



# National Youth Policy Action Plan



# 00

## Table of Contents

### 01 Acknowledgments

### 02 Executive Summary

### 03 Introduction to the National Youth Policy Action Plan

### 04 Methodology

1. Goals
2. Stakeholders involved in this process
3. Principles
4. Action Plan Development Phases
5. Assumptions and Risks
6. Notes and Difficulties

### 05 Youth Priorities

### 06 Lebanese Youth Situation

1. Demographics and Migration
2. Employment and Economic Participation
3. Social Inclusion and Political Participation
4. Education and Culture
5. Health and High-Risk Behaviors

### 07 Description of the National Youth Policy Action Plan

### 08 Immediate Interventions

1. Youth urgent priorities in light of the current crises
2. Contribution of the Urgent Response Plan to the Long-Term Objectives of the Youth Policy Action Plan

### 09 Urgent Initiatives to Respond to Current Crises

- Sector 1: Demographics and Migration  
Sector 2: Employment and Economic Participation  
Sector 3: Social Inclusion and Political Participation  
Sector 4: Education and Culture  
Sector 5: Health and High-Risk Behaviors

### 10 National Youth Policy Action Plan Implementation Matrix

1. Demographics and Migration
2. Employment and Economic Participation
3. Social Integration and Political Participation
4. Education and Culture
5. Health and High-Risk Behaviors

### 11 Suggestions for Horizontal Interventions

### 12 Monitoring and Evaluation

1. Objective
2. Monitoring and Evaluation Data Management Methodology
3. Monitoring
4. Evaluation

### 13 Monitoring and Evaluation Framework

1. Demographics and Migration
2. Employment and economic participation
3. Social Inclusion and Political Participation
4. Education and Culture
5. Health and High-Risk Behaviors

### 14 Data Collection Tools Sample

1. Event/Training Attendance Sheet
2. List/Specifications of Supported Activities, Programs and Institutions
3. Social Media Tracking Tool
4. Website Tracking



# 01

## Acknowledgments

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We would also like to express our gratitude and appreciation to the United Nations institutions, international organizations, local and national associations, especially the United Nations Population Fund (UNFPA), UNICEF, and Masar Association. Finally, we would like to thank the Beyond Group team who facilitated the preparation and development of the National Youth Policy Action Plan.



# 02

## Executive Summary

On April 3, 2012, the Lebanese Council of Ministers approved the National Youth Policy. This policy includes a list of 137 policy recommendations that have been adopted by the Lebanese government to improve the lives of young people between the ages of 15 to 29. Although the adoption of the National Youth Policy reflects the government's commitment to youth issues, the absence of adequate funding, relevant laws and a concrete action plan with follow-up mechanisms hinders the full implementation of this policy.

As such, in 2017, the Ministry of Youth and Sports, in partnership with the United Nations Population Fund (UNFPA) and UNICEF, commissioned "Beyond Group" to develop a National Youth Action Plan, based on the recommendations of the National Youth Policy.

Today, ten years after the adoption of the policy and four years after the development of the action plan, we hereby present to the government this document which serves as an operational framework for the National Youth Policy to better address youth issues.

The sections of the plan pertaining to determining the status of youth and aligning initiatives with youth priorities have been updated in two phases: The first in 2022 and the second in 2024.

### The importance of this document lies in its ability to:

- Ensure that the main stakeholders involved in youth issues are working towards the same objectives, including public institutions, civil society organizations and donors.
- Ensure coordination between the various stakeholders and that the progress in the implementation of the Action Plan can be measured using a follow-up framework.
- Help the Ministry of Youth and Sports follow up on the implementation of projects that better address youth issues.
- Allocate the necessary resources to implement interventions that address youth issues in Lebanon within a unified framework while ensuring gender sensitivity.
- Allocate budgets according to youth priorities.

The Action Plan translated 20 priority recommendations, which were selected based on a participatory process, into 179 interventions over a three-year period (2019- 2021) and targets the age group set by the National Youth Policy, which is young people between the age of 15 to 29. It is important to mention that the use of the term "youth" includes both males and females.

### These interventions cover the five main policy sectors:



Demographics and migration



Employment and economic participation



Social integration and political participation



Education and culture participation



Health and high-risk behaviors

The action plan also identifies the main stakeholders responsible for implementing each of these interventions; which include 17 Ministries, public institutions, civil society organizations, educational institutes, health centers, municipalities and international NGOs. The plan also includes a framework for monitoring and evaluating recommendations and interventions.

The plan and its priorities are in line with the seventeen Sustainable Development Goals (SDGs), that the Lebanese state are committed to.

The next stage of the action plan will require the approval of the Council of Ministers.

# 03

## Introduction to the National Youth Policy Action Plan

Young people between the ages of 15 to 29 constitute 27.4% of the Lebanese population. Despite the widespread belief that they are future talents and agents of change, this large population segment still faces many challenges.

On April 3, 2012, The Lebanese Council of Ministers approved the National Youth Policy. The Ministry of Youth and Sports drafted the policy document as part of its vision for the future of the Lebanese youth, with the support

of UN organizations operating in Lebanon and in partnership with the Youth Forum, a national Non-Governmental Organization that includes NGOs involved in youth issues as well as the youth sections of political parties.

The policy document contains a list of 137 recommendations adopted by the Lebanese government, to improve the lives of young individuals between the ages of 15 to 29.

While the adoption of the National Youth Policy reflects the government's commitment to youth issues, and although many governmental and non-governmental agencies have implemented programs targeting youth, the absence of a national plan with specific goals and interventions has resulted in a lack of coordination and accountability, as well as the inability to measure the effectiveness of programs. As a result, the Ministry of Youth and Sports, in partnership with UNFPA and UNICEF, commissioned "Beyond Group," a Lebanese consultancy and social enterprise, to develop a National Youth Action Plan, based on the recommendations of the National Youth Policy.

The Action Plan will also serve as an essential tool to follow up on the roles of the various involved parties, coordinate efforts to implement youth priorities, achieve evidence-based programming and advocate for its implementation.

Lebanon is passing through very difficult times which has had a negative and harsh impact on a large number of young individuals on the psychological, social, economic, political, and demographic levels. The country is at great risk, especially if the youth lose hope of having a better future. All these factors make the implementation of the National Youth Policy Action Plan a high priority.

A new section, the "Direct Response Plan," has been added to the Plan with the aim of developing a set of initiatives that address the main priorities of youth. This requires the cooperation of all local and international parties, to address the impact of the COVID-19 pandemic, the Beirut Port explosion and the dire financial and economic crisis on young individuals.

The National Youth Policy Action Plan is aligned with the vision and direction of the Lebanese state and the agreement with the International Monetary Fund (IMF).

The following Action Plan serves as a gender-sensitive operational framework for the National Youth Policy. It translates 20 priority recommendations, that have been selected based on a participatory process, into a set of interventions over a three-year period (2021-2023). The Action Plan also identifies the relevant stakeholders and entities responsible for implementing each of these interventions. It also sets out a framework for monitoring and evaluating these recommendations.

The Action Plan will play a key role in helping the main actors identify, contextualize and implement the priority recommendations of the National Youth Policy.

### These recommendations fall within five main policy sectors:



Demographics and migration



Employment and economic participation



Social integration and political participation



Education and culture participation



Health and high-risk behaviors

# 04

## Methodology

A participatory approach was followed in the development of the National Youth Policy Action Plan to reach an agreement among all stakeholders on the priorities and the distribution of roles between them. This required two years of work to reach the following goals and methodology.

### 1. Goals

The goals of the National Youth Policy Action Plan are:

- . Identifying the priority recommendations of the National Youth Policy for the next three years (2022, 2023, 2024) and proposing an action plan that includes relevant activities to be performed in this regard.
- . Proposing tools and mechanisms to guide the information gathering process and follow-up the implementation of the action plan

The action plan development process consisted of the following steps:



### 2. Stakeholders involved in this process

Several stakeholders participated in setting priorities, developing and approving the Action Plan. Below is a list of the main governmental and non-governmental parties, UN agencies, and youth representatives who participated in this process.

#### Civil Society/ Youth

- . The Youth Forum
- . Discussions with youth from Beirut, Sidon, Tripoli, Jbeil, Bekaa, Akkar, Chouf, and Nabatiyeh
- . Youth representatives from the Lebanese University, the American University of Beirut, and Saint Joseph University

#### UN Agencies

- . UNICEF
- . UNFPA
- . WHO
- . The World Bank
- . UNHCR
- . UNESCO
- . UNDP
- . UN Women
- . UN HABITAT
- . FAO
- . ILO
- . UNODC

#### Ministries and Public Institutions

- . Ministry of Youth and Sports
- . The Youth Parliamentary Committee
- . Ministry of Education and Higher Education
- . Ministry of Public Health
- . Ministry of Social Affairs
- . Ministry of Labor
- . Ministry of Economy and Trade
- . Ministry of Interior and Municipalities
- . Ministry of Finance
- . Ministry of Agriculture
- . Ministry of Tourism
- . Ministry of Information
- . Ministry of Environment
- . Ministry of Industry
- . The Lebanese University
- . The Office of the Minister of State for Women's Affairs
- . The National Commission for Lebanese Women

### 3. Principles

The methodology followed in developing the Action Plan was based on a participatory, comprehensive and evidence-based approach. The seven principles below were adopted:

#### 1. Meeting the Sustainable Development Goals (SDGs)

The plan and its priorities stem from the Lebanese state's commitment to achieving the seventeen SDGs adopted by the United Nations, specifically: SDG goal 1 – No Poverty, SDG goal 2 – Zero Hunger, SDG goal 3 - Good Health and Well-being, SDG goal 4 - Quality Education, SDG goal 5 - Gender Equality, SDG goal 8 - Decent Work and Economic Growth, SDG goal 10 - Reduced Inequalities, SDG goal 16 - Peace, Justice and Strong Institutions.

#### 2. The importance of the local environment and its impact

Even though the team of consultants relied on well-known international experiences during the development of the Action Plan, they wanted to understand the situation of young individuals living in the country by carrying out extensive research in this regard. This was achieved by the participation of all involved parties at each stage of the process.

#### 3. Youth Participation

Young people were a main partner who participated in the development of the action plan. Eight work group discussions for youth were set up in different regions of the country and youth representatives were involved in the process of developing the plan, particularly setting priorities.

#### 4. Stakeholder Participation

Youth, governmental institutions, and UN agencies participated in the development of the National Youth Policy Action Plan. They contributed to the design, development, and review of the Action Plan throughout the entire process.

#### 5. Well-established/Successful International Experiences

The action plan's objectives, development process, structure, activities, follow-up, and evaluation were based on successful international experiences. The below criteria were used in the selection of the experiences:

- The experiences were recognized as successful by key global actors.
- The experiences were developed in a social, economic, and political context similar to the Lebanese context.
- The experiences were chosen from different countries for comparison purposes.

#### 6. Institutional and Financial Viability

The development of the National Youth Policy Action Plan took into consideration the institutional and financial challenges and risks. The resulting plan depends on existing initiatives and capabilities.

#### 7. Human Rights and Gender Sensitivity

Human rights and gender sensitivity were integrated into the objectives, interventions and indicators during the development of the action plan, when applicable.

### 4. Action Plan Development Phases

#### Phase 1:

#### Desktop Review of National Data and Well-established/Successful International Experiences

The development of the action plan began with a literature review to identify successful experiences and collect data on the situation of youth in Lebanon. The team of consultants reviewed the literature to measure the performance of existing national youth policy action plans in different countries in an attempt to identify successful youth programs and action plans.

Experiences were identified as successful based on the following criteria:

- They were recognized as successful experiences by key global actors.
- They were developed in a social, economic, and political context similar to the Lebanese context.
- The experiences were chosen from different countries for comparison purposes. The performance assessment process covered the national action plans from the following countries: Albania, Botswana, Brazil, Ghana, Indonesia, Jamaica, Morocco, Nigeria, Serbia, Thailand, Turkey, Zambia, and Zimbabwe.

The literature review also addressed the situation of the Lebanese youth. The team of consultants developed a matrix that includes 137 recommendations from the National Youth Policy document. The team collected data on the current status of each recommendation, as well as current initiatives that have similar objectives to those of the policy recommendations. The data collected on the situation of young people has been disaggregated by gender, when possible.

#### Phase 2:

#### Consultations with Youth and Stakeholders

During the second phase, the team of consultants carried out several consultations to identify the priority recommendations for the next three years, as well as fill data gaps on the situation of young individuals and existing youth initiatives. The consultations aimed at engaging key stakeholders and collecting suggestions for initiatives that fall within the priority recommendations of the National Youth Policy.

The consultations began by selecting the main stakeholders working on youth programs, which included youth representatives, public institutions, civil society organizations, and international organizations. The team of consultants compiled a short list of priority recommendations based on a series of interviews with some of the main stakeholders and on a study conducted by the British Council to identify youth priorities through discussions with young people.

Subsequently, the team of consultants organized a workshop to identify priorities, and key stakeholders were requested to reach consensus on 20 priority recommendations, related to the five main policy sectors, to be implemented within the next three years. The identification of priorities was based on basic data on the situation of Lebanese youth, as well as a short list of recommendations developed by key stakeholders.

**Phase 3:**  
**Development of the National Youth Action Plan**

During the third phase, the team of consultants developed the Action Plan document as well as the monitoring and evaluation framework, guided by global experiences and data collected on the situation of Lebanese youth as well as existing interventions. The team of consultants took into account gender sensitivity in the development of the Action Plan. They developed a checklist that includes criteria (such as gender equality, rights, accountability, and transparency) that guide the development of the Action Plan and monitoring and evaluation framework. The purpose of the checklist is to ensure that the operational Action Plan and the monitoring and evaluation framework are gender sensitive at all levels and where applicable.

**The objectives of this list are:**

- Ensuring that the analysis of the status of the modernized sectors takes into consideration the situation of both young women and men in terms of gaps, priorities, needs, specificities, progress, and challenges.
- Ensuring that the Action Plan development process is based on the consultations, involvement, and participation of young women and men, and clearly identifies priority recommendations and activities targeting each group.
- Ensuring that the monitoring and evaluation framework, tools, and mechanisms are gender sensitive.

## 5. Assumptions and Risks

The development of a national youth policy action plan is based on a set of best-case scenario assumptions. But if any risk occurs, the action plan can still be used as a road map for resource allocation for youth interventions. The main risks and assumptions which are very important to the implementation of the action plan include the following:

Category	Risk	Assumption
Governance	<ul style="list-style-type: none"> <li>. Lack of political will to implement the Action Plan</li> <li>. Weak cooperation between different actors, including entities, governmental organizations, civil society organizations, and international organizations in the implementation and follow-up</li> </ul>	<ul style="list-style-type: none"> <li>. Government participation and commitment to allocate and mobilize financial, technical, administrative and legal resources to implement the action plan.</li> <li>. Development of a governance model through coordination mechanisms that involve all stakeholders and achieve effective coordination and cooperation between them.</li> </ul>

Finance	Insufficient internal and external financial resources to implement the Action Plan	<ul style="list-style-type: none"> <li>. Partnership with international institutions and the private sector in specific areas to secure the required resources to implement the Action Plan.</li> <li>. International organizations consider the youth a priority issue and are willing to allocate resources to the action plan.</li> </ul>
Human Resources	Government entities do not have the technical capacity to implement the action plan	International organizations provide technical support to implement the action plan, when needed, and contribute to the strengthening of national and local capacities as well as maintaining them in the medium and long terms.
Social	Low Public Awareness and Participation	Young people and local actors are involved and committed to the implementation of the plan.
Duplication of Effort	Action plan interventions that duplicate or alter existing or planned programs by ministries, government agencies, civil society organizations, educational institutes, etc.	The implementation of each interventions will be preceded by a comprehensive review of the current similar interventions. Coordination and cooperation mechanisms will be established between all parties to define cooperation and integration frameworks and effectively achieve the objectives
Exclusion	The Action Plan excludes the non-Lebanese youth living in Lebanon	The need to include a text in the Action Plan to target other young people living in Lebanon, especially the Syrians, Palestinians, and refugees of other nationalities (Iraqis, Sudanese, female/male domestic workers of different nationalities)
Adequacy	The priority recommendations do not address all the issues of the Lebanese youth.	All 137 recommendations of the National Youth Policy that are not addressed in the Action Plan will be covered in other long-term plans.

## 6. Notes and Difficulties

The development of the action plan witnessed a high participation of all stakeholders and positive contributions from young men/women. In addition, the team of consultants reached a consensus on youth issues without the influence of political polarization. However, the team encountered difficulties during the development of the action

plan, including delays in order to ensure the participation of all actors. In addition, the lack of availability and the limited access to national baseline data led to challenges in setting budgets and excepted expenses for the proposed activities.



# 05

## Youth Priorities

The Action Plan's interventions fall within the scope of the 20 recommendations that were selected from the National Youth Policy document approved by the Council of Ministers in 2012, based on the consensus reached between all concerned local and international governmental and non-governmental bodies. The recommendations are:



### Demographics and Migration

- . Adopting and implementing a plan that facilitates the movement of young people to and from marginalized areas and within these areas at reasonable prices.
- . Updating agricultural curricula and making sure that young people receive the required training to ensure that their work in the agricultural sector is profitable.



### Employment and Economic Participation

- . Improving youth access to the labor market by monitoring and evaluating the labor market and its requirements
- . Improving youth access to academic and career guidance services in schools, universities, and technical institutes.
- . Strengthening and activating the role of the National Employment Office to improve the readiness of the young workforce to join the labor market and create job opportunities for all young graduates.
- . Improving the access of young people with special needs to the labor market, especially through the implementation of Law no. 220/2000.



### Social Integration and Political Participation

- . Supporting School and University Student Unions and promoting the holding of elections on a regular basis.
- . Involving youth, especially women, in decision-making and policy development at the level of local authorities and ministries, encouraging volunteering, and allocating a percentage of the budgets of municipalities and ministries to youth
- . Enhancing youth participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social discrimination
- . Promoting youth advocacy programs on civil laws.
- . Improving access to control, protection, and response mechanisms to protect individuals, especially females, from sexual harassment / violence and ensuring collective and individual responsibility to combat it.
- . Lowering the voting age in municipal and parliamentary elections to the age of eighteen



### Education and culture

- . Amending educational curricula to better suit life requirements and labor market needs, and implementing compulsory vocational training
- . Improving the vocational and technical education and training system and ensuring that the curricula offer the necessary skills to young men and women
- . Supporting educational grants and providing soft loans to students.
- . Supporting a wide range of cultural activities, including establishing and providing access to public libraries, particularly in remote rural or marginalized areas.



### Health and High-Risk Behaviors

- . Integrating topics related to personal health, including reproductive, sexual, and mental health into educational curricula.
- . Increasing youth access to high-quality and affordable healthcare services (including sexual and reproductive health services), including students in educational institutions and young people who drop out of school.
- . Improving access to health information through awareness campaigns / community awareness campaigns about high-risk behaviors targeting young people in particular.
- . Raising awareness about referring young people to specialists to obtain specialized services regarding all kinds of physical and mental health issues as well as high-risk behaviors.

# 06

## Lebanese Youth Situation

An assessment of the Lebanese youth's situation shows that this demographic group has many unmet needs in the five sectors of the National Youth Policy.

Lebanon is currently facing multiple crises. These crises include economic collapse and political instability. In addition, these crises were exacerbated by the repercussions of the Beirut port explosion on August 4, 2020 and the spread of the COVID-19 pandemic. These problems have affected multiple groups, including the most vulnerable and marginalized groups, especially the youth.

The tables below (in the following sections: Employment and Economic Participation, Education and Culture, and Health and High-Risk Behaviors) provide a summary of youth needs taken from the 2021 UNICEF Youth-Focused Rapid Assessment.<sup>1</sup>

It should be noted that the information in the tables below reflects data related to Lebanese, Syrian and Palestinian youth.

### 1. Demographics and Migration

A third of the Lebanese youth stated that they wish to migrate at least temporarily.<sup>2</sup> For example, 77% of Lebanese migrants are under the age of 35.<sup>3</sup>

Internal migration from rural areas to cities is also common among youth, due to the lack of opportunities and services in those rural areas. It is worth noting that job opportunities for young people are still limited in marginalized areas where agriculture is one of the major economic sectors. 20% of young graduates whose studies are related to agriculture are unemployed, since employment in this sector generates less income overall for recent graduates compared to employment in other sectors.<sup>4</sup>

In addition, migration is rising due to the limited availability of reliable, safe, convenient, and affordable public transportation for young people living in marginalized areas. The Lebanese society relies a lot on transportation by cars, which are estimated at 300 to 500 cars per thousand people.<sup>5</sup> This car-dependent community marginalizes young people living in marginalized areas as well as those who cannot afford to buy a personal car.

