



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

HOPES-LEB CALL FOR PROPOSALS STAKEHOLDERS SURVEY

REPORT

1. INTRODUCTION

The **HOPES-LEB (Higher and Further Education Opportunities and Perspectives for Syrians and vulnerable youth in Lebanon)** is an €8.4 million project funded by the European Union, through the EU Regional Trust Fund in response to the Syrian crisis, the 'EU Madad Fund', and implemented by the German Academic Exchange Service (DAAD), Campus France and Nuffic. Within the context of this project a stakeholders survey was conducted.

The purpose of this survey is to gain feedback on the first round of the HOPES-LEB Call for Proposals to support short-term education training and capacity building projects. The feedback received is confidential and will be incorporated into the preparation for the second round of the Call for Proposals.

The questionnaire was composed of 23 questions of which 15 were quantitative and 8 were qualitative questions. The questions were divided into three sections:

- > **Part 1:** General Information Section (6 questions)
- > **Part 2:** Survey Section (9 questions and 7 sub-questions)
- > **Part 3:** Communications Section (1 question)

The questionnaire was sent to five primary groups of stakeholders:

- > **Adhoc Advisory Board Members:** experts in the fields of education and livelihoods that were consulted prior to the launching of the call for proposals.
- > **Selection Committee members:** experts in the fields of education and livelihoods that served as members of the Selection Committee that recommended projects to fund.
- > **HOPES-LEB Call for Proposals Partners:** members of academic institutions/organisations that were selected for funding.
- > **Applicants:** members of academic institutions/organisations that had applied to the call for proposals but were not selected for funding.
- > **Information Session Attendees:** members of academic institutions/organisations that had expressed interest in the call for proposals by attending the information session that was held on the **November 10th, 2020**.

The survey was shared with 164 stakeholders of which 36 responded. The following statistics and results are based on the response of these stakeholders from academic institutions, organisations, and other entities.

IMPLEMENTED BY

DAAD



nuffic



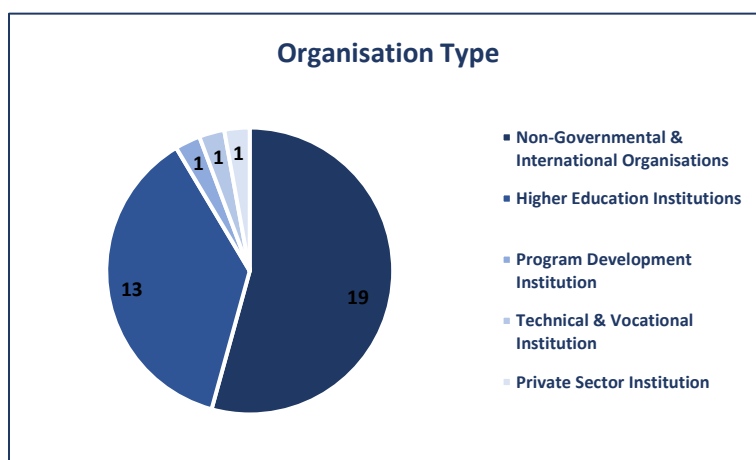
Funded by the European Union

2. STATISTICS AND RESULTS

1. Profile of the Stakeholders

Of all 36 respondents to the survey:

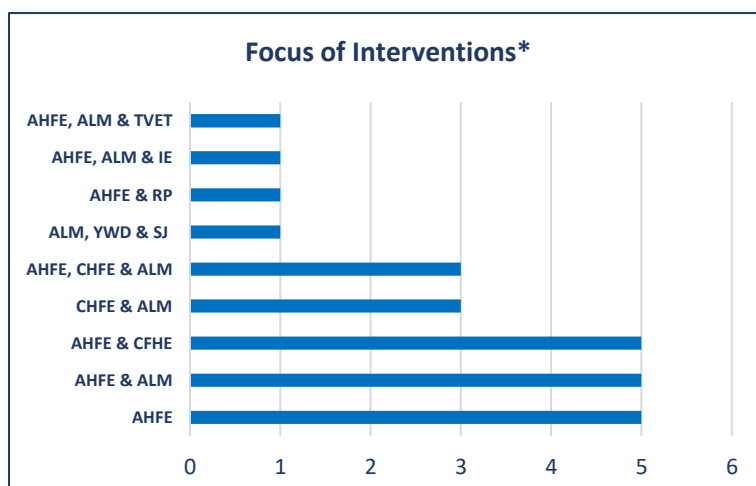
- > **19** were non-governmental and international organisations
- > **13** were higher education institutions
- > **1** was a program development institution
- > **1** was a technical and vocational institution
- > **1** was a private sector institution
- > **1** was an independent consultant



