



## LCRP Livelihoods Working Group

### Lessons Learnt Workshop - Market Based Skills Training

#### 23 June Workshop Report

Market based skills training have been a key component of the livelihoods sector since the beginning of the response to the Syria crisis. Over the years, livelihoods partners have accumulated significant experience on the best practices and challenges of implementing such programmes to increase the employability of vulnerable groups.

Therefore, the [2016 workplan](#) of the sector included collecting and consolidating information on existing skills training programs offered by partners. Livelihoods field working groups collected data on the different type of training offered by partners in the course of late 2015-early 2016. Based on the input collected, the livelihoods core group decided that the immediate way forward was to organize a mini-workshop regrouping the different partners to take stock of existing initiatives and share lessons learnt on market based skills training programmes implemented by different LCRP partners over the past few years and discuss best way forward. The event was held on 23 June at the Radisson Blu hotel of Ain El Mreisseh.

This documents presents the output and conclusion of the workshop as well as recommended next step for the livelihoods sector.

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## Background:

Skills training were already a core component of Livelihoods interventions to respond to the Syria crisis since the 4<sup>th</sup> Refugee Response Plan of early 2013. Since then, the approach of partners to skills training was gradually refined, but within the **Lebanese Crisis Response Plan (2015-2016)**, provision of market based skills training is a key component of the 4<sup>th</sup> **output** of the sector (**workforce employability improved**), together with other forms of employability supports, such as career guidance, counselling and job placement, and internship, traineeship, apprenticeship schemes.

Skills training delivered by livelihoods partners are referred to as **'market-based skills training'**. These skills trainings are typically of **short-term, accelerated nature**, and are therefore not labelled 'vocational training' as they do not fall within the formal technical education system, aiming to target precisely beneficiaries who are unable or unwilling to engage in longer terms curricula and yet need to support to become employable. Moreover, as their aim is to foster **access to income opportunities and jobs** for beneficiaries from vulnerable groups, they also differ from life-skills training or other skills training aiming at empowering beneficiaries without necessarily aiming at increasing their access to employment (for example from protection partners). Finally, as the denomination indicates, market based skills training are **based on a market analysis** and are therefore addressing a skill gap in the labour market.

A total of **16 partners reported over 22,000 beneficiaries** in activity info since 2014. (see annexed map 5 for detail). This makes market based skills training the largest livelihoods activities to date, both in terms of partners and beneficiaries. However, the relative scale of the market based skills training did not address all question related to the impact of such programmes, and notably their impact on access to employment. Moreover, the number of beneficiaries of such programmes drastically decreased in 2015, with less than 4,300 beneficiaries compared to over 14,600 in 2014. 2016 saw a renewed interest in such activities, with already over 3,400 beneficiaries reached in five months, and a number of partners developing large scale programs. In the 2016 appeal of the LCRP, 27 partners appealed for this activity with a cumulated target of 25,000 beneficiaries.

Considering the high level of interest for future programming of partners related to skills training, reflecting a broader focus on economic opportunities and jobs following the 2016 London conference, the sector decided to organize a lessons learnt workshop to guide upcoming programming in the area and foster collaboration between partners. The three objectives of the workshop were to:

1. take stock lessons learnt so far to guide future livelihoods programming for the next phase of the LCRP,
2. facilitate exchange of experience between partners,
3. identify opportunities for further coordination in the future.

The workshop participation was relatively closed, i.e. only partners with direct experience in delivering skills trainings were invited. In order to help structure the discussion, the workshop was organized around four priority topics of discussion. Each discussion was facilitated by a member of the livelihoods core group with direct experience on the topic – guiding questions for each group were prepared ahead of the workshop by the core group:

- ✚ Market analysis and identification of skills gaps – Facilitator : UNDP (Nathalie Wehbe)
- ✚ Training modalities – Facilitator : DRC (Roy AbiJaoude)
- ✚ Pathway to employment and entrepreneurship – Facilitator : IRC (Naim Frewat)
- ✚ Link with government systems – Facilitator : MOSA (Sabine Farah)



## Topic 1 - Market Analysis and skills gap session

**Participants:** Makhzoumi, OXFAM, UNRWA, SIF, Al Majmouaa, Basme w zeytooneh, SCI, Intersos, Agence Francaise de development, Solidar Swiss, MoSA, UNDP.

