

(LIU) is a private institution founded in 2001; its primary mission is to provide accessible and affordable quality education for students. Today, LIU is the fastest growing university in Lebanon with nine campuses across the country. It has also established three campuses in Yemen (Sanaa, Aden, and Taiz), one in Mauritania, and another in Senegal. The university comprises 5 schools: Arts and Sciences, Business, Education, Engineering, and Pharmacy. It offers 41 undergraduate majors and 18 at graduate level. More than 1450 academic faculty provide provision to 30, 000 plus Lebanese and overseas students.

Under which category falls the Award you are applying to?

People Planet Peace Prosperity Partnership

Please justify the reason

LIU has been working on many projects that fall under different categories. However, we would like to mention in this application few projects that fall mainly under the people category and the reason will be illustrated briefly in the table below:

Global Goals or Sustainable Development Goals	LIU's and Al Ghadd's target to the Sustainable Development Goals
Goal 1 End poverty in all its forms everywhere	Eradicated poverty of young teenagers across all Lebanon by providing access to university affordable education and thus increase their daily income.
Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Contributed by addressing the nutritional needs of adolescent girls, pregnant and lactating women, and older persons through health day across all campuses.
Goal 3 Ensure healthy lives and promote well-being for all at all ages	Develop awareness through intensive seminars on the epidemics of AIDS, Tuberculosis, Malaria, and neglected diseases and combat hepatitis, water-borne diseases, and other communicable diseases across all campuses.
Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> ✓ Ensure that all girls and boys complete free, equitable and quality basic, secondary and university education leading to relevant and effective learning outcomes. Contributing around 15 million dollars in scholarship. ✓ Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary to university education. ✓ Ensure equal access for all Girls and Boys to affordable quality technical, vocational and tertiary education, including university. The University has implemented community outreach program in both Saida and Beirut Campuses. The program provided free intensive classes on Math, English, Chemistry, Biology, Physics and Programming to High School Students, who have demonstrated financial needs. LIU also offered these students an ID to use LIU playgrounds and computer labs. ✓ Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship through the University Employability Skills program that is implemented in 9 Campuses in Lebanon. The program created opportunities for capacity building and helped youth develop the skills needed to address the current global challenges/ SDGs. The program also helped increase the number of youths who have relevant skills for employment, decent jobs and entrepreneurship. Also, this goal is being achieved through Beirut Economic Research Center. This center enhances opportunities for capacity buildings of professionals and students to address today's global challenges. The center is committed to investigate the economic challenges facing the Lebanese economy, and to set plans that pave the way for developing the country. Such projects helped LIU develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy. Another strategy was incorporating the values of global social responsibility as portrayed in the United Nations Global Compact into our academic activities and curricula. New courses such as Community Service Course HUMN200 was adopted in curricula. Co-Curricula activities such as Business Apprentice Competitions were also implemented in several Campuses. Business Apprentice

	<p>Competition is a social business activity for students. The competition requires students to form a team to sell products/food and achieve the highest profit to win. The competition is designed for students to showcase their business skills while providing them with the opportunity to develop new skills and improve their business understanding. The competition was conducted at several LIU campuses. All the money raised from these competitions was donated to different organizations and charities supports SDG 1, SDG 2 and SDG 10 such as children’s cancer center, brave heart, elderly centers, orphan centers, or were used by students to organize charitable activities such as re-innovating a house for a needy family, spending a fun day with elderly or poor children, etc. Students applied management and marketing knowledge acquired in order to run and market their stands and bring sponsors. The competition also helped business students reinforce the link between transactions, types of business activity, and cash flows. It also provided students with the opportunity to interpret, record, and verify a large number of transactions in a short period of time.</p> <p>✓ Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, and children in vulnerable situations.</p>
Goal 5 Achieve gender equality and empower all women and girls	Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.
Goal 6 Ensure availability and sustainable management of water and sanitation for all	Support and strengthen the participation of local communities in Bekaa for improving water and sanitation management.
Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all	NA
Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Substantially reduce the proportion of youth that is not in employment, education or training.
Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Significantly increase access to ICT and strive to provide universal and affordable access to internet on campus to all students.
Goal 10 Reduce inequality within and among countries	Empower and promote the social, economic and political inclusion of all irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status by having campuses in Least Developing countries such as Yemen and Mauritania.
Goal 11 Make cities and human settlements	Support positive economic, social and environmental links between urban and rural areas by strengthening national and regional campuses.

