

Regional Project

Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region toward Agenda 2030 ("FREE")

Erasmus+ Capacity Building in Higher Education
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**External Monitoring
Report #2**

Monitored period: April 1-October 31, 2020

Consultant: EN POSITIVA. Grupo de Trabajo en Evaluación e Investigación Social
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Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region toward Agenda 2030 ("FREE")

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IDENTIFICATION

Reported Period: 04/2020-10/2020		
Submission Date: 27/12/2020		
M&E expert: María Sarabia-Barquero		
Attached Files: <ul style="list-style-type: none">External Monitoring Report #2 (1)Consolidated and updated registration tool (1)Consolidated and updated results framework matrix (1)M&E Reports by HEIs/Project (8)	Annex: <ul style="list-style-type: none">A. Logic of InterventionB. Closing Knowledge Gap. Figures with the aggregated results of the online 5 courses (WP-2)	<ul style="list-style-type: none">C. Recommendations and Areas of Improvements, Data with the aggregated results of the online 5 courses (WP-D. Progress base on the Project's Results-Based Management Matrix

PRESENTATION

This document is the **External Monitoring Report #2** on the implementation of the Regional Project *Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region toward Agenda 2030* (hereafter, Project FREE). It is the second of five reports agreed upon as part of the *Project's External Monitoring System* (hereafter, EMS), and covers the FREE Project's implementation from April 1 to October 31, 2020.

The report has been elaborated from: (i) the information/data provided by the higher education institutions (HEIs) in the Mediterranean Region (MR) through the standardized data collection tools designed within the Project's EMS (*Register Tool* and *Biannual Report*)¹; (ii) the information available in the FREE's Virtual Platform, and; (iii) the Coordination Team inputs to cover gaps in information that arose during the preparation of this document.

Follow the route below to access standardized data collection tools submitted by the HEIs in the MR to cover de current monitoring period:

- [FREE PROJECT](#) > [File Storage](#) > [WP7 MANAGEMENT](#) > [MONITORING TOOLS](#) > [M&E Tools](#)

¹ The Register Tool was designed to collect quantitative (or quantifiable) data from the Project in a systematic and aggregated manner. On the other hand, the Biannual Report was designed to gather qualitative information/institutional reflections/lesson learned about the Project's implementation in each HEIs.



The content of this report has been structured in three sections. The first section provides an overview of the Project's performance from Abril to October 2020 and a summary of the implementation context based on the information provided by the HEIs.

The second section presents a more detailed assessment of the Project's progress and challenges in the three Project dimensions being monitored at the outcome level (specific objectives):

- SO.1. Individual dimension. Female academics and professional's empowered at the targeted HEIs
- SO.2. Institucional dimension. HEIs committed to promote and to implement an institutional culture of gender egalitarianism
- SO.3. Partnerships dimension. Partnerships and research networks on gender issues strengthened (national and supra-national)

For each outcome, it has been included an analysis of the progress of the different outputs that contribute to the 3 planned outcomes (see annex A). This analysis is done in relation to the indicators agreed upon in the matrix for the project's result-based management (see annex D). This section also assesses the attention paid to the recommendations previously raised in the External Monitoring Report #1. Based on the findings from the monitoring data analysis, recommendations are also provided for progressing towards the Project's objectives in the mentioned three dimensions.

Section 3 includes the annexes that have been considered useful to support the findings in section 2 and to support a potential reflection process among the Project's partners on the FREE implementation during the monitored period. Moreover, tables with the aggregated results of the courses assessment questionnaires conducted in the WP-2 have been added (see annex B/C), as well as the charting of how each HEI is progressing in relation to the targets set out by each agreed indicators in the Project's results matrix (see annex D).

Finally, it should be noted that the current monitoring report takes a historical and cumulative approach. Since the Project has a sequential implementation structure ("Pipeline Implementation logic")², it is considered useful to keep the implantation history of how a certain output has evolved in relation to what happened in previous stages of the Project and in other outputs. Specifically, for the present document, this decision translates into (i) having maintained the previous analysis of the WP-1 -activities already successfully completed- in the content of this report.

SECTION 1. - OVERVIEW OF THE PROJECT IMPLEMENTATION

The current monitoring period corresponds to the implementation of the core of WP-2 giving continuity to the findings of the institutional diagnostics carried out under WP-1.

Even when the participation was lower than initially anticipated, the findings of the satisfaction survey of the 5 courses confirm the good quality of the training provided through the Project. It is identified as a clear challenge to identify strategies to improve participation and ensure that the target audiences -specially, female academic/researchers- of each HEI benefit in greater numbers from the quality of the Project's awareness and capacity building strategy.

² See External Monitoring Report #1 to further information about the characteristics of this type of sequential implementation structure.



The complexity of the economic, social and health context in Lebanon, Jordan and Syria, along with the demand for the HEIs to be able to complete the WP-2 courses, explains in part the low number of events held outside the universities, and the deficit in establishing contacts and possible working alliances with other national stakeholders in line with the Project's objectives. So far, the profile of the project has been "endogamic" and in the coming months of implementation the scope of allies, partnership and relationships should be expanded outward.

The assessment of the Project's performance is positive in accordance with the progress made on the targets set out in its based-results matrix. The progress is uneven in the different HEIs and, therefore, the efforts and the emphasis of each universities in these last months will have to attend those areas where they show a lower level of progress. Based on the results of this matrix, a highly positive aspect is the changes at the level of impact indicators. This aspect suggests an internal advocacy and effort in the universities in relation with the Project's objectives that has not been registered/reflected in the M&E tools. It should be remembered that if no record is made of actions at lower levels of the causal chain, any changes that may occur at the impact level will not be considered a contribution by the Project. As already indicated in M&E Report #1: "It is strategic to be able to count on sufficient traceability of the possible contributions to changes in the individual and institutional dynamics that may occur in the HEI/national/regional level during the next years within the subject addressed by the Project FREE. In the monitoring of actions and in the assessment the Project's contributions to the result, **what is not recorded, of which there is no means of verification, does not count.**"

A. Actions carried out

The institutional diagnosis and the situation analysis that the HEIs undertook under the WP1 underlined the importance of capacity building and awareness processes as fundamental components to stimulate women's empowerment at higher education. Based on the results of such diagnosis and the training needs acknowledged a conceptual map was identified as a common guideline for the design of the capacity building strategy. During the monitored period, the Project's implementation focus has been in delivering in the virtual courses – as part of the mentioned strategy- with the guarantees and quality required to contribute to HEIs capacity building on gender equality and sustainability.

Based on the results of diagnosis and analysis activities, as well as the training needs identified through the conceptual map elaborated in WP1, five training topics were recognized to promote women's empowerment at higher education. In the framework of the WP-2, during this period the HEIs have devoted their time and work to successfully impart the following 5 virtual courses: (1) Digital Skills, (2) Soft Skills, (3) Female Empowerment in workplace, (4) Gender Equality and Equity and (5) Sustainability in HE.

According to the data provided by the Project partners, a total of 1,631 people were initially registered in the courses, of which 637 successfully completed the training (i.e., completed the course assessment questionnaire). The participation was below average in 4/7 HEIs

According to the Quality Assurance Plan, the participation training commitment is to reach between 15-20 people in each HEI via the 10 training workshops foreseen. The current number of participants is far from this goal.

On the other hand, the clear delays in the face-to-face training and in the establishment of the E&S Centers mean that the sequential logic of Project implementation must be reviewed if progress is to be made towards the



Project's planned results. The role of the Observatory and the dissemination strategy are key to reinforcing the Project's implementation gaps.

As for the quality of the training, the five courses present excellent evaluations in terms of content and slightly less in the methodological aspects. As for the participation profiles, it is significant to point out that women academics, researchers and decision makers -the main target groups of the Project- represented 44,8% of the participants. This participation is not homogeneous across all universities: in 4 universities, the participation of this group is equal to or less than 3 women.

B. Progress according to the results-based management matrix

At the output level, the Project is moving in the direction of the targets set out in 13/16 indicators. This progress is not homogeneous for all the universities, presenting 5/7 HEIs a delay with respect to what was planned and reflected in the Project FREE Quality Assurance Plan.

All HEIs have met the targets of WP.1 - Output 1.1, and are progressing satisfactorily towards 2/5 targets of WP.2. A participation 78% lower than initially planned affects the achievement of targets for indicators 1.2.2.³ 1.2.3⁴ and 1.2.4.⁵

Given the pipeline implementation structure of the Project, progress on the remaining outputs targets is expected from the first half of 2021. The work done to date within output 2.1.⁶ (E&S Observatory) and output 2.2⁷. (E&S Centers) are expected to yield positive results for the next monitoring period. More concerning is the progress in the indicators related to dissemination (3.1.1.), production of knowledge (3.1.2.) and generation of partnerships (3.2.1./3.2.2.), all of them transversal to the Project implementation and which hardly show minimal movement.

As a contrasting factor, significant changes can be seen in the institutional dynamics of two HEIs in the MR. This circumstance has allowed the two impact indicators⁸ to report progress at this level. This fact is highly relevant for the final evaluation of the project once it has concluded.

At the institutional level, 3 universities report important advances in alignment with the Project's objectives: (i) recently AUB appointed a woman as Vice President for Administration and Chief of Staff, decided that the job of interim provost was alternating between one man and one woman, and made a requirement to AUB faculty and staff to complete an online training course entitled "Diversity and Inclusion"; (ii) MUBS has established the Project's first Sustainability & Gender Center (S&G Center) along with its strategic plan and its own website; (iii) LU started mainstreaming gender equality in all job opportunities announced by its Center of Career and Entrepreneurship.

³ Indicator 1.2.2. Number of participant in training events

⁴ Indicator 1.2.3. Percentage of female who participated in capacity building activities or events that report increased self-confidence recognizing their potential and competencies to reach senior position (managerial/decision-making/academic)

⁵ Percentage of female academics/decision-makers who participated in capacity building activities or events that report improved their soft and hard

⁶ Indicators: 2.1.1. Number of courses and resources made available to the HEIs through the E&S Observatory/ 2.1.2. Number of participants in virtual courses provided by the E&S Observatory/2.1.3. Percentage of participants in virtual courses provided by the E&S Observatory who report increase awareness/knowledge on Gender Equality/2030 Agenda issues

⁷ Indicator 2.2.1 Number Equality and Sustainability Centers in place with official recognition/ Indicator 2.2.2 Number of participants in virtual courses provided by the E&S Observatory

⁸ 1.1. Number of women present in decision-making spaces and/or senior managerial positions in HEIs/ 1.2. Number of approaches and/or practices to increase the decision making level and senior managerial positions in HEIs



Such positive data contrasts with the quantity and quality of the data reported by the HEIS. From the data reported by them via the Register Tool and the Biannual Report, there would be no evident relationship or clear contribution of the Project to these changes. ... and yet there should be. The contrast between changes at institutional level and the data provided raises the concern that there may be other institutional developments that are not being registered or identified as possible contributions -not attributions- of the Project. The registration and reporting exercise should be strengthened in future monitoring periods.

C. Context of implementation

Context elements must be taken into account in any assessment of the scope and achievements of the Project. Only through contextualization is it possible to fully understand the real meaning of what has been achieved and to identify possible explanatory causes for those activities that may be progressing at a slower than expected rate.

Although the HEIs report in different levels of detail in their Biannual Report, all of them acknowledge the occurrence of contextual factors that have conditioned the Project implementation. The following factors that have been acting as limitations and conditioners to Project FREE implementation at universities are recognized:

- The deep political, social and financial crisis that Lebanon and Syria are going through is causing tremendous financial and operational difficulties for the proper functioning of the Project. Difficult to purchase work equipment, to make payments to HEIs staff involved in the Project, the loss of funds due to different exchange rates (Euro/LBP), etc.. Likewise, day-to-day difficulties - outages, slow and unstable Internet connections, weak ICTS structure- are obstacles to the smooth implementation of the Project . The HEIs staff assumes personally all those hidden costs in order to continue the schedule of activities. Other events occurred also in 2020 that are stressing and constraining the HEIs ability to carry out their teaching and research work: Caesar Act in Syria and the Beirut blast in Lebanon⁹.

In this regard, it is highly clarifying what the University of Lebanon has reported in its Biannual Report concerning the context in which the project is being implemented:

Table 1. Contextual factors. Lebanon.