**Moderator:** Nathalie Wehbe – UNDP

**Rapporteur:** Lama Srour- UNDP North

This small group focused on the ‘market-based’ element of market based studies, since there are do date only a very limited number of market analysis publicly available. However, many partners conduct in-house analysis that are not necessarily shared.

- **Which partners have conducted market analysis to inform skills training and what did they find?**

The majority of the participating partners have expressed that there is a real lack in the availability of market analysis based on which they could better design their training programs, the challenges being the lack of resources, the time limitation, the reluctance of sharing data resulting most of the time in the replication of data collection and/or in the programs delivered. This lack is also implying the replication of already designed programs in different areas and villages, where the need might not be of relevance. Moreover, the identification of some trainings are based on beneficiaries’ demand without taking into consideration the market needs, resulting in an imbalance demand/supply relation.

The quick assessments that some of the partners are relying on rapid questionnaires among the local community, desk researches, data collection from available assessment that could be found online (ILO, FAO, etc....) and meetings with key informants.

However, few partners have started to conduct market analysis such as OXFAM, focusing on advocacy and research. Other partners also such as UNRWA have a continuous programme where new courses are introduced based on the needs arising from the market and identified through the direct request of enterprises. However, there was consensus that partners need to shift as much as possible toward market-driven programs – for example while in the past Makhzoumi provided skills training based on beneficiaries’ needs and demands, it is gradually shifting to a more market-based skills training delivery, following more structured and systematic market assessments. In the past, Makhzoumi Foundation has reached 27% of total trainees’ employability.

It was also mentioned that long term trainings require different level of assessment necessitating the consensus from the government together with industrial companies with relation to the topic, an example of which would be the work of the ‘Agence Française de development’ for its technical education programme: AFD worked with IECD on TVET where there is a general consensus coming from industrial companies and ministries to develop a curriculum related to industrial mechanic, after similar experiences the curriculum related to “Electro technical work”- however long term trainings has different approach than the short term training. Short term training should be based on the type of skills that people can work such as Syrian working within their neighborhood without competing with Lebanese such as esthetic.



Other partners like Save the Children focus on a more geographically focused analysis, using an area based approach, with the first phase including meeting with key informants in north: interested buyers, suppliers ....

- ✚ The locations were identified based on vulnerability assessment and secondary data from ILO and FAO. The result of this assessment led to selecting chanklish, pickles and tomato paste.
- ✚ Dairy product were highly suggested by participants, so this could be replicated in different villages. It would also be better not to limit the training on chanklish but to be wider on dairy products.
- ✚ Around 70% are still working in the value chain. The chanklish in Akkar is a good product that is not available in the market and is therefore in high demand. Pickles was not very successful.

In conclusion, all in all there has been no full market analysis so far and partners are relying on smaller and faster assessments to inform skills trainings.

- **How can we gather and consolidate current market and skills gap analysis in order to get an accurate and regionally specific representation of needs?**

Partners agreed that a wide national intervention is required, whether to collect available data or to work on national strategies for sectors to be targeted through vocational training.

This could be achieved, as per partners' suggestions, through creating a network of implementers with representatives from public and private institutions that would call for a mapping of existing assessments. The analysis of these assessments would help identify available and missing data and would lobby for filling the gaps towards paving the way for a full-fledged study.

It was also suggested that the national assessment would be better responsive if prepared with area focus, given the multi-differences among the different regions in Lebanon as well as the nature of needs. However, the nation-wide-standardized assessment would better have a unified modality in terms of implementation. Additionally, the assessment should look at regional potential markets and trends, with focus on export potential destinations.

- **What are the findings in terms of rural and urban differences?**

The main findings in terms of rural and urban are mainly the sectors of focus and the modality of trainings delivery.

- ✚ Rural areas imply more support to house based small projects, traditional food production, agricultural skills, facilitation of the training delivery especially for women (taking into consideration: schedule, timing, male objections, children babysitting, etc.). This also has been witnessed in the peripheries of the capital where the poorest are located.
- ✚ In urban areas, the needs were found to be more advanced focusing on job creation, support to MSMEs, entrepreneurs and startups, value chains creation and analysis, in addition to the needs in soft skills trainings, whereby beneficiaries could benefit from a range of trainings from basic language and computer courses to accounting, administration skills, nursing, etc.....