inclusive, safe, resilient and sustainable	
Goal 12 Ensure sustainable consumption and production patterns	Ensure that students across campuses have the relevant information and awareness for sustainable development and lifestyles in harmony with nature through intensive seminars.
Goal 13 Take urgent action to combat climate change and its impacts	Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning through intensive seminars.
Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development	NA
Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	NA
Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	<ul style="list-style-type: none"> ✓ Develop effective, accountable and transparent institutions at all levels for accountability purposes in university. ✓ Strengthen relevant national institutions (UNRWA, LASER), including through international cooperation (EU), for building capacities at all levels, in particular in developing countries.
Goal 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development	<p>Finance Adopt and implement investment in Yemen and Mauritania.</p> <p>Capacity Building Interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges</p> <p>Enhance support for implementing effective and targeted capacity building (UNRWA) to support national plans to implement 5 modules: Leadership, Entrepreneurship, Strategic Planning, Research and Project Management and through Employability Skills Program in partnership with DPNA.</p>

Does your organization have a specific sustainability strategy/framework in place? Please provide details if available)

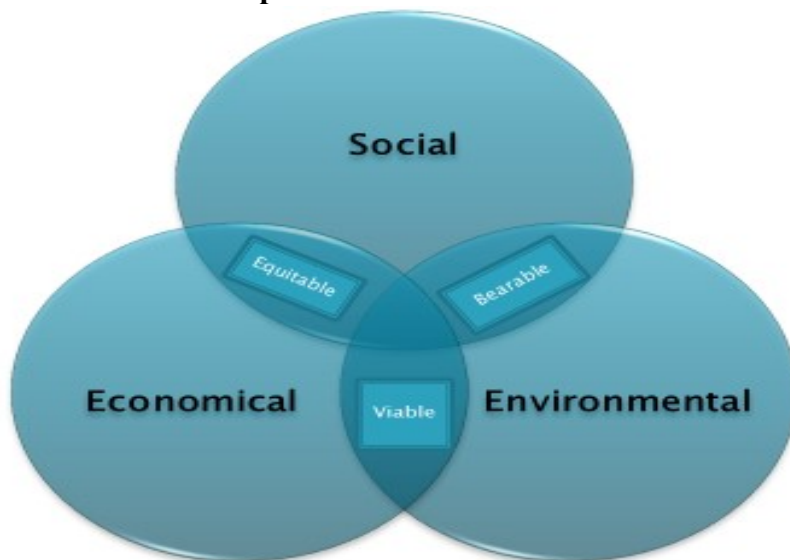
LIU is committed to thinking globally and engaging personally through teaching, research, and social work. LIU is committed to create opportunities for students and staff to make sustainable choices.

The mission of the Lebanese International University is to develop awareness and engage in cultural and environmental sustainability through maximized resources.

Global Citizen Framework:

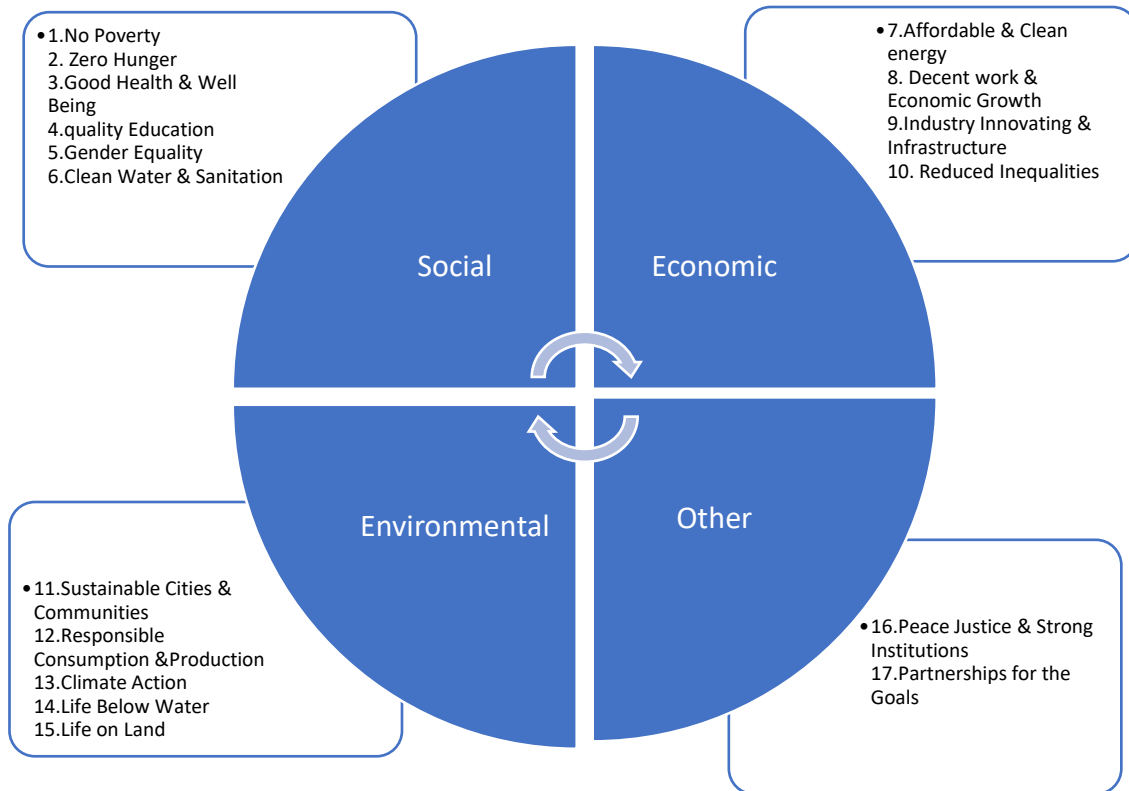


LIU Sustainable Development:



Please explain how the nominated project aligns with the overall sustainability objective/framework of the organization

LIU SDGs Classification:



LIU has conducted several projects to support SDGS and is working on adopting more projects next year. Mainly LIU projects are working towards SDG4, SDG 8 and SDG 17 in particular, and SDG 1, SDG 2, SDG 3 and SDG 10 in general.

PROJECT NAME	PROJECT OBJECTIVE/ PROJECT EXPECTED RESULTS AND THE PROGRESS ACHIEVED SO FAR IN MEETING THE TARGETS IN RELATION TO THE SDGS.
<p>Project 1 School of Business</p>	<p>Employability Skills program (ESP) 2017-2019: ESP is a project implemented at the School of Business and aims to empower students with the skills required to be effective in the workplace and youth leaders in their communities. ESP helps students develop the skills needed to solve the current global challenges. ESP was implemented in 2017-2018 in partnership with LOYAC and DPNA in seven LIU Campuses. The programs offered 45 training workshops and around 670 LIU students attended the program. Due to the program massive success, last year, ESP, in partnership with DPNA, was implemented in 2018- 2019 in all LIU nine campuses in Lebanon. The program offered 52 training workshops and 924 LIU students registered the program. The program created opportunities for capacity building and helped students develop the skills needed to address the current global challenges/ SDGs. The program also helped increase the number of students who have relevant skills for employment, decent jobs and entrepreneurship. This training program mainly works towards three UN sustainable development goals; SDG 4, SDG 8 and SDG 17 and creates opportunities for students to work on others SDGS such as SDG 1, SDG 2 and SDG 10.</p> <p>In order to successfully finish the requirements of the ESP program:</p> <ol style="list-style-type: none"> 1) Students should first attend at least five workshops. Workshops cover topics on negotiation skills and conflict management, decision making and critical thinking, emotional intelligence, communication skills, leadership skills, entrepreneurship, job interviews practices and CV writing. 2) Students would then have to finish 30 volunteer hours by participating or taking a leadership role in organizing or participating a Business School or Campus event that supports any of the 17 SDGs. The program has promoted volunteering activities that address the SDGs. Last year, several students who attended ESP have formed student groups to help them through events, projects and awareness campaigns that supports the SDG goal that they have chosen. Several students have successfully organized many fundraising and charitable events that supported mainly SDG 1, SDG 2 and SDG10. 3) The program has also hosted several financial literacy seminars that were delivered by Jammal Trust Bank. 4) Internships, in different companies/ NGOs in Lebanon, were provided to students who had outstanding performance in the Employability Skills Program. <p>In Brief, the program has helped our students go beyond the role of advocacy to taking actions toward creating a better world. The program helped students who attended become a life- long learners and leaders with creative and critical thinking.</p>
<p>Project 2 School of Business</p>	<p>Beirut Economic Research Center 2017/2019: This center enhances opportunities for capacity buildings of professionals and graduate students to address today's global challenges. The center is committed to investigate the economic challenges facing the Lebanese economy, and to set plans that pave the way for developing the country. The center promotes research related to SDG 4 and SDG8. BEC has been working on analyzing the data provided by</p>