(...)“Lebanon is in the midst of the worst economic crisis in its history. Deep financial crisis that Lebanon is suffering starting October 2019, (Banks’ Collapse, crushed currency, the severe measures forced by the collapsing Lebanese banking system, tight restrictions on foreign currency withdrawals, and prohibition on withdrawals from savings in foreign currency,) The Lebanese University has a critical situation and special conditions as a public institution, with its only opening account in Lebanese currency (Lira) until late July 2020. All so far transferred amount from the project coordinator was automatically transferred to LBP leading to big losses suffered by the beneficiaries. Moreover, difficult issues encountered for the payment of LU staff costs which, according to the Erasmus+ rules, must be paid directly to the institutions. In the case of the public Lebanese University, this has resulted in great losses incurred by the beneficiaries due to the issue of 2 different rates LBP/EUR applied along with the deterioration of the Lebanese currency.”

Source: Biannual Monitoring Report March-October 2020. Lebanese University

⁹In Syria, the effects of the recently passed Caesar Syria Civilian Protection Act of 2019 are already being felt. In Lebanon, to the emotional and social distress impacting citizens, the latest Beirut blast left substantial damages to people working in higher education and to many educational facilities. MUBS and LU had its part from the destruction causing severe damage to several building breaking the normal functioning of the teaching activity.



- The severe limitations to mobility caused by the Covid-19 pandemic and the lockdown of countries have also affected higher education. Universities and their academic staff, as well as students, have had to make significant efforts to quickly adopt new approaches to teaching and ensure the delivery of their educational offerings virtually. Any face-to-face meeting or event, any travel between countries - including between countries that are part of the Consortium - has not been possible.
- Other factors that should be considered when assessing the progress of the Project are: (i) the cultural and institutional challenge involved in successfully addressing the project's subject; (ii) the difficulty of mobilizing issues related to gender equality and women's empowerment in structures where gender hierarchies are strongly entrenched; (ii) the complexity of implementing a project composed of 11 partners in 6 countries, when the partners choice has been made to work in a coordinated and synergistic manner at the regional level to achieve common goals.

D. Follow-up to previous recommendations

Although the recommendations are not binding for the project and can be dismissed without affecting implementation, it is considered useful to monitor the actions of stakeholders in response to them.

The following is a summary of the attention given to the recommendations made in the previous M&E Report. Green indicates that concrete actions have been taken in line with the recommendation. Many of the recommendations are still relevant and the fact that no actions have been taken to date does not prevent them from being taken during the remaining implementation period. Green indicates that at least 1 decision and/or action have been taken with respect to the recommendations listed in table 2.

Table 2. M&E Report #. Recommendations and actions undertaken in the current follow-up period¹⁰

Recommendations	Actions taken	
It is suggested to request that the follow-up report prepared by NEO be sent to the Project Coordination to know in greater detail the findings and conclusions of the monitoring visit carried out on 19/12/2019.	<i>Done</i>	
It is suggested to register the factors of the national/institutional/other context that negatively influence the proper Project implementation, as well as the mitigation measures that the affected implementing partners have put in place to address them.	<i>It is still valid</i>	
It is suggested to increase the practice of registering activities and to have updated the Register Tool provided for the Project external monitoring.	<i>It is still valid</i>	
It is suggested to incorporate as part of the collective reflections, an honest exercise to identify strengths and areas for improvement in the process of project implementation, and to leave a record of these important reflections in the minutes.	<i>It is still valid</i>	
In the phase of delivering the training to the target groups, it will be of strategic importance to assess the quality and usefulness of the training through standardized questionnaires	<i>It is still valid</i>	
The dissemination of the institutional reports should be understood as part of the strategy of awareness-raising and advocacy with internal and external actors to contribute to the Project results and strengthen the conditions of sustainability of the achievements by adding external actors, alliances and collaborations to the Project purposes	<i>It is still valid</i>	
All the events/training financed by the project require the application of the survey regarding the objectives of the training to check if: relevance, quality, usefulness of the training and closing the gap.	<i>It is still valid</i>	
Mapping of courses in MOBs, institutions, international and national organisations in English whose quality is subsequently endorsed by the Observatory's experts, and classifying them thematically according to training concept map and other aspects that are considered relevant.	<i>It is still valid</i>	
To analyze the data collected by the diagnostics and the evidence gathered on the challenges of each HEI at the institutional level. The results of this analysis can be of great value to support the internal HEIs awareness-	<i>It is still valid</i>	

¹⁰ The Table 2 does not include recommendations made on bibliography/webgraphy



raising processes (act. 5.1.), the future strategic plans of the E&S Centers (act. 4.2) and even serve as a ground for the elaboration of the Institutional Policies on Gender Equality in each HEI (act. 5.3).		
To review the content of the following link https://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training/step-2-integrate-gender-competence-development-initiatives-broader-strategy-gender-equality	<i>It is still valid</i>	

Due to the validity of the recommendations of M&E Report #1, it is suggested that they be taken up as valid guidelines for the next implementation period as well.

3 - PROGRESS RELATED TO PLANNED RESULTS

At the end of each outcome and output, an assessment of the progress status has been entered according to the selected tags: Status: *Achieved, On track, Off-track, No status*

OUTCOME 1: Female academics and professionals empowered at the targeted HEIs (Individuals)

WP.1. - Output 1.1.

Increased knowledge of HEIs about explicatory factors on the lack of women presence in HEI's senior positions

Status: *Achieved*

Level of progress based on the Project established targets:

100% achievement of output 1.1 targets. All HEIs developed their own institutional diagnostics according to the Project's guidelines. The main focus of the diagnosis recommendations was on the analysis of training needs. The satisfactory progress of the WP-2 implies the fulfillment of at least 70% of the recommendations.

Results Chain	Indicator	Baseline (intern)	Target 2019	Target 2020	Target 2021	CURRENT DATA Oct.2020
WP.1. - Output 1.1: Increased knowledge of HEIs about explicatory factors about the lack of women presence in HEI's senior positions	Output indicator 1.1.1 Number of institutional diagnoses on the current situation of women in the academic field carried out by HEIs	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 1 AUB: 1 DU: 1 LU: 1 MUBS:1 PSUT: 1 UP: 1 Total: 7	AIU: 1 AUB: 1 DU: 1 LU: 1 MUBS:1 PSUT: 1 UP: 1 Total: 7	AIU: 1 AUB: 1 DU: 1 LU: 1 MUBS:1 PSUT: 1 UP: 1 Total: 7	AIU: 1 AUB: 1 DU: 1 LU: 1 MUBS:1 PSUT: 1 UP: 1 Total: 7
	Output indicator 1.1.2 Percentage of recommendations derived from diagnosis/research which are implemented by HEIs	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 60% AUB: 60% DU: 60% LU: 60% MUBS: 60% PSUT: 60% UP: 60% Total: 60%	AIU: 70% AUB: 70% DU: 70% LU: 70% MUBS: 70% PSUT: 70% UP: 70% Total: 70%	AIU: 70% AUB: 70% DU: 70% LU: 70% MUBS: 70% PSUT: 70% UP: 70% Total: 70%

Source: Free Logical framework matrix (31/11/2020)

EXTERNAL M&E REPORT #1. Monitored period, June 2019-March 2020

WP1 has been completed and has fulfilled its purposes of providing (i) an updated diagnosis of the women's situation in the partner HEIs of the Project, while endeavoring to be representative of analogous situations in other HEIs in the region; (ii) an identification of the training needs to empowering female in the Project's target groups.

The institutional diagnoses carried out by the HEIS partners of the Project are a pioneering exercise in the region.



The process of preparing the diagnoses involved an active participation and collaboration among the academics of the Project in the conceptual consideration and design of the data collection tools. The phase of data collection, analysis of the information gathered, and the elaboration of the diagnostic report was carried out in a decentralized manner.

Although the decentralization of the process clearly contributed to the relevance and ownership of the diagnoses results by each HEIs, it is appreciated that it also entailed heterogeneity in the emphasis of analysis and data processing carried out by each institution. It is interpreted that this heterogeneity influenced the content and final definition of the regional diagnosis that was developed from the HEIs individual reports' findings and conclusions. Although the content of the reports in each HEI responds to the possibilities and realities of each of the HEIs, this intra-institutional perspective may have conditioned the ability to carry out an analysis with a more ambitious regional focus

Among the advantages of using quantitative methodology for this kind of diagnosis is the possibility of aggregating and/or comparing data and realities. If this is not done adequately, qualitative methodologies are usually considered more effective for exploring cultural/institutional factors & conditions that generate gender inequality situations, and for offering the opportunity to delve into the causes and consequences of such factors.

Heir to the strengths and areas of improvement of the HEIs diagnosis, the regional report currently has a more descriptive approach - participating HEIs, national education systems and methodological elements - and less analytical approach in terms of exploring - comparatively or in an aggregate manner - factors that influence the experience and career progression of women academics and the lack of academic representation at senior management levels (one of the purposes of the diagnosis).

It is illustrative to understand the relevance of qualitative methodologies for this type of diagnosis, the content of the exchange among the women attending a dissemination event of the Project at the University of Damascus. Among the obstacles and recommendations presented in the synthesis of the meeting are those shown in Table 1.

Table 3. Women's inputs at dissemination event in DU

At the end of the session the obstacles and recommendations were as follows:

- **Obstacles:** (a) Marital status (difficulty in choosing between work and home); (b) Lack of awareness of claiming rights; (c) Marginalization of women in society; (d) Lack of skills (soft skills).; (e) Lack of knowledge of electronic programs related to academic work.
- **Recommendations:** (a) Review university policies to enhance equity between male and female; (b) Amending the legislative and legal environment for women's rights; (c) Highlighting success stories of women or academics to highlight their role in society; (d) Focus on women's entrepreneurship as a career; (e) Training courses for males and females about cases of sexual harassment and the way in which they should be dealt with; (f) Create a policy at the university to address sexual harassment problems (g) Focusing on leadership skill; (h) Awareness of the need to develop competencies and skills during the studying period.; (f) Community awareness of the role of women

Source: "Dissemination of FREE Project at Damascus University" (Damascus, 08/03/2020)

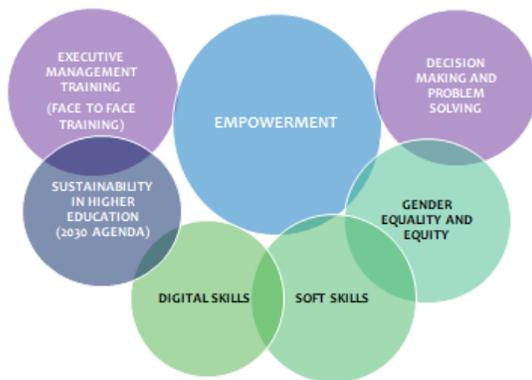
The profile of the participants is unknown, but the coincidences with the result of the diagnoses and the new topics incorporated are striking. It is noteworthy that among the recommendations, sexual harassment is emphasized when it had not been identified as a significant problem or obstacle during the institutional diagnosis.

However, a relevant aspect to highlight from the conclusion of the diagnosis is that, regardless of the country -except MUBS-, one of the hypotheses of the diagnosis is validated: the prevalent organizational environment of Higher

Education is within a male-dominated paradigm which is characterized by

- deficiency in the development of a sustainable development training programs for its human academic resources particularly in the scope of female executive leadership,
- lack of career support and counselling Centers for female academics and students subject to different forms of discrimination;
- lack of integration of gender issues and sustainability at courses and curricula levels;
- lack of strategic emphasis and investment in development of scientific research Centers in the scope of Gender Equality, Sustainability Issues and Female Empowerment.

TRAINING NEED AREAS IDENTIFIED THROUGH THE CONCEPTUAL MAP DESIGN AFTER DATA COLLECTION PROCESS



As suggested by the NEO comments, all the diagnoses have been published on the Project's website and the dissemination of their results has only started in 2020. However, in light of the events and information on dissemination provided by the HEIs themselves, the potential of the diagnostics to promote institutional reflection and dialogue on gender egalitarianism has not been optimized.

One of the clearest output of this process has been to develop strategies related to empowering female academics, by identifying training needs in related fields for project target

groups. Currently there is a **Conceptual Map** for the design of virtual training courses according to the identified needs of target groups (See M&E Report #1/annex C)

On the other hand, through the data gathered by the institutional diagnostics it has been possible to build the baseline of the Project for monitoring and evaluating its performance. The Project FREE purpose is to enhance the role of female academics in Lebanon, Jordan and Syria through increasing the Jordan and Syria through increasing the number of women present in decision making and senior management level. In this respect, the baseline of the intervention will facilitate to assess the Project's contribution whether there is an increase in the number of women in positions at these levels, whether and where a gender gap is being closed. Having the baseline as a reference, it will enable the assessment of change dynamics in the aspects/dimensions that have been assessed as critical in the institutional diagnoses carried to characterize gender egalitarianism in HEIs and in their promotion of female leadership roles



WP.2. - Output 1.2.

