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**Save the Children's MENAEE RO**

**Al-Bawsala Regional Youth Programme**

**Save the Children's Middle East, North Africa & Eastern Europe (MENAEE) Regional Office is pleased to announce a call for concept notes (CNs) from youth groups and youth-centred civil society organizations in Lebanon and Jordan to submit project proposals for the Regional Youth Programme, Al-Bawsala for 2024-2025.**

**Al-Bawsala programme aims to empower and support youth in the region through working with youth-led CSOs and youth groups in Lebanon. The programme empowers youth to be the change agents within their local communities by providing them with opportunities to engage with different stakeholders and duty bearers across the region. Through Al-Bawsala programme, we seek to foster positive youth participation and contribute to the overall well-being and resilience of young people in the region.**

**In 2022-2023, Al-Bawsala programme supported different research pieces focusing on the following thematic tracks:**

1. **Young People and Meaningful Climate Action**

* [***Meaningful Climate Action: Young People as Changemakers in the MENA Region***](https://resourcecentre.savethechildren.net/document/meaningful-climate-action-young-people-as-changemakers-in-the-mena-region/) *is a study focused on climate policymaking in the region; how children and youth are included in both the climate policies (child/youth sensitivity) and the processes of developing those policies (child/youth participation); the study itself engage youth across the region as policy analysts, adolescents as participants to examine solutions, and MENA-wide insights through an open perception survey. Recommendations of the study spanned multi-faceted interventions.*

1. **Adolescents, Youth and Power**

* ***Adolescent and Youth Gender and Power Analysis*** *was conducted to explore adolescents and youth’s experiences of power, in/equality and discrimination. Recommendations addressed civil society, caregivers and national authorities.*
* ***The Effects of Economic Violence on the Lives of Palestinian Refugees in Mount Lebanon and Beirut*** *is a participatory action research conducted by youth in Lebanon, specifically targeting Bourj al Barajne Palestinian camp located in Mount Lebanon. The recommendations of the study addressed civil society, the government and the youth community.*

1. **Young People Online Experiences**

* [***Online Protection, Agency and Wellbeing for Adolescent Girls and Boys***](https://resourcecentre.savethechildren.net/document/online-protection-agency-and-wellbeing-for-adolescent-girls-and-boys-in-the-mena-region/) *is a study focused on adolescents in Lebanon and Turkiye, and how adolescents and their caregivers navigate the online world in relation to safety, links with their offline experiences and wellbeing. Recommendations of the study focused on digital literacy and protective measures to ensure enabling online media for young people’s best interest, safety and empowerment.*
* ***Effect of Social Media on the Psychological and Mental Health of Youth*** *is a participatory action research conducted by youth in Lebanon, the recommendations of this study were addressed to youth, civil society and government.*

**We invite youth-led civil society organizations and youth groups with a demonstrated commitment to youth empowerment and development to submit project ideas that align with the objectives and focus areas of Al-Bawsala programme.** **We welcome applications from all interested parties for this open call, with a special emphasis on encouraging young individuals and partners who have previously engaged with Al-Bawsala to-date to apply. Ideas should respond to the findings of the above research pieces.**

**Eligibility criteria:**

* **This call is open to all youth in Jordan and Lebanon, aged between 15 and 30 years old.**
* **Youth applying to join Al-Bawsala should be in a team, and able to demonstrate existing individual or collective actions towards their idea/project. CNs from individuals will not be accepted.**
* **Youth groups and teams should possess an idea that directly relates to one or more of the themes proposed in this call. That is, a translation of the research and evidence to action.**
* **Projects can be designed to cover a period of up to 18 months, with a total budget ranging between 10,000 – 60,000 USD for each project. Short-term, impactful ideas are also eligible.**
* **Priority will be given to teams from underrepresented groups, including refugees, young people with disabilities and locations where youth programming opportunities are not frequently accessible.**
* **It is preferable that participating teams have diverse backgrounds and complementary expertise (e.g. technical, operational and managerial), as best serves the needs of their ideas.**

***Save the Children encourages youth groups to apply even if there is no formal registration yet, as long as there is a commitment to community participation and action to address challenges faced by adolescents and youth in one or more of the proposed thematic tracks for this call. Save the Children promotes diversity in the gender, nationality, and other compositions of participating youth groups.***

