



SURVEY ANALYSIS

November 2025

Secours Islamique France (SIF)

Secours Islamique France (SIF) is an independent, humanitarian, not-for-profit, non-governmental organization. Founded in 1991 in France, SIF is engaged in humanitarian assistance and development aid at the international level, as well as to social assistance in France. Through its operations, SIF responds to the basic needs of the most vulnerable populations, guided by solidarity and respect for human dignity and by the humanitarian principles of neutrality, independence and impartiality.



ADVOCACY

Youth In Lebanon Speak Out

Social and economic inclusion prospects of Lebanese, Syrian, and Palestinian people

This document presents the results of a survey conducted in June and July 2025 among more than 1,600 young Lebanese, Syrian and Palestinian people in Lebanon affected by multifaceted crises.

The youth shared their views on their social and economic inclusion situation and prospects. The results of this survey identify courses of action and solutions based on the experiences and priorities expressed by the youth.

The survey was conducted by Elka Institute and supported by the French Ministry for Europe and Foreign Affairs.

Find the detailed results of the survey at [this link](#) or by scanning the QR code:



Why target the youth?

Youth around the world are heavily impacted by multifaceted crises. A very large proportion of them live in countries affected by conflicts or climate change, with major structural weaknesses, without access to basic social services. A large proportion are currently out of school, out of training, and out of work. They face a growing gap between their aspirations and the real opportunities available to them for their future.

[With its expertise in children's rights](#), SIF implements programs targeting youth (aged 14-25)¹ in the Sahel, the Middle East, and Asia, supporting them to become independent and achieve social and professional inclusion. Through its advocacy work, SIF alerts about their situation to improve humanitarian responses, by documenting and amplifying their voices on their experiences and priorities. This publication is part of a series of surveys conducted among young people in different countries.

Find [here](#) our survey of young Pakistanis affected by displacement due to climate disasters :



and [here](#) our survey on the socio-professional prospects of young people in the Sahel :



A convergence of multiple crises in Lebanon impacting the youth

Lebanon is severely impacted by multiple crises, straining the country's social, economic, financial and security stability. Since 2019, Lebanon faces its most severe economic downturn since the end of the civil war in 1990, that was exacerbated by the political vacuum that lasted until January 2025. More recently, the impact of the hostilities with Israel has been severe, with widespread internal displacement, destruction of infrastructure, housing, businesses, and further deterioration of basic services such as health, education, water, energy and social protection systems. As of June 2025,

¹ Under the International Convention on the Rights of the Child, a child is any human being between the ages of 0 and 18, unless the age of majority is reached earlier under the applicable legislation. Stages of childhood, during which children have specific needs and vulnerabilities that require protection and appropriate support: infants 0-18 months, toddlers 18 months-3 years, early childhood 3-5 years, school age 6-11 years, adolescence 12-17 years. Youth: 14-25 years.

82,632 people remained internally displaced — 70% of them women and children.²

Economic difficulties affect all population groups. More than half of the Lebanese population lives below the poverty line,³ and 4.1 million people need humanitarian assistance.⁴ Lebanon's micro, small, and medium enterprises (MSMEs), the backbone of its economy, are struggling to enhance their resilience, reducing employment opportunities and livelihoods, and destabilizing communities. According to the International Labor Organization (ILO), Lebanon's employment ratio has fallen to 30.6%,⁵ everyone being impacted even among highly educated individuals. Informal employment accounts for over 65% of the labor force, which inadequately replaces or supplements formal provisions and protections.⁶ Lebanese women, especially the youngest, are also highly impacted. Lebanon ranks 132nd out of 146 in the 2023 Global Gender Gap Report,⁷ with an inactivity rate of 82% among women compared to 27% among men,⁸ while the unemployment rate for active women is 32%.⁹ This concerning trend has direct repercussions on women's livelihoods, independence, and well-being, reinforcing economic and social gender inequalities. Combined with record inflation, it threatens to push more than two-thirds of the Lebanese population into poverty.¹⁰

Among refugees, the situation is even worse, with 9 out of 10 Syrian refugees (over 716 000 in June 2025) requiring humanitarian assistance to meet their basic needs¹¹ and 93% of Palestinian refugees (489,000 people) living in poverty.¹² In a context of growing tensions between communities, Syrian and Palestinian refugees continue to face numerous restrictions to access their rights, particularly regarding basic services, the right to education, and the right to work. They experience significant difficulties obtaining work permits and appropriate commercial licenses to open businesses. The fall of the Assad regime in Syria has as well impacted the situation of Syrian refugees in Lebanon: in December 2024 a new wave of displaced Syrians crossed into Lebanon (an estimated 108,032 as of June 2025), as well initial spontaneous returns to Syria were registered (around 278,000 Syrians as in September 2025).¹³

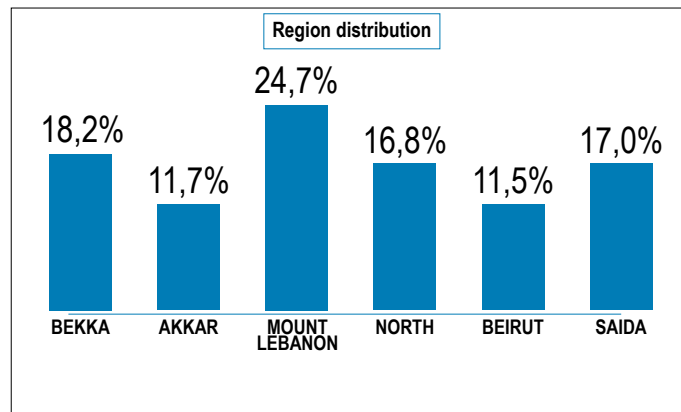
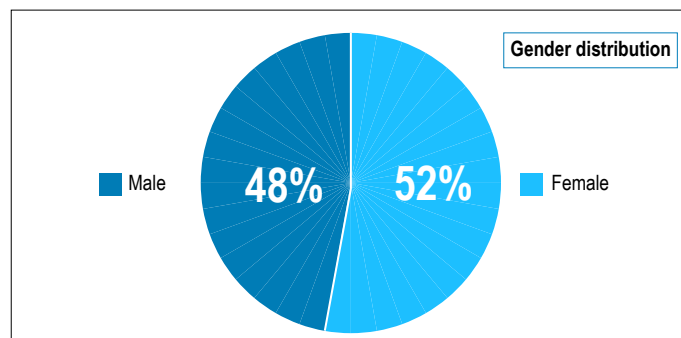
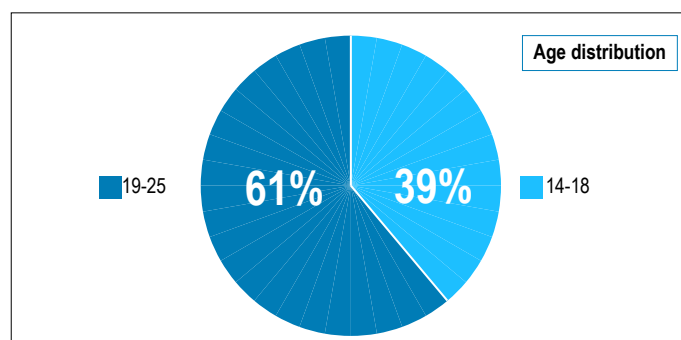
In Lebanon, 1.8 million are aged 10 to 24 years old.¹⁴ Many youth are currently out of school, out of training, and out of employment (29% in 2022).¹⁵ Many can no longer afford education and are forced to drop out to seek work that they can't find: youth unemployment rose to 47.8% in 2022, 2.1 times higher than the total unemployment rate (11.4 per cent).¹⁶ Youth in Lebanon face a constant gap between their aspirations and their real opportunities, leading to feelings of injustice, frustration, and anxiety for their future.

