Livelihoods Working Group

28 June 2016
Agenda

1. Welcome and introduction
2. Sector update
   a. Mid-year results and progress
   b. Steering committee update.
   c. Update/follow-up on skills training workshop
   d. Update/follow-up on Private sector engagement
3. Presentation of Early Findings of UNDP Labour Market Needs Assessment in the Construction, Industry and ICT sectors
4. Presentation of Child Protection Minimum Standards on Child Labour by the CP Coordinator.
5. Presentation of IASC Guidelines for integrating GBV interventions in Humanitarian Actions by the SGBV coordinator.
6. AoB
Funding

Livelihoods 2% of funding...
Progress to date

Number of livelihoods partners per month (2015-2016)

- # entrepreneurs who benefitted from business management training: 785 / 3,200
- # of new MSMEs/ Cooperatives supported or established: 228 / 1,800
- Value of grant disbursed to MSMEs: $409,008 / $2,658,000
- # of value chain interventions implemented: 15 / 21
- # of targeted vulnerable persons enrolled in public work projects: 2,915 / 65,000
- USD value invested in public work projects: $627,121 / $60 million
- # of individuals benefitting from market-based skills training: 3,464 / 25,000
- # of people benefitting from internships, on-the-job training or apprenticeship programmes: 274 / 12,500
Skills training workshop follow-up

• 40 participants
• Overall rating of the workshop: 4/5
• Specific objectives:
  • Lessons learnt: 3.5/5
  • Exchange of experiences: 4/5
  • Further coordination: 3.7/5
• Follow up:
  • Do nothing: 0
  • Organize similar events: 16
  • Create a sub-group: 19
  • Draft SoPs for skills training: 22
• 7 organizations expressed interest: UNDP, MOSA, UNHCR, IRC, CESVI, LOST, ACTED
Labor Needs Assessment for the construction and Industry Sectors

<table>
<thead>
<tr>
<th>Context of the Requirement</th>
<th>Project Title: Support to Lebanese Host Communities affected by the Syrian Crisis</th>
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<tbody>
<tr>
<td>Implementing Partner of UNDP</td>
<td>UNDP Lebanon</td>
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<tr>
<td>Brief Description of the Required Services</td>
<td>The overall objective is to carry out an assessment of human resource needs within the construction and industry sectors of Lebanon, to provide an overview of the workforce characteristics of each sector, identify existing mismatches in labour supply and demand and skills needs and gaps and provide recommendation for addressing these within each respective sector</td>
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Labor Needs Assessment

Implementation Approach
## Identification

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<td>1.16 %</td>
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<td>Non Metals</td>
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<td>6</td>
<td>1.6 %</td>
<td>Low</td>
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<td>Wood &amp; Furniture</td>
<td>1 %</td>
<td>4</td>
<td>1.32 %</td>
<td>High</td>
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<tr>
<td>Agro Food</td>
<td>2.5 %</td>
<td>1</td>
<td>3%</td>
<td>Medium</td>
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<td>ICT</td>
<td>3%</td>
<td>2</td>
<td>0.62%</td>
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<tr>
<td>Construction</td>
<td>6%</td>
<td>3</td>
<td>9%</td>
<td>High</td>
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Ecosystem Mapping

(1) Construction Sector
Residential

Residential Construction absorb a lot of man power, and Enable a high Level of Job Creation

- Unskilled Workers
- Skilled / Professionals

Provide Technical Services

Enable the Development of Residential Housing

Issue Permit Request

Regulate Construction Sector

Initiate Development Process

CONSTRUCTION STAKEHOLDERS MAPPING

An Overall Stakeholders Group's Role, in Lebanese Construction sector are shown in this diagram
Ecosystem Mapping

(1) Agro-Food Sector
AGRO-FOOD

Agro-food industry in Lebanon is one of the strongest productive Sectors

FINANCIAL INSTITUTIONS

UNION OF LABOR
Order of Engineers

MARKET
Small Vendors
Retailers
Export Market

CHAMBERS
Beirut and Mount Lebanon, Tripoli, Bekaa, Said

REGULATORY INSTITUTIONS
IRI
LARI

ORDERS

INPUT SUPPLIERS
(internal suppliers "farmers", or External Suppliers)

