Livelihoods Working Group

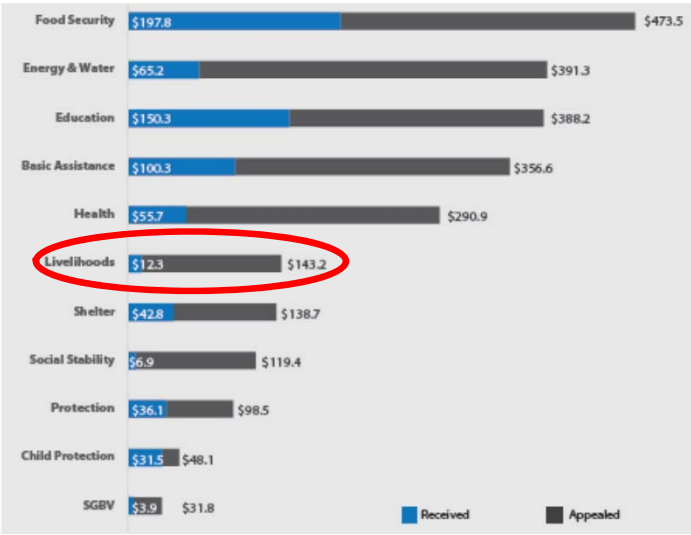
28 June 2016

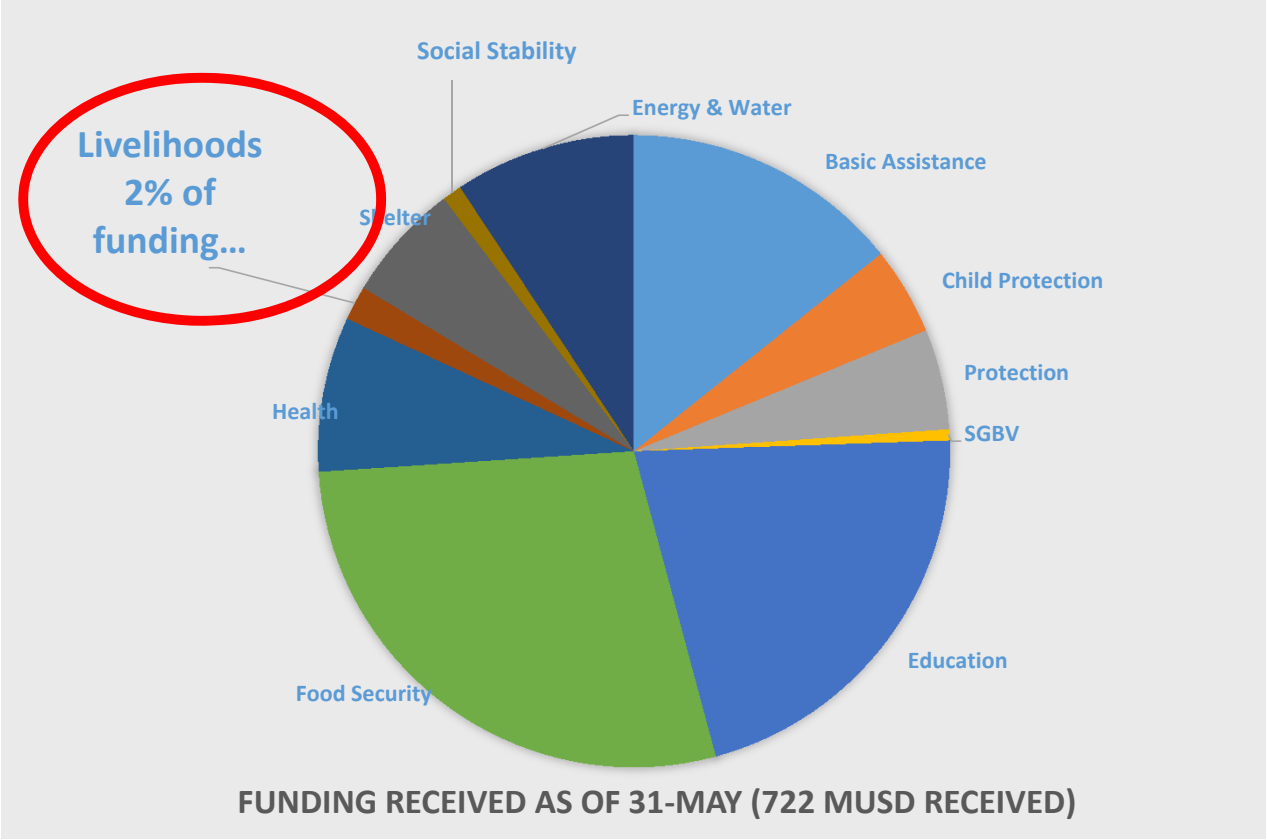
Agenda

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

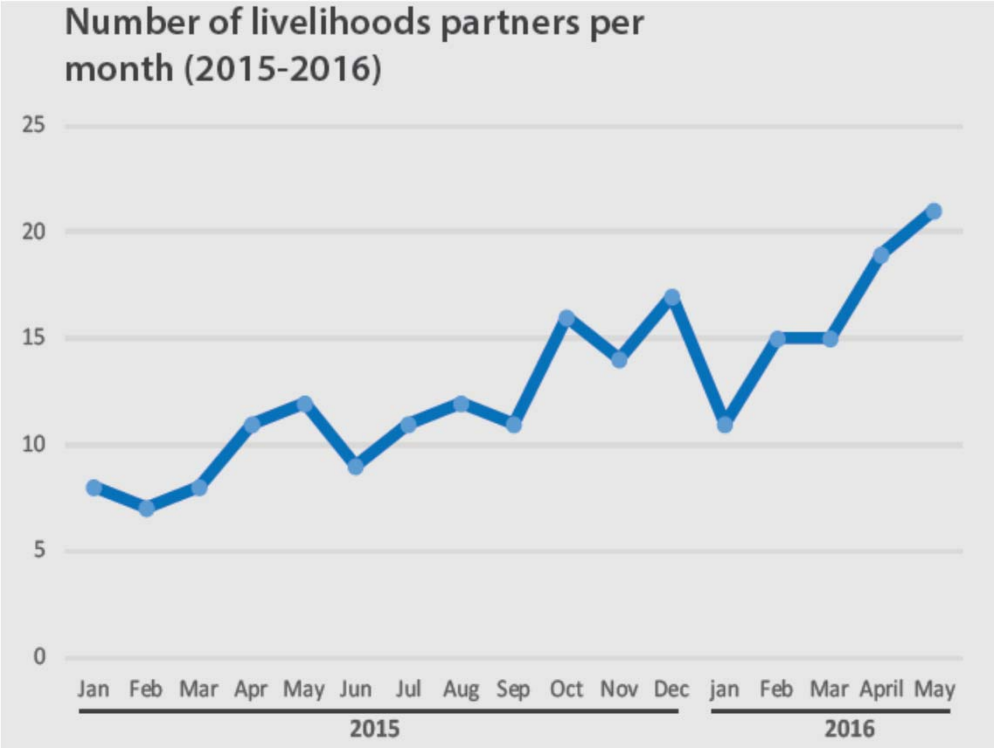
Funding

2016 APPEAL
RECEIVED
$722
MILLION
Total funding reported received as of 14 June
APPEAL
$2.48
BILLION
61% gap
1.75 billion
29%
722 m received
TOTAL APPEAL


Food Security $197.8 $473.5
Energy & Water $65.2 $391.3
Education $150.3 $388.2
Basic Assistance $100.3 $356.6
Health $55.7 $290.9
Livelihoods $12.3 $143.2
Shelter $42.8 $138.7
Social Stability $6.9 $119.4
Protection $36.1 $98.5
Child Protection $31.5 $48.1
SGBV $3.9 $31.8
Received
Appealed


Livelihoods 2% of funding…
Social Stability
Energy & Water
Basic Assistance
Shelter
Child Protection
Protection
SGBV
Health
Education
Food Security
FUNDING RECEIVED AS OF 31-MAY (722 MUSD RECEIVED)

Progress to date



# 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

0% 100%

Skills training workshop follow-up

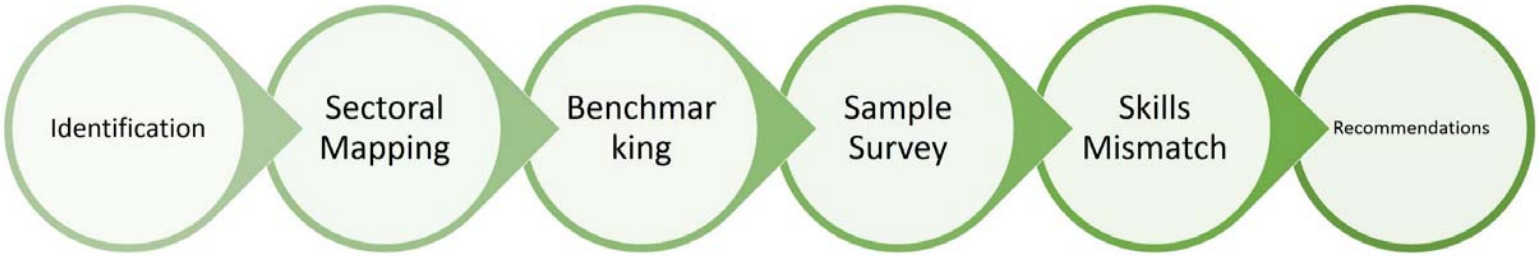
- 40 participants
- Overall rating of the workshop: 4/5
- Specific objectives:
  - Lessons learnt: 3.5/5
  - Exchange of experiences: 4/5
  - Further coordination: 3.7/5
- Follow up:
  - Do nothing: 0
  - Organize similar events: 16
  - Create a sub-group: 19
  - Draft SoPs for skills training: 22
-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

Labor Needs Assessment for the construction and Industry Sectors

Context of the Requirement	Project Title: Support to Lebanese Host Communities affected by the Syrian Crisis
Implementing Partner of UNDP	UNDP Lebanon
Brief Description of the Required Services	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

Labor Needs Assessment

Implementation Approach

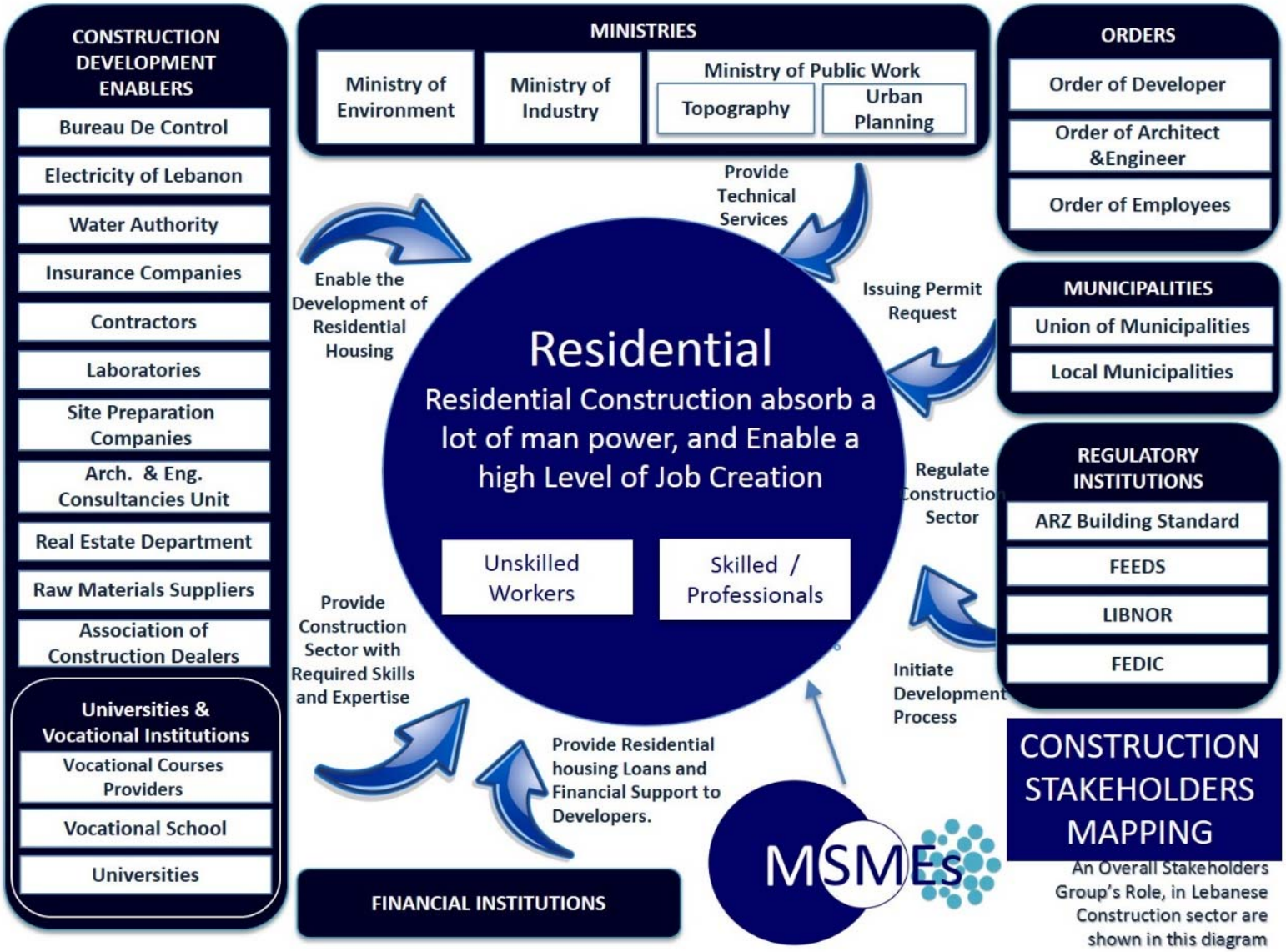


Identification

	GDP Share (2013)	Growth Potential (ranking)	Labor Market Share %	Capacity Building impact
Metals	2 %	5	1.16 %	Medium
Non Metals	1.5 %	6	1.6 %	Low
Wood & Furniture	1 %	4	1.32 %	High
Agro Food	2.5 %	1	3%	Medium
ICT	3%	2	0.62%	High
Construction	6 %	3	9%	High