Survey objective and methodology

SIF sought to gather the opinions of youth in Lebanon **to inform program planning and public policies for their social and economic inclusion, through a quantitative and qualitative study.** The specific objectives of this study were to collect their opinions on access to basic services, education, opportunities for training, access to the labor market, and their state of mind.

Quantitative data was collected between **June and July 2025** from "face-to-face interviews" with **1,603 vulnerable youth: 701 Lebanese, 501 Syrians, and 401 Palestinians, from both camps and host communities.** The youth targeted were aged between **14 and 25, disaggregated by gender, age, nationality and between urban and rural.** The study was conducted in **Beirut, Mount Lebanon, South Lebanon, and North Lebanon.** Qualitative data was collected through **3 focus groups discussions in Beirut, Saida and Tripoli, distributed by nationality, with a balance of gender and age.**

Several questions in the survey examine the impact of young people's status on their access to their rights, given that status here refers to the legal status, linked to their situation as refugees, their access to legal documents, residency or citizenship. **More information regarding the methodology of the quantitative and qualitative components is available in the detailed results of the survey [here](#).**



² > Relief Web, mid-year lebanon humanitarian situation report, 30 June 2025.

³ > Relief Web, lebanon situation report, August 2025.

⁴ > Relief Web, mid-year lebanon humanitarian situation report, 30 June 2025.

⁵ > ILO, ILO Skills Training: A Key to Unlocking Decent Employment in Lebanon, 15 July 2024.

⁶ ILO, 2023.

⁷ World Economic Forum, Global Gender Gap Report, 2023.

⁸ > https://www.unocha.org/attachments/776ae72b-f5c40a6-99c6-fb5f1003b65b/Escalating_Needs_Lebanon.pdf

⁹ > OCHA, escalating needs in Lebanon, a 2023 overview.

¹⁰ > UN Women, Issue Paper, Women On The Verge Of An Economic Breakdown: Assessing the differential impacts of the economic crisis on women in Lebanon, September 2020.

¹¹ > Relief Web, UNHCR Lebanon Fact Sheet, July 2025.

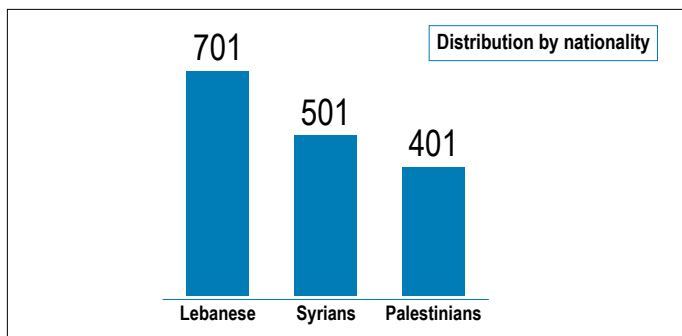
¹² > UNRWA, Hitting Rock Bottom - Palestine Refugees in Lebanon Risk their Lives in Search of Dignity, October 2022.

¹³ > Relief Web, Lebanon situation report, September 2025.

¹⁴ > UNICEF, Lebanon adolescent and youth programme.

¹⁵ Ibid.

¹⁶ > ILO, ILO Skills Training: A Key to Unlocking Decent Employment in Lebanon, 15 July 2024.



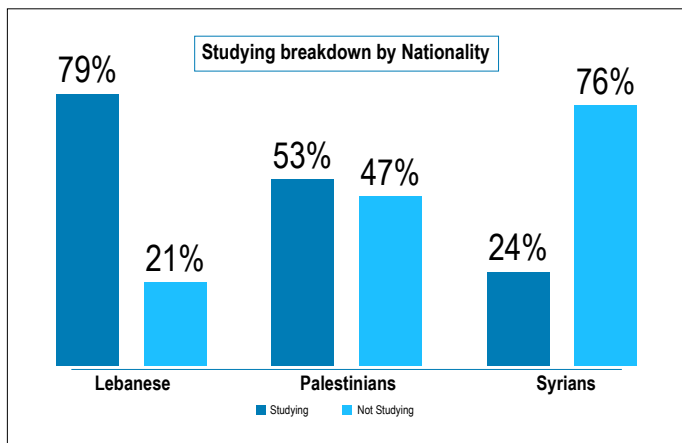
Key findings of the survey

School aged youth: access and quality of education and job prospects

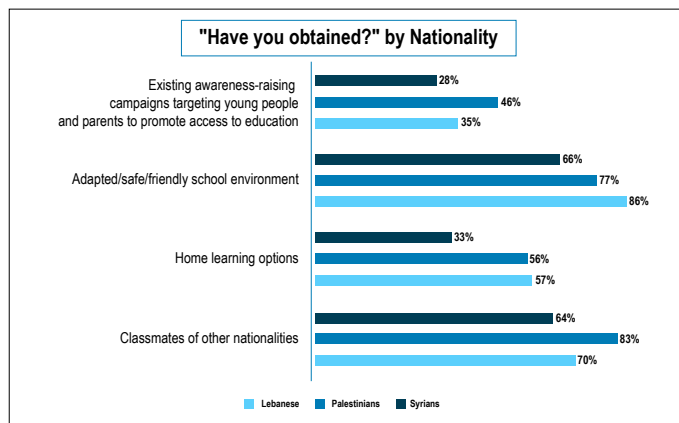


Access to education

55% of the interviewees were in school, training or university (886 people). If gender disparities in dropout rates are minimal (less than 2%), **nationality is highly decisive in accessing education**. There is a glaring contrast between the percentage of Lebanese studying, 79% (all age combined), and Syrians studying, with only 24%. Syrian youth are disproportionately hindered by administrative barriers linked to their legal status, and economic obstacles, with many Syrians families not having enough income to send their children to school, even less so to universities. The same observation can also be made for Palestinian youth, with just over half of them studying (53%), which also represents a big difference with Lebanese youth. Most young Palestinians attend specific Palestinian schools run and funded by UNRWA, which explains why Palestinians have some access to education.¹⁷



Assessing access' criteria, the survey reveals that Palestinians expressed being targeted by awareness campaigns on access to education (46%), a higher perception than the ones of Lebanese (35%) or Syrians (28%), suggesting there might be a gap in outreach and support for vulnerable Lebanese and for Syrians youth. On access to "home learning options," the Lebanese and Palestinian were almost equal with respectively 57% and 56%, while Syrians were only at 33%, even though they are the ones having less access to education.