Enhanced women leadership and management skills in order to be promoted to senior positions in HEIs

Status: *Off-track*

Results Chain	Indicator	Baseline (intern)	Target 2019	Target 2020	Target 2021	CURRENT DATA Oct.2020
WP.2. - Output 1.2. Enhanced women leadership and management skills in order to be promoted to senior positions in HEIs	Output indicator 1.2.1. Number of trainings implemented to contribute to the female empowerment in higher education	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 5 AUB: 5 DU: 5 LU: 5 MUBS: 5 PSUT: 5 UP: 5 Total: 35	AIU: 10 AUB: 10 DU: 10 LU: 10 MUBS: 10 PSUT: 10 UP: 10 Total: 70	AIU: 5 AUB: 5 DU: 5 LU: 5 MUBS: 5 PSUT: 5 UP: 5 Total: 35
	Output indicator 1.2.2. Number of participant in training events	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 200 AUB: 200 DU: 200 LU: 200 MUBS: 200 PSUT: 200 UP: 200 Total: 1400	AIU: 75 AUB: 42 DU: 9 LU: 154 MUBS: 12 PSUT: 35 UP: 76 Total: 403
	Output indicator 1.2.3. Percentage of female who participated in capacity building activities or events that report increased self-confidence recognizing their potential and competencies to reach senior position (managerial/decision-making/academic)	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: 70,5% AUB: 83,3% DU: 100% LU: 91,1% MUBS: 66,6% PSUT: 87,5% UP: 86,6% Total: 83,7%
	Output indicator 1.2.4. Percentage of female academics/decision-makers who participated in capacity building activities or events that report improved their soft and hard organizational skills and/or technical competencies to enhance better job oportunities in HE	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: 77% AUB: - DU: - LU: 94% MUBS: - PSUT: - UP: -
	Output indicator 1.2.5. Percentage of participants in capacity building activities or events who report increase awareness/knowledge on gender equality issues and 2030 Agenda	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: 65,5% AUB: 94,4% DU: - LU: 86,2% MUBS: - PSUT: 92,3% UP: 93,7%

Source: Free Logical framework matrix (31/11/2020)

(*) Indicator 1.2.2. presents an adjustment to the target due to contextual factors. The number of participants has been reduced from 250 to 200 per institution. The Quality Assurance Plan establishes an average participation of 15-20 people per course and institution.

Based on the results of the institutional diagnostics, the FREE conceptual map was developed as a theoretical model to design training courses. The conceptual map identified a set of core and primary training needs and skills to be acquired for Project target groups namely academics, administrative, decision makers and female students. While in the previous monitoring period progress was made in the development of the contents of the 5 virtual courses, in **the current monitoring period the focus has been on the delivery of these courses as part of the Project' capacity building component.**

As was the case with the preparation of the institutional diagnoses, the Project has been also promoted a collaborative and synergetic work among the HEIs during the implementation of the WP-2. According to the initial planning, the development of such courses was the responsibility of the European HEIs. However, at the request of the MR-HEIs, they have been actively involved in the entire process, including the development of the courses. This



fact is not only a relevant indicator of the level of appropriation that the Project is achieving among its partners, but it has also created a framework for the institutional strengthening of all the participating HEIs. Although, it took significantly longer to accomplish than originally planned in the proposal, due to the high workload, political challenges in Lebanon and the Covid-19 crisis.

On the more operational side, the delivery of the 5 online courses in the 7 MR-HEIs has involved highly demanding tasks in terms of time and commitment to ensure that the training results contribute to the specific objectives. To this end, and together with the previous development of the courses' content, each HEIs has been in charge of

- conducted a dissemination campaign to promote the trainings and foster the awareness between academics, professionals and female students;
- planned and implemented a selection procedure in order to choose from applicants the suitable candidate to register to virtual courses;
- establish the administrative and technical procedure to be enrolled in e-learning platform for the first courses edition (maximum of 50 participants was allowed by course and per institution);
- implemented the online virtual courses along with a continual support and follow-up in order to maximum the impact on learners and thus increasing knowledge and cultural awareness;
- conducted a post-training surveys, analyzed the survey responds based on each course objectives, and elaborated the evaluation report, included lessons learned.

This decision is part of the HEIS capacity building strategy adopted by the Project. Along with the benefits of using this dual approach for capacity building purposes, it is also acknowledged that it has been a challenge to find a proper balance in articulating the centralized and decentralized elements of the course delivery process in each HEI. Bearing in mind that significant differences may exist between regions and even between institutions within a region or a country, All the tasks involved in delivering the online courses had required to be adapted according to the context of each institution. The effort made in this regard is contrasted with the 19 Minutes which details the content of the meetings held by Skype of the Core Group where a minimum of 7 HEIS have been present. This effort will simplify the process of delivering the remaining 5 courses as outlined in the Quality Assurance Plan.

This important commitment to working collaboratively among the HEIS as part of the capacity building strategy adopted by the Project has not made up for the fact that it has not been possible to carry out the face-to-face training planned for preceding the creation of the S&G Centers

The study visits to EU-HEIs (face-to-face training) could not be carried out as planned due to movement restrictions caused by Covid-19. The training/visit was understood as critical to contribute to preparing and strengthening the capacities of those who will be in charge of the S&G Centers and the elaboration of their Strategic Plans. Moreover, not having this training in the expected time affects the logical sequence of the Project implementation (pipeline approach) and forces to think strategically about a contingency plan.

As we will see below, in terms of the Project's effectiveness and sustainability, **it will be important to re-launch the role of the Observatory and strengthen partnerships with national/regional stakeholders.** For both reviews, an intelligent and relevant dissemination is a central element to optimize the efforts made and to foster a greater appropriation of the products/results that come from the Project and its partners.

Having said that, let's return to the results of the training already completed and which provide input for 4 of the five indicators of this output.



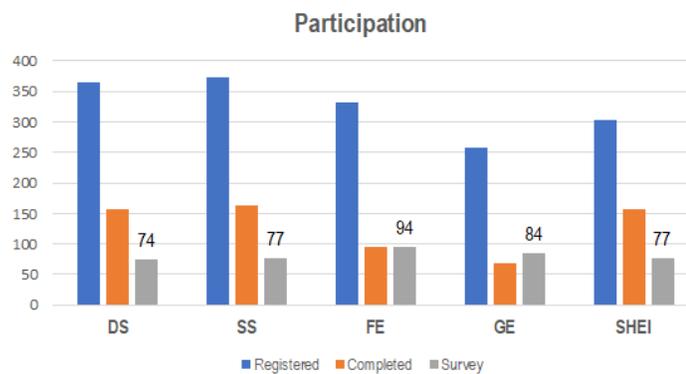
The analysis of the post-training survey responses from the five courses leaves interesting findings, areas for improvement and learning opportunities. All of them are susceptible to be taken into account in future Project stages in order to contribute to the expected results. The main findings obtained from the data analysis are presented below.

It should be clarified that the following analysis is carried out from the double perspective adopted by the Project's results-based matrix: overall performance of the Project and for each university. To see the results of the survey for each of the 5 courses, see the reports at

- [FREE PROJECT > File Storage > WP2 KNOWLEDGE TRANSFER > Satisfaction Online Surveys Da...](#)

Finding #1. The global participation was 78% lower than it was initially expected (250 participants per HEI). In addition, individualized analysis of each institution reveals large differences among the HEIs, both in absolute numbers of participants and in their effectiveness in engaging the Project's key audience. *The objective of coverage and participation in the online training was not met.*

Graphic 1. Registration vs. Participation.



Source: Own elaboration based on the information provided by the Project FREE

- A total of 1,631 people registered, an average of 323 per course. The target was to reach 50 participants per course and institution, i.e. a total of 1750 participations (one person could participate in 1 or more courses). There is no information disaggregated by sex of the people registered.
- According to the information provided, 637 people completed one or more of the 5 training courses. **This represents 63.6% less than the expected participation.** There is no information disaggregated by sex of the persons who completed the training sessions.
- Out of a total of 406 responses to the questionnaires, 372 were women and 34 men. This means that 63.73% of the people who completed the training courses responded to the questionnaires. **Gap between the number of people registered, those who completed the course, and those who finally responded to the survey.**
- Beyond the participation based on the answers to the questionnaires, the actual number of people who participated in the courses is 180 (162 women and 18 men). In other words, a significant number of women and men participated in more than one course (see table 4).



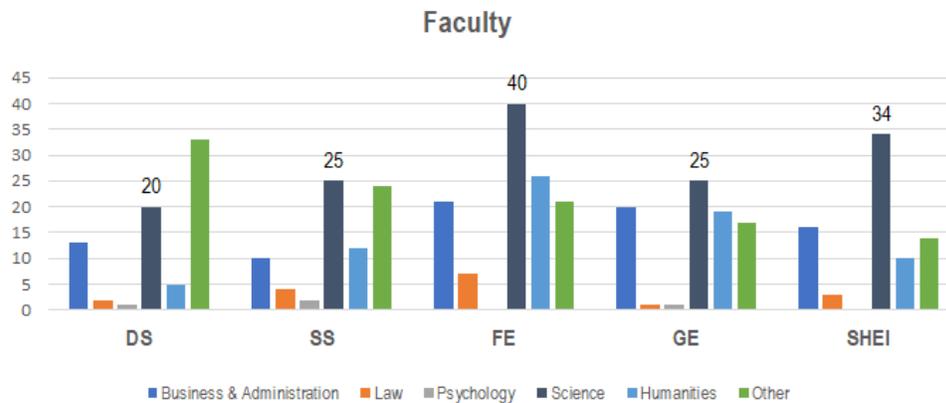
Table 4. Global participation by HEIs.

	#Register	#Participant	👤	👤	+ 1 course	👤	👤
AIU	75	29	26	3	18	16	3
AUB	84	23	18	5	9	8	1
DU	9	6	6	0	1	1	0
LU	154	73	69	4	42	39	3
MUBS	12	5	4	1	3	3	0
PSUT ¹¹	62	19	17	2	15	15	2
UOP ¹²	76	25	22	3	21	15	3
TOTAL	472	180	162	18	109	99	12
			90%	10%	60.5%	61.1%	66.6%

Source: Own elaboration based on the responses to course evaluation survey

- There were 472 responses to the training evaluation questionnaires corresponding to a total of 180 participants. 40.5% (73) of the participation corresponds to the University of Lebanon, followed by AIU (16.1%), UOP (13.8%), AUB (12.7%), PSUT (10.5%), DU (3.3%), MUBS (2.7%)
- Low participation is of particular concern in 2/7 HEIs. A reflection on the case is recommended to identify causes for this level of participation, lessons learned in the process, and possible solutions to be able to engage the Project's key audiences in new editions of the courses/trainings on the topics addressed by the Project.

Graphic 3. Participation by faculty



Source: Own elaboration based on the responses to course evaluation survey

- By faculties, the overall participation was as follows: Sciences 33.8% (144), Business 18.8% (80), Humanities 16.9% (72), Law 4% (17) and Psychology 0.9% (4). The "others" section accounted for 25.6% (109) of the participation.
- In all courses, **science faculties have had a higher participation and, therefore, have benefited the most from the training provided.** A priori and from an overall view, women in the areas of science - academics/students- show greater interest in gender-specific courses than women studying other fields of knowledge.

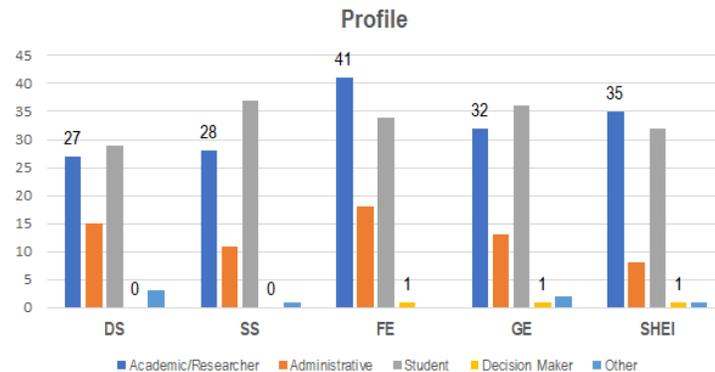
¹¹ 11 answers to evaluation questionnaires from the same e-mail address

¹² 8 answers to evaluation questionnaires from the same e-mail address



Finding #2. At the global level, the figures reveal that the call and selection of profiles for the courses was successful: more than 40% of women who participated in at least one of the courses were decision makers, academics and/or researchers women, the main target groups for the FREE objectives. However, analysis of the data by HEI reveals that this good result was not achieved in all the universities, with some of them remaining far from it.

