GUIDELINES FOR NON-FORMAL MARKET-BASED SKILLS TRAINING IN LEBANON

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Acknowledgements

Work with the Lebanese Livelihood Cluster[1] and UNDP framed much of the earlier work and workshops upon which these guidelines relied. This first draft was prepared by Anne Richmond, consultant to the ILO ROAS office, based on three workshops convened by the ILO in December 2017 and January 2018. The 35 participating agencies are listed in Appendix XI. ILO ROAS office and project staff Simon Hills, Rania Hokayem and Yasser Ali took leading roles in coordinating this work. Administrative support was provided by Ali Nasser. Patrick Daru, ILO Senior Skills and Employability Specialist for the Arab States contributed inputs and validated the final draft. Funding for this project was provided by the Italian Agency for Development Cooperation.

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Foreword

In fragile situations, livelihoods and business must be supported to continue working, workplaces protected, and workers offered jobs and social protection. Lebanon has been greatly affected by the crisis in Syria, with 1.5 million Syrian refugees estimated to be now living in the country. The effects of the Syrian crisis and the influx of refugees are spilling over into the economic and social spheres – leading to stalled economic activity, loss of income and livelihoods, and shrinking access to quality public services. The economic tensions are also leading to social tensions, such that bridging the economic and social divides is now crucial. The ILO's response to this evolving situation is the promotion of immediate employment while addressing the longer-term decent work deficits that pre-date the crisis.

Providing skills training that is relevant to the needs of the labour market has been an important part of the interventions of the international community in Lebanon. In the current situation, formal training providers cannot cope with the demand for short-term training. Non-formal training has also provided skills, linkages and information to beneficiaries and offered them opportunities linked to the needs of the market.

This guide for non-formal training providers is a first step for improving the way in which non-formal skills training is run in Lebanon, making it more effective and responsive to the actual needs and challenges that communities are facing. It is an important building block of the humanitarian–development nexus, as it offers concrete actions to improve the longer-term impacts of short-term training programmes.

Ruba Jaradat

Regional Director
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21 principles for non-formal market-based skills training in Lebanon

The list below constitute the 21 fundamental principles to follow for ensuring an efficient and effective non-formal training programme service delivery. These principles are further elaborated across the four components in these guidelines.

1. All training interventions should be grounded in an evidence-based analysis of market needs, opportunities and skills gaps.

2. Each analytical approach and data source has strengths and weaknesses. Analysts should use a variety of approaches that fit the context in which they operate in order to ensure their conclusions are robust.

3. Information relevant to inclusion (sex, nationality, disability, age, education status, etc.) and peacebuilding should be part of the data collected and analysed.

4. All relevant stakeholders, particularly representatives of employers, industry, and micro, small, and medium-sized enterprises (MSMEs), should be included in the analysis.

5. Information on market assessments should be shared openly to improve quality and reduce costs.

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

7. Training should be competency-based and focus on trainees achieving clearly defined skills, knowledge and abilities, including core work and life skills.

8. Non-formal training providers should make use of existing competency standards or existing curricula, where they exist, after improving and validating them in consultation with private sector representatives.

9. Where competency standards and curricula are not available, market research should be followed by occupational analysis by certified professionals (DACUM or others) in order to define the duties and tasks for each occupation. These duties and tasks should then be analysed in terms of competencies – knowledge, skills and attitudes – to define competency standards and design curricula and training tools.

10. Economic stakeholders (industry, employer groups, etc.) should be involved at every stage of design and implementation to ensure relevance.

11. Learning approaches that involve trainees in practical and hands-on experience, in the classroom and the workplace, should be prioritised.

12. Post-training pathways to employment and entrepreneurship must be anticipated as part of training designs.

13. Selection of trainees should be based on their motivation, personal goals and commitment to learn.

14. Training providers should have direct experience in the competencies they train on, and in instructional techniques.

15. Coordination between stakeholders in industry, the formal education system and the community enhances the overall quality and effectiveness of training.

16. Skills development should be considered as an investment, and supported financially by multiple public and private sources on a sustainable basis.

17. While inclusion and access are core principles for education and training, specialized programmes will necessarily focus on specific groups. But within that group, training providers should ensure that there are no barriers to participation on the basis of age, sex, nationality, social origin, or disability.

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

19. Competency-based certification is the most effective way of communicating skills to an employer or the market, when it is provided by a trusted source.

20. Transition from training into work or self-employment requires support over a period of time. Post-training support should be part of all training programmes.

21. The involvement of employers and other economic actors in skills training is critical for building effective pathways to employment.

INTRODUCTION

These guidelines are intended to support non-formal vocational training providers in Lebanon, with specific guidance on how to improve the market relevance and employment impact of their programmes. They were designed in a participatory way in order to increase "ownership" among stakeholders and to facilitate usage in Lebanon.

There are a number of methodologies being used worldwide to support skills development for refugees, including recognition of prior learning (RPL), access to formal schooling, as well as access to formal and non-formal skills training. These guidelines focus exclusively on the latter.

While the guidelines are not designed for universal application, they may offer guidance, or a useful starting point, for providers in other fragile contexts where formal systems of vocational training are not sufficiently equipped to assist labour market entrants to find employment, or where economic data on local and national markets, skills needs and job opportunities are lacking.

It is hoped that in coordination with the Livelihood Cluster[2] and other actors working on skills training in Lebanon, these guidelines will be regularly updated and a more robust set of standard operating standards will be produced. It is also hoped these guidelines will serve as a good basis for knowledge management – for instance, documenting the kinds of emerging good practices to implement the principles promoted in the guide.

There are four main components to the guidelines, covering recurring stages of the training planning and delivery cycle (see figure 1).

Figure 1. The training planning and delivery cycle

Component 1	→	Component 4
Evaluate the training outcomes		Evaluate the training outcomes

Identify training participants

Cross-cutting issues

- Access and inclusion
- Coordination
- Linkages
- Sustainability

Component 2	→	Component 3
Develop training programme/ curriculum		Provide post training support
Implement training		
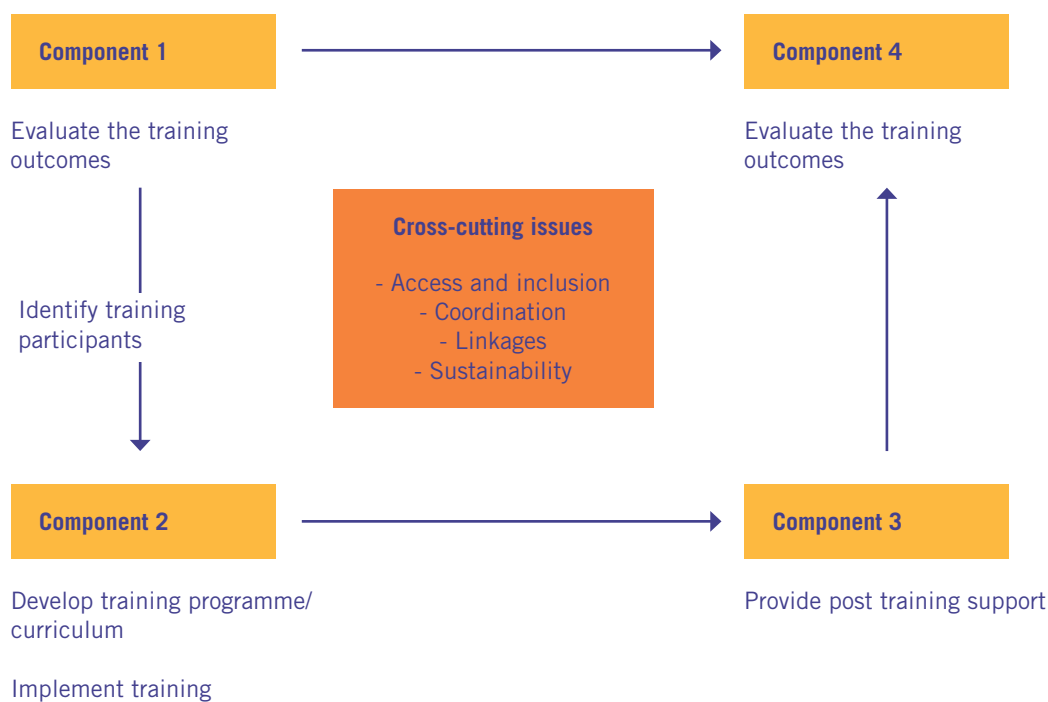
2   The Livelihood Cluster is one of the coordination structures that have been put in place in Lebanon in response to the Syrian crisis. The cluster feeds information back to the Humanitarian Country Team (HCT) and to the Lebanese Crisis Response Plan (LCRP). The cluster is co-chaired by UNDP and the Ministry of Social Affairs (MoSA).

Background and rationale

Skills training is a key component of the Lebanon Crisis Response Plan (LCRP). Since 2015, the LCRP has encouraged partners to implement skills and vocational training based on market needs as part of the *making markets work for the poor* (M4P)[3] approach. Numerous NGOs offer skills training as part of their services. Between 2014 and 2017 some 32 partners delivered training to over 50,000 individuals. Training is typically condensed into short, unsystematic courses, and not integrated within the TVET system.

A "lessons learned" workshop on market-based skills training in June 2016 with the Livelihood Cluster partners revealed that training programmes were often designed without reference to market needs, and mainly based on beneficiary demand. The workshop concluded that livelihood partners needed to shift towards market-driven programmes, and called for the development of common procedures for market-based skills training, standardized market assessment tools and methodology, and for monitoring systems to be put in place.

The 2016 UNICEF–ILO Regional Consultation on TVET in the Middle East and North Africa[4] similarly prioritized:

i.   Increasing access to TVET opportunities through strengthening evidence-based programming, improving the financing of TVET systems, reviewing teacher/facilitator training and deployment systems, facilitating coordination between line ministries and private providers in order to ensure complementarity of TVET programmes and increasing youth engagement;

ii. Enhancing the quality and relevance of TVET by mainstreaming life skills and citizenship education, incorporating employability skills into primary education curricula, ensuring professional development of TVET instructors and making TVET provision more demand-driven, and conducting tracer studies and employer satisfaction surveys;

iii. Strengthening partnerships with the private sector and other stakeholders through the facilitation of collaborative frameworks between public and private providers of training, involving employers in the design of training standards, curriculum reviews, training programmes based on structured apprenticeships, programme evaluation, and the design and implementation of tests to ensure recognition of certifications;

iv. Ensuring that graduates transition to decent work through systematizing work-based learning, enhancing career guidance, establishing RPL mechanisms and supporting the use of social protection measures, including cash-to-work and employment guarantee schemes.

Also, the Lebanese Ministry of Education and Higher Education is collaborating with line ministries, such as the Ministry of Labour (MoL), Ministry of Social Affairs (MoSA), and the Ministry of Agriculture (MoA), along with other stakeholders on the implementation of a 4-year National Strategic Framework on TVET, adopted in June 2018. This will build on the work of the ILO and UNICEF, whereby linkages between government systems and institutions have been developed

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3   See https://www.enterprise-development.org/wp-content/uploads/m4pguide2015.pdf
    https://beamexchange.org/uploads/filer_public/0c/29/0c295b9b-1b77-457f-955e-8a093876c5c5/synthesis2009.pdf

4   See http://www.lsce-mena.org/unicef-and-ilo-2016-consultation-on-technical-and-vocational-education-and-training-in-the-middle-east-and-north-africa

in order to prioritize strategic interventions. The framework deepens the links between livelihood partners and line ministries, enabling them to better align their interventions with the Government's strategic priorities. It also provides them with a vision of the future TVET system in Lebanon, and eight building blocks to which their short-term interventions can contribute.

The Livelihood Cluster, led by UNDP, requested the ILO to lead a process[5] to develop guidelines that would promote a common and consistent approach in the design and delivery of market-based skills development training programmes. Three workshops were attended by NGOs and non-formal training providers, Government institutions, UN agencies and donors, as well as employers' and workers' organizations.

- The first workshop (December 2017) examined the market analysis tools that are available for identifying and assessing the kinds of skills required by the labour market.
- The second workshop (December 2017) covered the processes of planning, designing, implementing and monitoring training programmes, including the modalities that should be in place when designing and running a vocational training programme.
- The third workshop (January 2018) looked into the legal framework that governs skills-development programmes in Lebanon, and the modalities for financing vocational training programmes.

These workshops addressed the underlying principles, guidelines and different approaches used to build effective, responsive and inclusive training programmes. Additionally, they provided a venue for exchanging local and international experiences and practices, which inform the current guidelines.

Objectives

These guidelines are intended to help non-formal training providers to:

- Improve the quality of their training;
- Improve the relevance of their training; and
- Improve the employment outcomes of their training.

They set out common principles, standards and practices that can be used as a basis for each provider to develop their own detailed procedures and strategies.

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5   The process was led by MoSA, and co-led by the Ministry of Economy and Trade (MoET), in coordination with UNDP.

Scope

This guide covers four main areas:

1. Market analysis and identifying skills gaps, including methods for identifying market needs so that skills training leads to either employment or self-employment;

2. Curricula design and implementation, including ways to design and implement training, how to select providers, legal and financial frameworks, coordination with TVET systems, and apprenticeship and internship strategies;

3. Pathways to employment and entrepreneurship for graduates, including methods for enhancing post-training impacts;

4. Monitoring, evaluation and tracking, including how to assess the effectiveness of different interventions;

Fourteen points were identified by stakeholders as key elements in the design and delivery of training; all of them are addressed in this manual:

Curricula Design	Delivery/ Implementation Modalities	Selection of beneficiaries	Selection of training providers
Financial and contractual modalities	Legal procedures (labour and education laws)	Internship and apprenticeship framework	Coordination
Testing and certification	Post-training support, career counselling and job placement services	Business development support	Monitoring and evaluation
	Tracer studies	Employer satisfaction surveys	

How to use this guide

The guidelines are intended to provide non formal training providers with principles and standards they should strive to follow. They also provide relevant examples of the major stages involved in developing, implementing and assessing the impact of skills development programming. Each section provides additional resources for further study and information.

Each of the four components begins with a brief overview of the section, core principles (common to all training providers), and guidelines based on emerging good practices in this area. Individual sections under each component provide a more detailed definition/description of a particular approach or technique, guidelines for use, examples, and then references for further reading.

These guidelines are not meant to be an exhaustive prescription on how to undertake non-formal market-based skills training in Lebanon, but should be seen as a first step towards a more codified set of operating procedures for non-formal training providers in the country.

Cross-sectoral dimensions

Government institutions and systems

The main government institutions for skills development in Lebanon include the following:

- **The Directorate General of Vocational and Technical Education (DGVTE)** operates within the Ministry of Education and Higher Education and is responsible for overseeing the TVET system. It manages public TVET institutions and oversees the performance of private providers, including NGOs. It organizes testing and issues diplomas and certificates. There are about 160 public training institutions and about 400 training providers (including NGOs) under its supervision. The Directorate also coordinates with line ministries (e.g. MoSA, MoA, NEO) and other bodies that provide different types of TVET training. The DGVTE accredits all providers of skills training.

- **The National Employment Office (NEO)** is a Public Employment Service under the tutorship of the Ministry of Labour (MoL). It provides job matching and placement services through its three local employment offices. The NEO has partnered with over 40 NGOs to provide accelerated vocational training programmes of 3–9 months, and serves up to 1,200 trainees annually.

- **The National Centre for Vocational Training (NCVT)** is a government institution under the supervision of the VT department of the MoL. It provides accelerated vocational training and supports NGOs that deliver training programmes. The centre is being modernized with assistance from UNICEF and UNHCR to increase the number of trainees and improve quality.

- **The Ministry of Social Affairs (MoSA)** offers short-term, informal training through NGOs or its network of 220 Social Development Centres. Its main training focus is on traditional crafts.
- **The Ministry of Agriculture (MoA)** operates agricultural centres, technical schools and service centres that deliver agricultural education and training.

Systems for certification and recognition are not coordinated by a central authority. The Ministry of Education and Higher Education does not recognize certificates issued by training providers under NEO or MoSA, for example, and there are few pathways that bridge informal learning with the formal education system.

A National Qualifications Framework has been developed in Lebanon but has not been adopted or implemented. Training and certification in the formal system are largely based on a model of amount of time spent in school rather than the achievement of competencies expressed in occupational standards. This imposes some limitations on recognition and certification of competencies acquired through non-formal learning.

Other providers of TVET

- **United Nations Relief and Works Agency (UNRWA)** provides training, career counselling and employment placement services for Palestinian refugees. Training is not officially recognized by the DGVTE.
- **Private training providers of TVET** include NGOs and for-profit businesses. Some 72 per cent of training providers are from the private sector. All are required to have DGVTE accreditation. Non-formal providers must be in a government-certified school and be registered with the DGVTE. The DGVTE is formally responsible for oversight. This is carried out through an annual report and self-evaluation completed by all accredited providers every year. Students at accredited schools sit annual examinations set by the DGVTE and receive graduation certificates authenticated by the DGVTE.

