal barriers that are hindering youth (including refugee youth) and advocate in support of better school-to-work transition and youth employment policies.

The assumption is that the 2015/16 trend of increased provision of out of schools adolescents in 134 vocational training schools by MEHE will continue and that the strengthening, expansion and the rehabilitation of the physical environment, carried out with the education section, will lead to more appropriate and conducive learning environment that will attract the young girls and boys to enrol and stay in formal technical and vocational education and not only training. Nevertheless, there are also associated barriers to increase enrolment such as (a) most of the adolescent aged 14 to 18 years have been out of school for 2 to 4 years and thus are no longer eligible to enrol in formal education; (b) a large proportion of those adolescent are working to support their families (occasional or seasonal workers) and cannot afford to commit to a full scholastic year; and (c) many adolescents cannot pay their transportation cost to the 134 available technical public schools, which may be at a significant distance from their homes.

³⁶ Youth Policy in Lebanon (2012); http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Youth_Policy_in_Lebanon_English_.pdf

³⁷ Lebanon Crisis Response plan, UN & Govt of Lebanon, 2016

³⁸ Decision n 218/1 by the Ministry of Labor

³⁹ UNHCR, UNICEF, WFP (2015) Vulnerability Assessment of Syrian Refugees in Lebanon.

⁴⁰ Mapping Youth Interventions and Actors within the Humanitarian Response in Lebanon, UNICEF & UNFPA, 2015

⁴¹ Mapping Youth Interventions and Actors within the Humanitarian Response in Lebanon, UNICEF & UNFPA, 2015

⁴² MEHE NFE consolidated framework, Dec 2015

Output 3. Increased opportunities for participation and empowerment of Lebanese and Non-Lebanese youth enabling their healthy lifestyles and active engagement in their communities

Equally important will be the programme interventions to address the ***expansion of meaningful participation*** of young girls and boys. The Arab Spring has brought back to the table the question of minorities, self-definition, identity, Arab nationalism, and the place of Islam in society. This raises extraordinary challenges for Lebanese identity – cohesion, peace and coexistence and the socio-political arrangements between communities are very difficult issues to address”.⁴³ Through increasing access to meaningful civic engagement opportunities, young girls and boys will be trained to develop, implement and lead initiatives for addressing issues of importance in their lives and for improving their communities. With the aim to promote and reaffirm continued participation of youth and adolescents in the decision making process, without any difference and exclusion, as well as in the development of a sense of active citizenship and social responsibility, and facilitating their participation in the shaping of national and local policies, and in holding the government accountable, UNICEF will support the establishment and empowerment of youth mechanisms/councils/ clubs both at the central level as well as in a number of selected municipalities. These mechanisms will provide a forum for direct civic and policy engagement and will enable youth and adolescents to influence policies, programmes, and services for them. Mechanisms will also be established to expand opportunities for adolescents and youth to connect with NGOs/CBOs to find appropriate volunteer opportunities at the local level. When adolescents and youth are empowered to play meaningful roles in their communities, given a sense of purpose, evidence shows that they make positive/healthy choices and transcend violence and discrimination.

Despite the negative perceptions between the Lebanese youth and non-Lebanese youth, Lebanese youth suggested a range of measures to starting a positive dialogue aimed at accepting one another⁴⁴. To feed into the national youth policy and address the issues raised above, the design and delivery of programmes should focus on conflict management, cohesion, outreach work, peer support, reproductive health awareness and life skills education, with financially sustainable youth friendly sports services in local communities. In reaching out to young people, UNICEF will also support Sport for Development and Social Arts programmes aimed at empowering youth and adolescents including young girls and youth with disabilities to address critical social issues affecting their communities, such as prejudice, gender equality, abuse, drugs, HIV/AIDS, human rights, poverty, violence, conflict, environment, etc. Youth and adolescents from different backgrounds will learn how to work together in teams, through play and creating and performing artistic pieces as well as learning life skills such as consultation, creative and critical thinking, self-expression, tolerance and conflict resolution. These projects will give young people a framework in order to utilize sport and arts for personal as well as social transformation, leading them to become active agents of positive change in their community.

If the security situation inside Syria does not worsen dramatically resulting in a massive influx in the number of refugees across borders and there is an acceptance of programs by community, religious and local leaders and government authorities (especially on sensitive issues) the active participation and engagement of young girls and boys will increase and it will be critical for a more peaceful, inclusive and safe society.