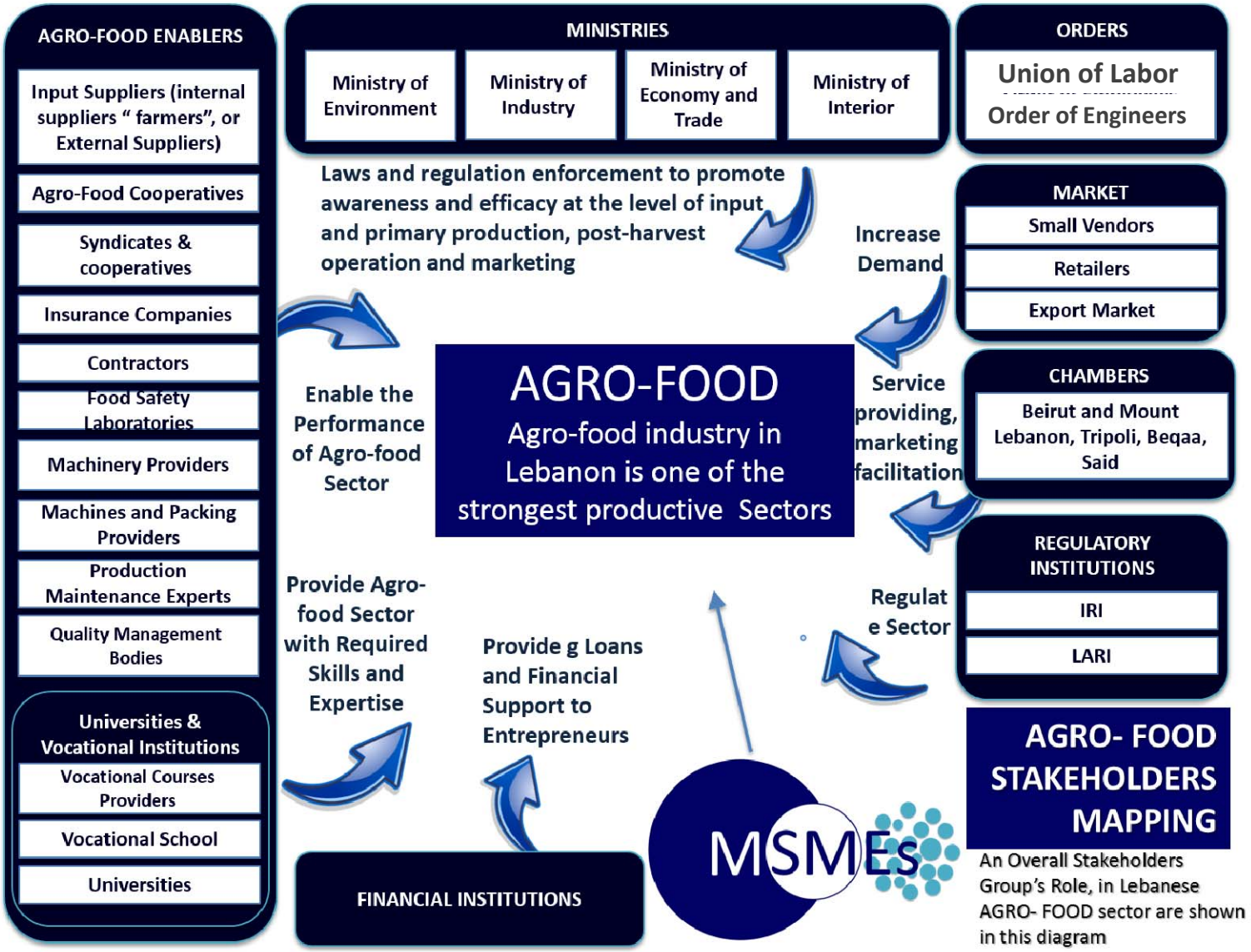
Ecosystem Mapping

(1) Construction Sector


CONSTRUCTION DEVELOPMENT ENABLERS
Bureau De Control
Electricity of Lebanon
Water Authority
Insurance Companies
Contractors
Laboratories
Site Preparation Companies
Arch. & Eng. Consultancies Unit
Real Estate Department
Raw Materials Suppliers
Association of Construction Dealers
Universities & Vocational Institutions
Vocational Courses Providers
Vocational School
Universities
MINISTRIES
Ministry of Environment
Ministry of Industry
Ministry of Public Work
Topography
Urban Planning
ORDERS
Order of Developer
Order of Architect &Engineer
Order of Employees
MUNICIPALITIES
Union of Municipalities
Local Municipalities
REGULATORY INSTITUTIONS
ARZ Building Standard
FEEDS
LIBNOR
FEDIC
Provide Technical Services
Enable the Development of Residential Housing
Issuing Permit Request
Residential
Residential Construction absorb a lot of man power, and Enable a high Level of Job Creation
Unskilled Workers
Skilled / Professionals
Regulate Construction Sector
Provide Construction Sector with Required Skills and Expertise
Initiate Development Process
Provide Residential housing Loans and Financial Support to Developers.
FINANCIAL INSTITUTIONS
MSMEs
CONSTRUCTION STAKEHOLDERS MAPPING
An Overall Stakeholders Group's Role, in Lebanese Construction sector are shown in this diagram

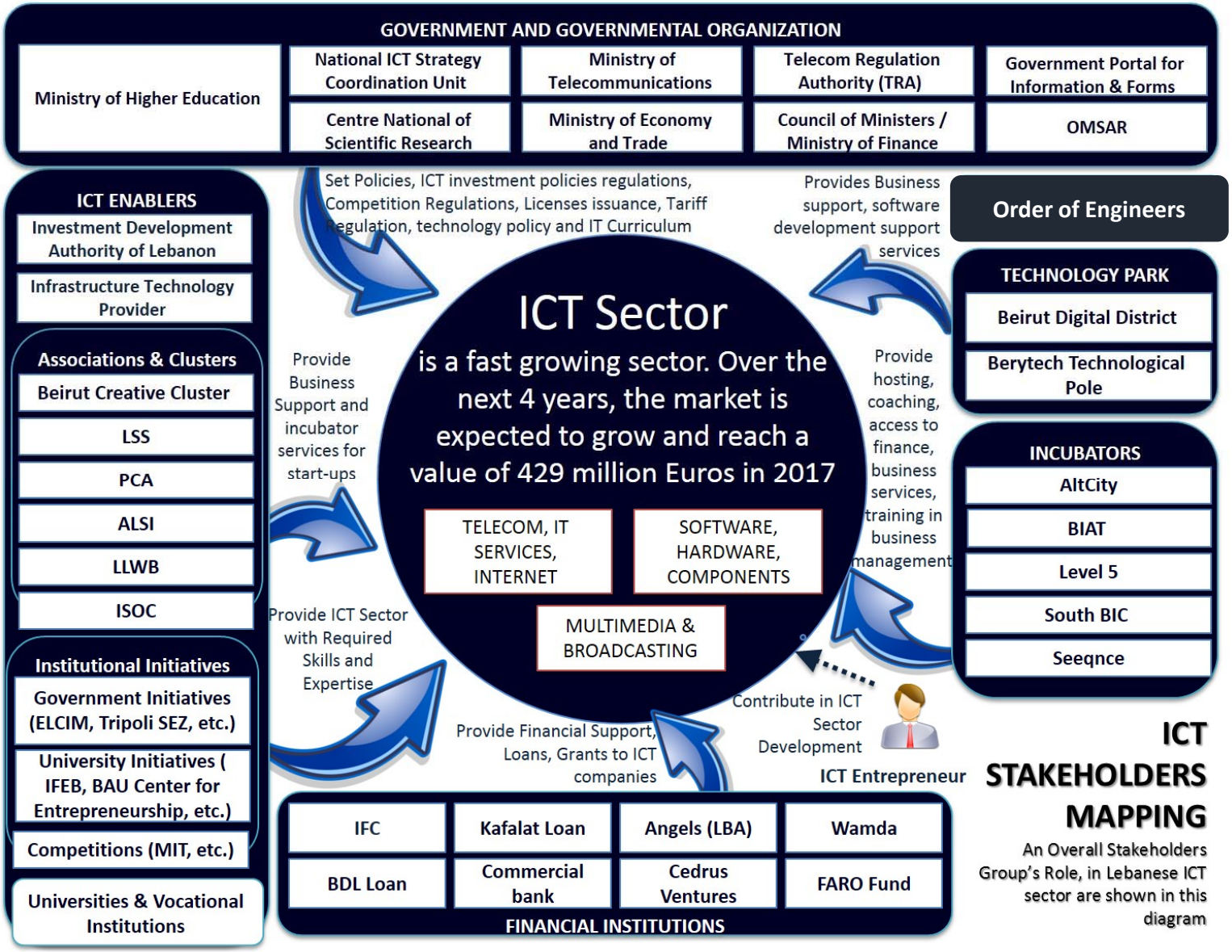
Ecosystem Mapping

(1) Agro-Food Sector


AGRO-FOOD ENABLERS
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
MINISTRIES
Ministry of Environment
Ministry of Industry
Ministry of Economy and Trade
Ministry of Interior
ORDERS
Union of Labor
Order of Engineers
Laws and regulation enforcement to promote awareness and efficacy at the level of input and primary production, post-harvest operation and marketing
Increase Demand
MARKET
Small Vendors
Retailers
Export Market
Enable the Performance of Agro-food Sector
AGRO-FOOD
Agro-food industry in Lebanon is one of the strongest productive Sectors
Service providing, marketing facilitation
CHAMBERS
Beirut and Mount Lebanon, Tripoli, Beqaa, Said
REGULATORY INSTITUTIONS
IRI
LARI
Regulat e Sector
Provide Agro-food Sector with Required Skills and Expertise
Provide g Loans and Financial Support to Entrepreneurs
FINANCIAL INSTITUTIONS
MSMEs
AGRO- FOOD STAKEHOLDERS MAPPING
An Overall Stakeholders Group's Role, in Lebanese AGRO- FOOD sector are shown in this diagram

Ecosystem Mapping

(1) ICT Sector


GOVERNMENT AND GOVERNMENTAL ORGANIZATION
Ministry of Higher Education
National ICT Strategy Coordination Unit
Ministry of Telecommunications
Telecom Regulation Authority (TRA)
Government Portal for Information & Forms
Centre National of Scientific Research
Ministry of Economy and Trade
Council of Ministers / Ministry of Finance
OMSAR
ICT ENABLERS
Investment Development Authority of Lebanon
Infrastructure Technology Provider
Associations & Clusters
Beirut Creative Cluster
LSS
PCA
ALSI
LLWB
ISOC
Institutional Initiatives
Government Initiatives (ELCIM, Tripoli SEZ, etc.)
University Initiatives (IFEB, BAU Center for Entrepreneurship, etc.)
Competitions (MIT, etc.)
Universities & Vocational Institutions
Set Policies, ICT investment policies regulations, Competition Regulations, Licenses issuance, Tariff Regulation, technology policy and IT Curriculum
Provides Business support, software development support services
Order of Engineers
TECHNOLOGY PARK
Beirut Digital District
Berytech Technological Pole
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
TELECOM, IT SERVICES, INTERNET
SOFTWARE, HARDWARE, COMPONENTS
MULTIMEDIA & BROADCASTING
Provide Business Support and incubator services for start-ups
Provide hosting, coaching, access to finance, business services, training in business management
INCUBATORS
AltCity
BIAT
Level 5
South BIC
Seeqnce
Provide ICT Sector with Required Skills and Expertise
Contribute in ICT Sector Development
ICT Entrepreneur
Provide Financial Support, Loans, Grants to ICT companies
IFC
Kafalat Loan
Angels (LBA)
Wamda
BDL Loan
Commercial bank
Cedrus Ventures
FARO Fund
FINANCIAL INSTITUTIONS
ICT STAKEHOLDERS MAPPING
An Overall Stakeholders Group's Role, in Lebanese ICT sector are shown in this diagram