The focus-group discussions (FGD) revealed that many young people work part-time to pay for their education, mostly Lebanese. Temporary jobs are sought to cover study expenses, but transport costs and low wages are challenges: *"I haven't gone to school for a month because my father couldn't pay for transport."*, a Syrian young man; *"I missed school for 15 days because my father couldn't pay for transport and I can't walk that far."*, a Palestinian young woman.

Due to their legal status as refugees, Syrian students face persistent barriers to education. According to UNHCR, documentation issues pose significant hurdle at secondary and tertiary levels, potentially impeding academic progress. Refugees are required to show valid residency permits or a valid ID issued by the UNHCR to register for "second shift" classes in Lebanon's public schools for the 2025-2026 school year. Undocumented students who do not have valid papers, provided that all data concerning them are entered (name, parents' names, date and place of birth, registry number, address, phone number) were permitted to register for the school year.¹⁸ *"Every year we are on edge, waiting for Lebanese students to register so we can register."* Syrians also shared specific challenges due to their dependency on humanitarian aid, highlighting the impact of Official Development Assistance recent cuts on their education: *"After international aid declined, we have financial problems continuing education."*

Youth feelings on the school environment varied. All Lebanese described the educational environment as safe and suitable, with classmates from other nationalities: *"We have no problem with people from other nationalities; most suffer like we do."* Some Syrians though expressed experiencing bullying due to nationality: *"When we speak in a Syrian accent, the bullying starts, so we avoid Lebanese students and isolate ourselves."*



Quality of education

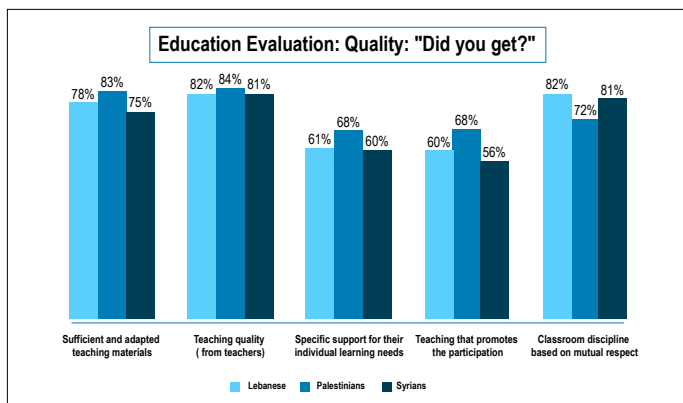
A large majority of youth in Lebanon, regardless of nationality, rate their education as "good" or "very good", with the Syrians expressing lower appreciation: **91% for Lebanese, 84% for Palestinians, and 70% for Syrians**. Looking at quality's criteria, data reveal quite the same level of appreciation for all nationalities, Palestinians outperforming a bit Lebanese and Syrians in terms of inclusive and supportive teaching environment:

¹⁷ UNRWA in Lebanon provides education services to 39,144 Palestine1 refugee students, in its 65 schools, enrolling as much as 97% of Palestinian children in primary education, 84% in preparatory and 61% in secondary. (to be noted that Palestinian students are accepted in Lebanese University only if there are remaining unwanted seats by Lebanese students).

> <https://www.unrwa.org/activity/education-lebanon>

> Romain H. Mellies, Visiting Fellow, Institute for Migration Studies, 'Palestinian and Syrian Refugees' Access to Education in Lebanon: A Comparative Approach, February, 2023.

¹⁸ > <https://www.unhcr.org/lb/what-we-do/education>



Specifically, the Palestinians expressed a general better assessment in having **quality teaching from teachers (84%)**, **sufficient and adapted teaching materials (83%)**, **specific support for their individual needs and teaching that promotes participation (68%)**. The biggest difference between Palestinians and both Lebanese and Syrians were about the specific support they can have for their individual needs (8-point difference) and teaching practices that promotes their participation (12-point difference).

In the FGD though, the assessment of the young people interviewed was much harsher: everyone perceived a decline in education quality in public institutions, with no attempts by the responsible agencies to develop and update curricula, to improve learning methods, to support continuous training of teachers, or to provide necessary equipment. Meanwhile, the high cost of private education prevents many from continuing their studies. *"They raise tuition each semester, where are we supposed to get the money? There are no jobs."*, a Palestinian young man.

Opinion on the impact of gender, nationality, and status on educational opportunities

Almost one third of all the youth think that gender has an impact on the educational opportunities they can/could have. 65% believe that it has no impact or no impact at all.

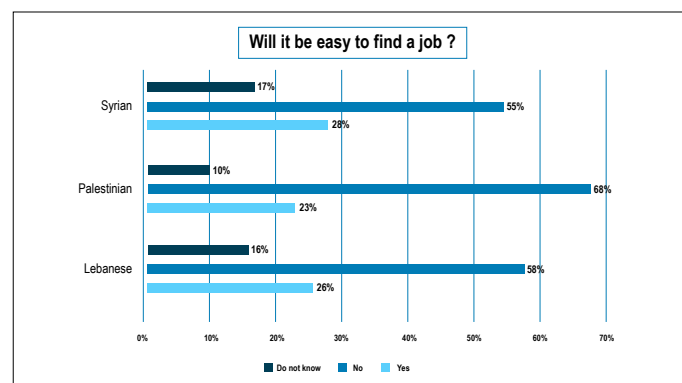
Almost half of the youth (46%) considers that nationality has an impact: 52% of Palestinians, 45% of Lebanese, and 38% of Syrians thinking respectively that it has very or little impact. For a young Syrian during the FGD, *"the problem is not having Lebanese nationality."*

More than the majority (56%) consider that status has an impact, 60% of Palestinians thinking it has very or little impact, 58% of Lebanese, and 40% of Syrians. Surprisingly for both these 2 last questions the Syrians were the ones expressing a lesser impact.

For both Syrians and Lebanese, Palestinians have better opportunities due to scholarships and loans, which the Palestinians acknowledged : *"As Palestinians, we have more scholarship opportunities than Lebanese. Lebanese need 'wasta' (connections, networks) to enter some faculties at the Lebanese University and need political connections. We have access to aid and scholarships from international organizations and Palestinians funds."*

Opinion on professional prospects for school-aged youth

A large majority of youth said it won't be easy finding a job (60%), with Palestinians expressing at least 10 points greater concern (68%, or 2 out of 3) than the Lebanese (58%) and Syrian youth (55%).



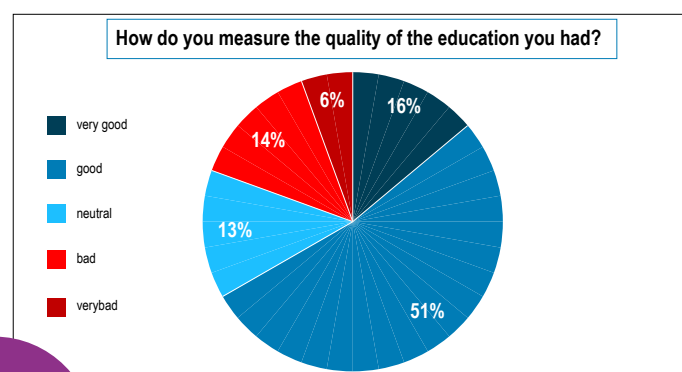
In terms of **obstacles** to finding a job, all strongly pointed out **their lack of experience, the cost of vocational training and low salaries, and the lack of information about job placement and vocational training opportunities**. It is also important to note that 61% of young people identify **the lack of identity papers or other essential administrative and legal documents** as an obstacle. One singular result can be mentioned regarding **anxiety, stress, and mental health problems** (identified by 61% of all youth as an obstacle): there were +10% more women than men who said that anxiety is an obstacle for job search and Syrians were 11% less likely to say that anxiety is an obstacle for job search.