Short-term training providers

Any training provider may offer **accelerated training programmes,** usually 3, 6 or 9 months long. There are no official curricula. On completion trainees may receive a DGVTE certificate of attendance if their provider is certified by the Directorate, but such training is not considered part of the regular TVET programme.

The Lebanon Crisis Response Plan (LCRP) includes the provision of market-based skills training, usually programmes totalling 15–144 hours over a period up to 3 months. These programmes are oriented towards immediate employability in areas of the labour market where skills gaps have been identified.

Private sector engagement

Both the NCVT and the NEO include tripartite Boards of Directors, with the intention of engaging employers and workers in making programmes more responsive to the requirements of the labour market.

However, the engagement of employers in programmes is limited overall. The Lebanese Chambers of Commerce, Industry and Agriculture and the Association of Lebanese Industrialists, in particular, have expressed a strong interest to collaborate on the development of skills training.

As of June 2017, over 2,280 businesses in Lebanon were involved at some level with the LCRP activities, and nearly 1,800 jobs and over 1,300 new small businesses had been created. A review of private sector engagement in the LCRP[6] identified a number of key principles for building private sector engagement in market assessments, provision of financial and technical services, value chain upgrading, skills training and youth employment. These included:

- Involving businesses at every stage of the programme cycle from design and implementation to evaluation;
- Involving a broad range of stakeholders such as Local Economic Development Agencies, business associations, syndicates, local chambers of commerce and women's cooperatives;
- Targeting existing companies and promoting local economic development and job creation;
- Providing a range of support services for businesses and improving value chains.

Private sector engagement has proved to be successful in Lebanon to the extent that it:

- Is perceived as a business opportunity rather than charity for the businesses involved;
- Prioritizes successful businesses and sectors with potential for growth;
- Works to enhance the value chains and industry clusters;
- Promotes linkages with educational institutions;
- Improves information flows between the public and private sector, bridging gaps between labour/skill supply and demand and identifying and supporting access to new markets.

6   Private sector engagement: Lessons learned, Workshop Report. Crowne Plaza, Beirut, 22 June 2017. Available at: https://data2.unhcr.org/fr/documents/download/59307.

Inclusive training

The fourth Sustainable Development Goal (SDG) on education urges member States to "ensure inclusive and quality education for all and promote lifelong learning", and further specifies that "equal access for all women and men to affordable and quality technical, vocational and tertiary education" is provided by 2030, alongside "substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship"[7].

In Lebanon, although women make up a majority of trainees in some areas (particularly short-term training under the LCRP) their overall participation in TVET is minimal, reinforced by occupational segregation in many technical occupations.

The right of persons with disabilities (PWD) to education is defined in Law 220/2000, the National Education Strategy (2007) and the 2012 National Educational Plan for Persons with Disabilities. Still, their participation in the labour market is limited to some niches[8]. Refugees also face regulatory barriers to employment that limit the relevance of certain types of skills training for them.

In principle, and in line with SDG 4 and the ILO Human Resource Development Recommendation, 1975 (No. 195), which calls for "equitable access to education and training, including for women and men, persons with disabilities, self-employed persons and casual workers in the informal economy, youth, migrants, older workers, indigenous peoples and any other socially excluded groups", training should be accessible to all and promote equal employment outcomes.

However, in practice, individual interventions part of broader programmes may be directed towards the needs of particular groups and individuals. The key is to meet, to the greatest extent possible, the goal of inclusiveness and equity in programme design, i.e. to ensure that the needs of under-represented populations are addressed so that they can participate and benefit from the training on an equal footing with other groups.

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7   See https://sustainabledevelopment.un.org/sdg4

8   A useful resource on employment of PWD in Lebanon is the ILO report, Emerging good practices related to the training and job placement of persons with disabilities in Lebanon, which provides practical advice and examples. Available at: http://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_232973.pdf

Peacebuilding

The LCRP has underlined the need for livelihood activities to contribute to peacebuilding and social cohesion. As recommended by the World Bank, UN PCBO, UNDP and the ILO 2016 joint statement to strengthen peacebuilding within employment programmes, three concrete actions can be taken:

1. Alternative livelihoods and skills should provide adequate livelihoods for both refugee and host communities, as an alternative to engagement in extremist groups;

2. Contact should be encouraged between communities, with mixed classrooms and workplaces, breaking down social barriers and prejudices;

3. A clear and fair targeting mechanism and an independent and impartial complaints channel should be in place to ensure the programme is considered mutual and non-biased.

Table 1. Checklist for inclusivity

This table was developed by stakeholders in the consultation workshops as a guide for ensuring that all elements of skills training design and delivery are informed by an orientation to inclusiveness, where appropriate.

WOMEN

CURRICULA DESIGN	LOCATION & PHYSICAL ACCESS	MONITORING	TRAINING IMPLEMENTATION	TESTING & CERTIFICATION	OUTREACH RELEVANT TO ALL CATEGORIES
- Carry out a questionnaire/ inclusivity checklist on existing curricula to see if courses are inclusive or not. - Carry out a needs analysis to identify gender-specific issues that should be addressed in the curricula design. - Ensure schedule respects the specific needs of women. - Trainers should be aware and have undergone gender-sensitivity training. - Subjects covered should be taught in a gender-inclusive manner. - The mix of theory + practice within curricula should also take into account the needs of women and those with child-rearing duties.	- Safe transportation to and from training locations for women and other vulnerable groups. - Provision of childcare at the training location should improve inclusivity of mothers and main care-givers.	- Carry out assessments in safe spaces. - Respect cultural sensitivity and other factors likely to impact on women taking part in training. - Female staff to conduct the evaluation or be part of the evaluation team where possible. - Questions specifically tailored to women should be included. - Anonymity and confidentiality should be assured.	- Ensure gender-appropriate methods of transportation are available and provided. - Provide information about rights/awareness to all trainees and staff. - Where possible, ensure that training (both class- and workplace-based) has some degree of time flexibility, especially with respect to school timings or other responsibilities that women may have. - Support services (e.g. childcare) should be provided or available. - Issues of personal safety and harassment must be taken seriously. - Psychological support should be available, alongside effective and confidential complaint mechanisms.	- Childcare should be made available during study and test times. - Location and time of tests should take into account the external responsibilities that women may face.	- Training should be designed on the basis of the needs and resources (time, location and accessibility) of all parties (students, trainers and businesses offering placements or on-the-job training). - Involve beneficiaries in the planning and evaluation of training – this should meet their norms and habits (overall conditions). - Media and visibility campaigns should be undertaken to better attract groups which may be currently underserved or feel that such courses are not suited to them. - Announce training schedules well before the start of the programme. - Write a clear outreach message in terms of logistics, ideally with specific messages for different target groups. - Service providers should be accredited and follow good standards that are nationally and internationally recognized, and be endorsed by local employers.

	CURRICULA DESIGN	LOCATION & PHYSICAL ACCESS	MONITORING	TRAINING IMPLEMENTATION	TESTING & CERTIFICATION	OUTREACH RELEVANT TO ALL CATEGORIES
YOUTH	- Profiling (interviews, questionnaires, exercises), should take into account issues relevant for youth. - Carry out a needs analysis to identify youth-specific issues that should be addressed in the curricula design. - Subjects covered should take into account the needs and challenges facing youth. - The mix of theory + practice within curricula should also take into account the needs of youth. - Scheduling of training should also take into account the needs of young participants.	- Cost/availability of transport should be factored in to ensure youths are able to get to training classes.	- Tailored tools that are attractive for youth. - Fears and challenges facing youth in training and when entering the labour market should be understood and monitored. - Cultural diversity among youth groups should be respected throughout the evaluation process. As should inclusivity between these groups.	- Ensure modalities of training are engaging and relevant. - Where possible, ensure that training (both class- and workplace-based) has some degree of time flexibility. - Direct and indirect forms of financial support should be considered to ensure that those most vulnerable and likely to benefit from skills training can be included. - Formal recognition of learning must be considered for training to have a long-term benefit for youth participants. - Psychological support should be made available, alongside effective and confidential complaint mechanisms. - Orientation services on education and entering the job market should be provided or links to them should be established.	- Case management should be in place to ensure that access to testing and certification is inclusive and make necessary adjustments if otherwise. It is used to better manage and monitor the follow-up and efficiency of processes (including assessment, planning, facilitation, coordination, evaluation, etc..) for options and services that best meet the individual youth comprehensive needs	- Training should be designed on the basis of the needs and resources (time, location and accessibility) of all parties (students, trainers and businesses offering placements or on-the-job training). - Involve beneficiaries in the planning and evaluation of training – this should meet their norms and habits (overall conditions). - Media and visibility campaigns should be undertaken to better attract groups which may be currently underserved or feel that such courses are not suited to them. - Announce training schedules well before the start of the programme. - Write a clear outreach message in terms of logistics, ideally with specific messages for different target groups. - Service providers should be accredited and follow good standards that are nationally and internationally recognized, and be endorsed by local employers.

	CURRICULA DESIGN	LOCATION & PHYSICAL ACCESS	MONITORING	TRAINING IMPLEMENTATION	TESTING & CERTIFICATION	OUTREACH RELEVANT TO ALL CATEGORIES
PERSONS WITH	- Disabled persons' organizations (DPOs) should be consulted and involved in curricula design. - Carry out a needs analysis to identify specific issues that should be addressed in the curricula design relating to the needs of those with specific disabilities. - Subjects covered should take into account the needs and challenges facing those with disabilities. - The mix of theory + practice within curricula should take into account the needs of students with disabilities. - Trainers should be trained on methods to ensure persons with disabilities/ specific needs and challenges can be properly included within training.	- Training centres should be accessible for students with various disabilities (i.e. visual or physical impairments, or learning difficulties). - Training locations should be safe for all participants. - The learning environment should be accessible for those with disabilities (visual, physical, or learning impairments). - Transportation should be accessible for all students. - Special assistance should be provided to those who need it.	- Physical access and general access to work and learning sites should be monitored to ensure accessibility and safety for vulnerable students. - Inclusion and engagement of vulnerable students or those with disabilities should be ensured throughout the evaluation process. - Questions should be tailored to address specific challenges PWD may face during the training process to know whether any fears and challenges they expected to face were addressed or not. - Specialists and experts in the disability field should be included in the evaluation process.	- Take into account all issues around accessibility (physical and technical challenges). - Provide information about rights/awareness to all trainees and staff. - Psychological support should be made available, alongside effective and confidential complaint mechanisms.	- Testing should be in an accessible location and provisions should be made for those who require extra support during testing (e.g. those with visual impairments taking written examinations). - For practical tests, methods of testing should be based on the individual needs of PWDs.	- Training should be designed on the basis of the needs and resources (time, location and accessibility) of all parties (students, trainers and businesses offering placements or on-the-job training). - Involve beneficiaries in the planning and evaluation of training – this should meet their norms and habits (overall conditions). - Media and visibility campaigns should be undertaken to better attract groups which may be currently underserved or feel that such courses are not suited to them. - Announce training schedules well before the start of the programme. - Write a clear outreach message in terms of logistics, ideally with specific messages for different target groups. - Service providers should be accredited and follow good standards that are nationally and internationally recognized, and be endorsed by local employers.

CURRICULA DESIGN	LOCATION & PHYSICAL ACCESS	MONITORING	TRAINING IMPLEMENTATION	TESTING & CERTIFICATION	OUTREACH RELEVANT TO ALL CATEGORIES
OLDER PEOPLE	- Nursing care available. - Accessible transportation with special assistance. - Accessible environment (information)		- Calibrate approaches to the learning schedule to ensure that elderly participants can cope with the different learning challenges they are likely to face. - Role and profile of trainer should be recalibrated towards the dynamics of older students. - Psychological support should be made available, alongside effective and confidential complaint mechanisms. - Where possible, ensure that training (both class- and workplace-based) has some degree of time flexibility, especially with respect to other responsibilities elderly students may have.		- Training should be designed on the basis of the needs and resources (time, location and accessibility) of all parties (students, trainers and businesses offering placements or on-the-job training). - Involve beneficiaries in the planning and evaluation of training – this should meet their norms and habits (overall conditions). - Media and visibility campaigns should be undertaken to better attract groups which may be currently underserved or feel that such courses are not suited to them. - Announce training schedules well before the start of the programme. - Write a clear outreach message in terms of logistics, ideally with specific messages for different target groups. - Service providers should be accredited and follow good standards that are nationally and internationally recognized, and be endorsed by local employers.

	CURRICULA DESIGN	LOCATION & PHYSICAL ACCESS	MONITORING	TRAINING IMPLEMENTATION	TESTING & CERTIFICATION	OUTREACH RELEVANT TO ALL CATEGORIES
HEAD OF HOUSEHOLDS				- Direct and indirect forms of financial support should be considered to ensure that those most vulnerable and likely to benefit from skills training can be included and do not suffer financially by attending training. - Where possible, ensure that training (both class- and workplace-based) has some degree of time flexibility, especially with respect to childcare responsibilities or other working activities heads of households are involved in. - Support services such as childcare and transportation should be provided.	- Childcare should be made available during study and test times. - Location and time of tests should take into account any external responsibilities that heads of households may face.	- Training should be designed on the basis of the needs and resources (time, location and accessibility) of all parties (students, trainers and businesses offering placements or on-the-job training). - Involve beneficiaries in the planning and evaluation of training – this should meet their norms and habits (overall conditions). - Media and visibility campaigns should be undertaken to better attract groups which may be currently underserved or feel that such courses are not suited to them. - Announce training schedules well before the start of the programme. - Write a clear outreach message in terms of logistics, ideally with specific messages for different target groups. - Service providers should be accredited and follow good standards that are nationally and internationally recognized, and be endorsed by local employers.

	CURRICULA DESIGN	LOCATION & PHYSICAL ACCESS	MONITORING	TRAINING IMPLEMENTATION	TESTING & CERTIFICATION	OUTREACH RELEVANT TO ALL CATEGORIES
REFUGEES / IMMIGRANTS	- Involve Local NGOs in the design to ensure inclusiveness - Carry out a needs analysis to identify refugee/migrant-specific issues that should be addressed in the curricula design. - Subjects covered should take into account the needs and challenges facing refugees and migrants. - The mix of theory + practice within curricula should also take into account the needs of refugees and migrants. - Scheduling of training should also take into account the needs of refugee and migrant participants. - Training requirements of refugees and migrants should be taken into account in the design of training programmes.		- Respondents must be respected and assured of anonymity/ confidentiality. - Social and cultural diversity should be respected and encouraged throughout training and placements. - Where possible and when appropriate, facilitators/interviewers should be from the same- community. - Fears and challenges facing refugees and migrants in training and in entering the labour market should be understood and monitored.	- Specific cultural contents may need to be included. - Where relevant and possible, programmes should address specific language needs. - The transitional status of refugees and migrants should be taken into consideration when implementing training. - Short-term training could be offered as a means to address specific challenges refugees or migrants face in entering the job market or having their prior experience recognised. - Information about rights and the legal framework specific to refugees and immigrants should be included. - Psychological support should be made available, alongside effective and confidential complaint mechanisms. - Direct and indirect forms of financial support should be considered to ensure that those most vulnerable and likely to benefit from skills training can be included and do not suffer financially by attending training.	- Accredited certificates from country of origin could be offered for testing or be offered equivalence when possible and relevant. - Location and time of the test take into account external responsibilities refugee and migrant participants may face	- Training should be designed on the basis of the needs and resources (time, location and accessibility) of all parties (students, trainers and businesses offering placements or on-the-job training). - Involve beneficiaries in the planning and evaluation of training – this should meet their norms and habits (overall conditions). - Media and visibility campaigns should be undertaken to better attract groups which may be currently underserved or feel that such courses are not suited to them. - Announce training schedules well before the start of the programme. - Write a clear outreach message in terms of logistics, ideally with specific messages for different target groups. - Service providers should be accredited and follow good standards that are nationally and internationally recognized, and be endorsed by local employers.

COMPONENT 1:

MARKET ANALYSIS AND IDENTIFYING SKILLS GAPS

Principles

- 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 that fit the context in which they operate in order to ensure their conclusions are robust.

- Information relevant to inclusion (sex, nationality, disability, age, education status, etc.) and peacebuilding should be part of the data collected and analysed.

- All relevant stakeholders, particularly representatives of employers, industry, and micro, small, and medium-sized enterprises (MSMEs), should be included in the analysis.

- Information on market assessments should be shared openly to improve quality and reduce costs.

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

Market-based skill training takes the perspective that unless actual labour market needs and opportunities are identified in advance, training will not result in improved livelihoods. In fact, training that is not market-based may lead to an increased sense of alienation and lack of attachment to the labour market if it does not lead to employment for the trainee. Market assessment is also an important strategy for engaging with potential employers and peers for the self-employed.