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

Category/Tier of Competencies	Occupational Level		
	Managerial & Support	Professionals	Skilled Workers
Personal Effectiveness			
Academic Competencies			
Workplace Competencies			
Sector Specific Technical Skills			

Benchmarking Skills Classification

Occupational Levels
Managerial & Support
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)

Benchmarking Skills Classification

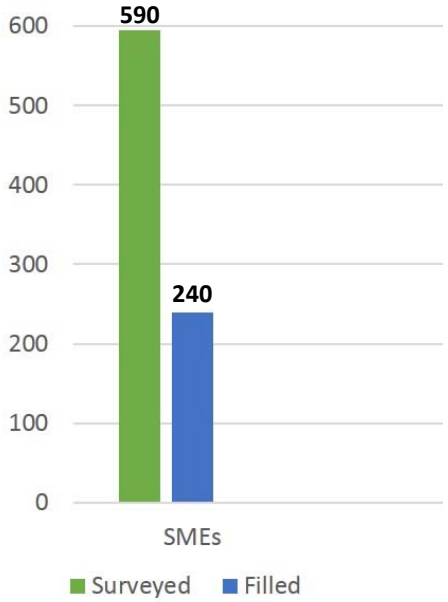
Occupational Levels
Professionals
Includes Staff who have Professional knowledge of sub-discipline or discipline supported by academic background in Sciences and Technology such as Engineers, Researchers, Lab Technicians, Developers, and Scientists.

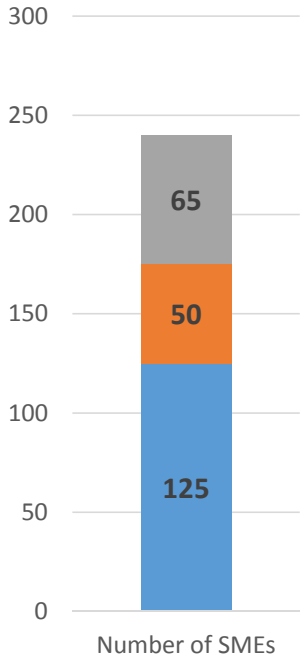
Benchmarking Skills Classification

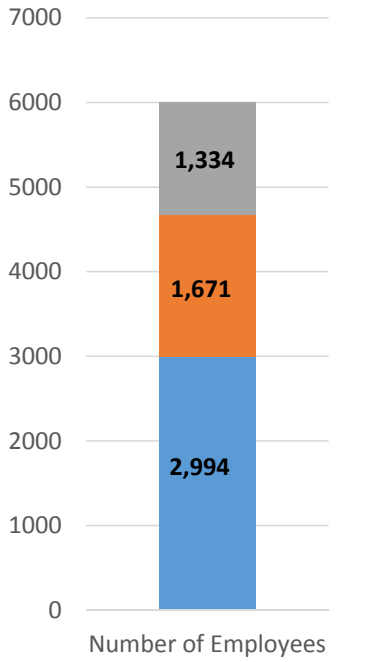
Occupational Levels
Skilled Workers
A skilled worker is any worker who has special skill, training, knowledge, and ability in their work. A skilled worker may or may not have attended technical or vocational school

Data Collection

Data Collection







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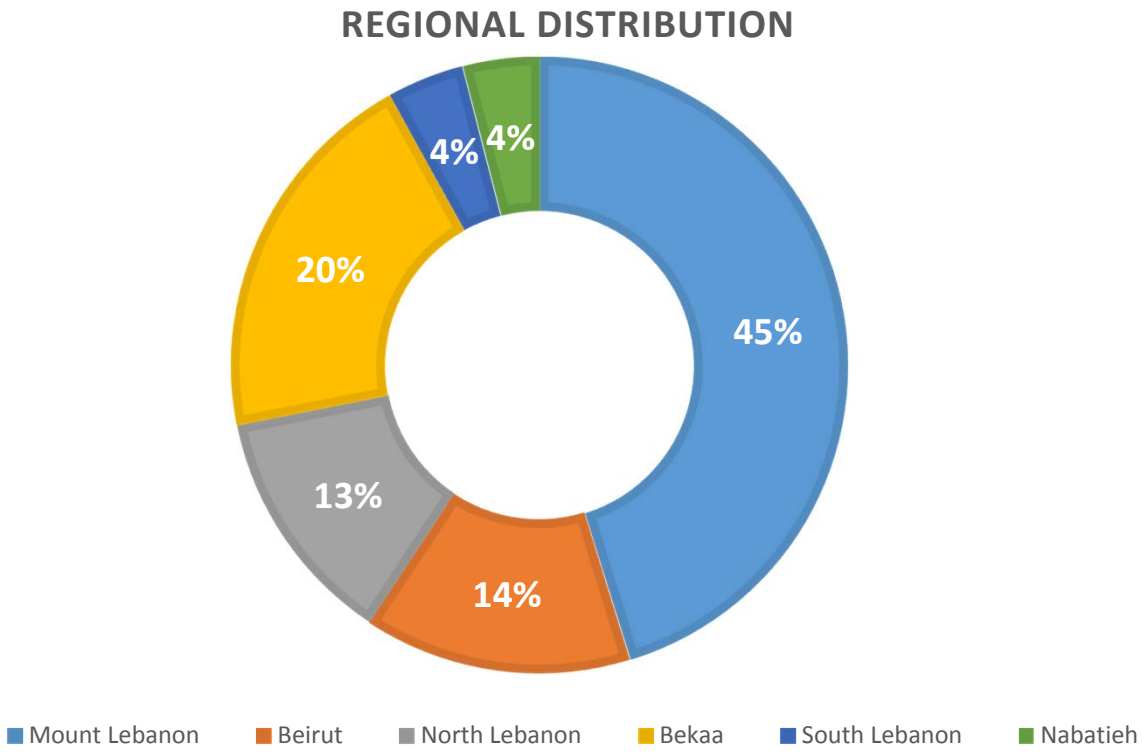
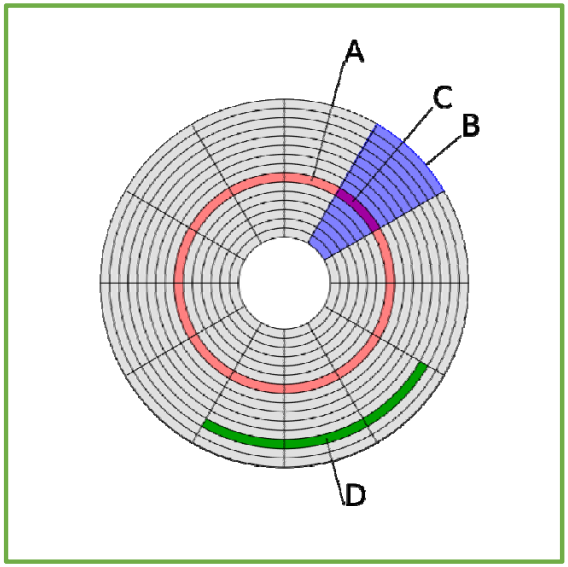
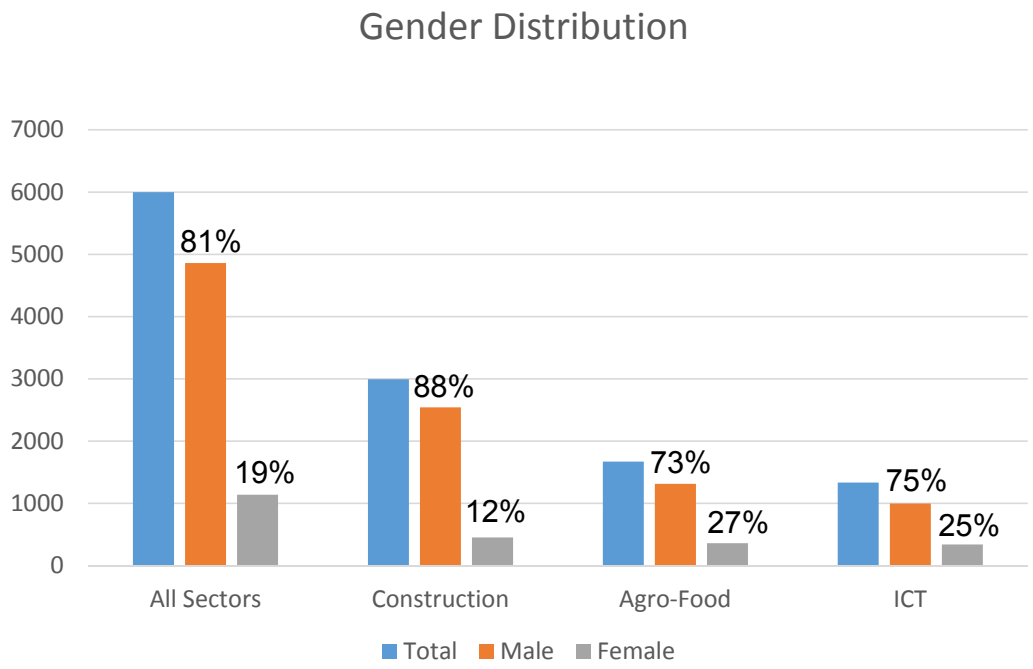


Sector Characteristics



Sectors Workforce Characteristics



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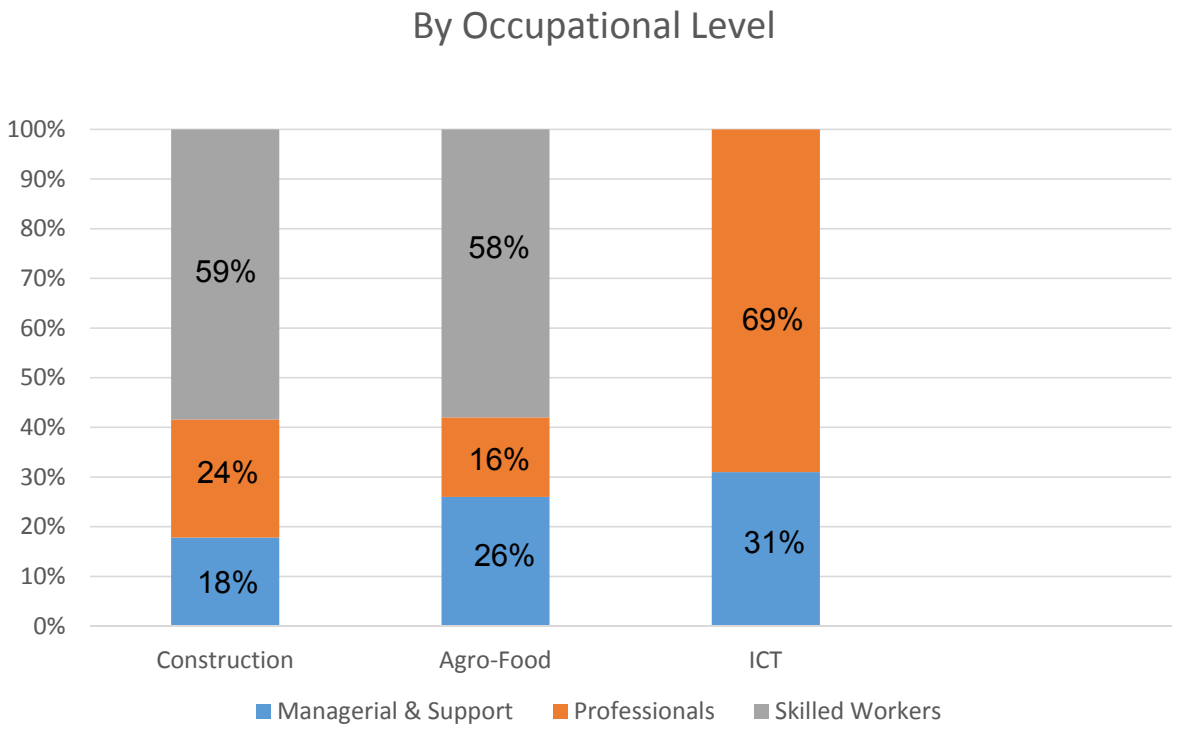