Recently, young people are worried about their future in light of the multiple crises that Lebanon is facing. As a result, many of them decided to leave the country hoping to find a better future.<sup>6</sup> In light of the economic and political crisis, as well as the repercussions of the August 4 explosion and the spread of the COVID-19 pandemic, the number of young people who decided to leave Lebanon has increased significantly.<sup>7</sup> In addition, a study revealed that 41% of young people in Lebanon felt that the only way was to seek opportunities abroad – increasing the likelihood of emigration of educated and professional people.<sup>8</sup>

### 2. Employment and Economic Participation

**70%**  
of the youth did not earn any income in the last week.

**13%**  
of families send their children under the age of 18 to work to secure an income for the family.

**1 out of every 3**  
young people worked at least one day in the past week. Half of females work full time, compared to 38% of males.

The average income of young people is  
**1,578,462** Lebanese pounds.

**1 out of every 5**  
young people spend all their salaries (100%) on the family.

Youth unemployment is often considered as the main problem faced by Lebanese youth. An estimated 34% of youth are unemployed, and 72% of the unemployed in Lebanon are between 15 and 29 years old.<sup>9</sup> In fact, a recent study published by the International Labor Organization (ILO) indicates that 41% of the

Lebanese who participated in the survey (young people between the age of 18 to 24) are unemployed.<sup>10</sup> In general, anecdotal evidence indicates that unemployment rates among the working population as a whole (15–64) have risen mainly due to the economic crisis as well as the restrictions due to the COVID-19 pandemic.<sup>11</sup>

Furthermore, with around 1 million of the 5.5 million people in the 15-24 age group, the youth unemployment gap, estimated at 60 percent, is expected to continue rising.<sup>12</sup> Both skilled and unskilled youth struggle to enter the market since it takes 10-16 months for the youth to find their first job.<sup>13</sup> However, the problem is even greater for young women who end up not being able to enter the workforce. In fact, a survey showed that 58 percent of the youth were not optimistic about finding a job.<sup>14</sup>

In addition, young people suffer during their transition from education to the labor market, as their skills do not often match the skills needed in the labor market. For example, 41% of employees said that what they learned had nothing to do with their current job.<sup>15</sup> The reason behind that is the limited labor market data that covers multiple sectors in different geographic regions. The country does not have a well-established labor market system, as the latter dates back to 2004.<sup>16</sup> Moreover, young people do not always have access to data-based academic or vocational guidance services. Employment is particularly challenging for young people with special needs as well.

1.UNICEF (2021). Youth-Focused Rapid Assessment.

2.UNDP (2015). Spotlight on Youth in Lebanon.

3.UNDP (2015). Spotlight on Youth in Lebanon.

4.AUB, UNDP, and Hariri Foundation (2009). Higher Education & Labor Market Outcomes in Lebanon.

5.(Belgiawan, P.B), (Schmocker, J.-D), (About-Zeid, M), (Walker, J), (Lee, T.C), (Ettema, D.F), and (Fuji, S) (2014). Car ownership motivations among undergraduate students in China, Indonesia, Japan, Lebanon, Netherlands, Taiwan, and USA. (Springer)

6.UN Women, CARE, ESCWA, ABAAD, UNFPA (2020). A Rapid Gender Analysis of the Beirut Port Explosion: An Intersectional Examination

7.The Foreign Policy (2021). Lebanon is in Terminal Brain Drain

8.The Centre for Lebanese Studies (CLS). Marginalized Youth in a Failed State.

9.The European Training Foundation (ETF) (2015). The Labor Market and Employment Policy in Lebanon.

10.ILO (2020). Rapid Assessment Highlights Impact of COVID-19 Pandemic on Vulnerable Workers and Small-Scale Businesses in Lebanon.

11.UNICEF (2020). Comorbidity of Crises in Lebanon.

12.GIEWS Country Brief on Lebanon (2020).

13.UNDP (2015). Spotlight on Youth in Lebanon.

14.The Centre for Lebanese Studies (CLS). Marginalized Youth in a Failed State.

15.UNDP (2015). Spotlight on Youth in Lebanon.



Although Law no. 220/2000 guarantees employment rights for young people with special needs, the 3% quota is still largely unenforceable. Moreover, cultural stereotypes that affect young people with special needs increase their marginalization in the workforce. For example, approximately 78% of active people with special needs (18-64) are unemployed in Lebanon.<sup>17</sup>

In addition, in 2021, UNICEF conducted a study that found that about 69% of Lebanese respondents did not receive any income during the past week.<sup>18</sup> In general, when comparing young Lebanese, Syrian, and Palestinian men and women, the assessment showed that 78% of young women had no income in the last week, compared to 62% of young men.<sup>19</sup>

### 3. Social Inclusion and Political Participation

Except for protests, young people in Lebanon are often uninvolved in political issues. While the last general elections allowed around 654,000 young men and women to vote for the first time, the general voter turnout has declined compared to previous elections.<sup>20</sup> The opinion poll on youth participation in the elections showed that the majority of the youth who do not intend to vote do not trust the political system or feel that the elections are useless.<sup>21</sup> Most importantly, young people cannot vote before they reach the age of 21 and are therefore prevented from participating in political decisions. In addition, many schools and universities do not hold student elections.

Political and social tensions outside universities often lead to the cancellation of the elections of the student body. For example, the Lebanese University has consistently canceled its elections during the past years, while some Private universities canceled their elections on various occasions. Consequently, students are often excluded from participating in democratic events, both at the national and educational levels. On the other hand, in several private universities, the students were extremely excited during the recent student elections. Furthermore, the electoral programs that carry national, secular and social goals have increased which reflects the increase of political awareness among many young people.<sup>22</sup>

The low political involvement of the youth is also evident in the decision-making process at the national and municipal levels. Most municipalities do not work with young people, and do not even communicate with them to inform them of the decisions made, to conduct surveys about their needs and address them, or to participate in various decisions.

However, a few municipalities organize activities for them, such as festivals, sports, and cultural events.<sup>23</sup> This lack of participation is evident, because 49% of the youth surveyed did not vote during the 2016 municipal elections. Similarly, most ministries do not assess the needs of young people, nor create programs which target young people.<sup>24</sup> Recently, the youth's feeling of belonging has become less strong and stable. The majority of the youth's sense of political affiliation has decreased, in addition to a decline in their

sectarian affiliation by 50 percent between March and July 2020.<sup>25</sup> In addition, there was a change in the youth's sense of national belonging (a decrease of 36.4%) between March and September.<sup>26</sup>

In an effort to increase the youth's social and civic engagement, the Ministry of Education and Higher Education issued a decree requiring that the students of official schools complete 60 hours of volunteer and civic work. In the period between 2009 and 2013, 13.5% of young males and 10.2% of young women volunteered for a particular organization<sup>27</sup> and thus this percentage remains very low. On the other hand, the number of volunteers, especially young people, skyrocketed after the explosion of the port of Beirut. In fact, a large number of young people participated in relief operations to support the response.<sup>28</sup>

### 4. Education and Culture

**60.2%**

of the total youth are enrolled in an educational institution for the 2020-2021 academic year.

**43%**

of young people are enrolled in an educational institution for the 2021-2022 academic year.

**27%**

of youth and adolescents have suspended their education or reduced spending on education as a coping mechanism so that they can purchase food, medicines and other basic groceries.

The Lebanese school curricula were last updated in 1997, and their content focuses on specialized topics rather than on skills and competencies. Likewise, university curricula are often not learner-centered. Although these curricula have proven, through standardized exams, to be of high quality compared to other countries, graduates still often lack the competencies and skills they need in their daily lives and in the labor market.

In addition, Lebanon ranks third in the Middle East and North Africa region in terms of inequality of educational opportunities.<sup>29</sup> For example, it was found that the level of education of the head of the family correlates with the quality of education received by the student, in addition to the high dropout rates among students with parents which are less educated. Moreover, the education sector suffers from high costs and high secondary school dropout rates.

A student's socio-economic background can often limit their access to a quality education, as school expenses constitute more than 10% of the average family expenditures. As for higher education, the limited availability of higher education in the public sector and the expensive tuition fees in private institutions contribute to lowering higher education enrollment rates.<sup>30</sup>

As for technical and vocational education and training, the number of enrolled young people is increasing, despite its persistent low social value. Technical and vocational education and training is considered the last resort for students who fail in general education. Moreover, technical and vocational education and training

16. The European Training Foundation (ETF) (2015). The Labor Market and Employment Policy in Lebanon.  
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23. An Interview with the Ministry of Interior and Municipalities.  
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25. UNICEF (2020). Comorbidity of Crises in Lebanon.  
26. UNICEF (2020). Comorbidity of Crises in Lebanon.

27. Gallup (2013). The Gallup World Poll.  
28. UNICEF (2020). Comorbidity of Crises in Lebanon.  
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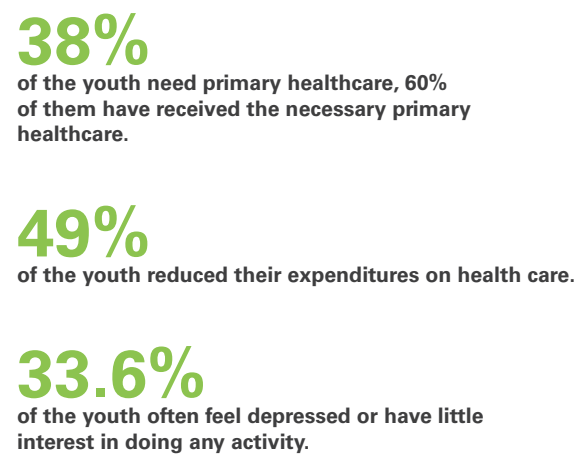
curricula do not often meet labor market needs. In 2018, a national strategic framework for vocational and technical education and training was launched in order to develop this educational system to better respond to the needs of young people.

With the deterioration of the economic situation, there were reports that 1,600 schools in Lebanon will be closed due to the crisis.<sup>31</sup> In addition, after the August 4 explosion, at least 183 schools were damaged, affecting the ability of more than 85,000 young people and children to access education.<sup>32</sup> This has created multiple challenges for children and their families, and affected the enrollment and continuity of learning pathways for thousands of children and youth in Beirut.<sup>33</sup> Also, the number of dropout students has increased as a result of various factors, such as social and economic challenges, the remote education obstacles due to the COVID-19 pandemic, and child labor.<sup>34</sup> In fact, about 50% of schools experienced an increase in the number of dropouts in the 2019-20 and 2020-21 academic years.<sup>35</sup> In addition, in 2021, UNICEF conducted a study showing that about 15% of the Lebanese respondents stopped their education, as the percentage of school enrollment decreased from 79% in 2020-2021 to 57% in 2021-2022.<sup>36</sup> In general, when comparing young Lebanese, Syrian, and Palestinian men and women, the assessment showed that 37% of young men stopped their education compared to 24% of

young women.<sup>37</sup> The same study also revealed that about 34% of the Lebanese respondents reduced spending on education to purchase basic items such as food and medicine.<sup>38</sup> As for the Lebanese, Palestinian and Syrian youth, the percentage of those who reduced spending on education was 46% for young men and 39% for young women.<sup>39</sup>

Finally, other challenges facing young people in the education sector include unequal access to education due to electricity and transportation problems.<sup>40</sup> In fact, UNICEF's Youth-Focused Rapid Assessment revealed that about 85.6% of the Lebanese respondents face difficulties in accessing remote learning.<sup>41</sup>

## 5. Health and High-Risk Behaviors



Although Lebanon has many reputable medical institutions, youth do not always have always access to healthcare, because these services are often expensive and more than half of the Lebanese population is not covered by insurance.<sup>42</sup> In addition, a 2014 assessment conducted by UNFPA and UNICEF to assess the provision of reproductive and sexual health services for male and female adolescents indicated that the centers providing these services are open during school hours. Hence, young men and women cannot go to these centers after school because they will be closed.<sup>43</sup> There are 950 clinics and primary healthcare centers in Lebanon, but the quality of services provided varies according to the geographical location.<sup>44</sup> In addition, most of the services of these centers target women, children and the elderly, with little focus on the needs of female/male adolescents and young men/women. Moreover, the concerns of young men/women about patient confidentiality let some of them avoid these health services.<sup>45</sup> In 2020, maternal mortality rates for females between the age of 10 and 24 accounted for 18% of the total maternal deaths.<sup>46</sup>

In addition, young people are often exposed to high-risk behaviors that threaten their health and even their lives. For example, the main reason for youth injuries and death is car accidents, as 31% of car accident victims are between 21 and 29 years old.<sup>47</sup> Lebanon also has one of the highest tobacco consumption levels among

the youth in the world. More than a quarter of the younger adult population currently smokes cigarettes, and waterpipe (shisha) is common from an early age.

Although there are no official statistics on drug use in Lebanon, field experts estimate that there are between 10,000 and 15,000 people with drug addiction in the country.<sup>48</sup>

Additionally, young people do not often have access to sexual and reproductive education, and thus are exposed to specific risks. For example, 37% of people infected with HIV are between 15 and 29 years old. It is necessary to increase access to sexual and reproductive health services, especially in the areas that do not receive enough services, and focus on vulnerable groups.<sup>49</sup> Recently, in 2021, UNICEF conducted a study that found that 44% of the Lebanese youth respondents reduced expenditures on health and only 68% received Primary healthcare when they needed it.<sup>50</sup> In addition, mental health problems are widespread among the Lebanese youth. The total percentage of students who had suicidal thoughts during the past year is 15%, and 13.5% have actually committed suicide during the same period.<sup>51</sup> It should be noted that the Lebanese curriculum does not tackle mental health problems or suicidal thoughts. For this reason, the Ministry of Public Health launched the Mental Health and Substance Use Strategy for Lebanon 2015-2020 to address this risk.

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33. UNICEF (2020). Comorbidity of Crises in Lebanon.  
34. AVSI (2021). Education Rapid Needs Assessment.

35. AVSI (2021). Education Rapid Needs Assessment.  
36. UNICEF (2021). Youth-Focused Rapid Assessment.  
37. UNICEF (2021). Youth-Focused Rapid Assessment.  
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41. UNICEF (2021). Youth-Focused Rapid Assessment.

42. UNDP (2015). Spotlight on Youth in Lebanon.  
43. UNFPA & UNICEF (2014). Assessment of a Model Project "to Provide Health Services for Adolescents and Youth" in 11 Health Facilities in Lebanon.  
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45. H A El Kahi, G Y Abi Rizk, S A Hlais, & S M Adib Health-care-seeking behaviour among university students in Lebanon  
46. Maternal Death Surveillance and Response, 2020 Annual Report, UNFPA, Ministry of

Public Health, Lebanese Society for 46 Obstetrics and Gynecology  
47. UNDP (2015). Spotlight on Youth in Lebanon.  
48. UNDP (2015). Spotlight on Youth in Lebanon.  
49. UNFPA annex to the Independent Lebanon Country Programme Evaluation, New York, 2014.  
50. UNICEF (2021). Youth-Focused Rapid Assessment.  
51. WHO (2011). Global Student Health Survey: Country fact sheet- Lebanon.



# 07

## Description of the National Youth Policy Action Plan

With the exacerbation of multiple crises in the country, the mental health of young people has been negatively affected.<sup>52</sup> More specifically, youth mental health problems have increased dramatically, leading to high-risk behaviors, as well as an increase in gender-based violence (GBV).<sup>53</sup> In fact, a new study reveals that one person commits suicide in Lebanon every 60 hours.<sup>54</sup> A spokesperson for the Lebanese Internal Security Forces (ISF) confirmed that suicide rates have risen this year. Last year, the ISF recorded 171 suicide cases whose victims were aged between 18 and 29, less than half of this year's figures, according to media reports and unofficial data.<sup>55</sup> Another study found that approximately one in four young people in Lebanon suffer from a psychological disorder, noting that 94% of these young people did not seek any treatment.<sup>56</sup> In general, another survey showed that 86 percent of youth in Lebanon often reported that they feel anxious.<sup>57</sup>

In addition, in 2021, UNICEF conducted a study in which 50.2% of Lebanese respondents reported feeling depressed "sometimes" and about 47% of the Lebanese respondents said that their lives had deteriorated during the past year.<sup>58</sup> Overall, when comparing young Lebanese, Syrian and Palestinian men and women, the assessment showed that 49% of young women said that their lives had deteriorated during the past year, compared to 57% of young men.<sup>59</sup>

It is important to highlight the situation of young people in prisons, especially with the increase in COVID-19 cases, as young people are exposed to great health risks due to the inability to respect the necessary health measures in different prisons.<sup>60</sup>

The action plan document was designed in a way that specifies the following elements for each recommendation:

- . A objective (or objectives) related to the SDGs;
- . Detailed intervention or interventions;
- . An indicator for each recommendation;
- . Different outcomes; each outcome has a set of interventions;
- . The timeframe for each of the interventions and the proposed main stakeholders and implementing parties (with the possibility of adding other relevant parties).

The monitoring and evaluation framework was designed in a way that specifies the following elements for each recommendation:

- . An indicator for each recommendation with the means of validation, the reporting frequency, and the entity in charge of submitting the reports.
- . Various outcomes, with their baseline, specific goals for the three implementation years, means of validation, reporting frequency, and the entity in charge of submitting the reports.

52. UNICEF (2020). Comorbidity of Crises in Lebanon.

53. Gender-Based Violence Information Management System, Annual Overview of Incidents of GBV in Relation to Lebanon's Situation 2020, Substance Abuse Journal: National trauma and substance use disorders: A slippery slope in Lebanon

54. Shartouni, R, Lebanon witnesses suicide case every 60 hours: Study Andalou Angecy (2021).

55. The Arab Weekly (2020). Suicide Spike in Lebanon amid Socio-Economic Turmoil.

56. Building Emotional Resilience in Youth in Lebanon: A School-Based Randomized Controlled Trial of the FRIENDS Intervention

57. The Changing Childhood Project | UNICEF x Gallup 7

58. UNICEF (2021). Youth-Focused Rapid Assessment.

59. UNICEF (2021). Youth-Focused Rapid Assessment.

60. Lebanon: Government Must Urgently Release More Prisoners to Prevent Spread of COVID-19.

# 08

## Immediate Interventions

This section was added to the Youth Policy Action Plan in the beginning of 2022, at the request of the Ministry of Youth and Sports to address the urgent priorities of youth in light of the rapid changes that have occurred in Lebanon, which have dangerous repercussions on the lives of young people, especially the COVID-19 pandemic, the Beirut Port explosion, the economic and financial crisis and its repercussions on young people at the health, educational, psychological, social, economic and political levels.

### 1. Youth urgent priorities in light of the current crises

Based on a review of the latest studies and reports on the situation of youth in Lebanon, and the changes made on previous sections which reflects the updated situation of youth, the following criteria were adopted to select youth urgent priorities:

1. The priorities must meet the **basic needs** of young people.
2. They are **urgent** in terms of their repercussions on the lives of young people.
3. They must be **comprehensive** since they affect a large number of young people, especially the most vulnerable of them.
4. The priorities must be **feasible**, i.e., it is possible to secure financial and technical support for their implementation despite the current situation.

The urgent needs of young people can be summarized in the following seven priorities:

- . Create job opportunities that secure quick income.
- . Provide physical and mental health support.
- . Reduce the percentage of school dropouts.
- . Financial and professional support to work in the agricultural sector.
- . Promote dialogue and a culture of peace.
- . Enhance civic and political participation and collaboration.
- . Preparing groups of volunteers to deal with crises.

### 2. Contribution of the Urgent Response Plan to the Long-Term Objectives of the Youth Policy Action Plan

Although the objective of the urgent response plan is to meet the urgent needs of young people, it is important that it enhances their access to their rights as well as their integration in the political, social, and economic life, hence, achieve all the objectives of the National Youth Policy Action Plan. Therefore, the Urgent Response Plan section covers the following long-term objectives:

1. Enhancing citizenship among young people through active political participation.
2. Ensuring that young people do not leave their country by facilitating their access to their social and economic rights.
3. Integrating young people in public life to enhance their capacities and role in building the future of their country.



# 09

## Urgent Initiatives to Respond to Current Crises

The initiatives were developed based on the identified priorities; they tackle the five policy sectors that were included in the previously approved youth policies.

### Sector 1: Demographics and Migration

#### Outcome A:

Intervening through programs and platforms to reduce youth immigration

#### Indicator:

Reducing youth immigration

#### Interventions

- \* 1.a. Establishing a program to support young people who want to work in the agriculture field. This program will provide them with the required professional and financial support to stay in their villages, cultivate the available lands, and enhance food security

#### Time Period

2022

#### Stakeholders and Implementing Parties

Ministry of Youth and Sports, Ministry of Labor, and Ministry of Agriculture.

### Sector 2: Employment and Economic Participation

#### Outcome B:

Facilitating job search and improving access to jobs.