Graphic 2. Participation profile



Source: Own elaboration based on the responses to course evaluation survey

- Gender-specific courses represented 43.8% (178) of the total number of responses to the questionnaires. This was followed in participation by courses aimed at skills development 37.2% (151) and Sustainability/Agenda 2030 19% (77).
- By profile of the people trained in at least one of the courses: 41.4% (168) are students, 40.1% (163) are academics or researchers of the HEIs, and 16% (65) belong to the area of administration. 3 people (0.71%) were identified as decision-makers. 1.7% (7) are not identified within the target stakeholders
- The academic profile was mainly interested in gender courses (44.8%), followed by skills development (33.7%) and sustainability (21.5%). People identified as decision makers (3) did not participate in the skills development courses.
- Students showed the greatest interest in gender courses (41.7%) followed closely by skills development (39.3%) and least by Sustainability/Agenda 2030 course (19%).
- The administrative staff presented the following distribution of training courses in order of relevance: gender (47.7%), skills (40%) and sustainability (12.3%).

Finding #3. In actual numbers, only 61 female academics/researchers and decision-makers benefited from the courses, and 61.1% of them participated in more than one training.

The data focusing on female participation indicate that,

- Of the participants who responded to the questionnaire, 10% were men compared to 90% (162) of female participation, the target group of the project.
- **60.5% (109) of the participants attended more than one course.** 61.1% (99) of the women who attended



the courses attended at least a second training course.

- Given the low level of participation, it is considered representative that the participation of the Project's target audiences (female decision-makers, professors and women researchers) was close to 40%. **This data could confirm the successful identification of the training needs as stated in the HEIs institutional diagnostics.**

Table 5. Female participation by HEIs.

	Participant	+ 1 course	D. Makers	Rech/Acad.	Adm.	Student	Other
AIU	26	16	2 (7,6%)	16 (61,5%)	5	2	1
AUB	18	8	0	2	2	13	1
DU	6	1	0	3	1	2	0
LU	69	39	0	18(26,1%)	5	46 (66,6%)	0
MUBS	4	3	0	1	0	3	0
PSUT (*)	17	15	0	2	7	7	1
UOP	22	15	0	17 (77,2%)	3	2	0
TOTALES	162	99	2	59	23	75	3
			1.2%	36.4%	14.1%	46.3%	1.8%

Source: Own elaboration based on the responses to course evaluation survey

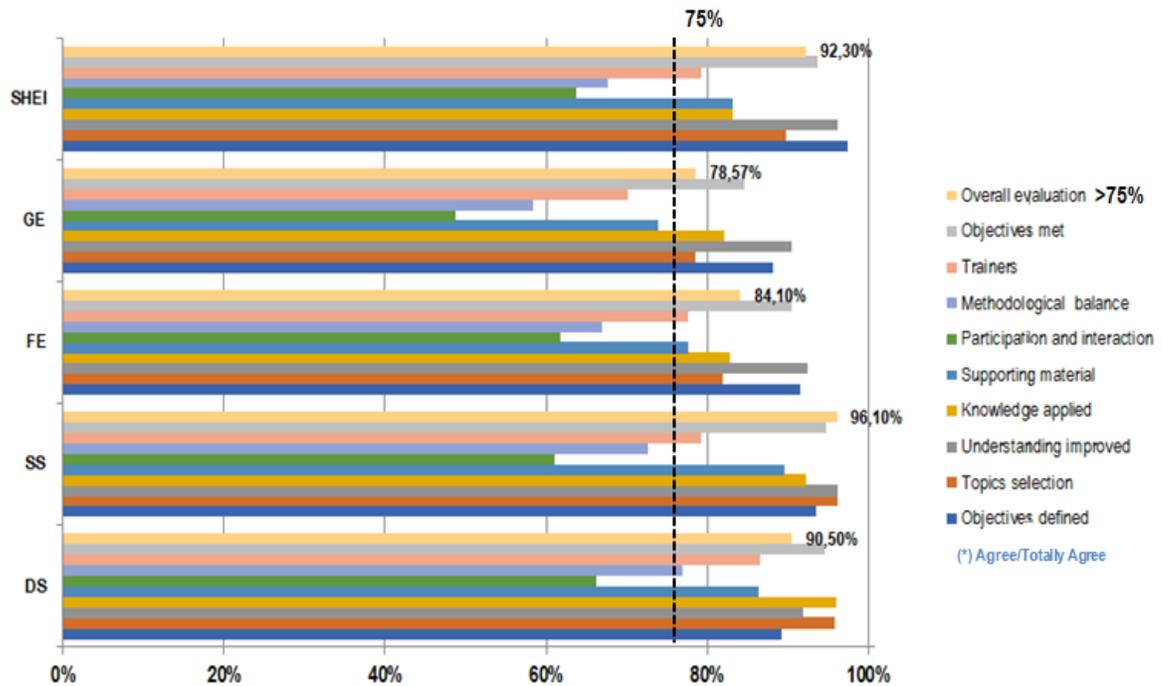
Finding #4: The results of the questionnaires confirm the quality and the fulfilment of the training objectives with a score above the established target in all courses (>75%)¹³.

- The data provided by the questionnaires show that, the quality of the training offered exceeds the average in all courses. The average satisfaction with the achievement of the training objectives of each course is 88.3%, a percentage above the target agreed in the results matrix (>75%).
- All five courses are rated above the target, although the two gender-specific training courses have the lowest scores: Soft Skills (96.1%), Sustainability (92.3%), Digital Skills (90.5%), Female Empowerment (84.10%) and Gender Awareness (78.6%)
- In relation to the aspects assessed by the questionnaire regarding the relevance/quality/usefulness of the contents and methodology used, the aspects related to the contents are in all cases the most highly valued. The methodological aspects are the ones that present a rating lower than the percentage used as a reference (75%). That explains why the observations and recommendations of the participants in the courses are mostly directed towards improvements in the pedagogical and interaction resources offered through the courses. A summary of all the recommendations and observations made by university/course can be found in Annex C

¹³ For the global analysis of the responses to the questionnaires, average values are used, taking as a reference: (i) 75% satisfaction (agree/totally agree) as a reference for the achievement of the proposed training goals; (ii) the responses that have affirmed "agree" and "strongly agree" with the statements made in the questionnaire.



Graphic 5. Completion of training objectives



Source: Own elaboration based on the responses to course evaluation survey

Given the contextual factors, the results in terms of training quality are interpreted very positively because: (i) the training objectives were achieved (Q.9/Q.10) within the 50 h. of proposed training for each course; (ii) the relevance of the courses is confirmed (Q.2/Q.34) (iii) the usefulness of the training is validated as well (Q.4) (iv) and even though the methodological aspect is below 75%, the average is above 60% (Q.6 /Q.7/Q.8) Regarding this last aspect -methodological- it should be considered that the Project was forced to optimize the use of pedagogical resources (videos, audios, interaction tools, etc.) in order to mitigate as much as possible the limited internet connectivity that some of the universities had

Table 6. Assessment of the relevance, quality and usefulness of courses

	Digital Skills	Soft Skills	Female Empowerment	Gender Awareness	Sustainability HEIS
1. The objectives of the training were clearly defined	89,20%	93,50%	91,50%	88,09%	97,40%
2. Selection and topics were appropriate to my role and responsibilities	95,90%	96,10%	81,90%	78,57%	89,70%
3. The training improved my understanding of the subject	91,90%	96,11%	92,50%	90,47%	96,10%
4. I will be able to apply the knowledge acquired	96,00%	92,21%	82,90%	82,14%	83,20%
5. Visual and supporting material were useful and easy to follow	86,40%	89,61%	77,70%	73,81%	83,20%
6. Participation and interaction were encouraged	66,20%	61,04%	61,70%	48,81%	63,70%
7. There was a correct balance between theoretical, exercises and discussion	77,00%	72,72%	67,00%	58,33%	67,60%
8. The trainers were well prepared	86,50%	79,22%	77,70%	70,23%	79,30%
9. The training objectives were met	94,50%	94,81%	90,40%	84,52%	93,60%
10. Overall evaluation of the training	90,50%	96,10%	84,10%	78,57%	92,30%

Source: Own elaboration based on the responses to course evaluation survey



Finding #5: The closing of knowledge gaps among participants in all courses is confirmed¹⁴.

A clear closing of knowledge gaps is identified, both in people who were approaching the topics for the first time and in those who already had knowledge prior to the training offered by the Project. To learn about the closing of gaps in each of the courses, see Annex B with the answers to the questionnaire question "How much was your knowledge of the following topics before and after attending the training. Just to highlight the following aspects:

- Considering all the training courses with duration of 50 hours, the result is positive: the average closing of the knowledge gap reached 0.69 points, thus confirming once again the quality of the training courses. Due to the objectives of the project, it is particularly important to note the closing of gaps in the courses with gender awareness content: Empowerment of Women 0.70 and Gender Awareness 0.65 points.
- The level of knowledge on gender issues was somewhat lower than in the topics covered by the skills courses. The average level of knowledge prior to the courses on women empowerment was 3.30 points, and gender awareness with 3.3 points. As for the rest of the courses, the greatest lack of knowledge was found, in this order, in sustainability (3.20), digital skills (3.45) and soft skills (3.49).

With respect to the areas of improvement suggested by the participants (Annex C), and as previously mentioned, most of them focus on improving the methodology of virtual learning acquisition. The most recurrent points in the answers given by the participants regardless of the HEIs are identified below:

- Although the participants identify a wide range of topics to be addressed in successive editions, a very high percentage are the same topics addressed in some of the 5 courses already offered within the framework of the Project.
- Difficulties in Internet connectivity in the countries forced the Project to minimize the number of didactic resources used during the courses -videos, interaction spaces on the platform, etc.- and the students have missed them as part of the training. Although the limitations of Internet access must be taken into account, future editions of the courses should consider what improvements are possible to enhance the methodology of virtual learning acquisition (takeaway, summaries, update data, pictures, graphic, etc.). In general, it is estimated that the training platform could be more user-friendly.
- It is certain that the courses have an hourly load of only 50 hours, but even so, there are recurrent suggestions from students on the need to: (i) incorporate evaluation/self-evaluation tools to assess the acquisition of the knowledge offered; (ii) find a better balance between the theoretical and practical parts of the course: (i) incorporate evaluation/self-evaluation tools to assess the acquisition of the knowledge offered; (ii) find a better balance between the theoretical and practical part.
- A demand identified in a significant number of participants refers to the improvement of aspects related to enhancing the skills to conduct research, manage data, generate and access culturally relevant and updated data/information on gender issues addressed in the courses. It may be that the profile of the participants - 33.8% of the science faculty - may be influencing the profile of these demands. Regardless of whether this is the case, **the area of research and the collaboration between universities to carry it out can be an excellent line to identify solid partnerships that support the efficiency and sustainability of the Project's results**

¹⁴ In the estimate referring to the closing of the knowledge gap, it is considered the difference in the averages between the initial declared knowledge and the knowledge acquired after the training.



Finally, we would like to comment briefly on the progress made in the indicators of output 1.1.2. with respect to the results of the analysis carried out on WP-2.

- Although the relevance, usefulness and quality of the courses is confirmed with participants' good assessment of the courses, the low participation does not currently allow the Project to progress with certainty and confidence towards the purpose of the output. The low participation affects the significance of the good results of two of the indicators (1,2,4,1,2,5,) especially for some HEIs: having percentages higher than 90% of satisfaction from a number of less than 20 people - when the expected participation was approximately 200 - reduces the value of the data of both indicators.
- According to the project document and the Quality Assurance Plan, 10 training workshops per partner/country were foreseen with an attendance of 15-25 people per course. In the end, it was decided to deliver only 5 courses but to increase the participation to 50 people per course and institution (250 participants). Since the participation was much lower than expected and the face-to-face training was also affected, it seems necessary to replicate the courses to get closer to the planned number of participants.
- Since there are still 5 more courses to be held and the relevance/usefulness/quality of the courses has been already confirmed, it is advisable to reedit the courses and strengthen participation. The more systematic and sustained dissemination strategy should be activated to (i) increase interest in participating in the trainings; (ii) reach female academics, researchers and decision-makers, a key group for the Project's objective.
- The level of participation reached in the courses suggests the need to (i) reflect internally on the possible explanatory causes of the identified participation gaps. Record in writing the main factors that may have affected the course participation; (ii) identify corrective measures to increase the number of participants completing the courses offered within the framework of the Project.

Considering the contribution of outputs 1.1. and 1.2. to outcomes 1&2, it is imperative to increase the number of participants in the remaining trainings as a whole. Given the objective of the Project, the key audience is women academics/researchers and decision makers, so the dissemination and call strategy must take into account how to reach this group in each HEI.