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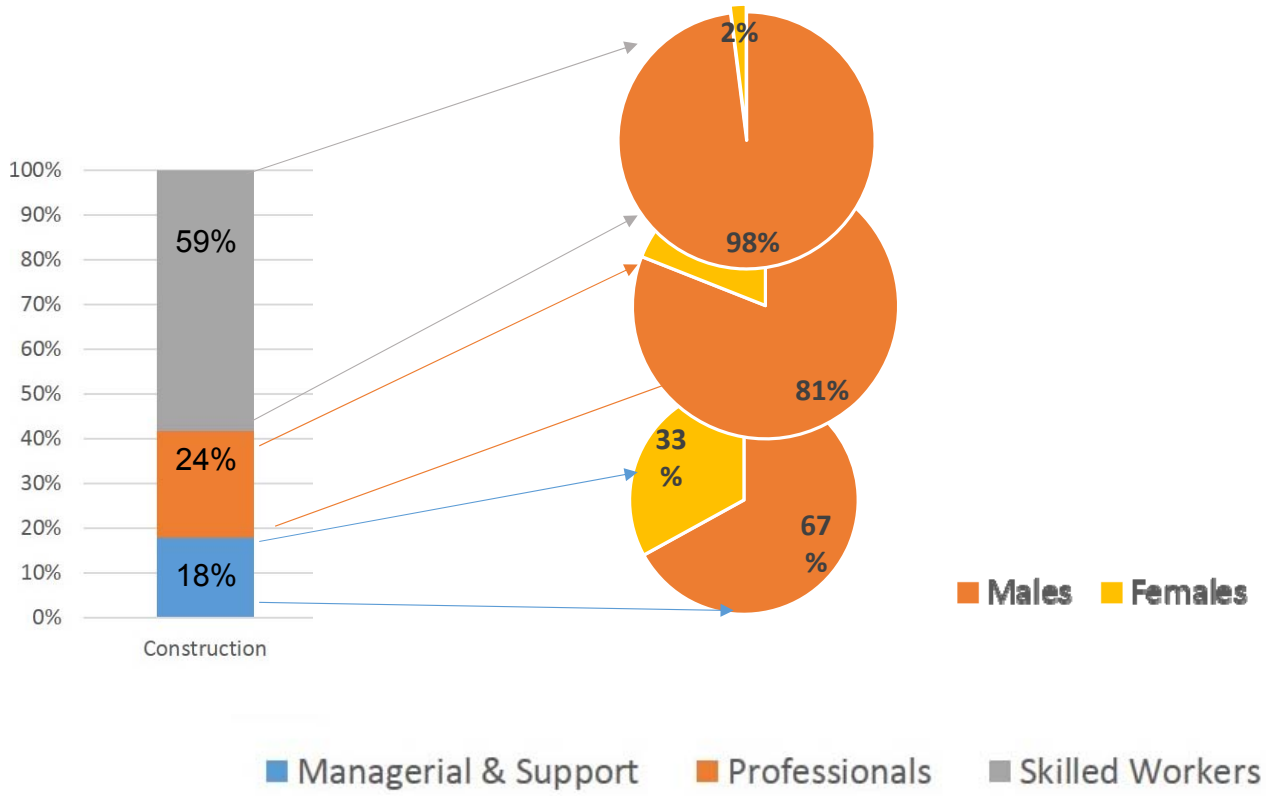

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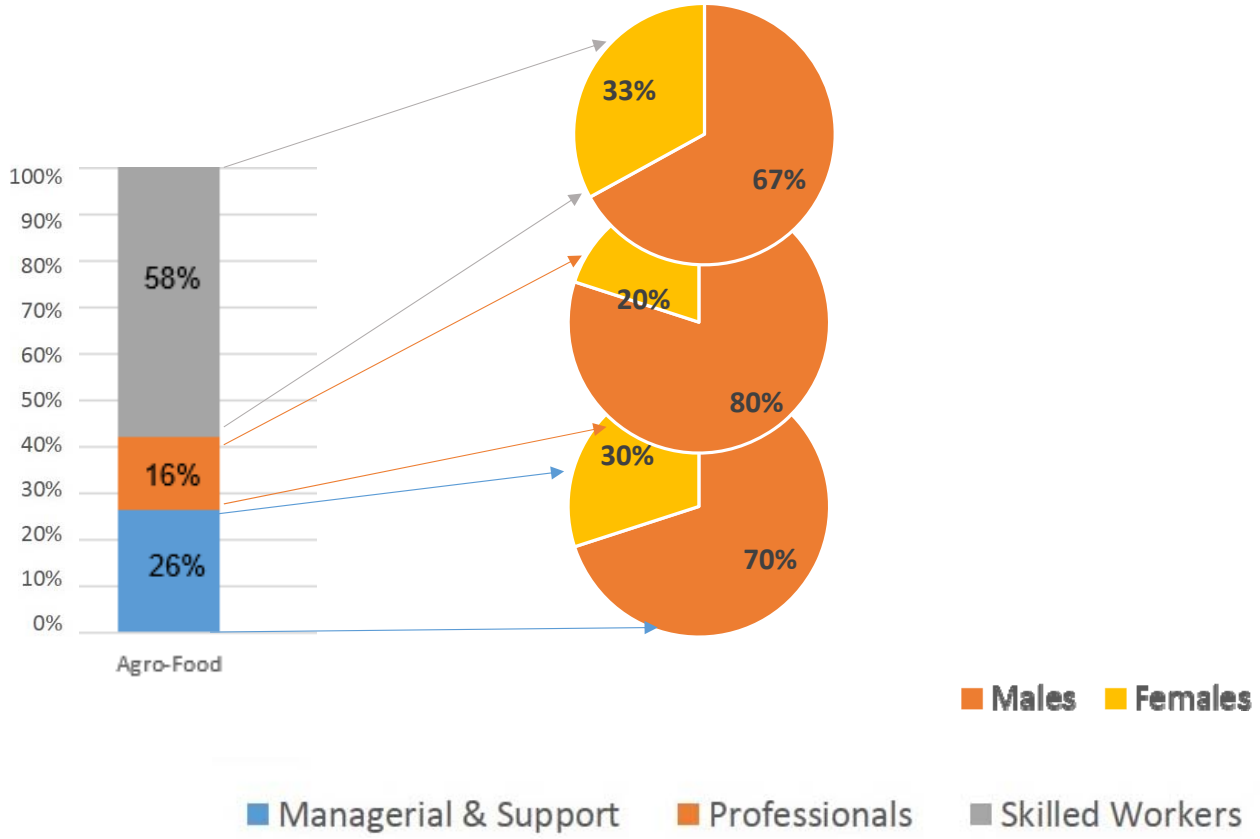

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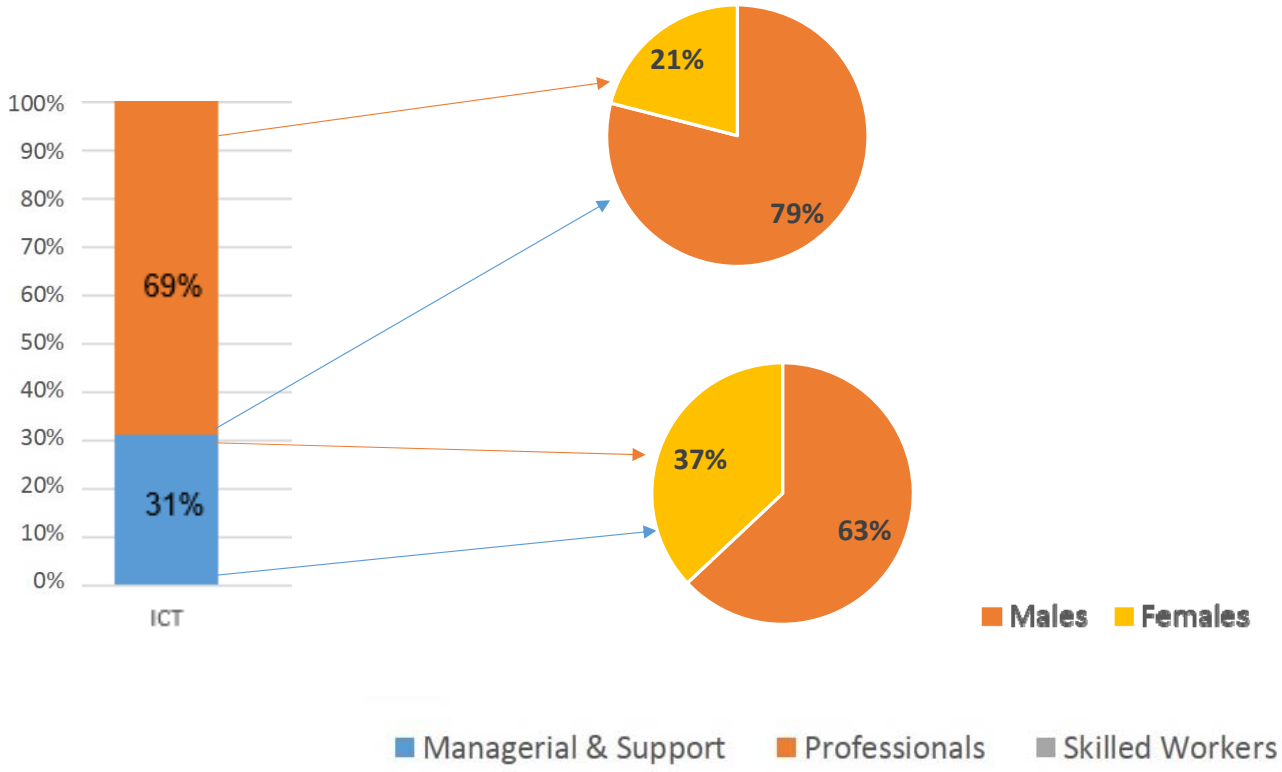