**Selection criteria:**

* **First, the eligibility criteria above must apply in terms of** age, thematic tracks**, and** budget ceiling.
* **Selection will then prioritize the ideas that are:**
  + Unique, **i.e. not familiar or repetitive in various voluntary activities or social impact projects in their target locations or with the targeted group(s)**
  + Effective **to solve the proposed problem, i.e. demonstrate proven potential for success and/or contextually relevant to the selected problem(s) they aim to address, and influential at the targeted level whether community-based or specific to working with certain actors**
  + Technically resourced**, i.e. ideas and solutions that have considered the technical expertise required for responsible programming whether in team composition or as a prerequisite step to deliver. Where there are gaps to fill in, let us know; Al-Bawsala programme supports youth capacity building, and it can be budgeted under the proposal cost as long as it fills a gap necessary for the project delivery.**
  + Impactful, **i.e. ideas and solutions that are result-oriented and have a clear outcome to achieve that brings about a tangible impact in the lives of the targeted communities**
  + Sustainable, **i.e. demonstrates potential for financial sustainability and/or an exit strategy where impact is sustained beyond the project end date**
  + ***As applicable:*** Effectively engaging with duty bearers as change partners towards intended results
  + ***As applicable:*** Fostering collective action, through collaboration with other youth groups and CSOs for a wider impact and/or complementing expertise
  + ***As applicable:*** Building bridges, with caregivers, teachers or among peers

***Save the Children urges youth groups to share their ideas without hesitation. Let us know if there are barriers that have been holding back your ideas. While CNs will be assessed per detailed process and criteria above, we understand challenges including second thoughts and self-doubt. If you believe in your idea and have the commitment and dedication to follow through, we’d love to hear from you!***

**Application process:**

* **First, interested youth groups are requested to read the outlined recommendations for their selected thematic track(s) included in this call, each group is required to submit only one application via this link:** [**Regional\_Youth\_Programme\_AlBawsala\_Project\_Proposals**](https://kobo-ee.savethechildren.net/x/O6G8YPBl) **no later than May 19, 2024 COB.**
* **Second, only shortlisted participants will be contacted for an interview based on their proposed ideas, while ensuring opportunities for diversified ideas. Potential candidates will be contacted to schedule a brief online interview with Al-Bawsala programme team during May/June 2024. Selected youth groups will be contacted during May 2024 for the next steps, including partnership assessment.**

For questions:

**For more information about Al-Bawsala programme and the submission process, please send your queries or request for assistance to:** [**Ayat.kammouni@savethechildren.org**](mailto:Ayat.kammouni@savethechildren.org)**.**

**We look forward to receiving your application and collaborating with you to create positive change for youth in Lebanon through the Regional Youth Programme, Al-Bawsala.**

**THEMATIC TRACK #1 |** **Young People and Meaningful Climate Action**

The findings of the undertaken research weave a narrative of young generations keenly observing the climate crisis, carrying shared perceptions, but feeling uncertain about how to become part of the solution. They call for a re-evaluation of how stakeholders communicate and involve children and youth, bridging gaps between understanding, emotion and action, to foster a generation not only aware of climate change but equipped to tackle it. To foster young people’s ownership and motivation in addressing climate challenges, it is essential to involve children and youth from different demographics and socio-economic backgrounds in the process.

**Applications for this thematic track will have an idea that addresses the below:**

* *How can we effectively bridge the knowledge and skills gap regarding climate change? Moving beyond mere awareness-raising efforts, what concrete steps can we take to foster a deeper understanding of the challenges posed by climate change and translate this understanding into tangible actions?*