2. Focus of Interventions

Stakeholders also varied in their focus of the interventions, where some had a particular focus on one intervention while others focused on two or more interventions. The focus of the interventions was particularly as per the below:

- > **7** focus on access to the labour market
- > **5** focus on access to higher and further education
- > **5** focus on access to higher and further education and access to the labour market
- > **5** focus on access to and completion of higher and further education
- > **3** focus on completion of higher and further education and access to the labour market
- > **11** focus on a combination of one or more interventions, mainly in education and livelihoods.



Legend:

- **AHFE:** Access to Higher and Further Education
- **ALM:** Access to the Labour Market
- **CHFE:** Completion of Higher and Further Education
- **IE:** Innovation and Entrepreneurship
- **RP:** Refugee Protection
- **SJ:** Social Justice
- **YWD:** Youth & Women Development

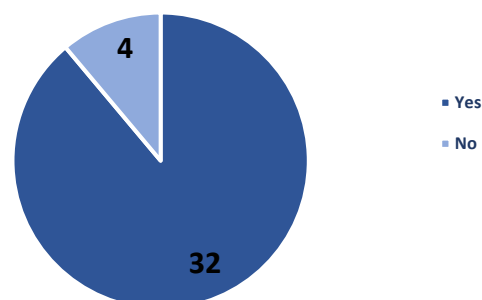


Funded by the European Union

3. HOPES-LEB Call for Proposals Information Session

Survey respondents were asked whether the Call for Proposals' requirements and process were clearly communicated on both the HOPES-LEB website and during the information session that was held on November 10th, 2021, to which 32 respondents replied with a positive response. The main feedback on the website and information session was that the information was well structured and helpful and the requirements of the call for proposals were clear.

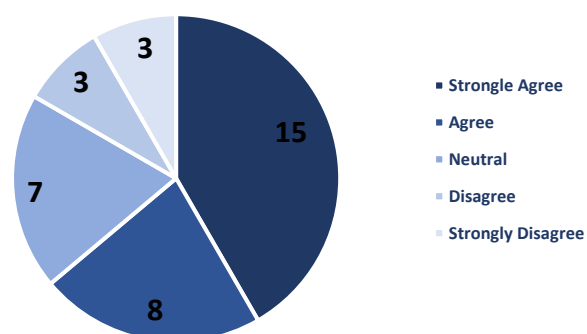
Do you think the HOPES-LEB website and information session clearly communicated the Call for Proposals' requirements and process?



4. HOPES-LEB Call for Proposals Priority Areas

When asked about whether the Call for Proposals' priority areas are in need of intervention, 23 respondents agreed (22.2%) and strongly agreed (41.7%) stating that the call facilitated access to higher and further education and an opportunity to access the labour market ahead of marginalized Lebanese youth and refugees from Syria. In addition, crucial feedback was provided on the latter that touches on the importance of ensuring that project activities sufficiently address priority areas to ensure positive outcomes.

The Call for Proposals targeted the areas that are in need of intervention

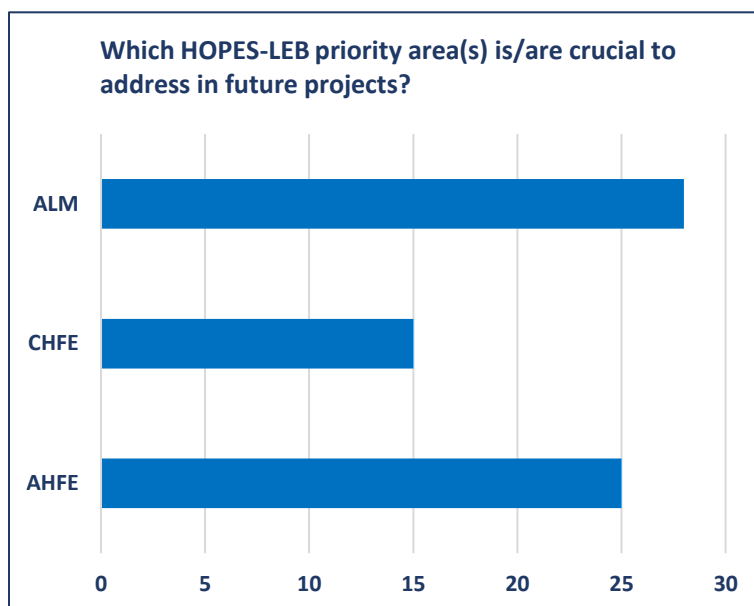


When asked which priority areas are crucial to address in future projects, all respondents provided an answer that include one or a combination of two or more priority areas, placing a more significant focus on access to higher and further education and access to the labour market. Respondents stated the priority areas are to address due to the below reasons (see graph below):



