

Working Group on Livelihoods – 26 March 2019

Meeting			
Name	National Livelihoods Working Group	Meeting Date	26/3/2019
Meeting Location	UNDP-6 th floor	Meeting Time	12PM
Chair person	Gloria De Marchi-UNDP Hiba Douaihy-MoSA	Meeting Duration	2 hours
Minutes Prepared by	Gloria De Marchi-UNDP		

- Agenda**
1. Welcome and introduction
 2. Field Updates (BML)
 3. Environmental marker (MoE-ETF)
 4. Guidelines on outreach, identification and selection of beneficiaries
 5. ILO Guidelines for non-formal market-based skills training in Lebanon
 6. AOB

1	Welcome and Introduction
	Gloria De Marchi welcomed the participants, presented the agenda and opened the meeting.
2	Field Updates-BML (Presentation attached)
	<p>During 2019 field coordinators will only present field updates when there are relevant information to be shared with national actors. As such, field coordinators will brief partners on the main interventions that are happening within the sector at field level and when relevant presentations/new projects take place at field level, LH partners at the National WG will also be notified.</p> <p>During the National WG that will take place in July, a revision of mid-year results will also be provided (updates on 3Ws, Activity Info, interventions ongoing)</p> <p>Updates were provided by William Barakat, field coordinator for Beirut Mount Lebanon, who presented the two new tools that have been established by the BML WG: 1) Employment Task Force 2) Area-based approach</p> <p>Employment Task Force</p> <p>The Employment Task Force (ETF) is recently established for BML field sector coordination working group to enhance the rate and quality of employment in the field and its reporting on Activity Info database.</p> <p>It aims to identifying main initiatives, actors and analyzing challenges/ ways forward on job</p>

creation/ maintenance and working conditions.

Main outputs expected:

- Produce a **live map of main initiatives/** actors, and foster **collaboration** among partners
- Prepare a **regular analysis of the employment situation**
- Coordinate the **follow-up & adjustment mechanism** of partners with employees/ employers, and follow up on **decent working conditions**
- Enhance the **reporting on Activityinfo database of employment figures**
- Compile recommendations by the end of the year in one **best practices/ SOPs document for Employment support** for guidance on employment support activities

Area-based approach

This is a coordination mechanism used to foster collaboration enhancing coordination at a limited geographic area

Methodology:

- Identify a geographic cluster
- Identify partners/ local actors and interventions at the selected cluster
- Prepare a holistic analysis of priorities of the community and potential collaborations at the cluster
- Organize field meetings to coordinate the response with partners and local actors
- Prepare an action plan of coordination and collaboration for the cluster, and try to identify a joint intervention with involving local municipalities
- Implement the action plan
- Evaluate the impact of this approach in terms of covering the gaps and increasing the collaboration among partners

Questions and Answers

- Who are the members of the Task Force and how these have been selected?
 - Members are IRC, WFP, AVSI, ACTED, Makhzoumi Foundation, UNRWA, UNDP, ShareQ
 - Membership is still open. If other partners want to be part of the TF they can still apply contacting William Barakat: william.barakat@undp.org; **Members should have long experience in employment support** and be committed to the WG
- How the villages for the Area-based approach will be selected?
 - The first selected cluster is Iqlim el kharroub but the defined cadaster within the cluster will be identified using the 251 map, the 3W map, and tension indicators

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Environmental marker (Presentation and related documents attached)

Jeff Tschirley from the MoE Environment Task Force presented the Environmental marker guide. Given the different environmental impacts that arise from humanitarian actions the Environmental marker guide has been developed to support partners in mainstreaming environment and guide them through the procedures needed to submit their projects for environmental screening, as per Decree 8633-Fundamentals of Environmental Impact Assessment.

Environmental Risks in the LCRP have been categorized as per below:

- A. Neutral or no negative environmental impact. Activity may proceed
- B. Potential for moderate negative environmental impact. Screening is required to determine whether Initial environmental examination (IEE), Environmental impact assessment (EIA), or Environmental audit (EA) is needed
- C. Potential for significant negative environmental impact. Screening is required to confirm the scope of an Environmental Impact assessment (EIA).