On the **factors that could facilitate** their access to employment or vocational training, they all strongly identified **better education, better language and communication skills, and better training** as drivers to facilitate their professional integration. Even if access to **mental health support** was less mentioned as a priority, a high percentage of 84% of all youth still confirmed that this could be a factor that could facilitate professional integration.

Working aged youth: opinions and realities on job search

Opinions on their previous education

On the quality of education for youth who are working/looking for a job, a majority of **66% said that their education was good or very good**. If it is a quite good score rate, however, compared to the responses to this same question of those still studying (86%), the results are much lower. **Once youth enter the job market they express a harsher opinion on their education.**



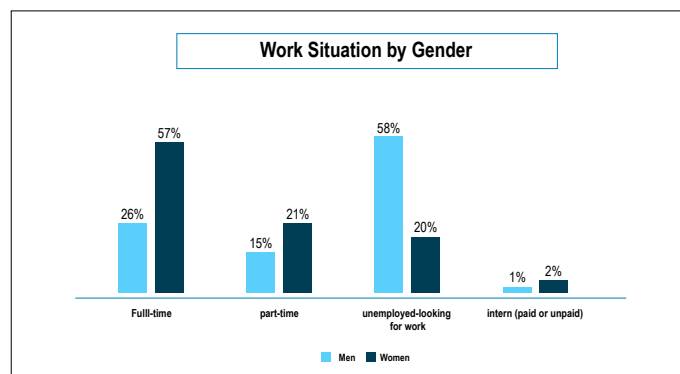
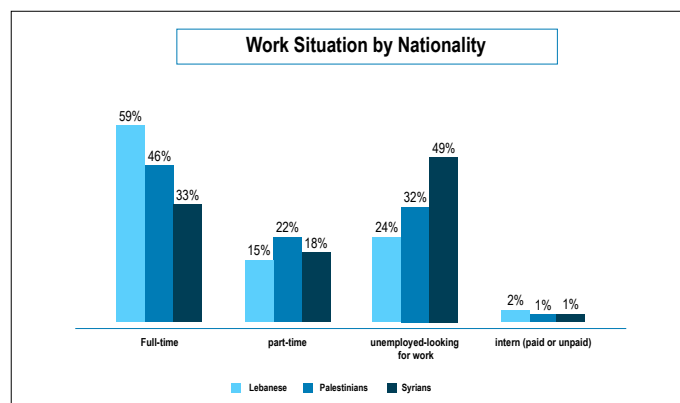
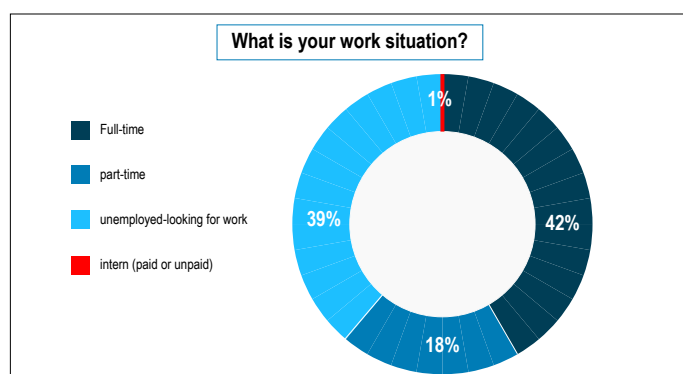
Similarly, if we go into further details on the assessment of access and quality criterias, there was a significant drop between the answers of those still studying and those working. The only exception was related to home learning, which could mean that the youngest have less remote studying availability today than the oldest who were in school during the pandemic of COVID-19.

	Youth studying	Youth working	Changes
Adapted safe/friendly school environment	81%	64%	-17%
Home learning options	54%	64%	+10%
Classmates of other nationalities	72%	47%	-25%
Sufficient and adapted teaching materials	78%	58%	-20%
Teaching quality (from teachers)	82%	67%	-15%
Specific support for their individual learning needs	63%	45%	-18%
Teaching that promotes youth participation in activities	62%	50%	-12%
Classroom discipline based on mutual respect	80%	70%	-10%

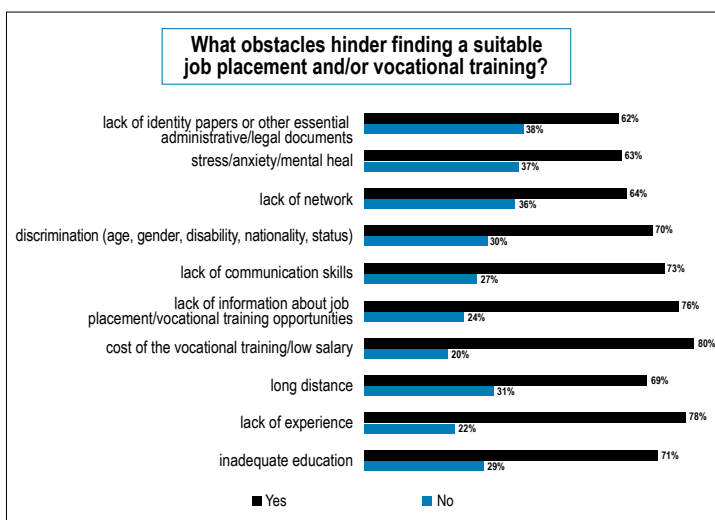
All agreed that education is very important for getting a job and obtaining professional training related to their specialty. However, **they stressed that the current education system fails to promote professional integration and to adapt to the actual market needs: “All theory, no practical training to gain experience.”; “We study a scientific specialty but have no opportunities for practical training.”** All noted the lack of vocational training and most called for an updated curriculum; one that would be aligned to labor market realities, similarly to what the school aged youth raised, as mentioned above.

Access to the job market

As the youth graduate from school and challenge the labor market, disparity intensifies between gender and nationalities. Among the youth out of school interviewed (717 people), unemployment hovers at 39% overall, rocketing to 49% for Syrians and 24% for Lebanese. The situation of Palestinians is better than that of Syrians but still lagging the Lebanese (unemployment at 32%). Full-time employment is starkly gendered: 57% enrolment for young men contrasts with only 26% for young women; and 58% of young women report being unemployed compared to 20% of young men. The labor market serves Lebanese youth better, though barriers remain for all, especially for young women.



According to the youth, the top 3 reasons that hinder job placement are the cost of vocational training and low salary (80%) and the lack of experience (78%), as recalled repeatedly in the FGD, and also the lack of information about job placement/vocational training opportunities (76%). Youth struggle due to the incapacity of the job market to generate enough jobs to accommodate all new entrants, their limited work experience and insufficient skills aligned to the needs of the market, and their restricted professional networks, leading to fierce competition for low-paying – and most likely, informal jobs.