#### Indicator:

Reducing the youth unemployment rate

#### Interventions

- \* 1.b. Developing an online platform that promotes solidarity among young people and let them share the available social and economic opportunities as well as express their basic needs (job opportunities, training, or health related needs) to receive support.
- \* 2.b. Expanding programs which support and stimulate entrepreneurship to reach multiple youth groups in cities and rural areas, and providing the necessary services to enhance the ability of young people to establish their own businesses with the possibility of reaching foreign markets.
- \* 3.b. Providing vocational guidance in all public schools and the Lebanese University to help young people choose the most appropriate educational path and access additional opportunities for vocational training.

#### Time Period

2022

#### Stakeholders and Implementing Parties

The Ministry of Youth and Sports (main stakeholder), the Ministry of Labor, and The National Employment Office

The Ministry of Youth and Sports (main stakeholder), the Ministry of Labor, and organizations supporting entrepreneurship.

The Ministry of Education and Higher Education, Ministry of Work, Schools and universities

### Sector 3: Employment and Economic Participation

#### Outcome C:

Enhancing the ability of the youth to participate in decision-making and supporting youth volunteering

#### Indicator:

Increasing the political and civic engagement of young people

#### Interventions

- \* 1.c. Establishing a National Youth Council to consult with the government and create a platform for the youth to voice their views and ideas to decision makers.
- \* 2.c. Lowering the voting age in parliamentary and municipal elections to eighteen.
- \* 3.c. Establishing dialogue forums in schools and universities that instill the principles of active citizenship and political culture.
- \* 4.c. Developing resources, trainings and tools (online and other types) to enable young people to better respond to crises and improve their capacity to provide assistance.

#### Time Period

2022-2023

2022

2022-2023

2022-2023

#### Stakeholders and Implementing Parties

The Council of Ministers, The Ministry of Youth and Sports, and youth groups.

The Council of Ministers, The Ministry of Youth and Sports (main stakeholders), youth groups and NGOs.

The Ministry of Education and Higher Education, the Center for Educational Research and Development (main stakeholders), the Lebanese University, universities, The Youth Forum (main stakeholder), and youth groups.

The Ministry of Social Affairs, the Ministry of Youth and Sports, and the Youth Forum (main stakeholders) and the Ministry of Education and Higher Education, the Ministry of Interior and Municipalities, Educational Institutes, Municipalities, and the Office of the Prime Minister.

The Ministry of Youth and Sports, and Ministry of Social Affairs (main stakeholders), youth associations, and NGOs.

\* New Initiatives \* Existing Initiatives

Interventions	Time Period	Stakeholders and Implementing Parties
* 6.c. Providing all kinds of support to youth-led civil society organizations.	2022	The Youth Forum (main stakeholder), youth groups, and NGOs.
* 7.c. Creating a development program that provides social and economic support to the youth in prisons (who are over 18 years of age) and improve their sense of belonging, to improve their social reintegration.	2022-2023	The Ministry of Youth and Sports, The Ministry of Social Affairs, The Ministry of Justice, and the Ministry of Interior and Municipalities.
* 8.c. Developing a national strategy for youth, peace and security in line with UN Security Council Resolution (UNSCR) 2250	2022-2024	The Ministry of Youth and Sports, The Ministry of Social Affairs, The Ministry of Interior and Municipalities, and youth groups
* 9.c. Developing and promoting a methodology on youth, media and peace within the Faculty of Information and Universities.	2022-2024	The Ministry of Youth and Sports, the Ministry of Social Affairs, and The Ministry of Information.

## Sector 4: Education and Culture

**Outcome D:**  
Facilitating youth access to schools and universities and improving student retention as well as their access to quality education through distance learning

**Indicator:**  
Reduce the percentage of school dropouts

Interventions	Time Period	Stakeholders and Implementing Parties
* 1.d. Creating online content that helps young people access formal and non-formal education.	2022	The Ministry of Education and Higher Education, The Lebanese University, Universities, and public and private schools, institutes of higher education and technical and vocational education and training, and the Center for Educational Research and Development.
* 2.d. Providing financial and technical alternatives to mitigate specific challenges such as the limited availability of electricity and internet for young students.	2022	The Ministry of Electricity, the Ministry of Interior and Municipalities, and the Center for Educational Research and Development.
* 3.d. Updating the curriculum to better cope with the current changes and ensure smooth online education for all students.	2022-2023	The Ministry of Education and Higher Education and the Center for Educational Research and Development (main stakeholders), the Central Administration of Statistics, the Ministry of Social affairs, public and private schools, and the institutes of higher education and technical and vocational education and training
* 4.d. Providing financial and technical support to implement the National Strategy for Technical and Vocational Education in a way that facilitates youth access to the skills that are currently in demand by the labor market.	2022-2023	The Ministry of Education and the private sector
* 5.d. Developing a program that enables teachers to acquire online teaching skills to enhance the quality of education and maintain the students' desire to pursue distance learning.	2022-2023	The Ministry of Education and the private sector
* 6.d. Providing financial and technical support to the students and professors of the Lebanese University to limit the (financial and structural) risks they face.	2022	The Ministry of Education and Higher Education, The Lebanese University, institutes of higher education and technical and vocational education and training, the Center for Educational Research and Development, and the Ministry of Youth and Sports

\* New Initiatives \* Existing Initiatives



# 10 National Youth Policy Action Plan Implementation Matrix

## Sector 5: Health and High-Risk Behaviors

**Outcome E:**  
Improving youth mental and physical health amid the stressful conditions they are facing

**Indicator:**  
Reducing youth suicide rates and the rates of youth who do not have access to health care services

Interventions	Time Period	Stakeholders and Implementing Parties
* 1.e. Establishing a network of mental health service providers and expanding their ability to respond to youth needs and to provide free or affordable services to the largest number of young people.	2022-2023	The Ministry of Public Health (main stakeholder) and the Ministry of Youth and Sports, the Ministry of Social affairs, mental health service providers, and youth groups
* 2.e. Creating an online platform that addresses the mental health needs of young people in Lebanon and abroad and developing online content to raise awareness about mental health issues.	2022-2023	The Ministry of Public Health (main stakeholder) and the Ministry of Youth and Sports, Ministry of Social affairs, mental health service providers, and youth groups.
* 3.e. Increasing mental health activities and mental health support, especially for vulnerable youth groups (women, people with special needs...)	2022-2023	The Ministry of Public Health, the Ministry of Education and Higher Education and the Center for Educational Research and Development, the Ministry of Youth and Sports, and the Ministry of Social Affairs
*4.e. Facilitating youth access to free or affordable healthcare services by creating a network of young doctors, especially those who have immigrated, and who are willing to provide these services related to public health, sexual and reproductive health, chronic diseases and others. (An online platform may be used to create this network in order to increase youth access to services).	2022-2023	The Ministry of Public Health, The Ministry of Youth and Sports, The Ministry of Social Affairs, public health service providers in Lebanon and abroad, and youth groups

\* New Initiatives \* Existing Initiatives

After implementing the urgent interventions amid the current crises, this section represents the Youth Policy Action Plan and covers the timeline (from 2022 till 2024) in addition to stakeholders, interventions, and objectives.

## 1. Demographics and Migration

### 1. Adopting and implementing a plan that facilitates the movement of young people to and from marginalized areas and within these areas at reasonable prices.

Indicator	Sustainable Development Goal
Percentage of youth in marginalized areas with adequate access to public transportation, by age, gender, and people with special needs	By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

### Outcome 1.1: Developing a transportation plan to improve transportation to and from marginalized areas for youth

Interventions	Time Period	Stakeholders and Implementing Parties
1.1.1. Assessing youth use of public transportation from Beirut to marginalized areas and vice versa, as well as transportation within marginalized areas. The assessment should address the reasons why buses are not used by some people, the current public transportation system, and the available public transportation routes in different areas. The assessment should also specifically address the needs of girls and young women and people with special needs.	2022	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, and the Ministry of Youth and Sports (main stakeholders), YFCAS, and municipalities
1.1.2. Carrying out an awareness campaign targeting young people on safe transportation. The campaign should specifically address the issue of harassment in public transportation (using 11.1)	2022	The Ministry of Public Works and Transport, the Ministry of Public Health, the Ministry of Social Affairs (main stakeholders), The Office of the Minister of State for Economic Empowerment of Women and Youth, and the National Commission for Lebanese Women, the Youth Forum, Youth Groups, and NGOs working on sexual harassment

Interventions	Time Period	Stakeholders and Implementing Parties
1.1.3. Developing a plan to implement reforms that make the public transportation system more responsive to the needs of young people (based on the assessment in 1.1.1)	2023	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, The Ministry of Youth and Sports (main stakeholders), the Youth Forum, and Municipalities
1.1.4. Identifying the current bus routes and transportation services within the marginalized areas as well as those that reach these areas and developing a guide that includes these services and their fees.	2022-2023	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, Ministry of Youth and Sports (main stakeholders), and Municipalities
1.1.5. Publishing and distributing the guide (developed in 1.1.4) to young people through public and private educational institutions and municipalities to raise awareness about the available public transportation options.	2023-2024	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, Municipalities, and educational institutions.
1.1.6. Publishing the information related to public transportation on a dedicated website, the websites of municipalities, social media, and a free and interactive application.	2024	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, Municipalities, and educational institutions.
1.1.7. Conducting advocacy campaigns to implement the plan that aims to increase the number of young people who use public transportation, as well as providing this service at affordable prices (in 1.1.3). These campaigns should address the issue of making public transportation convenient for girls and women and accessible to young people with special needs.	2024	The Ministry of Youth and Sports, The Youth Forum (main stakeholders)

Outcome 1.2: Supporting initiatives that facilitate the transportation of young people to marginalized areas and within these areas at affordable prices		
Interventions	Time Period	Stakeholders and Implementing Parties
1.2.1. Identifying and supporting current youth-led initiatives that seek to improve transportation in marginalized areas.	2022-2023	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, The Ministry of Youth and Sports (main stakeholders), and Municipalities
1.2.2. Supporting or creating municipal initiatives in marginalized areas to connect young people to nearby villages, cities, or Beirut by providing a bus service or establishing high-quality public transportation stations (such as seats and signs) involving young people - both males and females - in the design and implementation of these initiatives.	2022-2023	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, (main stakeholders), and Municipalities
1.2.3. Supporting the organization of a national competition in universities to encourage students to find innovative technological solutions to improve transportation from and to marginalized areas and providing support to the winners to implement their projects. The proposed solutions should be environment friendly.	2022-2023	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, The Ministry of Education and Higher Education (main stakeholders), The Youth Forum, universities, and The Ministry of the Environment.
1.2.4. Subsidizing transportation services to encourage private bus companies to offer discounted prices to young people under the age of 18 and to those who have a valid student identification card.	2023	The Ministry of Public Works and Transport, The Ministry of Interior and Municipalities, The Ministry Finance (main stakeholders), and private bus companies.

## 2. Updating agricultural curricula and making sure that young people receive the required training to ensure that their work in the agricultural sector is profitable

Indicator	Sustainable Development Goal
Percentage of new graduates from academic programs and other programs providing vocational and technical education and training in the agriculture sector, for whom agriculture is their main occupation	<p>2.3. By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.</p> <p>4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p> <p>8.6. By 2023, substantially reduce the proportion of youth not in employment, education or training.</p> <p>11.a. Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning.</p>

### Outcome 2.1: Improving the quality of vocational, technical and academic agricultural education to meet the market needs

Interventions	Time Period	Stakeholders and Implementing Parties
2.1.1 Conducting an assessment of the agricultural sector market to compare the skills of recent university graduates with the skills required by the labor market. The study should target both employers and youth and assess the effectiveness of the skills of university graduates. The study should also cover the skills that young entrepreneurs must have. The assessment should also cover the challenges and opportunities related to different products and value chains in the agricultural sector (as stated in 4.2.1).	2022	The Ministry of Education and Higher Education, the Ministry of Agriculture, The National Employment Office (main stakeholders), The Central Administration of Statistics, The Ministry of Labor, higher education institutions, vocational and technical training and education institutions, agricultural cooperatives, employers and entrepreneurs in the agricultural sector
2.1.2. Updating the agricultural academic curricula as well as vocational and technical training and education curricula to ensure that the graduates' skills meet the needs of the labor market and respond to the needs of the agricultural sector (as specified in 2.1.1)	2022	The Ministry of Education and Higher Education, The Ministry of Agriculture, The Center for Educational Research and Development (main

Interventions	Time Period	Stakeholders and Implementing Parties
Encouraging academic institutions as well as technical and vocational education and training institutions to offer courses on sustainable agriculture, ecosystem design, green spaces and afforestation.		stakeholders), The Ministry of the Environment, higher education institutions, vocational and technical training and education institutions
2.1.4. Inviting universities as well as vocational and technical training and education institutions that provide educational programs in agriculture to develop partnerships with employers working in the private sector, to provide vocational training opportunities to their students, especially females, and to establish a feedback mechanism that allows employers to express their opinions to universities regarding the skills that graduates must have.	2022	The Ministry of Education and Higher Education, the Ministry of Agriculture, the Center for Educational Research and Development, the National Employment Office (main stakeholders), the Ministry of Labor, higher education institutions, vocational and technical training and education institutions, agricultural cooperatives, employers and entrepreneurs in the agricultural sector
2.1.5. Inviting universities as well as vocational and technical training and education institutions that provide educational programs in agriculture, to make training courses (with a primary focus on females) and vocational training mandatory.	2022	The Ministry of Education and Higher Education, the Ministry of Agriculture, The Center for Educational Research and Development, the National Employment Office (main stakeholders), The Ministry of Labor, higher education institutions, vocational and technical training and education institutions, agricultural cooperatives, and employers and entrepreneurs in the agricultural sector



### Outcome 2.2:

Encouraging the youth to enroll in agricultural education programs and work in the agricultural sector in marginalized areas

Interventions	Time Period	Stakeholders and Implementing Parties
2.2.1. Providing technical assistance and financial support to young people who study agriculture and work in the agricultural sector in their regions.	2022	The Ministry of Education and Higher Education, the Ministry of Agriculture (main stakeholders), the National Employment Office, The Ministry of Labor, higher education institutions, vocational and technical training and education institutions, agricultural cooperatives.
2.2.2. Providing land and subsidized equipment to young people who work in the agricultural sector in their regions.	2024	The Ministry of Agriculture (main stakeholder), Municipalities, and agricultural cooperatives.
2.2.3 Providing financial and entrepreneurial guidance to young people working in the agricultural sector in their regions.	2022	The Ministry of Education and Higher Education, The Ministry of Agriculture, The Center for Educational Research and Development (main stakeholders), The National Employment Office, The Ministry of Labor, and agricultural cooperatives.

## 1. Demographics and Migration

### 3. Improving youth access to the labor market by monitoring and evaluating the labor market and its requirements

Indicator	Sustainable Development Goal
Percentage of youth who have access to labor market data.	8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value  8.6. By 2023, substantially reduce the proportion of youth not in employment, education or training  By 2023, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labor Organization

### Outcome 3.1:

Conducting periodic youth-centered assessments of the labor market.

Interventions	Time Period	Stakeholders and Implementing Parties
3.1.1. Designing and creating a labor market database and organizing it by gender, age, educational level, field of study, sector, income category, familial status, and governorate. The goal of this database is to assess the situation of each economic sector by governorate, in addition to the situation of the labor market by sector in terms of qualifications, average income and potential for growth. The labor market database should also focus on young people and provide them with the academic and career trends and allow them to understand the opportunities and challenges to enable them to access the labor market.	2022	The National Employment Office, the Central Administration of Statistics, (main stakeholders), the Ministry of Labor, the Ministry of Education and Higher Education, the Ministry of Social Affairs, the Ministry of Economy and Trade, The Ministry of Industry, and the Chambers of Commerce, Industry and Agriculture
3.1.2. Conducting regular labor market assessments in each of the eight governorates in cooperation with local partners including universities, local civil society organizations, youth organizations or municipalities while ensuring the involvement of youth, especially females, in these assessments. Adding the locally collected data to the shared database.	2022-2024 The database should be regularly updated	The National Employment Office, the Central Administration of Statistics, (main stakeholders), the Ministry of Labor, the Ministry of Education and Higher Education, The Civil Service Council, the Ministry of Social Affairs, The Ministry of Industry, and local partners.

### Outcome 3.2:

Ensuring all stakeholders have access to the labor market assessments and data and raising awareness about their availability.

Interventions	Time Period	Stakeholders and Implementing Parties
3.2.1. Creating a data search portal on the website of the National Employment Office, updating the data on a regular basis and providing free access to the data	2022	The National Employment Office
3.2.2. Publishing analytical reports on labor market trends in each governorate after completing the labor market assessment and sharing them with media outlets. The published reports will provide guidance to young people, academic and career trends and identify their needs in relation to accessing the labor market.	2022-2024	The National Employment Office, (main stakeholder), The Ministry of Labor, the Ministry of Education and Higher Education, The Ministry of Information, and media outlets.
3.2.3. Raising awareness annually about the availability of labor market data and assessments in schools, universities and technical institutes and the use of such data in educational or career guidance programs.	2022-2024	The National Employment Office, the Ministry of Education and Higher Education (main stakeholders), and the Ministry of Labor
3.2.4. Raising awareness about the availability of labor market data through youth groups and municipalities in order to support young people in making decisions about their academic and professional path.	2022-2024	The National Employment Office (main stakeholder), The Ministry of Interior and Municipalities, The Youth Forum, and youth organizations and groups

### Outcome 4.1:

Increasing students' access to evidence-based academic guidance to improve their transition from school to higher education

Interventions	Time Period	Stakeholders and Implementing Parties
4.1.1. Conducting an assessment of the needs of graduates and students in schools and universities in order to provide them with guidance, advice and information regarding their academic and professional careers. The assessment should target students in the academic, professional and technical fields.	2022	The National Employment Office (main stakeholder), The Ministry of Education and Higher Education, and The Ministry of Labor
4.1.2. Developing training material based on the needs assessment (in 4.1.1) and labor market assessments (3.2.2) in order to provide guidance services for students enrolled in vocational and academic education. The material for school students should include a review of the available university, professional and technical majors, as well as brief reports on academic curricula and graduates' work experiences. The material should also cover the negative perceptions and misconceptions related to vocational and technical education, as well as non-formal education options, especially vocational education. The material for higher education students and graduates should provide support in finding jobs and developing employability skills such as communication skills, undergoing interviews, CV development and cover letter writing skills. The developed material must be gender sensitive.	2022	The National Employment Office (main stakeholder), The Ministry of Education and Higher Education, The Ministry of Labor, The Ministry of Industry, The office of the Minister of State for Economic Empowerment of Women and Youth, Universities, Vocational and Technical Institutes, and trade unions.
4.1.3. Building the capacity of the National Employment Office's staff to provide academic and career guidance services to students and graduates of schools, universities and technical institutes in all employment department centers (5.2.2) and training the staff of educational institutes to provide these services (using materials developed in 4.1.2). The capacity-building process should be gender sensitive to enable the staff of the National Employment Office to address the employment challenges and needs of young women and girls.	2023	The National Employment Office, The Ministry of Labor (main stakeholders), The Ministry of Education and Higher Education, schools, universities, and technical and vocational institutes.

## 4. Improving youth access to academic and career guidance services in schools, universities, and technical institutes.

### Indicator

Percentage of youth who received academic and career guidance services.

### Sustainable Development Goal

- 4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6. By 2023, substantially reduce the proportion of youth not in employment, education or training

Interventions	Time Period	Stakeholders and Implementing Parties
4.1.4. Implementing annual training programs in all governorates for teachers and staff of specific schools to enable them to provide academic advisory training courses to students based on research findings related to academic programs provided by the universities (4.2.1) and labor market assessments (3.2.2), and training students individually to enable them to take their own decisions regarding their academic path. Announcing the availability of such trainings, in private and public schools	2023-2024	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), The Ministry of Labor, and private and public schools
4.1.5. Inviting universities and vocational and technical institutes to organize awareness sessions and open days for school students, to present their academic programs and answer students' questions.	2022-2023	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), The Lebanese University, private universities, technical and vocational institutes, and private and public schools
4.1.6. Inviting schools to establish alumni networks and guidance programs through which alumni provide guidance to school students based on their own experiences	2022-2023	The Ministry of Education and Higher Education, private and public schools (main stakeholders), and existing alumni networks

#### Outcome 4.2:

#### Increasing the access of students of universities and TVET institutions to evidence-based career guidance to improve their transition to the labor market

Interventions	Time Period	Stakeholders and Implementing Parties
4.2.1. Establishing/activating centers that provide career guidance services in universities and technical institutes	2022	The National Employment Office (main stakeholder), The Ministry of Education and Higher Education, The Ministry of Labor, Universities, and technical and vocational institutes
4.2.2 Building the capacity of career guidance centers (4.2.4) to use the developed material (4.1.2), in order to ensure that they effectively provide appropriate services to students. Developing evaluation criteria for the services provided by career guidance centers	2023	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), universities, technical and vocational institutes, and current career guidance centers

Interventions	Time Period	Stakeholders and Implementing Parties
4.2.6. Organizing job fairs in universities and vocational and technical education institutions and encouraging employers to participate in these job fairs.	2022-2023	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), The Ministry of Labor, The Ministry of Trade, The Ministry of Industry, universities, technical and vocational institutes, existing career guidance centers, and private sector employees
4.2.7. Promoting the development of orientation programs in career guidance centers to connect old and new graduates with future graduates in order to provide career guidance and opportunities.	2023-2024	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), The Ministry of Labor, universities, and technical and vocational institutes, existing career guidance centers
4.2.8. Promoting the establishment of employment agencies in higher education institutions to enable students to support each other in accessing the labor market.	2023-2024	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), The Ministry of Labor, universities, and technical and vocational institutes
4.2.9. Promoting professional training courses for university students and vocational and technical education	2022	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), The Ministry of Labor, The Ministry of Industry, universities, and technical and vocational institutes



## 5. Strengthening and activating the role of the National Employment Office to improve the readiness of the young workforce to join the labor market and create job opportunities for all young graduates.

