

Appendix 1

Country Name: LEBANON

Country team (names, positions, email addresses, telephone numbers):

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p>Geography (Palestinians in Lebanon)</p> <p>Lebanon is a small country of just over 10,400 square kilometres. Lebanon stretches along the east side of the <u>Mediterranean Sea</u>, its length almost three times its width. As it stretches from North to South, the width of its terrain becomes narrower. Lebanon's mountainous terrain, proximity to the sea, and strategic location at a crossroads of the world were decisive factors in shaping its history.</p> <p>Demography</p> <p>The total population of Lebanon was estimated by the world bank as 4.224 million in 2009. In addition to this figure, Lebanon hosts an additional 1 million foreign workers and around 460,818 Registered persons (UNRWA statistics as of 30 June 2011) representing approximately 9.13 % of all registered Palestinian refugees and representing approximately 10% of the Lebanese population, about 50% of whom registered in 12 official camps under UNRWA mandate in addition to a minimum of 40,000 unregistered Palestinians live in 28 gatherings spread throughout Lebanon. The most evident and challenging aspect of the MENA region's demographic profile is its youth bulge, about 67% of the population is under the age of 25, making this region one of the most youthful in the world.</p> <p>No country in the Middle East is more recognized for its cultural diversity than Lebanon. Lebanon is home to all seventeen sects; Maronites, Druze, Orthodox, Alawites, Sunni, Chaldeans, Shiites, Protestants, Melkites, Copts, and two types of Arermenian Christians, among many others. Each of the Lebanon's seventeen sects has an official role in government, claim jobs, and a share of the military. The composition of the Lebanese community has shaped to a large extent the socio-economic policies of the country. Population density inside the camps is high reaching (an average of 90,000 persons per square kilometer).</p> <p>Labour market</p> <p>Lebanon's per capita GDP is estimated to be 12000\$ (2008 estimate), higher than all other countries in the Arab region. According to a country report in the Silatech Index (June 2009), 43 % of Lebanon's youth are employed and 50 % of them are educated (completed secondary).</p> <p>Like youth in other Arab countries, (58%) of young Lebanese indicate their willingness to relocate within their country, if offered an attractive job. Despite this willingness to relocate for work, 39 % of the youth population surveyed have refused a job because the wages were too low.</p>	

When asked to identify the sector they wish to work in, assuming pay and work conditions are similar, 44 % are most likely to choose self-employment. Thus Lebanon's focus will have to be on doing more than just increasing the number of available jobs for the country's youth and should take into account the type of work youth perceive as appealing.

According to the "Socio-Economic Survey of Palestinian Refugees in Lebanon" report published by the American University of Beirut (AUB) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) in December 2010, 56% of Palestinian refugee workers are jobless and only 37% of the working age population is employed. Those with a job are often in low status, casual and hazardous employment. The survey shows that 21% of employed refugees work in seasonal employment, and only 7% of those employed have a contract.

The majority of Palestinians work in the informal economy, predominantly in the agriculture, construction and trade sectors. Decent work conditions and job security are absent for the majority of these Palestinian workers, who are often employed without work permits, on temporary jobs, and without access to social security, leading to a significantly increasing proportion in vulnerable employment, and therefore poverty (Review of Studies on the Employability of Palestinian Refugees in the Lebanese Labour Market-2010).

Education

Education plays an important role in the development of Lebanon and the standard is improving day by day.

Lebanon's education comprises of primary, intermediate, and secondary education, technical and vocational education and higher education. The schools in Lebanon are divided into public, private and what we call semi-private schools (with minimal fee charges). The Ministry of Education operates the public schools and the Lebanese University in Lebanon.

The overarching mission of the UNRWA education programme is to provide Palestine Refugee children with the learning opportunities to acquire knowledge, life skills, experiences and values.

UNRWA is mandated to provide primary education at no cost to Palestine Refugees. UNRWA teaches the host nation's curriculum in Lebanon. UNRWA also provides secondary education services in recognition of the limited access of Palestinian Refugees to the public education system.

The Education Programme is the largest of the three main UNRWA programmes; (Health; Education; Relief and Social Services). In Lebanon, the UNRWA/Education Department runs 65 elementary and preparatory schools, and 9 secondary schools, which provide education for a total of 32,191 students (figures for the 2010/2011 academic year).

UNRWA career guidance services :

While addressing this situation, throughout the last years the Career Guidance programme has been facing two main challenges: the lack of a clear Strategy and Plan that could guide the actions to be taken in place with clear objectives, timeframes and responsible; and as a consequence, an incomplete and precarious assistance to the 9th and 12th grade students, leading to inaccurate decision making as well as misconception and/or dissatisfaction of the working possibilities that the

academic or vocational formation can provide.

In coordination with the educational services that UNRWA has been delivering to the Palestine community within the Lebanese context, the Career Guidance Programme has intended to increase the level of the assistance to students in order to help them to take the most appropriate decision between a vocational or academic inclination and so regarding their professional perspectives.