Interventions that fall under category B (refer to attached documents) require an environmental screening. Partners need to fill the Annex 4 (Environmental Screening Template), send it to the MoE for approval. MoE will reply within 15 days following reception of Annex 4.

Interventions that fall under Category C (refer to attached documents) require a more in-depth investigation-partners may be requested by MoE to conduct an Environmental Assessment

Before starting writing a new project proposal, partners should control under which category the project falls (if further guidance is needed to contact MoE, moe.etf@gmail.com) and coordinate with MoE. If a project is already ongoing and partners have received additional funding to extend the project, those should be also used for the Environmental screening.

Preparation and roll out of the Environmental Marker Safeguards began in early 2019. Trainings are now taking place. For further guidance to refer to "Steps in Environmental Screening" (slides 13-14 of the presentation)

Questions and Answers

- Who should be selected as a Focal Point for the sector?
 - Focal point should be someone who is in regular contact with implementing partners, has some experience/expertise in environmental issues, is able to respond to first basic questions
- Is the process mandatory for partners?
 - Yes, the process is mandatory as required by the law of Lebanon and applies to all sectors and all projects
- Who will guarantee that the process won't take more than 15 days (for MoE to go through the submitted Annex 4 Form and reply to partners)?
 - The MoE doesn't intend to slow down the partners' planning process therefore it is committed to respond to partners within 15 days
- When should the Annex 4 Form be submitted? Before or after submitting a project proposal to donors?

	<ul style="list-style-type: none"> ➤ Annex 4 must be filled and sent to MoE during the pre-design phase, as partners decide to apply for a new call for proposal. (before starting the design of the project) • What is the procedure to be followed with slaughter houses? <ul style="list-style-type: none"> ➤ Partners always need to coordinate with the ministry even if it's an already established slaughter house. Screening is always done at project proposal level rather than activity level. • What is the procedure to be followed is partners are using contractors? (e.g. Solid Waste activities) <ul style="list-style-type: none"> ➤ Partners always need to coordinate with MoE. THE Ministry already has a list of validated experts that can be consulted/used. If the contractor selected is outside the list partners need to consult with MoE
4	Guidelines on outreach, identification and selection of beneficiaries (Presentation attached)
	<p>Lama Srour, field coordinators in the North, presented the Guideline on outreach, identification and selection of beneficiaries.</p> <p>The guideline has been developed by a Task Force established in the North by the North WG during 2018 and composed by following members: Concern, RMF, DRC, Safadi Foundation and WFP; It has been led by UNDP- Field coordinator.</p> <p>The guideline is based on the results of the survey “identification of beneficiaries” that was shared in September 2018 and undertook by 31 Livelihoods partners so as to ensure incorporation of varying experiences from the different contexts in Lebanon. Moreover, the members of the Task Force have contributed through their expertise and lessons learnt to feed the guideline. Lastly the guideline has been shared with all Livelihoods partners for additional feedback/comments.</p> <p>This guideline is intended to guide partners on the identification of beneficiaries for Livelihoods interventions in order to improve the targeting and impact of the Livelihoods programs. For every type of intervention, and in line with the national Livelihoods strategy and other related legislative documents, guidance on the outreach, selection process and criteria to identify beneficiaries is provided.</p> <p>The guideline is divided into 4 main sections:</p> <ul style="list-style-type: none"> • Market based skills trainings • Lebanese MSMEs and cooperatives support • Lebanese start-up support • Value Chains (agriculture, construction, services and goods production) • Labour Intensive programmes <p><i>Refer to presentation and full document attached for details</i></p> <p><u>Feedback</u></p> <ul style="list-style-type: none"> • UNIDO suggested to relabel the sector Goods production to Manufacturing/industry • Add a category for MBST for fresh graduated with skills mismatch