“I studied but have no experience in my field, so I’m unemployed.”, a young Palestinian woman.

“I studied air conditioning but work selling chicken, that’s what’s available.”, a young Palestinian man.

“If you work now, you get a minimal wage because the work is illegal, but what can we do? We have to accept reality.”, a young Syrian.

Some notable differences between nationalities can be highlighted: 95% of Palestinians point out discrimination as a major obstacle (against 73% for Syrians and 70% for Lebanese); 68% of Syrians identify the lack of documentation as a root cause of marginalization (against 56% for Palestinians and 53% for Lebanese). All Syrians in the FGD expressed feeling of discouragement by the lack of legal work opportunities: *“When we get residency, we must sign a pledge not to work unless we get a work permit, which depends on the market.”* For Lebanese, one obstacle highlighted during the FGD was the political patronage: *“You have to belong to someone to get a job, regardless of your education.”*; *“everything is based on quotas.”*

In terms of gender, young women emphasized more on the lack of information (78% against 73% for men), their inadequate education to find a job (76% against 67% for the men), and the long distance to work (74% against 65% for men).



Opinion on the impact of gender, nationality, and status on professional opportunities

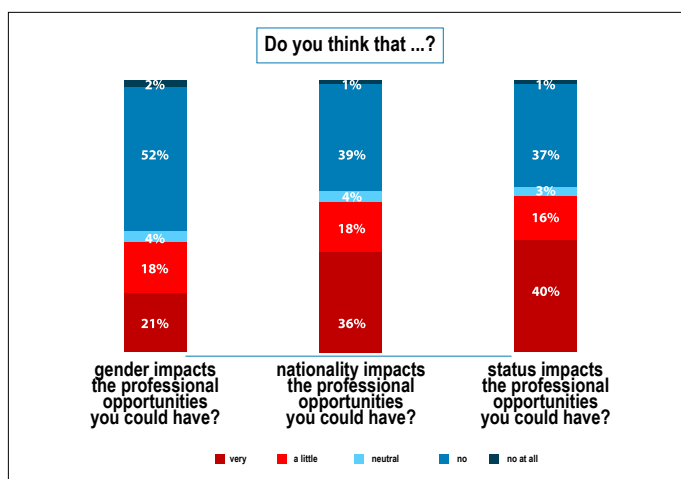
Gender appears to be perceived as a less substantial obstacle compared to nationality and legal status, with these latter factors becoming increasingly recognized as youth grow older and enter the workforce. By analyzing data disaggregated by gender, the results show that 35% of young women believe gender impacts career opportunities, but surprisingly fewer than men (41%). The majority (56%) believe that it has little or no impact. Though, all the young people during the FGD recognised that *“There are stereotypical jobs for women and others for men.”*; *“Girls in accounting or childcare, boys in manual labour.”*

By analyzing data disaggregated by nationality, Palestinians expressed to face more restrictions on professional advancement due to their status and nationality.

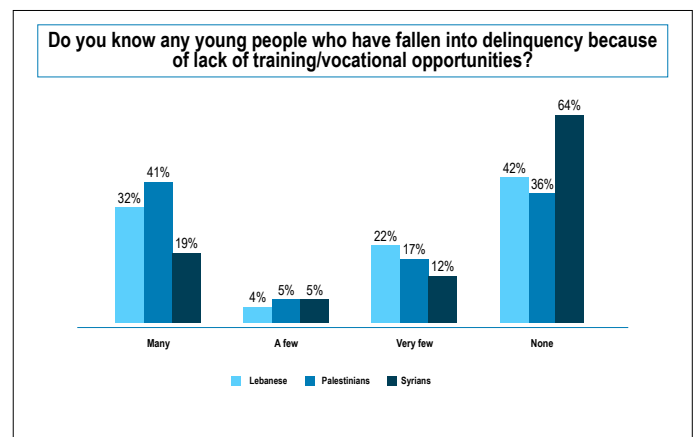
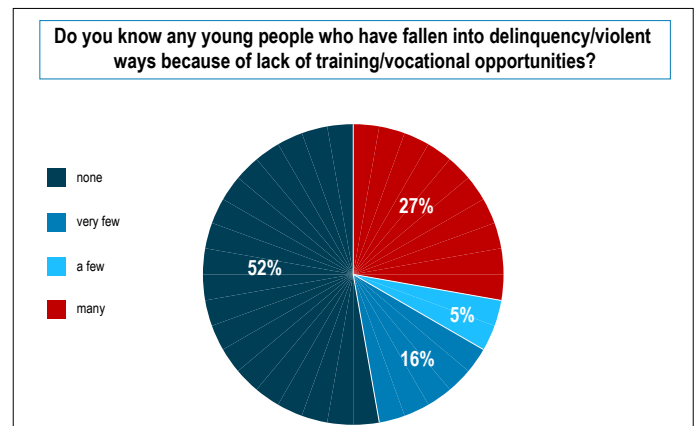
Palestinian youth: “No future for us in Lebanon; there are discriminatory laws for some professions.”

“I wanted to study law, but it’s forbidden for us, so I had to study health and social supervision to work in an NGO.”

“No steady work, no suitable salaries, and discrimination everywhere.”, a young Syrian man.



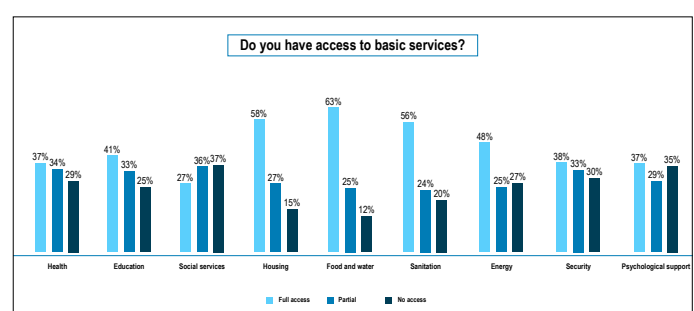
Almost one in three youth knows young people who have fallen into delinquency or violent ways because of the lack of opportunities. This was also confirmed during the FGD where all the participants, regardless of nationality, admitted knowing people who turned to criminality due to lack of vocational training or job opportunities. The Syrians were the ones with the lowest percentage, 64% of them saying that they do not know someone in this situation.



Access to basic services

The struggle to access essential services is persistent. 1 out of 3 youth surveyed reported no access to health care, education, social services, and psychological support, a situation most dire for Syrians and, to a lesser extent, Palestinians. For the Lebanese, health is a strong concern as only 46% said they have full access. Housing, food, water, sanitation, and energy had the highest results in terms of full or partial access. In terms of energy, it appears that with solar panels and the informal generator network, people in Lebanon consider that they have access to energy, albeit at a high cost.