OUTCOME 2: HEIs committed to promote and to implement an institutional culture of gender egalitarianism (Institutional)

WP.3. – Output 2.1.: Equality and Sustainability Observatory in place to update and deep HEI personnel knowledge on gender culture and 2030 agenda

Status: *On track*

Results Chain	Indicator	Baseline (intern)	Target 2019	Target 2020	Target 2021	CURRENT DATA Oct.2020
WP.3. - Output 2.1.: Equality and Sustainability Observatory in place to update and deep HEI personnel knowledge on gender culture and 2030 agenda	Output indicator 2.1.1. Number of courses and resources made available to the HEIS through the <i>E&S Observatory</i>	Courses: 0 Other Resources: 0	Courses: 0 Other Resources: 0	Courses: 0 Other Resources: 0	Courses: 4 Other Resources: 7	Courses: 0 Other Resources: 0
	Output indicator 2.1.2. Number of participants in virtual courses provided by the <i>E&S Observatory</i>	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 80 AUB: 80 DU: 80 LU: 80 MUBS: 80 PSUT: 80 UP: 80 Total: 560	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0
	Output indicator 2.1.3. (1.2.5.) Percentage of participants in virtual courses provided by the E&S Observer who report increase awareness/knowledge on Gender Equality/2030 Agenda issues	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: >75% AUB: >75% DU: >75% LU: >75% MUBS: >75% PSUT: >75% UP: >75% Total: >75%	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0

Source: Free Logical framework matrix (31/11/2020)

EXTERNAL M&E REPORT #1. Monitored period, June 2019-March 2020 ..

The E&S Observatory is a key element for the effectiveness and sustainability of the Project. The Observatory will be constituted by all the partner institutions of the FREE Project and experts in gender, sustainability and Agenda 2030 that will advise in the implementation and creation of the Equity and Sustainability Centers in each of the HEIs of MR. The Observatory connected both to the institutional dimension and to the strengthening of capacities at the individual level, is within its implementation timeframe. According to the work schedule, the process of setting up the Observatory would begin in June 2020.

EXTERNAL M&E REPORT #2. Monitored period, April-October 2020 ..

In parallel to the training courses, the Project has continued with the creation of the Observatory, The preliminary structure of the Observatory has already been discussed among the Consortium partners and details can be accessed on the Project Platform.

- [FREE PROJECT](#) > [File Storage](#) > WP3 OBSERVATORY

While the structure and procedures for the installation of the Observatory have already been identified, to date there are still milestones to be reached in the next implementation period:

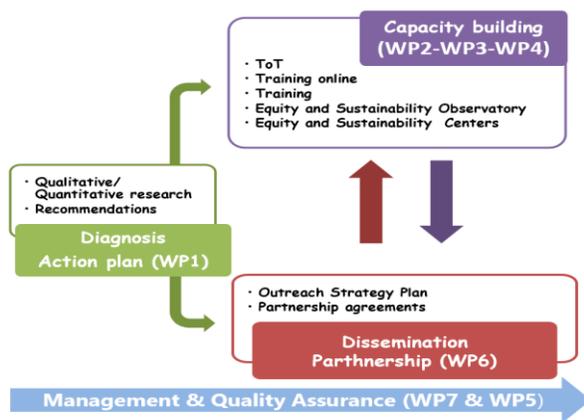
- Observatory Platform hosted by UNED (M21)
- Specific support to the constitution of the Centers' Strategic Plans



- Deliver 4 courses in support of the Centers' demands and needs linked to the Project's objectives (M26).

Beyond these milestones, the Equality and Sustainability Observatory has become a key instrument of the Project to achieve the planned results. Because of the implications that the context is having on the Project's implementation schedule, the sequential structure of execution has been clearly disrupted. It will be difficult to achieve the proposed objectives if it is expected to complete one phase before moving on to the next one.

In this particular context, as shown in Figure 1, the Observatory (together with WP-6) could take on a more transversal and dynamic role. Specifically, the Observatory will have a greater impact than envisaged, since it will host the blended training plan that will serve as alternative during lockdown or important mobility restrictions, widening target audiences and stakeholders.



Together with the strongly driven dissemination strategy, the Observatory should be able to cover accumulated delays and implementation gaps as part of its mission in the Project:

- increase commitment of HEIs about improving the female academic environment;
- enhance dialogue and understanding between the different stakeholders;
- raise awareness of Gender equity on an individual level and reflected in the behaviors of the Project's target groups. (See M&E Report #1/Presentation)

In the Sustainability, Equity and Gender Operation Plan to be developed during this semester, **it should consider the measures that can be taken to support the Project transversally, covering gaps (face-to-face training) and mitigating shortcomings that the Project is accumulating in its implementation** (participation in courses lower than expected). Likewise, it will be equally important to consider **how to support HEIs to value and disseminate the Project's achievements and joint products** (institutional diagnostics, the excellent quality of their courses, etc.) to promote their greater institutional appropriation.

With respect to the matrix indicators, taking into account the planned timeline it is logical that the indicators of Output 2.1. (WP.3) have not made any progress. Indicators 2.1.1/2.1.2./2.1.3. are expected to start reacting in the next M&E period in the following areas (i) development of an online resource repository in line with the project objectives; (ii) compilation of the training courses and develop 4 specific courses in support of the S&G Centers; (iii) preparation of Sustainability, Equity and Gender Operation Plan as well as, (iv) provision of guidelines and technical assistance to the HEIs in the development of Centers' Strategic Plans.



**WP.4 - Output 2.2:
Equality and Sustainability Centers (ESC) in place to enhance gender equality situation in HEIs**

Status *Off-track*

Results Chain	Indicator	Baseline (intern)	Target 2019	Target 2020	Target 2021	CURRENT DATA Oct.2020
WP.4 - Output 2.2.: Equality and Sustainability Centers in place to enhance gender equality situation in HEIs	Output indicator 2.2.1 Number of Equality and Sustainability Centers in place with official recognition	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 1 AUB: 1 DU: 1 LU: 1 MUBS: 1 PSUT: 1 UP: 1 Total: 7	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 1 PSUT: 0 UP: 0 Total: 1
	Output indicator 2.2.2. Number of E&S Centers' Strategic Plans approved by their respective universities	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 1

Source: Free Logical framework matrix (31/11/2020)

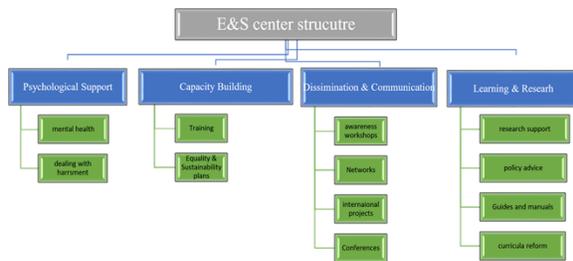
EXTERNAL M&E REPORT #1. Monitored period, June 2019-March 2020 ..

During this period, progress has been uneven in the first phase of the installation of the Equity and Sustainability Centers. This phase has been aimed at the physical and infrastructure aspects by providing the equipment of hardware and software of the Centers. According to the initial Work-Plan, this phase should be completed by 2019. However, contextual factors have weighed heavily on the procurement of suppliers by delaying the bidding processes. At a slower pace than initially planned, the procurement process is gradually being completed in all the HEIs, with the exception of the University of Lebanon, which is experiencing serious difficulties in carrying out equipment purchases due to the severe restrictions of the banking system in the country. Changes on the bank conditions in Lebanon, have affected the accounts from this public university negatively (problems withdrawing money from accounts, or having accounts in certain currencies).

LU reports that after the changes in the situation in Lebanon, the supplier they had selected as best bid, will only be paid in cash for the equipment. Since this process is not allowed within EU rules, several requests have been made to the projects contact person to find a solution, but EC has still not issued a formal changes in payment conditions regarding Lebanon. UNED and LU agree on (i) contacting again the local point in Beirut, as well as EACEA to confirm there is no change in the official position to this day; (ii) getting in contact directly with the other Lebanese institutions, to see if they can share information on their vendor, to facilitate this negotiation and purchase.



Preliminary E&S Center Structure



Source: Project Free¹⁵

In spite of this delay, the following two phases - organizational and strategic aspects- in the installation of the Centers are progressing in parallel, conceptualizing the model of the Center to be installed (see Illustration), its characteristics and, very importantly, lobbying the decision makers to agree on its location in the organization chart of the institution. This point is critical so that with the establishment of the ESCs have the opportunity to contribute to democratization of HEI and promote an institutional culture of gender egalitarianism and empowering female academics and professional at HEIs.

According to the consulted sources, inputs derive from the Project's implementation are part of the partners learning process that contribute to strengthen the institutions' capacities to support the Project's progress towards the planned results. Examples of these are the meetings and coordination forums among the HEIs, the collective reflection on the meaning and purpose of gender equity and the female's empowerment in the academic setting according to the context of each institution, the collaborative work in the design of the questionnaires (4) and the coordination in the elaboration of the diagnostics, as well as in the design of the training courses etc., The same consulted sources maintain that since the first phase of the Project's implementation, it is significant that a greater number of female academics have expressed their interest in be involved in the achievement of the Project's objectives, as well as it is relevant the growing interest among HEI stakeholders in participating in awareness raising events/process on gender equality, ODS-5 in Agenda 2030, etc. All these are necessary steps to gradually contribute to building a HEI community committed to substantive equality between women and men in the university settings

EXTERNAL M&E REPORT #2. Monitored period, April-October 2020 ..

The Biannual Monitoring reports do not provide much detail on the progress of the of ESCs in each of their institutions. In general terms and without knowing these details, it is informed that the different HEIs are taking steps towards the establishment of these Centers.

It is also known that progress is moving at different rates due - logically - to the different institutional contexts. On the one hand, MUBS already reports having an ESC set up, with its corresponding strategic plan and specific web site for the dissemination of the Center's mission and activities. MUBS has already achieved all the target set out in Output 2.2.. Other universities have taken concrete steps to identify the location where the ESC will be placed (DU) and have made progress in the institutional negotiations for its formal approval and support (DU, LU). In general, the content of the information reported is that the creation of ESC to enhance gender equality situation at HEIs is currently under discussion.

¹⁵ Awareness Workshop. Serene Dalati . AIU. 9/03/2020



The ESCs are critical for the effectiveness and sustainability of the Project's results. For this reason, **it would be of great value if the universities could be more detailed in subsequent reports to provide information on the process of institutionalization of these important Centers.** Of particular value is information (i) on the challenges encountered by the HEIs and how they have been addressed, (ii) on facilitating and hindering factors in the establishment of the Centers, (iii) on the alliances that have been necessary for their creation and how these partnerships came about, (iv) on the institutional resistance to change that has been encountered, (v) on the lobbying process carried out to place the relevance of a ESC of these characteristics on the agenda of the HEIS, etc. **The lack of information inhibits the possibilities of identifying good practices and/or lessons learned in this important output.**

Even though the ESCs may be moving in the right direction, it is also known that the context is a conditioning factor which cannot be ignored in the installation of the ESCs in Lebanon and Syria. From the M11, the procedure for the purchase of the equipment was initiated, establishing the purchase process. However, for reasons beyond the control of the partners, economic crisis in Lebanon, purchase restrictions in Syria, covid'19, it has not been possible to proceed with the purchase, despite all the internal actions within the institutions for the purchase. This factor has prevented some universities from being able to acquire the minimum equipment required for the operation of the ESCs. The following table shows the current status of equipment purchases

Equipment Purchasing Update

Institution	Country	Equipment Purchasing Status
American University of Beirut (AUB)	Lebanon	Most items have been purchased (except for Multifunctional printer and Server + Network Controller)
Lebanese University (LU)	Lebanon	In Progress
Modern University for Business and Science (MUBS)	Lebanon	Completed
Princess Sumaya University for Technology (PSUT)	Jordan	In Progress
University of Petra (UOP)	Jordan	In Progress since Sep 2020, waiting a feedback from UNE
Arab International University (AIU)	Syria	In progress , in the coordination with PSUT
Damascus University (DU)	Syria	No Feedback Yet

Source: Project Free

At the meantime, due to travel restrictions resulting from the Covid-19 health pandemic, the face-to-face training could not be undertaken on schedule. Although the Project Coordination and its partners are studying alternative paths to carry this training virtually, the online mode can hardly replace the experience and learning that a face-to-face visit to the Centers that are already operating within the European universities that are members of the Consortium. The face-to-face activity was considered a fundamental step in the ESCs' constitution, and now this step must be recreated in a different format without losing the contribution it should give to the solidity of the Centers' operation.