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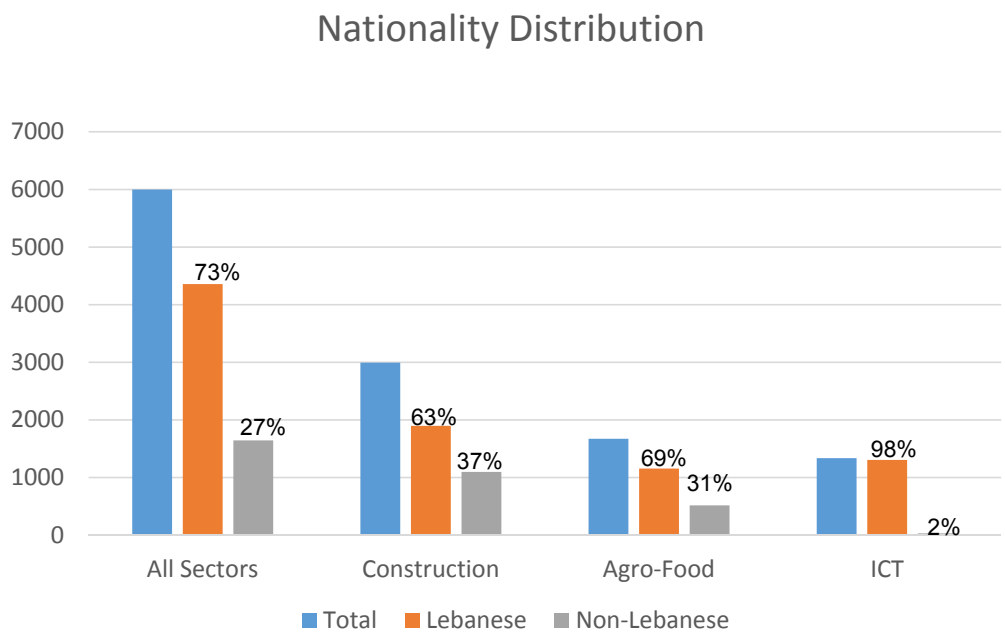
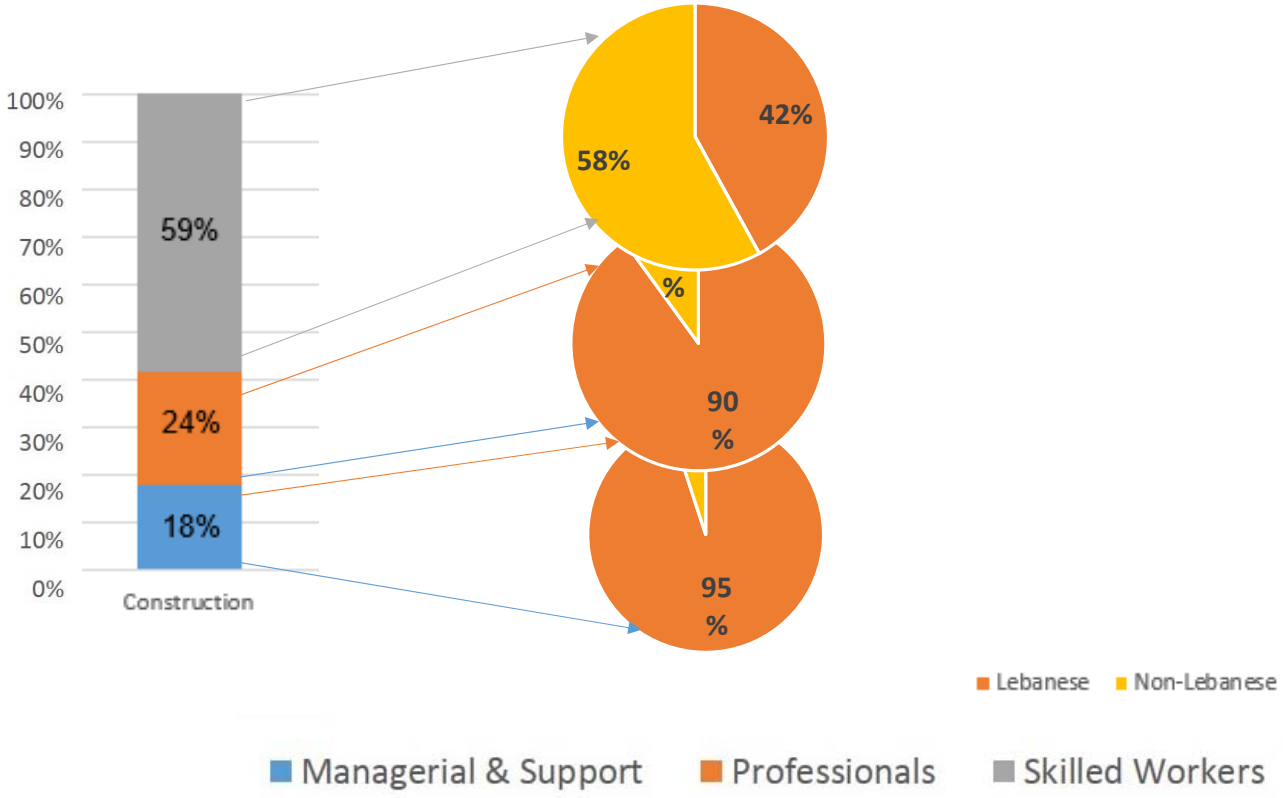


Sectors Workforce Characteristics



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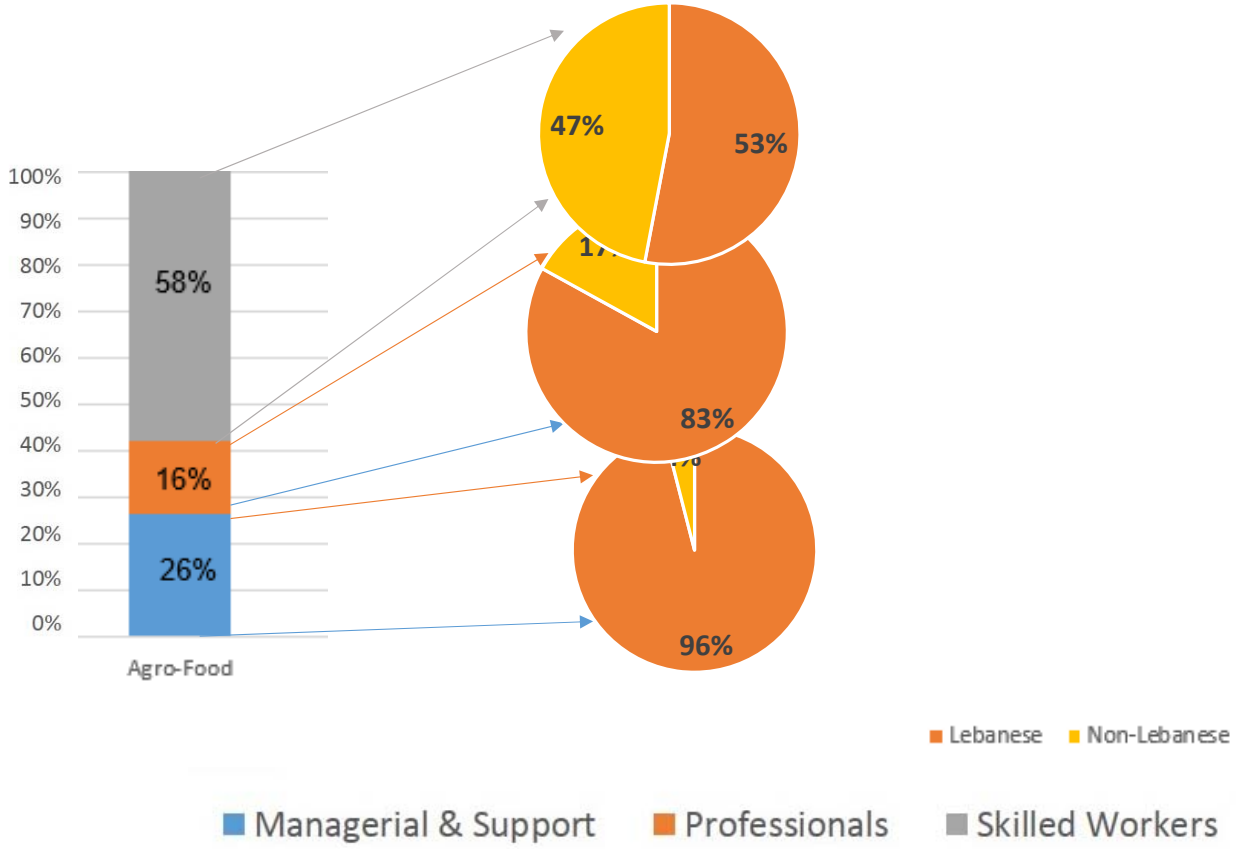

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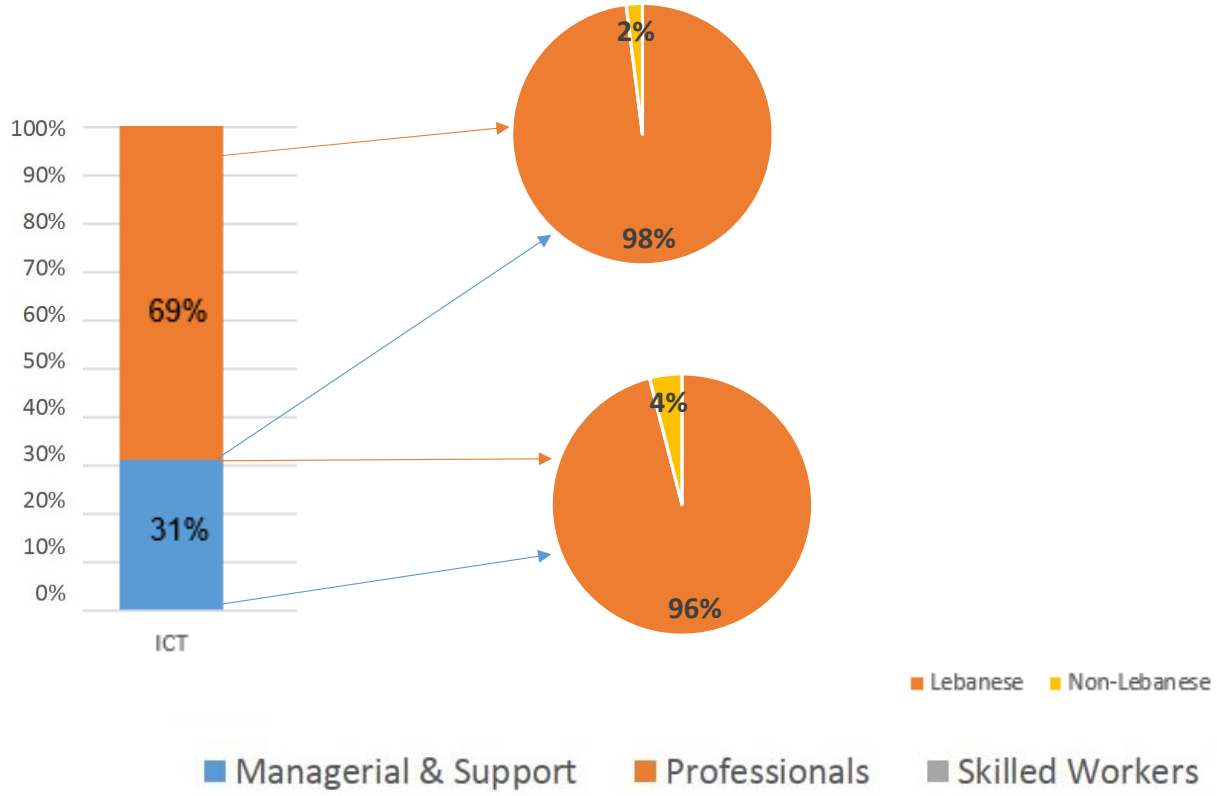


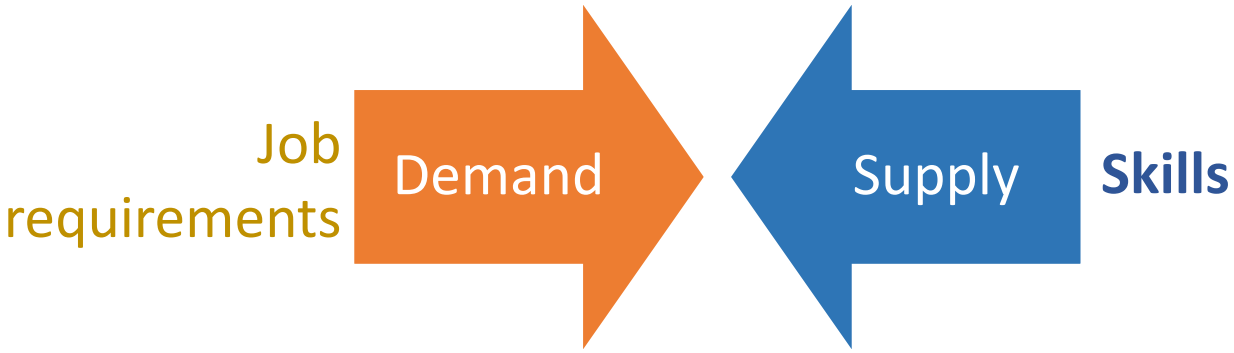
Defining the Skills Mismatch

The mismatch has two main forms:

- **Quantitative**, when there is a lack of sufficiently qualified job seekers in a sector, or where there are <u>not enough vacancies</u> 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.



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Country Specific Factors

- Demographics (Refugees, Emigration)
- Level of Economic Development
- Economic Structure
- Technology
- Institutions

Frictions

Information Asymmetry

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.