Among others, it was a priority for the Programme to work on a joint plan and strategy with stakeholders involved in the Career Guidance that could offer an overall of the actions to be taken in place, specific timeframes and responsible. This plan was finalized during December 2010.

Injaz worked closely with the Ministry of Education to create a Career Guidance service since 2005; this initiative was also supported by the ETF and other donors. Since then, a career guidance unit comprising of 16 counselors was formed and they were trained on the various skills and techniques that they need in a classroom. They were also exposed to university systems and admissions, as well as tools to help them create and update private sector needs analysis, to be able to bridge between youth and the job market.

UNRWA Career Guidance programme's Objectives:

The Career Guidance programme shall directly aim to:

- Assist students making choices in line with their potential and interest.
- Improve students' future employment prospects
- Allow students to enter the job market in the best possible conditions

Activities:

- Orientation sessions to grades 9, 10, 11 and 12 students
- Individual career guidance sessions to grades 9 and 12 students
- Students visit to UNRWA VTCs'
- Academic job fair for grade 12 students
- Job-coaching services to UNRWA VTCs' trainees and graduates

Target groups:

Target groups are all students at UNRWA installations at the important stages of their academic course and career, that is to say when determinant decisions are made regarding their professional future. This concerns more precisely: Students at grades 9, 10, 11 and 12, in addition to the trainees at UNRWA VTCs.

Stakeholders:

Counseling staff: They have a significant role within the Career Guidance Strategy implementation as they will be the responsible of delivering the group and individualized sessions, as well as guarantying the proper completion of activities targeting students.

Scholarship Unit: Is responsible of conducting informative sessions at the secondary schools about scholarship possibilities and University profiles, for those interested in continuing their studies after grade 12.

UNRWA Vocational Training Centers: The centers offers four types of courses: Teacher Training course (post Secondary), Semi-Professional courses (Post secondary students), Trade courses (post preparatory), Short-Term courses (Dropout Students).

NGOs: The different NGOs that provide Vocational Education beside UNRWA Vocational Training Centers are key actors that can incorporate drop-outs and students not willing to continue in the academic branch, to offer them a feasible alternative to integrate the job market.

During the scholastic year 2010/11, the Career Guidance Unit provided orientation/career guidance services to 6006 students from grades 9, 10, 11 and 12. Distribution of students according to grade and gender is as follows:

Grade	Male	Female	Total
9	1095	1484	2579
10	546	940	1486
11	363	644	1007
12	316	618	934
Total	2320	3686	6006

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
Youth in Lebanon are the dynamic force for change as they experience relatively higher levels of participation, and as greater numbers of them are acquiring more education. UNRWA/LEBANON had conducted 3 surveys in 2010 that have certainly contributed to provide a clearer picture of the Palestinians employment situation. These have addressed mainly three topics: the socio-economic situation of	A particular obstacle is that the Lebanese educational sector is unable to keep up with the pace of development and demand for skills, and Lebanon's political instability/adopted social policies decrease from the government's efficiency in generating more job opportunities to the graduates. The Palestine refugees living in Lebanon enjoy few of the rights afforded to the Lebanese citizens.	

<p>Palestinians in Lebanon (research conducted in cooperation with the American University of Beirut), and the employment status of UNRWA VTCs' graduates as well as UNRWA Scholarship Programmes' graduates in order to identify the market needs.</p> <p>The information acquired through this research has provided UNRWA's Career Guidance programme with valuable information to better assist students, considering not only their interests and capacities, but also the reality of the labour market.</p>	<p>In Lebanon, restrictions imposed on Palestine refugees in rights to work, disillusion and hopelessness in future discourage young Palestinians to continue their education or to seek for jobs, limiting at some extension an appropriate Career Guidance.</p>
<p>Strength 2</p>	<p>Weakness 2</p>
<p>The NGOs in Lebanon working on different issues (7000 registered NGO) are taking over the government's role in creating the general development framework of the country. Many of these work mainly on career counselling and skills development and the result is higher numbers of youth equipped with the needed skills to enter the job market and pursuit opportunities beyond the resources they currently control.</p> <p>UNRWA priorities are to focus on improving life conditions of the Palestinians in Lebanon through enhancing their employability perspectives.</p> <p>Along with others UN agencies, the PLO, the Lebanese authorities and the civil society, UNRWA will strive to encourage equal treatment between Palestine refugees and Lebanese people with regards to access to jobs.</p> <p>The improved access to employment for Palestinians is one of UNRWA key strategic objectives in Lebanon.</p>	<p>Although the youth of Lebanon are considered as the asset of the country, yet they are seen sometimes as problematic, and they experience less utilization of their potentials; left with these challenges youth have to accept a low paying job or leave their country to work abroad for higher salaries and development of their professional skills.</p> <p>Social culture regarding the influence of parents on children to choose their future career affects the employment of graduates negatively.</p> <p>Family upbringing plays a greater role in building the self-concept and individual perception of itself and also play a role in the choices and decisions taken</p>