Indicator	Sustainable Development Goal
Percentage of youth who access employment services of the National Employment Office	<p>4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p> <p>8.6. By 2020, substantially reduce the proportion of youth not in employment, education or training</p>

### Outcome 5.1:

#### Building the capacity of the National Employment Office to improve its ability to enhance the employability of youth

Interventions	Time Period	Stakeholders and Implementing Parties
5.1.1. Assessing the organizational capabilities of the National Employment Office to identify the areas in which the Office needs assistance in order to achieve its objectives and implement the relevant action plan initiatives.	2022-2023	The Ministry of Labor (main stakeholder), The National Employment Office
5.1.2. Providing technical assistance to the National Employment Office based on the needs identified in the assessment (in 5.1.1). The technical assistance may include providing support to organizational development or staff capacity-building.	2023-2024	The Ministry of Labor (main stakeholder) and the National Employment Office

### Outcome 5.2:

#### Strengthening the capacity of the National Employment Office to provide services that improve the employability of young men and women as well as access to employment opportunities

Interventions	Time Period	Stakeholders and Implementing Parties
5.2.1. Establishing service centers affiliated to the National Employment Office in all Lebanese governorates.	2022-2023	The Ministry of Labor and the National Employment Office (main stakeholders)
5.2.2. Assessing and Monitoring the Labor Market (as mentioned in details in 3.1 and 3.2)	2022-2024	The National Employment Office (main stakeholder)-The other stakeholders were mentioned in details in recommendation No. 3.

Interventions	Time Period	Stakeholders and Implementing Parties
5.2.3. Providing career and academic guidance services to young people (as stated in details in 4.1.3 and 4.2.3). These services should include job search support as well as developing the student's employability skills, such as communication skills, undergoing interviews, CV development, and cover letter writing skills. These services should also educate young people about their rights at work, including salaries, working hours, occupational health and safety, etc.	2023-2024	The National Employment Office (main stakeholder)-The other stakeholders were mentioned in details in recommendation No. 4.
5.2.4. Conducting short vocational trainings regularly to build the skills of young people who have recently joined the workforce or would like to change their current occupation.	2023-2024	The National Employment Office and The Ministry of Education and Higher Education (main stakeholders)
5.2.5. Providing services to young people with special needs - especially females - aimed at building their capacities and providing them with career advice regardless if they are looking for work or if they are employed (as stated in details in 6.1.7).	2024	The National Employment Office (main stakeholder), The Ministry of Social Affairs
5.2.6. Developing a technological solution, such as a mobile application, to provide employability services to young people who live in remote locations and have little access to National Employment Office centers. The solution will serve as a communication platform between the experts of the National Employment Office and Youth, through which advisory services and feedback on CVs and cover letters can be provided.	2024	The National Employment Office (main stakeholder), The Ministry of Social Affairs
5.2.7. Enhancing the services provided by the National Employment Office through social media sites, educational institutions, services, employment centers and municipalities.	2022-2024	The National Employment Office (main stakeholder), The Ministry of Education and Higher Education, The Ministry of Interior and Municipalities, and private and public education institutes, and municipalities
5.2.8. Improving the job search database of the National Employment Office using the labor market research findings (as detailed in 3.2). Design improvements could include new employment sectors and new search options such as the required level of expertise and the job location	2022	The National Employment Office (main stakeholder) and The Ministry of Labor

Interventions	Time Period	Stakeholders and Implementing Parties
5.2.9. Conducting an awareness-raising campaign among employers about the available services at the Employment Offices and encouraging them to publish information about their vacant jobs on the portal of the National Employment Office. The campaign should target employers in all eight governorates as well as private sector employees	2022-2024	The National Employment Office, The Ministry of Labor (main stakeholders), The Ministry of Trade, The Ministry of Industry, The Civil Service Council, the Chambers of Commerce, Industry and Agriculture, and private sector employers
5.2.10. Conducting an awareness-raising campaign among young job-seekers about the available services at the Employment Offices.	2022-2024	The National Employment Office, The Ministry of Labor (main stakeholders), universities, and technical and vocational training and education institutes.
5.2.11. Establishing a knowledge-sharing platform between the National Employment Office and registered private recruitment offices. This platform will include the profiles of job seekers and available vacancies, in order to increase job matching opportunities for young people.	2022-2024	The National Employment Office, and private recruitment offices (main stakeholders)
5.2.11. Establishing a knowledge-sharing platform between the National Employment Office and registered private recruitment offices. This platform will include the profiles of job seekers and available vacancies, in order to increase job matching opportunities for young people.	2022-2024	The National Employment Office (main stakeholder), The Ministry of Education and Higher Education, The Ministry of Interior and Municipalities, and private and public education institutes, and municipalities
5.2.12. Regulating the operations of unregistered private recruitment offices.	2022-2024	The Ministry of Labor (main stakeholder)

## 6. Improving the access of young people with special needs to the labor market, especially through the implementation of Law no. 220/2000.

Indicator	Sustainable Development Goal
Percentage of youth who access employment services of the National Employment Office	4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
	8.6. By 2023, substantially reduce the proportion of youth not in employment, education or training
	8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
	10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

### Outcome 6.1: Improving the access of young people with special needs to job opportunities and services, with a special focus on females

Interventions	Time Period	Stakeholders and Implementing Parties
6.1.1. Making career guidance service centers in universities and technical institutes (4.2.4) and National Employment Office centers accessible to young people with special needs, by adopting standards that ensure their ability to access these centers	2022	The National Employment Office, the career service centers in the higher education institutes, and the Ministry of Social Affairs (main stakeholders)
6.1.2. Training the staff of career guidance service centers in universities and technical institutes (4.2.4) and National Employment Office centers (5.2.2) on providing accessible services, including training, materials, and individual assistance.	2023-2024	The Ministry of Labor (main stakeholder) and the National Employment Office
6.1.3. Conducting an assessment of the needs of young people with special needs in the workplace and the challenges they face while searching for work. Young people recovering from drug addiction should be included in the assessment.	2022	The National Employment Office, The Ministry of Social Affairs (main stakeholders), and the Ministry of Labor
6.1.4. Adapting the employment test procedures of the Civil Service Council to ensure that young applicants with special needs are being treated fairly. Setting the quota for job applicants with special needs at 3%, in accordance with Law No. 220/2000, and highlighting those procedures when calling for applications.	2022-2023	The Civil Service Council (main stakeholder), and the Ministry of Social Affairs
6.1.5. Establishing monitoring mechanisms for the employment of individuals with special needs (such as mandatory reporting) and apply relevant penalties and income tax reductions as stated in Law No. 220/2000	2023-2024	The Ministry of Labor, The Ministry of Social Affairs, The Ministry of Finance, (main stakeholders), The Civil Service Council, and the Income Tax Authority

Interventions	Time Period	Stakeholders and Implementing Parties
6.1.6. Establishing a special unit that provides support to employers to adapt the workplace and work procedures to the needs of young people with special needs (for example assistive technology, adaptive equipment, staff training, job restructuring). The services provided by the unit should be designed based on an assessment of the identified needs (6.1.3.)	2024, Long term	The Ministry of Labor, The Ministry of Social Affairs, The Ministry of Finance, (main stakeholders), the Chambers of Commerce, Industry and Agriculture, and private sector employers
6.1.7. Establishing a unit that provides capacity-building services for young people with special needs, including young people recovering from drug addiction, and that also provides counseling services related to job opportunities regardless if the individuals accessing those services are looking for work or already employed. The services provided by the unit should be designed based on an assessment of the identified needs (6.1.3.).	2024, Long term	The National Employment Office, The Ministry of Social Affairs (main stakeholders), and NGOs working with people with special needs

**Outcome 6.2:**  
Raising community awareness about combating stigmas and misconceptions related to the employment of youth with special needs, with a special focus on females.

Interventions	Time Period	Stakeholders and Implementing Parties
6.2.1. Developing a resource manual and code of ethics to ensure that employers adhere to the principles of non-discrimination towards persons with special needs, including individuals recovering from drug addiction. The resource manual should include a sample code of ethics as well as procedures for providing advice and submitting complaints.	2022	The Ministry of Social Affairs (main stakeholder), The Ministry of Labor, The Civil Service Council, private sector employers, and the Chambers of Commerce, Industry and Agriculture
6.2.2. Organizing awareness training sessions for managers and HR staff working in the public and private sectors (using the material developed in 6.2.1) in order to help them identify stereotyped and biased behaviors towards people with special needs, during the recruitment process or in the workplace. These trainings should address stigma related to individuals with physical or mental disabilities.	2022-2024	The Ministry of Social Affairs (main stakeholder), The Ministry of Labor, The Civil Service Council, private sector employers, and the Chambers of Commerce, Industry and Agriculture
6.2.3. Adding courses on discrimination against people with special needs to the curricula of Human Resources and Management in higher education institutions, in order to combat stigma against people with special needs.	2022-2024	The Ministry of Social Affairs (main stakeholder), The Ministry of Education and Higher Education, universities, and technical and vocational institutes.

## 2. Social Integration and Political Participation

### 7. Supporting School and University Student Unions and promoting the holding of elections on a regular basis.

Indicator	Sustainable Development Goal
Percentage of educational institutions that hold student elections for three consecutive years.	16.7. Ensure responsive, inclusive, participatory and representative decision-making at all levels

**Outcome 7.1:**  
Establishing and supporting school student unions.

Interventions	Time Period	Stakeholders and Implementing Parties
7.1.1. Developing a student elections manual that includes standard procedures for conducting elections in schools and higher education institutions, including vocational and technical education institutes. The procedures should be gender sensitive and address the election of class representatives as well as a student representative council for the whole institution.	2022	The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), the National Commission for Lebanese Women, The Lebanese University, universities, and private and public schools.
7.1.2. Building the capacity of administrative staff and teachers in schools and higher education institutions, including vocational and technical institutes, to hold student elections and understand the role of student representatives and student councils and how these democratic structures work.	2022	The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), the National Commission for Lebanese Women, universities, and private and public schools.
7.1.3. Advocating for holding elections in schools annually, including vocational schools, as well as the election of class representatives and of a student council for the whole school (using standard procedures developed in 7.1.1.)	2022-2023	The Ministry of Education and Higher Education (main stakeholder), The National Commission for Lebanese Women, and private and public schools.
7.1.4. Building the capacity of school student representatives in communication, leadership, planning civic and social projects, advocacy, girls and women decision-making empowerment and other topics based on identified needs	2023-2024	The Ministry of Education and Higher Education, The Ministry of Youth and Sports (main stakeholders), The Youth Forum, and private and public schools



Interventions	Time Period	Stakeholders and Implementing Parties
7.1.5. Organizing networking activities between school student representatives at the governorate level and encouraging them to build connections with other students in addition to establishing a common advocacy platform to address common concerns and implement joint projects	2024	The Ministry of Education and Higher Education, The Ministry of Youth and Sports (main stakeholders), The Youth Forum, the National Commission for Lebanese Women, and private and public schools.

Outcome 7.2: Establishing and supporting higher education student unions.		
Interventions	Time Period	Stakeholders and Implementing Parties
7.2.1. Advocating for annual gender-sensitive elections in universities and technical and vocational training and education institutes (using the standard procedures developed in 7.1.1)	2022-2023	The Ministry of Education and Higher Education (main stakeholder), the National Commission for Lebanese Women, universities, and technical and vocational training and education institutes.
7.2.2. Conducting a needs assessment for student councils and student representatives and build their capacities based on the identified needs. The needs assessment should include a participatory gender review for student councils. Capacity building can address specific needs, such as communication, project planning, awareness, advocacy, girls and women decision-making empowerment, and other topics based on identified needs.	2023-2024	The Ministry of Education and Higher Education, The Ministry of Youth and Sports (main stakeholders), The Youth Forum, universities, technical and vocational training and education institutes, private and public universities, and student councils.
7.2.3. Encouraging higher education institutions to design and adopt rules and regulations to preserve and protect students' rights, especially females, in order to mobilize and design mechanisms to promote the participation of students in the decision-making process	2023	The Ministry of Education and Higher Education, The Ministry of Youth and Sports, student councils (main stakeholders), The Youth Forum, the National Commission for Lebanese Women, The Office of the Minister of State for Economic Empowerment of Women and Youth, and private and public universities.

Interventions	Time Period	Stakeholders and Implementing Parties
7.2.4. Facilitating the creation of networking programs between student representatives in universities and technical and vocational education and training institutes and encouraging them to build connections with other students in addition to establishing a common advocacy platform to address common concerns. Encouraging the exchange of experiences and the transfer of knowledge within and between student representative councils.	2024	The Ministry of Education and Higher Education, The Ministry of Youth and Sports, student councils (main stakeholders), The Youth Forum, and private and public universities.
7.2.5. Monitoring and supporting student advocacy groups, forums, unions and networks by building their capacities and offering them technical support.	2023-2024	The Ministry of Education and Higher Education, The Ministry of Youth and Sports, The Youth Forum (main stakeholders), the National Commission for Lebanese Women, and student advocacy groups and networks

## 8. Involving youth, especially women, in decision-making and policy development at the level of local authorities and ministries, encouraging volunteering, and allocating a percentage of the budgets of municipalities and ministries to youth

Indicator	Sustainable Development Goal
Percentage of youth who participate in policy development and decision-making at the local and national levels.	10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
Percentage of youth who are volunteers or activists	16.7. Ensure responsive, inclusive, participatory and representative decision-making at all levels

### Outcome 8.1:

Strengthening the decision-making and policy development capacities of youth, especially women, at the municipal level, and advocating for allocating a percentage of municipal budgets to youth

Interventions	Time Period	Stakeholders and Implementing Parties
8.1.1. Conducting a comprehensive analysis of the legal and policy framework and youth participation and activism at the local and national levels, and developing standards and guidelines to enable youth, especially women, to participate in decision-making and policy development processes at the level of municipalities and ministries. The developed guidelines should ensure the participation of girls and young women as well as young men from disadvantaged groups.	2022	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), The Ministry of Social Affairs, The Ministry of Interior and Municipalities, the office of the Minister of State for Administrative Development, The National Commission for Lebanese Women, The Office of the Minister of State for Economic Empowerment of Women and Youth, The Ministry of Education and Higher Education, the youth advocacy groups, municipalities, governors, and ministries.
8.1.2. Building the capacities of municipalities to implement the developed guidelines (in 8.1.1) and to implement youth inclusion mechanisms. Providing technical support to municipalities that implement similar programs	2022-2023	The Youth Forum, The Ministry of Youth and Sports, The Ministry of Interior and Municipalities, The Ministry of Education and Higher Education, The Ministry of Social Affairs (main stakeholders), and municipalities.
8.1.3. Building the capacities of young people, especially young women, to advocate for participation in decision-making in municipalities and ministries (according to 8.1.1). Training sessions may cover data collection, awareness-raising, the right to access information, a session on policy development, as well as an assessment of the needs and rights of various youth groups, especially those facing the risk of social exclusion, and advocating to take these needs into account when developing policies at the municipal level. Announcing the availability of similar trainings and opportunities through youth associations and educational institutions	2022-2023	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, The Ministry of Social Affairs, The National Commission for Lebanese Women, youth associations, and educational institutions.
8.1.4. Documenting successful experiences related to the inclusion of youth and women in policy development and decision-making at the local authority level, and publishing and disseminating them to municipalities and youth groups to replicate them.	2024	The Ministry of Interior and Municipalities, The Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, municipalities, and youth groups.

### Outcome 8.2:

Strengthening the decision-making and policy development capacities of youth, especially women, at the municipal level, and advocating for allocating a percentage of municipal budgets to youth

Interventions	Time Period	Stakeholders and Implementing Parties
8.2.1. Building the capacities of the staff of ministries to implement the developed guidelines (in 8.1.1) and motivating them (through incentives) to implement youth inclusion mechanisms. Providing technical support to ministries that implement similar programs.	2022-2023	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), ministries, The Ministry of Labor, The National Commission for Lebanese Women, and The Ministry of Education and Higher Education.
8.2.2. Encouraging the active participation of young people in the integration of youth perspectives in policy development by creating partnerships between relevant ministries on the one hand and youth organizations and educational institutions on the other hand.	2022-2023	The Youth Forum, The Ministry of Youth and Sports, The Ministry of Education and Higher Education (main stakeholders), ministries, The National Commission for Lebanese Women, youth organizations, and educational institutions.
8.2.3. Developing a program for training courses and vocational training for public sector institutions, and implementing the program in higher education institutions (as detailed in 13.3.5)	2023	The Civil Service Council, The National Employment Office (main stakeholders), The Ministry of Labor, The National Commission for Lebanese Women, universities, and technical and vocational training and education institutes.
8.2.4. Creating a platform to disseminate environmental policies and regulations and involve young people in developing environmental policies and advocating for environmental protection. Announcing the availability of the platform to young people	2022-2023	The Ministry of Environment, The Youth Forum (main stakeholders), The Ministry of Education and Higher Education, youth associations and groups, and educational associations

### Outcome 8.3:

#### Promoting youth volunteerism and activism.

Interventions	Time Period	Stakeholders and Implementing Parties
8.3.1. Advocating to make social services program compulsory in all private and public schools (as detailed in 13.3.1)	2022-2024	The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), private and public schools, The Ministry of Interior and Municipalities, municipalities, local NGOs, and the National Commission for Lebanese Women.
8.3.2. Advocating the involvement of young people, especially females, in short and long-term volunteering programs, and supporting youth associations and groups in advertising their work and announcing the availability of opportunities to join them as volunteers.	2022	The Ministry of Social Affairs, The Ministry of Youth and Sports, The Youth Forum (main stakeholders), youth associations, and informal youth groups.
8.3.3. Creating a platform to match young people with volunteering opportunities. Announcing the availability of the platform and participation opportunities through youth associations and educational institutions.	2022	The Ministry of Social Affairs, The Ministry of Youth and Sports, The Youth Forum (main stakeholders), The Ministry of Education and Higher Education, educational institutes, municipalities, and the office of the Prime Minister.
8.3.4. Organizing volunteering exhibitions and training programs on the basics of volunteering targeting young people in educational institutions and municipalities	2022-2023	The Ministry of Social Affairs, The Ministry of Youth and Sports, The Youth Forum (main stakeholders), The Ministry of Education and Higher Education, The Ministry of Interior and Municipalities, educational institutes, and municipalities.
8.3.5. Building the capacities of youth-led initiatives and programs that encourage young men and women to participate in social and political life, such as scouting, after assessing their needs	2022-2023	The Ministry of Social Affairs, The Ministry of Youth and Sports, The Youth Forum (main stakeholders), The National Commission for Lebanese Women, The Ministry of Interior and Municipalities, and youth associations.

### Outcome 8.4:

#### Establishing a national volunteering and civic engagement framework

Interventions	Time Period	Stakeholders and Implementing Parties
8.4.1. Proposing and designing legislative reforms to improve the legal volunteering and civic engagement framework, and developing unified criteria for volunteering. The criteria should include a framework for identifying the skills acquired through volunteering and civic engagement.	2022-2024	The Ministry of Social Affairs, The Youth Forum, the Parliamentary Committee for Youth (main stakeholders), The Ministry of Youth and Sports
8.4.2. Building the capacity of NGOs, and youth associations and groups to implement the developed criteria (8.4.1). Trainings should cover volunteer retention and guidance and mentoring skills in order to ensure that volunteers are satisfied with their experience, acquire new skills, and make a social impact.	2022	The Youth Forum, The Ministry of Social Affairs (main implementing parties), The Ministry of Education and Higher Education, The National Employment Office, the Ministry of Labor, and youth associations.
8.4.3. Monitoring the application of the volunteering criteria during volunteering and civic engagement activities.	2023	The Ministry of Social Affairs (main stakeholder), and the Ministry of Sports and Youth.