AGRO-FOOD COOPERATIVES
Syndicates & cooperatives

INSURANCE COMPANIES

CONTRACTORS

FOOD SAFETY LABORATORIES

MACHINERY PROVIDERS

MACHINES AND PACKING PROVIDERS

PRODUCTION MAINTENANCE EXPERTS

QUALITY MANAGEMENT BODIES

UNIVERSITIES & VOCATIONAL INSTITUTIONS

VOCATIONAL COURSES PROVIDERS

VOCATIONAL SCHOOL

UNIVERSITIES

AGRO-FOOD ENABLERS

MINISTRIES

Ministry of Environment

Ministry of Industry

Ministry of Economy and Trade

Ministry of Interior

Laws and regulation enforcement to promote awareness and efficacy at the level of input and primary production, post-harvest operation and marketing

Enable the Performance of Agro-food Sector

Provide Agro-food Sector with Required Skills and Expertise

Provide Loans and Financial Support to Entrepreneurs

Increase Demand

Service providing, marketing facilitation

Regulate Sector

MSMEs

An Overall Stakeholders Group’s Role, in Lebanese AGRO-FOOD sector are shown in this diagram.
Ecosystem Mapping

(1) ICT Sector
ICT Sector is a fast growing sector. Over the next 4 years, the market is expected to grow and reach a value of 429 million Euros in 2017.
Benchmarking Skills Classification

1. **STEP**: The World Bank's Skills Measurement Program

2. **Competency Model**: US Department of Labor – Employment & Training Administration

3. **Human Resources and Skills Development**: Department of the Government of Canada

4. **Factors influencing Construction Labor Productivity in Egypt**

5. **Lessons from policy and practice in European Union countries**, European center for the development of vocational training
# Benchmarking Skills Classification

<table>
<thead>
<tr>
<th>Category/Tier of Competencies</th>
<th>Occupational Level</th>
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<tbody>
<tr>
<td></td>
<td>Managerial &amp; Support</td>
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<tr>
<td>Personal Effectiveness</td>
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<td>Academic Competencies</td>
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<td>Workplace Competencies</td>
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<td>Sector Specific Technical Skills</td>
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Benchmarking Skills Classification

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<td><strong>Managerial &amp; Support</strong></td>
</tr>
<tr>
<td>Includes all Management level staff, responsible for implementing and managing business, plans, goals and objectives and ensuring the achievement of overall key functional outputs. It also includes all the support functions such as Marketing, Human Resources, Sales, Accounting, Finance, Legal Department and IT (in industries other than ICT)</td>
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Benchmarking Skills Classification

<table>
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<tr>
<td>Professionals</td>
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<tr>
<td>Includes Staff who have Professional knowledge of sub-discipline or discipline supported by academic background in Sciences and Technology such as Engineers, Researchers, Lab Technicians, Developers, and Scientists.</td>
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</tbody>
</table>
Benchmarking Skills Classification

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<tr>
<th>Occupational Levels</th>
<th>Skilled Workers</th>
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<tr>
<td>A skilled worker is any worker who has special skill, training, knowledge, and ability in their work.</td>
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<td>A skilled worker may or may not have attended technical or vocational school</td>
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Data Collection
Data Collection

- Number of SMEs:
  - Surveyed: 590
  - Filled: 240

- Number of Employees:
  - Construction: 1,334
  - Agro-Food: 1,671
  - ICT: 2,994
Data Collection

REGIONAL DISTRIBUTION

Mount Lebanon: 45%
Beirut: 20%
North Lebanon: 13%
Bekaa: 14%
South Lebanon: 4%
Nabatieh: 4%
Sector Characteristics
Sectors Workforce Characteristics

Gender Distribution

- All Sectors: 81% Male, 19% Female
- Construction: 88% Male, 12% Female
- Agro-Food: 73% Male, 27% Female
- ICT: 75% Male, 25% Female
Sectors Workforce Characteristics