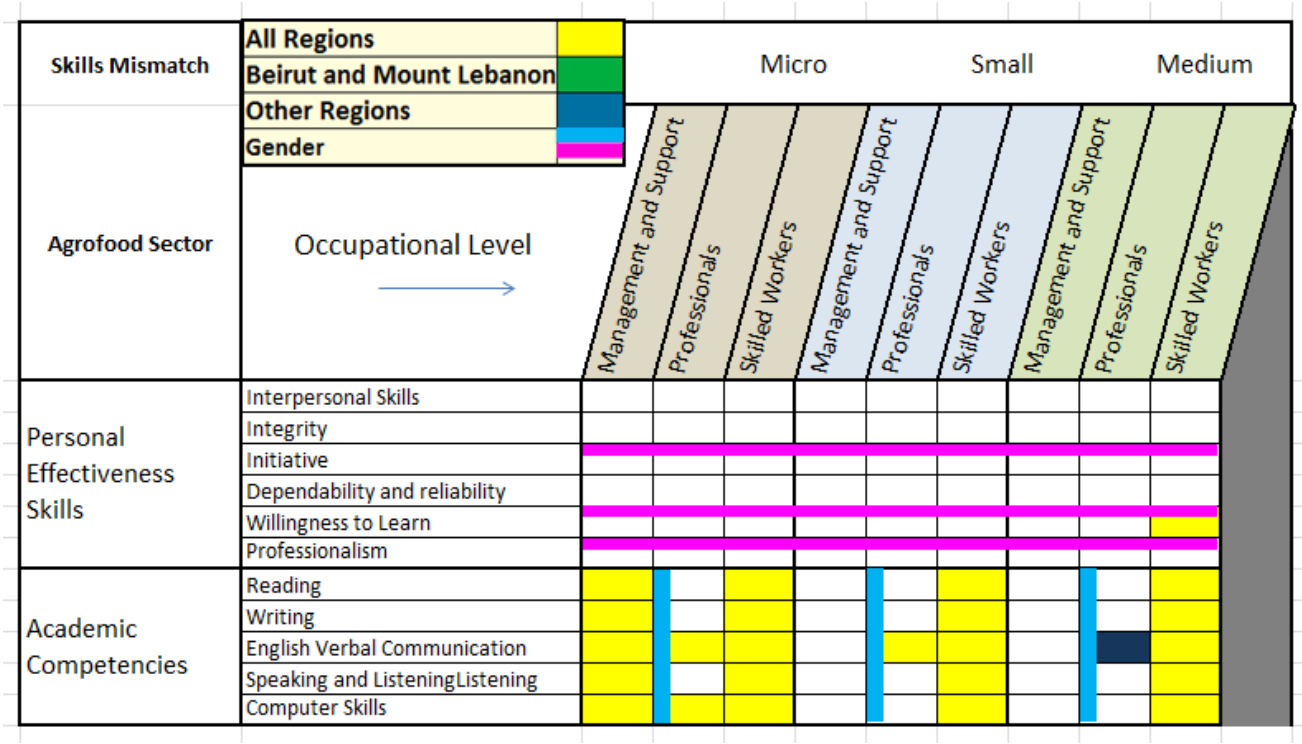
b. The students or the groups in education and training: to develop new learning paths, orientation campaigns.

c. Existing employees: Training and retraining programs to cover skills gaps and obsolescence.

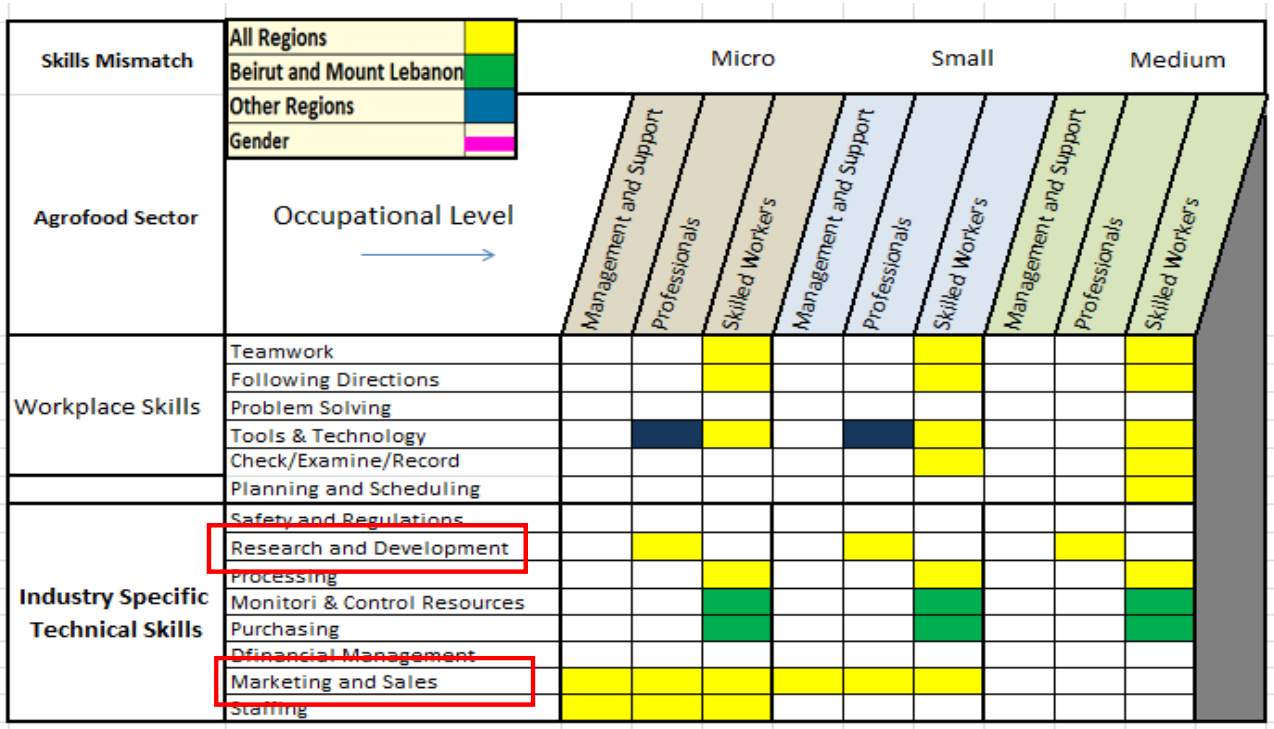
Targeting the Employed

Capacity building for identified weak skills in each sector: (Survey)