## 9. Enhancing youth participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social discrimination

Indicator	Sustainable Development Goal
Percentage of youth who participate in programs that seek to achieve social stability and reduce stereotyped behaviors and social discrimination	5.1. End all forms of discrimination against all women and girls everywhere  10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status  16.1. Significantly reduce all forms of violence and related death rates everywhere



### Outcome 9.1:

Promoting youth participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social/gender discrimination at the national level

Interventions	Time Period	Stakeholders and Implementing Parties
9.1.1. Creating initiatives that address social stability and social exclusion and cover conceptual change, behavioral change, changing attitudes, advocacy and establishing cooperation mechanisms between the various initiatives in order to improve impact	2022-2023	The Ministry of Youth and Sports, The Ministry of Social Affairs (main stakeholders), The Ministry of Education and Higher Education, youth associations, and NGOs
9.1.2. Supporting youth-led initiatives to conduct cross-cultural, sectarian and regional dialogues among young people. These initiatives can address sports, culture, entertainment, peaceful coexistence, reconciliation, or history and memorials.	2023-2024	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), the Ministry of Education and Higher Education, the Ministry of Social Affairs, educational institutes, youth associations, and NGOs
9.1.3. Reviewing the Lebanese curricula to ensure that it does not include any materials that encourage any kind of discrimination or stereotyped behavior (as stated in 13.1), especially against women and girls, and to ensure gender mainstreaming. Advocating for curriculum updates or amendments based on the review process.	2022	The Council for Development and Reconstruction, the Ministry of Education and Higher Education, the Ministry of Social Affairs (main stakeholders), and the Lebanese University

### Outcome 9.2:

Promoting youth participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social/gender discrimination at local levels

Interventions	Time Period	Stakeholders and Implementing Parties
9.2.1. Supporting municipalities in promoting youth participation in local, social, economic and political activities by designing specific mechanisms and assisting municipalities in their implementation in order to ensure that young men and women are represented and their voices are heard (as detailed in 8.2)	As detailed in 8.2	As detailed in 8.2
9.2.2. Providing financial and technical support to municipalities to establish public facilities accessible to all youth (including but not limited to public libraries, Internet facilities, existing public schools, public clinics, etc.) at affordable or no costs or providing support to municipalities to rehabilitate their existing facilities. Attention should be given to the inclusion of girls, LGBT community, young people with special needs and others in these facilities.	2023-2024	The Ministry of Interior and Municipalities, The Ministry of Youth and Sports (main stakeholders), the Ministry of Social Affairs, and the Minister of State for Economic Empowerment of Women and Youth
9.2.3. Providing training for municipal police to monitor and prevent conflicts and tensions motivated by hatred and any type of sexual harassment or violence against girls and to intervene to resolve such conflicts.	2023-2024	The Ministry of Interior and Municipalities, the Ministry of Social Affairs (main stakeholders), The National Commission for Lebanese Women, municipalities, youth associations, and NGOs
9.2.4. Strengthening, encouraging, and supporting civil society initiatives that address social, political, economic, sectarian, and racial tensions. Ensure the participation of youth in these initiatives according to a specific quota.	2022-2024	The Ministry of Social Affairs, The Ministry of Youth and Sports, The Youth Forum (main stakeholders), municipalities, and educational institutes
9.2.5. Training and supporting the Social Development Centers of the Ministry of Social Affairs to provide psychosocial support to marginalized, vulnerable and disadvantaged individuals, especially young women. Trainings should cover topics related to gender sensitivity and gender-based violence.	2023	The Ministry of Social Affairs, and the Ministry of Public Health (main stakeholders)
9.2.6. Supporting educational institutes in formulating and respecting codes of ethics, rules and regulations that combat hatred, racism, bias against women and vulnerable groups and bullying within these institutions, in addition to putting in place corrective measures in case these codes were violated	2022-2024	The Ministry of Education and Higher Education, The Ministry of Social Affairs (main stakeholders), and educational institutes
9.2.7. Supporting programs that aim to rehabilitate young people affected by or participating in armed conflicts by training them to acquire specific skills and striving to reintegrate them into society.	2022-2024	The Ministry of Social Affairs, The Ministry of Youth and Sports (main stakeholders), and the Ministry of Justice

## 10. Promoting youth advocacy programs on civil laws

Indicator	Sustainable Development Goal
Percentage of youth participating in civil law advocacy	10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status  16.7. Ensure responsive, inclusive, participatory and representative decision-making at all levels

### Outcome 10.1: Enhancing Youth Participation in civil law advocacy programs

Interventions	Time Period	Stakeholders and Implementing Parties
10.1.1. Assessing the needs of youth groups and NGOs advocating for civil laws, and conducting a study to assess the needs of specific groups and NGOs to increase the effectiveness of their advocacy campaigns	2022	The Youth Forum (main stakeholder), and youth groups and NGOs
10.1.2. Providing appropriate support to youth advocacy groups based on the assessment (in 10.1.1) in order to develop the knowledge and skills of youth activists and thus increase the effectiveness of their campaign. Support may include: technical support (laws, communications, design, etc.), training, or financial donations.	2023-2024	The Youth Forum (main stakeholder), and youth groups and NGOs
10.1.3. Facilitating networking programs between youth groups and NGOs advocating for civil laws and encouraging them to build connections to exchange experiences.	2024	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), The Ministry of Social Affairs, and youth groups and NGOs
10.1.4. Creating a knowledge-sharing platform for youth groups and NGOs advocating for civil law enforcement in order to increase cooperation between them and ensure the transfer of knowledge and experiences between them	2024	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), The Ministry of Social Affairs, and youth groups and NGOs
10.1.5. Supporting youth groups and NGOs advocating for civil laws (identified in 10.1.1). Conducting peer support campaigns to raise youth awareness about their rights and duties in accordance with the law.	2022-2023	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, The Ministry of Interior and Municipalities, The Ministry of Social Affairs, youth groups and NGOs, municipalities, and public and private educational institutions.

Interventions	Time Period	Stakeholders and Implementing Parties
10.1.6. Conducting workshops on the process and mechanism of youth advocacy in educational institutes and municipalities to encourage them to participate in the campaigns.	2022-2024	The Youth Forum, The Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, The Ministry of Interior and Municipalities, The Ministry of Social Affairs, youth groups and NGOs, municipalities, and public and private educational institutions.
10.1.7. Building the capacities of inactive and unconcerned youth to encourage them to contribute to advocacy campaigns	2022-2023	The Youth Forum (main stakeholder), and youth associations and groups

## 11. Improving access to control, protection, and response mechanisms to protect individuals, especially females, from sexual harassment / violence and ensuring collective and individual responsibility to combat it

Indicator	Sustainable Development Goal
Percentage of young females and women who feel that they have personally suffered from sexual harassment / violence	5.1. End all forms of discrimination against all women and girls everywhere  5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

### Outcome 11.1: Ensuring the development of protection, control and intervention mechanisms to protect young people from sexual harassment

Interventions	Time Period	Stakeholders and Implementing Parties
11.1.1. Documenting and recording cases of sexual harassment/ violence among young people in general, and young females in particular, to include them in policy recommendations and reforms. The recording process should focus on cases of harassment and violence in schools, universities, public transportation, and on the Internet. The sexual harassment documentation and follow-up process should be carried out using technological solutions such as web-based applications.	2022	The Office of the Minister of State for Economic Empowerment of Women and Youth, the Central Administration of Statistics (main stakeholders), The Ministry of Social Affairs, The Ministry of Interior and Municipalities, The Ministry of Public Health, and NGOs

Interventions	Time Period	Stakeholders and Implementing Parties
<p>11.1.2. Developing training material on sexual harassment / violence consequences, nature, and means of combating them, and on the support and care services available to survivors (using conclusions from 11.1.1). The material should include a list of options for referral cases and available services (for example, psychosocial, legal, and health services). It should also address the involvement of young people in combating violence against women.</p>	2022-2023	The Ministry of Public Health, The Ministry of Social Affairs, The Office of the Minister of State for Economic Empowerment of Women and Youth (main stakeholders), The National Commission for Lebanese Women, and youth groups and NGOs fighting sexual harassment
<p>11.1.3. Building the capacity of prosecutors, security officials, lawyers, and judges on the consequences and nature of sexual harassment and violence (using the material developed in 11.1.2)</p>	2023	The Ministry of Justice, the Ministry of Interior and Municipalities, The Office of the Minister of State for Economic Empowerment of Women and Youth (main stakeholders), The National Commission for Lebanese Women, The Ministry of Public Health, The Ministry of Social Affairs, and youth groups and NGOs fighting sexual harassment.
<p>11.1.5. Building the capacity of the staff of hospitals, primary healthcare centers of the Ministry of Public Health, and Social Development Centers (SDCs) of the Ministry of Social Affairs, to deliver trainings on providing care to survivors of sexual harassment and violence and responding to their needs (using the material developed in 11.1.2.)</p>	2023	The Ministry of Public Health, The Ministry of Social Affairs, The Office of the Minister of State for Economic Empowerment of Women and Youth (main stakeholders), The National Commission for Lebanese Women, and youth groups and NGOs fighting sexual harassment
<p>11.1.6. Building the capacity of municipal police on control and intervention tools and mechanisms (using the material developed in 11.1.21)</p>	2023	The Ministry of Interior and Municipalities, The Office of the Minister of State for Economic Empowerment of Women and Youth (main stakeholders), Municipalities, and youth groups and NGOs fighting sexual harassment

Interventions	Time Period	Stakeholders and Implementing Parties
<p>11.1.7. Implementing awareness campaigns in schools and universities on identifying cases of harassment and the available services to provide support to survivors of sexual harassment / violence (according to 20.1).</p>	2023	The Office of the Minister of State for Economic Empowerment of Women and Youth, The Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, the Ministry of Social Affairs, The Ministry of Information, youth groups and NGOs fighting sexual harassment, and educational institutes
<p>11.1.8. Ensuring the availability of minimum support services and referral mechanisms in schools, universities and vocational and technical education institutes, to handle any case of sexual harassment / violence</p>	2023-2024	The Office of the Minister of State for Economic Empowerment of Women and Youth, The Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, the Ministry of Social Affairs, The Ministry of Information, and youth groups and NGOs fighting sexual harassment
<p>11.1.9. Supporting municipalities in raising local awareness about anti-sexual harassment activities and the provision of safe havens for survivors of sexual harassment / violence. Involving young people in leading local awareness campaigns.</p>	2022-2023	The Ministry of Interior and Municipalities, the Ministry of Social Affairs (main stakeholders), and NGOs fighting sexual harassment



## Outcome 11.2:

### Ensuring better prevention to protect the youth from sexual harassment

Interventions	Time Period	Stakeholders and Implementing Parties
11.2.1. Developing general questionnaires and manuals on control and intervention activities, as well as guides on best practices for combating sexual harassment. Sharing relevant material on social media and mass media.	2022	The Office of the Minister of State for Economic Empowerment of Women and Youth, The National Commission for Lebanese Women (main stakeholders), the Ministry of Information, and media outlets.
11.2.2. Supporting the design and implementation of unified and coherent systems to fight harassment in educational institutions	2024	The Ministry of Education and Higher Education, The Office of the Minister of State for Economic Empowerment of Women and Youth, the Ministry of Social Affairs (main stakeholders), The National Commission for Lebanese Women, educational institutes, and youth groups and NGOs fighting sexual harassment
11.2.3. Providing support in designing and implementing anti-harassment policies in the workplace. Announcing the availability of this kind of support through the Chambers of Commerce, Industry and Agriculture.	2023	The Ministry of Social Affairs, The Office of the Minister of State for Economic Empowerment of Women and Youth, The National Commission for Lebanese Women, The Ministry of Trade, The Ministry of Industry (main stakeholders), The Ministry of Education and Higher Education, The Chambers of Commerce, Industry and Agriculture, and private sector companies
11.2.4. Increasing youth awareness to pass the draft law on the criminalization of sexual harassment after ensuring that the proposed law pays the necessary attention to youth issues and needs	2022	The Office of the Minister of State for Economic Empowerment of Women and Youth, The Youth and Sports Parliamentary Committee (main stakeholders)

## 12. Lowering the voting age in municipal and parliamentary elections to the age of eighteen

Indicator	Sustainable Development Goal
Percentage of young people participating in advocacy campaigns for lowering the voting age in municipal and parliamentary elections to the age of eighteen	10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status  16.7. Ensure responsive, inclusive, participatory and representative decision-making at all levels

## Outcome 12.1:

### Supporting advocacy groups working on lowering the voting age

Interventions	Time Period	Stakeholders and Implementing Parties
12.1.1. Identifying youth groups and NGOs advocating for the amendment of Law No. 21 in the Lebanese Constitution to reduce the voting age in parliamentary and municipal elections to the age of eighteen	2022	The Youth Forum, The Ministry of the Youth and Sports (main stakeholders), and youth groups and NGOs
12.1.2. Conducting a study to assess youth groups and relevant NGOs (as stated in 12.1.1) in order to better understand their priorities and aspirations and increase the effectiveness of their awareness campaigns through common and unified messages and requests	2022	The Youth Forum, The Ministry of the Youth and Sports (main stakeholders), and youth groups and NGOs
12.1.3. Building the capacities of these groups by providing them with the necessary support (as stated in 12.1.2): technical support, training, financial donations, etc	2023-2024	The Youth Forum (main stakeholder), and youth groups and NGOs

### 3. Education and Culture

#### 13. Amending educational curricula to better suit life requirements and labor market needs, and implementing compulsory vocational training

Indicator	Sustainable Development Goal
Percentage of young students who receive education or training on skills needed in the labor market or in their daily life	4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
Percentage of young students undergoing vocational training	8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value 8.6. By 2023, substantially reduce the proportion of youth not in employment, education or training

#### Outcome 13.1:

##### Advocating to amend school curricula to better suit life requirements and labor market needs

Interventions	Time Period	Stakeholders and Implementing Parties
13.1.1. Conducting a needs assessment study targeting school students and young adults to identify important life skills. This study will cover the last years of school and the early stages of adulthood (i.e., between 15 and 29 years). The study should also demonstrate the need for information and skills related to decision-making, critical thinking, research, problem-solving, communication, interpersonal relationships, financial knowledge, entrepreneurship, project management, personal health (17.1), self-care and self-awareness, physical abuse, gender equality, and coping with stress factors	2022	The Ministry of Education and Higher Education, the Center for Educational Research and Development (main stakeholders), The Central Administration of Statistics, The Ministry of Social Affairs, The Ministry of Industry, The National Commission for Lebanese Women, public and private schools, higher education institutes, vocational and technical education and training institutes, and youth clubs and associations.
	2022	The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), NGOs, and educational institutes that offer life skills programs

Interventions	Time Period	Stakeholders and Implementing Parties
13.1.3. Developing materials on all the topics identified in the assessment (in 13.1.1) and/or adapt existing materials of the existing life skills curricula (as mentioned in 13.1.2), and include them in school curricula / extracurricular activities in primary, intermediate, and secondary education.	2023	The Ministry of Education and Higher Education, and the Center for Educational Research and Development (main stakeholders)
13.1.4. Training teachers / educators / consultants in schools on newly introduced materials	2024	The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), and teachers of private and public schools

#### Outcome 13.2:

##### Amending technical and vocational education and training curricula to better suit life requirements and labor market needs

Interventions	Time Period	Stakeholders and Implementing Parties
13.1.1. Conducting a needs assessment study targeting school students and young adults to identify important life skills. This study will cover the last years of school and the early stages of adulthood (i.e., between 15 and 29 years). 13.2.1. Conducting an assessment covering several sectors and governorates to compare the skills of new graduates from technical and vocational education and training institutes with the skills needed in the labor market. The assessment should target employees and youth, and assess the relevance of graduates' technical, personal, and digital skills as well as their level of awareness about their rights in the labor market. The assessment should also address the skills needed by young entrepreneurs.	2022	The Ministry of Education and Higher Education, The Center for Educational Research and Development, The National Employment Office (main stakeholders), The Central Administration of Statistics, The Ministry of Labor, technical and vocational education and training institutes, youth clubs and associations, private sector employers, and the Chambers of Commerce, Industry and Agriculture.
13.2.2. Disseminating the finding of the studies (in 13.2.1) to student councils and technical and vocational education and training institutes to encourage them to adapt their curricula to improve the efficiency of the graduates' acquired skills.	2022	The Ministry of Education and Higher Education, the Center for Educational Research and Development, The National Employment Office (main stakeholders), vocational and technical education and training institutes, and student councils

Interventions	Time Period	Stakeholders and Implementing Parties
13.2.4. Disseminating the developed set of tools to technical and vocational training and education institutes in order to facilitate its integration with existing curricula.	2024	The Ministry of Education and Higher Education, the Center for Educational Research and Development, The National Employment Office (main stakeholders), vocational and technical education and training institutes, and student councils
13.2.5. Providing training on employability skills to technical and vocational training and education students using the developed set of tools (in 13.2.3). Announcing the training availability through student councils and technical and vocational education and training institutes.	2024	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), vocational and technical education and training institutes, and student councils

### Outcome 13.3: Implementing mandatory community service in schools

Interventions	Time Period	Stakeholders and Implementing Parties
13.3.1. Making community service mandatory in all private and public schools and providing support for the implementation of the relevant decree. Ensuring the participation of NGOs and local authorities in offering support to students.	2022-2024	The Ministry of Education and Higher Education, the Center for Educational Research and Development (main stakeholders), public and private schools, the Ministry of Interior and Municipalities, the Ministry of Social Affairs, Municipalities, and local NGOs

### Outcome 13.4: Helping universities to include training or practical courses and vocational training in their curricula

Interventions	Time Period	Stakeholders and Implementing Parties
13.4.1 Encouraging universities and technical and vocational education and training institutions to develop partnerships with private sector employers to provide access to training courses and vocational training for their students, and to establish a mechanism for employers to provide feedback to universities on the skills that graduates must have.	2022	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), The Ministry of Trade, The Ministry of Industry, The Ministry of Labor, universities, technical and vocational training and education institutes, private sector employers, and the Chambers of Commerce, Industry and Agriculture
13.4.2. Encouraging universities and technical and vocational education and training institutes to add compulsory training courses / vocational training courses to their curricula	2022-2024	The National Employment Office, The Ministry of Education and Higher Education (main stakeholders), the Ministry of Labor, and universities and technical and vocational training and education institutes
13.4.3. Creating incentives and providing support to employers who implement training courses programs for students. The support may include paying the transportation fees for trainees and apprentices.	2023-2024	The National Employment Office (main stakeholder), The Ministry of Trade, The Ministry of Industry, the Ministry of Labor, private sector employers, the Chambers of Commerce, Industry and Agriculture, universities and technical and vocational training and education institutes
13.4.5. Develop a program for training and vocational training courses for public sector institutions, and announcing the program in higher education institutes.	2023-2024	The Civil Service Council, The National Employment Office (main stakeholders), The Ministry of Labor, universities and technical and vocational training and education institutes

## 14. Improving the vocational and technical education and training system and ensuring that the curricula offer the necessary skills to young men and women

Indicator	Sustainable Development Goal
Percentage of students in technical and vocational education and training institutes who receive trainings and courses that cover the skills needed in the labor market or in daily life	<p>4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p> <p>8.6. By 2023, substantially reduce the proportion of youth not in employment, education or training</p>

### Outcome 14.1: Improving the capabilities of the technical and vocational education and training system

Interventions	Time Period	Stakeholders and Implementing Parties
14.1.1. Identifying and evaluating vocational and technical education and training programs in all ministries in charge of specific programs (particularly the Ministry of Social Affairs, the Ministry of Agriculture, the Ministry of Labor, the Ministry of Tourism and the Ministry of Public Health), the private sector and technical and vocational education and training (TVET) institutes. The evaluation of existing programs will cover existing curricula, teacher qualifications, and the relevance of the offered programs to the needs of students and the labor market.	2022	The Ministry of Education and Higher Education, the Center for Educational Research and Development (main stakeholders), The Ministry of Labor, The Ministry of Social Affairs, The Ministry of Agriculture, the Ministry of Tourism, The Ministry of Public Health, The Ministry of Industry, and the National Employment Office.
14.1.2. Updating the TVET National Strategic Roadmap (based on the assessment in 14.1.1) and creating a reform action to ensure that the TVET system offers adequate opportunities for youth in all regions and to ensure that TVET programs are of high quality and aligned with the needs of youth and the labor market	2022	The Ministry of Education and Higher Education, the Center for Educational Research and Development (main stakeholders), The Ministry of Labor, The Ministry of Social Affairs, The Ministry of Agriculture, the Ministry of Tourism, The Ministry of Public Health, The Ministry of Industry, and the National Employment Office.
14.1.3. Implementing the reform action plan which includes establishing a standards system to identify competency-based skills and a regular nation-wide monitoring and evaluation system to ensure the quality of education in TVET institutes	2022-2024 (long-term)	The Ministry of Education and Higher Education, (main stakeholder), The Ministry of Labor, The Ministry of Social Affairs, The Ministry of Agriculture, the Ministry of Tourism, and The Ministry of Public Health

### Outcome 14.2: Strengthening the capabilities of technical and vocational education and training to provide graduates with skills that satisfy life requirements and labor market needs

Interventions	Time Period	Stakeholders and Implementing Parties
14.2.1. Amending TVET curricula to better suit life requirements and labor market needs (as detailed in 13.2)	as detailed in 13.2	as detailed in 13.2
14.2.2. Institutionalizing compulsory vocational training in the TVET system	as detailed in 13.3	as detailed in 13.3
14.2.3. Strengthening the human and institutional capacities in public vocational and technical education and training institutes (as identified in the assessment in 14.1.1), by better equipping the institutes and investing in their human resources	2023	The Ministry of Education and Higher Education, the Center for Educational Research and Development (main stakeholders), The Ministry of Labor, The Ministry of Social Affairs, The Ministry of Agriculture, the Ministry of Tourism, The Ministry of Public Health, The Ministry of Industry, and the National Employment Office.
14.2.3. Strengthening the human and institutional capacities in public vocational and technical education and training institutes (as identified in the assessment in 14.1.1), by better equipping the institutes and investing in their human resources	2023	The Ministry of Education and Higher Education, the Center for Educational Research and Development (main stakeholders), The Ministry of Labor, The Ministry of Social Affairs, The Ministry of Agriculture, the Ministry of Tourism, The Ministry of Public Health, The Ministry of Industry, and the National Employment Office.



