

**Improved Employability of Host and Refugee Youth in Beirut**

**Terms of Reference**

**Project Station:** Cola and Khalde Community Center.

**Supervisor:** Food Security and Livelihoods (FSL) Coordinator.

**Timeframe of the assignment: From 15 February 2023 until 15 May 2023**

**Targets: 110 youth to be selected taking into account 10% margin for drop-outs**

**Date of TOR:** 5/1/2023

**Background**

The proposed one-year project under Save the Children’s livelihoods programme serves as a continuation to the “Improving Prospects for Refugees and Vulnerable Host” programme and targets the most vulnerable youth (50% boys and 50% girls) living in urban areas of greater Beirut. The programme will provide alternative livelihoods opportunities for youth through life skills, digital literacy, and English as a Foreign language at the core and shift to vocational (divided into two: sectors that will informed by the Labour Market Assessment review and Advanced Digital Skills), or entrepreneurship trainings based on the interest of the youth. Throughout the intervention, livelihoods counselling will be provided for youth that includes career guidance services and activities intended to assist individuals, male and female, of any age and at any point throughout their lives, to make tailored and appropriate educational, training and occupational choices and to manage their careers. The programme will also provide Nabad, the implementing local partner, with organizational and technical capacity building sessions based on their needs and sustain two of Nabad’s community centres where trainings for youth will be conducted.

Youth, women and men, targeted by the proposed program are between 15 - 24 years old and exposed to multiple forms of deprivation; including poverty, lack of access to education and income generating opportunities and to every extent possible, exploitation and exposure to other forms of violence such as gender-based violence (GBV). Families with youth involved in the previous Dutch-funded programme, either through cash assistance, livelihoods opportunities, or child labour interventions will be targeted under this proposed intervention. This will serve as a graduation approach for previously targeted youth and a continuation of the programming.

Programs that have effectively provided livelihoods opportunities for youth prove the need to address poverty, social norms, and gender inequalities as some of the main root causes to access the job market. In addition to the economic barriers, social barriers affect women and girls, or people with disability. Socially, women are still largely confined to the role of caretakers, which oftentimes obstructs their entry to the labour market. As for people with disability, the work environment in Lebanon is still not open towards their inclusion, in addition to being under-equipped in terms of the infrastructure needed for their access. The programme will be implemented with Nabad, who has been already a big part of the previous programme.

English language is a key skill needed to work in international and local organizations. While entry-level positions are not always required to conduct responsibilities in English, the monitoring forms, trainings, and protocols, inter alia, are almost exclusively in English. Having a cursory understanding of English as a Foreign Language, and key vocabulary related to the humanitarian/development context, will transform a vulnerable Lebanese or Syrian youth into a more competitive jobseeker.

**Responsibilities**

*Task 1: Conduct alignment meeting with SC staff*

Review, with the FSL Coordinator and Beirut Area Manager, the aims, objectives, and expectations of the contract. Review all proposed curricula and tools, including certification tests for participants, and timetables. Agree on ways of working and monitoring framework with the SC staff.

*Task 1:* ***Send teachers to two different locations 3 to 4 times a week, 1 to 2 hours / day:***

Flexibility in timing: Given that there are 2 different center locations Cola and Khaldeh, teachers are expected to go to the centers 3 to 4 times a week to give 1 to 2 hour lessons. The schedules amongst the centers are not standardized in terms of timing, so the schedule will differ from one center to the other and the FSL Officer in charge will have to set it with each teacher once agreement has been reached with learning center.

*Task 2:* ***Assess the English language level of the participant and distribute books (textbooks and exercise books) accordingly:***

Teachers are expected to assess the level of the participants/students (pre-tests), analyze and then group the participants according to the results. Books, both textbooks and workbooks, relevant to their level should be distributed to participants and a teacher’s guide should be shared with the FSL Officer in charge in order to follow up with the teacher.

*Task 3:* ***Teaching Styles (Methods and materials):***

Teachers should prepare a detailed and clear lesson plan stating the learning objectives specific to each lesson, along with on-going assessments to monitor the students and the evaluation methodologies used at the end of each class/lesson.

Audio/Visual materials and teaching aids are expected to be used in every lesson. Lesson methodology should be in the participatory and facilitator style, emphasizing activities to encourage self-learning in the classroom, increased peer to peer learning, and student to teacher engagement.

*Task 4:* ***Analyze data collected and present them****:*

Once student has completed a level (approximately 30 hours/level), another assessment should be done (post-test) and the data collected should be reported to the FSL Coordinator.

**Deliverables**

All deliverables will be validated by the FSL Coordinator, FSL Technical Advisor, and Area Manager?

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| **Deliverables** | **Dates to be delivered** |
| Clear work plan with learning objectives for the 60 hours | Once participants are assessed and levels are clear |
| Pre and Post Tests | Beginning and end of each level |
| Mid-Line evaluation to monitor their improvement | Mid Level |
| Quantitative and qualitative data representing the increase in knowledge | Once 60 hours are completed |
| Certificates with SCI and Donor logo | Once 60 hours are completed |