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| **Applications for this thematic track can pursue one or more of the below entry points:** | |
| **A red line drawing of a graduation cap  Description automatically generated**  **Climate Education** | Engage adolescents and/or youth through relevant formal or non-formal educational programs with schools and/or universities. This can be towards participation in climate policymaking or hands-on climate action projects for adolescents and youth to apply in their schools and/or communities. |
| **Skills for Climate Policymaking** | Engage adolescents and/or youth through skills development and capacity building focusing on life skills for negotiations and civic engagement, and internships focusing on climate change issues and policymaking to enable them to navigate the climate policy ecosystem and engage constructively in climate policy discussions at the different levels. |
| **A red globe with a black background  Description automatically generated**  **Participatory NDCs** | Engage adolescents and/or youth in the creation of recommendations for NDCs to instil a sense of ownership and increase pressure on practitioners to deliver on climate policies, and to also prepare adolescents and youth as future policymakers to design their own NDCs. |
| **Accessible Climate Science** | Design climate science content tailored to the region and/or individual countries, using engaging media such as cartoons, videos and interactive games to enhance comprehension. Effective adolescent/youth engagement requires age-appropriate scientific climate information, and we encourage gender and disability responsive content. |
| **Climate Policy Communications** | Support climate policymakers and practitioners in simplifying and communicating climate strategies and facilitate engagements between them and adolescent and youth climate activists to align efforts and enhance the meaningful representation of children and youth’s rights in climate strategies. |
| **Climate Finance Advocacy** | Advocate for climate finance actors to use specified metrics to ensure child- and youth-responsive investment, including a focus on their rights, equity and inclusion in all relevant systems and processes. This can ensure that projects are designed with the interests and needs of children and youth in mind. |
| **A red notepad with a check mark  Description automatically generated**  **Climate Policy Monitoring** | Develop and implement robust child/youth-led climate policy monitoring frameworks, to guarantee the implementation and effectiveness of existing climate policies and strategies. This will encourage transparency and accountability, while fostering a generation that is keenly involved in the progression of climate initiatives. |
| **Green Solutions** | Empower youth innovators and entrepreneurs to contribute to a green and just transition throughout the region through collaborations and exchange of solutions, underscoring the importance of collective action and political support and emphasising the pivotal role of the green economy in ensuring sustainability and resilience against climate challenges. |

**THEMATIC TRACK #2 |** **Adolescents, Youth and Power**

The findings of the undertaken research present insights from adolescents and youth aged 10 to 24, focusing on their perspectives on power, agency, equality and inclusion. A key finding is the strong sense of agency during adolescence and youth among participants, who, despite challenging circumstances, strive towards their aspirations with varying degrees of support and resources. This demonstrates a consistent internal drive for autonomy, with some achieving their objectives despite minimal support or encouragement. Participants exhibited agency within their families, schools and communities, although their capacity to effect social change was limited, particularly in domains of political participation and engagement with governmental duty bearers. The report also underscores the multiple challenges adolescents face in their transition to adulthood, emphasising the importance of building supportive relationships and opportunities for participation.