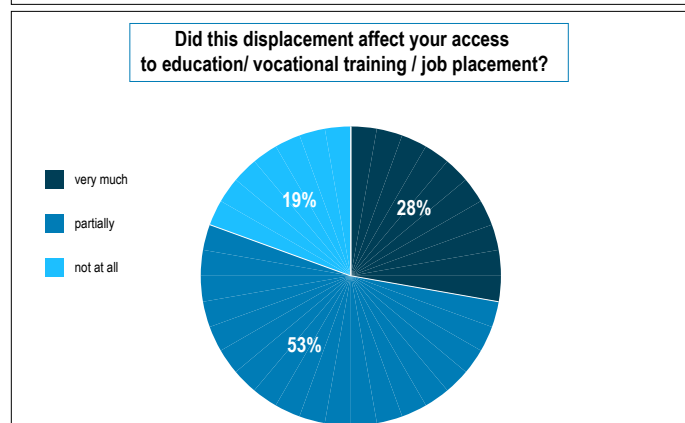
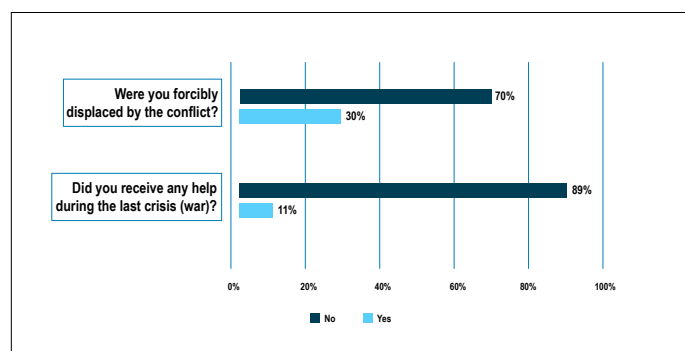
“It’s a disaster, especially after UN aid declined. We don’t know what we’ll do if UN health services stop.”, a young Syrian.



A very large majority of 82% of the youth interviewed confirmed they have been impacted by the multiple crises in Lebanon. 70% of them were even forcibly displaced by the last conflict, strongly affecting their education, training, or job placement for a third of them (53% partially affecting, 28% very much affecting). Overwhelmingly, 89% of youth said they didn't receive any help during the last crises, with no major difference across gender and nationalities.

"Are there any public institutions that care for us as citizens?", a young Lebanese.

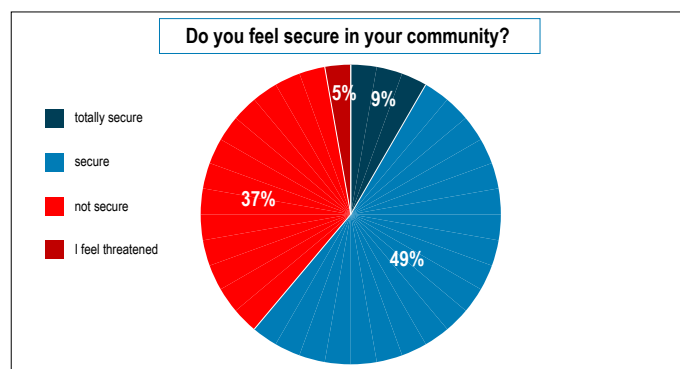
When asked during the FGD what kind of aid they would have preferred, Lebanese and Palestinians expressed their preference for **financial assistance** to decide how to use it according to their needs.



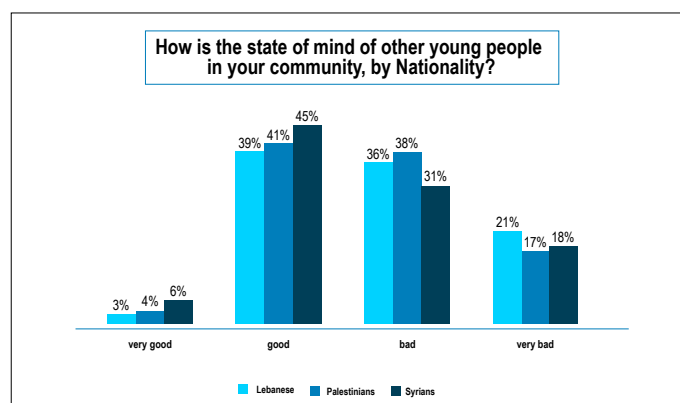
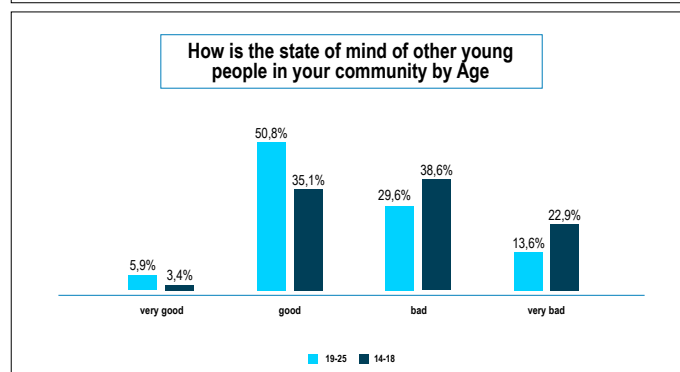
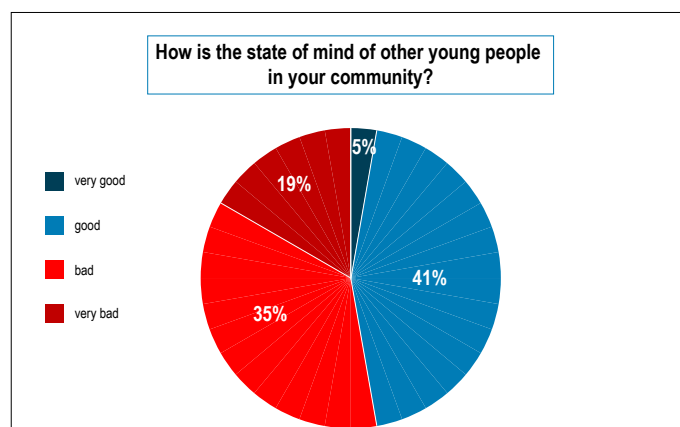
Feelings of security and stability, state of mind and projections

Overall, when the survey was conducted, most of the youth felt secure or totally secure (58%), but still 37% felt insecure and 5% threatened. Perceptions of safety differ by nationality: Lebanese youth express the deepest feelings of insecurity (48%). Young women feel slightly less secure than young men (-5%). Older youth felt much less safe as 41% said they were not secured, and 5.1% felt threatened, compared to 23% and 3.3% respectively for 14-18.

"We hope the wars don't reach us.", a Syrian youth.