- **Which sectors with absorption capacity can be promoted for women?**

The lack of detailed assessments might have a misleading answer to what sectors women could outnumber the interest of males.

- ✚ However, traditional sectors such as home based food production (mouneh), sewing, agriculture skills and arts handcrafts were most likely attracting women.
- ✚ But this also differs between rural and urban areas, as urban areas might attract women interested in nursing, culinary arts, fashion design, as well as soft skills.

- **What is missing from the existing analysis? How can we improve it?**

Existing analysis remain fairly basic, therefore more in- depth nation-wide analysis is needed. This will allow a) the inclusion of neglected sectors with potential for growth, b) the identification of abandoned areas, c) better focus on youth and women targeted programs, it will also help in avoiding replication of initiatives.

- **How can we identify new sectors/ markets?**

- ✚ The mapping and analysis of existing assessments will help look into untapped sectors and areas to identify new and emerging skill needs. The already existing sector working groups could be the right platform to look into this aspect, these platforms could be further enhanced through engaging organizations with a long term development aspect in the relevant fields.
- ✚ It was also discussed that while identifying new sectors and markets the creation of jobs should be the guiding thought rather than replacing existing jobs. New sectors could also include identification of trainings that would be needed in Syria as a preparation for the return.

- **What policies and laws need to be amended to regulate certain markets so it attracts several level of skills?**

The participating partners did not have the relevant backgrounds in relation to informing about policies and laws. However, tapping into specific sectors and working on valorization of strategic value chains would highly entice trainings on the many levels of skills.

On a more optimistic level, the identification of future skill needs will imply the identification of related policies and laws. The information collected will be substantial for a) future-oriented policies, b) identifying and validating skills, c) training modalities, and d) qualification standards and vocational guidance.

### **Points of convergence**

The ideal solution would be the creation of a committee including private and public sector representatives to lead on the market analysis through drafting the road map starting by the identification and compilation of available data as well as guiding on the future concepts, which would result in harmonized and unified programs. The government has a key role to play to facilitate collection of data: The Ministry of Labour National Employment Office can facilitate collection of data and create a network that has one of the objective to standardize assessment, unify modalities...etc. National market analysis would bring all actors under one umbrella to design and build their programs in a complementary manner.



All partners also agree that the involvement of the government is foreseen as a key factor of success for this plan. Partners also showed interest in further discussing this matter to identify how to better respond to the market.

Practical steps to improve coordination of market based skills training would include:

- ✦ There is an inter-agency **assessment registry** on line where partners can enter their upcoming and past assessments. For assessments that were not published, key findings can still be included. The assessment registry is accessible through this link:  
<https://docs.google.com/forms/d/1iHQ4efiS0ZphniRvg55117ly9MvT9fP2N6pQRs6NMhA/viewform?c=0&w=1>
- ✦ Most available assessments are on **the livelihoods page** of the inter-agency portal:  
[http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=122&Id=51](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=122&Id=51)
- ✦ The preliminary findings of UNDP research on skills gaps in the Agro-food, ICT, and construction sectors are available as part of the livelihoods working group presentations here:  
<http://data.unhcr.org/syrianrefugees/download.php?id=11342>
- ✦ The **field working groups** are also key to share findings between partners working in the same area.
- ✦ In addition to sharing assessments to avoid duplication, **joined efforts** to conduct large scale assessment would be ideal. For example, Basme w zeytooneh are interesting in conducting assessment in Shatila but need resources.



## Topic 2 - Training Modalities

**Participants:** SCI, DRC, SPARK, UNDP, IECD, LOST, ACTED, North LEDA, AVSI, IRC, SCI, UNHCR and Makhzoumi Foundation.

**Moderator:** Roy AbiJaoude, DRC

**Rapporteur:** William Barakat, UNDP Mount Lebanon

This sessions looked at the concrete modalities of training delivery, as practices from partners can differ relatively widely (see annex 4 for more analysis of modalities of training).