## 15. Supporting educational grants and providing soft loans to students

Indicator	Sustainable Development Goal
Percentage of young students who drop out of education due to financial reasons	<p>4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>

### Outcome 15.1: Improving youth access to scholarships, grants and opportunities to fund their education

Interventions	Time Period	Stakeholders and Implementing Parties
15.1.1. Developing a plan to finance the education of young students - especially females - who belong to disadvantaged groups, as identified by the Ministry of Social Affairs, as well as to provide scholarships, financial aid and low-interest loans. Eliminating hidden (undisclosed) fees such as school entrance fees and reduce the costs of school uniforms and books for these students	2023	The Ministry of Social Affairs, The Ministry of Finance, The Ministry of Youth and Sports (main stakeholders), The Ministry of Education and Higher Education, schools, universities, and technical and vocational education and training institutes.
15.1.2. Encouraging financial institutions and banks to develop products / services that meet the needs of schools and universities in partnership with academic institutions	2022-2023	The Ministry of Youth and Sports, The Ministry of Finance, The Ministry of Education and Higher Education (main stakeholders), The Central Bank, financial institutions, schools, universities, and technical and vocational education and training institutes.
15.1.2 Developing and promoting study and work programs in universities and TVET institutions that enable students to work in the institution in exchange for financial aid/grants	2022-2023	The Ministry of Youth and Sports, The Ministry of Education and Higher Education (main stakeholders), schools, universities, and technical and vocational education and training institutes.

Interventions	Time Period	Stakeholders and Implementing Parties
15.1.3. Providing incentives to organizations that provide scholarships and grants to low-income students, as per the directives of the Ministry of Social Affairs	2022-2023	The Ministry of Finance, The Ministry of Youth and Sports (main stakeholders), The Ministry of Social Affairs, The Ministry of Trade, The Ministry of Industry, the private sector organizations, the civil society organizations, charity organizations, and municipalities
13.1.4. Training teachers / educators / consultants in schools on newly introduced materials	2024	The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), and teachers of private and public schools

### Outcome 15.2: Providing academic support to students who belong to disadvantaged groups - especially young women - to reduce the dropout rate

Interventions	Time Period	Stakeholders and Implementing Parties
15.1.1. Developing a plan to finance the education of young students - especially females - who belong to disadvantaged groups, as identified by the Ministry of Social Affairs, as well as to provide scholarships, financial aid and low-interest loans. Eliminating hidden (undisclosed) fees such as school entrance fees and reduce the costs of school uniforms and books for these students	2023	The Ministry of Education and Higher Education, The Ministry of Social Affairs (main stakeholders), schools, universities, technical and vocational education and training institutes, and NGOs implementing similar programs.

### Outcome 15.2:

#### Supporting student movements advocating for transparency in educational institutions

Interventions	Time Period	Stakeholders and Implementing Parties
15.3.1. Setting a maximum annual tuition fee increase in private sector schools and universities and TVET institutions	2022	The Ministry of Education and Higher Education (main stakeholder), schools, universities, and private technical and vocational education and training institutes.
15.3.2. Supporting advocacy campaigns organized by students and their parents to prevent the increase in tuition fees until the graduation of students, and to demand schools, universities, and TVET institutions to be financially transparent (as stated in 7.2.4)	2022	The Ministry of Education and Higher Education (main stakeholder), student and parent groups, private schools and universities, and private TVET institutes.

## 16. Supporting a wide range of cultural activities, including establishing and providing access to public libraries, especially in remote rural or marginalized areas.

Indicator	Sustainable Development Goal
Percentage of youth in rural and marginal areas who have access to cultural activities	11.4. Strengthen efforts to protect and safeguard the world's cultural and natural heritage

### Outcome 16.1:

#### Strengthening the capacities of existing cultural activities, programs and associations targeting youth

Interventions	Time Period	Stakeholders and Implementing Parties
16.1.1. Identifying activities, programs and associations that encourage creativity and innovation among young people in remote or marginalized areas, whether these programs are independent or are related to extra-curricular activities such as music, dance, theater, visual arts, sports, and reading	2022	The Ministry of Culture, The Ministry of Education and Higher Education (main stakeholders), the Ministry of Youth and Sports, The Ministry of Interior and Municipalities, Municipalities, and educational institutes
16.1.2. Supporting creative and cultural activities, programs and associations targeting youth in marginalized areas by offering technical assistance, expertise and financial donations. Strengthening this type of support through municipalities and educational institutes. Giving priority to supporting youth-led initiatives.	2022-2024	The Ministry of Culture, the Ministry of Youth and Sports (main stakeholders), The Ministry of Interior and Municipalities, Municipalities, and educational institutions.

Interventions	Time Period	Stakeholders and Implementing Parties
16.1.3. Organizing youth-led events and competitions in governorates, in the fields of arts, sports, and culture in order to shed light on the cultural production of youth	2023-2024	The Ministry of Culture, the Ministry of Youth and Sports (main stakeholders), The Ministry of Interior and Municipalities, The Ministry of Education and Higher Education, Municipalities, and educational institutions

### Outcome 16.2:

#### Amending cultural programs in the centers of the Ministry of Culture (the Center for Reading and Cultural Activation) and public libraries, to achieve the best interest of young people and meet their needs

Interventions	Time Period	Stakeholders and Implementing Parties
16.2.1. Assessing the relevance of services and events organized by the Centers for Reading and Cultural Activation and public libraries to the needs and interests of young people, as well as evaluating youth access to these centers. The assessment should explore the reasons why young people do not use the services of the centers and libraries located nearby, including the technological services provided by these centers.	2022	The Ministry of Culture, The Ministry of Interior and Municipalities (main stakeholders), the Ministry of Youth and Sports, The Ministry of Interior and Municipalities, Municipalities, and Centers for Reading and Cultural Activation.
16.2.2. Providing support to the Centers for Reading and Cultural Activation and to public libraries to increase their activities targeting young people, especially females, or to adapt their activities to attract young people (using the assessment mentioned in 16.2.1). This may include training staff, designing new programs, or providing new cultural materials. Youth participation in this process is essential.	2023-2024	The Ministry of Culture, The Ministry of Youth and Sports (main stakeholders), ASSABIL, The Ministry of Interior and Municipalities, and Municipalities.
16.2.3. Improving access to centers within the areas in which they are located by cooperating with educational institutes and municipalities in neighboring areas to secure transportation to and from the centers and to inform young people about the services provided by these centers (based on the results of the assessment mentioned in 16.2.1.)	2023	The Ministry of Culture, The Ministry of Youth and Sports (main stakeholders), ASSABIL, The Ministry of Interior and Municipalities, The Ministry of Education and Higher Education, Municipalities, and educational institutes.

### Outcome 16.2:

Amending cultural programs in the centers of the Ministry of Culture (the Center for Reading and Cultural Activation) and public libraries, to achieve the best interest of young people and meet their needs

Interventions	Time Period	Stakeholders and Implementing Parties
16.3.1. Identifying areas (at the district level) characterized by low access to cultural activities by young people, by identifying existing activities (as stated in 16.1.1) and evaluating youth access to the Centers for Reading and Cultural Activation and public libraries (as stated in 16.2.1)	2022	The Ministry of Culture, The Ministry of Youth and Sports (main stakeholders), The Ministry of Interior and Municipalities, ASSABIL, Municipalities, Centers for Reading and Cultural Activation, and public libraries.
16.3.2. Providing young people with the necessary knowledge to launch cultural activities and programs and establish cultural associations in areas where the cultural activity of youth is weak (16.3.1), through the provision of technical support and donations. Announcing the availability of this type of support through educational institutions and municipalities.	2023-2024	The Ministry of Culture, The Ministry of Youth and Sports (main stakeholders), The Ministry of Interior and Municipalities, Municipalities, The Ministry of Education and Higher Education, educational institutes, and youth associations
16.3.3. Supporting municipalities to develop public libraries in the identified areas (16.3.1) and supporting educational institutions to carry out cultural activities for youth, such as film screenings, book clubs, youth debates and chess clubs. Encouraging young people to lead and implement such activities.	2022-2023	The Ministry of Culture, The Ministry of Youth and Sports, ASSABIL (main stakeholders), The Ministry of Interior and Municipalities, Municipalities, the Ministry of Education and Higher Education, educational institutes, and youth associations.
16.3.4. Supporting mobile cultural initiatives and activities - such as mobile libraries and music institutes	2023	The Ministry of Youth and Sports and The Ministry of Culture

## 4. Health and High-Risk Behaviors

### 17. Integrating topics related to personal health, including reproductive, sexual and mental health in the educational curriculum / extra-curricular programs

Indicator	Sustainable Development Goal
Percentage of young students taking lessons on personal health	3.5. Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol  3.6. By 2023, halve the number of global deaths and injuries from road traffic accidents  3.7. By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programs

### Outcome 17.1:

Advocating for the integration of health-related concepts - including sexual and reproductive health/rights - into school curricula

Interventions	Time Period	Stakeholders and Implementing Parties
17.1.1. Conducting an assessment of the health risks (and related social factors) faced by young people between the ages of 15 to 29. The assessment should address the sexual, reproductive and mental health needs of young people - with a special focus on the needs of girls and high-risk behaviors of young people such as drug abuse, smoking, unhealthy eating habits, early marriage and gender-based violence.	2022	The Ministry of Public Health (main stakeholder), the Ministry of Youth and Sports,  The Ministry of Education and Higher Education, and The Ministry of Social Affairs
17.1.2. Identifying NGOs working on youth personal health, including mental, reproductive and sexual health and rights, and high-risk behaviors of young people, such as drug abuse, unhealthy lifestyle, drunk driving, early marriage and gender-based violence. The list of these organizations must be updated annually.	2022-2024	The Ministry of Public Health (main stakeholder), the Ministry of Youth and Sports, the Ministry of Education and Higher Education, and the Ministry of Social Affairs
17.1.3. Reviewing current national curriculum science courses to include theoretical and practical information on identified health risks (in 17.1.1), as well as common sexual / reproductive health and mental health issues. Incorporating interactive tools on sexual and reproductive health into school clubs and extracurricular activities. Material development should be evidence-based and rely on the best practices related to personal health and sex education.	2022	The Ministry of Public Health, The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), the Ministry of Youth and Sports, the Ministry of Social Affairs, and local NGOs working on this topic.

Interventions	Time Period	Stakeholders and Implementing Parties
17.1.4. Training teachers in public and private schools on sexual and reproductive health and rights topics in order to incorporate them into the national curriculum	2023	The Ministry of Public Health, The Ministry of Education and Higher Education, The Center for Educational Research and Development (main stakeholders), the Ministry of Youth and Sports, and the Ministry of Social Affairs

Outcome 17.2: Incorporating the reproductive and sexual health and rights topic into Higher Education		
Interventions	Time Period	Stakeholders and Implementing Parties
17.2.1. Developing a short health course that includes practical information targeting young people on how to reduce health risks (mentioned in 17.1.1, using the materials mentioned in 19.1.1 and 20.1.1), including mental and reproductive health, substance abuse, cyberbullying, unhealthy lifestyles, drunk driving, early marriage and gender-based violence.		The Ministry of Public Health, the Ministry of Education and Higher Education, the Center for Educational Research and Development, the Lebanese University (main stakeholders), the Ministry of Youth and Sports, and The Ministry of Social Affairs
17.2.2. Disseminating developed materials to higher education institutions, including student councils and university clubs, through a peer-to-peer approach and other means. Encouraging the introduction of a short mandatory health course (using interactive innovation) for higher education students who use the developed materials	2022-2023	The Ministry of Education and Higher Education, The Ministry of Public Health, The Ministry of Youth and Sports (main stakeholders), public and private universities, and technical and vocational education and training institutes, student councils, and universities clubs

18. Increasing access to quality and affordable health care services for all young people, including students in educational institutions and school dropouts	
Indicator	Sustainable Development Goal
Percentage of youth who do not have access to health care services	3.8. Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all  3.c. Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States

Outcome 18.1: Increasing the access of students in all educational institutes to healthcare		
Interventions	Time Period	Stakeholders and Implementing Parties
18.1.1. Ensuring free healthcare for those under the age of 18 (especially females) who do not have social security or insurance	2023	The Ministry of Public Health
18.1.2. Making the health card mandatory for all students in higher education institutions, and providing them with healthcare services at reduced prices	2023	The Ministry of Public Health, The Ministry of Education and Higher Education (main stakeholders), schools, and higher education institutes.

Outcome 18.2: Improving the coverage and quality of health services provided to young students in educational institutes and primary healthcare centers		
Interventions	Time Period	Stakeholders and Implementing Parties
18.2.1. Setting conditions and standards for health care centers and services that are suitable for young people, including physical space, human resources, services and the importance of information for young people, as well as involving young people in the provision of services. Conducting research to assess the adequacy of the services (including from a youth perspective) provided to youth by the primary healthcare centers of the Ministry of Public Health, the health centers in educational institutes, and to assess health coverage plans offered by these institutions to their students, as well as their ability to meet the needs of young people (identified in 17.1.1.)	2022	The Ministry of Public Health (main stakeholders), the Ministry of Youth and Sports, the Ministry of Social Affairs, primary healthcare centers, and healthcare centers in educational institutes.



Interventions	Time Period	Stakeholders and Implementing Parties
18.2.2. Developing a set of tools to provide new services or adapt existing services in the primary healthcare centers of the Ministry of Public Health/Ministry of Social Affairs and the health centers in educational institutes, to better suit the needs of young people (according to the research in 18.2.1). Ensuring that these centers provide services related to mental, reproductive and sexual health, and high-risk behaviors of young people.	2023	The Ministry of Public Health (main stakeholder), and the Ministry of Youth and Sports
18.2.3. Developing the capacities of service providers in primary healthcare centers of the Ministry of Public Health and the Ministry of Social Affairs, and health centers in educational institutes, to provide new services or adapt existing services to the needs of young people by using the set of tools developed (in 18.2.2). This may include training staff, hiring health professionals (consultants or psychologists), and providing medical devices and equipment that are suitable for young girls.	2023	The Ministry of Public Health (main stakeholder), the Ministry of Social Affairs, the primary healthcare centers of the Ministry of Public Health, and health centers in educational institutes.
18.2.4. Promoting similar health services by using the means available to young people, such as distributing brochures in educational institutes and municipalities, or advertising on social media. The promotion of these health services should address young people's concerns, such as stating the cost of those services (or mentioning if they are free of charge) and confidentiality of patient information.	2023	The Ministry of Public Health (main stakeholder), the primary healthcare centers of the Ministry of Public Health, health centers in educational institutes, and municipalities.

## 19. Improving access to health information through awareness campaigns / community awareness campaigns about high-risk behaviors targeting young people in particular

Indicator	Sustainable Development Goal
Percentage of young people who can access information about health risks and available support services	3.5. Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.
	3.6. By 2023, halve the number of global deaths and injuries from road traffic accidents.
	3.7. By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programs
	5.3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

Outcome 19.1: Developing material for awareness campaigns / community awareness campaigns		
Interventions	Time Period	Stakeholders and Implementing Parties
19.1.1. Developing youth-friendly health awareness and preventive education materials or update existing materials on high-risk behaviors among youth (if available), in particular: - Substance abuse, including smoking (cigarettes and shisha), alcohol, and drugs - Driving under the influence of drugs and alcohol - Unhealthy lifestyle, including eating habits and lack of physical activity - Unprotected sexual activity and the risk of sexually transmitted diseases - Early marriage The materials should be based on the study of high-risk behaviors among young people (in 17.1.1) and should include information about the frequency of such behaviors and health risks to which young people are exposed as well as contact information of support services (organized by geographic location) that are available for each of those behavioral risks. The materials should also include information about the costs of services (or mention if they are free of charge) and about potential discounts offered to young people (if available). The aim of these materials is to convey information and support behavioral change. They should also be culturally appropriate and gender sensitive.	2022	The Ministry of Public Health, the Ministry of Social Affairs (main stakeholders), The Ministry of Youth and Sports, The Ministry of Education and Higher Education, the Lebanese University, active civil society organizations working on relevant topics, and primary healthcare centers.
19.1.2. Implementing national awareness campaigns using the developed materials (as stated in 19.1.1). These campaigns should cover each high-risk behavior and disseminate relevant information on television, print media, or social media, or by organizing specific events	2022-2023	The Ministry of Public Health, (main stakeholder), The Ministry of Youth and Sports, The Ministry of Information, The Ministry of Social Affairs, The Ministry of Education and Higher Education, NGOs working on relevant topics, and youth media platforms.
19.1.3. Developing user friendly manuals on healthy behaviors and disseminating them in educational institutes, the primary healthcare centers of the Ministry of Public Health, SDCs, municipalities, youth clubs and NGOs. Those manuals should include information about the available youth support services.	2022-2023	The Ministry of Public Health, (main stakeholder), the Ministry of Youth and Sports, the Ministry of Social Affairs, the Ministry of Education and Higher Education, the Lebanese University, municipalities, youth clubs, and NGOs

### Outcome 19.2:

#### Organizing health awareness, preventive education and peer support campaigns on high-risk behaviors

Interventions	Time Period	Stakeholders and Implementing Parties
19.2.1. Conducting training sessions on the materials developed (in 19.1.1) for teachers, doctors, nurses, counsellors, social workers, NGO members, the staff of primary healthcare centers, and parents. Training courses should include information related to communication and behavioral change	2022-2023	The Ministry of Public Health, (main stakeholder), The Ministry of Social Affairs, doctors, healthcare institutions, and NGOs
19.2.2. Developing a peer-to-peer education system for clubs, universities and NGOs and providing training courses on the materials developed (in 19.1.1) for these entities. This system should specifically target young volunteers in the Red Cross, the Red Crescent, or Scouts	2022-2023	The Ministry of Public Health, (main stakeholder), The Ministry of Social Affairs, The Ministry of Youth and Sports, The Ministry of Education and Higher Education, the Lebanese University, municipalities, youth clubs, and NGOs
19.2.3. Implementing local awareness campaigns for young people about each high-risk behavior, through the coordination and cooperation between medical practitioners, teachers, civil society actors and youth (who were trained in 19.2.1 and 19.2.2) on the one hand, and educational institutes and municipalities on the other hand. These campaigns should witness a high participation rate of young people.	2022-2023	The Ministry of Public Health, (main stakeholder), The Ministry of Social Affairs, The Ministry of Youth and Sports, and primary healthcare centers, local NGOs, educational institutes, and municipalities

### Outcome 20.1:

#### Developing materials for awareness campaigns on issues related to youth physical and mental health

Interventions	Time Period	Stakeholders and Implementing Parties
20.1.1. Developing materials for young people on health risks or adapt existing materials (based on the findings of the study in 17.1.1), with a focus on physical, psychological, and reproductive health. These materials should emphasize the importance of referrals to professionals and should include contact information for available support services (organized by geographic location). The materials should also include information about the cost of these services (or mention if they are free of charge) and about possible discounts offered to young people (if available).	2023	The Ministry of Public Health (main stakeholder), The Ministry of Youth and Sports, The Ministry of Education and Higher Education, The Lebanese University, active civil society organizations working on relevant topics, and primary healthcare centers.
20.1.2. Adapting the developed materials (in 20.1.1) to be able to use it on different media, such as short manuals, short videos or infographics to be published on social media, brochures and audio files	2022	The Ministry of Public Health (main stakeholder), The Ministry of Information, active civil society organizations working on relevant topics, primary healthcare centers, and youth media platforms.

### Outcome 20.2:

#### Organizing awareness campaigns on youth health risks and the available support services

Include the materials that have been developed in all the activities listed in section 19.2 to implement awareness campaigns on youth high-risk behaviors as well as other health risks faced by both young women and men.