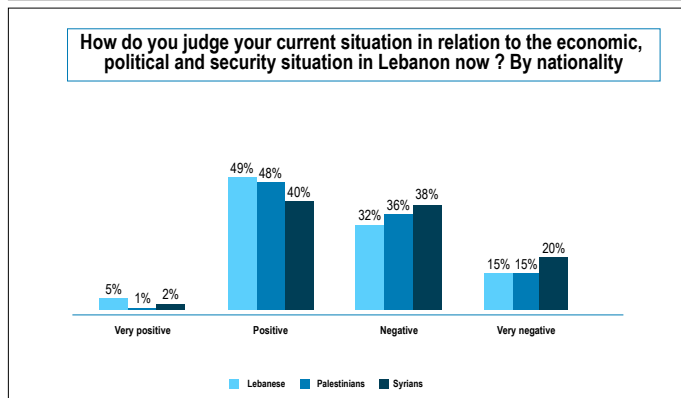
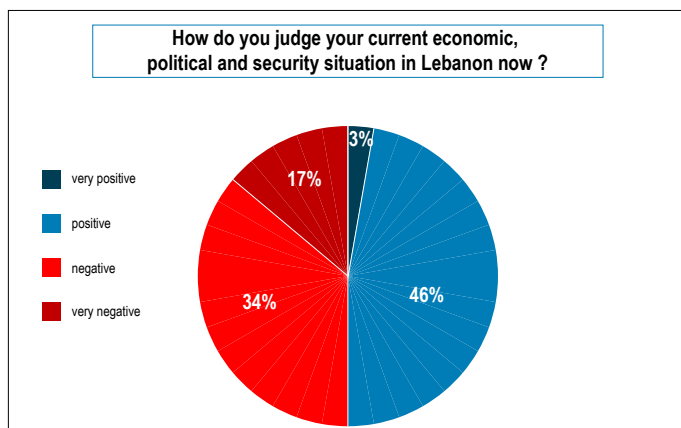
Most youth (54%) rate the state of mind of young people around them as "bad" or "very bad", the oldest and the Lebanese having a more negative perception than the youngest, and the Palestinians and Syrians showing more resilience.



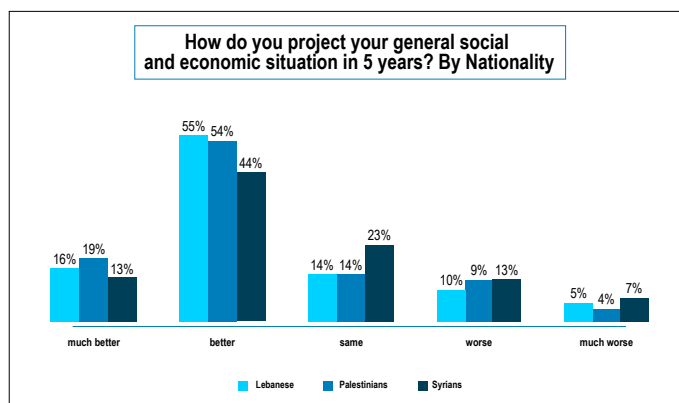
When asked about their current economic, political and security situation in Lebanon, the majority (51%) judge their situation as negative or very negative. The older youth (19-25 years old) have a more negative outlook on the situation, with an additional 15% saying that the situation is negative or very negative. Gender-wise, there was a **10% additional positive outlook among women**. By nationality, the **Syrians had the most negative outlook**, with 10% more respondents viewing the situation as negative or very negative, compared to

the Lebanese. The Palestinians fell in the middle, with only 5% more seeing the situation as negative or very negative.

For the Lebanese, the general mood is frustration: **“No hope in this country”**.



When asked to project themselves five years into the future, the youth were more optimistic, with 51% believing that their situation would improve and 16% believing that it would improve significantly. Pessimism remains though particularly acute among Syrians with 20% of them thinking that their situation will deteriorate (15% for Palestinians and Lebanese). Again, older respondents' negative outlooks exceed those of their younger peers by 5%.



According to the FGD, **a lot of youth, especially young Syrian men see no solution except migration to reach Europe, even if it means risking death in unsafe boats.** But they say it's getting harder. Some tried returning to Syria after the regime change but couldn't find work and safe situation, so they returned to Lebanon illegally.

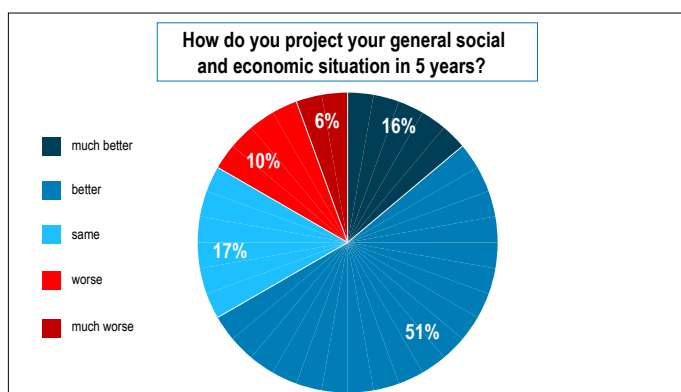
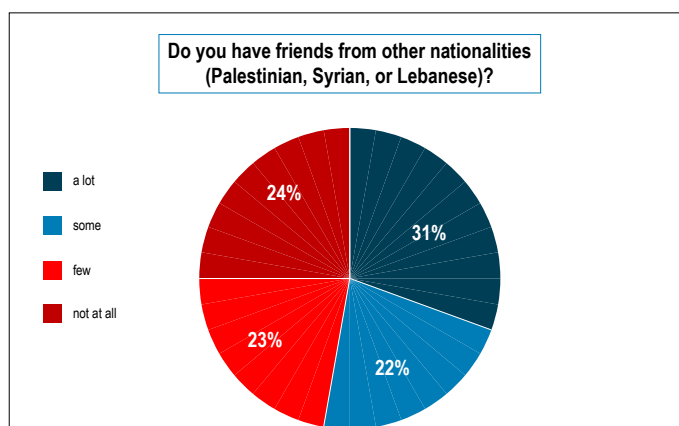
“Despite discrimination, it's better than starving in Syria.”; “No solution except to reach Europe.”, young Syrian men.

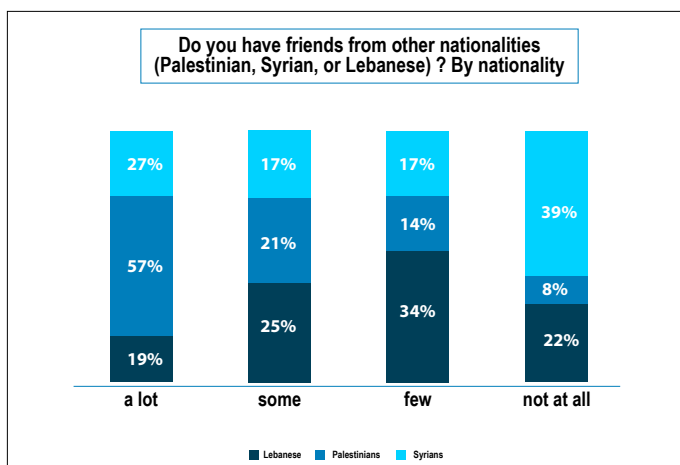
Syrian girls clearly stated that their solution is to marry a Lebanese man to obtain citizenship, which opens the door for legal work.

“My sister is 15 and says privately she wants to marry a Lebanese man for her future.”, a Syrian young man.

“We all seek to marry a Lebanese to get nationality and a job; even girls as young as 16 look for a groom.”, a Syrian young woman.