By Occupational Level

- **Construction**: Skilled Workers 59%, Professionals 24%, Managerial & Support 18%
- **Agro-Food**: Skilled Workers 58%, Professionals 16%, Managerial & Support 26%
- **ICT**: Skilled Workers 69%, Professionals 31%, Managerial & Support 26%
Sectors Workforce Characteristics

- Construction
  - Males: 59%
  - Females: 18%
  - Skilled Workers: 24%

- Professional
  - Males: 98%
  - Females: 2%
  - Skilled Workers: 33%

- Managerial & Support
  - Males: 67%
  - Females: 33%
  - Skilled Workers: 67%
Sectors Workforce Characteristics

- Managerial & Support: 26%
- Professionals: 16%
- Skilled Workers: 58%

- Males: 70%
- Females: 30%

- Males: 80%
- Females: 20%

- Males: 67%
- Females: 33%
Sectors Workforce Characteristics

- **ICT**
  - 69% Male
  - 31% Female

- Overall:
  - 21% Male
  - 79% Female

- **Male**:
  - Managerial & Support: 37%
  - Professionals: 63%

- **Female**:
  - Managerial & Support: 37%
  - Professionals: 63%
Sectors Workforce Characteristics

Nationality Distribution

- All Sectors: 73% Lebanese, 27% Non-Lebanese
- Construction: 63% Lebanese, 37% Non-Lebanese
- Agro-Food: 69% Lebanese, 31% Non-Lebanese
- ICT: 98% Lebanese, 2% Non-Lebanese
Sectors Workforce Characteristics

- Construction: 59% (Lebanese), 24% (Non-Lebanese), 18% (Skilled Workers)
- Professionals: 58%, 42%
- Skilled Workers: 90%, 95%
Sectors Workforce Characteristics
Sectors Workforce Characteristics

- 96% of the workforce is composed of professionals.
- 4% of the workforce is composed of skilled workers.

The distribution is as follows:

- 69% in the ICT sector are professionals.
- 31% in the ICT sector are skilled workers.
- 2% in the ICT sector are managers.
- 98% of the workforce is Lebanese.
- 4% of the workforce is Non-Lebanese.
Defining the Skills Mismatch

The mismatch has two main forms:

- **Quantitative**, when there is a lack of sufficiently qualified job seekers in a sector, or where there are not enough vacancies to make use of that supply, and
Defining the Skills Mismatch

- **Qualitative**, where there is both sufficient supply of labor and a sufficient number of vacancies, but where the skills, job requirements, working conditions or work content diverge between the supply and demand.
Country Specific Factors

- Demographics (Refugees, Emigration)
- Level of Economic Development
- Economic Structure
- Technology
- Institutions
It is important to note that skills mismatches are not always a reflection of imbalances between skill supply and demand but can be also a result of Information Asymmetries.
Other Frictions

• Mobility Barriers

• Ineffective intermediaries (Employment Services)

• Imperfect Career counseling and Guidance
Recommendations
Three Levels of Recommendations

1. Country Level
2. Frictions
3. Quality of Labor
The Quantitative Mismatch

- Invest in Infrastructure.
- Business cluster development, Sectoral reorganization and development.
- SME support programs, specifically industry specialized arrangements and infrastructure.
- Diversify the economy through investing in different sectors.
- Limit the demographic flow successions?! Map and build the skills of the refugees?!
- Fight emigration and brain draining.
- Invest in Innovation, R&D, Technology, and Green.
Recommendations: Country Factors

Institutions: Create PPPs:

Four essential stakeholders (mapping) critical to informing, funding, advocating for, and building successful PPPs to enhance the skills pipeline:

• Government (via policy decisions, ministries, agencies, and flexible mandates),

• Private sector businesses and industry associations,

• Educational and training institutions,

• Nonprofit organizations.
Recommendations: Country Factors
Institutions: Financial Schemes

- Kafalat and other subsidized loans should consider financing training institutions and businesses.
- Training subsidy schemes for individual enrolled in the selected academic and technical courses.
- Provide more attention to Research & Development funding. Relevant schemes should not only facilitate access to subsidized credit but also to grants.
Recommendations: Country Factors

**Institutions: Skills development plan:**

Develop a *Skills development plan* as an integral part of *national industrial policy*. There is a need to reorient from academic toward competency-based approaches driven by *labor market demands*. 
Recommendations: Country Factors

Institutions:

Skills Standards and Qualifications Frameworks aligned with international norms provides an important tool for supporting the definition of clear competency objectives supporting education pathways and lifelong learning.