	Ministry of Economics, reports with recommended solution for Lebanon economic problems has been submitted to Ministry of Economics. BEC will work collaboratively with Ministry of Economics towards the implementation for solutions.																												
Project 3 School of Business	Business Apprenticeship Competition 2016-2019: Business Apprenticeship Competition is a Co- Curricula social business activity for students. The competition requires students to form a team to sell products/food and achieve the highest profit to win. The competition is designed for students to showcase their business skills while providing them with the opportunity to develop new skills and improve their business understanding. The competition was conducted at several LIU campuses. All the money raised from these competitions was donated to different organizations and charities supports SDG 1, SDG 2 and SDG 10 such as children’s cancer center, brave heart, elderly centers, orphans centers , or were used by students to organize charitable activities such as re-innovating a house for a needy family, spending a fun day with elderly or poor children, etc. Students applied management and marketing knowledge acquired in order to run and market their stands and bring sponsors. The competition also helped business students reinforce the link between transactions, types of business activity, and cash flows. It also provided students with the opportunity to interpret, record, and verify a large number of transactions in a short period of time.																												
Project 4 LIU	Community Outreach Program 2017/2018: This program was implemented in both Saida and Beirut Campuses. The program provided free intensive classes on Math, English, Chemistry, Biology, Physics and Programming to 198 High Students , who have demonstrated financial needs. LIU also offered these students an ID to use LIU playgrounds and computer labs.																												
Project 5 School of Education	PLD/Training 2015: Develop capacity building in the field of UNRWA’s teachers’ training and utilize strategies in teaching Graduate UNRWA Teachers . The program was delivered in Beirut, Bekaa, Saida, Tripoli, and Tyre. <table border="1"> <thead> <tr> <th></th> <th>Beirut</th> <th>Saida</th> <th>Tyre</th> <th>Bekaa</th> <th>Tripoli</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td>14</td> <td>41</td> <td>32</td> <td>25</td> <td>30</td> <td>142</td> </tr> <tr> <td>Summer</td> <td>12</td> <td>38</td> <td>32</td> <td>20</td> <td>34</td> <td>136</td> </tr> <tr> <td>Fall</td> <td>10</td> <td>40</td> <td>31</td> <td>24</td> <td>28</td> <td>133</td> </tr> </tbody> </table>		Beirut	Saida	Tyre	Bekaa	Tripoli	Total	Spring	14	41	32	25	30	142	Summer	12	38	32	20	34	136	Fall	10	40	31	24	28	133
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Project 6 School of Education	Provision of Regular and Short-Term English Courses for STC Trainees 2016: Provide English for specific purposes for 579 UNRWA students in different vocational departments. The program was delivered in Beirut. <table border="1"> <thead> <tr> <th>Instructor</th> <th>Number of Students</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Manal Sharab</td> <td>150</td> <td>113</td> </tr> <tr> <td>Mairam Hammoud</td> <td>147</td> <td>88</td> </tr> <tr> <td>Marcella Awad</td> <td>185</td> <td>113</td> </tr> <tr> <td>Roula Aboudargham</td> <td>97</td> <td>105</td> </tr> <tr> <td>Total</td> <td>579</td> <td>419</td> </tr> </tbody> </table>	Instructor	Number of Students	Hours	Manal Sharab	150	113	Mairam Hammoud	147	88	Marcella Awad	185	113	Roula Aboudargham	97	105	Total	579	419										
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Project 7 School of Education	Capacity Building for Educational Project Management 2017: Develop capacity building in the field of UNRWA’s to 39 strategic top administrative support staff members within a linked modality of integration among the five proposed themes, interactive learning, presentations, projects, research and data collection, and proposal writing at advance level and a step further to what the senior staff level. The program was delivered in Beirut.																												