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| **Applications for this thematic track can pursue one or more of the below entry points:** | |
| **Safe Spaces and Mobility** | * Create safe spaces for peer interactions, crucial for young women and adolescent girls to help ease mobility limitations. * Create safe spaces to discuss positive masculinity and gender equality in relationships, potentially within sexual and reproductive health programmes**.** * Collaborate with local authorities to create safe public spaces for adolescents and youth for leisure activities such as parks and public areas. * Develop solutions for safer and affordable transportation for adolescents and youth. * Promote safe and ethical social media use to combat online discrimination and improve self-esteem for adolescents and youth, acknowledging that many parents and caregivers are inexperienced in this area. |
| **Participation and Agency** | * Conduct programmes that develop life skills and social connections, using volunteer work and community involvement to improve adolescents and youth’s mobility and participation. * Develop strategies to enhance the civic and political skills of adolescents and youth, e.g. by introducing female role models to boost young women’s public speaking confidence; supporting adolescents to engage with school authorities and local government; or creating platforms for dialogue between youth and local authorities on issues relevant to them, equipping youths with necessary skills for effective communication with senior officials. * Collaborate with schools to create opportunities for students to express themselves and participate, fostering social dialogue, role modelling, and inclusive leadership. * Motivate and assist regional and local governments to establish youth councils, creating platforms for dialogue between adolescents, youth and government officials. * Support the formation of adolescent and youth committees, particularly in camp environments, for better communication with camp authorities and agencies. |
| **Safe, Inclusive Education** | * Work with schools to strengthen systems that prevent and address bullying and discrimination for adolescents, involving both teachers and students. * Increase understanding and support for students facing learning challenges. * Enable equal education opportunities for refugees and internally displaced persons (IDPs), ensuring teachers are aware of the unique challenges these students face. |
| **Bridges over Displacement** | * Foster social engagement and friendships between local and displaced communities, focusing on activities like sports, music, arts, festivals and skill development. * Overcome or remove legal restrictions that prevent refugees and IDPs from accessing employment and/or education. * Launch advocacy campaigns for the inclusion of displaced adolescents and youth, alongside ongoing gender equality efforts. |
| **Building Bridges with Caregivers** | **For parents and caregivers, adolescents and youth told us the following:**   * Adolescents want their families to collaborate with schools to foster a more inclusive environment, focusing on anti-bullying and anti-discrimination practices. * Young women and adolescent girls seek support for their autonomy and equal educational opportunities. They want their career choices backed, even if these choices challenge traditional norms (as expressed by females of all ages). * Young adult men want their families to understand the tough job market, and to appreciate any economic efforts they make, even if these don't align with societal expectations. * Young adult women stress the need to address gender inequalities in inheritance. |
| **Gender Equality and Inclusion** | * Include both local and displaced communities in innovative programmes that promote gender equality and social inclusion. * Maintain emphasis on gender, safety and security in camps, collaborating with existing women's and youth committees to influence camp management. * Include parents and caregivers in programmes that challenge social and gender norms hindering self-esteem and personal growth. * Implement creative strategies and approaches to raise awareness about inclusion, exclusion, discrimination, and gender equality, especially from early adolescence. * Develop specific approaches for adolescent boys and young men to prevent 'gender blindness' and encourage supportive relationships among families and schools. |
| **Mental Health** | * Expand mental health support programmes, including in outreach, quality and innovative approaches. |

**The Effects of Economic Violence on the Lives of Palestinian Refugees in Mount Lebanon and Beirut**

Recommendations:

1. Raise Awareness and Educate Refugees:

* Target Audience: Beyond just refugees, include host communities, local authorities, and service providers.
* Approach: Develop multifaceted awareness campaigns utilizing various channels such as community events, social media, and collaboration with local organizations. Educational initiatives could involve language courses, vocational training, and workshops on legal rights and cultural integration.
* Impact: By widening the audience, these efforts not only empower refugees but also foster a more inclusive environment. Informed host communities are more likely to offer support, and knowledgeable refugees become active participants in their integration process.

1. Enhance Psychological and Social Support:

* Target Audience: Tailor services to different groups, including children, women, and vulnerable individuals.
* Approach: Establish community centers offering a range of services, including counseling, group therapy, and skill-building workshops. Collaborate with mental health professionals and NGOs to ensure the availability of specialized support.
* Impact: Providing targeted psychological and social support recognizes the diversity of needs within the refugee population. This approach contributes to the development of a resilient and well-adjusted community.

1. Strengthen Local and International Partnerships:

* Partnership Scope: Include international organizations, businesses, and academic institutions in addition to local entities.
* Approach: Facilitate regular forums for information exchange, joint project development, and resource-sharing. Encourage partnerships that focus on sustainable solutions, such as skill-building programs and job placement initiatives.
* Impact: A broad network of partnerships enhances the effectiveness of interventions. International collaborations bring diverse perspectives and resources, while local partnerships ensure solutions are contextually relevant and sustainable.

1. Improve Policies and Legal Framework:

* Policy Areas: Consider not only labor, immigration, and social protection but also housing and education policies.
* Approach: Advocate for comprehensive policy changes that recognize the unique challenges refugees face. This could involve engaging with lawmakers, conducting research to support policy proposals, and leveraging public awareness campaigns to garner support.
* Impact: Holistic policy changes can address systemic issues, creating an environment that fosters economic stability and social integration. Improved access to education and housing, for example, directly contributes to long-term positive outcomes for refugees.

**THEMATIC TRACK #3 | Young People Online Experiences (specific to Lebanon)**

The findings of the undertaken research provided the below recommendations to enable adolescent girls and boys’ agency and wellbeing in an increasingly digital age, and foster a safer online environment for adolescents while addressing the specific needs and challenges faced by caregivers and educational institutions in Lebanon.