Market analysis uses a variety of methods to collect information, and engage stakeholders. It is an area where prospective training providers can collaborate with each other and other economic actors (such as economic development agencies, business development services or industry groups). Such collaboration can help ensure a wider range of perspectives in an analysis and promote coordination to ensure that resulting interventions will have an increased impact – for example, ensuring that different training is complementary across a whole value chain, and that planned support for business development is aligned with economic development incentives. It can be challenging to engage economic actors, particularly small and medium-sized enterprises (SMEs), so finding incentives for them to participate (e.g. sourcing new skilled workers) is important.

Figure 2. Three markets to be considered in a skills gap analysis

	Supply – schools and training providers Demand – potential trainees	
Education and training market		
Labour market	Supply – workers and skills Demand – employers	SKILLS MISMATCH
Market for products and services	Supply – businesses Demand – consumers	

For the purpose of this manual, a market needs analysis is based on the concept of skills mismatch – where the supply of skills does not meet the actual needs of employers or opportunities for productive self-employment.

Three different markets are behind this concept and will be analysed separately for each of its supply and demand sides, and its prices:

1. The market for product and services – where consumers procure goods and services from businesses for a price;

2. The labour market – where workers secure employment from employers – against wages;

3. The education market – where trainees acquire additional skills from training providers – for a price (often subsidized).

Defining the skills gap requires an in-depth understanding of these three markets. The analysis will describe the economic trends at the national level for identified sectors, the occupations in demand because of these trends, and the main competencies for these occupations. It is important to articulate these categories carefully throughout the report. This will identify the difference between the skills that are needed, by whom, in what quantity, and when (demand), and the skills available in the working age population with what kind of training (supply), and at what cost.

An example of a skills mismatch analysis may include the following findings:

MAIN FINDING	POSSIBLE RESPONSE
Employers' inability to find workers with a defined set of skills (unfilled job vacancies), in order to replace outgoing workers, to expand activities with new workers and/or to improve productivity	Skills training for the identified occupations/competencies
An unmet consumer demand on a given market that requires new set of skills available among university graduates. But these graduates may not have the business management competencies to offer the new services/products on the market	Entrepreneurship training for university graduates
The availability of a workforce with the required skillset for a given occupation but wages and work conditions do not meet expectations, limiting the training uptake and resulting in high staff turnover	Training on life skills to tackle reservation levels among the workforce, training of managers and HR departments to improve wages and working conditions, or promotion of the involvement of trade unions for improved collective bargaining.
An under-representation of a certain population (youth, women, PWDs) in a given occupation because the cost of training limits their access	Targeted training for under-represented population
Current workforce in targeted companies does not have the required competencies to adapt to new equipment	Training of existing workforce for improved productivity and competitiveness

Further, some methods will look at skills anticipation – i.e. what skills will be required within three or five years to be successful in the labour market. They will not be the main focus of these guidelines, as the short-term training promoted here happen in a context of crisis, and they require more sophisticated economic tools that may not be available to the intended readership.

In some instances, the analysis will identify elements that are beyond the scope of a training programme (e.g. wages and working conditions). It is, however, important to consider these elements carefully as part of the project design if they are to impact the employment outcomes of the graduates. The analysis may also conclude that a skills shortage is not the main bottleneck to be tackled to improve the employment situation. In a resilience context where non-formal skills training is normally intended to meet the needs of vulnerable beneficiaries in a particular location, it is important to first develop an in-depth understanding of their profiles and the external constraints they face on the labour market, in order to limit the enquiry into possible market options.

Skills common to most employment, also called "soft" skills, are a critical part of any employment training programme. A growing base of evidence shows that these skills may be just as important as academic or technical skills in gaining employment. A Life Skills and Civic Education (LSCE) Framework was agreed upon by the Ministries of Education of the Middle East and North Africa region. It provides a framework for life skills to be prioritised and validated with future employers that are part of the programme (see http://www.lsce-mena.org/)

The following tables review the various lines of enquiry for a skills mismatch analysis, examples of research questions, possible research methods and their shortcomings. Methods will vary in quality and usefulness for the purpose of a focused market analysis.

Table 2. Strategies for a market-needs analysis

LINES OF ENQUIRY	EXAMPLES OF RESEARCH QUESTIONS	SOURCES /METHODS	POSSIBLE SHORT-COMINGS
Macro-economic	What are the growing sectors in the country? What are the policy priorities and what incentives for growth do they include? Which of these sectors are job rich? What occupations are increasing? What competencies are required for these occupations? Are the education and skills development system already focusing on these occupations/competencies in a sufficient manner?	Macro-economic data, policy review, Labour Force Survey (LFS), Sector studies, Employers establishment surveys, qualitative methods (semi-structured interviews, focus groups)	Availability and accessibility of public data
Policy triggers for employment	What is the vision of the Government for supporting employment generation? What are the incentives provided for targeted sectors, occupations and populations?	Policy review	Not all countries have a coherent vision of employment policy
Replacement demand	What are the sectors/occupations with highest number of outgoing workers for the next period (60 years and over)?	LFS	LFS is not finalized in Lebanon
Wage progression	Increased wages show expanding demand – what are the wage trends by occupation and education background?	LFS	LFS is not finalized in Lebanon
Inclusiveness	What are the most vulnerable groups of population in the labour market (unemployed, low-income)? Where are they and what support do they need?	LFS, vulnerability assessment.	LFS not finalized in Lebanon
Export-related competencies	Which sectors are developing because of exports? Which occupations are expanding because of increased exports? What are the main competencies required for these occupations? Are these occupations/ competencies already targeted by education and skills development systems in a sufficient manner?	Export statistics, employer establishment surveys,and qualitative methods (semi-structured interviews, focus groups).	Availability of export data and willingness of employers to participate

Value chain analysis	What are the various stages of the value chains? Which stages add value? How can this added value be improved with a skills intervention? What are the specific competencies to focus on?	Value chain analysis	Time consuming
Area-based analysis	What unmet consumption needs exist in targeted areas? Which businesses can be created/ expanded to meet these needs? What are the competencies required for these businesses?	Consumer surveys and business surveys	Time consuming
Usefulness of education	How many employed and unemployed by field and level of education? How has this changed in the recent years? What are the employment rates of graduates by field and area? How useful was the training programme to secure a job and retain it? How satisfied are employers with the training?	Tracer studies, employer establishment surveys	Time consuming and reluctance of employers to engage
Administrative data	Which positions are currently vacant and how long does it take to fill positions?	Public employment services (National Employment Office) data	Limited in scope

Note: A Labour Force Survey is currently underway in Lebanon and the results will be made available once completed.

The decision regarding which methods to adopt is based on its relevance to the specific context, and the feasibility of implementing them. While deciding on the mix of methods, one can also structure them in a sequential manner, such as when:

- The categories of possible answers in a quantitative survey are defined through focus group discussions;
- Background research and projections are validated through focus group discussions with relevant stakeholders.

1.1. Employer (establishment) surveys

Establishment surveys are used to document:

- Skill gaps identified by employers in terms of training needs for current staff;
- Positions which employers can't fill because of a lack of candidates with the required skills;
- Expected replacement needs (when employees are expected to retire);
- Satisfaction with existing training programmes;
- Expected loss of competitiveness as skill requirements change.

The information can be used by training providers to develop training to upgrade the skills of current employees, develop candidates for current and future employment opportunities, and as feedback on the effectiveness of existing training programmes.

Surveys may be regular or conducted ad hoc, cover all employers in a geographic area, focused on a particular sector, or on a particular type of employer (e.g. MSME).

Establishment surveys may provide only a limited range of information, especially where employers have limited capacity to gather or report on future skills, employment and hiring needs.

In a context where the Human Resource Development (HRD) capacity of some employers (especially MSMEs) is limited, there is a need to ascertain the results of these surveys with other means (i.e. an expressed need for certain competencies should not be taken as a commitment to employ future graduates of a targeted programme). Skills programmes can also be embedded in a more comprehensive approach to private sector development, where other bottlenecks constraining productivity are addressed, including HRD capacity:

- **Establish the focus of the survey** – geography, sector, type of employer, frequency, etc. The broader the scope, the more general the questions will have to be. Identify the intended respondents and the strategy for participation.

- **Establish the questions to be addressed in the survey.** Typical topics include:

  - ¤ The types and levels of the main technical skills required among current and incoming employees;
  - ¤ Life skills required (as per the LSCE framework: http://lsce-mena.org/);
  - ¤ An assessment of graduates' or new entrants' performance by qualification and training provider;
  - ¤ Skills gaps among different occupational groups;
  - ¤ How skill requirements are changing and why.

- **Determine the approach to assessing skill needs.** Options may include:

  - ¤ An occupational structure approach – create a detailed map of the workforce structure of an organization and how it has changed over time to identify skill needs;

- A task approach – collect information about tasks as a proxy for skill needs;
- A vacancies approach – identify current vacancies and the reasons for these vacancies;
- A training approach – assess current and planned training by the organization to identify their skill needs;
- A skills approach – ask about the use of a specific set of skills.

- **Develop and test the survey instrument and process.** Make sure it is short, uses language meaningful to the respondent and is easy to administer.

1.2. Tracer studies

Tracer studies follow participants after they complete a training programme and establish themselves in the labour market. The purpose is to identify the employment status of graduates (labour market information) and improve the training programme (retrospective evaluation). Questions covered in a tracer study may include the following subjects:

- Employment status;
- Elapsed time between programme completion and employment;
- Skills required by employer;
- Job satisfaction/satisfaction with past studies.

Guidelines and references for tracer studies are discussed in more detail in Component 4 (monitoring, evaluation and tracking of impact).

1.3. Sectoral approaches (including value chain/market-based livelihood assessments)

A sectoral approach to skills needs means a study or project that starts from the perspective of a sector. It may include national and international stakeholder bodies such as Sectoral Skills Councils. Sectoral approaches to defining skills may be part of a broader initiative to develop a sector in a country or region. Sectoral approaches can be valuable because of the involvement of stakeholders, the use of a common language and frame of reference, and the potential for a deeper and more specific level of analysis of skill needs and opportunities, so that actual competencies may be identified.

It may adopt a value chain approach (i.e. looking at the production and distribution of products). In a pro-poor value chain approach, one will identify ways to increase the share of the added value (and income) for vulnerable populations that contribute to the value chain. A value chain assessment looks at ways to improve added value of products/services at any point of the value chain, generally for populations whose contributions to the sector is not adequately valued. It also includes an assessment of community and market contexts and socioeconomic factors, market trends and other factors to develop a map of potential interventions

to both the supply (e.g. training) and demand (e.g. market, production methods, etc.) sides. Not all sectors are well organized and there may not be a consistent voice for stakeholders.

A sectoral approach makes sense where there is a defined sector, with stakeholder or other representative organizations, and where there is a broader framework for the development of the sector.

Stakeholders must be fully involved in the process and are expected to take full ownership of the conclusions and recommended actions.

Research and consultations will establish the boundaries of the sector, identify employment and trends in skill demand, examine those parts of the value chain that can be improved through skills interventions, and identify the drivers of change over time. This work can frequently be done as part of a broader sectoral mapping/development planning exercise. The focus of the research will include the following:

- Overall sector outlook – expanding or steady? Likely to continue to use the same processes and skills or to change? Over what time frame?.

- Business capability – are there gaps in capability affecting growth or progress? What are they? Note that these may exist at numerous levels within a business or in the value chain of a sector.

- What skills are needed to address the gaps in business capability? There will be a range of different skills needed depending on the gaps, likely involving a range of different occupations.

- Workers required by skills type – calculating the number of workers needed by occupation.

Based on this research, a set of proposed responses can be developed. Not all of the needs identified through this type of approach can be responded to with a training programme. Note that an analysis may reveal other factors that would have to be addressed to expand employment, even if the skills gap was rectified. For example:

- Low wages and poor working conditions deterring graduates from accepting a job;

- Trade barriers preventing export of products;

- Regulatory aspects limiting the participation of the targeted groups in the labour market.

A value chain assessment will have four main elements:

1. **Context analysis and socioeconomic assessment,** including:

   ¤ Target group assessment (background information, education and skills, work experience, ability to work, aspirations);

   ¤ Assessment of rules and regulations (legal framework, practices governing market access, social and gender norms, informality;

   ¤ Assessment of access to general supporting functions (information on formal and non-formal networks, access to finance, skills training, coaching/mentoring/career guidance, business development services, infrastructure/transportation);

2. **Market analysis,** identifying market trends and anticipated developments, as well as sectors and sub-sectors with potential employment opportunities;

3. **Rapid market appraisal** in sectors with potential for employment for the target group to identify immediate opportunities;

4. **Value chain analysis** to map all stages of the production and marketing chain and identify specific areas with potential for increased employment and the factors (demand and supply) that influence that. This will identify several potential interventions to create employment at many stages.

Figure 3. Value chain assessment

Source: Skof, A. Value chain/market based livelihood assessment. (Workshop presentation)
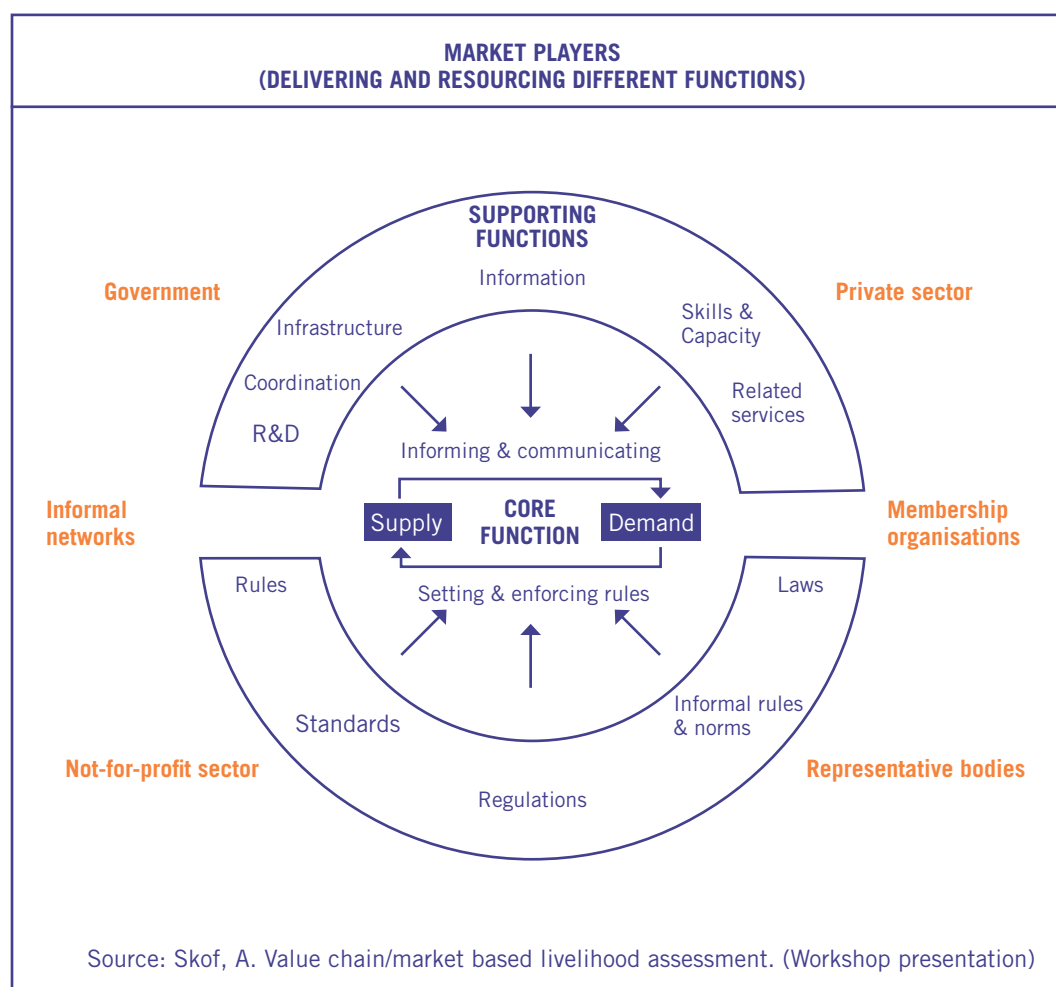
1.4. Labour Force Surveys

Most countries collect data on the labour force through regularly administered household surveys, using broadly comparable approaches. The LFS includes the whole population aged 15+ and records data on demographics, employment status, occupation and education. Questions may also address length of employment, previous occupation, capital assets and other variables.

Collated data can be used to identify broad trends and contexts to assess skills needs in the labour market, and to establish baselines and make comparisons.

LFS data, as well as other data taken from national and international statistical services, all have certain strengths and weaknesses when used in a skills analysis. It is important to be aware of the quality of the survey in terms of its sampling frame, size, frequency, etc.

The LFS will capture information on informal, as well as formal, employment because households report on actual activities. This can be a useful way to determine the relative proportions of formal and informal employment in different occupations or sectors.