### What are the key criteria (besides vulnerability) to select beneficiaries that actually need employability support?

- ✚ Participants reported using similar criteria related to **vulnerability**. This notably includes:
  - Coping strategies within the household
  - Referrals from child protection colleagues, especially to identify households where women need support in income generation.
  - Women headed households are generally prioritized.
  - Unemployment situation – some partners target beneficiaries who have been unemployed for over a year.
  - Yet the beneficiaries should have the capacity to work once trained.
- ✚ One key element in addition to vulnerability is the **motivation** of potential trainees. Most partners assess interest and motivation as part of the household visit to gather information on the profile of beneficiaries. Some partners like Save the Children also start sessions with an intense schedule to test motivation and commitment from the start of the program. Other like DRC use a job counsellor to interview and assess the potential trainees.
- ✚ If the course proposed does not match the initial interest of trainees, convincing a participant to enrol is easier if the training is in the same domain of his/her preference and but is market oriented, which means he/she will find it easier to get a job afterwards.

Furthermore, partners emphasized the need to **outreach and sensitize men** (husbands/relatives of women beneficiaries) to sensitize them on the importance of allowing women to work, since women constitute the overwhelming majority of beneficiaries of skills training but can face cultural barrier and reluctance from their family to seek work opportunities.

### What are the key factors of success to minimize drop-out of participants?

The following key factors were identified:

Before the training:

- ✚ **Minimize duration** between registration and initiation of course.
- ✚ **Courses should be customized** based on participants' requests, local context and specific needs:
  - provide home-based skills trainings for women,
  - organize technical monitoring visits to ensure continuity of work and quality of production,
  - adopt a participatory approach in the training's design, etc...
  - include provision of child care and dedicated spaces for women trainees,
  - offer classes with flexible timing to enable heads of households to attend...

During the training:

- ✚ **More than just training:** The trainings should be part of a wider support scheme involving provision of loans/grants/equipment and/or internships, apprenticeships, partnerships with the private sector, etc... to reinforce the tangible benefits of the program.



- ✚ **Good trainers:** Recruit qualified and skilled animators to sustain participants' interest throughout the program.
- ✚ **Location and transport:** Ensure convenient locations that does not require relocation of potential participant and cover, if possible, trainees' transportation costs and/or provide stipends depending on their specific profile and situation.
- ✚ **Safety:** provide a safe learning environment adapted to the security situation (in Palestinian camps in particular).
- ✚ **Individually follow-up** with participants to identify any personal or family related challenges that might lead to drop-out.
- ✚ Imply restrictive attendance rules to ensure commitment from the beginning.
- ✚ Enable trainees to participate in extracurricular activities.

After the training:

- ✚ Provide certificates of completion to increase attendance rate.

### **What should be the minimum number of hours of accelerated training programmes? How should they be split?**

- ✚ The most accelerated programs can be 15 to 25 hour training programs, with both theoretical (30%) and on-the-job (70%) components mes.
- ✚ For trainings in which an official certification is provided, 50-70 hours (on average) are necessary in order to complete a given course or program.
- ✚ Typically should be around 144 hours, typically for a period of 3 months, 3times per week, 3 hours per day.
- ✚ For the apprenticeship, it is as part time job, it means 24 hours / week
- ✚ Several programs are exclusively taught on-the-job ("learning-by-doing approach").

### **Is stipend for participants necessary? If yes what should be the amount?**

- ✚ Participants generally recognize that **stipends are necessary** but should be minimal not to become an incentive for participants. It is important to present the stipend as a financial support mechanism, not as main incentive in order to attract motivated participants and prevent trainings for which no stipend is provided from being penalized.
- ✚ Amount of stipends:
  - Should depends on participants' profile and specific needs (head of HH; youth; people with/without disability...)
  - Stipends could reach up to **5 to 10\$** a day to enable trainees to cover **basic needs**. It is particularly crucial in rural areas.
  - **Transportation fees** can be added to cover participants' transportation costs (at least 35-50 USD /month is necessary on average).
  - If stipends are not provided, partners can explore other options, such as paid internships.

### **What are the innovative tools/training techniques are used/deployed?**

- ✚ While interactive courses (interactive board, hands on...) are always better, participants emphasized the need to include the practical component within the course. Depending on the trainings provided, equipment is available in most partners' centers (kitchen, medical clinics, computer lab, etc.)
- ✚ It is also proven successful to diversifying courses/topics in the same training class, notably to **include life skills** and basic literacy and numeracy skills.