Funded by the European Union

- > The massive need for both education and livelihood opportunities given the current context in Lebanon (economic, financial, environmental, and social crises in addition to the COVID-19 pandemic).
- > The need for higher and further education opportunities to ensure low dropout rates.
- > The need to assist refugees from Syria and vulnerable Lebanese youth in career development to enhance employability prospects.



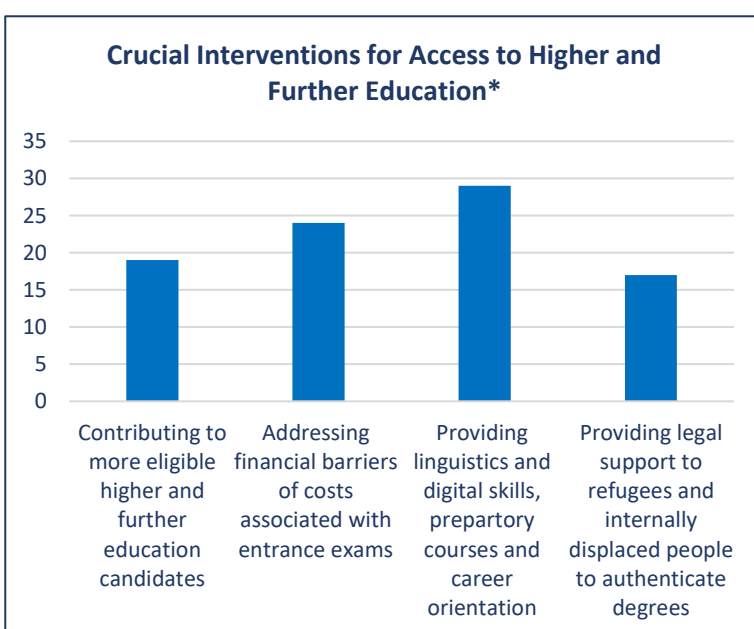
Legend:

- **AHFE:** Access to Higher and Further Education
- **ALM:** Access to the Labour Market
- **CHFE:** Completion of Higher and Further Education

5. Access to Higher and Further Education

According to the 36 respondents, the main interventions needed for improving access to higher and further education for vulnerable Lebanese and refugees from Syria are in order of importance (see adjacent graph):

- > Providing linguistic and digital skills, preparatory courses, and career orientation (29 respondents)
- > Addressing financial barriers associated with entrance exam fees (24 respondents)
- > Contributing to more eligible higher and further education candidates through facilitating the transition from secondary to higher and further education (19 respondents)
- > Providing legal support to refugees and internally displaced people to authenticate their degrees (17 respondents)



*The data reflects respondents' selection of one or more interventions.

