



Consultation on Life Skills and Citizenship Education (LSCE) in MENA

Amman – Jordan

8-10 November 2016

Travelling the road: Summary of proposals identified by country delegations

The following table summarizes the follow-up steps to be undertaken at the national level within the framework of the LSCE Initiative as per the recommendations proposed by country delegations.

Country delegation	Action points
Algeria	<ol style="list-style-type: none"> 1. Undertake in-depth mapping of LSCE experiences in the country. 2. Ensure the development of a shared vision on LSCE through a national consultation process. 3. Develop an inter-sectorial action plan including all relevant stakeholders (Ministry of Education; Ministry of Technical and Vocational Education; Ministry of Youth and Sports; Ministry of National Solidarity/Social Cohesion) and sharing of best practices with other Maghreb countries. 4. Focus on communication and community mobilization of youth and families.
Djibouti	<ol style="list-style-type: none"> 1- Undertake an evaluation of national initiatives and existing programs in light of the CPF. 2- Undertake a national consultation to share lessons learned and best practices with a view to identify gaps and formulate recommendations for integration of LSCE in the country. 3- Set up a working group to develop a road map for the integration of LSCE in the context of Djibouti.
Egypt	<ol style="list-style-type: none"> 1- Conduct a mapping of life skills in national curriculum at different educational levels to identify how life skills could be further embedded and mainstreamed in the curriculum. 2- Pilot life skills education initiatives including providing opportunities for professional development to teachers, principals and supervisors on implementation and activation of life skills. 3- Conduct monitoring and evaluation of pilot experiences ensuring measurement of the impact for further scaling up.
Jordan	<ol style="list-style-type: none"> 1- Establish a multi-stakeholder partnership to ensure a unified vision LSCE. 2- Engage MoE to ensure integration of LSCE in the education sector. 3- Integrate the vision of LSCE in the reform process of the human resource development. 4- Establish a national committee with all relevant stakeholders involved to develop and implement a national plan for integration of LSCE at all levels. 5- Ensure continuous monitoring and evaluation of LSCE.
Iran	<ol style="list-style-type: none"> 1- Identify entry points for LSCE through established national committee. 2- Ensure capacity development of education actors and partners to mainstream life skills education at national level.

Iraq-KRG	<ol style="list-style-type: none"> 1- Ensure validation of the LSCE at Ministry level including review of existing experiences. 2- Develop a joint action plan between relevant Ministries and identify structural changes, focusing on teaching and learning approaches. 3- Undertake social outreach activities to engage communities around LSCE 4- Ensure capacity development of teachers, supervisors and school administration personnel. 5- Create Monitoring and Evaluation framework including teacher and student performance.
Lebanon	<ol style="list-style-type: none"> 1- Establish an inter-ministerial committee (MoEHE, including CRDP, MoL, MYS, MoF, MoA, private sector and civil society). The committee has a consultative and governance role to establish a common vision of life skills in the national education system. 2- Develop a common vision, action plan (human & financial resources) on LSCE implementation in formal, in-formal and non-formal education and in the workplace. 3- Build on current experiences of life skills implemented throughout the country showcasing best practices in terms of partnerships between public, private and NGOs sector. 4- Raise awareness on common vision and approach including communication tools and community mobilization
Libya	<ol style="list-style-type: none"> 1- Introduce LSCE to national stakeholders though national consultation. 2- Conduct training of trainers to develop a cadre of qualified teachers who can integrate life skills within teaching and learning practices. 3- Pilot life skills programs in formal and non-formal education settings. 4- Introduce LSCE in school curriculum and implement programs promoting citizenship education.
Morocco	<ol style="list-style-type: none"> 1- Undertake a national consultation to define a shared vision between national stakeholders (Ministry of Education, other ministries, NGOs, Multilateral Agencies, etc.). 2- Develop a national action plan for mainstreaming LSCE at national level including sharing of best practices within Maghreb countries. 3- Ensure mobilization and sensitization of civil society organizations and youth on LSCE. 4- Develop measurement tools in relation to learning outcomes for LSCE.
State of Palestine	<ol style="list-style-type: none"> 1- Develop a policy paper for LSCE in coordination with relevant stakeholders including Ministry of Labor, UNRWA, NGOs, and the private sector. 2- Undertake a national consultation to review the policy paper and agree on a common definition and vision for LSCE. 3- Conduct national awareness/sensitization campaign on LSCE. 4- Ensure identification, consolidation and making available resources for LSCE. 5- Support the piloting of initiatives and projects that integrate LSCE, including development of training resources on how to integrate LSCE in formal, non-formal and informal education.

Sudan	<ol style="list-style-type: none"> 1- Review current experiences on life skills education (including pilot project in Khartoum state). 2- Integrate LSCE within extra-curricular activities (school clubs for children and youth). 3- Pilot of life skills and PSS interventions with refugees and IDPs in camp settings with a view to scale-up. 4- Review of pilot initiatives in order to ensure alignment with LSCE Initiative.
Syria	<ol style="list-style-type: none"> 1- Short-term interventions: a) Targeting 12-15 year-old OOSC with life skills (existing Life Skills Manual) and integration into TVET/post-basic level; b) provision of life skills to most vulnerable children in schools through conducting master trainings. 2- Medium-term interventions: a) Integrate LSCE into teacher professional development programs through Teacher Resource Centers, schools supervisors, and teacher training at governorate level; b) undertake the mapping of national capacity of TVET and adding life skills in TVET programs. 3- Long-term interventions: Ensure mainstreaming of life skills into policies, sector-wide approach and national curriculum.
Tunisia	<ol style="list-style-type: none"> 1- Continue supporting the integration of LSCE into the National Education Reform as recognized in the White Paper supporting the reform. 2- Further integrate of life skills within national curricula building including teacher development and training. 3- Review of school time schedule to pilot new approaches for integrating LSCE between morning and afternoon school hours. 4- Support the establishment of a National Office for School Activities to oversee school clubs and extra-curricular activities. 5- Introduce the measurement of LSCE impact at school level.
Yemen	<ol style="list-style-type: none"> 1- Introduce LSCE in formal education through Child Friendly Schools as an entry point, focusing on school development plans. 1- Develop a strategic partnership between the Ministry of Education and the Ministry of Technical and Vocational Education around a common framework on LSCE. 2- Support community participation through advocacy and awareness raising campaigns. 3- Mainstream LSCE in schools through student councils. 4- Ensure national consultation towards integrating the concepts of life skills in the national education Agenda (2017-2030) including higher education and TVET.