In relation to the Project's output indicators, the accumulated delay has caused no movement in the indicators. This is obviously not the case of MUBS, which has already achieved the goals foreseen for output 2.2. **The experience of MUBS in the creation of its ESC and strategic plan would be of great help if it were shared with all Consortium partners, especially with the MR- HEIS**



On the other hand, considering the contribution of the outputs 2.1. and 2.2. to outcome 1, 2 & 3, and the imperative to increase the number of participants, the **E&S Observatory can be a very useful instrument to promote the participation and a consistent approach of women academics/researchers and decision makers to the Project if it is able to offer useful resources and training according with the demands/interest of this group.** Examples of what the Observatory can offer are: (i) training to improve your research skills, (ii) facilitate access/participation in academic research networks located Inside/outside of MR contexts, (iii) contribute to understandings about academic publishing in a global context; (iv) access to data bases, broader debates about gender equality, sustainability, etc. (iv) know-how about increasing research collaboration such as those sponsored by the EU Framework Programmes.

In considering the role that the Observatory plays in the ESCs' constitution and operation, and the fact that face-to-face training could not be carried out, the following is recommended:

- Strengthen the role of the Observatory so that it can be able to cover with expert support the elements that have been identified as necessary to install the Centers with solidity and a vision of sustainability. Regardless of whether the experts are internal/external to the Consortium partners, a full time dedication is recommended. Given the under-execution of the budget, there should be no problem to reallocate some funds if necessary.
- The individualized technical assistance to HEIs in the design of the ESCs' strategic plans could be key components of the support provided. These Plans do not have to be "perfect" but realistic, relevant to the institutional context of each University, and useful in their contribution to the political-strategic vision of the future of each of the HEIs. The resources it can offer to academic and student staff, the partnerships and collaborative research projects, publications with other universities and research Centers within and outside the MR, the institutional support that each HEIs can obtain, the budget it can count on, the appropriation of the Observatory within institutional scope, etc. could be framed within a realistic, relevant and useful Strategic Plan for the HEIs.
- The training courses that are in charge of the Observatory could address the construction of alliances and partnerships between universities or research Centers to activate the outputs 3.1 and 3.2. while working in a key area for the sustainability of the ESCs. There are still 4 courses to be promoted by the Observatory and these should be carefully considered in order to contribute to this purpose.
- Since the ESCs are behind the planned schedule, the courses new edition could be taken as an opportunity to promote the ESCs. Whenever the institutional context allows it, it is recommended that the new call for courses be made by the Centers themselves (see output 2.1.).

Finally, it is important to recall the aspects that will be considered fundamental when assessing the effectiveness and sustainability of the project: the scope and quality of the courses given, the degree of institutionalization that the S&E ESCs can achieve, and the number and quality of the partnerships established with other actors, both inside and outside each HEI. The Observatory plays a relevant role in providing and dynamizing, over time, relevant inputs in the three aspects mentioned above.



OUTCOME 3: Partnerships and research networks on gender issues strengthened (national and supra-national)

WP.6. - Output 3.1.: Dissemination of the knowledge on gender issues and HE developed during the project implementation.

Status: *Off-track*

Results Chain	Indicator	Baseline (intern)	Target 2019	Target 2020	Target 2021	CURRENT DATA Oct.2020
WP.6. - Output 3.1.: Dissemination of the knowledge on gender issues and HE developed during the project implementation.	Output indicator 3.1.1. Number of awareness workshops to project stakeholders promoting E&S centers, their knowledge products, and project's activities on Gender Equality/2030 Agenda issues	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Reg./inter:0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Reg./inter:0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Reg./inter:0 Total: 0	AIU: 1 AUB: 1 DU: 1 LU: 1 MUBS: 1 PSUT: 1 UP: 1 Reg./inter 1 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 1 PSUT: 0 UP: 0 Reg./inter:0 Total: 0
	Output indicator 3.1.2. Number and type of knowledge-based products addressed to increase commitment of stakeholders to gender equality in HE as a result of the project's support received.	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 1 AUB: 1 DU: 1 LU: 1 MUBS: 1 PSUT: 1 UP: 1 National: 0 Total: 7	AIU: 3 AUB: 3 DU: 3 LU: 3 MUBS:3 PSUT:3 UP: 3 National: 3 Total: 30	AIU: 0 AUB: 1 DU: 0 LU: 1 MUBS: 1 PSUT: 0 UP: 0 National: 0 Total: 3

Source: Free Logical framework matrix (31/11/2020)

EXTERNAL M&E REPORT #1. Monitored period, June 2019-March 2020

VG TU leader has presented the FREE Dissemination Plan to be executed along the following months (See Illustration), also uploaded in the platform. In it, 2 workshop per institution are established para be implemented by the end of 2020.

Currently there is few record of dissemination activities within the platform, although a lot of acts have taken place in partner institutions, but this information is shared through WhatsApp¹⁶

Based on the information gathered through the Registration Tool, Seven dissemination events have been registered, from which five were dissemination events for people outside the Project and two were a mixed type of event. All these activities were held in 2019, there is no record of the number of participants and three of them lack the means of verification. In 2020 only internal dissemination events have been recorded and mostly in Syria. Likewise, actions have been carried out to disseminate the Project FREE by presenting papers at three international conferences - UTAD, EADTU and OCUD -, the Project's website and a relevant alliance has been established with Center MINE of the Lebanese University to support the Project dissemination.

In view of the lack of information on the events held, the WP6 leader has called on all partners" to please keep leaders informed of their dissemination activities, and also be sure to upload relevant supporting tools and evidence of this activities, in the form of pictures, videos, etc. into Alf platform. That way all information can be

¹⁶ Project FREE Virtual meeting minute (March 27, 2020). It is reported on 1 act of dissemination in DU, 2 acts of dissemination in AIU, 1 act of dissemination in PSUT, 1 act of dissemination in LU, 2 acts of dissemination were cancelled for health restrictions at AUB and MUBS



taken into consideration when the Project has to report this activity to the EC” It has also been recalled that once the dissemination events are held, they should pass on a satisfaction questionnaire. **As of today, there is no information on the feedback from the participants of the dissemination events held**

WP 6. DISSEMINATION: Responsible partner

Activities	First year, 2019	Second year 2020	Third year 2021
6.1 Project's webpage for dissemination and visibility	M1, M2		
(6.1.1) Homepage for the project	UNED		
6.2 Promotion of center activities to stakeholders		M9, M11	M1, M3, M5, M7, M9
(6.2.1) 7 workshops for project stakeholders	Assistance by: VGTU, UNED, UA, OL	AIU, DU, MUBS LU, AUB, PSUT, UOP	AIU, DU, MUBS LU, AUB, PSUT, UOP
6.3 National policy paper of gender equality (GE) in Higher education (HE)			M1-M6
(6.3.1) National policy paper of GE in HE	Assistance by: VGTU, UNED, UA, OL		AIU, DU, MUBS LU, AUB, PSUT, UOP
6.4 Partnership building project stakeholders			M1, M4, M6, M9, M11
(6.4.1) Network and partnership agreement with stakeholders sign 5 partnership agreements with partner universities, HEIs, Unions, and agencies including chambers of industry and Commerce	Assistance by: VGTU, UNED, UA, OL		AIU, DU, MUBS LU, AUB, PSUT, UOP
6.5 Develop cases on Female Academic Role Models in Higher education (HE)			M1-M6
(6.5.1) Cases on Academic Female role models	Assistance by: VGTU, UNED, UA, OL		AIU, DU, MUBS, LU, AUB, PSUT, UOP
6.6 International workshop on gender equality (GE) in Higher education (HE)			M9-M10
(6.6.1) International workshop in Beirut	Assistance by: VGTU, UNED, UA, OL, AIU, DU, MUBS, LU, PSUT, UOP		AUB

Fuente: VGTU, Project FREE Virtual meeting minute (March 27, 2020)

A significant aspect of the Project dissemination is the use of social networks and the Project's website. Although the Project has a website and presence in social networks, data on the use of and access to these tools indicate that there is significant under-utilization of them. The important area of improvement in this respect has already been noted by the NEO (“The project website is poor and needs to be enriched with more information on the project results and activities”). Although the website has been enriched with new content, it is a clear area of improvement that must be addressed by the Project in the short term. The same applies to social networks. The VGTU leader stresses” that institutions should try to use social media to engage contact with external stakeholders and public in general, through comments, questionnaires, etc”.

WEBSITE:
<https://freeproject.eu/>

SOCIAL NETWORK PRESENCE:
https://twitter.com/freeproject_eu
<https://www.facebook.com/eu.freeproject>
https://www.instagram.com/eu_freeproject/

EXTERNAL M&E REPORT #2. Monitored period, April – October 2020

During the current monitoring period there have been hardly any dissemination events. The context of the Covid-19 pandemic has inhibited presentational events and the virtual ones have been carried out among the Project's partners.

According to the data reported through the *Register Tool*, 23 events have taken place. Of these, 17 were internal technical meetings of the Project and only 1 event involving stakeholders outside the Project Consortium. In terms



of dissemination, 13 actions are reported in 5 universities, and 2 external stakeholders (AUB's Women Faculty Association, MEPI Gender Project) are mentioned.

Nevertheless, when these data are contrasted with those reported in the Biannual Report, it is clear that there is underreporting. Even though 4/7 reports report in a very broad way, they imply that actions and meetings have been carried out within the institutions, but they do not provide details and do not register in any of the M&E Tool. Although 4/7 semester reports / registration tool have not reported on the dissemination actions, it is known that these activities must have taken place on the occasion of the online courses.

The effect of confinement is considered as one of the explanatory factors of the limited number of events held. It is also true that according to the implementation schedule of the Dissemination Strategy, the bulk of dissemination actions would take place in 2021. Important milestones would take place this year: (i) Promotion of ESC's activities to stakeholders, (ii) workshop for Project's stakeholders, (iii) Desarrollo y diffusion del National Policy Paper of GE in HEI; (iv) Cases on Academic Female Role Models; (v) International workshop on gender equality in Higher Education.

The challenge of implementing all the aforementioned actions during 2021 is evident, to do so in such a way that they are synergistic with each other in order to contribute to the Project's objective and without over-saturation of actions "because they have to be done" since they are already committed in the PRODOC. It is also clear that without the strategic and definitive activation of the Dissemination Strategy, it is put at risk greater institutional appropriation of the ESCs and of the dynamics of change that the Project may have activated with their implementation. If the Project's product ownership is weak, the sustainability of the results is also fragile.

On the other hand, the under-reporting identified may be due to a lack of understanding of how to correctly complete the Register Tool and what its usefulness is in the framework of generating valid inputs for the Project's performance. Given the weakness of internal monitoring aligned with the Project's Quality Assurance Plan, the technical coordination meetings between members provide a sort of space for monitoring actions, but the minutes cannot account for everything discussed by each HEI on their actions.

External M&E tools are currently the tools available for the periodic and systematic gathering of information by HEIs. **It is recommended to reinforce the level of detail in the data reported by the HEIs through the M&E tools in successive monitoring exercises in order to strengthen also the quality of external monitoring and its support to improve the Project's performance.**

Noting the progress of the indicators, with the data reported by 3 HEIs, it has been possible to mobilise Output 3.1. The targets for dissemination events linked to the action of the ESCs (3.1.1.) have been modest (at least one event), but the delay in the creation of these centers means that only the only HEI that already has an established ESC has made progress (MUBS)

Indicator 3.1.2. is in a more critical situation given the time required for the production of knowledge products. The target for this indicator is currently far from being met. However, the following deliverables have been considered as knowledge products:

- AUB: AUB created a website for the FREE project on the following link: Female Academic Role Model Empowerment, Equality and Sustainability (aub.edu.lb)
- LU: "in addition to the web page specifically created inside the Lebanese University main web site, more than 50 links through social media in three different languages (Arabic, English & French), have been



created to disseminate FREE events and activities"

- MUBS: office of International Affairs in MUBS organized on June 22, 2020 a dissemination event about the Erasmus+ project "Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region: towards 2030 Agenda (FREE)": <https://www.mubs.edu.lb/oia/news/5402.aspx>

For details on the information/data used to feed the Result Matrix, access the document at the following path:

- [FREE PROJECT](#) > [File Storage](#) > [WP7 MANAGEMENT](#) > [MONITORING TOOLS](#) > [M&E Tools](#)

All these knowledge products are very valuable for the Project, but are insufficient in the light of what was planned. In the remaining implementation period of the project, it should be developed of 3 National policy papers of gender equity in HEI, 20 publication on Gender Equity and Sustainability among MR-HEIs, as well as developing cases on Female Academic Role Models in HEI. **Once again it is becoming evident that the participation/involvement of women academics/researchers is a key and urgent issue**

WP.6. - Output 3.2.: Increased knowledge and Institutional cooperation on gender equality issues in Higher Education in MR

Status: *Off-track*

Results Chain	Indicator	Baseline (intern)	Target 2019	Target 2020	Target 2021	CURRENT DATA Oct.2020
WP.6. - Output 3.2.: Increased knowledge and Institutional cooperation on gender equality issues in Higher Education in MR	Output indicator 3.2.1. Number of <u>networking activities/events</u> promoted by the project	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 5 AUB: 5 DU: 5 LU: 5 MUBS: 5 PSUT: 5 UP: 5 Rg/Int: 1 Total: 36	AIU: 0 AUB: 1 DU: 2 LU: 1 MUBS: 2 PSUT: 0 UP: 1 Total: 8
	Output indicator 3.2.2. Number of <u>stakeholders</u> participating in networking activities/events promoted by the project.	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 0 AUB: 0 DU: 0 LU: 0 MUBS: 0 PSUT: 0 UP: 0 Total: 0	AIU: 4 AUB: 4 DU: 4 LU: 4 MUBS: 4 PSUT: 4 UP: 4 Total: 28	AIU: 6 AUB: 6 DU: 6 LU: 6 MUBS: 6 PSUT: 6 UP: 6 Rg/Int: 10 Total: 52	AIU: 0 AUB: 4 DU: 1 LU: 2 MUBS: 4 PSUT: 0 UP: 1 Total: 0

Source: Free Logical framework matrix (31/11/2020)

EXTERNAL M&E REPORT #1. Monitored period, June 2019-March 2020

In terms of establishment and partnerships there is limited information on record. Through the Register Tool it is known that there have been conversations with Center for Career, Innovation and *Entrepreneurship and Réseau Francophone des Femmes Responsables dans l'Enseignement Supérieur et la Recherche* (RESUFF). The meeting's objective, their content, the agreements reached or how the relationship has continued are not known.