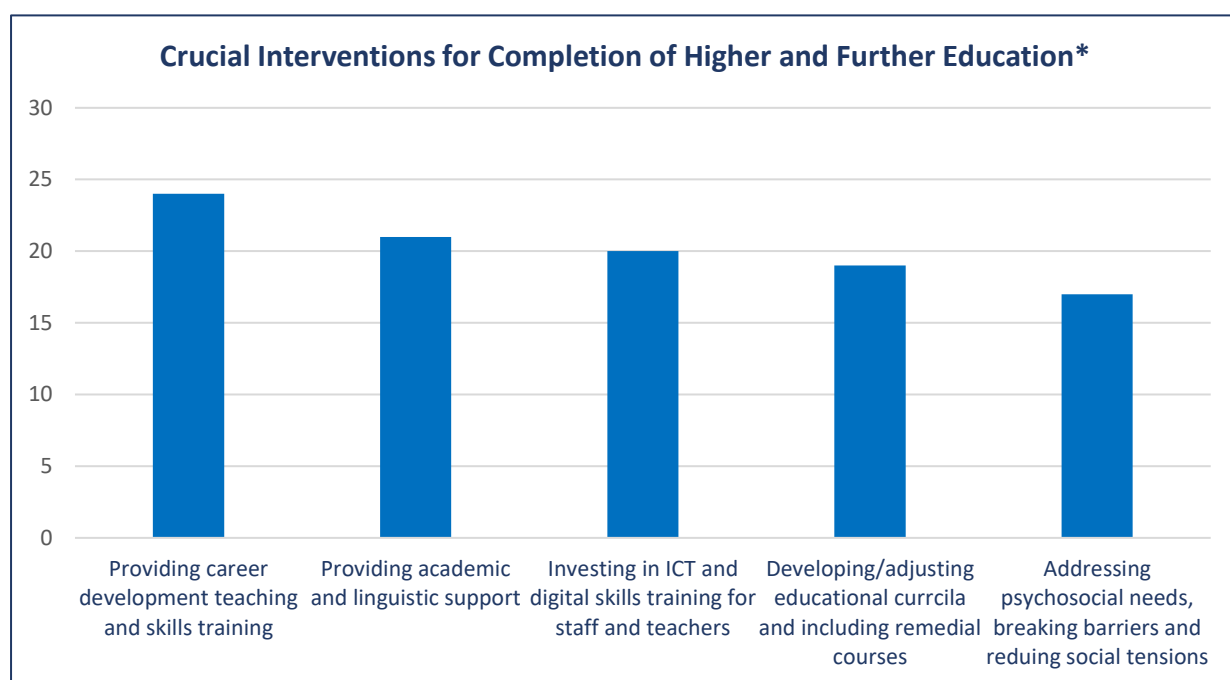


Funded by the European Union

6. Completion of Higher and Further Education

According to the 36 respondents, the main interventions needed for facilitating completion of higher and further education for vulnerable Lebanese and refugees from Syria are in order of importance (see graph below):

- > Addressing career development teaching in addition to providing additional skills training (vocational skills, digital skills, communication skills, etc.) (24 respondents)
- > Limiting the risk of drop-out for students enrolled in HE through academic and linguistic support (21 respondents)
- > Investing in Information and Communication Technology (ICT) infrastructure in addition to staff and teacher digital training in order to deliver digital skills to the target group (20 respondents)
- > Developing and adjusting educational curricula to include more remedial courses and labour market-relevant material to help prevent dropouts and improve the academic performance of the target group (19 respondents)
- > Addressing psychosocial needs, breaking barriers, and reducing social tensions within our target group (17 respondents)



*The data reflects respondents' selection of one or more interventions.