	<ul style="list-style-type: none"> ➤ Fresh graduated with skills mismatch are part of category C • Add reference for Certification-provide certification to beneficiaries of MBST to increase their chances to find jobs • Enhance linkages with Education sector, given the complementarity of the two sectors, particularly with regards to Certification • MoSA: based on the description of the process and the outcome, and the stakeholders engaged, it would be more suitable to refer to it as good practices of shared experiences rather than guidelines, especially that some main actors such as ILO – experts and mandated to participate in such initiatives were not well engaged. <p>Recommendations will be taken into consideration whenever they fall within the scope of the guideline (Outreach, identification and selection of beneficiaries)</p>
5	<p>ILO Guidelines for non-formal market-based skills training in Lebanon (Presentation attached)</p>
	<p>Rania Hokayem, National TVET Programme Coordinator (hokayem@ilo.org), presented the ILO Guidelines for non-formal market-based skills training in Lebanon.</p> <p>The guidelines are the result of a work that started back in December 2017 with a series of training on subject matters. It builds on the outcomes of these trainings and consultations with stakeholders (including government and some partners in the livelihood) and lessons learned and best practices from Lebanon and the livelihood as well as international practices and principles. It was validated in April 2018 and published in August 2018.</p> <p>To be noted that the guidelines provide a set of 21 principles specific to TVET which were reflected for each component of the guidelines. Users/ each partner would need to adapt the details based on own programmes/projects as long as the principles for each component are respected.</p> <p>The Guidelines have 4 different components:</p> <ol style="list-style-type: none"> 1) Market analysis and skills gap identification 2) Curricula design and training implementation 3) Pathway to employment and entrepreneurship 4) Monitoring, evaluation and tracking of programmes <p><u>1) Market analysis and skills gap identification</u></p> <p>There are 3 market levels to be looked at for identifying skills mismatch</p> <p>Main principles:</p> <ul style="list-style-type: none"> •All training interventions should be grounded in an evidence-based analysis of market needs, opportunities and skills gaps. •Each analytical approach and data source has strengths and weaknesses: analysts should use a variety of approaches to ensure their conclusions are robust. •Information relevant to inclusion (sex, disability, age, education status etc.) should be part of the data collected and analysed. •All relevant stakeholders, particularly including employer, industry, and related individuals and associations should be included in the market analysis.

- The accuracy of the market analysis should be assessed as part of programme evaluation.

Skills gap: a skills gap exists when someone has already received a training but still lack relevant skills

Skills mismatch: a skills mismatch exists when someone has skills that do not fit with the market demand

There are many different LMA tools: Some are the responsibility of the Government such as Census, LFS and administrative data (NEO, CAS, etc..)

Census: covers the working age population and provide information on those going on retirement. This will help defining the target group and specialization.

LFS: Labour Force Survey provide information on employed and unemployed and wage versus level of education

Tracer Studies and employer satisfaction survey: can be carried out at the beginning of the programme as market assessment as well as used during the M&E phase. They assess the impact of training programmes and the needs for additional skills.

Sectoral approach is useful when linked to sector development plan.

The UNICEF-ILO joint initiative a mixed approach is used combining: LFS, tracer studies/Employer satisfaction survey, sectoral approach along the value chain and community based. 5 studies have been conducted with three being validated and under publication: agriculture, craft, health. Printing and packaging, and construction under validation. STED/Export underway.

2) Curricula design and training implementation

Non-formal skills training design and implementation should include the following elements:

- Establishment of a clear learning objective, grounded in the market analysis and expressed as a measurable competency.
- Articulation and documentation of the learning plan (curriculum)
- Selecting the most appropriate means of delivery, ensuring that there is some element of workplace/experiential learning.
- Ensuring a suitable training venue, tools, equipment and materials.
- Articulation of criteria for trainers and training participants.
- Formal and informal channels for stakeholder involvement and partnership.

Adaptation of the curriculum and training materials as per the target group needs (educational style, and background) and competencies identified in demand. OSH and life skills should be integrated within the training programme; curriculum should be competency-based (i.e, knowledge, skills, attitudes, and other traits that define what a person can do in that occupation). Where curricula does not exist, analysis of competencies and occupation should be conducted. A training plan should set the learning objectives and training modalities.

Selection of beneficiaries: should follow a set of criteria (socio-economic, objectives of the programme, characteristics and needs of target group...). The intake process could include an element of testing whether the person registering fit the criteria or not.