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| **Applications for this thematic track can pursue one or more of the below entry points:** | |
| **Digital Literacy** | * Enhance digital literacy among adolescents as a necessary life skill and protection measure in a digital age. *This includes understanding online safety, privacy, critical thinking, and media literacy, to enable adolescent girls and boys to make informed decisions and avoid potential risks. Teaching adolescents about the significance of as well as effective and responsible use of digital tools is important to empower them and prepare them for future opportunities and success in education, employment, and everyday life.* * Enhance caregivers’ digital literacy and safe and respectful online monitoring tools. *Deliver awareness raising messages to caregivers on online risks and available parental control tools. This could be integrated in existing parenting program or through developing a separate program on protection from digital harm.* |
| **Adolescent-Responsive Programming and Advocacy** | * Support safe online communities for and by adolescents *where they can safely connect with peers who share their interests and concerns and enhance their opportunities for participation and agency. This also includes balancing protective measures with adolescents’ privacy and autonomy through consultative and adolescent-led approaches.* * Design and implement age and gender appropriate digital program approaches. *Given the variance in perceived and actual risks and protective factors for girls and boys of different age groups, it is essential for programs to be tailored to these differences as well as other factors such as displacement and socio-economic status.* * Promote safe, adolescent-friendly reporting mechanisms for digital harm. *This includes formal and informal mechanisms to facilitate safe reporting and effective response to different forms of digital risks and harm.* * Promote policies that protect adolescents from digital harm. *This includes advocating for laws and regulations changes calling for stronger action against cyberbullying and harassment, and effective, protective measures to foster a safer environment online.* |
| **Adolescent Agency, Psychosocial Wellbeing and Transition to Work** | * Enable adolescent inclusion and agency using digital tools. *By understanding how to leverage digital tools, adolescents can expand their knowledge, explore diverse perspectives, and access opportunities, regardless of their geographical location or socioeconomic background. Digital access and tools can provide adolescents with opportunities for self-expression, creativity, and self-advocacy. By understanding the significance of these tools, adolescents can harness their potential and develop a sense of empowerment. They can use digital platforms to voice their opinions, engage in activism, and contribute to their communities, fostering a sense of agency and autonomy.* * Promote social and emotional well-being using digital tools. *Adolescence is a critical period for identity development and social connections. Digital tools can play a significant role in shaping social interactions and relationships. Teaching adolescents about the significance of digital tools helps them understand the impact of their online presence on their well-being and the well-being of others. It encourages responsible online behavior, empathy, and respectful communication, promoting positive digital citizenship and fostering healthier online environments.* * Prepare adolescents for future opportunities and successful transition to livelihoods opportunities. *Digital tools are increasingly integrated into various industries and professions. By equipping adolescents with a deep understanding of these tools, they are better prepared for the future workforce. Digital skills and knowledge open up a wide range of career opportunities and enable adolescents to adapt to the rapidly evolving technological landscape.* |

***Effect of Social Media on the Psychological and Mental Health of Youth***

Recommendations:

1. NGO Engagement:
   * Collaborate with NGOs to participate in awareness campaigns and community initiatives for a safer online environment.
   * Contribute to solutions addressing the negative impacts of social media through active involvement.
2. Foster Digital Literacy:
   * Promote the development of digital literacy skills, particularly among youth.
   * Educate users about the dynamics, risks, and ways to protect personal information on social media platforms.
3. Safeguard Personal Information:
   * Encourage individuals to refrain from sharing purely personal information, especially with unknown or unverified entities online.
   * Advise assessing the credibility and purpose of requests for personal information to prevent identity theft and online fraud.
4. Empower a Well-Educated Generation:
   * Focus on equipping students with digital literacy, emotional intelligence, and critical thinking skills.
   * Prepare the younger generation to make informed decisions and practice responsible social media use.
5. Promote Awareness of Potential Risks:
   * Support educational programs and awareness campaigns led by social workers.
   * Raise awareness about online threats like cyberbullying, exploitation, and harassment.
   * Offer practical solutions for individuals to address these challenges effectively.