1.5. Emerging good practices for market research relevant to Lebanon

There are several good practices related to mixed method approach to market research. A case study example was discussed in the workshops for these guidelines. It is attached as Appendix VI. The case describes how a large TVET institution decided to update their curricula using a number of different means to gather information, including:

1. A survey of graduates;

2. An analysis of LFS data;

3. A survey of employers;

4. Reviewing the results from another research project;

5. Workshops with teachers and management of the institution.

A mixed approach is being used in a current ILO–UNICEF project in Lebanon that is using multiple forms of assessment, including export potential, an establishment survey along the value chain, tracer studies, an employer satisfaction survey, administrative data, and a community-based assessment.

A current carpentry training programme in Tripoli is based on a UNIDO field study of northern Lebanon, which identified this area as a traditional centre of wood and furniture production with scope for expansion with newly trained workers.[9]

In addition, a number of surveys have been carried out that are useful to understand the economic context. Establishment surveys have being completed in a number

9   https://www.unido.org/news/unido-opens-vocational-training-centre-northern-lebanon
http://executive-bulletin.com/other/the-inauguration-of-the-vocational-training-center-in-zgharta
https://www.unido.org/news/promising-clusters-cultural-and-creative-industries-selected-
southern-mediterranean-region-promote-inclusive-and-sustainable-industrial-growth
http://ec.europa.eu/

of Arab countries, including the World Bank Enterprise studies, including one specifically on Lebanon[10] that can be used as guides or benchmarks to compare locally developed surveys.

National surveys offer another baseline for comparison. For example, Cambodia has regularly studied six key sectors using a consistent, internationally comparable questionnaire to identify skills gaps and needs. This survey informs all training providers in the country.

The value chain analysis methodology used by ILO in its project in Akkar (North of Lebanon) was initiated in 2014 in response to the Syrian crisis with a focus on employment and livelihood issues. The aim of this project is to enhance the resilience of entrepreneurs, including farmers and workers affected by the Syrian refugee crisis in rural areas.

The ILO North Lebanon Livelihoods Project worked with five local partner organizations to identify two sub-sectors of vegetable production for value chain analysis. A combination of desk and field research with the participation of stakeholders developed an assessment report and led to the creation of business models.

For 2018, the Labour Force Survey for Lebanon is in progress, sampling approximately 40,000 out of a total of 800,000 households (sample size is 5 per cent of the total population). Households selected for the sample will be interviewed regardless of the nationality of the head, so Palestinian and Syrian households will be included. However, the survey will not include residents of Palestinian refugee camps or Syrian tent settlements. The ILO has also conducted a LFS on Palestinian Refugees in Lebanon[11].

10   See http://www.enterprisesurveys.org/data/exploreeconomies/2013/lebanon

11   Results are available online at:
      https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_236502.pdf

1.6. References / Additional resources

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- International Labour Organization (ILO). 2017. Skill needs anticipation systems and approaches: Analysis of stakeholder survey on skill needs assessment and anticipation. Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_616207.pdf

General context on the labour market in Lebanon can be found in two ILO reports:

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COMPONENT 2:

CURRICULUM DESIGN & TRAINING IMPLEMENTATION

Principles

- Training should be competency-based and focused on trainees achieving clearly defined skills, knowledge and abilities, including core work skills/life skills.

- Non-formal training providers should make use of existing competency standards and curricula, after improving and validating them in consultation with the private sector.

- Where curricula are not available, market research should be followed by occupational analysis by certified professionals (DACUM or others), in order to define the duties and tasks for each occupation. These duties and tasks are then analysed in terms of competencies – knowledge, skills and attitudes – to define competency standards.

- Economic stakeholders (industry, employer groups etc.) should be involved at every stage of design and implementation to ensure relevance.

- Learning approaches that involve trainees in practical and hands-on experience, in the classroom and in the workplace, should be prioritised.

- Post-training pathways to employment and entrepreneurship must be anticipated as part of training design.

- Trainees should be selected based on their motivation, personal goals and commitment to learn.

- Training providers should have direct experience in the competencies they train on, and in instructional techniques.

- Coordination between stakeholders in industry, the formal education system and community enhances the overall quality and effectiveness of training.

- Skills development should be considered as an investment, and supported financially by multiple public and private sources on a sustainable basis.

- While inclusion and access are core principles for education and training, specialized programmes will necessarily focus on specific groups. But within those groups, training providers should ensure there are no barriers to participation on the basis of age, sex, nationality, social origin, or disability.

These guidelines emphasize that while the design and delivery of training are critical stages, market analysis and identifying skills mismatches are necessary to ensure that training will be focused on skills that will lead to employment and improved livelihoods. In the same way, post-training pathways to employment and entrepreneurship must be anticipated as part of training design. This means, for example, that career counselling and business planning should be integrated into training from the beginning, not added on as a transition step.

The design and implementation of non-formal skills training should include the establishment of a clear learning objective, which is grounded in a market analysis and expressed as a measurable competency. A competency is a set of observable and measurable knowledge, skills and attitudes that is necessary to independently

perform a task at a defined level of proficiency, and defined through: (a) what a person is required to do (performance); (b) the conditions under which the work is performed (conditions); and (c) the level of proficiency.

The value of short-term training is not only in the competencies targeted but also in its relation to a larger programme. In order to promote access for target populations to a recognised certificate, it is important to negotiate recognition of the proposed competencies with authorities, employers' organizations, and professional associations as part of a modular approach that allows graduates to progress along a recognised path.

2.1. Curriculum design and development

A curriculum specifies the learning objective (the competencies, skills, and knowledge that will be acquired by the learner) and the kinds of activities that will be used to accomplish it. These may be documented in textbooks, teacher guides or assessment guides. There is a need to test and validate planned approaches and resources to ensure they are effective, and that proposed learning methods are not unconsciously biased and do not act as barriers to participation.[12]

Curricula and training materials should be sourced, adapted and designed to fit the competencies and learning characteristics of the target population. A curriculum is adapted to the specific needs of a group of learners to enable them to meet the learning objective. Adaptations may be required to address barriers to participation and successful completion for women, PWDs and other marginalized groups, as well as for other learners, depending on their educational background, learning style, etc.

Understanding learners' characteristics is an important preparatory step to fostering a dynamic learning environment, where the trainer facilitates the learning process rather than dictates the learning contents. It is part of a learner-centred approach where the analysis of how learners acquire competencies is crucial to developing training sessions based on what the learners know, rather than what they should know.

Some learners understand better and remember more if the contents of the sessions are written down. Some others have a greater oral memory. Some strive to overcome challenges and learn through exercises, while others need to have first a conceptual understanding of the issue at hand. It is also a very important aspect of accommodating the needs of PWDs, in line with the UN Convention on the Rights of Persons with Disabilities. These are mostly individual characteristics. However, when dealing with forcefully displaced populations that have experienced traumatic events, there may be some common characteristics that deserve to be researched as part of the initial assessment.

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12   For example, if discussion will be used as a training technique, will cultural norms allow women and men to participate equally? If not, what can the instructor do to ensure that both women and men are able to learn effectively? Trainees with visual limitations may need additional support to be able to explore materials physically and get more auditory input regarding a process where an instructor intends to demonstrate it to the trainees. Making sure that potential barriers are identified at the design stage will also enrich the learning for all trainees by ensuring there are multiple channels of instruction and that a range of learning and participatory styles are accommodated.

A curriculum may refer to an entire course of study leading to a certificate, to a class within such a programme, or to the content of a standalone, short-term training course. In all cases it must define the learning objective, the activities to reach that objective, and the means to assess progress and whether the objective was achieved.

A curriculum for a whole course of study leading to certification will be divided into distinct learning modules. Curricula for short, standalone courses and for each module should include defined learning objectives (goals of the training). These should be defined as objectively measurable competencies. Learning objectives should be validated with relevant stakeholder groups, particularly industry/employers.

Methods for assessing trainees' progress towards achievement of the competency should be developed. Assessment criteria establish at the outset what will be measured to determine if the learning has been effective. Competency-based criteria focus on a trainee's ability to perform a task using knowledge and skills, and are normally documented in an assessment guide.

Occupational Safety and Health (OSH) training should be the first element of any training programme – in order to avoid accidents at a later stage of the programme. Life skills/core work skills should be identified as part of the overall learning objective and included in the curricula.

2.2. Training delivery methods and approaches

Delivering the training programme means defining how, when and where it will be delivered, by whom, and identifying all the resources required. The curriculum sets out the main features of the training; planning for delivery means putting this into practice.

Preparing training delivery involves the following elements:

- **Schedule the training,** establishing start and end dates and a total length. The curriculum should include numbers of training hours required. This may be as few as 15 hours or up to 70 hours for short courses. Schedule the number of days and times of training with respect to training requirements and accessibility for participants.

- **Secure training venue(s).** This may be classroom space, space in an enterprise, community spaces or combinations. In all cases, ensure that the space meets basic OSH requirements, is accessible and has facilities for trainees. Ensure that there are no physical or other barriers to the participation of women, PWD etc.

- **For workplace-based training,** establish a legal basis for the training and the status of trainees.

- **Secure tools, equipment and materials** required for the training.

- **Identify other programme costs.** This may include stipends or transportation assistance for participants, and adaptation costs for PWDs, etc.

- **Identify and schedule staffing needs.** List the human resources and schedule their time. This includes trainers, support/administrative staff, any other personnel required for the training. Overall management, post-training follow-up and evaluation should be included.

- **Secure trainers and master craft persons** and train them on pedagogical skills, as required, to deliver the curriculum.

- **Identify partners and stakeholders.** Other organizations may be involved in delivery or offer potential employment. These relationships should be established and secured as appropriate (MOU's, membership on advisory bodies, etc.).

- **Prepare implementation plans and a budget** that specifies actions, responsibilities, costs and timelines.

2.3. Selection of beneficiaries

Training is most effective when there is alignment between market needs and the interests and aptitudes of trainees. Hence, the selection of beneficiaries for training is an important part of the training development process. While in principle everyone should be able to access training and all training should support the de-segmentation of the labour market, in practice short-term training can be directed at specific beneficiary groups.

It includes the following elements:

- **Establish who the programme is aimed at and why.** If it is aimed at a particular group, ensure that issues which may restrict that group from participating are understood and tackled. This may include costs (transport costs, opportunity costs in terms of lost wages, etc.), scheduling (length of training, time of day etc.), and accessibility for PWDs, women, etc.

- **Establish entry criteria that fit with the objective of the training.** These should address both the characteristics of the target group as well as those required for successful training. For example, a training course may require participants to have literacy and numeracy skills to a certain level; other courses might require more advanced skills and some work experience. To avoid potential conflict, it is important that entry criteria are clear, fair, and widely disseminated. It is also important to avoid creating any perceptions that one social group is being supported at the expense of others.

- **Publicise the training.** Advance publicity should be aimed at individuals and groups that match the entry criteria, using credible media that are most likely to reach them. This will include announcements in newspapers, radio, online channels, religious institutions, and other civic, community and social groups, etc.

- **Implement the intake process.** An intake process, including some element of testing to establish candidates' basic suitability and existing level of competency, is required. Preliminary screening may be used to eliminate applicants who do not fit the core criteria for the programme. Subsequent testing can then be used to establish baseline skills and knowledge.

Example of entry test

SOCIAL TARGETING	DOES THE PARTICIPANT FIT THE CRITERIA TO BENEFIT FROM THE PROGRAMME (OUT-OF-SCHOOL, DISABLED, ETC.)?
Commitment	Is the participant able to explain what they expect from the training and to agree on activities they will undertake afterwards as a result of having these expectations met?
Access	What arrangements should be made to facilitate access of the potential trainee to the sessions, including financial support and changes in physical and/or communication access, as well as training methodologies that take into account the learning styles and characteristics of the target populations.

2.4. Selection of training providers

Some of the NGO's in the readership may not provide the training themselves. Here, "training providers" means both instructors and the organizations/institutions conducting the training. Instructors are selected on the basis of competence in the subject being taught, recent industry experience, capacity to use instruction techniques, resourcefulness and creativity.

Organizations and institutions providing training should have the capacity to: manage the logistics of training provision; recruit, select and support trainees and instructors; manage records and finances responsibly and accountably, and establish effective linkages with other training providers, employers and post-training resources.

Instructors may require additional training to ensure that they have both subject matter expertise and knowledge of instructional techniques. Academic/institutional trainers typically need workplace experience to update or expand their technical competence; trainers from industry or trade backgrounds may need to coaching in instructional techniques.

Master trainers from industry or trade who have high levels of skills or successful businesses should also consider receiving training on pedagogy, as these skills would help with on-the-job training and the selection of suitable enterprises for placements and apprenticeships.

The instructor has a role to play in the on-the-job training programme that they may not be accustomed to if they work in a training institution. They should to be made aware of the need to visit the worksite, validate the competencies in discussion with the master craft worker and the trainee, and make sure that the learning component does not get diluted in the production role of the trainee.

Vulnerable populations face a wide range of challenges that may impede their successful participation in a training programme; instructors need to be aware of these challenges and identify concrete solutions to prevent students dropping out and ensure they successfully complete the programme. This may include advocating with families to keep the trainee in the programme and identifying additional sources of social support, etc.

Training in gender equality, rights in the workplace, and disability inclusion may be required for instructors to ensure they are aware of such issues and will take action on it.

Training of trainer workshops are used to develop the skills of trainers. These should include opportunities to practice and roleplay teaching in a range of contexts.

Instructor practice should be monitored as part of the overall management of training programmes. Instructors should have opportunities to correct and improve their practice, while instructors who do not meet the required standard should not be retained without addressing their shortcomings.

Existing learning/educational institutions or organizations, including public or private schools or community associations, will normally have some instructional staff with knowledge of instructional techniques and trainee management. However, they may not be familiar with less formal approaches to learning, competency-based approaches, vulnerable populations, training oriented directly to labour market needs, or have access to up-to-date industry tools and working practices. They will need to build links to employer/industry and related organizations.

Providers who are not educational/learning organizations may need support to develop their capacity to manage trainees, hire and manage instructors and develop linkages with education/training institutions and systems. They may not have suitable training facilities. However, training providers that are also employers, industrial companies, worker cooperatives, and so on may offer excellent connections to the working world for trainees and the potential for subsequent   employment/self-employment.

2.5. Financial and contractual modalities

For non-formal TVET, financing depends on the intentions of the programme – addressing a social/economic need, improving business efficiency, etc. Funding may be sourced from the Government, the private sector, national or international charities/NGOs and multilateral organizations, by applying individual fees, or a combination of various sources.

Non-formal training providers should calculate the cost per student in their design and planning, and use this figure for budgeting, and assessing the cost–benefit ratio, etc. The cost per student includes:

- Income (i.E. Fees and production work);
- Capital costs (premises, equipment, furniture, vehicles, etc.);
- Running costs, including direct costs (salaries);
- Indirect costs (developing curricula, staff development, raw materials, equipment, etc.);
- Overheads (administration staff, transport, building maintenance, utility bills, etc.).

Providers should seek multiple sources of funding to ensure greater sustainability. A combination of government, donor and private sector funding can provide a good balance. Providers should also pursue opportunities for revenue generation, such as setting up a business as a training context (restaurants, office services, etc.).

It is important to harmonize incentives/stipends paid to participants across all training programmes within a region, and seek common policies across regional and national organizations.

Apprenticeship programmes generate win-win-win results for employers, training providers and apprentices in that employers recoup the cost of training before the end of the apprenticeship, apprentices gain income and employment stability and the cost to government is relatively small. Thus, there is a strong justification for cost-sharing for apprenticeships.

Funds may be used to develop and deliver training programmes at minimal cost to marginalized beneficiaries by subsidizing training fees. For example, the NEO subsidizes the fees of training courses for Lebanese and subcontracts training to NGOs. UNHCR, UNICEF and FAO subsidize VT and technical education offered at NCTV, DGVTE, and the MoA for Lebanese and refugee students. UNRWA subsidizes training costs for Palestinians.

Funds may also be used to incentivize the performance of the training provider, based on the post-training employment status of graduates, for example, or trainee participation rates. Performance-based financing – i.e. payment for reaching certain levels of graduate employment – should be established according to realistic benchmarks that take into consideration the reality of the labour market and the economy as a whole. Establishing such benchmarks can be a by-product of the initial market assessment.

When a skills development system comes to maturity, an alternative option can be to use a voucher system where beneficiaries themselves choose the training they think will more likely secure them a job (provided they have access to the right information).

2.6. Legal issues

The legal status of beneficiaries may affect the types of work they can do, where they can live or work, and the conditions under which they work. In Lebanon the Government has determined that Lebanese citizens are given preference for work, and only certain sectors of the Lebanese economy are open to non-Lebanese nationals[13]. This list is updated on an annual basis (see Appendix I).

Training programmes must prepare beneficiaries for work they are legally able to do. They must ensure compliance with applicable laws and conditions for employment of intended beneficiaries, and such aspects should be integrated into programme design.