- ✦ **Innovative partnerships** developed with the private sector / industry, in order to provide internships, apprenticeship or job opportunities to beneficiaries while diversifying the profile of trainers (to include private sector consultants, managers...).
- ✦ Develop training curricula in close cooperation with an extended **network** of national and international partners (foreign institutes, specialized centers, chambers of commerce etc.) to enhance the quality of trainings and ensure satisfactory career prospects to participants.

#### **What specific factors should be taken into consideration for youth / women?**

- ✦ **Youth** should be supported either towards entrepreneurship with support to establish start-up businesses, or towards employment through apprenticeship/internship schemes.
- ✦ For **women**, to be compatible with child care and household duties, home based trainings or training with child-friendly spaces are fundamental. Furthermore women should be provided loans/equipment provision to support in launching business from home.

#### **What trainers should be used?**

- ✦ Provide influencing trainers with sound leadership, communication and interpersonal skills.
- ✦ Provide TOT to trainers on adopting a motivating approach with trainees.
- ✦ Important to diversify trainers' experience and background, depending on the program. They are generally recruited:
  - From national/international NGOs
  - From private sector (managers/consultants...)
  - Among academics or professionals (professors, engineers, IT experts, architects...)



## Topic 3 - Pathway to employment and entrepreneurship

**Facilitator:** Naim Frewat, IRC

**Rapporteur:** Iman Khatib, UNDP South

This session looked at the post-training phase, i.e. the different options to place training beneficiaries into jobs – participants agreed that **no livelihoods programme should only include training**, and that some (ideally a combination of) services should be made available: job placement, job matching, internship, traineeship, career guidance...

- ✚ Participants underlined that the link to employment is highly **dependent on the market analysis** and the design of the class. If training programmes are not based on market analysis, there is little chance that participants will easily access the market. Some partners like IECD had successful experiences developing new programmes in the health sector to address specific gaps in the market.
- ✚ Most partners rely on a **network of businesses** that to then increase the chance to referring beneficiaries to vacancies, apprenticeship and internship opportunities. AVSI for example work with the Ministry of Agriculture schools has worked on constituting a network of businesses around the school to place trainees.
- ✚ Other partners take advantage of the **market research phase to identify potential business partners**.
- ✚ **Career guidance** is essential as many beneficiaries can be passive receiver of trainings – i.e. they receive the training provided without linking it to future opportunities – partners need to orient future trainees to the right course, training, internship or apprenticeship, and maintain guidance for trainees when they finish their trainings and become jobseekers.
- ✚ Providing **life skills** training integrated in the market based skills training is proving important to increase beneficiaries' employability. Life skills should encompass four elements:
  - Live with yourself
  - Live with others
  - Basic literacy and numeracy
  - Employability (CV writing, interview guidance).

UNICEF is working with the Ministry of Education and Higher Education on a basic literacy and numeracy curriculum.

### Challenges:

- ✚ The **short term nature** of most skills training project was identified as the main obstacle to do proper follow up with beneficiaries. Six months would typically be needed which is very difficult if the project time-frame is one year.
- ✚ Partners also reported that beneficiaries simply refused available and secured jobs (after benefitting both from training and internship) because of their **reluctance to leave their home area** and relocate to bigger cities.
- ✚ **Four ministries** that provide skills training but there is a lack of information on their quality, functions, and markets.
- ✚ **Lack of linkage with digital eco-system** (Berytech, BDD).
- ✚ The **lack of mapping of services** available to job seeker is also an issue.
  - ➔ UNFPA and UNICEF completed a full mapping of services available to youth.



### Internship and apprenticeships:

Internship, apprenticeships, traineeship schemes were confirmed as a **necessary addition** to trainings to increase employability. However this is not manageable for a large group of beneficiaries to ensure follow up.