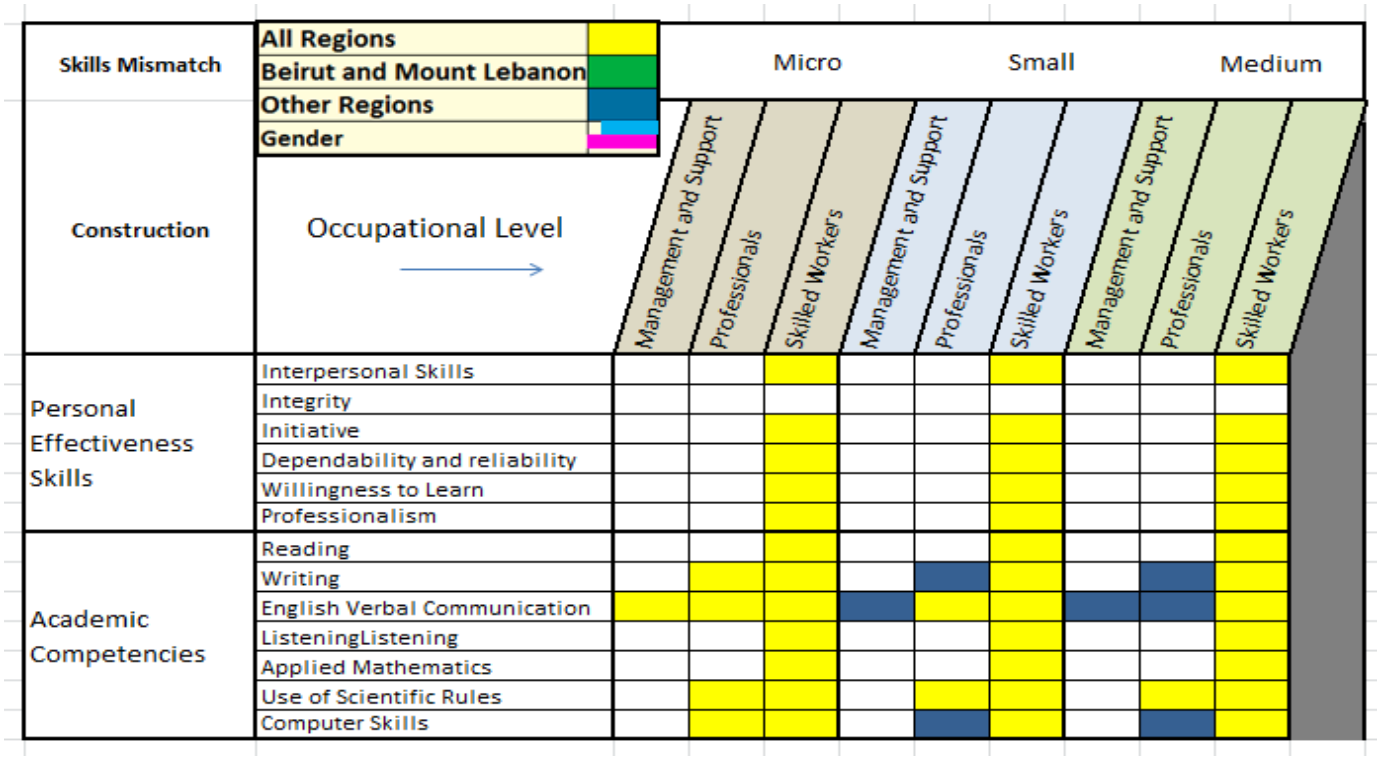
Targeting the Employed Agrofood

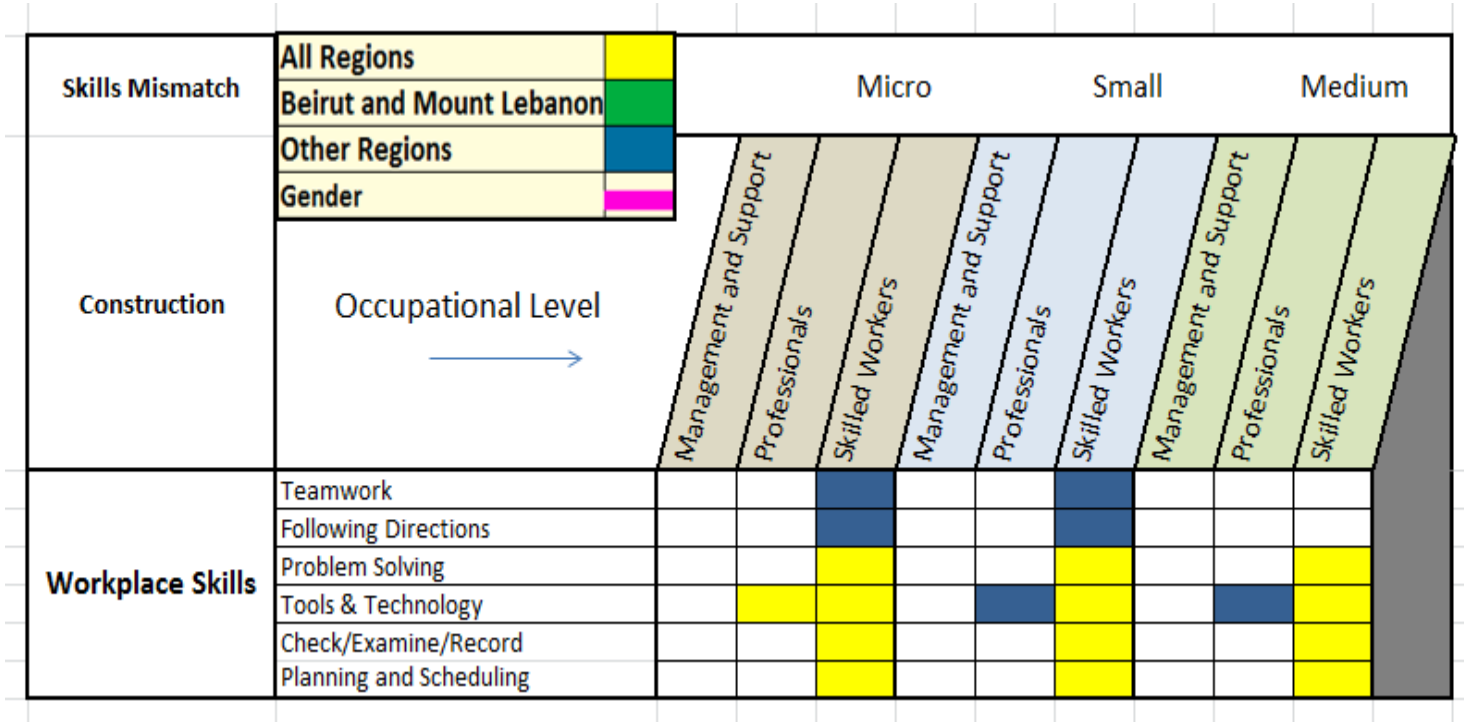


Agro-Food Highlights
Marketing & Sales, Lab Techniques and R&D



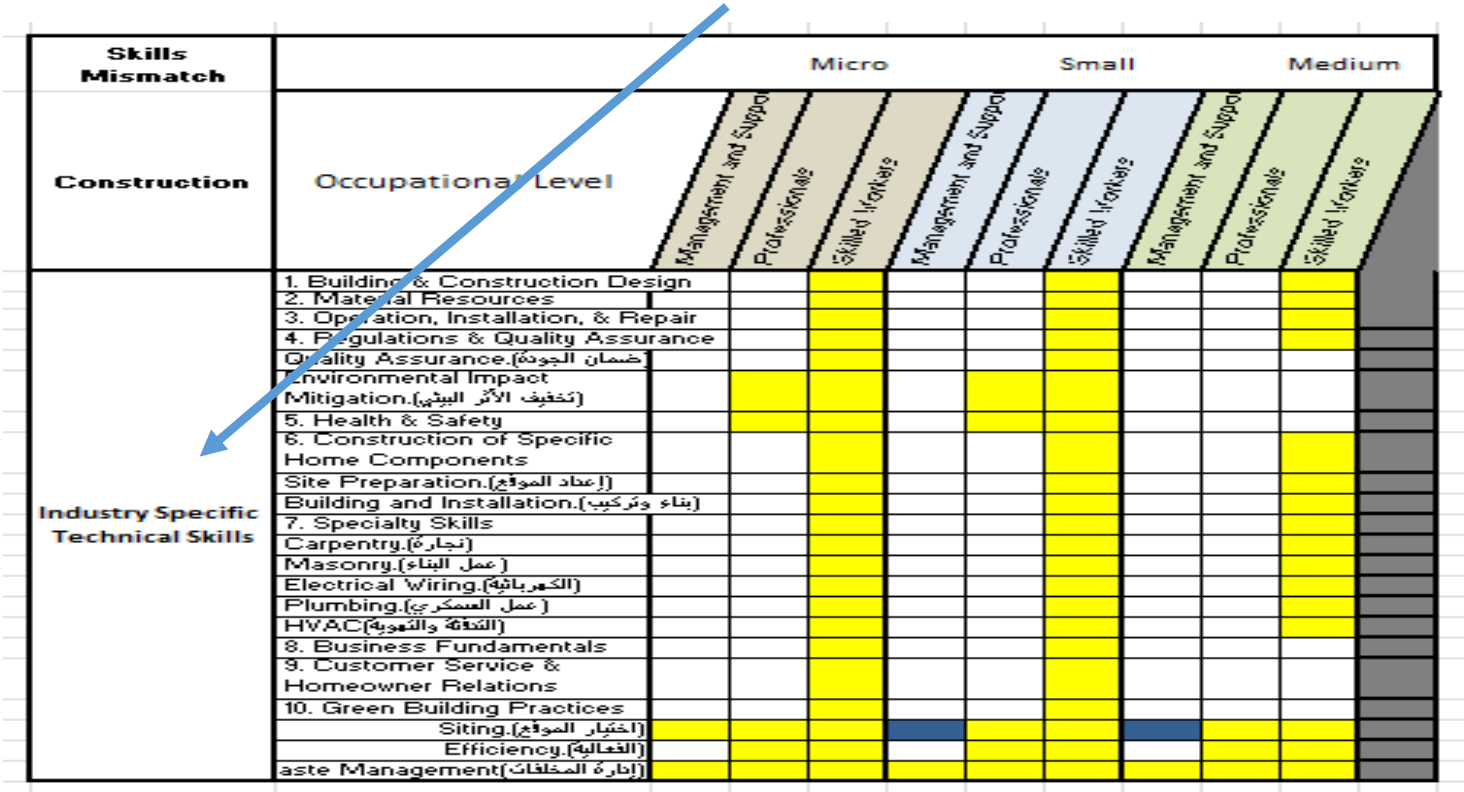
Targeting the Employed Construction




Skills Mismatch
All Regions
Beirut and Mount Lebanon
Other Regions
Gender
Micro
Small
Medium
Construction
Occupational Level
Management and Support
Professionals
Skilled Workers
Workplace Skills
Teamwork
Following Directions
Problem Solving
Tools & Technology
Check/Examine/Record
Planning and Scheduling

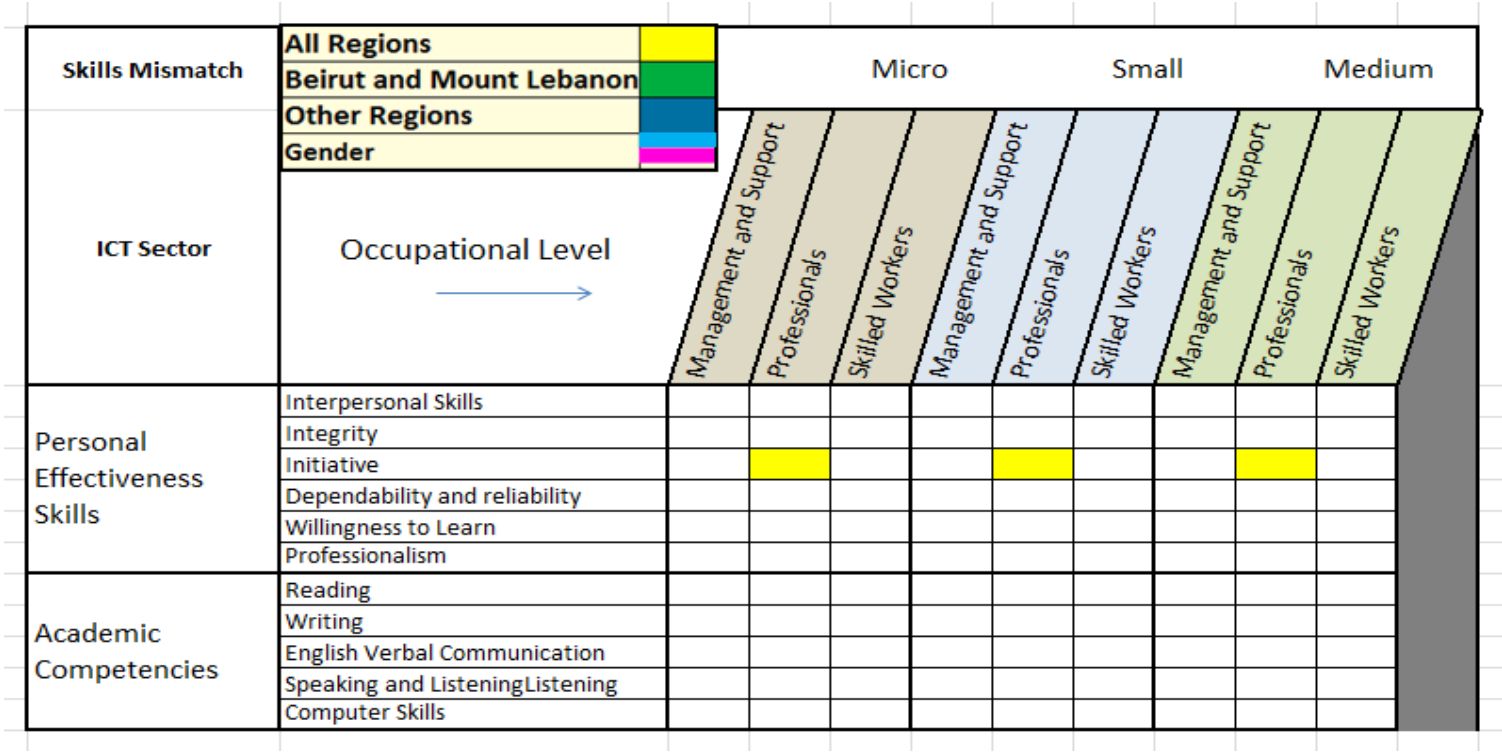
Construction Highlights

Specialty skills, Green Building, Marketing & Sales, Staffing & HR, Safety, Management, English Language.

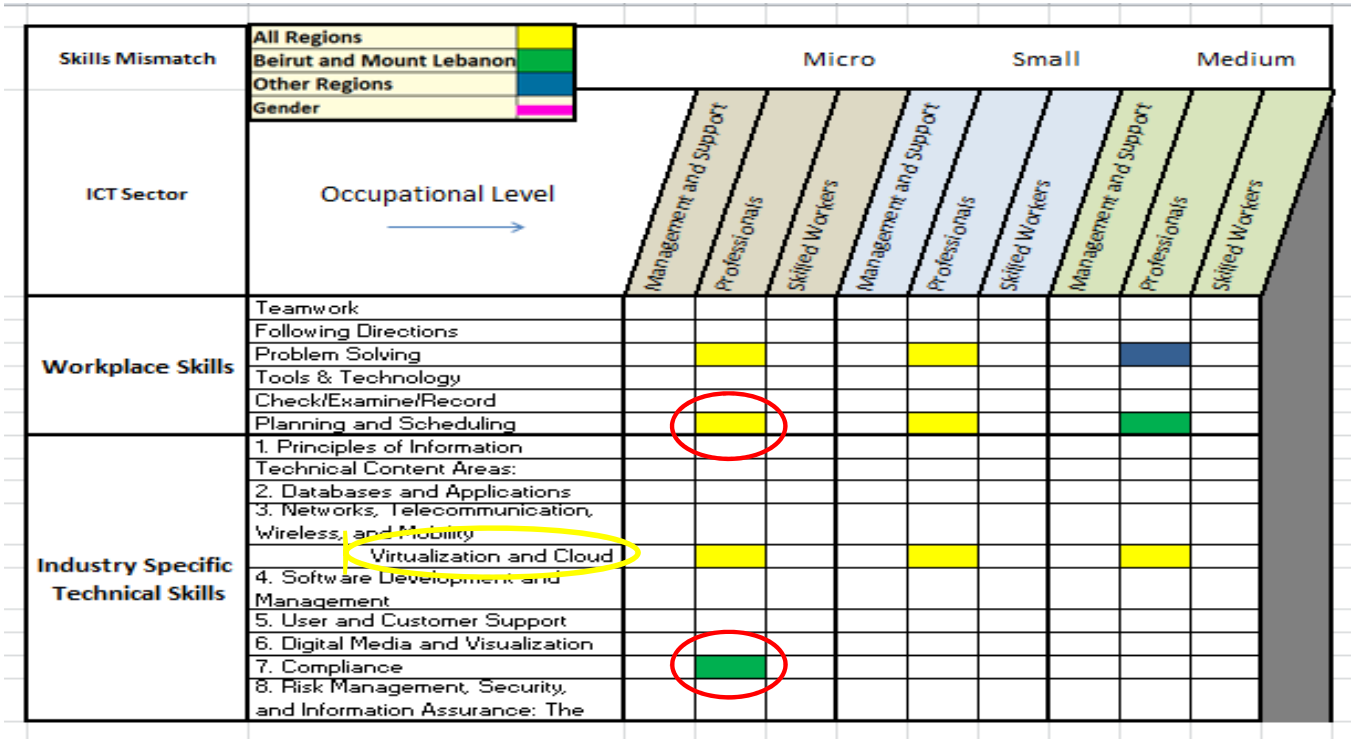


Skills Mismatch		Micro			Small			Medium		
Construction	Occupational Level	Management and Support	Professionals	Skilled Workers	Management and Support	Professionals	Skilled Workers	Management and Support	Professionals	Skilled Workers
Industry Specific Technical Skills	1. Building & Construction Design									
	2. Material Resources									
	3. Operation, Installation, & Repair									
	4. Regulations & Quality Assurance									
	Quality Assurance.(ضمان الجودة)									
	Environmental Impact Mitigation.(تخفيف الأثر البيئي)									
	5. Health & Safety									
	6. Construction of Specific Home Components									
	Site Preparation.(إعداد المواقع)									
	Building and Installation.(بناء وتركيب)									
	7. Specialty Skills									
	Carpentry.(نجارة)									
	Masonry.(عمل البناء)									
	Electrical Wiring.(الكهربائية)									
	Plumbing.(عمل السمكري)									
	HVAC(التدفئة والتهوية)									
	8. Business Fundamentals									
	9. Customer Service & Homeowner Relations									
	10. Green Building Practices									
	Siting.(اختيار المواقع)									
	Efficiency.(الفعالية)									
	aste Management(إدارة المخلفات)									

Targeting the Employed ICT



Planning and Scheduling, Compliance, Virtualization and cloud computing.



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:** (contd')

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

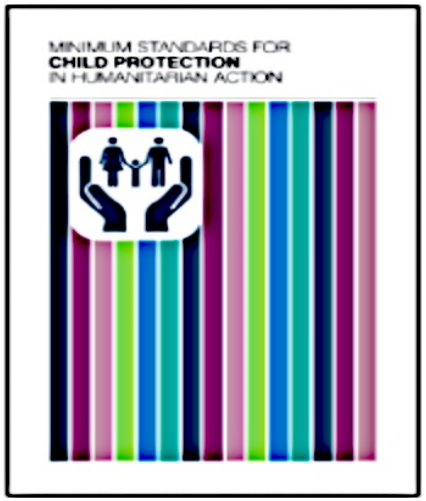
(ICT Sector: Based on the Survey)

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.