<p>Project 8 School of Education</p>	<p>Strengthening Stress Management Capabilities of UNRWA Staff 2017: Deliver to General staff and education staff on the practiced techniques and mechanism of how to cope with Stress and Anger using of emotional intelligences, optimism perspective and resilience in responding to stress and Anger contexts. The program was delivered in Beirut, Bekaa, Saida, Tripoli, and Tyre.</p> <table border="1" data-bbox="331 302 1396 593"> <thead> <tr> <th>Area</th> <th>Sessions</th> <th>Trainees</th> <th>End of Project</th> </tr> </thead> <tbody> <tr> <td>CLA/Beirut</td> <td>46</td> <td>558</td> <td>14/09/2017</td> </tr> <tr> <td>Saida</td> <td>47</td> <td>639</td> <td>6/10/2017</td> </tr> <tr> <td>Tyre</td> <td>28</td> <td>425</td> <td>30/08/2017</td> </tr> <tr> <td>North</td> <td>36</td> <td>535</td> <td>6/09/2017</td> </tr> <tr> <td>Beqaa</td> <td>10</td> <td>151</td> <td>28/08/2017</td> </tr> <tr> <td>Total</td> <td>167</td> <td>2308</td> <td></td> </tr> </tbody> </table>	Area	Sessions	Trainees	End of Project	CLA/Beirut	46	558	14/09/2017	Saida	47	639	6/10/2017	Tyre	28	425	30/08/2017	North	36	535	6/09/2017	Beqaa	10	151	28/08/2017	Total	167	2308	
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<p>Project 9 School of Pharmacy</p>	<p>Training and Capacity Building of UNRWA health staff in Drug Therapeutic 2017: School of Pharmacy tailored capacity building training sessions for UNRWA 20 pharmacists on pharmacy services in the primary health care in coordination with UNRWA health program. This program was delivered in Beirut.</p>																												
<p>Project 10 School of Education</p>	<p>Pedagogical Capacity Building for UNRWA- Siblin Training Centre “STC” Instructors- 2018-2021 (Pending): To deliver TD Courses to take place over a period of three years. Themes to be agreed with STC management and based on training need assessment results. Courses to be customized to UNRWA Training Centre Context. This program is to be delivered in Beirut and Saida.</p>																												
<p>Project 11 School of Education</p>	<p>Remedial Education for UNRWA- Siblin Training Centre “STC” Students – 2018 (Pending): To deliver strengthen literacy and numeracy skills in English, Arabic and Math in vocational context to improve the ability of vocational students finding better employability in the labor market to improve their livelihood upon graduation from STC. This program is to be delivered in Siblin Center.</p>																												
<p>Project 12 School of Education</p>	<p>SEAD Project (2013 to Present): This project has been designed to successfully implement the inclusion of displaced Syrian students. School of Educations developed a TD Program (24 credits) for Syrian Refugees Student-Teachers.</p> <p>S- Social E- Emotional A-Academic D-Development</p> <p>The series of gaps between our education policies and the needs of Syrian students seeking career education are far more threatening to our economic future than the much-discussed “skills gap”. The Gaps in Higher Education Policy to serve displaced Syrian students:</p> <ol style="list-style-type: none"> 1. Employability 2. Teaching & Learning 3. Models, Design & Strategies of Curriculum 																												

4. Environment & Culture
5. Governance & Approaches

The TD program was overviewed to fill the gaps and meet the needs of the displaced Syrian students:

FALL

- Teaching of **Math & Science** at the Elementary School using Cheap and Inexpensive Material **(3 Cr.)**
- Integrated **Curriculum (3 Cr.)**
- Educational Psychology for Students with **Post-war Stress Disorder (3 Cr.)**
- **Practicum** at the Elementary School **(3 Cr.)**

SPRING

- Teaching of **Lang. Arts** at the Elementary School using Cheap and Inexpensive Material **(3 Cr.)**
- **Assessment** and Evaluation at the Elementary School **(3 Cr.)**
- **Differentiated** Instruction **(3 Cr.)**
- **Practicum** at the Elementary School **(3 Cr.)**

Below are the books that were developed especially for this program:



SEAD Achievements:

- What have we accomplished in training teachers?
- Academic year 2013-2014: Total number of beneficiaries: 1200 Syrian students
- Academic year 2014-2015: Total number of beneficiaries: 2000 Syrian students
- Academic year 2015-2016: Total number of beneficiaries: 3000 Syrian students
- Academic year 2016-2017: Sponsored a conference in Slovenia in January 2017 after compiling Interdisciplinary of researches and building bridges to build awareness of this crisis in Lebanon.
- LIU to add new TD implemented as to have graduates teach 5000 beneficiaries.

**Project 13
School of
Education**

HOPES (Higher and Further Education Opportunities and Perspectives for Syrians)-2018- On Going project: HOPES is implemented by the German Academic Exchange Service (DAAD) in collaboration with its partners from British Council, Campus France and EP-Nuffic Students will benefit from university-based English and study skills courses. The courses will consist of 100 hours of face to face classes with a British Council trained local teacher, blended with a 40-hour online British Council course. English training is necessary as a greater part of courses in all host countries is taught in English than in Syria where even courses such as medicine are taught in 100% Arabic. English skills will also help learners apply for and receive scholarships and access other educational opportunities in their host countries and improve their opportunities for employment where these are available. During 2017, 15 LIU-SoED instructors from Beirut, Bekaa, and Tripoli were subjected to 40hr