Benchmarks: Canada's NOC - National Occupational Classification or Europe's ESCO –in addition to internationally recognized standards such as the ILO's International Standard of Classification of Occupations.
Recommendations: Frictions: Asymmetry

**Labor Market Information Website:**

To reach those in need of such information (e.g., employers, job seekers, students, parents, teachers, guidance counselors, professional associations and other organizations). A publicity campaign should support the LMI launching.
Recommendations: Frictions

**Mobility:** Create innovative and affordable (subsidized) transport solutions for Labor groups travelling from remote areas to urban or sector conglomerations:

example: All regions to Beirut and Mount Lebanon, From Akkar and Dinnieh to Tripoli, samewise to Saida, Zahleh, Chtaura, Nabatieh....
Recommendations: Frictions

Imperfect Career counseling and Guidance

Ineffective intermediaries (Employment Services)

The formal public-private-academia partnership should ensure a better quality of guidance and support to the young graduates and job seekers and employers. This should be reflected across the labor market ecosystem.
Recommendations: Targeting the Quality of Labor

a. The **unemployed**: To develop unused skills reserve.

b. The **students** or the groups in education and training: to develop new learning paths, orientation campaigns.

c. **Existing employees**: Training and retraining programs to cover skills gaps and obsolescence.
Targeting the Employed

Capacity building for identified weak skills in each sector: (Survey)
Targeting the Employed Agrofood
Agro-Food Highlights
Marketing & Sales, Lab Techniques and R&D
Targeting the Employed Construction

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<tr>
<th>Skills Mismatch</th>
<th>All Regions</th>
<th>Beirut and Mount Lebanon</th>
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<th>Gender</th>
<th>Micro</th>
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<td>Construction</td>
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<th>Integrity</th>
<th>Initiative</th>
<th>Dependability and reliability</th>
<th>Willingness to Learn</th>
<th>Professionalism</th>
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<td>Reading</td>
<td>Writing</td>
<td>English Verbal Communication</td>
<td>Listening</td>
<td>Listening</td>
<td>Applied Mathematics</td>
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The diagram illustrates the skills mismatch across different regions and occupational levels, highlighting deficiencies in various skills and competencies.
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<th>Skills Mismatch</th>
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<th>Construction</th>
<th>Occupational Level</th>
<th>Management and Support</th>
<th>Professionals</th>
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### Construction Highlights
Specialty skills, Green Building, Marketing & Sales, Staffing & HR, Safety, Management, English Language.

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<th>Skills Mismatch</th>
<th>Occupational Level</th>
<th>Micro</th>
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<td>Industry Specific Technical Skills</td>
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<td>1. Building &amp; Construction Design</td>
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<td>2. Material Resources</td>
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<td>3. Operation, Installation, &amp; Repair</td>
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<td>4. Regulations &amp; Quality Assurance</td>
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<td>Quality Assurance</td>
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<td>Environmental Impact Mitigation</td>
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<td>5. Health &amp; Safety</td>
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<td>6. Construction of Specific Home Components</td>
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<td>Site Preparation ( песок и песок)</td>
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<td>Building and Installation</td>
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<td>7. Specialty Skills</td>
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<td>Carpentry</td>
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<td>HVAC (النظام الهوائي)</td>
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<td>8. Business Fundamentals</td>
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<td>9. Customer Service &amp; Homeowner Relations</td>
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<td>10. Green Building Practices</td>
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<td>Sizing</td>
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<td>HVAC Efficiency</td>
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<td>Energy Management</td>
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Targeting the Employed ICT

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<th>Skills Mismatch</th>
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<th>Beirut and Mount Lebanon</th>
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<td>Management and Support</td>
<td>Professionals</td>
<td>Skilled Workers</td>
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<td>Occupational Level</td>
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<td>Speaking and Listening</td>
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ICT Highlights
Planning and Scheduling, Compliance, Virtualization and cloud computing.