## 20. Raising awareness about referring young people to specialists to obtain specialized services related to physical and mental health issues as well as high-risk behaviors.

Indicator	Sustainable Development Goal
Percentage of youth who have access to information on physical and mental health in addition to available referral services	3.4. By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
	3.5. Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
	3.6. By 2020, halve the number of global deaths and injuries from road traffic accidents
	3.7. By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programs

# 11

## Suggestions for Horizontal Interventions

During the plan development, some partners presented suggestions that would respond to one or more youth priorities at the same time, requiring the involvement of several governmental and non-governmental bodies in order to implement them. These suggestions can be adopted and developed during the implementation of the plan, and they are:

### ✓ Youth Card

The Youth Card seeks to establish a “youth identity” to activate the role of young people, guarantee their rights to social inclusion, and enhance their economic and civic engagement, by providing basic services and facilitating communication between them and all sectors of society. The card may be electronic and provide educational and recreational services, job opportunities, volunteering activities and other services at reduced prices to enhance the youth involvement in society.

### ✓ Social Innovation Programs

The aim of these programs is to provide a suitable environment for young people to motivate them to find solutions to the social, economic and civil problems they face. These programs allow young people to be involved in the process of enhancing their situation, through the development of innovative and pioneering initiatives that create job opportunities and

have a social impact. These programs consist of activities that provide technical and skills support to young people while they develop their innovative ideas to address educational, health, environmental or other problems until they are implemented and become socially and economically sustainable.

### ✓ National Youth Platform

The aim of this platform is to create an inclusive framework for all young Lebanese men/women through which they feel represented in all relevant platforms, frameworks, and mechanisms. It will also allow them to launch joint initiatives to contribute to the plan implementation and monitoring, and to work together for the inclusion of all groups of Lebanese youth. This platform can benefit from modern technological tools to facilitate representation, communication and collaboration among young people.

# 12

## Monitoring and Evaluation

### 1. Objective

The objective of this Monitoring and Evaluation Plan is to provide clear guidelines on how to comprehensively pursue the implementation of the National Youth Policy Action Plan. Organizing interventions and ensuring that the activities achieve desired results require a good monitoring and evaluation framework. The framework will provide indicators called “SMART” indicators (i.e., Specific, Measurable, Actionable, Relevant and Time-bound) to measure the implementation progress of the Action Plan. Accordingly, the following monitoring and evaluation plan has been developed to identify the indicators (that will be used to measure the implementation of the National Youth Policy Action Plan performance), the objectives of the Action Plan, and the entities responsible for each of its outcome. This framework will provide information for reporting.

### 2. Monitoring and Evaluation Data Management Methodology

Collecting data to follow up on the action plan requires both qualitative and quantitative methods. This process will also include strategies for continuous and intermittent data collection. The Monitoring and evaluation will be conducted effectively by a steering committee composed of stakeholders from all participating institutions. The suggestion to divide the monitoring groups into sub-groups for the identified areas of intervention contributes to improving coordination among them.

A monitoring and evaluation management system will be developed that allows the creation of reports on indicators based on their objectives and the submission of these reports to the central steering committee, which will enable the tracking of all project activities from one location.

### 3. Monitoring

A monitoring mechanism for the action plan will be established and used to track the progress of the implementation of the proposed interventions by stakeholder. Indicators related to each objective will be identified in the framework below. The monitoring process will be continuous; it will start with the implementation of the action plan and will continue throughout the three-year period. Monitoring data will be continuously collected for some indicators, such as the “number of people who received training” and “number of activities supported”. The responsible entity will prepare yearly reports on the progress of the implementation of the action plan and disseminate these reports to all relevant authorities and stakeholders.

### 4. Evaluation

Interim assessments will be conducted: before and at the end of the interventions. It was suggested to carry out an evaluation at the beginning, middle and end of the plan in order to track changes attributed to the National Youth Policy interventions. Specific assessments / studies can be selected from existing national surveys that address different targeted areas.

# 13

## Monitoring and Evaluation Framework

The framework represents one document in which all indicators, their objectives, means of validation, reporting period, and the entities in charge of reporting are listed.

### 1. Demographics and Migration

**Goal 1: Adopting and implementing a plan that facilitates the movement of young people to and from marginalized areas and within these areas at reasonable prices.**

A. Intervening through programs and platforms to reduce youth immigration								
Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1.a- Percentage of youth migration						Specific studies	Continuous	The Ministry of Youth and Sports, The Ministry of Labor, and The Ministry of Agriculture
1- Percentage of youth in marginalized areas with adequate access to public transportation (i.e., within a 10 minute-walk), by age, gender, and persons with special needs						Specific studies		The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, The Youth Forum, and the Central Administration of Statistics
1.1- Developing a transportation plan to improve transportation to and from marginalized areas for youth								
1.1.1- The assessment (that was carried out) of the use of public transportation by youth from Beirut to marginalized areas and vice versa.						The Assessment Report	One time	The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, The Youth Forum, and the Central Administration of Statistics

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1.1.2- Number of awareness campaigns carried out						Report of awareness campaigns	Continuous	The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, The Youth Forum, and the Central Administration of Statistics
1.1.3- Development of a plan for marginalized areas to establish a gender-sensitive and youth-friendly transportation system						Transportation Plan	One time	The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, The Youth Forum, and the Central Administration of Statistics
1.1.4- Identification of the current bus routes and transportation services to the marginalized areas						The report	One time	The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, and municipalities
1.1.5- Creation of a website for current bus routes and transportation services						website	One time	The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, and municipalities
1.1.6- Number of advocacy campaigns conducted						Report of advocacy activities	continuous	The Ministry of Youth and Sports, and The Youth Forum



**1.2- Supporting initiatives that facilitate the youth transportation of young people to in and to marginalized areas and within these areas at affordable prices**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1.2.1- Number of initiatives developed or supported (by municipalities) that address youth-friendly transportation						Initiatives Report	Continuous	The Ministry of Public Works, the Ministry of Interior and Municipalities, and Municipalities
1.2.2- Conducting a national competition to find innovative technological solutions						National competition report	One time	The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, and Municipalities
1.2.3- Number of identified technological solutions for transportation “based on the conditions and criteria of the national competition”						Technological innovation	continuous	The Ministry of Public Works, the Ministry of Interior and Municipalities, the Ministry of Youth and Sports, The Ministry of Education and Higher Education, and Municipalities

**Goal 2: Updating agricultural curricula and making sure that young people receive the required training to ensure that their work in the agricultural sector is profitable**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of new graduates (males and females) from academic programs and other programs providing vocational and technical education and training in the agriculture sector, for whom agriculture is their main occupation						Survey of graduates (in the last year)	Yearly	The Ministry of Education and Higher Education, the Ministry of Agriculture, The National Employment Office, the Ministry of Youth and Sports, The Youth Forum, and the Central Administration of Statistics

**2.1- Improving the quality of vocational, technical and academic agricultural education to meet the market needs**

2.1.1- Conducting an assessment of the agricultural sector market to compare the skills of recent university graduates with the skills required by the labor market.						Market assessment report	One time	The Ministry of Education and Higher Education, the Ministry of Agriculture, The National Employment Office, the central administration of statistics, and technical and vocational education and training institutes
2.1.2- Updating academic, technical and vocational agricultural curricula						Updated curricula	One time (per curriculum)	The Ministry of Education and Higher Education, the Ministry of Agriculture, the Center for Educational Research and Development, The National Employment Office

## 2.2- Encouraging the youth to enroll in agricultural education programs and work in the agricultural sector in marginalized areas

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
2.2.1- Number of youth (male and female) enrolled in agricultural education in marginalized areas						Enrollment list of educational institutes offering agricultural programs	Biannually	The Ministry of Education and Higher Education, The Ministry of Agriculture, the Center for Educational Research and Development
2.2.2- Subsidized equipment that is provided to youth working in agriculture sector in their regions.						List of supplied equipment, and procurement documents	Continuous	The Ministry of Education and Higher Education, The Ministry of Agriculture, the Center for Educational Research and Development

## 2. Employment and economic participation

### Goal 3: Improving youth access to the labor market by monitoring and evaluating the labor market and its requirements

#### B. Facilitating job search and improving access to jobs

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1,2.B- Percentage of Youth Unemployment						Database analysis	Yearly	The Ministry of Youth and Sports (main stakeholder), The Ministry of Labor, and the National Employment Office
1- Percentage of youth (male and female) who have access to labor market data (through an electronic portal)						Specific studies	In the beginning, middle, and at the end	The National Employment Office, and the Central Administration of Statistics

#### 3.1- Conducting periodic youth-centered assessments of the labor market.

3.1.1- Creating a labor market database and organizing it by gender, age, educational level, field of study, sector, income category, familial status, and governorate.						Labor Market Database and user acceptance test report	One time	The National Employment Office, and the Central Administration of Statistics
3.1.2- The labor market assessment carried out in each governorate						Labor market assessment report	One time	The National Employment Office, and the Central Administration of Statistics

**3.2- Ensuring all stakeholders have access to the labor market assessments and data and raising awareness about their availability.**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
3.2.1-The data search portal created on the website of the National Employment Office						Data search portal, user acceptance test report	One time	The National Employment Office
3.2.2 Number of searches carried out on the website of the National Employment Office including the type of search, the location of the searcher, etc.						Database analysis	Monthly	The National Employment Office, The Ministry of Labor, The Ministry of Education and Higher Education, and the Ministry of Information
3.2.3- Number of downloads from the website of the National Employment Office						Database analysis	Monthly	The National Employment Office, The Ministry of Labor, the Ministry of Education and Higher Education, and the Ministry of Information
3.2.4- Number of times the labor market assessment reports were mentioned or cited as a reference						Media analysis and press reports	Biannually	The National Employment Office
3.2.5- Number of general courses that were implemented to train the youth on the labor market database (organized by geographic location)						Reports of the training courses, and social media posts	Quarterly	The National Employment Office

**Goal 4: Improving youth access to academic and career guidance services in schools, universities, and technical institutes.**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth (male and female) who received academic and career guidance services before graduation						Alumni Survey	Yearly	
2- Overall result/ evaluation of the Academic and Career Guidance Program by graduates						Alumni Survey	Yearly	
<b>4.1- Increasing students' access to evidence-based academic guidance to improve their transition from school to higher education</b>								
4.1.1- Conducting an assessment of the needs of students (male and female) in schools and universities						Labor Market Database and user acceptance test report	One time	The National Employment Office, and the Central Administration of Statistics
4.1.2- Developing training material based on the needs assessment and labor market assessments						Training material	One time	The National Employment Office, The Ministry of Education and Higher Education, The Ministry of Labor, The Ministry of Industry, and the office of the Minister of State for Economic Empowerment of Women and Youth.

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
4.1.3- Number of National Employment Office employees who were trained to provide academic and career guidance services to school students and graduates						List of training participants	Yearly	The National Employment Office, The Ministry of Education and Higher Education, The Ministry of Labor, The Ministry of Industry, and the office of the Minister of State for Economic Empowerment of Women and Youth.
4.1.4- Number of trainings conducted for teachers and employees on counseling and mentoring courses.						Training plan and training courses report	Yearly	The National Employment Office, The Ministry of Education and Higher Education, The Ministry of Labor, The Ministry of Industry, and the office of the Minister of State for Economic Empowerment of Women and Youth.
4.1.5- Number of schools that use alumni networks to provide guidance to younger students						Schools' reports	Continuous	The Ministry of Labor, the Ministry of Industry, and the office of the Minister of State for Economic Empowerment of Women and Youth.

4.2- Increasing the access of students of universities and TVET institutions to evidence-based career guidance to improve their transition to the labor market								
Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
4.2.1- Number of developed or activated career guidance services						Reports of universities	Continuous	The National Employment Office, The Ministry of Education and Higher Education, The Ministry of Labor
4.2.2- Number of organized job fairs						Regular reports on job fairs from educational institutions	Continuous	The National Employment Office, and The Ministry of Education and Higher Education
4.2.3- Number of business clubs created						Reports of universities	Continuous	The National Employment Office, and The Ministry of Education and Higher Education

**Goal 5: Strengthening and activating the role of the National Employment Office to improve the readiness of the young workforce to join the labor market and create job opportunities for all young graduates.**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth (male and female) who access employment services of the National Employment Office						Specific studies	In the beginning, middle, and at the end	The Ministry of Labor, and the National Employment Office
2- The overall change in the level of capabilities of the employees of National Employment Office						Survey of National Employment Office employees in the beginning, middle, and at the end	In the beginning, middle, and at the end	The Ministry of Labor, and the National Employment Office



### 5.1- Building the capacity of the National Employment Office to improve its ability to enhance the employability of youth

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
5.1.1- Assessing the National Employment Office to identify its weaknesses						Assessment report	One time	The Ministry of Labor, and the National Employment Office
5.1.2- Number of assessment's recommendations that were implemented						Consultant report regarding the development of the National Employment Office	Yearly (after the assessment)	The Ministry of Information, and the National Employment Office

### 5.2- Strengthening the capacity of the National Employment Office to provide services that improve the employability of young men and women as well as access to employment opportunities

5.2.1- Number of service centers affiliated to the National Employment Office (organized by governorate) that have been established.						National Employment Office reports	Continuous	The National Employment Office, and the Ministry of Labor
5.2.2- Number of youth (female and male) who followed a (rapid) vocational training program						National Employment Office reports	Continuous	The National Employment Office
5.2.3- Number of candidates with special needs who received support (disaggregated by gender)						National Employment Office reports	Continuous	The National Employment Office, and the Ministry of Social Affairs
5.2.4- The development of an application or another technological solution to provide employability services						Mobile Application	One time	The National Employment Office, and the Ministry of Social Affairs

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
5.2.5- Number of social media posts regarding the services of the National Employment Office						Analysis of social media profiles	Weekly	The National Employment Office, and the Ministry of Social Affairs
5.2.6- Number of likes, shares, and comments on social media posts regarding the services of the National Employment Office						Analysis of social media profiles	Weekly	The National Employment Office, and the Ministry of Social Affairs
5.2.7- Number of organizations publishing available job vacancies on the website of the National Employment Office						Analysis of the website of the National Employment Office	Quarterly	The National Employment Office, and the Ministry of Labor
5.2.8- Number of registered private partner organizations that are hiring						National Employment Office register of private organizations	Quarterly	The Ministry of Labor
5.2.9- Number of job seekers who applied for vacant jobs through the National Employment Office						National Employment Office reports	Quarterly	The National Employment Office, and the Ministry of Labor
5.2.10- Percentage of job seekers who were hired within one year after contacting the National Employment Office						National Employment Office reports	Yearly	The National Employment Office, and the Ministry of Labor

**Goal 6: Improving the access of young people with special needs to the labor market, especially through the implementation of Law no. 220/2000.**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Unemployment rate among young people with special needs						Specific studies (Survey of youth with special needs)	In the beginning, middle, and at the end	The National Employment Office, and the Ministry of Labor
<b>6.1- Improving the access of young people with special needs to job opportunities and services, with a special focus on females</b>								
6.1.1- Number of employees of universities, technical institutes and the National Employment Office who have been trained on services dedicated to people with special needs						Assessment report	Continuous	The National Employment Office
6.1.2- Conducting an assessment of the needs of young people with special needs (male and female) in the workplace and the challenges they face while searching for work.						Assessment report	One time	The National Employment Office, and The Ministry of Social Affairs
6.1.3- Establishing a monitoring mechanism for people with special needs						Documentation of the monitoring process	One time	The Ministry of Labor, the Ministry of Social Affairs, and the Ministry of Finance
6.1.4- Establishing a special unit(s) that will provide support to employers (organized by type of support)						National Employment Office reports	Yearly	The Ministry of Labor, the Ministry of Social Affairs, and the National Employment Office

**6.2- Raising community awareness about combating stigmas and misconceptions related to the employment of youth with special needs, with a special focus on females.**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
6.2.1- Developing a resource manual and code of ethics						The manual	One time	The Ministry of Social Affairs, The Ministry of Labor, and the Civil Service Council
6.2.2- Number of trainings that were organized to assist experts to identify and combat stereotyped and biased behaviors against individuals with special needs.						List of participants, photos, and training reports	Continuous	The Ministry of Social Affairs, The Ministry of Labor, and the Civil Service Council
6.2.3- Adding information on discrimination against people with special needs to the curricula of Human Resources and Management in higher education institutions						Updated curricula	One time	The Ministry of Social Affairs, and the Ministry of Education and Higher Education

### 3. Social Inclusion and Political Participation

#### Goal 7: Supporting School and University Student Unions and promoting the holding of elections on a regular basis.

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of schools advocating for change from multi-year elections to annual elections						Reports of schools	Specific studies	The Ministry of Education and Higher Education
2- Percentage of educational institutions that hold student elections for three consecutive years.						Educational institutions reports	Specific studies	The Ministry of Education and Higher Education
<b>7.1- Establishing and supporting school student unions</b>								
7.1.1- Developing a student elections manual						The student elections manual	One time	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
7.1.2- Number of schools where advocacy campaigns were carried out and which did not hold annual elections						Reports of schools	Continuous	The Ministry of Education and Higher Education, and the Ministry of Youth and Sports
7.1.3- Number of student representatives (male and female) who received a capacity building training on communication, leadership, planning and/or social projects						Capacity-building report and list of participants	Quarterly	The Ministry of Education and Higher Education, and the Ministry of Youth and Sports
7.1.4- Number of networking events organized for student representatives at the governorate level						List of participants and photos	Quarterly	The Ministry of Education and Higher Education, and the Ministry of Youth and Sports

#### 7.2- Establishing and supporting higher education student unions.

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
7.2.1- Number of advocacy visits that were done to facilitate the conduct of annual elections						Student elections reports	Monthly	The Ministry of Education and Higher Education, and student unions
7.2.2- Number and percentage of higher education institutes that hold elections annually						Student elections reports	Yearly	The Ministry of Education and Higher Education, and student unions
7.2.3- Number of student representatives / councils whose needs were assessed						Needs assessment reports	Quarterly	The Ministry of Education and Higher Education, and the Ministry of Youth and Sports
7.2.4- Number of higher education institutions that have established rules and regulations to safeguard and protect student rights						Educational institutions reports	Monthly	The Ministry of Education and Higher Education, and the Ministry of Youth and Sports
7.2.5- Number of student advocacy groups that received capacity-building support						Capacity-building reports	Monthly	The Ministry of Education and Higher Education, and the Ministry of Youth and Sports

**Goal 8: Involving youth, especially women, in decision-making and policy development at the level of local authorities and ministries, encouraging volunteering, and allocating a percentage of the budgets of municipalities and ministries to youth**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
C- Enhancing youth capacities to participate in decision-making and supporting youth volunteering								
1,4,5,6, C- Youth Political and Civic Engagement						Specific studies	In the beginning, middle, and at the end	The Youth Forum, the Ministry of Youth and Sports, and NGOs
1- Percentage of youth (male and female) who participate in policy development and decision-making at the local and national levels						Specific studies	In the beginning, middle, and end	The Youth Forum, and the Ministry of Youth and Sports
2- Percentage of youth who are volunteers or activists						Specific studies	In the beginning, middle, and at the end	The Youth Forum, and the Ministry of Youth and Sports
<b>8.1- Strengthening the decision-making and policy development capacities of youth, especially women, at the municipal level, and advocating for allocating a percentage of municipal budgets to youth</b>								
8.1.1- Conducting a comprehensive analysis of the legal and policy framework for youth participation and activism						Analysis Report	One time	The Youth Forum, The Ministry of Youth and Sports, The Ministry of Social Affairs, The office of the Minister of State for Administrative Development, The National Commission for Lebanese Women, The Office of the Minister of State for Economic Empowerment of Women and Youth, and the Ministry of Education and Higher Education

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
8.1.2- Developing guidelines to ensure youth participation in municipalities						Guidelines document	One Time	The Youth Forum, the Ministry of Youth and Sports, and the Ministry of Interior and Municipalities
8.1.3- Number of municipalities whose staff received a capacity building training to implement the guidelines						Capacity-building report	Quarterly	The Youth Forum, and the Ministry of Youth and Sports
8.1.4- Number of youth (male and female) who received a capacity building training to enable them to participate in decision-making						Capacity-building report and list of participants	Quarterly	The Youth Forum, and the Ministry of Youth and Sports
8.1.5- Number of published successful experiences related to men and women						Publication records	Biannually	The Youth Forum, and the Ministry of Youth and Sports
<b>8.2- Strengthening the decision-making and policy development capacities of young men and women and allocating a percentage of ministerial budgets to youth.</b>								
8.2.1- Developing a training / vocational training program for public sector institutions						Training Guidelines	One time	The Civil Service Council, and the National Employment Office
8.2.2- Creating a platform to disseminate policies and ecosystems						The platform and user acceptance test report	One time	The Ministry of Environment, and the Youth Forum