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13 In Lebanon the Minister of Labour issues an annual decision (e.g. Decision 1/29, 15 Feb 2018) defining the "businesses, occupations and crafts, and jobs that must be limited to Lebanese only". Related amendments regulate foreign worker employment. Professions and occupations not listed in the decree may be exercised by foreigners. In addition, Syrian workers are specifically permitted to be employed in construction, cleaning and farming.

2.7. Workplace-based learning and on-the-job training

Effective skills training includes both classroom theory and workplace/hands-on learning. This exposes trainees to how competencies are used in the workplace, and at the same develop an understanding of the theoretical knowledge behind their practical experience – crucial for their problem-solving skills "when things go wrong" in the workplace. Around 80 per cent of training should focus on practical skills, and adequately articulated and sequenced with sessions on theoretical knowledge.

Workplace learning is aimed at achieving specific learning objectives within a definite period of time under defined conditions, in line with specific competencies agreed with the employer, the training provider and the apprentice. The learning plan must include the learning objectives, the term, assessment criteria and the post-learning commitments if any (e.g. employers may agree to employ a trainee under regular conditions after graduation).

A range of different approaches to incorporating workplace-based training can be applied, depending on the main training approach and status of the trainee.

Table 3. Trainee status by type of workplace training

STATUS OF TRAINEE	WORKPLACE ELEMENT	TYPE OF WORKPLACE LEARNING
Employee	Hands-on work in a workplace	Formal apprenticeship, informal apprenticeship, traditional apprenticeship, dual training, cadetship
Student/ trainee	Hands-on work in a workplace	Traineeship, internship, cooperative education, job placement, experiential learning, unpaid work (for students), some types of dual training, sandwich courses
	Practice training	Work shadowing, experiential learning, enterprise visits
	Virtual or simulated learning	Virtual firms, training firms, real firms linked to or part of an educational and training institution, virtual/simulated workplace

Source: https://www.etf.europa.eu/sites/default/files/m/576199725ED683BBC1257BE8005DCF99_Work-based%20learning_Literature%20review.pdf

Formal apprenticeships are a specific form of workplace-based learning involving industry, worker organizations and the education system. Apprentices have contracts with the employer and the training provider, which state the rights and obligations of all parties within a framework of employment, and the costs of training are normally shared (see Appendix V, and Appendix VII for a sample contract). The contract should also stipulate the work conditions and hours, and social protection provisions (including insurance against accidents).

Apprenticeship/internship programmes should establish a remuneration scheme for apprentices based on a percentage of the minimum wage, and increasing over the full period of the apprenticeship, with a higher rate of pay on completion. Other benefits can include transportation, health insurance, insurance against accidents, uniform, meals, tool kits, skill tests and certification. The terms and conditions of all workplace learning must also be defined in order avoid displacement effects – e.g. apprentices being recruited at a lower pay rate than fully fledged workers.

2.8. Coordination and collaboration

Coordination and collaboration among stakeholders increases the effectiveness of non-formal market-based skills training from the point of view of trainees and training providers, as well as the broader socioeconomic context. Collaboration is required to share market intelligence and costs, refer trainees from one programme to another, and to avoid "double dippers" receiving similar training. Coordination also allows for greater engagement of the private sector to foster an environment that recognizes the value of short-term training and acknowledges training certification.

At first, not all organizations may be interested in coordinating their activities when, at the same time, such training providers compete for budgets. Trust-building measures between stakeholders need to be implemented incrementally so that the value of collaboration can be demonstrated.

Practical steps for improving the coordination of market-based skills training include:

- Inclusion of advisory groups or individuals as mentors to the programme and allowing local businesses to participate in the delivery of training;
- Building networks of existing entrepreneurs as contacts for trainees;
- Development of common key performance indicators (KPIs) in areas such as social impact to facilitate collaboration and establish benchmarks;
- Collaboration on larger-scale assessments to expand the scope of the research or dissemination of assessment and research data and reports among partner agencies using the assessment registry or other platforms;
- Establishment of peer review mechanisms to contribute to joint lessons learned;
- Development of common standards for financing, including stipends, to avoid competition between programmes on stipend levels;
- Establishing a common database of beneficiaries in order to avoid duplication.

2.9. Emerging good practices

The ILO supported the upgrading of informal apprenticeship in Jordan for craft workers working in auto mechanics. Seventy trainees between the ages of 18 and 27 benefited from this programme, in addition to 31 garages. Of these trainees, 53 (76 per cent) completed the basic training and the on-the-job training component. Some 47 apprentices out of 53 (89 per cent) were granted an occupational license at skilled level by the Centre for Accreditation and Quality Assurance after sitting for a skills test. Further, 49 apprentices (92 per cent) obtained a job – mostly in the same repair shop in which they were trained[14].

The LEADERS Consortium programmes in Jordan and Lebanon involve local businesses in developing and supervising pre-enrolment tests. This builds their engagement and creates pathways to employment for graduates. A number of NGOs in the workshops reported using pre-assessment tests for selecting beneficiaries.

Arc-En-Ciel, through the Lebanon Employment Assistance to People with Disabilities Project (LEAP) provided personalized assistance for PWDs through a personal career plan, and tailored training courses to fit individual profiles and career plans. It also provided specific support for companies and undertakes regular monitoring during the integration and follow-up at the post-placement level. LEAP relies on an advisory committee of Lebanese businesses and works with an adaptation centre to monitor the physical accessibility of companies that have job openings.

Mercy Corps works with companies with existing in-house training curricula. Under a service agreement, the company receives funding to train its own staff along with beneficiaries referred by Mercy Corps. An agreed percentage of external trainees are employed by the company on graduation.

NGOs and government institutions in Lebanon are collaborating to organize and deliver vocational training for refugees. UNICEF is working with NVTC to modernize the centre and to increase the number of trainees during the 2017–2018 academic year. UNHCR, in partnership with IECD, is also organizing a number of competency-based short courses with NVTC.

UNICEF, FAO and ILO, in collaboration with AVSI and other NGOs, are working together to support the MoA in upgrading technical schools' management and infrastructure, as well as the training system to be more competency-based. Short courses are being offered to Lebanese and non-Lebanese students, based on the kinds of competencies required by the labour market.

ILO and FAO will facilitate a draft agreement between the MoA and the Chambers of Commerce, Industry and Agriculture to promote continuous collaboration and cooperation for exchange of skills needs and provision of on-the-job training opportunities on a yearly basis. They will review existing agreement templates regarding on-the-job training for both formal and non-formal TVET programmes.

A number of government ministries in Lebanon, including MEHE, MoSA, MOET, MoL, and the Ministry of Industry, are coordinating training delivery with NGOs. Municipalities have assisted by identifying beneficiaries, promotion and communication, and by providing training space.

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14   See http://www.ilo.org/beirut/information-resources/factsheets/WCMS_364567/lang--en/index.htm

The Safadi Foundation has helped to coordinate public and private sector training by identifying gaps between technical graduates' skills and the demands of the workplace. This has led to changes in formal training curricula and to on-the-job training for new employees.

AVSI and the MoA have worked together to upgrade the skills of teachers in the formal system. This has built trust and collaboration towards further improvement in non-formal education.

2.10. References / Additional resources

- The UNHCR inter-agency portal site provides access to all information regarding refugees.See:
https://data2.unhcr.org/en/situations/syria?Page=Country&LocationId=122&Id=25201%5

- Lebanese Ministry of Labour website (labour law, decisions, decrees, etc.). See:
http://www.labor.gov.lb

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COMPONENT 3:

PATHWAY TO EMPLOYMENT AND ENTREPRENEURSHIP

Principles

- 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, when it is provided by a trusted source.
- Transition from training into work or self-employment requires support over a period of time. Post-training support should be part of all training programmes.
- The involvement of employers and other economic actors in skills training is critical for building effective pathways to employment.

Skills training programmes can include a number of features that will assist in the transition from training to employment, including: (a) assessment and certification; (b) post-training support – career counselling and job-placement services; and (c) business development support.

Assessments should be developed as part of curriculum design, relies on tests and focus on a person's ability rather than theoretical knowledge only. Whenever possible, the use of existing certification processes is encouraged – when they are trusted by employers (a list of certifications is found in Appendix VIII).

A holistic and integrated approach to career guidance and counselling that extends from pre-training (beneficiary selection) to the end of the programme increases significantly chances of graduates to secure a job. The training should consistently reinforce the learning objective and support trainees to seek out opportunities to practice their skills and identify opportunities for employment.

Services that extend beyond the end of training to support trainees in employment or business start-up. These may be provided by organizations other than the one providing skills training. There should be some continuity between the training and post training support.

3.1. Assessment and certification

Assessment and certification is a general term that includes all procedures used for obtaining information to judge a learner's competencies. The purpose is to enable trainees to gain recognition for the competencies they have, and potentially gain credit towards further training and certification.

Certification refers to the decision of a competent authority that an individual has met a set of requirements. This may include passing tests, completing a set course of study, or having a set amount of work experience. Certifications may be required to practice certain occupations or may be used as evidence that the holder has certain competencies.

Recognition of prior learning (RPL) implies that testing and certification can be implemented without prior training where a person has acquired competencies on the job that have not yet been validated, or where displaced persons cannot access their certificates.

Skills assessments and test designs should include the following elements:

- Identification of the competences to be tested based on the available competency profile or competency standard;

- A test of theoretical knowledge that includes innovative items that measure higher order and critical thinking skills like troubleshooting, identifying faulty components and processes, and understanding defect–cause links, symptoms and remedies;

- A selection of appropriate methods for both formative (an ongoing assessment conducted during or throughout a training period) and summative assessment (held at the end of a training period), with particular emphasis on process-based assessment (observation of candidates' performance) and product-based assessment (assessing candidates' end product/service/decision/outcome);

- Formative/summative assessment tools (e.g. job sheets) assess practice exercises conducted by the trainee, and practice test assessments are conducted at the end of a training period;

- Skills testing should use objectively verifiable assessment criteria with good assessment qualifiers for each of the performance elements/steps;

- Skills testing should also simulate authentic situations when something goes wrong (e.g. when a malfunction occurs).

Skills testing should include the following steps:

1. Preparation for the test (test conducting plan);
2. Conducting the test, and documenting and reporting the test results;
3. Organizing appeals and retake processes;
4. Awarding certificates;
5. Improving test design and procedures.

Details on these methods, tools, and forms can be found in the manual on skill testing and certification of the Jordan Centre for Accreditation and Quality Assurance (see reference below).

3.2. Post-training support: Career counselling and job placement services

Career counselling includes all services and activities intended to assist individuals to make educational, training and occupational choices and to manage their career. As mentioned earlier, career guidance should start from the beginning of skills training and continue throughout the skill training cycle, including the post-training period.

Post-training support services can be divided into three phases: (1) at the point of transition from training; (2) during the initial period of employment/self-employment; and (3) as a follow-up and to assess the long-term impacts of the training. Support services are most effective when provided by, or in close association with, organizations and individuals in the world of work – industry and trade groups, worker co-operatives, unions, etc. Support services for those facing additional barriers to employment due to gender bias, disability etc. require post-training support tailored to their needs. Employment services may provide many of these services to eligible individuals (a list is provided in Appendix X).

The goal is first to ensure that trainees have sufficient information and connections for securing employment or self-employment. Training providers should:

- Build links with the private sector, industry, and workers' organizations to act as partners;
- Provide career and employment counselling as part of the latter stages of the training programme;
- Identify resources available for employment matching;
- For PWDs, provide support to the employer to identify and accommodate the PWD's needs in terms of access to the workplace, the workplace setting and communication;
- Develop specific incentives, such as short-term wage subsidies, to encourage the hiring of specific categories of trainees.

Later, services will depend on the needs of the trainee group. If they have significant barriers to employment, this element will be more important. Services can include:

- The establishment of coaching or mentoring relationships to provide ongoing assistance to graduates and links to the working world;
- Dispute prevention and dispute resolution assistance for certain beneficiaries who may find it difficult to be included in a workplace;
- Ongoing skills coaching to assist trainees' performance in employment, including extra assistance for PWDs;
- Business development services for entrepreneurs and those seeking to remain self-employed. This is discussed in the next section.

Following up with graduates is also important to determine the impact that training had on their employment and life course generally, as well as the outcome for employers.

3.3. Business development support

Formal wage employment opportunities may be limited or non-existent for a beneficiary group. The main income earning opportunities in such cases are likely to be self-employment or the creation of micro-enterprises. Training should, therefore, aim to develop entrepreneurial skills and raise the capacity of trainees to start, operate and manage a business that is profitable and sustainable. Services can include access to finance, access to premises and tools, marketing support, information on legal and regulatory requirements, and support for the formation of groups.

Business development support services may include the following:

Access to financial services:

- Determine trainees' needs for credit/loans, savings support, insurance. For start-up or expansion?
- Identify potential suppliers for financial services for the group and establish links with those most suitable.
- Assist trainees to develop proposals and make decisions about the services they need.

Access to premises and tools:

- Assist trainees to identify and secure suitable premises. This may be in their home or outside. In either case, assist trainees to ensure the space meets basic OSH requirements.
- Determine requirements for tools/equipment and establish the means for trainees to access these (e.g. through a lease-to-own arrangement with the training programme or a supplier).
- Where adapted tools and processes are needed (e.g. for PWDs), assist trainees to retain these after the training.

Marketing support:

- Assist trainees to develop marketing strategies, including identification of suppliers and buyers, advertising and promotion, product development and diversification, and marketing channels.
- Identify joint marketing and promotional opportunities with local business associations or through the programme with its trainees.
- Assistance in pricing, product improvements and expanded markets and marketing channels.

Legal and regulatory requirements:

- Ensure trainees understand the requirements and support them to obtain trade or business licences as required. Where additional certification is required, assist in obtaining it.

Support for the formation of groups:

- Identify existing groups or support the formation of new groups for potential collaboration of purchasing, marketing, etc.

Follow-up:

- Provide follow-up visits for at least six months to assist graduates with practical advice and guidance.

3.4. Emerging good practices

GIZ, in partnership with the Ministry of Education and Higher Education in Lebanon, is establishing a double-accreditation system to assess trainees' theoretical knowledge in partner schools, while practical knowledge is assessed and certified by partner businesses.

The ILO in Jordan has assessed 9,200 Syrian refugees and Jordanians in the construction sector through a RPL approach to facilitate access to work permits.

While some NGOs have been collaborating with the Chamber of Commerce to issue certificates, to date these are not recognized by any ministry. However, if they are taken as evidence of relevant skill attainment by businesses, they may be valuable for employment.

The April 2017 Livelihoods Report on 184 market-based skills training services found that post-training support is provided in 80 per cent of programmes through job placement/career services (57 per cent), internship/apprenticeship opportunities (37 per cent), and other specialized support (37 per cent).

In Lebanon, LCRP training programmes provide 15 different kinds of BDS services. Of these, half go to micro businesses, almost half to SMEs and the remainder (less than 10 per cent) to start-ups. Services extend for around one year. Costs can be high – between US$50 and US$450 per hour – generally beyond the capacity of businesses to pay for these services.

Entrepreneurship support is provided in 63 per cent of 184 livelihoods programmes, including grants and loans, career guidance, and entrepreneurship and business management training.

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COMPONENT 4:

MONITORING, EVALUATION AND TRACKING OF PROGRAMME RESULT

Principles

- 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.

- 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.

For skills training to be effective, it should be based on evidence. That is, it should be developed with reference to the market and analysis, and delivered according to a plan. Training also needs to be linked to an outcome such that trainees are able to improve their livelihoods, employment or entrepreneurship opportunities. Research and reflection on the actual results of the programme, from different perspectives and at different times, is critical for improving it.

Other surveys may also measure the net impact of the training (e.g. the number of graduates that secure a job less the ones who would have secured a job without the training). These exercises require complex designs that will not be discussed in these guidelines.

4.1. Monitoring and evaluation

Monitoring takes place during a programme's operation to ensure it is proceeding according to plan. In terms of skills training, monitoring should ensure that training delivery and students' performance keep pace with expectations and the requirements of the course. It can also refer to keeping track of graduates and their employment status and achievements. Evaluation is focused on whether the programme achieved its intended results. This can be done both in terms of evaluating the performance of students and trainers during the course, as well as asking how effective the training and post-training support were for graduates in their transition to work. Both are necessary for effective programme management and for ongoing improvements to the quality of the course.

Monitoring takes place throughout the delivery of a project or programme. Elements to be monitored include:

- **Assumptions** The underlying assumptions in the design are monitored to ensure they are still valid, and to check whether adjustments are needed (e.g assumptions related to environment, process, stakeholders).

- **Inputs** Are all the planned elements (site, trainers, curriculum, equipment) of the training design in place?

- **Activities** Is the programme being delivered (trainee selection, training, testing and certification, post-training support) as it should?

- **Outputs** Is the programme achieving what it set out to do (increasing competencies of trainees)?

To be useful, monitoring data should be regularly analysed and reported on, and should be used to redirect activities if assumptions are not met or where outputs cannot be delivered because of some previously unidentified bottlenecks. It is important to set a monitoring plan with intermediate targets for each KPI in order to assess whether training is on track, or should be amended.