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<td>Industry Specific Technical Skills</td>
<td>1. Principles of Information</td>
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<td>Virtualization and Cloud Computing</td>
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<td>4. Software Development and Management</td>
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<td>5. User and Customer Support</td>
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<td>6. Digital Media and Visualization</td>
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<td>7. Compliance</td>
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<td>8. Risk Management, Security, and Information Assurance: The</td>
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Targeting the Employed (Survey)

Financial Schemes to support Capacity Building Efforts

Financial schemes including subsidized loans in addition to available grants for SMEs should be available to finance relevant capacity building initiatives.
Targeting the Unemployed

1. Internship & Apprenticeship through **Subsidized work programs**:  
   - Financial incentives to **compensate** employers for (possible) **productivity loss**.
   - Instruments in this category have the potential to **overcome** lack of information **transparency** between employers and prospective employees, and **can contribute to the skills development of individuals**.
Targeting the Unemployed

2) Career Guidance:

‘Competence-based matching’ to support matching the skills of unemployed individuals with vacancies. It assists the unemployed, or individuals in the process of reorienting their professional life, in identifying possibilities that link to their unique profile of professional skills.
Targeting the Unemployed: (Survey)

3) Capacity Building on the identified skills mismatch

• Individuals that can easily be (re)integrated in the labor market may only require targeted training focusing on the identified skills.

• Other groups, such as individuals with lower employability may have several disadvantages when looking for jobs and so have multiple and more complex learning needs.
Targeting the Students/Groups in Education

• General:

A- The education system should introduce **new tools and methods** to enhance the **marketing and sales skills**. Also we should encourage **local case studies in universities**, and inspire universities to make available information about the local market, the different industries, sectors and value chains in the different Lebanese regions.

B- More investment into public sector education with a focus on **language weaknesses issues**.
Targeting the Students/Groups in Education

• **General:** (cont’d’)

C- Matching skills provided in curriculum and qualifications with labor market needs: adapting the curriculum to bring it in line with the labor market needs.

D- Investments in specialized infrastructures on Technology, Sciences, and Research & Development should be arranged for the three studied sectors.

It’s important to note that Lebanon’s Public Research & Development Expenditure is very low compared to regional and international benchmark (0.3% of the GDP versus 3% as average of OECD countries).
Targeting the Students/Groups in Education
(Construction Sector: Based on the Survey)

• Introduce “Green Building” courses in existing vocational programs in construction fields.

• Introducing “Waste Management” specialty in Technical Schools.

• Develop new Technical and Vocational Programs to graduate ‘Forman’ level in the construction sector.

• Introducing one-year intensive Master’s Programs in Green Buildings and BOQ for Civil Works.
Targeting the Students/Groups in Education
(Agro-food Sector: Based on the Survey)

Introduction of intensive research master programs with subsidies financial schemes for professionals working in MSMEs.
Targeting the Students/Groups in Education
(ICT Sector: Based on the Survey)

We noticed that ICT companies do not recruit Vocational school graduates in ICT related specialty as they don’t have the required knowledge and skills. This is due mainly to the outdated curricula.

- Redesign ICT Programs in all levels of Technical Schools to match current and future market needs
Child Protection Minimum Standards in Humanitarian Action (CPMS)

- A practical, interagency tool to address such challenges. They are reshaping Child Protection in Emergencies worldwide.
CPMS Objectives

- The Child Protection Minimum Standards aim to improve programming and accountability in child protection work.
- They compile current good practice and learning, and
- They facilitate better communication and advocacy on child protection issues.
Working together: CPMS and other humanitarian standards

- The Sphere Project, the ICRC Professional Standards for Protection, INEE Standards, HAP and others help humanitarian actors to improve quality and accountability in Humanitarian Response.

- CPMS became companion Standards to the Sphere Standards in May 2013.
What is a Minimum Standard?