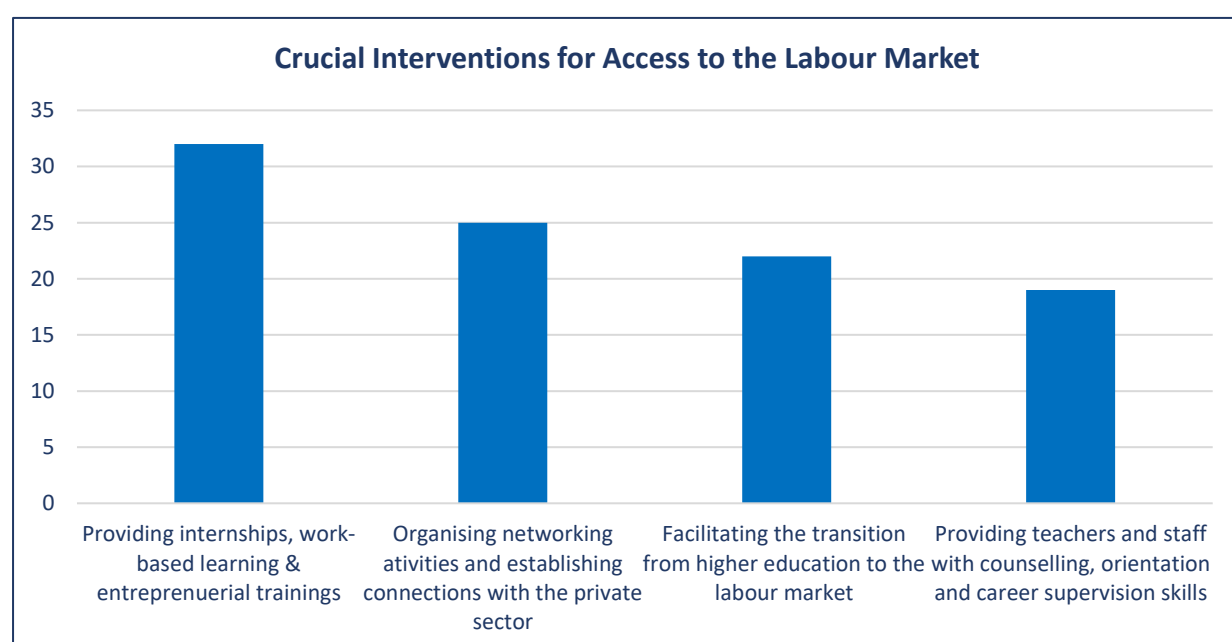


Funded by the European Union

7. Access to the Labour Market

According to the 36 respondents, the main interventions needed for enhancing access to the labour market for vulnerable Lebanese and refugees from Syria are in order of importance (see graph below):

- > Facilitating internships, providing work-based learning, and promoting entrepreneurial skills (32 respondents)
- > Organising networking activities (local or regional) and establishing connections with the private sector including job data bases (25 respondents)
- > Facilitating the transition from higher education to the labour market (local, regional, or international) or other relevant pathways (22 respondents)
- > Training teachers, educational mentors, and advisers to increase their capacities in career supervision, counselling, and orientation tasks (19 respondents)



*The data reflects respondents' selection of one or more interventions.

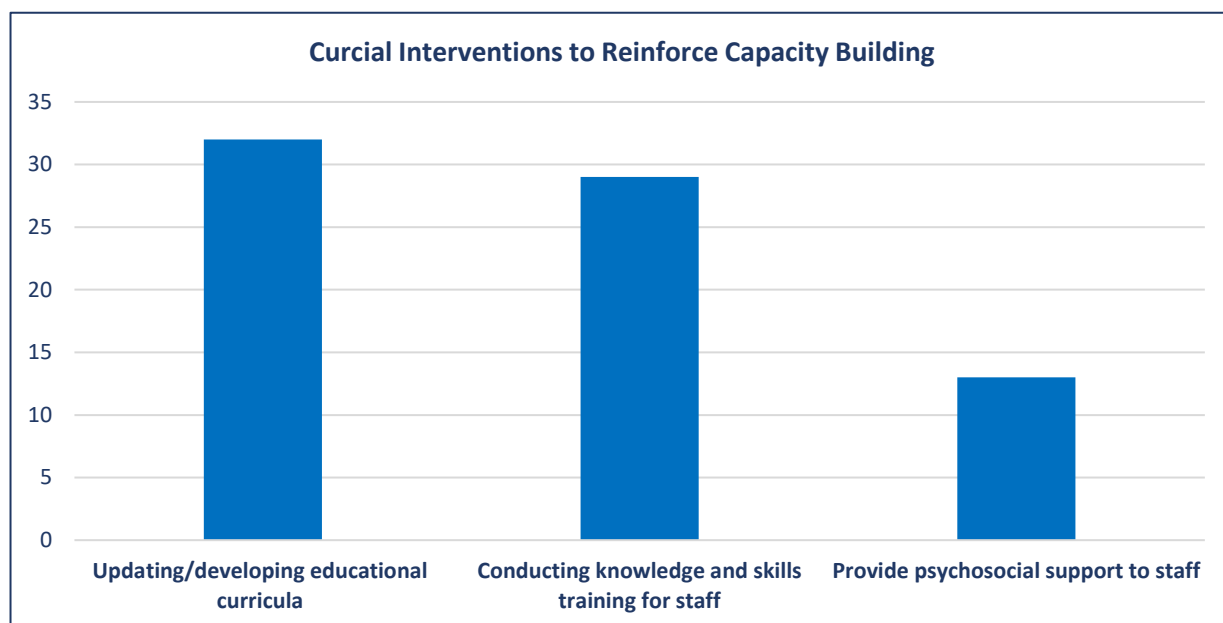
8. Capacity Building of Academic Institutions and Organisations

When asked about what can be done to reinforce the capacity building of organisations and institutions in future projects, the following was expressed in order of importance (see graph below):

- > Enhance the quality of education being provided by academic institutions/organisation through curricula update and/or development (32 respondents)
- > Conduct staff training to enhance knowledge and skills (29 respondents)
- > Provide psychosocial support to staff (13 respondents).