The focus of evaluation is on whether a programme achieved its intended results at the level of quality set in its design, execution and outcome. For longer programmes there may be a number of evaluation points, offering opportunities to adjust the programme in major ways if required. Some issues that an evaluation might consider could include:

- **Relevance** Are the objectives of the programme in line with beneficiaries' expectations and private sector requirements?

- **Validity of design** Is the project's design logical and coherent?

- **Progress and effectiveness** Were the project's immediate objectives achieved (or expected to be achieved)? Are the most important ones being achieved?

- **Efficiency of resource use** Has the project used its resources (funds, expertise, time) economically?

- **Effectiveness of management** Is it achieving results?

- **Impact and sustainability** Will the project contribute to broader, longer-term, positive change? Will the model or lessons of the project be sustained, scaled up or replicated after the project ends?

- **Social impacts** What has changed in the social lives of the trainees? For instance, a short training course by UNRWA and ILO in Gaza resulted in graduates raising their social status within their families, from school failures to breadwinners[15]. Such evaluations may use quantitative or qualitative methods, or a mix of both.

For a skills development intervention to be truly inclusive, results should be summarized for each category of beneficiaries – i.e. disaggregate all findings by sex, refugees status, disability status, age group and other categories considered. The goal is to ensure that training supports transition to employment in general, but especially for those who find it more difficult to access decent work. Desegregated findings from an evaluation will help identify additional support measures required for these populations.

Determining when the evaluation will occur will, to some extent, influence the questions that can be asked, and vice versa. A midpoint evaluation can provide useful information about issues such as resource use and management, but will not necessarily address whether the project's objectives have been met or whether there has been a broader impact. However, the questions to be addressed in the final evaluation should be determined as part of project design to ensure that the appropriate data will be collected during the programme. There will be some overlap between the data collected for monitoring and those collected for evaluation.

Terminal (final) evaluations are often carried out by an external consultant, team or organization that was not involved with programme design or implementation. This encourages objectivity and a fresh perspective. Midpoint evaluations may be carried out by project staff, external consultants, a project sponsor/donor, or a combination, depending on the scope and requirements of the evaluation.

The sponsor, implementing and donor organizations will often have specific requirements for evaluations. These should be integrated into the programme's design at the outset. There is a wealth of online information, tools and guidance regarding evaluations – some referenced below.

15   ILO, 2013. Skills development and employment services for the construction sector in the Gaza Strip – Final evaluation. http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_223356.pdf

4.2. Tracer studies

A tracer study is a standardized (written or verbal) follow-up survey of graduates, after they have been in the labour market for some time. They are intended to measure the employment outcomes of graduates, and obtain feedback about the effectiveness of programmes. A database of trainees' contact details must be established and kept up to date during the training programme. Studies should be done no sooner than 3 months but within 1–2 years after graduation, allowing time for respondents to have progressed in their employment but still able to report on transition issues. Tracer studies may also be used as a form of market analysis and skills gap assessment, as discussed in Component 1.

The sample can include graduates from a course or institution for a specific year, or target a specific group. For meaningful comparisons, it is important to standardize variables between different samples. For example, the targeted groups being compared must have spent the same amount of time in the labour market after graduation. Response rates may range from 25 to 40 per cent, so a large sample is needed to provide meaningful findings.

It is important to not only study the transition to work, but also to decent work – at least to work that is found satisfactory by graduates. Questions on work satisfaction should thus be included in the tracer study questionnaire.

4.3. Employer satisfaction surveys

An employer satisfaction survey asks employers to rate the skills of graduates on indicators that are meaningful to them. These are used to measure the effectiveness of training, at every level from the overall education system to specific institutions, courses of study, or training programmes.

The involvement of employers in developing satisfaction surveys is crucial to ensuring that the questions and the means of delivery are appropriate. They can be important partners in disseminating the survey and improving participation.

Where annual, broad-based survey processes exist (as in Australia and the UK) the results of these surveys allow institutions and individual projects to identify gaps and weaknesses both generally and in specific areas. For example, a need for improve life/core work skills might be identified as a gap that applies to all types of training.

Individual institutions or training programmes may also develop employer satisfaction surveys as part of their monitoring and evaluation strategies, and as part of market needs assessment. Gaps identified in satisfaction surveys may indicate opportunities for developing new programmes.

Employer satisfaction surveys are designed like any survey. This includes defining the following:

- The research question and/or hypotheses to be tested;
- The sampling frame (who will be asked to complete the survey? What is a representative sample size? Are participants selected randomly?);

- The means for administering the survey (online, paper, interviews in person or by phone, focus groups or a combination of methods);
- The questions to be asked and the scoring process (yes/no, rank order, open-ended questions, etc.);
- Timing and resources required for the survey;
- Marketing/awareness plan;
- Analysis and reporting plan;
- Resources.

Employer satisfaction surveys normally consider a range of different areas, where employers are asked to assess how well graduates perform. These may include:

- Overall satisfaction;
- Foundation skills – general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge;
- Adaptive skills – the ability to adapt and apply skills/knowledge and work independently;
- Collaborative skills – teamwork and interpersonal skills;
- Technical skills – application of professional and technical knowledge and standards;
- Employability skills – the ability to perform and innovate in the workplace.

4.4. Emerging good practices

The World Bank completed a report on Lebanon in 2012 that included an employee and employer survey. This innovative survey included a measure of employees' cognitive skills. The employer survey was carried out after the employee survey on the same employers referenced by the employees. This provided for a rich comparison between employers' and employees' perceptions.[16]

Many training sponsors, including LEADERS, GIZ and Youth for Development, have established strong follow-up support mechanisms to monitor the retention rates of beneficiaries within supported companies. Setting up such systems requires a significant level of investment from partners, both in terms of time and financial resources, but can significantly contribute to building companies' trust and to improving skills training curricula to fill identified gaps.

A school-to-work survey is a form of tracer study, following a specific age cohort. The ILO in Lebanon launched such a survey in 2015 with 2,200 respondents. It explores decent work issues and covers questions about the labour force, perception of wealth, job satisfaction and life priorities.

16 See: http://documents.worldbank.org/curated/en/230521468089355499/pdf/760080ESW0GRAY0C0Disclosed030200130.pdf

4.5. References / Additional resources

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CONCLUSION

This is the first iteration of these guidelines for non-formal market-based skills training in Lebanon. It is hoped they will be widely used and contribute to the quality and market relevance of future training programmes. They are an important milestone towards standardizing operating practices for non-formal training in Lebanon, and may be used as a basis for exchanging good practices, either through peer reviews or collective knowledge-exchange exercises among non-formal training providers.

It is also hoped that these guidelines will prove relevant in other contexts of fragility and wherever there is a need for increased skills training (formal or informal) as a result of forced displacement of populations.

Glossary of terms and abbreviations

DUAL TRAINING	Dual education alternates periods of education or training (in a school or training centre) with time the workplace. The dual scheme can take place on a weekly, monthly or yearly basis depending on the country. Participants are not contractually linked to the employer where they practice their skills, nor do they generally receive remuneration (unlike apprenticeship/apprentices).	
BDS	Business development service. In general, refers to any service that assists a person to start, sustain or expand their business. It can include basic awareness, coaching and mentoring, access to financial services, training on core business skills, and advisory services. The ILO offers a suite of tools for BDS:	
	KAB	Know about Business: Introduction to entrepreneurship and business concepts.
	GYBI	Generate Your Business Idea: Coaching service to assist in the development of practical business ideas.
	SIYB	Start and Improve Your Business: Basic business management training course, and business clinic services.
	EYB	Expand Your Business: Services for established businesses seeking to expand.
CBT	Competency-based training. CBT is training which develops the skills, knowledge and attitudes required to achieve a competency standard.	
COMPETENCY	A competency is an individual's ability to perform a task, job or occupation to a benchmarked level. Competencies are used to define learning outcomes and set goals for training assessments. The emphasis is on the outcome of training – i.e. the person's performance of a task, rather than the input (the training).	
COMPETENCY STANDARD	Countries or industries may establish competency standards, which establish unique competencies, described in terms of the skills, knowledge and attitudes that can be demonstrated and assessed. They are developed through a process of job analysis to identify key competencies, with a lead role for the relevant industry. Training and assessment materials are developed for each standard.	
DPO	Disabled persons' organization	

ILO	International Labour Organization
JOB	A set of tasks and duties carried out, or meant to be carried out, by one person for a particular employer, including self-employment (A. M. Greenwood: Updating the International Standard Classification of Occupations, ISCO-08, Geneva, ILO Bureau of Statistics, 2008).
KPI	Key performance indicators
LABOUR MARKET INFORMATION	This means any information concerning the size and composition of the labour market, the way it functions, its problems, opportunities and employment-related intentions of its actors. Labour market information and analysis (LMIA) provides an essential basis for employment and labour policies, and informs the design, implementation, monitoring and evaluation of polices. It also helps reduce transaction costs in labour markets by improving information on labour market agents (ILO (forthcoming), Handbook on labour economics for development).
LCRP	Lebanon Crisis Response Plan. A joint effort between different organizations led by the Lebanese Government to alleviate the impact of the Syrian crisis and to maintain stability in Lebanon. The LCRP provides support in several fields including education, food security, shelter, livelihoods, protection, health, social stability, energy and water. The LCRP currently has 120 partners of which 40 provide short-term, informal skills training to refugee (Syrian and Palestinian) and host communities. As of 2017 the LCRP had reached 70,000 beneficiaries. The LCRP's aim is to ensure that beneficiaries can access employment based on market gaps.
LEADERS	The LEADERS Consortium operating in Jordan and Lebanon brings together the technical expertise and capacity of 6 agencies, including the Danish Refugee Council (consortium lead), Save the Children, CARE, ACTED, Oxfam and the Makhzoumi Foundation. The project's activities are centred on evidence-based interventions in support of creating viable economic opportunities and wider local economic development initiatives.
LMIS	Labour Market Information System. A system that provides information, for the benefit of employers, workers and jobseekers, on the location and types of jobs available, and forecasts changes in the labour market, skill composition of the current labour force and prospective changes over time (ILO Thesaurus). It includes aspects of inter-institutional coordination on information collection, compilation, flow analysis and exchange.
M&E	Monitoring and evaluation
MOA	Ministry of Agriculture

MOET	Ministry of Economy and Trade
MOSA	Ministry of Social Affairs
MOU	Memorandum of Understanding
MSME	Micro, small and medium-sized enterprises
NEO	National Employment Office
NGO	Non-governmental organization
NVTC	National Vocational Training Centre
OCCUPATION	A grouping of jobs which have a repeating set of main tasks and duties across industries. For reasons of classification, occupations are grouped together into narrowly or broadly defined occupational groups on the basis of similarity in the type of work done (A. M. Greenwood: Updating the International Standard Classification of Occupations, ISCO-08, Geneva, ILO Bureau of Statistics, 2008).
RPL	Recognition of prior learning
SKILL	Ability to carry out a manual or mental activity, acquired through learning and practice. The term "skills" is used as an overarching term for the knowledge, competence and experience needed to perform a specific task or job (adapted from ILO: Glossary of key terms on learning and training for work, 2006).
SKILLS GAP	The qualitative mismatch between the supply or availability of human resources and the requirements of the labour market. "Skills gaps" exist where employers feel that their existing workforce have inadequate skill types/levels to meet their business objectives, or where new entrants to the labour market are apparently trained and qualified for occupations but still lack a subset of the skills required (NSTF, 1998; Strietska-Ilina, O. "Skills shortages", in Modernising vocational education and training in Europe: Background report, Fourth report on vocational training research, Cedefop, Vol. 1, 2008).

SKILLS MISMATCH	Skills mismatch is an encompassing term referring to different types of skills gaps and imbalances such as over-education, under-education, over-qualification, under-qualification, over-skilling, skill shortages and surpluses, obsolete skills, etc. Hence, skills mismatch can both qualitatively and quantitatively refer to situations where a person does not meet the job requirements and there is a shortage or surplus of persons with a specific skill. Skills mismatch can be identified at various levels – the individual, the employer, or the economic sector. Several types of skills mismatch can coincide (DTI/ÖSB/IER, 2010).
SME	Small and medium-sized enterprises
TOT	Training of trainers
TRACER STUDIES	Tracer studies are systematic approaches to monitor labour market outcomes of an educational institute or curriculum, tracing the career steps and labour market status of graduates over a certain time period (ETF).
TVET	Technical and Vocational Education and Training. Initial and continuing education and training provided by schools, training providers or enterprises that imparts the skills, knowledge and attitudes required for employment in a particular occupation, or group of related occupations, in any field of economic activity (adapted from ILO Thesaurus).
UN	United Nations

Appendix I. Legal frameworks for employment in Lebanon

Note that decisions are updated annually. Please refer to the most current decision available.

Minister of Labour Decision 1/29 (extracts)

Minister of Labour, Decision number 1/29, 15 February 2018, related to businesses, occupations and crafts, and jobs that must be limited to Lebanese only.

Article 2: The right to practice the following business, professions, crafts and jobs shall be confined solely to Lebanese citizens:

A. For employees

All types of administrative, banking, insurance and educational businesses of all sorts and in particular the following business, occupations, jobs and crafts:

Chairperson/president – Dean – Manager - Deputy Manager – Chief of staff – Treasurer – Accountant – Secretary – Clerk – Documentation Officer – Archive officer – Computer – Commercial Representative – Marketing Representative – Supervisor – Storekeeper – Merchant/sales person – Jeweller – Tailor – textile repair and restoration with the exception of carpet restoration– Electrical installations – Mechanics and Maintenance – Painter – Glasswork/glass installation– Janitor – Guard – Driver – Waiter – Barber –Electronics – Oriental Chef – Technical professions in the field of construction and its derivatives, such as flooring, tiling, plastering, gypsum boards, aluminium, iron, wood and decoration, and equivalent – Teaching elementary, middle and secondary cycles with the exception of teaching foreign languages when necessary – Various engineering works of all specializations – Metal work and upholstery – Nursing - All types of pharmaceutical, medical stores/warehouses and medical laboratory professions – Measuring and land survey – Makeup and beauty centres – Fishing and, in general, all business, jobs, professions and crafts and teaching works for which Lebanese candidates are available.

B. For employers

All types of trade professions – money exchange – Finance and accounting – Mediation – Insurance – taking commissions- All types of engineering professions – Jewellery - Printing, publishing and distribution – Dressmaking and clothing repair – Hairdressing/barber – Ironing, pressing and laundry - car repairs (metal work, painting, mechanics, glazing, upholstery and electricity) – Self- employment/ free professions (engineering, medicine, pharmaceutical industry, law, etc.) and other organized professions by law are prohibited for non-Lebanese, as well as any profession or job which proves to compete or harm any Lebanese employers.

Article 3: Taking into account the principle of preference for Lebanese to work on Lebanese territory and equivalent rules:

1. Palestinians born on the Lebanese territory, who are officially registered within the Lebanese Ministry of Interior and Municipalities registry, are not subjected/ are exempted to the provisions of Article 2, except with regards to free professions (self-employment) and other organized professions by law legally prohibited for non-Lebanese.

2. The Minister of Labour may exclude some foreigners from the provisions of this Decision if they meet any of the conditions set out in Article 8 of Decree No. 17561, dated on 18/09/1964, as per following:

   • Expert or technical expert whose job may not be filled by a Lebanese as long as this is proven through a statement issued by the National Employment Office, after the person requesting the foreigner presents evidence that he/ she failed to find a Lebanese for this position after 3 months of searching.

   • Manager or representative of a foreign company registered in Lebanon.

   • Residing in Lebanon since birth.

   • From Lebanese origin or born to a Lebanese mother.

   • The State/country of origin of the foreigner allows Lebanese to exercise the same job or profession that the foreigner is recruited for/request to occupy in Lebanon.

Attention: International Labour Organization (ILO)

Subject: Explanatory Letter regarding Decision No. 29/1

Decision No. 29/1 is an annual decision issued in implementation of Articles 8 and 9 of Decree No. 1761, dated 18/9/1964 and related amendments on (regulating foreign workers employment), which aims at identifying the professions that are restricted to the Lebanese citizens and prohibited for foreign workers.

Therefore, any of the professions that are not included in this decision can be engaged by foreigners, in accordance with the conditions, specified in the decree on regulating foreign workers employment and the regulatory decisions issued in this regard.

In response to the enquiries received in this connection, construction works, cleaning, farming and any other profession not included in this decision are professions that are available to Syrian workers.