✓ Agreed universal benchmarks to be achieved or aspired to without being altered

✓ a common agreement of what needs to be achieved and adequate quality

✓ Some Standards will need to be prioritised or phased, depending on the starting point in the context

✓ Some standards will not be relevant for a particular context
Standards for a Quality Response

1. Coordination
2. Communications, Advocacy and Media
3. Human resources
4. Program Cycle Management
5. Information Management
6. Child Protection Monitoring
Standards for Addressing Needs

7. Dangers and injuries
8. Physical Violence and other harmful practices
9. Sexual Violence
10. Psychosocial distress and mental disorders
11. Children associated with armed forces or armed groups
12. Child labour
13. Unaccompanied and separate children
14. Justice for children
Standards for Developing Adequate Strategies

15. Case Management
16. Community-based child protection mechanisms
17. Child-friendly spaces
18. Protecting excluded children
Standards for Mainstreaming

19. Economic Recovery
20. Education
21. Health
22. Nutrition
23. WASH
24. Shelter
25. Camp Management
26. Distribution
Who are the CPMS for?

- Donors
- Government personnel and those working in independent or multilateral organizations
- Planners, policymakers and coordinators
- Those working directly with children, families and communities
- Justice system and security personnel
- Armed forces and armed groups
What is contextualization?

- Contextualization refers to the **process of**:
  - debating,
  - determining and
  - agreeing on focus and scope of global guidance in a given local situation.
WHY Contextualise?

- **Prioritisation**
  - Government can invest in and approve
  - Demonstrate to donors the priority issues

- **Clarification**
  - Engaging other sectors in a concrete dialogue thro 8 mainstreaming standards

- **Consensus and Participation**
  - Build a strong community of practitioners and policy makers

- **Measurement**
  - Producing a solid evidence base
Standard 12: Child Labour – Lebanon

Contextualization

- Girls and boys are protected from the worst forms of child labour, in particular those related to or made worse by the emergency.

The worst forms of child labour (WFCL) are a subset of child labour to be abolished, which is a subset of children in productive activities. The very large majority of children in the WFCL are in hazardous work. Others WFCL include forced or bonded labour, use in armed conflict, trafficking for sexual or economic exploitation, sexual exploitation and illicit work.
Key Actions: Preparedness and Response

- Ministry of Labor – Lead Agency has a child labor unit.
- National Steering Committee Against Child Labor in Lebanon
- **Worst Forms of Child Labour:** Prohibited for under-18s under decree 8987
- CPIEWG coordinates with other relevant sectors
Proposed Plans

1. Empowering boys and girls to respond to WFCL and know where to seek support;
2. Mobilising parents and community members to protect children from WFCL and build their resilience;
Standard 19 - Economic Recovery and Child Protection

- Child protection concerns are reflected in the assessment, design, monitoring and evaluation of economic recovery programmes. Working-age boys and girls and their caregivers will have access to adequate support to strengthen their livelihoods.

For economic recovery actors:

- Ensure that beneficiaries of interventions include children who are particularly at risk of violence, exploitation, abuse and neglect.
Contd..

- ensure economic recovery workers are fully briefed on the laws governing work for children (Lebanese labor law specifically laws governing work for children)
- Work with other humanitarian, local authorities and members of the community to reach excluded children
- Work with child protection workers to set up and use a referral system so that children and families who may be in need of economic recovery interventions can quickly access support
- ensure that those in economic recovery have signed up to and been trained in a code of conduct or other policy which covers child safeguarding
- Invite child protection workers to trainings, retreats or workshops where you think their perspective and information may enhance the outcome
THANK YOU!
2015 IASC Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action

Lebanon, June 2016

Livelihoods Sector
IASC GBV Guidelines

is it about?

- GBV Prevention and Risk Mitigation = **Responsibility** of the whole humanitarian community (vs. sole GBV sector).

- All national and international humanitarian actors from **all sectors** of intervention have a **duty to protect** those affected by the crisis, including from GBV.

- Guidelines are an operational tool for non GBV specialists

- Aim: guiding each sector for implementing GBV risk mitigation measures, with the support of the GBV FPs.
GBV Overview

Background of the Guidelines

Introduction to the Guidelines

Relevance for the Sector

Ways Forward
“GBV is an umbrella term for any harmful act that is perpetrated against a person’s will and is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such actions, coercion and other deprivations of liberty”.