	<p>professional development over 4 days for official certification. This program is being delivered in both Beirut and Bekaa.</p>
<p>Project 14 LIU</p>	<p>RESCUE (Refugees Education Support in MENA Countries)- From 15/10/2016 to 14/10/2019/: The main specific objective of RESCUE is to help the Partner Country Universities in structuring an effective response to this problem, by creating ad hoc units (the Refugee Student Operational Support Unit – R-SOS), whose mission is to structure specific services supporting the refugee students in resuming their academic training path. The analysis carried out by the target Universities has shown that each one of them has different approaches and constraints vis-à-vis this problem, therefore ad hoc solutions must be implemented in each one of them.</p> <p>Partners are:</p> <ul style="list-style-type: none"> - Sapienza University, Italy - UB, Universitat de Barcelona, Spain - TUB, Technische Universitaet Berlin, Germany - IAU, Istanbul Aydin University, Turkey - USEK, Holy Spirit University of Kaslik, Lebanon - UB, Lebanese University, Lebanon - UoD, University of Duhok, Iraq - DPU, Duhok Polytechnic University, Iraq - AArU, Association of Arab Universities, Jordan - YU, Yarmouk University, Jordan - ZUJ, Al-Zaytoonah University of Jordan, Jordan - ZU, Zarqa University, Jordan
<p>*Project 15 LIU</p>	<p>Erasmus+ Horizon- H2020-SC6-MIGRATION- From 2018 to 2021- Reshaping Attention and Inclusion Strategies for Distinctively vulnerable people among the forcibly displaced- RAISD: The project ‘Reshaping Attention and Inclusion Strategies for Distinctively vulnerable people among the forcibly displaced’ (RAISD) aims at identifying highly Vulnerable Groups (VG) among these forcibly displaced people, analyzing their specific needs, and finding suitable practices to address them.</p> <p>Partners:</p> <ul style="list-style-type: none"> -UNIVERSIDAD COMPLUTENSE DE MADRID -CESIE-IT -UNIMED - UNIONE DELLE UNIVERSITA DEL-IT -HELSINGIN YLIOPISTO-FIN -Menedek Migransokat Segito Egyesulet-Hun -ANADOLU UNIVERSITY-Tur -YARMOUK UNIVERSITY-Jor <p>Note: * Project is classified as innovative</p>
<p>Project 16 School of Business</p>	<p>MoneySmart Youth Boot Camp 2019: A two-day Boot Camp was held at Saida Campus. 120 students from different universities has attended the 2019MoneySmart Boot Camp at LIU. The camp is designed for senior university/college students, undergraduates and graduates, young employees and young entrepreneurs between the age of 20 – 28. MoneySmart aims to empower the younger generation with knowledge, skills and a new mindset about money management, which will hopefully contribute, in the long-term, to a positive change in Lebanon and to a better economy. The boot Camp is designed to include both financial knowledge and specific practical techniques to get youth on their way to becoming 2019 MoneySmart and achieving financial freedom. The 2019MoneySmart boot Camp included several plenary sessions and workshops, 9 interrelated topics presented by qualified top-level trainers and a panel of guest speakers sharing life experiences. The boot camp was a combination of information, hands-on activities, group discussions and games that</p>

	<p>demonstrate the following financial literacy concepts: Financial responsibility and decision making, Managing financial and non-financial assets, Creating wealth and reaching career objectives and Risk management.</p>
<p>Project 17 School of Business</p>	<p>House Renovation Project- Community Outreach 2018/2019: School of Business-Saida campus has renovated the house of a Lebanese family that lives in the refugee camp in Saida. The family has three children: Ahmed 8 years - Mohammed 7 years - Mahmoud 5 years. The family lives in a house that the dad inherited from his father albeit in difficult living conditions, lacking basic healthcare and livelihood necessities that every child needs in order to grow, learn and acquire skills for a prosperous future. The family household is in dire need of maintenance, renovation, rehabilitation and furnishing as it is almost completely lacking in any furniture, heating, kitchen and electronic equipment. The three children live in the midst of a chaotic mess of clothes and items that are stacked around the house. With little to no space to play at home, they are forced to play outside in a dangerous environment. The father worked as a taxi driver and then as a janitor at the Lebanese University, but had to leave his job shortly after due to an injury to his hand that has since prevented him from working. The mother works in cleaning houses to try to support the family but her salary does not cover the most basic needs. Expressions of anxiety and destitution are visible on the faces of the family, which compels anyone who sees them to take initiative and help even a little – for a little in the face of their need is plenty. After the renovation of their house and its refurbishment with tiles, paint and furniture, the father and mother faces have been reinvigorated with the look of happiness and their children’s faces are visibly full of astonishment and joy.</p>
<p>Project 18 School of Business</p>	<p>Youth entrepreneurship education center 2018/2019-Youth Leadership Program: Part of our mission as educators is to assist the students into finding and seizing new opportunities. We aim to drive these students to be responsible citizens and life-long self-actuated learners. We empower students to develop pro-active actions, innovation, strategic thinking, motivation, confidence and risk taking. We want to create a portfolio of education that could inspire, inform and then help students implement their goals and projects. This portfolio will introduce a new generation of entrepreneurs. According to the (World Bank 2010) the mindsets and skills tied to the “art” of entrepreneurship are transmittable when education and training systems incorporate creative and entrepreneurial skills into teaching methodologies, In alignment with the vision of the University and of the School of business to provide educational access to various knowledge comes our strategic partnership with the UNDP in launching the regional project: youth leadership program – YLP. This program offers a crucial way to provide work- integrated learning, intellectual development and empowers youth to foster a significant difference in the job market. YLP’s mission is to invest in young women and men across the region to unleash their potential to become social innovators, leaders and a powerful force for change in their communities, countries and the region at large.</p> <p>Youth participating in this program receive ongoing support for their ideas, helping their communities throughout the year.</p> <p>The main goal of the program is:</p> <ul style="list-style-type: none"> • helping youth develop effective and sustainable solutions to address development challenges. • providing youth with ongoing technical support through a series of interactive hands-on learning workshops and targeted mentoring.