### 8.3- Promoting youth volunteerism and activism.

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
8.3.1- Number of visited schools to advocate for compulsory social services						School visits reports	Quarterly	The Ministry of Education and Higher Education, The Youth Forum, the Ministry of Youth and Sports, and the National Commission for Lebanese Women
8.3.2- Creation a platform to match young people with volunteering opportunities.						The platform and user acceptance test report	One time	The Youth Forum, The Ministry of Youth and Sports, and The Ministry of Social Affairs
8.3.3- Number of youth volunteering exhibitions on the basics of volunteering that were organized						Exhibitions report	Biannually	The Youth Forum, The Ministry of Youth and Sports, and The Ministry of Social Affairs

### 8.4- Establishing a national volunteering and civic engagement framework

8.4.1- Proposing legislative reforms to improve the legal volunteering and civic engagement framework.						Legislative reforms project	Yearly	The Youth Forum, The Ministry of Youth and Sports, and the Youth and Sports Parliamentary Committee
8.4.2- Number of NGOs, youth associations and groups who received capacity-building trainings in order to implement the developed criteria						Capacity-building report	Quarterly	The Youth Forum, The Ministry of Youth and Sports, and the National Employment Office

### Goal 9: Enhancing youth participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social discrimination

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Enhancing youth (male and female) participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social discrimination						Specific studies	In the beginning, middle, and at the end	The Ministry of Youth and Sports, and The Ministry of Social Affairs

#### 9.1- Promoting youth participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social/gender discrimination at the national level

9.1.1- Number of youth-led initiatives that were supported (by support area and governance level)						Support activities report	Biannually	The Youth Forum, and the Ministry of Youth and Sports
9.1.2- Reviewing the Lebanese curricula to ensure that it does not include materials that encourage any kind of discrimination or stereotyped behavior						Curricula review report	One time	The Council for Development and Reconstruction, the Ministry of Education and Higher Education, and the Ministry of Social Affairs

#### 9.2- Promoting youth participation in programs that seek to achieve social stability and reduce stereotyped behaviors and social/gender discrimination at local levels

9.2.1- Number of municipalities who received support in promoting youth (male and female) participation in local, social, economic and political activities						List of training participants	Quarterly	The Ministry of Interior and Municipalities, and The Ministry of Youth and Sports
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Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
9.2.1- Number of municipalities who received support in promoting youth (male and female) participation in local, social, economic and political activities						List of training participants	Quarterly	The Ministry of Interior and Municipalities, and The Ministry of Youth and Sports
9.2.2- Number of police members who received training on how to monitor and prevent conflicts and tensions motivated by hatred and any type of violence against women and girls, and to intervene to resolve such conflicts						List of training participants	Biannually	The Ministry of Interior and Municipalities, The Ministry of Youth and Sports, and the National Commission for Lebanese Women
9.2.3- Number of supported programs (Civil society initiatives, educational institutions and rehabilitation programs for youth affected by armed conflict)						Support activities report	Quarterly	The Ministry of Social Affairs, the Ministry of Youth and Sports, and The Youth Forum

## Goal 10: Promoting youth advocacy programs on civil laws

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth (male and female) participating in civil law advocacy						Specific studies	In the beginning, middle, and at the end	The Ministry of Youth and Sports, The Youth Forum, and NGOs
<b>10.1- Enhancing Youth Participation in civil law advocacy programs</b>								
10.1.1- Assessing the needs of youth (male and female)						Assessment report	One time	The Youth Forum, Youth groups, and NGOs
10.1.2- Number of youth advocacy groups who received support (in the fields of Law, communication, design, capacity-building, etc.)						Support activities report	Quarterly	The Youth Forum, and NGOs
10.1.3- Number of networking programs (between youth groups and NGOs advocating for civil laws) that were facilitated						Networking activities report	Biannually	The Ministry of Youth and Sports, and The Youth Forum
10.1.4- Number of workshops that were carried out in educational institutions and municipalities to encourage youth participation in campaigns						Workshops report	Biannually	The Ministry of Youth and Sports, and The Youth Forum

**Goal 11: Improving access to control, protection, and response mechanisms to protect individuals, especially females, from sexual harassment / violence and ensuring collective and individual responsibility to combat it**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth who feel that they have personally suffered from sexual harassment/violence during the last year						Specific studies	In the beginning, middle, and at the end	The Youth Forum, and NGOs
<b>11.1- Ensuring the development of protection, control and intervention mechanisms to protect young people from sexual harassment</b>								
11.1.1- Number of sexual violence cases reported by youth (by victim age, gender, location, etc.)						Police reports and violence tracking mechanism	Quarterly	The Office of the Minister of State for Economic Empowerment of Women and Youth, the Central Administration of Statistics, the Ministry of Social Affairs, The Ministry of Interior and Municipalities, The Ministry of Public Health, and NGOs
11.1.2- Developed sexual violence training materials						Training materials	One time	The Ministry of Public Health, The Ministry of Social Affairs, The Office of the Minister of State for Economic Empowerment of Women and Youth, and the National Commission for Lebanese Women

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
11.1.3- Number of people who received capacity building trainings on how to combat and identify cases of harassment and sexual violence as well as how to intervene in such cases						List of capacity-building training participants	Quarterly	The Ministry of Information, the Ministry of Interior and Municipalities, and The Office of the Minister of State for Economic Empowerment of Women and Youth
11.1.4- Number of awareness campaigns that were carried out						Awareness campaigns report	Quarterly	The Office of the Minister of State for Economic Empowerment of Women and Youth, and the Ministry of Youth and Sports
11.1.5- Number of municipalities that were supported to raise local awareness about the activities to combat sexual violence						Support activities report	Biannually	The Ministry of Interior and Municipalities, and the Ministry of Social Affairs
<b>11.2- Ensuring better prevention to protect the youth from sexual harassment</b>								
11.2.1- Developing regulatory frameworks on Sexual Harassment / Violence for educational institutions and organizations						Regulatory frameworks	One time	The Office of the Minister of State for Economic Empowerment of Women and Youth, and the National Commission for Lebanese Women
11.2.2- Number of checklists and manuals that were distributed						Checklists	Monthly	The Office of the Minister of State for Economic Empowerment of Women and Youth

**Goal 12: Lowering the voting age in municipal and parliamentary elections to the age of eighteen**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth (male and female) participating in advocacy campaigns for lowering the voting age in municipal and parliamentary elections						Specific studies	In the beginning, middle, and at the end	The Youth Forum, and The Ministry of the Youth and Sports
<b>12.1- Supporting advocacy groups working on lowering the voting age</b>								
12.1.1- Identifying youth groups advocating for the amendment of the voting age						List of youth groups	One time	The Youth Forum, and The Ministry of the Youth and Sports
12.1.2- Number of youth groups advocating for electoral voting reforms						Support activities report	Quarterly	The Youth Forum, and NGOs

**4. Education and Culture**

**Goal 13: Amending educational curricula to better suit life requirements and labor market needs, and implementing compulsory vocational training**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
D- Facilitating youth access to schools and universities and improving student retention as well as their access to quality education through distance learning								

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1,2, D- Percentage of school dropouts						Specific studies	Yearly	The Ministry of Education and Higher Education, the Center for Educational Research and Development, and the National Employment Office
1- Percentage of young students who receive education or training on skills needed in the labor market or in their daily life						Specific studies	In the beginning, middle, and at the end	The Ministry of Education and Higher Education, the Center for Educational Research and Development, and the National Employment Office
2- Percentage of young students undergoing vocational training						Specific studies	In the beginning, middle, and at the end	The Ministry of Education and Higher Education, the Center for Educational Research and Development, and the National Employment Office
<b>13.1- Advocating to amend school curricula to better suit life requirements and labor market needs</b>								
13.1.1- Conducting a needs assessment study targeting school students and young adults to identify important life skills.						Assessment report	One time	The Ministry of Education and Higher Education, and the Center for Educational Research and Development



Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
13.1.2- Conducting a survey to identify life skills programs offered by different educational institutions						List of life skills program	One time	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
13.1.3- Developing training materials						Training materials	One time	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
13.1.4- Number of school teachers / educators / consultants trained on newly introduced materials						List of training participants	Quarterly	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
<b>13.2- Amending technical and vocational education and training curricula to better suit life requirements and labor market needs</b>								
13.2.1- Conducting an assessment to compare the skills of new graduates with the skills needed in the labor market.						Assessment report	One time	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
13.2.2- Developing a set of tools covering non-technical needs related to youth employability						The set of tools	One time	The Ministry of Education and Higher Education, and the Center for Educational Research and Development

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
13.2.3- Number of schools where the set of tools has been adopted						Schools' reports	Quarterly	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
13.2.4- Number of students who received training on employability skills						Training Report	Quarterly	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
<b>13.3- Implementing mandatory community service in schools</b>								
13.3.1- Percentage of school students enrolled in community services programs						Schools' reports	Yearly	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
<b>13.4- Helping universities to include training or practical courses and vocational training in their curricula</b>								
13.4.1- Percentage of educational institutions that add compulsory training courses to their curricula						Educational institutions surveys and reports	Yearly	The Ministry of Education and Higher Education, and the Center for Educational Research and Development
13.4.2- Developing a guideline about incentives and support mechanisms for employers						Guideline document	One time	The National Employment Office, the Ministry of Trade, The Ministry of Industry, and the Ministry of Labor

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
13.4.3- Developing a program for training and vocational training courses for public sector institutions						Program document	One time	The National Employment Office, the Ministry of Trade, The Ministry of Industry, and the Ministry of Labor
13.4.4- Number of students enrolled in training courses and vocational training programs of the private sector						List of trainees by institution and educational institutions reports	Quarterly	The National Employment Office, the Ministry of Trade, The Ministry of Industry, and the Ministry of Labor

**Goal 14: Improving the vocational and technical education and training system and ensuring that the curricula offer the necessary skills to young men and women**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of students in technical and vocational education and training institutes who receive trainings and courses that cover the skills needed in the labor market or in daily life.						Specific studies	In the beginning, middle, and at the end	The Ministry of Education and Higher Education, and the Center for Educational Research and Development

**14.1- Improving the capabilities of the technical and vocational education and training system**

14.1.1- Updating the reform action plan						Updated reform action plan	One time	The Ministry of Education and Higher Education, The Center for Educational Research and Development, The Ministry of Social Affairs, the Ministry of Agriculture, and the Ministry of Tourism
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Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
14.1.2- Establishing a system that sets criteria for identifying competency-based skills						Competency-Based Skills Criteria Guidelines	One time	The Ministry of Education and Higher Education, the Center for Educational Research and Development, The Ministry of Agriculture, The Ministry of Agriculture, and the Ministry of Tourism

**14.2- Strengthening the capabilities of technical and vocational education and training to provide graduates with skills that satisfy life requirements and labor market needs**

14.2.1- Number of technical and vocational education and training institutes whose capabilities have been strengthened						Post-training feedback	Quarterly	The Ministry of Education and Higher Education, the Center for Educational Research and Development, and the Ministry of Labor
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## Goal 15: Supporting educational grants and providing soft loans to students

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of young students (male and female) who drop out of education due to financial reasons						Specific studies (on dropouts)	In the beginning, middle, and at the end	The Ministry of Education and Higher Education, The Ministry of Finance, and The Ministry of Youth and Sports
2- Percentage of students (male and female) who belong to disadvantaged groups and who receive financial support						Specific studies/ Schools' reports	Yearly	The Ministry of Education and Higher Education, The Ministry of Finance, and The Ministry of Youth and Sports
<b>15.1- Improving youth access to scholarships, grants and opportunities to fund their education</b>								
15.1.1- Number of students (male and female) who belong to disadvantaged groups and who receive financial support						List of students who belong to disadvantaged groups and who receive financial support	Quarterly	The Ministry of Education and Higher Education, and The Ministry of Youth and Sports
15.1.2- Number of new initiatives that assist students who belong to disadvantaged groups through education						List of new programs and programs' documentation	Biannually	The Ministry of Youth and Sports and The Ministry of Finance
<b>15.2- Providing academic support to students who belong to disadvantaged groups - especially young women - to reduce the dropout rate</b>								
15.2.1- Developing a program to provide support to youth at risk of dropping out						Program's guidelines	One time	The Ministry of Youth and Sports and The Ministry of Social Affairs

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
15.2.2- Number of young people who belong to disadvantaged groups who receive peer academic support						Support programs reports	Biannually	The Ministry of Youth and Sports and The Ministry of Social Affairs
<b>15.3- Supporting student movements advocating for transparency in educational institutions</b>								
15.3.1- Setting a maximum annual tuition fee increase for private educational institutions and back them with laws/policies						Laws/policies Documents	One time	The Ministry of Education and Higher Education and The Ministry of Social Affairs
15.3.2- Number of student groups and their families who receive support to advocate for transparency in educational institutions						Support Report	Quarterly	The Ministry of Education and Higher Education and The Ministry of Social Affairs

**Goal 16: Supporting a wide range of cultural activities, including establishing and providing access to public libraries, especially in remote rural or marginalized areas.**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth in rural and marginal areas who have access to cultural activities						Specific studies	In the beginning, middle, and at the end	The Ministry of Culture and the Ministry of Education and Higher Education
2- Percentage of the Centers for Reading and Cultural Activation that provide relevant services to young people in marginalized areas						Specific studies	In the beginning, middle, and at the end	The Ministry of Culture and the Ministry of Education and Higher Education

**16.1- Strengthening the capacities of existing cultural activities, programs and associations targeting youth**

16.1.1- Identifying activities, programs and associations that encourage creativity and innovation among young people						List of activities, programs, and associations	One time	The Ministry of Culture and the Ministry of Education and Higher Education
16.1.2- Number of youth-led events that were organized (by arts, sports, and culture)						List of youth-led events (organized by arts, sports, and culture)	Quarterly	The Ministry of Culture and the Ministry of Youth and Sports

**16.2- Amending cultural programs in the centers of the Ministry of Culture (the Center for Reading and Cultural Activation) and public libraries, to achieve the best interest of young people and meet their needs**

16.2.1- Number of Centers for Reading and Cultural Activation that were supported to increase the number of youth activities						Support activities report	Quarterly	The Ministry of Culture and the Ministry of Youth and Sports
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**16.3- Promoting cultural activities, programs and associations targeting youth in areas deprived from youth cultural activities**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
16.3.1- Number of new cultural initiatives in marginalized areas who receive the needed support						Support activities report	Quarterly	The Ministry of Culture and the Ministry of Youth and Sports

## 5. Health and High-Risk Behaviors

**Goal 17: Integrating topics related to personal health, including reproductive, sexual and mental health in the educational curriculum / extra-curricular programs**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of young students who took lessons about personal health						Specific studies	In the beginning, middle, and at the end	The Ministry of Public health, The Ministry of Youth and Sports, The Ministry of Education and Higher Education, and the Ministry of Social Affairs

**17.1- Advocating for the integration of health-related concepts - including sexual and reproductive health/rights - into school curricula**

17.1.1- Conducting an assessment of the health risks (and related social factors) faced by young people between the ages of 15 and 29						Assessment report and data	One time	The Ministry of Public Health, and the Ministry of Youth and Sports
17.1.2- Identifying NGOs working on youth personal health, including mental, reproductive, and sexual health and rights, and youth high-risk behaviors.						List of NGOs by area of interest	Yearly	The Ministry of Public Health, and the Ministry of Youth and Sports



Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
17.1.3- Reviewing national curricula to include courses on mental, reproductive, and sexual health and rights						Curricula to which the new courses were added	Quarterly	The Ministry of Public Health, and the Ministry of Youth and Sports
17.1.4- Number of teachers in public and private schools who were trained on sexual and reproductive health and rights topics						List of trained teachers	Quarterly	The Ministry of Public Health, and the Ministry of Youth and Sports
<b>17.2- Incorporating the reproductive and sexual health and rights topic into Higher Education</b>								
17.2.1- Developing a short health course						Short health course	One time	The Ministry of Public Health and The Ministry of Education and Higher Education
17.2.2- Number of schools that added a mandatory health course to their curricula						Schools' reports	Yearly	The Ministry of Education and Higher Education and The Ministry of Public Health

**Goal 18: Increasing access to quality and affordable health care services for all young people, including students in educational institutions and school dropouts**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth who do not have access to healthcare services (when the survey was carried out)						Specific studies	In the beginning, middle, and at the end	The Ministry of Public Health
<b>18.1- Increasing the access of students in all educational institutes to healthcare</b>								
18.1.1- Number and percentage of educational institutions that provide health services to their students						Schools' reports	Yearly	The Ministry of Education and Higher Education, and the Ministry of Public Health
<b>18.2- Improving the coverage and quality of health services provided to young students in educational institutions and primary healthcare centers</b>								
18.2.1- Setting conditions and standards for health care centers that are suitable for young people						ToR document	One time	The Ministry of Public Health, and the Ministry of Youth and Sports
18.2.2- Developing a set of tools to provide new services or adapt existing services in the primary healthcare centers of the Ministry of Public Health/ Ministry of Social Affairs and health centers in educational institutions, to better suit the needs of young people						The set of tools	One time	The Ministry of Public Health, and the Ministry of Youth and Sports
18.2.3- Number of individuals who received training on the developed set of tools						Training list and report	Biannually	The Ministry of Public Health, and the Ministry of Youth and Sports

**Goal 19: Improving access to health information through awareness campaigns / community awareness campaigns about high-risk behaviors targeting young people in particular**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of young people who can access information about health risks and available support services						Specific studies	In the beginning, middle, and at the end	The Ministry of Public Health

**19.1- Developing material for awareness campaigns / community awareness campaigns**

19.1.1- The amount of money spent on printing materials related to high-risk behaviors						Project funding documents	Yearly	The Ministry of Finance, The Ministry of Public Health, and the Ministry of Social Affairs
19.1.2- Number of types of high-risk behaviors material that was developed						Review of developed materials	Yearly	The Ministry of Finance, The Ministry of Public Health, and the Ministry of Social Affairs
19.1.3- Number of materials related to high-risk behaviors that were developed and distributed						Contracts and verification documents	Yearly	The Ministry of Finance, The Ministry of Public Health, and the Ministry of Social Affairs

**19.2- Organizing health awareness, preventive education and peer support campaigns on high-risk behaviors**

19.2.1- Number of people trained on the developed materials, broken down by received training and profession						Training report	Biannually	The Ministry of Public Health, the Ministry of Social Affairs, and the Ministry of Youth and Sports
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Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
19.2.2- Developing a peer support system for young people in clubs, universities and NGOs						Peer Support System Guidelines	One time	The Ministry of Public Health, the Ministry of Social Affairs, and the Ministry of Youth and Sports
19.2.3- Number of youth who have access to the peer education system						Peer Support Monitoring System	Continuous	The Ministry of Public Health, the Ministry of Social Affairs, and the Ministry of Youth and Sports

**Goal 20: Raising awareness about referring young people to specialists to obtain specialized services related to physical and mental health issues as well as high-risk behaviors.**

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
E- Improving youth mental and physical health amid the stressful conditions they are facing								
1,2,3, E- Youth suicide Rate						Specific studies	Yearly	The Ministry of Public Health, The Ministry of Education and Higher Education, The Center for Educational Research and Development, the Ministry of Youth and Sports, and the Ministry of Social Affairs

# 14

## Data Collection Tools sample

Indicator	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Final Goal	Means of Validation	Reporting Period	Responsible Entity
1- Percentage of youth who have access to information on physical and mental health in addition to available referral services						Specific studies	In the beginning, middle, and at the end	The Ministry of Public Health, and the Ministry of Information
<b>20.1- Developing materials for awareness campaigns on issues related to youth physical and mental health</b>								
20.1.1- Developing or adapting materials on physical, mental and reproductive health						Developed or adapted materials	One time	The Ministry of Public Health
<b>20.2- Organizing awareness campaigns on youth health risks and the available support services</b>								
20.2.1- Number of awareness campaigns conducted						Awareness campaigns reports, participants' list and photos	Biannually	The Ministry of Public Health
20.2.2- Number of young people reached by these campaigns						Campaigns' reports	Quarterly	The Ministry of Public Health

### 1. Event/Training Attendance Sheet

National Youth Policy Activity: \_\_\_\_\_

Training/event title: \_\_\_\_\_

Date: \_\_\_\_\_

Title				
First Name				
Last Name				
Gender				
Organization				
Job Title				
Email				
Phone Number				

## 2. List/Specifications of Supported Activities, Programs and Institutions

National Youth Policy Activity: \_\_\_\_\_

Title of Activity: \_\_\_\_\_

Name	Support Description	Beneficiary Project/organization	Date/Duration	National Youth Policy Goal Number

## 3. Social Media Tracking Tool

Social Media Platform: \_\_\_\_\_

Name	Reporting Period (per month)	Number of Posts	Number of Likes	Number of Comments	Number of New Followers

## 4. Website Tracking

Website: \_\_\_\_\_

Name	Reporting Period (per month)	Number of Unique Visitors	Number of Downloads	Average time spent on the website	Audience geographical location