- Sexual, Physical, Economic, Emotional Violence
- Based on gender.
- GBV occurs everywhere - Lebanon is no exception
- In times of crisis, risks of GBV are higher
- “Assume and Believe”

- In Lebanon, many factors triggers protection concerns, incl. GBV
- Main trends observed
IASC GBV Guidelines and

- Original 2005 IASC GBV Guidelines
- Outdated and under-used

- Revision led by UNICEF & UNFPA for the GBV AoR
- Two+ year process of intensive global and field consultations

- In June 2015, RTE of the 2005 Guidelines implementation in the region.
- Shelter was one of the targeted sectors (with Health).
- Findings and Recommendations to implement new Guidelines.

- Reflect changes in humanitarian architecture since 2005
- Recommendations follow Programme Cycle
- ‘Essential’ rather than minimum standards
- Provide suggested indicators
- Target audience: primarily non-specialists

✓ Key message: should not add to workloads!
✓ Can be used as a mainstreaming tool to make current programming safer and more effective

- Address risks across all humanitarian contexts
- Not restricted to sexual violence
- The purpose of the IASC GBV Guidelines is to assist humanitarian actors and communities ...to plan, implement, coordinate, monitor and evaluate essential actions to prevent and mitigate gender-based violence (GBV) across all sectors of humanitarian response.

- Humanitarian actors can undertake activities that significantly reduce risks of GBV within affected populations.
2 Formats:

Comprehensive Book (large!)
1. Introduction (what is GBV; obligation to address GBV in emergencies; etc.)
2. Background to the TAGs (how they’re organized; guiding principles)
3. Guidance for 13 Thematic Areas

Thematic Area Guides = “TAGs” (small!)
1. Intro (same as comprehensive book)
2. Background (same)
3. Guidance for ONE thematic area (why GBV is relevant for the sector, essential actions, HPC) + links with the sector existing standards
15 IASC GBV Guidelines
Relevance for Livelihoods Sector

Why addressing GBV is a **critical concern** to the sector??

**Failure to consider GBV risk can result in heightened GBV exposure.**

**Examples:**

- Lack of access to Livelihoods opportunities and other forms of assistance → can expose women to additional risks of violence, such as sexual exploitation
- Limited participation in design of programmes → increased risks of violence within the household
- Limited inclusion in community groups or as community focal points → can impact understanding of and response to specific protection concerns of women and girls, LGBTI, elderly women who might be more at risk of SGBV
The Obligation to Address Gender-Based Violence in Humanitarian Work

Why all humanitarian actors must act to prevent and mitigate GBV

- United Nations Security Council Resolutions
- Humanitarian Principles
- International and National Law
- Humanitarian Standards and Guidelines

GBV-related protection rights of, and needs identified by, affected populations
## Essential Actions – Programme Cycle

| Assessment, Analysis and Planning | • Identifies key questions to be considered when integrating GBV concerns into assessments.  
• Questions subdivided into three categories—(i) Programming, (ii) Policies, and (iii) Communications and Information Sharing.  
• Questions can be used as ‘prompts’ when designing assessments.  
• Information generated from the assessments can be used to contribute to project planning and implementation. |
| Resource Mobilization | • Promotes the integration of elements related to GBV prevention & mitigation when mobilizing supplies, human & financial resources. |
| Implementation | • List of FS actors’ responsibilities for integrating GBV prevention & mitigation strategies into their programmes.  
• The recommendations are subdivided into three categories: (i) Programming, (ii) Policies, (iii) Communications & Information Sharing. |
| Coordination | • Highlights key GBV-related areas of coordination with various sectors. |
| M & E | • Defines indicators for monitoring and evaluating GBV-related actions through a participatory approach. |
- Contextualization of the Guidelines for the Livelihoods sector/Lebanon
- Trainings and Guidelines dissemination in collaboration with the gender focal points
- Identification of possible GBV risk mitigation measures for Protection programming
- Review of programmatic tools in collaboration with GBV experts (post activity survey, monitoring tools...)
- Review and design proposals and programming taking into account GBV mainstreaming
- Commitment of I/NGOs delivering Protection programming to use GBV guidelines as minimum standards
THANK YOU FOR YOUR ATTENTION
Questions ???

The National SGBV Task Force