As modalities partners emphasized:

- ✚ It is important to ask the employer deliver trainings on what he thinks is essential to be present in the skills of the job seekers
- ✚ The need to still cover transportation costs.
- ✚ Ideally there should be cost-sharing of the stipend of the internship to guarantee interest of companies in future employment. This however proved difficult for many partners.
  - ➔ Need to standardize transportation costs and stipend provided.
- ✚ There should be a formalized agreement with the companies receiving interns
  - ➔ [Standard agreement used by ILO.](#)
- ✚ Internship duration should be between 1 and 3 months.
- ✚ Follow up is requested from the NGO that places the intern

### Pathway to entrepreneurship:

- ✚ Participants pointed out that entrepreneurship requires a certain mindset – it can be improved but not created, i.e. this is not a suitable option for everyone.
  - AlMajmoua for example uses a psychometric test to see which beneficiaries have the potential to become entrepreneurs.
  - Mentorship proved to be the most successful capacity building method for entrepreneurs.
  - Stronger link with the Ministry of Economy would be useful here to enable creation of new businesses with a simplification of registration procedure: a one-stop-shop as recommended in the Ministry SME strategy.
  - In any case entrepreneurship should be integrated in the curriculum of the skills training.
- ✚ Home-based business can be an option:
  - this is especially the case for women, as participants noted that attempting to bring women out of their community was not working, getting businesses to buy from women working from home would be an alternative. However participants did point out the difficulty to sustain them.
  - In any case this requires a lot of follow up support to ensure technical and quality control of production.
  - Group home based can be a solution to ensure a relative scale of production.
- ✚ For overall reference on access to employment/entrepreneurship, participants can refer to UNHCR approach on [graduating out of poverty](#).
- ✚ Finally, participants all confirmed the need for proper tracer studies to be able to assess how many participants but this needs to be done 6 months or so after the conclusion of the programme.



## Topic 4 - Link with the government systems & institutions.

**Facilitator:** Sabine Farah, MOSA

**Rapporteur:** Rania Hammoud, UNDP Bekaa

As a key aspect of **resilience building**, participant to this small group discussion focused on linkages with **government systems** in delivering market based skills training.

### **Existing cooperation and positive experiences:**

The **ministries** partners worked with or are working with and coordinating now are MEHE, MOSA, MOET, MOL, Ministry of Industry. Ministry of Tourism and Ministry of Finance are also providing short term training but no partners are working with them.

- ✚ MOAgriculture: have good and enough staff capacity, good coordination and clear identification of the needs.
- ✚ MEHE: Strong technical capacity, good structure and they are flexible: MEHE is also engaged in non formal education.
- ✚ MOET: good identification of the market needs and good engagement with partners.
- ✚ MOI: good coordination.
- ✚ MOSA: good coordination, good outreach in most areas. MOSA has several curriculum – but a MOSA certification is not an official certification.

**At the local level**, several partners reported positive experiences working with government institutions, particularly at the local level:

- ✚ Most partners have good experience working with **SDCs**. SDCs are always ready to provide support, they have a very good outreach team and they can help in the identification of beneficiaries if the criteria was shared with them.
- ✚ Most **SDCs have limited capacities** and are facing financial challenges. Commutation with the central level can be challenging, and some staff are still working on a traditional way and would need to improve their own skills. As mentioned above, the trainings they are providing are not market based and need to be updated.
- ✚ Concrete **recommendations** to improve cooperation with SDCs include:
  - All the training have to be updated according to the market need,
  - Mapping of SDC services with a clear referral system for each of them
  - Establish procedure be able to share names from the NPTP with partners
  - Greater flexibility to identify the training needs per location and not based on the central level and mobilize the funding accordingly, Capacity building for the staff especially their computer skills and most important to be decentralized.
- ✚ Partners also do work with **municipalities**, who are helping in referring cases, identifying beneficiaries, providing logistic support (for example providing a space for the training) and facilitate the communication with the community.

### **Challenges:**

The main challenges noted by partners preventing them from working with government systems are the following:

- ✚ **Most partners are not using the government curriculum**, they are depending on a private trainers to give the training based on the market need while the government curricula are not necessarily market-based. Some partners (ILO, UNHCR and UNDP) are using partially the government



curriculum or supporting the relevant ministry to elaborate a new curriculum (ex. ILO, LARI and MOA).

- ✚ Another challenge is that the government **curricula is not updated** on a regular basis and their flexibility is limited.
- ✚ Moreover, they are generally **long** while partners are looking for a short term curriculum due to the fact that if the beneficiaries need to access work quickly and they move a lot so they cannot commit for a long period of time.