Outcome

⁴³ Joseph Bahout (2013) Armed groups and sovereignty; Domestic and regional agendas for war and peace in Lebanon. http://www.c-r.org/downloads/Accord24_ArmedGroupsSovereignty.pdf.

⁴⁴ UNICEF, UNFPA, UNESCO, UNHCR & SCI (2014) Situation analysis of youth affected by the Syrian crisis;

This programme will address one of the most critical bottlenecks which has to do with the capacity of the existing local and central adolescents and youth structures. As a result of their chronic bad socio-economic conditions, disadvantaged and poor Lebanese and non-Lebanese youth do not enjoy the rights and equal services that are entitled for their age as per the CRC and CEDAW. They are also not prepared, nor empowered to create an enabling environment for effective adolescents and youth participation in decision-making spheres. This situation doesn't allow adolescents and youth to acquire educational and professional assets to successfully navigate the important transition to sustainable livelihoods.

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

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

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

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

Overall the programme interventions, will contribute to the most disadvantaged youth (15-24) increasingly influencing policies and engaging in quality learning, employment, and healthy lifestyles.

Impact

Key to the mandate of UNICEF, and in aligning with the comparative advantages of UNICEF Lebanon, the interventions listed above will significantly support the most disadvantaged youth and adolescents to realise their rights and reach their full potential as an active and productive force. UNICEF Lebanon's interventions will be structured to systemically remove the barriers currently in place for youth and adolescents that have led to high levels of exclusion and limited opportunities. This is in line with the No Lost Generation initiative, the Government's Education Sector Plan (RACE II), and the UN Strategic Framework (2017-2021).

4. Results Structure (Outputs and Outcomes, and the Associated Indicators)

The Results Structure can be found in Annex 1.

5. Monitoring Outputs and Demonstrating UNICEF's Contribution to Outcomes

The Results and Resources Framework will form the basis for monitoring and evaluation. The implementation strategies of the Country Programme for 2017-2020 will be informed by the ongoing evaluation of UNICEF country programme and humanitarian response during 2011-2016. During 2017-2020, UNICEF Lebanon will aim to strengthen national and sub-national capacities and systems for monitoring and reporting on the rights of children and women.

UNICEF Lebanon employs a variety of monitoring tools at the macro and micro levels to ensure quality results of programming for children. At the micro level, monitoring is conducted through field monitoring, partner reports and Third Party Monitoring (TPM). These mechanisms track outputs and activities and also ensure programme quality of our implementation based on global standards. At the macro level, the outcomes of UNICEF's contribution are monitored through surveys and evaluations. Direct feedback from beneficiaries is taken into account to inform programme decisions through regular Focus Group Discussions and text messaging services.

UNICEF Lebanon has deployed a number of innovative tools to manage the humanitarian response, monitor its performance, and improve results for children. In the second half of 2018, an in-depth Mid-Term Review will be used to make necessary programme and strategy adjustments. On a biannual basis, UNICEF's mid-year and annual reviews with counterparts will be used to consolidate inputs into the UNSF and Country Programme monitoring and reporting. In cooperation with line ministries, other UN agencies and civil society, UNICEF will monitor progress toward child rights realization with a focus on measuring the reduction of bottlenecks and barriers to ensure an enabling environment, access to and demand for quality social services, and support for strengthening of existing national and subnational evidence.

In 2017, UNICEF will conduct a baseline assessment on ECD indicators nationwide. A nationwide KAP survey will be conducted in 2016-2017 to inform the C4D programming. This KAP survey will be conducted again in 2020, to assess the progress in this area. A MICS will be conducted in 2018, to inform the MTR process. In 2020 another MICS will be conducted, to inform the new CPD.

The Household Survey data are going to be used as baselines to benchmark the programme outcomes and will continue to inform policy dialogue and advocacy for the Youth programme 2017-2020. In addition, the Youth programme will support implementation of the Youth Opinion Poll (in 2018 and 2020) that will provide information on the level of participation, tolerance and perceptions of young girls and boys, including those with disabilities, and well as the Out of School study to determine the number and profiles of out-of-school adolescents and youth aged 13-24 in Lebanon.