Funded by the European Union



*The data reflects respondents' selection of one or more interventions.

3. CONCLUSION

The stakeholders survey was conducted to help the HOPES-LEB project evaluate the first HOPES-LEB Call for Proposals, build on lessons learned, and incorporate the feedback provided into the development of the second call for proposals. With the further exacerbation of the financial and socioeconomic crises in Lebanon, respondents expressed the urgent need for the support of the three priority areas, with a higher emphasis on the need to support interventions related to access to higher and further education and access to the labour market. The highlighted interventions supported by the respondents will help in shaping the focus of the second round of the call for proposals.

4. RECOMMENDATIONS

Based on the outcomes of the stakeholders survey, the following recommendations are suggested to enhance the outcomes of the second HOPES-LEB Call for Proposals to support short-term education training and capacity building projects:

- > **Access to higher and further education:** providing digital and linguistic skills courses in addition to preparatory courses and career orientation to secondary students was marked as the most important intervention needed. The rationale behind this based on the feedback provided by survey respondents is the need to facilitate the transition from secondary to higher education level through increasing the competencies of secondary students. The second highly needed intervention is to cover the cost of preparatory exams and entrance fees as the payment for standardized literacy tests such as the SAT, IELTS and TOEFL is being requested in USD or in LBP at the market rate which is severely rising.
- > **Completion of higher and further education:** although completion of higher and further education was the least emphasized as a priority area by respondents, recommendations were made on which interventions to focus on. Particularly, career development teaching, academic support and technical and soft skills training were highlighted as important interventions in addition to invest in Information and Communication Technology (ICT) and digital training so that teaching academics could become better equipped in delivering

IMPLEMENTED BY

DAAD

**CAMPUS
FRANCE**
campusfrance.org

nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

courses in either a blended or online learning modality.

- > **Access to the labour market:** emphasising access to the labour market was significantly highlighted as the most crucial priority area to address given the current context in Lebanon. Facilitating internships, providing work-based learning, and promoting entrepreneurial skills were favoured by respondents along with organising networking events and establishing a job offerings database. As highlighted by respondents, the aforementioned interventions are necessary to initiate the first contact with job providers and equip graduates with the relevant skills needed to become competent job seekers.
- > **Capacity Building of academic institutions/organisations:** enhancing the quality of higher and further education being provided in Lebanon remains a crucial necessity as echoed by respondents. Curricula upgrading and staff training to enhance knowledge and skills were highlighted as the two most important interventions as the education system in Lebanon requires adaptation to the needs of the job market in the 21st century. Reinforcing the capacity of staff and the education system will not only aid in elevating the quality of education at academic institutions but will also alleviate bottlenecks associated with accessing the labour market.

Finally, the need for a “quality over quantity” approach in all interventions irrespective of the priority areas was stressed in the overall feedback section of the survey. In other words, projects should focus on creating a narrower focus on addressing specific needs rather than provide an all-encompassing plan that would seek to benefit the highest number of beneficiaries.

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

Annex 1 – HOPES-LEB Call for Proposals Stakeholders Survey

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

HOPES-LEB Call for Proposals Stakeholders Survey

Within the context of the HOPES-LEB (Higher and Further Education Opportunities and Perspectives for Syrians and vulnerable youth in Lebanon) an €8.4 million project funded by the European Union, through the EU Regional Trust Fund in response to the Syrian crisis, the 'EU Madad Fund', and implemented by the German Academic Exchange Service (DAAD), Campus France and Nuffic, we would like to invite you to partake in the HOPES-LEB Call for Proposals Stakeholders Survey.

The purpose of this survey is to gain feedback on the first round of the HOPES-LEB Call for Proposals to support short-term education training and capacity building projects. The feedback received is confidential and will be incorporated into the preparation for the second round of the Call for Proposals.

This survey is intended to be completed on an organisational/institutional level as a reflection of your involvement in the HOPES-LEB Call for Proposals. If you are not the right person to answer this, please request the relevant person to fill in the survey.

If you have any questions or concerns, please contact us at cfp@hopes-madad.org.

***Required**

1. Email *

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

HOPES-LEB CALL FOR PROPOSALS STAKEHOLDERS SURVEY

FUNDING FOR TRAINING
AND CAPACITY BUILDING



IMPLEMENTED BY

DAAD



nuffic

FOR MORE INFORMATION:

Visit: www.hopes-madad.org

Mail: cfp@hopes-madad.org

General Information

2. Full Name: *

3. Position: *

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

4. Organisation Type: *

Mark only one oval.