Challenges also exist when it comes to the key issue to obtain **official certifications**:

- ✚ Most of the official certifications requires a certain **level of education** which most of the beneficiaries do not have.
- ✚ The **added value of certification** and how recognized it is can seem limited to beneficiaries.
- ✚ In addition there is no system **to link the certifications** between the ministries (ex. NEO ↔ MEHE).
- ✚ Finally, not all Government training are **opened to Syrians**, for who it is very hard to get this certification.

As a consequence, partners often issue certificates endorsed by international standards adapted to their training, or in some cases only a certification of attendance/participation so beneficiaries can attached with their CVs.

- ➔ One immediate recommendation was to obtain the list of **NGOs accredited by the National Employment Office** to deliver trainings, for partners to work with them so as to strengthen existing systems. MOSA will follow up on the list.



## Conclusion

The 23 June workshop took stock of the experience accumulated to date on one of the main activities of the livelihoods sector – market based skills training. Livelihoods partners have and continue to implement this activity as one of the most suited to provide direct support to vulnerable groups, in the midst of multiple constraints and finding a delicate balance between market needs and beneficiaries interest, link with existing system and the flexibility of the crisis response, importance of follow-up and short term funding cycles....

The workshop confirmed that the overarching challenges currently facing market based skills training revolve around:

- ✚ The negative macro-economic crisis context and the lack of available jobs for beneficiaries, no matter how much skills they have gained.
- ✚ The short term nature of funding available compared to the follow-up required to accompany trainees in their access the job-market.
- ✚ The difficulty to make the best use of existing systems due to rigidity and lack of coordination.

However, the workshop also confirmed positive perspectives:

- ✚ first of all partners have accumulated innovative and successful experiences over the past two years and are keen to share, exchange and coordinate more to improve each other's impact.
- ✚ Upcoming programmes in the area of short term skills training will directly address some gaps, notably on the market needs assessments, but also in terms of mapping current service providers and strengthening existing systems.
- ✚ Market-based skills training remains a key aspect of both the livelihoods sector strategy but also of the main interventions from partners, with a notable increase in the numbers of programmes, partners, and beneficiaries.

There is therefore room and willingness to build on existing experiences and achievements from partners. Finally, an overwhelming majority of participants to the workshop confirmed their willingness to build on the event and establish a sub-group to the sector to work on more precise guidelines for such market based skills training, providing much needed guidance and harmonization for future practices.

As a follow up to the event, the livelihoods working group agreed to establish a sub-group in charge of building on the workshop report to draft Standards Operating Procedures on market based skills trainings.



## Annex 1- Workshop agenda



### Agenda

#### Livelihoods Sector - Mini-workshop

#### Lessons learnt of Market Based Skills Training Programmes

Date: Thursday 23 June 2016

Time: 8.30-13.00

Location: Radisson Blu Hotel, Ain El Mreisseh

8.30-9.00: Arrival, registration and security briefing

9.00-9.30: Introduction session:

- Welcome and objective of the workshop
- Overview of market-based skills training programmes under the LCRP

9.30-11.30: Small Group sessions

Participants divide into 4 thematic groups:

1. Market analysis and identification of skills gaps – Facilitator : UNDP
2. Training modalities – Facilitator : DRC
3. Pathway to employment – Facilitator : IRC
4. Link with government systems – Facilitator : MOSA

9.30 – 10.30: First small group session-discussion

10.30 – 11.15: Rotation of participants to join a second small group session

11.15-11.30 Coffee Break

11.30-12.30 Restitution from small group facilitator

12.30-13.00 Discussion on next step & referrals

13.00 - Lunch



## Annex 2 – Participants list

<b>Workshop on MBST - Radisson Blu Hotel - 23 June 2016</b>	
<b>List of attendance</b>	
ACTED	Marwa RAHHAL
AFD	Alix Faddoul
AlMajmoua	Alia Farhat
AVSI	Emilio Mouannes
Basmeh & Zeitooneh	Kim Voogt
Coordination (UNDP)	Bastien Revel; Noemie Lanternier; Lama Srouf; Iman Khatib; Rania Hammoud; William Barakat
DORCAS	Reine El-Osta
DRC	Roy AbiJaoude
IECD	Racha Ismael
ILO	Annabella Skof
Intersos	Rose Daher
IRC	Mario Patino
IRC	Naim Frewat
Italian Cooperation	Corrado Didio
LOST	Ali Sleiman
LRC	Rayan El Fawal/ Samah Ghamawi
Makhzoumi Foundation	Malak Elhout
MoET	Lea El Najjar
MOSA	Sabine Farah; George AbiRizk
North LEDA	Elie Keldany
OXFAM	Rachel Eichholz
SCI	Rose Badawi
SIF	Maya Obeid
Solidar	Imad Hamze
Spark	Rana Nourallah
UNDP	Leon Chammah; Hana Hammadeh; Abdallah Muhieddine; Nathalie Wehbe
UNHCR	Rayan Koteiche/ Carol ElSayed
UNICEF	George Haddad; Amal Obeid
UNIDO	Ygor Scarcia
UNRWA	Samer Serhan; Ahmad Mouh