	<p>The program will strengthen their competencies and skills in the areas of leadership, social innovation, social entrepreneurship, digital technologies, and the SDGs, and provide a regional platform for gaining experience and sharing knowledge.</p> <p><u>Outcomes of the YLP program:</u></p> <ol style="list-style-type: none"> 1- The LIU/BIU will be a pioneer in Social Entrepreneurship in Lebanon helping its students and the community to innovate and succeed nationally and internationally. 2- Approximately 180 LIU/BIU students across all campuses participated in this program for free. 3- The students had extensive trainings on: SDGs, Design Thinking, Idea discussion, Business Plan Canvas, Prototyping and Pitching. 4- The candidates will earn a certificate from the UNDP 5- qualified candidates will travel to regional / international trainings and workshops.
<p>Project 19 School of Education</p>	<p>IACQA18 - Inspiring Excellence and Transforming Higher Education: Four decades ago, LIU started an endeavor towards planning then building an academic hub in Lebanon, as LIU felt the responsibility to look for our society, namely the most vulnerable areas and provide them with a decent learning experience, as it is the right of every future generation to find its adequate place in an educational, scientific, and healthy environment.</p> <p>As an effective way to develop the capacities of our academic staff and explore creative solutions to challenges confronting higher education; the Lebanese International University, held the Eighth International Arab Conference on Quality Assurance in Higher Education in the West Bekaa campus between April 11th and April 13th, 2018. The conference encompassed a rich and varied program, including keynote and plenary sessions, presentations, as well as interactive workshops, delivered by Center for Learning Innovations and Customized Knowledge Solutions and the Quality Assurance Agency for Higher Education, that were related to the conferences' main tracks. A major strength of the conference was its diverse base of global perspectives that fostered the participants' creative thinking, enhanced the dialogues, engagement, and purposeful actions. The significance of the conference springs from our firm belief that our Arab societies' future is shaped in our cultural castles represented by the higher education institutions. Acquiring the modern properties of innovation and creativity, is our supreme value for the good use of human potential.</p>
<p>Project 20 All Schools</p>	<p>INET 01- Innovation and Entrepreneurship (2019- On going): This course helps our students develop innovative solutions for the current global challenges. Students at the end of the courses/training programs have presented their ideas and some students won funds and started implementing their ideas.</p> <p>1- Course Learning outcomes and benefits The course has been designed so that students from a variety of backgrounds can attend it from the freshman year and onwards; and there are no prior course requirements. As this is an applied, hands-on course, students are expected to actively contribute to teamwork.</p> <p>The most important outcome for the participants is knowing what it really feels to endure, persist, and persevere within the mind set of an entrepreneur - with all the positive and negative outcomes which lead to learning experiences and successes. With everything that</p>

normally remains untold within the classrooms and with the entirety that one cannot even imagine before implementation. The course offers participants a secure, however at the same time a genuine environment for testing themselves as entrepreneurs and realizing if this is what they really want to become. Equally, the course provides all participants a very unique opportunity in a learning situation - to understand what it takes and how it works to turn an idea into a real business. A chance to see up close and personal how a variety of different competencies and activities need to be covered is a first-time experience for many. That a great idea isn't great until your customers have proved you so. That a good application alone is useless if it doesn't have a user-friendly design. That even a perfectly designed solution is worth nothing if there isn't good marketing to bring it to the users. That a team of highly skilled and motivated people are not necessarily efficient if management is not in place. That IP protection is important. And so on. The INET01 course is therefore a true eye-opener for any participant profile.