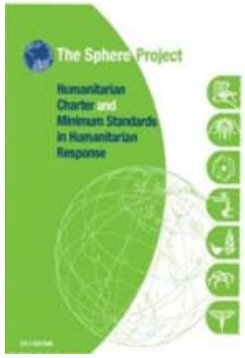


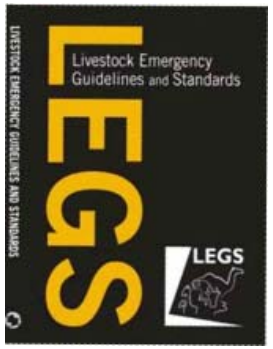
CPMS Objectives

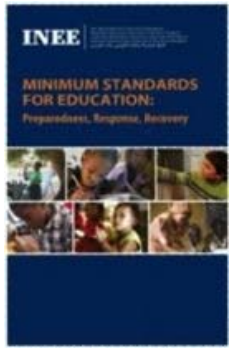
- The Child Protection Minimum Standards aim to improve programming and accountability in child protection work.
- They compile current good practice and learning, and
- They facilitate better communication and advocacy on child protection issues.

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.





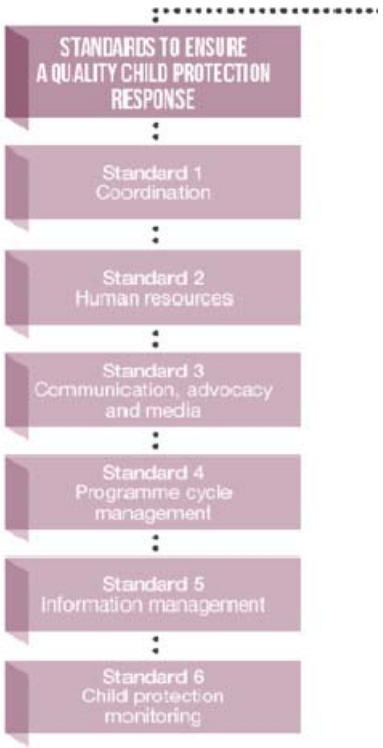


- CPMS became companion Standards to the Sphere Standards in May 2013.

What is a Minimum Standard?

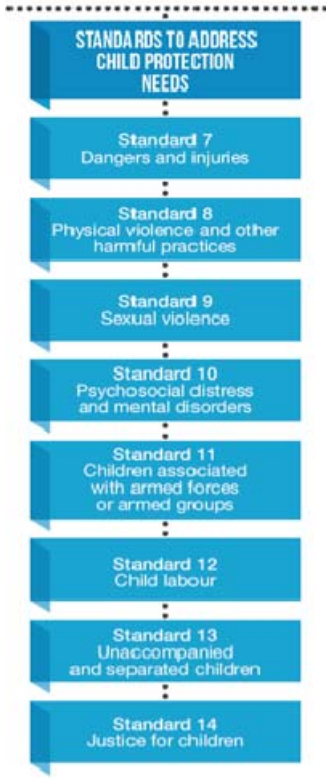
- ✓ Agreed universal benchmarks to be achieved or aspired to without being altered
- ✓ a common agreement of what needs to be achieved and adequate quality
- ✓ Some Standards will need to be prioritised or phased, depending on the starting point in the context
- ✓ Some standards will not be relevant 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

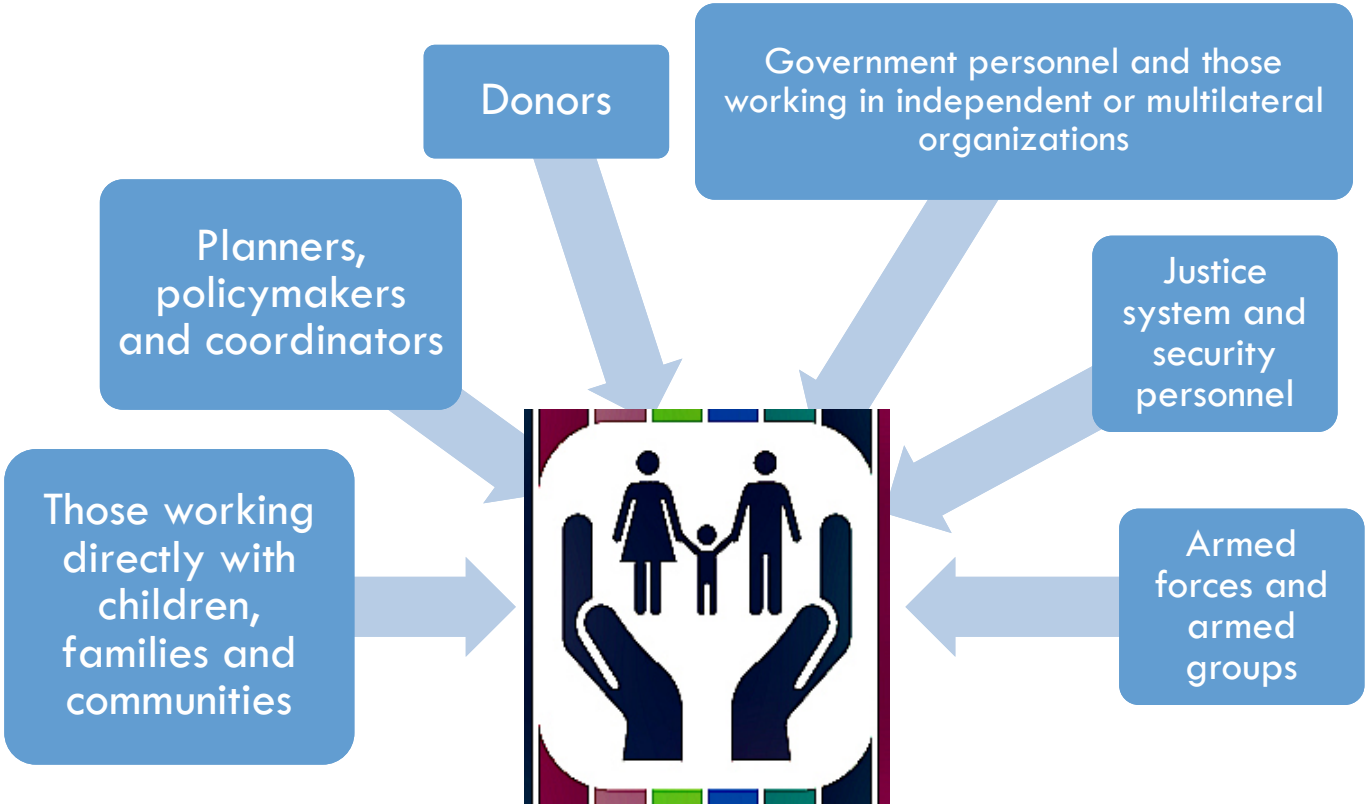
23. WASH

24. Shelter

25. Camp Management

26. Distribution

Who are the CPMS for?



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
- National Action Plan to eliminate the worst forms of Child Labour 2016 – 2017 – ILO in coordination with UNICEF and Ministry of Labor
- **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.

IASC GBV Guidelines
mary of Presentation

- GBV Overview
- Background of the Guidelines
- Introduction to the Guidelines
- Relevance for the Sector
- Ways Forward

IASC GBV Guidelines erview

"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.

IASC GBV Guidelines erview

- 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

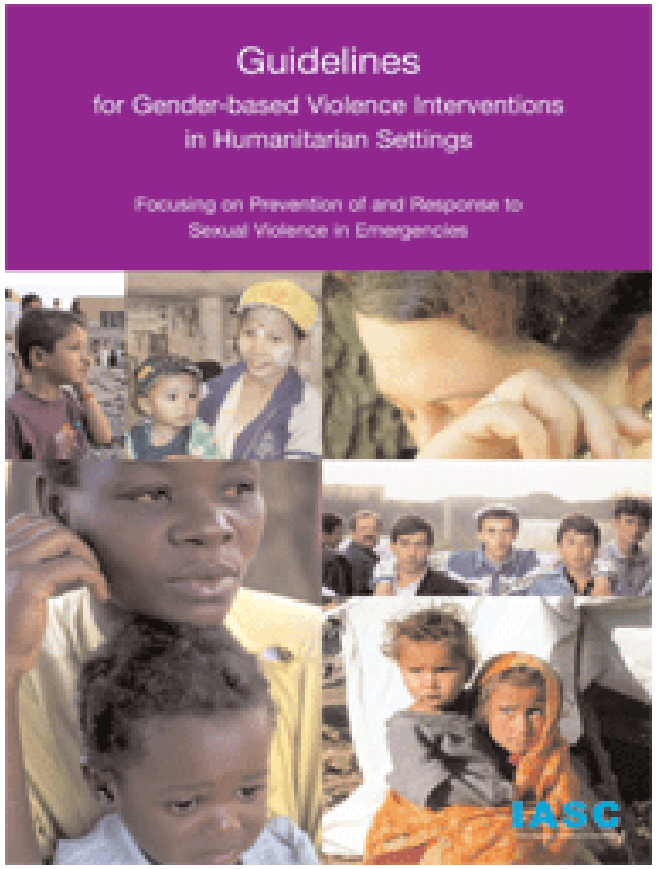
IASC GBV Guidelines
und

- 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.

- New Guidelines issued in Sept 2015.


Guidelines
for Gender-based Violence Interventions
in Humanitarian Settings
Focusing on Prevention of and Response to
Sexual Violence in Emergencies
IASC

Guidelines for
Integrating Gender-Based
Violence Interventions
in Humanitarian Action
Reducing risk, promoting resilience
and aiding recovery
Camp Coordination and Camp Management
Child Protection
Education
Food Security and Agriculture
Health
Housing, Land and Property
Humanitarian Mine Action
Livelihoods
Nutrition
Protection
Shelter, Settlement and Recovery
Water, Sanitation and Hygiene
Humanitarian Operations Support Sectors
Global Protection Cluster
GBV Prevention and Response
IASC
Inter-Agency Standing Committee

IASC GBV Guidelines
ure & Content

- 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

IASC GBV Guidelines
ure & Content

- 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:

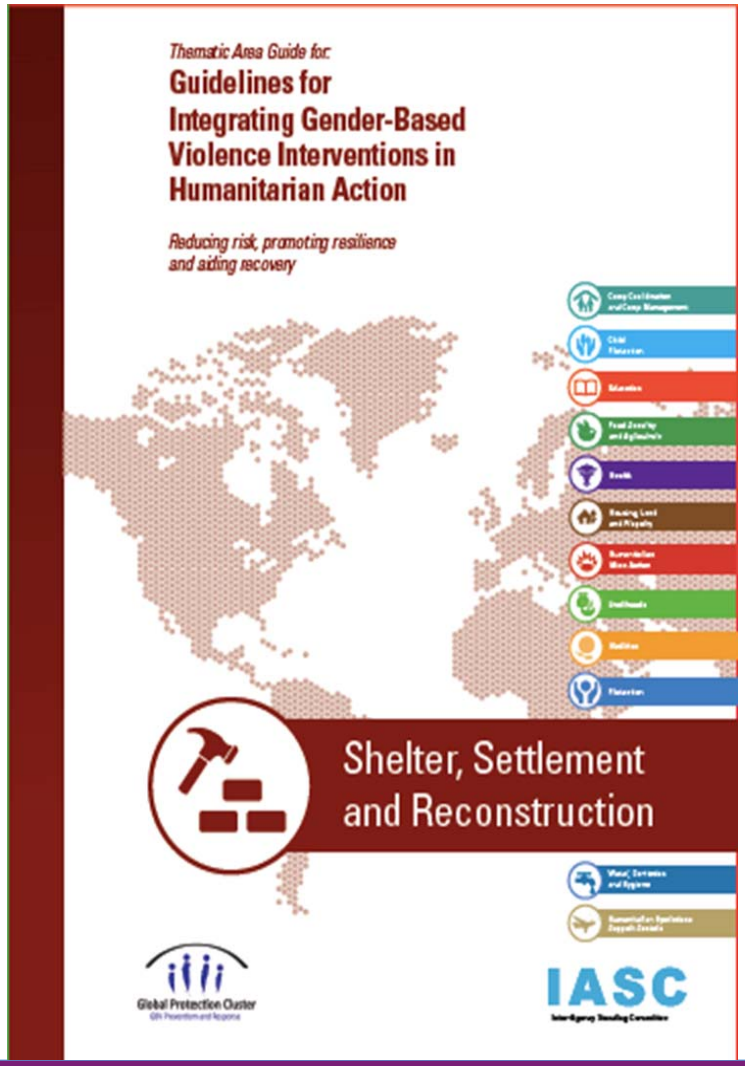
Comprehensive Book (large!)

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

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.

IASC GBV Guidelines
e Ways Forward

- 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

www.gbvguidelines.org

THANK YOU FOR YOUR ATTENTION

Questions ???

The National SGBV Task Force