Selection of training providers: not all NGOs would implement the training themselves. They may subcontract other trainers. They should have the competency to manage, recruit, monitor and follow-up. Instructors may need additional capacity building in case they lack up-to-date

work experience and knowledge of technologies, for adapting teaching methods/styles as per the target group characteristics, as well as instructional techniques/pedagogy, and on gender/PWD/Rights in the workplace to take action. Instructors have a role to play in on-the-job-training (visit the workplace, validate the competencies agreed upon, ensure learning component is respected). Instructors should also follow-up challenges and provide solutions, seek additional resources of social support.

Workplace Based Learning (WBL): the curriculum should also embed Occupational Safety and Health (OHS) and life and soft skills. Moreover, would be useful to incorporate entrepreneurship trainings as it raises social status of applicant and VT and increase interest in starting a business. A WBL combines training with earnings (access to social protection/respect of labour rights) and combine classroom with workplace (enable employers to match training to their needs). WBL are of various forms; the difference lies within the details and processes applied, and the legal framework. Quality apprenticeships are the most successful worldwide in securing employment at the end of the training.

3) Pathway to employment and entrepreneurship

Skills training must be oriented towards employment/entrepreneurship for improved livelihoods.

- Competency based certification is the most effective way of communicating skills to an employer or the market.
- Transition from training into work or self-employment requires support over a period of time. Career counseling should be part of all training programmes phases. Employment services could help in expanding awareness about apprenticeship/jobs, work with smaller enterprises, support to avoid gender stereotype.
- The involvement of employers and other economic actors is critical for building effective pathways to employment.

Assessment and certification: competencies of beneficiaries should be assessed throughout the training and developed as part of curriculum design. Skills assessment methods/methodology (most common formative and summative), and skills testing process (theoretical and practical). Certification takes place at the end of the training, and should be competency-based involving employers. Certification is also used to build trust with employers that the beneficiary is competent. It should be clarified before the beginning of the projects whether all participants are entitled to receive certifications, based on MoL decrees. VTs are organised for employment purposes. It is important to link training programmes to legislations on employment path so as not to raise expectations among participants.

4) Monitoring, evaluation and tracking of programmes

Monitoring and evaluation (M&E) are integral to the design and implementation of programmes; findings from M&E activities should feed into the reorientation/redefinition of programmes.

- Programme impact is best determined through actual outcomes for trainees in terms of employment status and satisfaction, and employers in terms of satisfaction and economic impact for the business.

	<ul style="list-style-type: none"> •Monitoring and evaluation should be integrated into programme management and be realistic and cost efficient. •Key performance indicators that measure critical aspects of a programme’s operations should be SMART –specific, measurable, attributable, realistic and targeted. •Data collection should not overburden operations and use information already collected where possible (e.g. student records). •Validation processes of trainees’ self-assessment should be established in order to empower them to measure their own progress. •There is a need to develop strategies to track the longer-term results of the programme through tracer-type studies to follow selected groups of trainees for between 3 and 6 months after graduation in order to determine outcomes and get feedback on the programme’s design and delivery. •Work with relevant employer/industry groups to get feedback from their perspective on the results of the programme. •Non-formal skills training should incorporate M&E into the design and should assign sufficient resources and expertise to carry out these functions. <p><i>Refer to presentation and full document attached for details.</i></p> <p><u>Questions and Answers</u></p> <ul style="list-style-type: none"> • Is there a standardize guideline for apprenticeships and does it exist in Lebanon? <ul style="list-style-type: none"> ➤ ILO has standardized guideline for apprenticeships ➤ There is the Dual system in Lebanon and available at the DGTVET ➤ Apprenticeship as defined by the labour law in Lebanon does not exist in practice. To have an apprentice programme it should be registered with the Ministry of Labour.
6	AOB
	Next National Livelihoods WG will be on <u>Tuesday 28 May 2019</u> , from 12PM to 2PM, UNDP, 6 th floor conference room

Organizations present at the Livelihoods WG meeting: MoSA, UNDP, ILO, Care International, IECD, GIZ, AICS, UNICEF, UNRWA, CESVI, IBDA, SIF, Save the Children, Spark, Islamic Welfare Association, Nawaya, UNIDO, MoE-Environment Task Force, Makhzoumi Foundation, Frankfurt School, WFP, Safadi Foundation, WVI, LSESD Merath, NPTP-MoSA, UNHCR, UN Women, LebRelief, LIFE Project (USAID Found)