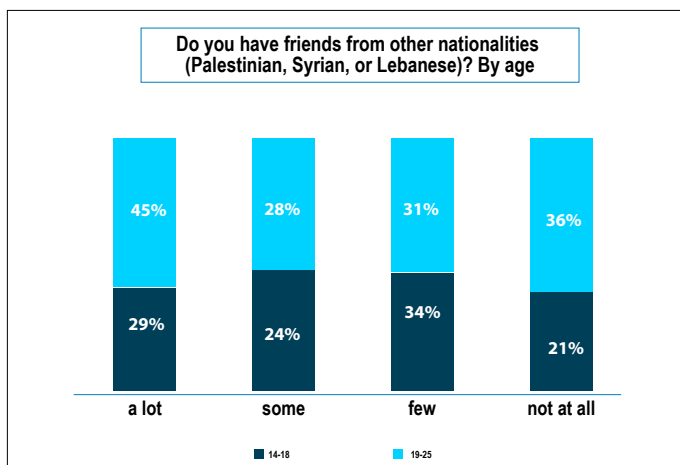
Individual and society, relations with communities and authorities





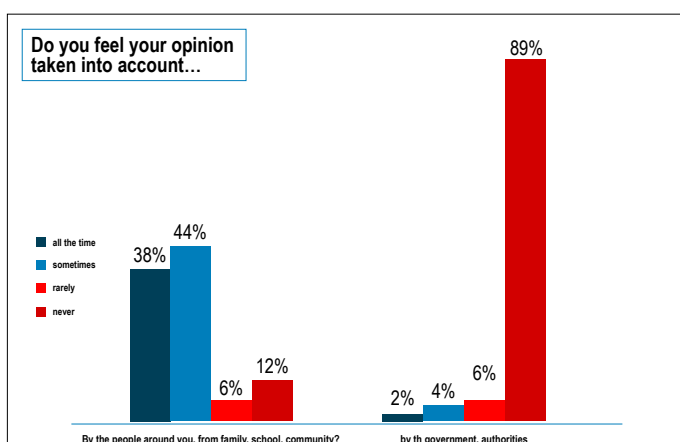
never listened to them (89%). They feel that their families, schools, and communities listen to them sometimes (44%) and even all the time (38%).

Discussions in the FGD have helped understanding a nuance: Palestinian youth said their opinions are considered in the family, even girls' opinions are heard, but the decisions are not acted upon those opinions: *“Everyone listens to us, but the decision is elsewhere.”, a young Palestinian woman; “They say we are just kids who know nothing,”, a young Palestinian.* Lebanese youth said that even if they are heard in the family, their role in society is secondary and not heard, all pointing the political system that does not give youth a chance to participate except as followers of leaders.



Friendship networks are also shaped by nationality, but older youth connect with peers from other backgrounds over time. Most of youth have friends from other nationalities, only 24% of young people having no friendships outside their community. Older youth (19-25) had a higher positive response rate to having friends from different nationalities, and 57% of Palestinians saying they have a lot compared to 27% among Syrians and 19.1% among Lebanese.

Some Lebanese noted during the FGD that stereotypes about other nationalities hinder social integration: *“There are generalizations about relations with others, especially Syrians.”, a young Lebanese.*



Across all focus groups and interviews, **authorities are perceived as remote and unapproachable, with informal networks (such as family and teachers) offering partial comfort.** A large majority of respondents, regardless of nationality, age, and gender, considered that the authorities

Conclusion and recommendations

The results of this survey provide a better understanding of the impacts of the multiple crises on youth in Lebanon, particularly in terms of social and economic inclusion, and allows to identify courses of action and solutions based on their experiences and priorities.

SIF recommends:

1 Ensuring all humanitarian programs explicitly include Lebanese, Syrian, and Palestinian youth, regardless of nationality, legal status, or residency. Emergency funding must be increased to meet the needs of affected populations. Outreach strategies to identify and engage marginalized and hard-to-reach populations must be implemented. Services must be culturally sensitive and account for diverse backgrounds and experiences. Mechanisms to track access and outcomes for all youth populations must be established, ensuring transparency and accountability in service delivery. Access to health services, social services, psychosocial support, education and vocational training must be expanded.

2 All children and youth in Lebanon have the right to complete their education through accessible affordable and quality learning environments. This means removing financial barriers for families by establishing scholarships or livelihoods programs to help fund education (tuitions, transportation, materials...), including higher education, vocational training, and accelerated learning programs, and eased administrative and legal barriers that may impede equitable and inclusive access to learners in Lebanon.

3 Based on the lessons learned from the various crises, strengthening education and vocational training systems capacities for crises planning and response, to ensure, at all times and from the earliest stages of any crises, the continuity of education and training opportunities for all. This means improving or rehabilitating infrastructure, pre-positioning school tents and equipment in case schools aren't available (used as shelters for example), develop digital solutions for online classes, develop remedial education program, and supporting teachers (salaries, trainings and teaching materials, psychosocial support...).

4 Adapting curricula and vocational trainings to the labor market realities and supporting access to trainings for all through direct technical and financial support, considering sectors with lower nationality-based barriers. Professional orientation support, employment skills building, and installation support must be ensured. Qualitative information on job placements and vocational training opportunities through social services (such as provided in Social Development Center (SDCs) for example) and job placement portals must be provided. This involves broadening access to those services and strengthening the network of professionals responsible for providing these services. These various service providers must be supported and ensure coordination at the regional and national levels to strengthen and sustain cross-learning.

5 Supporting micro, small, and medium enterprises (MSMEs) to enhance employability and open new opportunities for Lebanon's youth, through short term recovery measures and longer-term structural reforms, also considering sectors with lower nationality-based barriers. These include targeted technical and financial support for affected sectors, infrastructure rehabilitation projects, expanded skills training, and strengthened social protection systems. This involves stronger social dialogue and institutional capacity-building to ensure an inclusive and sustainable recovery process.

6 Supporting gender-sensitive employment integration. This goes through: working on perception and implementing anti-discrimination measures to reduce women unemployment and improve their access to various opportunities regardless of their gender; increasing young women's ability to make informed choices through high-quality career counseling services and employment and life-skills' development; financial support to access relevant vocational trainings; facilitation for accessing professional experiences.

7 Improving access to mental health and psychosocial support (MHPSS) for children and youth. This involves regular mapping of MHPSS services and strengthening their capacities, continuing to raise awareness on MHPSS to normalize seeking those services. MHPSS must be integrated into school curricula. MHPSS programmes should cover topics, among others, such as coping with hopelessness, emotional internalization and social isolation and give priority to interventions aimed at restoring hope, tackling bullying and harassment. Considering the exposure to conflict and violence, it should also provide age-appropriate safety and security awareness sessions and sessions challenging the acceptance of violence within the community. The development of further safe spaces and recreational spaces for children and youth must be planned, for example within SDCs, that are already served as trusted and accessible community hubs for children and caregivers. In that sense, the capacities of SDCs should be strengthened to enhance access to MHPSS services, especially in vulnerable and conflict-affected areas. Moreover, creating linkages between schools and SDCs would help maintain consistent PSS for children, combining educational and community-based resources. Regular supervision, monitoring, and follow-up should also be in place to ensure the quality and sustainability of interventions.

8 Developing social stability programmes to reduce intercommunity tensions and, particularly programmes involving youth and allowing cross-group interactions, the creation of shared spaces and community-driven interventions.

9 Ensuring the participation of all youth into decision-making processes that impact them directly, but also more broadly on general issues, through feedback mechanisms and reporting channels, so they have ways to share their views and suggest suitable and durable solutions.



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Survey conducted by
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Supported by the French Ministry for
Europe and Foreign Affairs



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