## Annex 3 – Feedback from participants

- ✚ Total number of participants: 41
- ✚ Participating organizations: 29
- ✚ Number of feedback from received: 31
- ✚ Overall rating of the workshop: 4/5
- ✚ Specific objectives:
  - Lessons learnt: 3.5
  - Exchange of experiences: 4
  - Further coordination: 3.7
- ✚ 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



## Annex 4 – Analysis of current skills training offered by partners

The below based on input collected through field working groups and was presented in the April Livelihoods Working Group.

**23 partners** provide **184 market-based skills trainings** in Lebanon: B&Z, STC, ACA, SPARK, ACTED, SIF, AMEL, CLMC, INTERSOS, IRC, UNRWA, Youth For Development, DRC, LEDA, ILO, IECD, UNDP, Al Majmoua, YNCA, AVSI, UNIDO, LOST and Mercy Corps.

**More than 50 different types** of trainings proposed : cooking/food processing/ agriculture; computer/mobile/AC maintenance; electricity/plumbing/carpentry; business/accounting/secretariat; embroidery/sewing/tailoring; handicrafts/arts; hairdressing/esthetics; nursery/child/hospice care & photography are the most common.

### Target groups :

- Teenagers and young adults (17-35) from both refugee and host communities (64% are opened to youth below 18).
- Women (around 46% of trainings either focus or are reserved to women).

**Design/content** : from market studies and/or at participants' requests for 83% of trainings (34% are strictly based on market studies - 8 partners concerned : ACA, AMEL, IRC, YFD, LEDA, UNDP, IECD and ILO).

**Cost** : around 90% are either free or require the payment of a symbolic fee.

**Stipend** : Stipends provided in 39% of cases (from less than 10\$ up to 300\$). Transportation costs either partly / fully covered for approximately 53% of trainings.

**Duration** : on average between 2-4 months.

**Qualification** : 61% of trainers have either obtained certificates in their area of expertise or hold university-level diplomas.

**Certification** : provided in 82% of trainings (45% of certificates are recognized by Lebanese authorities).

**Prerequisite** : none for 60 % of MBVT. Otherwise, most common prerequisite is being literate (in around 28% of programmes).

**Pathway to employment:** support in finding a job is provided in more than **80%** of MBST programmes through :

- Job placement/ career services: 57% of trainings
- Internship/apprenticeship opportunities: 37% of trainings
- Specific trainings and CB : 36% of trainings
- **19 partners** involved : ACA, STC, B&Z, ACTED, SIF, AMEL, IRC, UNRWA, YFD, LEDA, INTERSOS, IECD, ILO, AVSI, YNCA, UNDP, UNIDO, Al Majmoua, LOST.

**Pathway to entrepreneurship:** **63%** of MBST programmes offer entrepreneurship-related support through : provision of grants/loans, career guidance & employment service centers, entrepreneurship / business management trainings...

- **16 partners** involved : B&Z, STC, ACA, SIF, AMEL, INTERSOS, IRC, UNRWA, Al Majmoua, SPARK, LEDA, UNDP, ILO, UNIDO, AVSI, LOST.

**Main identified challenges** : High training costs; Limited financial support from NGOs (insufficient amount of grants/loans provided); Fear and alienation from the host community - tensions with refugees; Lack of previous experience, motivation & commitment of trainees; Challenges related to legal status; Outreach issues (strong mobility of refugees, men need to work to feed their families, difficulty for women to attend if there are no children spaces...); Limited economic opportunities in poor areas.



# Annex 5 – mapping of market based skills training (January 2014 - May 2016)