Feedback from the NEO shows that more decisive efforts need to be made in this regard: “Female empowerment is an issue of interest at national and regional level. The project should make more effort to join forces with other NGOs and organisations form beyond the academic circle in order to consolidate and confirm the achievements expected to be made by the project. This would help to influence the policy makers to work out legislations that protect female rights in the different sectors including higher education”

EXTERNAL M&E REPORT #2. Monitored period, April – October 2020 ..

The situation has changed minimally in relation to what was described in the previous report. The project has an eminently endogenous development with a low involvement of stakeholders outside the Consortium partners.

No doubt, the slowdown in academic activity as a result of Covid 19 has affected the actions under the output 3.2., but it noticed another challenges beyond the pandemic. It has probably also been influenced by the fact that the Project does not currently have a very valuable tool for this output, which is included in the Project's Quality Assurance Plan: a dissemination strategy with at least 2500 stakeholders identified in the region. The consulted sources have not allowed to identify a document with this number of stakeholders at national or regional level. Undoubtedly this tool would facilitate the tasks of partnership building and Project dissemination beyond the Consortium's universities.

That said, there is no denying that significant progress has been made. As reported through the M&E tools to feed the indicators of output 3.2., the actions carried out by 5 HEIS have involved other stakeholders¹⁷, mostly part of the each university structure. All this actions in alliances with other actors should be taken care of and strengthened because they contribute significantly to the Project's objectives. A clear example of the value of these alliances is the progress achieved in DU, LU and AUB (see result-based matrix).

However, we should not lose sight of proposals such as the one MUBS is part of: “ A number of non-governmental organizations in Lebanon have been working to promote women's rights to empower them and educate them and their communities. As part of this effort, the Lebanese Democratic Women's Gathering (RDFL) and Euro-med Feminist Initiative (EFI) have joined forces with the National Wellness Network at MUBS and a number of other active community based organizations to promote women's rights and gender equality. EM-Power, an NWN-led project designed to empower Syrian and Lebanese mothers and students living in rural areas quarter of this year, with participants from inside the university and outside the university”

It should be noted that the Project FREE considered it necessary to establish partnerships and strategic alliances with relevant stakeholders in the Region and EU in order to achieve its objectives. **Beyond the international network that has been established among the EU/MR partners of the Consortium, it is advisable to promote actions in this direction without delay.**

¹⁷ AUB (CIBL-W, KiP project, MEPI Tomorrow's Leaders Gender Scholars Program, Women Faculty Alliance) DU (Skills & Career Management Center); LU (center of career, Innovation and entrepreneurship (MINE)"/Entrepreneurship and Réseau Francophone des Femmes Responsables dans l'Enseignement Supérieur et la Recherche (RESUFF). MUBS (Office of International Affairs, Lebanese Democratic Women's Gathering (RDFL) and Euro-med Feminist Initiative (EFI))



In view of the relevance of this component for the efficiency and sustainability of the Project, and the challenge that still lies ahead to adequately mobilize this output, it has been decided to re-emphasise the recommendations made in the previous M&E report for output 3.1./3.2.

LESSONS LEARNED AND GOOD PRACTICES

Lessons Learned (LL)

LL.1. The preparation prior to the process of implementing a WP. The preparation phase prior to the implementation of a WP is critical to its success and its contribution to the rest of the elements articulated and synergistic with the WP content. As one of the members commented "the WP leader must be clear about the whole picture, as well as the details (...) needs to be clear about the implementation process, to know how the implementation should start, progress and be completed (...) The WP Leader must be prepared with the Action Plan because it makes all the difference in the implementation process".

LL.2. Strengthen the link between the Project's actions and the promotion of and contribution to Agenda 2030. In the events, trainings and communication products, reflect more clearly how the actions undertaken by the HEIs in the framework of the Project contribute to the Agenda 2030 and, specifically, to the SDG-5. While it may seem obvious, the NEO's remark indicate that such contribution should be visible and have a means of verifying how specifically the Project has addressed it. Likewise, making visible the Project's anchoring and contribution to Agenda 2030 can strengthen the lobbying and advocacy efforts within the HEIs, mobilize the issues addressed by the Project at the national and regional levels, and establish a wider range of possible partnerships. See <https://unesdoc.unesco.org/ark:/48223/pf0000248150>

LL.3. Participation is essential, but not sufficient to achieve the Project's objective. Although the involvement of the university community is essential to progress towards greater egalitarianism in the educational sphere, the Project must be clear that in order to advance towards the Project's objective it is necessary to focus actions on engaging women academics/researchers and decision-makers. Generally speaking, the HEIs have conviction in the importance of the Project and improving the status of women's academics. This is represented by the appropriate decision about facilitating the project's work and allocating a suitable place for the project proposed Center. However, this importance must also be backed up by the participation of the main stakeholders themselves. The Observatory, the ESCs and the Dissemination Strategy should be articulated to achieve this greater involvement of the female academic/researcher

LL.4. Pipeline Approach to project implementation may not be the best option in contexts of instability and uncertainty. In ambitious projects of social-cultural change, sequential implementation logic (Pipeline Approach) should only be applied when the implementation context is highly stable and a number of important implementation variables are controlled. If this is not the case, it is advisable to activate in parallel and simultaneously synergistic lines of action.



Good Practices (GP)

GP.1. Systematization of learning and lessons learned in the key processes/WPs of the Project. The Arab International University and the Lebanese University have conducted a systematization exercise on lessons learned in conducting the survey/research on implementation of WP.1. This exercise can be a general practice after the completion of a Project's WP or the implementation of some key product/process: the E&S Centers, the Observatory, the training courses, the delivery of the trainings, etc. This exercise of ex-post reflection on the action and working practices in multi-stakeholder consortia is valuable material for spaces of exchange with other academic actors and beyond.

GP.2. The American University of Beirut formed a dedicated Task Force for exploring gender equity issues at the university in order to improve the lives and careers of women faculty. "The task force issued its report outlining areas that are comforting in some respects and other areas of concern that require follow-up. The leadership of the university has prioritized women's issues aiming at improving the well-being of female academics and staff at the university. The President of the university has emphasizes that AUB has already made genuine strides in instituting changes to improve gender equity among faculty. It has offered leadership positions to women, including one VP, three female Associate Provosts, two female academic Deans, several female Unit Directors and Associate Deans, and many female Department Chairs".

GP. 3. Dissemination of Project FREE activities and events in three different languages. In regard to the dissemination activities, and in addition to the web page specifically created inside the Lebanese University main web site, LU has launched more than 50 links through social media in three different languages (Arabic, English & French) to disseminate FREE events and activities. The details are described and accessible to the Consortium at the ALF platform.

ADDITIONAL INFORMATION ON PROGRESS OR CHALLENGES IN THE PROJECT'S IMPLEMENTATION

EXTERNAL M&E REPORT #1. Monitored period, June 2019-March 2020 ..

ON EFFECTIVENESS

The Project addresses the issue of gender equality in higher education beyond the numbers, moving from a mild notion of gender equity to assimilating it to statistical parity among university students. The "numbers game" mentioned by some authors does not alter the social, economic and cultural relations of higher education. In fact, it may incorporate traditional structures that ignore the deeper systems of oppression, harassment and sexual abuse. The Project is a more ambitious intervention. It seeks to contribute to gender justice by analyzing what happens to academics, professors and administrators, the extent to which gender issues are present in research concerns or how the HEIs address their commitment to Agenda 2030 and, specifically, with the SDG-5. **This merit should be recognized and valued as a general framework when assessing the Project's effectiveness**

The Project FREE focuses on contributing to change ideas, concepts and structures that generate situations of inequality so deeply rooted that have been normalized in society, institutions and oneself. It is exponentially more complex than with other themes, to carry out diagnoses, awareness raising processes and capacity building, etc. in a subject as sensitive as gender (in)equality or female empowerment. It should be recognized that any progress in this area, any potential contribution of the Project to changes in the *status quo* will tend to be slower



and any step, however small it may seem to some, and it should be acknowledged and appreciated even the smallest changes because it may be of capital importance to someone else.

The **quarterly monitoring report** - focused on qualitative reporting complementing the quantifiable data reported in the Register Tool - will allow these identified changes to be documented at the individual level and in the dynamics of the institution. (*Annex E. Quarterly monitoring report template*)

ON SUSTAINABILITY

Project FREE is a transnational intervention by Consortium of 11 HEIs working together to produce outcomes that benefit principally and directly the higher education institutions by contributing to: (i) enhance the role of female academics in Lebanon, Jordan and Syria through increasing the number of women present in decision making and senior management level; (ii) democratization of higher education by empowering female academics; (ii) to improving operations management of HEIs in LB, JR & SY by promoting a culture of gender egalitarianism, female leadership role model, and empowerment. The sustainability of progress in these areas is as challenging as ambitious the purposes of the Project. It is understandable that the sustainability concern reiterated by the NEO in its observations (“More attention should be made to the sustainability of the project results. This can be done by a more realistic and concrete sustainability plan, given the universal, cultural and sensitive nature of the issue addressed by the project”)