- ☐ Higher Education Institution
- ☐ Non-Governmental Organisation
- ☐ International Organisation
- ☐ Intergovernmental Organisation
- ☐ Government Entity
- ☐ Independent Consultant
- ☐ Other: _____

5. Name of Institution/Organisation: *

6. Intervention Focus: *

Tick all that apply.

- ☐ Access to Higher and Further Education
- ☐ Completion of Higher and Further Education
- ☐ Access to the Labour Market

Other: ☐ _____

7. Geographical Focus of Interventions: *

Tick all that apply.

- ☐ North
- ☐ Beirut
- ☐ Mount Lebanon
- ☐ Bekaa
- ☐ South

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

8. Please select the answer that best describes your involvement in the HOPES-LEB Call for Proposals? *

Mark only one oval.

- ☐ Applicant
- ☐ Project funded by HOPES-LEB
- ☐ Selection Committee Member
- ☐ Other: _____

HOPES-LEB Call for Proposals Stakeholders Survey

9. In your opinion, do you think the HOPES-LEB website and information session clearly communicated the Call for Proposals' requirements and process? *

Mark only one oval.

- ☐ Yes
- ☐ No

10. Please elaborate on your response:

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union

In your opinion, did the Call for Proposals target the areas that are in need of intervention? *

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

12. Please elaborate on your response:

13. In your opinion, which HOPES-LEB priority area(s) is/are crucial to address in future projects? *

Tick all that apply.

- ☐ Access to Higher and Further Education
- ☐ Completion of Higher and Further Education
- ☐ Access to the Labour Market

14. Why is/are the selected priority area(s) crucial to address in future projects?



Funded by the European Union

15. Which of the following component(s) is/are crucial to focus on in access to Higher and Further Education? *

Tick all that apply.

- ☐ Facilitating the transition from secondary to higher and further education, contributing to more eligible and qualified candidates for higher education
- ☐ Addressing the financial barriers of students to access higher and further education (costs for exams and preparatory requirements)
- ☐ Providing courses that focus on linguistic and digital skills, preparatory courses and career orientation
- ☐ Providing a legal framework and support for refugees and internally displaced people to authenticate their degrees and be recognized as eligible to be admitted to universities and TVETs

Other: ☐ _____

16. Please elaborate on your response:



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

17. Which of the following component(s) is/are crucial to focus on in supporting completion of Higher and Further Education? *

Tick all that apply.

- ☐ Limiting the risk of drop-out for students enrolled in higher education through academic and linguistic support
- ☐ Addressing psychosocial needs, breaking barriers and reducing social tensions within the target group
- ☐ Addressing career development teaching in addition to providing additional skills training (vocational skills, digital skills, communication skills, etc.)
- ☐ Developing educational curricula and making adjustments to include more remedial courses to help prevent dropouts and improve the academic performance of the target group
- ☐ Investing in Information and Communication Technology (ICT) infrastructure in addition to staff and teacher digital training in order to deliver digital skills to the target group
- Other: ☐ _____

18. Please elaborate on your response:

19. Which of the following component(s) is/are crucial to focus on to support access to the labour market? *

Tick all that apply.

- ☐ Facilitating the transition from higher education to the labour market (local, regional or international), or other relevant pathways
- ☐ Organising networking activities (local or regional) and establishing connections with the private sector including creating job data bases
- ☐ Facilitating internships, providing work-based learning, and promoting entrepreneurial skills
- ☐ Training teachers, educational mentors, and advisors to increase their capacities in career supervision, counselling and orientation tasks
- Other: ☐ _____

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

20. Please elaborate on your response:

21. In your opinion, what can be done to reinforce the capacity building of organisations/institutions in future projects? *

Tick all that apply.

- ☐ Conduct staff training to enhance knowledge and skills
- ☐ Provide psychosocial support to staff
- ☐ Enhance the quality of education being provided by institutions/organisations through curricula update and/or development

Other: ☐ _____

22. Please elaborate on your response:

23. Overall Feedback for the Call for Proposals:

Analytics Section

IMPLEMENTED BY

DAAD



nuffic



Funded by the European Union



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES

IMPLEMENTED BY

DAAD



Nuffic