<p>Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities</p>	
<p>Strength 1</p>	<p>Weakness 1</p>
<p>2010 supposed an evaluation and</p>	<p>Although the Career Guidance, as a</p>

<p>restructuring period, with regards to the objectives and activities that the Placement and Career Guidance Unit had been implementing.</p> <p>By the end of the year the Placement and Career Guidance Unit finalized its Strategy and Objectives document, as well as its Action Plan. Both were aimed to improve the quality of the career guidance services through the individualization of the sessions, and better preparation of the Counseling Staff responsible of assisting students from grades 9 to 12.</p>	<p>component of the increasing employability perspectives for Palestinians strategy, has taken a higher importance, the resources assigned to the programme are still insufficient.</p> <p>For the last years, UNRWA has been facing economical shortages. This situation has left the Career Guidance programme as one of the least priorities to be addressed, thus funded to provide a sustainable quality activities provision to the students.</p>
Strength 2	Weakness 2

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
<p>Being part of the community and as part of their CSR initiatives, some multinational private corporations are more aware of actively engaging with their surroundings and are taking part in the social development of the country; investing in the potential of the youth and equipping them with the adequate employability skills as it may have long term impact on the community and on their business by having a high calibre pool of talent which will contribute to mutual benefits of personal growth for youth and business growth.</p> <p>Throughout the implementation of the Career Guidance programme during the 2010 – 2011 scholastic year, the Counseling Staff expressed their interest on continuing assisting the students, but stressed on the need of developing a more professional training strategy, that could improve the counselling methodologies to address the pupils needs, as well as the materials used in the different sessions</p> <p>Based on the Counseling Staff, the</p>	<p>The concept of CSR is still a bit new to local (small & medium) corporations in Lebanon.</p> <p>The main challenge stems in getting the private sector more involved in shaping the future of the youth in Lebanon and engage them within the mainstream of the economic development.</p> <p>UNRWA's Career Guidance Unit requires professional assistance to build up counselors' capacity and run more strategically the programme.</p>

<p>Career Guidance Unit evaluation and the ETF assessment of the Career Guidance programme, it was agreed to facilitate the participation of the counsellors in a 2-day workshop and 3-day training session with ETF during October 2011 to improve their skills and knowledge in the domain.</p>	
<p>Strength 2</p>	<p>Weakness 2</p>
<p>The future cooperation with ETF, for instance, evidences Career Guidance Unit's strategy of opening itself to work with other institutions or to find the support from institutions specialized in Career Guidance. For this matter, a database has been created to track national and international organizations.</p>	<p>UNRWA's Career Guidance Unit is in need of professional staff that could assist directly the programme.</p>

<p>Theme 4: Evidence-based practice; evidence-based policies</p>	
<p>Strength 1</p>	<p>Weakness 1</p>
<p>For UNRWA's Career Guidance Unit it has been a priority to properly implement, monitor and evaluate the programme in order to provide quality assistance to the students. In this sense the unit is currently working on developing monitoring and evaluation tools in accordance with the student's needs and the resources available.</p>	<p>The Career Guidance programme implementation under the new strategy has been piloted only for one year. Hence, although the monitoring and evaluation tools have been used through the whole process, they need to be assessed.</p>
<p>Strength 2</p>	<p>Weakness 2</p>

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
High-level key public policy/practice initiative 1	
SUSTAINABILITY AND IMPROVEMENT OF THE CORE ACTIVITIES	
The implementation of the Career Guidance programme under the new strategy has provided UNRWA's Career Guidance unit with some findings and lessons learned to be embraced for the next years in order to provide sustainability and quality conditions (resources and content wise) to the different activities.	
Linked most closely to Theme 4(Evidence-based practice; evidence-based policies)	
High-level key public policy/practice initiative 2	
METHODOLOGIES INNOVATION – CAPACITY BUILDING	
At the moment, the Career Guidance Unit is seeking to provide the Counseling Staff with more professional skills and knowledge in order to increase the quality of the core activities currently delivered. Nevertheless, it is important for the unit to work with these trained counselors not only as responsible for the activities'	

implementation, but also as a potential source of materials and methodologies innovation.

Linked most closely to Theme 3 (The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners)

High-level key public policy/practice initiative 3

STRENGTHEN COMMUNICATION WITH STAKEHOLDERS

UNRWA Career Guidance Unit will seek to approach and cooperate with more institutions at the local and international level for the following purposes:

Updating its strategy, contents and methodologies.

Raise awareness within the Palestinian Community on the importance of the Career Guidance programme in order to improve the employment perspectives.

Linked most closely to Themes 1 and 2

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
UNRWA’s Career Guidance Unit focuses its efforts and strategy in facilitating a progressive transition from group focused activities to a more individualized approach to students needs.	