



HIGH SCHOOL TO HIGHER EDUCATION TRANSITION ASSISTANCE PROGRAM



LOCATION

ALDannieh, North Lebanon



DURATION

1 April 2021 → 30 August 2022



BUDGET

EUR 58,369



PRIORITY AREA

- Access to Higher and Further Education

LEAD INSTITUTION



OBJECTIVES

- To provide a 17-month educational support programme to vulnerable Lebanese and refugee youth from Syria enabling them to overcome barriers throughout their educational pathway from secondary to higher education.
- To develop the institutional capacity of teachers from a local educational institution in ALDannieh area, enabling them to provide better quality education and support to secondary school students in accessing higher education.



BENEFICIARIES

- **384 vulnerable Lebanese and Syrian** refugee youths
- **10 teachers** at ALDannieh Skills Development Center's (ASDC)



112



272



ACTIVITIES

- Training of teachers in career guidance,
- 240 preparation sessions for university entrance exams,
- 80 career orientation sessions,
- 240 digital skills training courses,
- 320 English language courses,
- 120 life skills sessions



AHMAD

19 years old

"I always desired to study software engineering due to my attraction to phones and computers and the ways they work. This project helped me prepare and succeed in the university entrance exam which will allow me to pursue my dream. It also taught me to think in an analytical way to adapt to challenges in light of the difficult circumstances that we are facing in Lebanon and to be more open to making friends from new regions and cultures."

NOURA

17 years old

"After high school, choosing my university major was one of the most important and difficult decisions I had to make, because it determined my future professional career. I was confused and the selection process was a source of tension and fear because it was a fateful step that would fulfil my future forever. This project has helped me, through career guidance lectures, to choose my university major based on an informed outlook of all majors, on the needs of the labour market and in light of my personal interests without being influenced by the tendencies or desires of others."

REFLECTIONS FROM THE LEAD INSTITUTION

94% of the students who participated in the High School to Higher Education Transition Assistance Program for vulnerable Lebanese and Syrian refugee youth in AlDannieh, North Lebanon, were able to pass the government official grade 12 examinations which is considered as the first step in the pathway to reach further education. 87 % of the participants stated they will continue their studies at the Lebanese University, a private university, or a technical institution.

Testimonies from students emphasize how this 17-months program was beneficial for them in passing the grade 12 official exams, university entrance exams, increasing their self-confidence, aiding them in choosing their career path and increasing their knowledge in digital skills and English language. Pre- and post-tests showed an advancement in their digital skills, English language and life skills competences. They highlighted as well the benefits they had gained from receiving career guidance in choosing their future career.

This project provided vulnerable secondary public-school students with education resources they were not able to access due to the economic and financial hardships they are facing. The offered courses in the programme were effective solutions for students to overcome obstacles towards their pathway from secondary education to higher education; enhancing their linguistic, digital and life skills and thus facilitating their entrance to university.

One of the core components of the project was the institutional capacity development and training provided to ASDC (AlDannieh Skills Development Center) teachers in career guidance. As this type of training is absent from all educational institutions in the area, whether private or public, secondary school students were missing out on career orientation which is crucial to their educational pathway. The training of these teachers is an added value in this challenging context and will allow the provision of career guidance to a bigger number of student beneficiaries specially that even after the project, the teachers are still receiving inquiries from students and are continuously supporting them in their career choices and paths.

YUMIN HANNOUF

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