Appendix II. Building blocks of the National Strategic Framework for TVET in Lebanon

BUILDING BLOCKS	KEY PERFORMANCE INDICATORS
1. The TVET system ensures access to all and everybody benefits equally from the training provided	Share of youth involved in TVET programmes (by age, sex, nationality and disability status)
2. An improved HR management system for the TVET sector is the main contributor to the quality of training	Share of instructors certified on pedagogical skills Share of instructors having been trained in industry on technical skills over the past two years
3. A National Qualification System (NQS) centred on a competency-based approach to training and testing allows for better signalling of graduate skills to employers	Share of accredited programmes that are competency-based
4. A functional quality assurance system allows for evidence-based planning and budget allocation.	Share of training providers providing data on the employment status of their graduates
5. Mainstreaming life skills and entrepreneurship education to improve the school-to-work transition of TVET graduates	Share of programmes that have mainstreamed life skills and entrepreneurship education
6. The provision of updated job-related equipment and materials to allow trainees to acquire practical skills in safe conditions that resemble the workplace	Annual planning for allocating equipment, taking into account the likelihood of the selected programmes leading to employment

7. The involvement of employers' and workers' representatives will improve the market relevance of training programmes	Share of programmes that benefit from inputs from sector skills councils for the design, implementation, testing and evaluation phases
8. A diversified financing framework based on multiple partnerships allows training providers to make the most of available opportunities	Share of public training providers that benefit from private sector funding or in-kind support

Appendix III. Summary of effective learning approaches

In workplace-based training, methods may include:

- Modelling – the trainee observes an experienced worker performing a task;
- Coaching – the trainee tries the task as the expert watches and advises;
- Articulation – the trainee performs and explains a process;
- Reflection – the expert reviews the completed task with the trainee and explains issues and ways to improve;
- Exploration – the trainee is challenged to apply their skill to a new situation.

Teaching strategies include:

Trainer-oriented techniques:

- Lectures – used to impart information to trainees, usually on basic theories, tool/equipment identification and safety. Best if they include visual aids and opportunities for questions and dialogue.
- Demonstrations – used to show trainees a process or task. Best in small groups, with opportunities for showing, explaining and hands on practice.
- Discussions – used to encourage trainees to develop and exchange knowledge, ideas and opinions under the guidance of the trainer. Good for subjects such as business strategy development.

Cross-cutting techniques:

- Questioning – trainers create an atmosphere of ongoing questioning by asking trainees and encouraging trainees to ask questions to check and deepen understanding.
- Boarding – trainers reinforce learning through use of visual emphasis and illustration on a board.
- Brainstorming – trainers model open, questioning attitudes through managed brainstorming session where trainees are encouraged to generate ideas and work together.
- Teaching aids – trainers use visual aids, examples, models and other techniques and materials to reinforce learning and give trainees opportunities to learn through different modalities.

Trainee-centred techniques:

- Practical exercises and projects – after a lecture or demonstration, trainees undertake a task to reinforce their learning, often in groups. Helps the trainer assess how much the trainees have understood.

- Field visits – activities outside the learning context, usually to observe or participate in real work situations. This can be one of the most effective learning techniques and forms the core of internship and apprenticeship approaches.

- Case studies and roleplay – strategies used to help trainees understand and apply their learning in "real world" situations, either by looking at a real example (a case study) or by acting roles in a simulated situation developed by the trainer.

Appendix IV. Skills test assessment form

Competency unit:

Work sequence:

Assessment method:

Test duration:

Main resources:

ASSESSMENT ELEMENT/ PERFORMANCE STEP	ASSESSMENT (COMPETENT OR NOT COMPETENT YET)		ASSESSMENT CRITERIA
	PROCESS	RESULT/ PRODUCT	

Assessor's name & signature ——————————————————————

Date: ——————————————————————

Appendix V. Formal apprenticeships

Formal apprenticeships are a powerful and effective approach to workplace-based learning, but they depend on the existence of a robust set of legal and financing conditions, which may not be in place across all sectors. Some conditions for success include the following:

- Regulations determining the funding schemes should be available. Mechanisms and plans for financing capital and operational expenditures should be in place with all training providers.

- Funding should be available to assist disadvantaged groups to participate (through admission into training programmes, financial assistance and loans, exemption from training fees, etc.).

- Funding mechanisms should take into consideration the balance between supply and demand for VET, the distribution of wealth across the population, and the maturity of the infrastructure available in VET institutions.

- A national employment contract should be in place that gives the trainee the legal status of employee with all protections for employees under the labour code.

Priorities for developing formal apprenticeships:

- Design a national employment apprenticeship contract that guarantees apprentices rights at work, limits details their working conditions and hours, and describes the responsibilities of employers, training providers and apprentices.

- Establish an adequate cost-sharing mechanism among training providers and employers. Tax incentives and other financial benefits can be proposed for employers participating in apprenticeships.

- Organize income-generating activities to complement the general/public funds supporting their centres.

- Establish a comprehensive system of social protection, including insurance against accidents to all apprentices once they are enrolled in an apprenticeship programme, in line with their entitlements as workers.

- Implement OSH training for apprentices, instructors, MCs in both school-based and workplace-based components of apprenticeship programmes.

- Establish special additional measures for the inclusion of disadvantaged youth, women, and PWDs (financial support, exemption of training fees, etc.).

- Establish a remuneration scheme for the apprentices as a percentage of the minimum wage that will increase over the full period of the apprenticeship. Remuneration may include expenses such as transportation, health insurance, insurance against accidents, uniform, meals, tool kits, fees for skill testing and certification.

References

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Appendix VI. Case studies

The mixed-method approach to market assessment

A large Central European TVET institution that offers education in several fields (e.g. for mechanics, painters, upholsterers, metal and plastics technicians etc.) decided to update and improve their curricula. The management decided to conduct a study on the labour market prospects of their graduates. They used the opportunity to partly finance this project from a programme of the EU.

The school cooperated with analysts and skills specialists from an independent research centre and together developed an approach that included several methods and utilized the capacities of both the school and the researchers.

The school kept email addresses for graduates from their programmes over the previous 5 years. These were used to conduct a one-off survey of graduates about their current situation in the labour market and, for those who were employed, asked for their subjective assessment of their performance. The response rate was about 20 per cent.
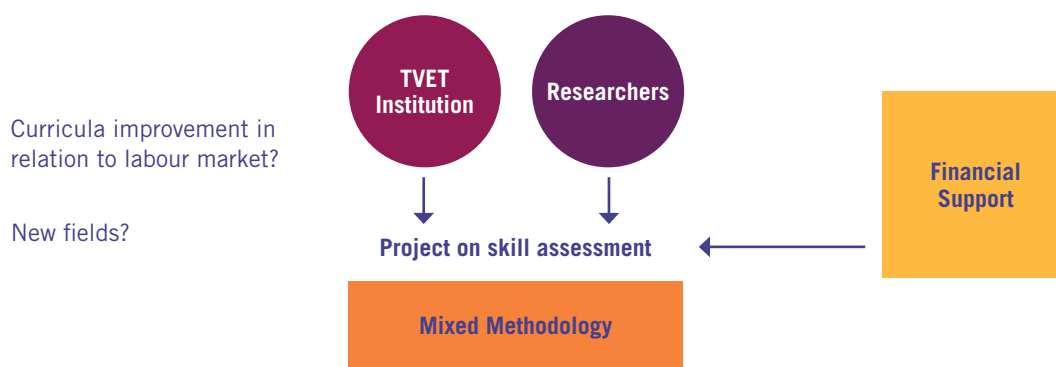
Secondary analysis of available data (mainly the education–occupation–industry matrices from the LFS) were used to identify the sectors and occupations where people with such qualifications have jobs. These occupations and sectors were further analysed in terms of employment change, age and gender structure, etc.

Based on the key sectors that employed these graduates, a small-scale qualitative employer survey was conducted to ask employers about the quality of graduates and their skills requirements. Secondary analysis was conducted on results from other research projects (general sectoral forecast of employment prospects, analysis of job advertisements – short-term trends and skills requirements).

Three workshops with teachers and management were organized during the project to discuss the results. The fact that they were conducted by external independent advisors helped to overcome any sense of mistrust or competition between the TVET institution employees.

The results included specific information for each field and some general points. This included, for example:

- A large share of graduates work outside the field, but employers have difficulties finding workers in the relevant field;
- Graduates feel they can't use their technical skills they acquired in their current job;
- For employers, a lack of key generic skills (communication, business orientation, working habits) is an obstacle for employing graduates;
- A smaller assessment approach will be designed and conducted regularly in the future.

Curricula improvement in
relation to labour market?

New fields?

TVET Institution

Researchers

Financial Support

Project on skill assessment

Mixed Methodology

SURVEY AMONG GRADUATES	SMALL-SCALE EMPLOYER SURVEY
• Contacts provided by school • Email questionnaire	• In-relevant sectors-satisfaction with graduates, requirements

WORKSHOPS WITH TEACHERS AND MANAGEMENT	USE OF RESULTS OF OTHER RESEARCH PROJECTS
• Discussion of results and further steps	• General sectoral forecast • Job advertisements analysis-skills requirements, short term trends

SECONDARY DATA ANALYSIS	3 WORKSHOPS
• LFS-structure and trends in relevant sectors and occupations	• Teacher, management, researchers-discussion of results and further steps

Tracer study

The ILO, together with UNICEF and FAO, have worked to put in place tracer study mechanisms in Lebanon. Tracer study mechanisms were developed by the ILO for the Arab region, but need to be adapted to suit the MoA's requirements. Studies include a survey questionnaire to evaluate systematically the employment impact of programmes, their gender implications, and gather employers' and graduates' feedback on the relevance and quality of training. A first tracer study will be supported by organizing a reunion for alumni, who will be asked to participate in such a survey. This methodology has been tested by the ILO in conjunction with UNRWA and has yielded better results than using online questionnaires; it also simplifies sampling. It addition, it reconnects the training provider with graduates and allows for an exchange of knowledge on career opportunities between graduates and students. Findings will be shared widely and feed into a revision of the training packages.

Appendix VII. Sample apprenticeship contract

Legal framework for an apprenticeship employment contract

This apprenticeship contract template has been developed by the ILO to provide a model for policy-makers, the private sector and vocational institutions in order to ensure that the rights of all parties involved (i.e. employer, training institution and apprentice) are respected. It is based on existing apprenticeship contracts from various countries worldwide (Germany, UK, Canada, USA, Denmark, Switzerland, Lebanon, Morocco and Botswana), as well as a thorough review of relevant international labour standards.

Even in countries where apprenticeship systems are not regulated by law, an apprenticeship agreement can become a legally binding document between the parties involved. It could be considered also as an employment contract that gives the apprentice the status of "employee" (as opposed to a student status), in line with international labour standards.

The articles presented in the template should be used as a model that may be adjusted as appropriate. For instance, a government can decide to institute a national apprenticeship contract, based on consultations with employers and workers. Alternatively, the contract can be used as part of apprenticeship programmes agreed between employers and training centres. Elements may also be added depending on the local context, the work environment and the type of apprenticeship.

Three copies of the contract should be prepared (one for each party). The contract should be signed by the apprentice, the employer and a representative of the training centre upon the beginning of the apprenticeship and remain valid for the duration of the training.

Apprenticeship employment contract

This employment contract is signed by three parties, hereinafter referred to as "the Employer", "the Training Institution" and "the Apprentice":

Article 1. Signatories
---

a) First party

Name of the Employer (company): _____

Name and title of the signatory: _____

Address: _____

Phone number: _____

b) Second Party

Name of the Training
Institution: _____

Name and title of the
signatory: _____

Address: _____

Phone number: _____

c) Third Party

Name of Apprentice: _____

Date of birth: _____

Sex: _____

Address: _____

Phone number: _____

If below 18 years old*, name and **contact details of the legally responsible** parent/
guardian:

_____

Emergency contact person (if different from Guardian): _____

_____

Highest diploma: _____

_____

*Should not be below the age at which school attendance ceases to be compulsory,
 which shall not be less than 14 years.

Article 2. Purpose of the employment contract

The parties have agreed upon the following:

"The purpose of the contract is the training of the apprentice in the following occupation: —————, through an apprenticeship programme jointly implemented by the Employer and the Training Institution.

For this contract, "apprenticeship" is defined as a unique form of vocational education, combining on-the-job learning and training with school-based learning and training. The apprenticeship programme is designed specifically on defined skills, knowledge and competencies linked to occupational work processes.

The apprenticeship programme is regulated by national law; namely the following laws/decrees: ————— that the present contract can in no case overrule. In addition, the following collective agreements also apply to this apprenticeship: —————

It focuses on competencies previously agreed jointly by the Employer and the Training institution, which should be annexed to the contract.

The duration of the apprenticeship (determined in advance) is the following ————— (at least 1 year), with the following schedule:

_____

_____

A probationary period of ————— (maximum 6 months) should also be predetermined.

Any prior training undergone by the apprentice in a technical or vocational school should be duly taken into account.

The on-the-job component of the apprenticeship programme will be implemented in no more than 40 hours per week. Apprentices under 18 years of age will not be allowed to learn and work overtime. The apprentice is entitled to sick leave, up to ————— days per year. The Employer provides the apprentice with regular leave on par with other workers, i.e. ———— leave days per year in addition to national holidays.

If, for extraordinary reasons, the apprentice was asked to work overtime, the maximum hours of work in the week may be so arranged that hours of work on any day do not exceed ten hours. The rate of pay for the additional hours of work permitted shall be not less than one-and-a-quarter times the regular rate. In addition, the apprentice should receive compensatory time off for the work done in overtime if he/she worked during the weekly rest period.

This training includes a remuneration, to be paid by the Employer to the Apprentice, on a weekly/monthly basis for his or her time at the company and at the training institution. The remuneration shall increase by a previously defined percentage per year and move toward the wage of a regular worker; preferably close to the minimum wage (if in place) in the last year of the apprenticeship.

The remuneration is determined as the following:

YEAR 1	YEAR 2	YEAR 3

The apprentice will benefit from social protection at the same level of other workers, namely of the following insurances:

Other in-kind support provided by the Employer to the Apprentice will include the following (accommodation, transport, food):

A formal assessment of the apprentice's skills and competencies will be jointly implemented by the Employer and the Training Institution at the end of the training; other parties might be involved such as employers' and workers' organizations. At the end of the apprenticeship programme the apprentice will be granted a certificate of achievement signed by the Employer and the Training Institution.

The Employer does not have an obligation to offer employment to the apprentice after the completion of the apprenticeship."

Article 3. Roles and responsibilities of the Employer

The Employer undertakes the following responsibilities:

- The Employer agrees to ensure that a certified master craft worker is available to train the apprentice. In some cases, more than one master craft worker might be responsible for the training of the apprentice. The responsibilities of the master craft worker within the training programme are stipulated in their job description. The name and contact details of the master craft worker(s)/ supervisor(s):

Name: _____

Title: _____

Name: _____

Title: _____

Name: _____

Title: _____

- The Employer agrees to provide a safe and healthy environment to the apprentice and to provide Occupational Safety and Health training relevant to the occupation.
- The Employer agrees to provide a suitable working environment and decent working conditions, which does not discriminate against anyone and is free of harassment. The Employer agrees to act immediately on harassment cases when they occur.
- The Employer provides the apprentice with the relevant clothes, equipment and tools required to perform their duties.
- The Employer agrees to pay the apprentice a fair compensation for the work done, as stipulated under Article 2 of the present contract. The Employer will continue to provide the apprentice with this allowance in case of absence due to an illness or injury for the full period of allowed sick leave specified in Article 2 above.
- The Employer agrees to release the apprentice for off-the-job learning in the Training Institution as established in the training schedule defined under Article 2. Arrangements should be made to facilitate the transfer of an apprentice from one institution to another in cases where transfer appears necessary or desirable in order to avoid interruption of the apprenticeship or to complete the training of the apprentice, or for some other reason.
- The Employer agrees to inform the training institution of any accidents or illnesses of the apprentice.
- The Employer agrees to ensure that the apprentice will benefit from the relevant insurance policies in the same manner as other workers.

- The Employer agrees to interact with the training institution on a regular basis to jointly monitor the apprentice's progress against the agreed elements and competencies annexed to this contract.

- Together with the Training Institution, the Employer agrees to facilitate the implementation of the learning process with other companies for learning activities it cannot directly handle.

- The Employer agrees to contribute to preparing and implementing the final testing and certification.

- The Employer agrees not to demand payment from the apprentice for any material that he/she might have broken or damaged accidentally.

- The Employer agrees to accommodate the possible disabilities of the Apprentice through the following workplace arrangements and changes to the learning processes:

Article 4. Roles and responsibilities of the Apprentice

- The Apprentice agrees to come to the workplace on time, to respect and implement internal company rules and to comply with the instructions given by the master craft worker supervising them. In particular, the Apprentice agrees to comply with all regulations related to occupational safety and health (e.g. wearing protective clothing and implementing safety measures).

- The Apprentice agrees to take care of all materials, tools and equipment belonging to the company that the Apprentice is using to ensure they will be neither stolen nor damaged.

- The Apprentice agrees not to share any confidential information they might have learned about during the course of the training.

- The Apprentice agrees not to engage in other working/financial activities outside of the firm unless otherwise agreed with the employer.