6. Resource Requirements

The programme funding (RR and OR/ORE) required to apply the identified programme strategies to achieve the Output results (and contribute to the Outcome results and LCO's impact) consists of all resources (technical, financial, time) needed to achieve Output results. During the formulation of the resource requirements LCO took into account past experience and made an estimation at output level, or used the per unit costs to calculate the overall costs of the output. The costs of inputs

include staff time, cash assistance, supplies and equipment, technical assistance from individuals and institutions, and partnership agreements, necessary to support achievement of Outputs and Outcomes. These also include salaries and costs of programme managers and technical assistance staff and consultancies, contributions to travel expenses and vehicles.

The support for the youth programme of the new CDP 2017-2020 may include technical support, cash assistance, supplies and equipment, procurement services, transport, funds for advocacy, research and studies, consultancies, programme development, monitoring and evaluation, training activities and staff support. Part of UNICEF support may be provided to non-governmental and civil society organisations as agreed within the framework of the individual programmes. Within the youth programme, UNICEF shall appoint project staff and consultants for programme development, programme support, technical assistance, as well as monitoring and evaluation activities. To achieve the planned results, the youth programme will require an estimated budget of 55 million USD.

7. External Risks and Planned Responses

There are four critical risks that could continue to affect the programme implementation and achievement of the planned results. First, if the security situation inside Syria worsens dramatically resulting in a massive influx in the number of refugees, it could divert resources that were meant to support the youth sector. Another anticipated programme risk that could potentially disrupt and/or affect the programme, would be the deterioration of the overall political and security situation in Lebanon, including inter-ethnic tension, instability, and unrest, with a particular emphasis on specific areas of the country. Mitigation measures include the inclusion of peacebuilding and conflict prevention measures at the core of the youth programme; in particular, ensuring that empowerment and participation interventions, and education measures advance equity and inclusion which will help facilitate inter-community dialogue. Third, limited access to services of non-Lebanese young girls and boys, and further marginalization will be mitigated through continued advocacy for expanding access and inclusion. Fourth, the risk that significant number of young people will migrate out of Lebanon - stemming, per anecdotal evidence - from unrest associated with the political and economic situation in Lebanon which UNICEF will try to address by ensuring equitable participation and professional readiness programmes.

8. Integration with other Programmes

Integration with Child Protection: In synergy with Child Protection, youth interventions will contribute to keeping young people safe from violence, including GBV, exploitation and abuse. In that respect, protection and youth will strengthen their collaboration in support of inter-sector referral mechanisms where the partners of the youth programme refers to protection services the youth in need of case management and specialised follow up and protection will refer to youth programme partners the young people to access NFE, skills training, life skills and vocational training services.

Integration with Child Survival: Regarding integration with health programme, the standardized life skills framework contains health learning material through the skills for personal empowerment pillar and jointly with the Health section, the youth programme will ensure the delivery of comprehensive, accessible and appropriate information on healthy lifestyles (inclusive of HIV/AIDs and SRH). Moreover, the mobilization of young people with WASH and C4D will be essential as they will play key roles in addressing behavioural change for their communities while focusing on healthy environment and improved hygiene practices.

Integration with Education: In close collaboration with the education section, the programme will provide vocational training opportunities, in addition to access to a MEHE endorsed Non-Formal

Basic and Functional Literacy and Numeracy programme package for adolescents and youth (aged 15 +), girls in particular as the way to break the intergenerational transmission of poverty and risk. This will be done to ensure higher access to post-basic education and a smooth transition from primary to vocational education or training within the different directorate at MEHE and MoA. Also the Youth Programme will align its holistic approach and interventions with the one of the education section by contributing to the development and adoption of a life skills based education as per the No Lost Generation initiative which focuses on four life skills dimensions related to (1) cognitive skills; (2) skills for personal empowerment; (3) skills for active citizenship; and (4) skills for employability.

Integration with Social Inclusion: the programme will work with Social inclusion in generating evidence to inform the development and implementation of inclusive policies and investments in young people as the soundest way to break the intergenerational transmission of poverty and risk. Conflict mapping inclusive of youth is another aspect of collaboration through data generation, participation and analysis of youth. It will also collaborate on designing and/ or implementing national policies, plans and budget for youth; including social protection systems.