Personal competencies- Students will be able to:

- Assess and analyze entrepreneurship as a career choice.
- Efficiently work in a complex environment of multi-cultural teams made up of interdisciplinary physical and virtual member profiles.
- Have the skills needed to solve global challenges

Workplace competencies- Students will be able to:

- Apply creative thinking techniques in addressing their customers' - and any other – problem.
- Plan and prioritize work tasks to manage their people, time and resources and achieve the expected results.

Technical competencies- Students will be able to:

- Develop a business idea into a comprehensive and highly scalable business model by applying customer development principles in a real-life exercise.
- Design a successful commercialization strategy for their product or service, launch their product or service to the market fast and acquire customers.

After completing the course successfully, students didn't only have a fundamental knowledge of the ideation process and how to pitch a business idea, but also a workable business opportunity that can be further developed.

For the Final pitches, 5 teams won.

Team A. Charge Up Your Adventure (Mount Lebanon Campus)
Won 2 prizes: -\$450 for Best business model from SPARK
-Business Support at antwork

Team B. ClickShipping (Tripoli Campus)
Won 2 prizes: -\$350 for Best business model from SPARK
-12 mentoring sessions with Constantin Salameh

Team C. Foodzo (Beirut Campus)
Won 1 prize: \$350 for Best business model from SPARK

	<p>Team D. Kil Meshkle w Ila Hal (Saida Campus) Won 2 prizes: -\$350 for Best business model from SPARK -1 month co-working space with business support at antwork</p> <p>Team E. Pharmadel (Mount Lebanon Campus) Won 1 prize: Business Support at antwork</p>
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Is there a team / specific person dedicated to working on sustainability in your organization?

Every staff at LIU is encouraged to incorporate sustainability in their work.

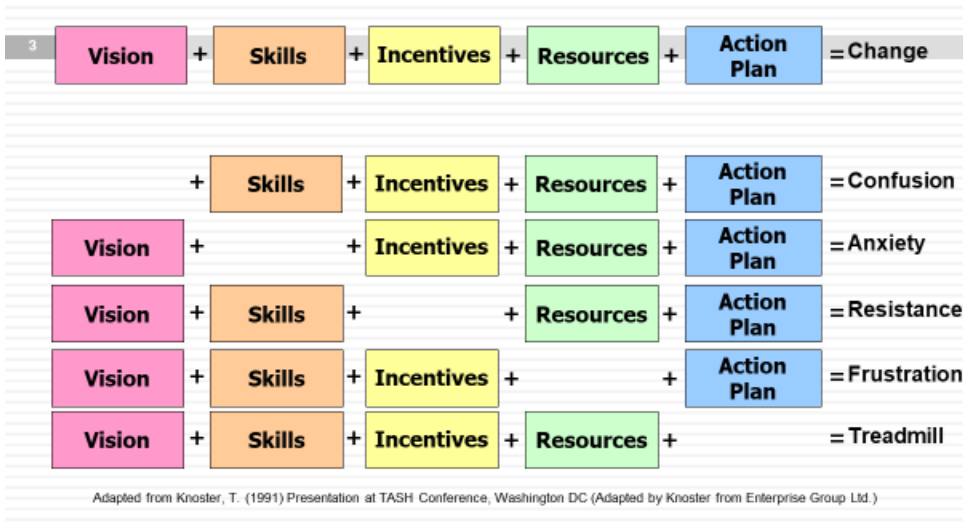
Dr. Farah Khattab, a course coordinator, lecturer, student advisor and school events coordinator, is the listed contact point for LIU regarding SDGs and is actively involved in organizing and coordinating the School of Business work around SDGS. This is all is being encouraged, guided and supervised by Dr. Farid, Abdallah, Dean of School of Education.

Dr. Anwar Khawthrani, Dean of School of Education is also very dedicated to working on sustainability in LIU.

Is there a measurement technique in place to measure, monitor and verify the impacts/outcomes of the project related to the SDG?

LIU encourage staff to take ownership of the targets set out for the projects related to SDGs. However, a set of matrixes is being developed in which the goals are objectively assessed.

LIU SDG Project Success:



Evidence of SDG Outcome:

Appendix 1	Research Paper
Appendix 2	Power-point
Appendix 3	Research Paper

Appendix 3	Cover Page
Link for LIU Community Service program	https://www.facebook.com/LIUcommunityserviceprogram/
Link for Video- Integration of Refugees- Reflection from Syrian Refugee Students	https://www.dropbox.com/s/qic9qnglg9jqwld/TD%20-%20LIU.mp4?dl=0
Link for University Website- Events	http://liu.edu.lb/lb/mobile/events.html
Link for LIU-REC	https://sites.google.com/site/liureccpd/
Pictures from Some Projects	Listed below





LEBANESE INTERNATIONAL UNIVERSITY SDG UNIT



