- The Apprentice agrees to provide a certificate of good health to the Employer at the start of the apprenticeship. Where the work in view calls for special physical qualities or mental aptitudes these should be specified and tested by special tests. The cost of any medical examination is to be borne by the Employer.

- The Apprentice agrees not to miss days of work without a valid reason and to notify immediately the employer of any absence. In case of illness, the Apprentice agrees to provide a doctor's certificate to justify their absence.

Article 5. Description of the roles and responsibilities of the Training Institution

- The training Institution agrees to nominate the following focal point for the implementation of this apprenticeship programme:

Name: _____

Title: _____

- The Training Institution agrees to provide the theoretical and practical learning components of this apprenticeship programme, to support the performance of the apprentice within the company.

- The Training Institution agrees to review the progress of the Apprentice, together with the Employer on a monthly basis (at least) against the list of agreed competencies, and to keep the Apprentice informed of their performance and of areas that require improvement.

- The Training Institution agrees to provide additional support, if and when necessary, to apprentices with disabilities.

- Together with the Employer, the Training Institution agrees to facilitate the implementation of the learning process with other companies for learning activities the Employer cannot directly handle.

- The Training Institution agrees to fix the date and the location of the examinations.

Article 6. Settlement of disputes and early termination of the contract

- The three parties agree to attempt to settle possible disputes amicably. If a mutually agreeable solution cannot be found, a mediation process will take place between the opposing parties, managed by a mediator of their choice. Engagement of the mediation process shall not preclude resort by either party to judicial means if no solution can be reached by mediation.

- The initial training relationship may be terminated without notice at any time during the probationary period by either the employer or the apprentice. After this period, the contract can be broken by either party only with a 4 weeks' notice, and for valid reasons. Notice of termination must be given in writing and state the reasons for termination.

Article 7. Testing and certification

- Unless nationally accredited assessors are available for the targeted competencies, the Employer and the Training Institution will select test designers and assessors for this process. The test designers will be responsible for the test contents, based on the agreed competencies and national standards for testing and certification. The assessors will be responsible for implementing the test that the apprentice will take.

- The practical part of the tests will be implemented within a standard work environment for all trainees.

- The following specific accommodation will be made for the possible disability of the Apprentice:

- If the Apprentice fails the final test, they will be given the opportunity to try it again after a period of months.

- The Training Institution shall prepare a personal file for every trainee enclosing all technical reports since joining the training institution until the end date of the training period.

- The apprentice will either write down in a book his or her daily tasks and activities; or a checklist will be prepared by the Training Institution and the Employer to verify when the apprentice has learnt the skills and competencies.

Signatures

By signing this contract, all parties accept its terms and conditions and agree to abide by them. This contract is written from triplicate and each party receives a copy.

Apprentice _____

Date _____

Employer _____

Date _____

Training Institution _____

Date _____

The following institution/organization also signs as witness to this Apprenticeship Contract:

_____

_____

_____

_____

Appendix VIII. Certifications issued by training providers in Lebanon

	LEVEL	NAME	DESCRIPTION	ISSUED BY/ UNDER THE AUTHORITY OF
FORMAL EDUCATION SYSTEM	Primary education	Brevet d'Etudes	At completion of 9th year of general education. Requirement for enrolment in Baccalauréat level training.	MEHE, DGVTET
		Brevet Professionnel (BT)	Alternative to general education Brevet, starts after year 7 of general education. Allows enrolment in technical or vocational secondary education.	
	Secondary education	Baccalauréat Technique	Secondary diploma based on an examination in the final year. Includes general education and concentration in one of agriculture, industry or science.	MEHE, DGVTET MoA, technical schools
		Certificat Professionnel de Maîtrise	A vocational certificate based on practical training in the workplace. Students may also take the BT exam.	
		Dual system (DS)	Apprenticeship programme (3 years).	
	Tertiary education	Diplôme de Technicien Superieur	Technical college training of 2–3 years in one of 27 specializations. Completion of the BT is required for admission.	
		Licence Technique	An additional year of study after the Diplôme, and for some areas an examination.	
		Meister Degree	The highest level in the vocational education stream. It is a two-year programme after completing the DS alongside two years of practical experience. In addition to graduates of the DS, graduates of BT with three years of practical experience, and those with a General Secondary Diploma (Baccalauréat) with at least five years of practical experience, are also eligible to apply for the Meister degree.	MEHE, DGVTE

INFORMAL	Continuing education	Certificat d'Aptitude Professionelle (CAP)	A skilled workers level programme of two years after the elementary cycle (age group 11-14) qualifies students to move on to the DS Level.	MEHE, DGVTE
		MoA certificate	Short agricultural courses may be offered by AVSI, FAO, UNICEF and WFP. Other agricultural courses are offered by other NGOs but not certified by MoA.	MoA
		NEO certificate	On graduation from a short programme or accelerated vocational training programme accredited by the NEO.	NEO
		NCVT certificate	On graduation from a NCVT-sponsored course.	NCTV
		MoSA certificate	On graduation from short vocational training courses sponsored by NGOs or Social Development Centres.	MoSA

Figure 4. Skills development pathways in Lebanon
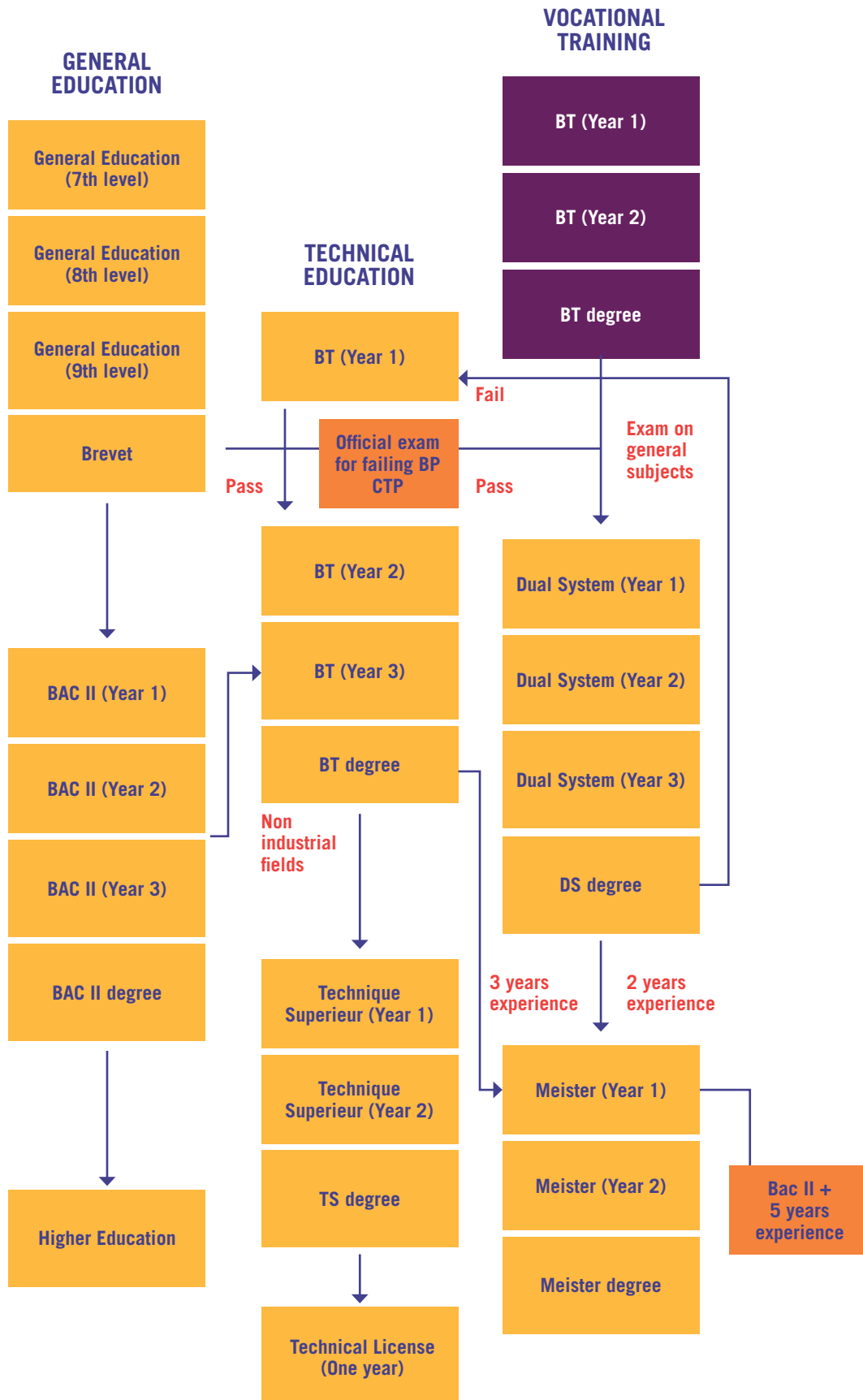
Source: National Strategic Framework, 2018.

Appendix IX. Access to formal training for non-citizens in Lebanon

Access to secondary and tertiary education in Lebanon is regulated by the MEHE. In general, a Lebanese Baccalaureate issued by the MEHE is required for admission to tertiary education. Bilateral agreements between Lebanon and other countries (notably Syria) allow for mutual recognition of secondary and tertiary certificates. However, in the case of refugees the requirements may be difficult to meet.

University admission also requires residency. Residency for Syrian refugees in Lebanon as of January 2015 requires registration with UNHCR or a Lebanese sponsor. UNHCR has ceased registering new refugees since May 2015[17].

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17   Higher education and Syrian refugee students: The case of Lebanon (policies, practices, and perspectives). Hana Addam El-Ghali, Roula Berjaoui and Jennifer McKnight. UNHCR and UNESCO, March 2017.

Appendix X. Employment service providers in Lebanon

List of NGOs providing employment services

INSTITUTION	ADDRESS	WEBSITE
NEO Beirut	Melhem Khalaf Street, next to St Mary Church for Syrian Catholic Museum Blvd	www.neo.gov.lb
NEO Saida	Serail Saida 2nd floor	www.neo.gov.lb
NEO Tripoli	Serail Tripoli 6th floor	www.neo.gov.lb
IRC Akkar	Deir Dalloum, Highway, Radwan El Hassan Building	
IRC Beirut	Mkalles, Near Hypco Station, RAED Building	
UNRWA Beirut	LFO, UNRWA Main office, Bir Hassan facing sports city	www.facebook.com/UnrwaESC
UNRWA SAIDA	Sit Nafisi St., Behind Ogero bldg., Abu Zeid Bldg., Ground Floor	www.facebook.com/UnrwaESC
UNRWA TYRE	Athar St., Next to AlAthar Laundry, Bitar Bldg, 1st Floor	www.facebook.com/UnrwaESC
UNRWA TRIPOLI	Tripoli, Me'atein St., AlRawda intersection, UNRWA Main Office	www.facebook.com/UnrwaESC
Institut Européen de Coopération et de Développement	Rue Hopital al Hayat, Imm. Ford, Etage 3 Area: Chiah, City: Beirut	www.iecd.org
Lebanese Physical Handicap Union	Second Floor Rida Building, Salah Al-Deen Ayoubi str. Area: Rawshe City: Beirut Additional directions: Near Rotana Hotel, same building as jaw café	www.lphu.com
Arc-en-Ciel	Arc-en-Ciel, John Kennedy street Area: Jisr el Bacha - Sinn El Fil City: Beirut	www.arcenciel.org
Forum for handicapped North Lebanon	Office location: El Mountada, El Mountatda St. Area: El Mina City: Tripoli Additional directions: parallel to Port Said blvd.	

Safadi Foundation	Tripoli, Al Maarad Street, Ramzi Safadi Street Safadi Cultural Center, 4th floor P.O.Box 575 Tripoli, Lebanon	www.job-helper.com
FORAS – Rene Moawad Foundation (Beirut)	Office location: Sixth Floor Loyar Bldg., Alfred Nakash Street Area: Ashrafieh, facing Hotel Dieux City: Beirut	www.rmf.org.lb
FORAS – Rene Moawad Foundation (Zgharta)	Office Location: Rene Moawad Foundation Zgharta Area: Mejdlaya City: Zgharta	www.rmf.org.lb
Koudourat Association	6th Floor, Labban Center, Near Byblos Bank, Sami el Solh Avenue, Beirut, Lebanon	www.koudourat.org
Labora	Office location: Fifth Floor Antonine Bldg - Block C, Brothers Rahbani st. Area: Antelias City: Antelias	www.laboraonline.com
Institut Libanais de development economic et social (ILDES)	ILDES - LEBANON Tours Harboyan Bloc A et Bloc C, rue BC Jal El Dib - Metn	www.ildesliban.org
Ahlouna Association	Office location: Ahlouna Building, NA Area: Al Hlaliyeh City: Saida	www.ahlouna.org

Appendix XI. List of organizations that participated in the three workshops

	MARKET ASSESSMENT TOOLS AND ANALYSIS FOR SKILLS NEEDED 4–6 DECEMBER 2017	MODALITIES FOR SKILLS TRAINING 12–14 DECEMBER 2017	ENABLING ENVIRONMENT 30–31 JANUARY 2018
1	Ministry of Education and Higher Education/Directorate General for TVET	Ministry of Education and Higher Education/Directorate General for TVET	
2	Ministry of Labour/NVTC	Ministry of Labour/NVTC	Ministry of Labour/NVTC
3	Ministry of Agriculture	Ministry of Agriculture	Ministry of Agriculture
4	National Employment Office	National Employment Office	National Employment Office
5	Ministry of Social Affairs	Ministry of Social Affairs	Ministry of Social Affairs
7	UNICEF	UNICEF	UNICEF
8	FAO	FAO	FAO
9	UNRWA	UNRWA	UNRWA
10	ARCS		ARCS
11	Research for Cooperation	Research for Cooperation	
12	LPHU	LPHU	LPHU
13	AVSI Lebanon and Jordan	AVSI Lebanon	AVSI Lebanon and Jordan
14	OXFAM	OXFAM	OXFAM
15	COSV	COSV	COSV
16	RMF	RMF	RMF
17	Lebrelief	Lebrelief	Lebrelief
18	IECD	IECD	IECD
19	SAFADI Foundation	SAFADI Foundation	SAFADI Foundation
20	GVC	GVC	GVC
21	LOST	LOST	LOST

22	ICU		
23	TDH Italy Lebanon and Jordan	TDH Italy Lebanon and Jordan	TDH Italy Lebanon and Jordan
24	Al Majmoua	Al Majmoua	Al Majmoua
25	Vendo De Terra(Jordan)	Vendo De Terra (Jordan)	Vendo De Terra (Jordan)
26	UNPONTEPER(Jordan)		UNPONTEPER (Jordan)
27	Al Hussien Society (Jordan)	Al Hussien Society (Jordan)	Al Hussien Society (Jordan)
28	Mouvement Social	Mouvement Social	Mouvement Social
29	ANERA	ANERA	ANERA
30	CCIAB	CCIAB	CCIAB
31	FENASOL		
32		CCIAZ	CCIAZ
33		PTI (Jordan)	PTI (Jordan)
34		UNHCR	UNHCR
35		Atlanta Garment (Jordan)	Atlanta Garment (Jordan)

Appendix XII. List of the participants at the validation workshop

SOPs Validation Workshop | Lancaster Tamar Hotel 18 April 2018

PARTICIPANTS	ORGANIZATIONS & PARTNERS	POSITION
Tony Rached	MEHE-DGTVET	Head of Rehabilitation Office
Ghassan Cheaito	MEHE - DGTVET	Head of Technical Department
Elie Berbari	NEO	Head of Professional Orientation and Vocational Training Service
Hiba Douaihy	MOSA	National Coordinator
Fatima Helbawi	MoA	Head of Extension Department
Fatima Hassan		Head of Extension Department
Denise Dahrouj	MOL	International Cooperation Officer
Nisrine Makkouk	UNICEF	Adolescent and Youth Development Officer
Gloria De Marchi	UNDP	Livelihoods Sector Coordinator
Abir Abou El Khodoud	FAO	Project Manager
Adel Abou Salem	UNRWA	Programme Officer

Harissa Ibrahim Barrak	Research Coopi/centers for internship	Social Worker
Hind Al majthoub	LPHU	Sub Coordinator
Samar Khalil	AVSI	Project Manager
Sara sozzi	COSV	Project Coordinator
Ghais Abdel Ghani	LOST	Office Assistant
Maria Rezkalla	CCIAZ	Head of Training
Eleonora Gatto	TDH Italy(Leb)	Project Manager
Angela Saade	Social Mouvement	Youth Program Coordinator
Christaine Saba	RMF	Consultant
Ahmad Ibrahim	Lebrelief	Project Coordinator
Samar Boulos	SAFADI foudnation	Head of Social Sector
Gladys Aghnatios	CCIAB (Beirut)	Head of Lebanese Training Centre
Ziad Kawash	Anera	Livelihoods Manager
Salma Saoude	Social Mouvement	Head of Saida Centre