**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.

<table>
<thead>
<tr>
<th>Country delegation</th>
<th>Action points</th>
</tr>
</thead>
</table>
| **Algeria**         | 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**        | 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**           | 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**          | 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**            | 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. |
<table>
<thead>
<tr>
<th>Country</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iraq-KRG</td>
<td>Ensure validation of the LSCE at Ministry level including review of existing experiences.</td>
<td>Develop a joint action plan between relevant Ministries and identify structural changes, focusing on teaching and learning approaches.</td>
<td>Undertake social outreach activities to engage communities around LSCE</td>
<td>Ensure capacity development of teachers, supervisors and school administration personnel.</td>
<td>Create Monitoring and Evaluation framework including teacher and student performance.</td>
</tr>
<tr>
<td>Lebanon</td>
<td>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.</td>
<td>Develop a common vision, action plan (human &amp; financial resources) on LSCE implementation in formal, in-formal and non-formal education and in the workplace.</td>
<td>Build on current experiences of life skills implemented throughout the country showcasing best practices in terms of partnerships between public, private and NGOs sector.</td>
<td>Raise awareness on common vision and approach including communication tools and community mobilization.</td>
<td></td>
</tr>
<tr>
<td>Libya</td>
<td>Introduce LSCE to national stakeholders though national consultation.</td>
<td>Conduct training of trainers to develop a cadre of qualified teachers who can integrate life skills within teaching and learning practices.</td>
<td>Pilot life skills programs in formal and non-formal education settings.</td>
<td>Introduce LSCE in school curriculum and implement programs promoting citizenship education.</td>
<td></td>
</tr>
<tr>
<td>Morocco</td>
<td>Undertake a national consultation to define a shared vision between national stakeholders (Ministry of Education, other ministries, NGOs, Multilateral Agencies, etc.).</td>
<td>Develop a national action plan for mainstreaming LSCE at national level including sharing of best practices within Maghreb countries.</td>
<td>Ensure mobilization and sensitization of civil society organizations and youth on LSCE.</td>
<td>Develop measurement tools in relation to learning outcomes for LSCE.</td>
<td></td>
</tr>
<tr>
<td>State of Palestine</td>
<td>Develop a policy paper for LSCE in coordination with relevant stakeholders including Ministry of Labor, UNRWA, NGOs, and the private sector.</td>
<td>Undertake a national consultation to review the policy paper and agree on a common definition and vision for LSCE.</td>
<td>Conduct national awareness/sensitization campaign on LSCE.</td>
<td>Ensure identification, consolidation and making available resources for LSCE.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Sudan** | 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** | 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** | 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** | 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. |