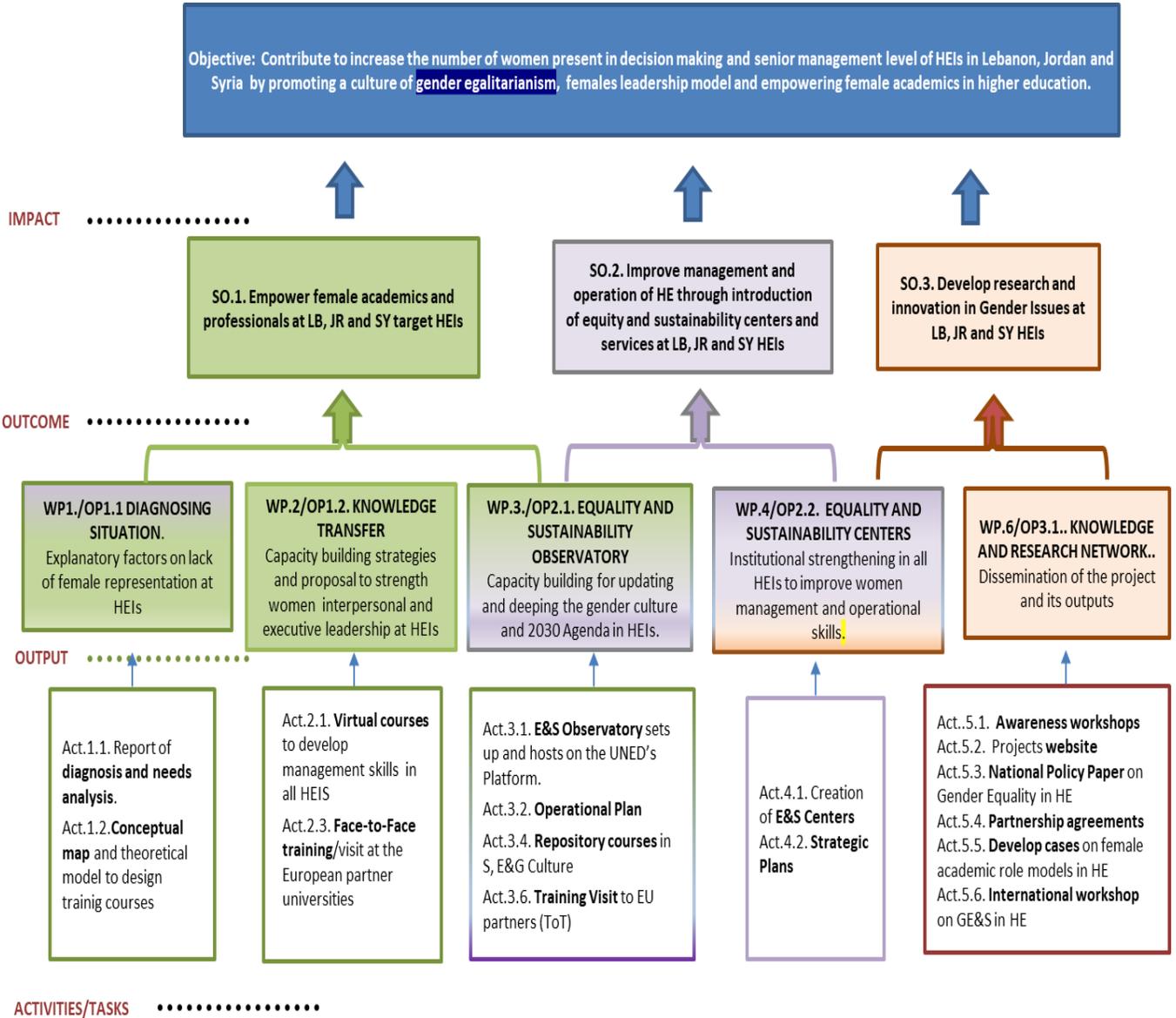
However, among its feedback, the NEO also provides a recommendation clearly aligned with the Project's own sustainability strategy since its inception phase: the institutionalization of the Project's products/results in each HEI. (“The sustainability of the project results can only be guaranteed by institutionalising the project at each partner institution. These results should be part of each institution’s strategy. More attention should be paid to the establishment and the institutionalisation of the Equality Centers and the Observatory which are expected to play a crucial role in the sustainability of the project results and objectives.” The Illustration on the left showed this strategy very well during a presentation of the Project that took place in October 2020 in Madrid, Spain during the European Association of Open and Distance Training Universities, Online, Open and Flexible Higher Education Conference.

Therefore, if it were the case to design a concrete sustainability plan as recommended by the NEO, the strategy already pointed out in the Illustration should be recovered as a general framework. This same image also recalls how strategic the new implementation phase is for the effectiveness and sustainability of the Project, where the robustness of the E&S Centers in each HEIs and the relevance/value that the Observatory has for the HEIs in the SMR can make the difference in assessing the success of the Project. (“More attention should be made to the sustainability of the project results. This can be done by a more realistic and concrete sustainability plan, given the universal, cultural and sensitive nature of the issue addressed by the project”)



ANNEX A. PROJECT FREE. LOGIC OF INTERVENTION

Source: Project FREE, System M&E





ANNEX B. CLOSING KNOWLEDGE GAPS

Source: Own elaboration based on the information provided by the Project FREE

How much was your knowledge of the following topics before and after attending the training?

	Digital Skills	Soft Skills	Female Empowerment	Gender Awareness	Sustainability HEIS
1. The objectives of the training were clearly defined	89,20%	93,50%	91,50%	88,09%	97,40%
2. Selection and topics were appropriate to my role and responsibilities	95,90%	96,10%	81,90%	78,57%	89,70%
3. The training improved my understanding of the subject	91,90%	96,11%	92,50%	90,47%	96,10%
4. I will be able to apply the knowledge acquired	96,00%	92,21%	82,90%	82,14%	83,20%
5. Visual and supporting material were useful and easy to follow	86,40%	89,61%	77,70%	73,81%	83,20%
6. Participation and interaction were encouraged	66,20%	61,04%	61,70%	48,81%	63,70%
7. There was a correct balance between theoretical, exercises and discussion	77,00%	72,72%	67,00%	58,33%	67,60%
8. The trainers were well prepared	86,50%	79,22%	77,70%	70,23%	79,30%
9. The training objectives were met	94,50%	94,81%	90,40%	84,52%	93,60%
10. Overall evaluation of the training	90,50%	96,10%	84,10%	78,57%	92,30%

Source: Questionnaires' results

How much was your knowledge of the following topics before and after attending the training?

	Before the Training	After the Training	Knowledge Gap
DIGITAL SKILLS COURSE			
Knowledge about usage of MS Office advanced tools	3,66	4,22	0,56
Knowledge about usage of social networking tools	3,64	4,15	0,51
Knowledge about usage of scientific databases	3,33	3,90	0,57
Knowledge about usage of academic platforms and systems	3,30	4,00	0,70
Knowledge about effective presentation	3,58	4,14	0,56
Knowledge about evaluation of impact of dissemination activities	3,19	3,90	0,71
SOFT SKILLS			
Knowledge of managerial communication and the communication process	3,45	4,12	0,67
Knowledge of how to manage barriers to communication and effective listening.	3,49	4,20	0,71
Knowledge of verbal and nonverbal communication skills	3,55	4,17	0,62
Knowledge of personality traits and dimensions	3,33	4,12	0,79
Knowledge of team dynamics	3,53	4,14	0,61
Knowledge of leadership traits, behaviours and relationships	3,58	4,26	0,68
FEMALE EMPOWERMENT COURSE			
Knowledge and awareness of female Empowerment at the workplace (Higher Education Institutions)	3,24	4,04	0,80
Knowledge, understanding and experiences on issues related to Empowerment practices	3,17	3,98	0,81
Knowledge of self-awareness and confidence	3,56	4,11	0,55
Knowledge of female soft and hard organizational power	3,19	3,94	0,75
Knowledge of experience in dealing with social and organizational resistance to change	3,27	3,92	0,65
Knowledge of networking skills	3,39	4,02	0,62
GENDER AWARENESS COURSE			
Knowledge and use of specific terminology concerning sex and gender;	3,49	4,07	0,58



Knowledge and identification of inequities and inequalities in education and development of women in your community and culture;	3,42	4,00	0,58
Knowledge and recognition of direct and indirect discrimination between men and women in your country and in other latitudes;	3,45	4,02	0,58
Knowledge and awareness of gender empowerment within your Hel and your female colleagues;	3,29	3,99	0,70
Knowledge and recognition of good practices to tackle gender discrimination within the academic and professional scope;	3,24	3,99	0,75
Knowledge and capacity to engage with gender studies from an interdisciplinary perspective.	3,09	3,82	0,73
SUSTAINABILITY IN HIGHER EDUCATION COURSE	<i>Before the Training</i>	<i>After the Training</i>	<i>Knowledge Gap</i>
Knowledge and awareness of the concept of Sustainability in Higher Education (SHE).	3,30	4,15	0,86
Knowledge and understanding of the three dimensions of SHE: economic, environmental and social.	3,36	4,18	0,81
Knowledge and acquisition of other analytical skills associated to SHE;	3,15	3,88	0,73
Knowledge and increased skills on case study analysis of experiences related to university sustainable development.	3,13	3,98	0,85
Knowledge and support of good practices towards the full implementation of UN SDGs and 2030 Agenda.	3,11	4,04	0,93
Knowledge and increase on capacity building associated with sustainable strategic planning in Higher Education Institutions	3,18	4,02	0,85

FEMALE EMPOWERMENT COURSE	Before the training					After the training				
	1	2	3	4	5	1	2	3	4	5
Knowledge and awareness of female Empowerment at the workplace (Higher Education Institutions)	13%	20%	23%	26%	18%	2%	2%	21%	40%	34%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 67% to 95%. Knowledge increase of +28%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 33% to 4%. Reduction of the knowledge gap by 29% 										
Knowledge, understanding and experiences on issues related to Empowerment practices	15%	21%	18%	32%	14%	2%	3%	20%	40%	34%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 64% to 94%. Knowledge increase of +30%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 36% to 5%. Reduction of the knowledge gap by 31% 										
Knowledge of self-awareness and confidence	4%	16%	26%	29%	26%	2%	3%	16%	36%	43%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 81% to 95%. Knowledge increase of +14%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 20% to 5%. Reduction of the knowledge gap by 15% 										
Knowledge of female soft and hard organizational power	12%	18%	26%	31%	14%	1%	2%	26%	45%	27%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 71% to 98%. Knowledge increase of +27%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 30% to 3%. Reduction of the knowledge gap by 31% 										
Knowledge of experience in dealing with social and organizational resistance to change	12%	18%	24%	27%	19%	2%	6%	22%	34%	35%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 70% to 91%. Knowledge increase of +21%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 30% to 8%. Reduction of the knowledge gap by 22% 										
Knowledge of networking skills	10%	15%	23%	34%	18%	1%	1%	28%	32%	38%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 75% to 98%. Knowledge increase of +23%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 25% to 2%. Reduction of the knowledge gap by 23% 										



	1	2	3	4	5	1	2	3	4	5
Knowledge and use of specific terminology concerning sex and gender;	6%	13%	19%	25%	20%	1%	4%	11%	35%	32%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 64% to 78%. Knowledge increase of +14%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 19% to 5%. Reduction of the knowledge gap by 14% 										
Knowledge and identification of inequities and inequalities in education and development of women in your community and culture;	1%	16%	23%	21%	19%	1%	4%	14%	34%	30%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 63% to 78%. Knowledge increase of +15%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 17% to 5%. Reduction of the knowledge gap by 12% 										
Knowledge and recognition of direct and indirect discrimination between men and women in your country and in other latitudes;	4%	16%	20%	26%	17%	1%	3%	13%	38%	28%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 63% to 79%. Knowledge increase of +16%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 20% to 4%. Reduction of the knowledge gap by 16% 										
Knowledge and awareness of gender empowerment within your HEI and your female colleagues;	9%	17%	16%	24%	17%	2%	0%	19%	35%	27%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 57% to 81%. Knowledge increase of +24%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 26% to 2%. Reduction of the knowledge gap by 24% 										
Knowledge and recognition of good practices to tackle gender discrimination within the academic and professional scope;	11%	13%	22%	23%	14%	0%	3%	17%	38%	25%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 59% to 80%. Knowledge increase of +21%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 24% to 3%. Reduction of the knowledge gap by 21% 										
Knowledge and capacity to engage with gender studies from an interdisciplinary perspective.	13%	16%	22%	19%	13%	4%	2%	19%	37%	21%
<ul style="list-style-type: none"> ✓ Of the people who considered to have a medium or high level of knowledge, it rises from 54% to 77%. Knowledge increase of +23%. ✓ Of the people who did not know or had a low level of knowledge, the figure is reduced from 29% to 6%. Reduction of the knowledge gap by 23% 										

Source: Questionnaires' results



Output indicator 1.2.1. Number of <u>women</u> who participated in capacity building activities or events that report increased self-confidence recognizing their potential and competencies to reach senior position (managerial/decision-making/academic)							
	AIU	AUB	DU	LU	MUBS	PSUT	UP
3. Knowledge of self-awareness and confidence	9/17	1/6	2/3	16/34	1/3	2/8	8/15
4. Knowledge of female soft and hard organizational power	12/17	1/6	2/3	19/34	0/3	3/8	10/15
10. Overall evaluation of the training is satisfactory (FEMALE EMPOWERMENT)	12/17	5/6	3/3	31/31	2/3	7/8	13/15
Overall evaluation of the training is satisfactory. Average	4	4,16	4,3	4,26	3,3	4,25	4,33
Output indicator 1.2.2. Percentage of <u>FEMALE academics</u> who participated in capacity building activities or events that report improved their soft and hard organitational skills and/or technical competencies to enhance better job opportunities in HE							
	AIU	AUB	DU	LU	MUBS	PSUT	UP
10. Overall evaluation of the training is satisfactory (SOFTSKILLS)	3/4	-	1/1	8/8	-	-	8/8
# Female participants		6	1	28	3	5	10
Average	4,25	-	4	4	-	-	4,75
10. Overall evaluation of the training is satisfactory (DIGITAL SKILLS)	7/9	1/1	1/1	8/9	-	-	8/9
# Female participants		9	1	28	1	7	12
Average	4,22	4	5	4,44	-	-	4,44
Output indicator 1.2.3. Percentage of <u>participants</u> in capacity building activities or events who report increase awareness/knowledge on gender equality issues and 2030 Agenda							
	AIU	AUB	DU	LU	MUBS	PSUT	UP
Overall evaluation of the training is satisfactory (GENDER AWARENESS)	8/16	9/10	0/1	25/30	3/3	6/7	14/15
# Female participants	7	9	1	28	3	6	15
Average	3,68	4	2	4,13	4,6	4,28	4,46
Overall evaluation of the training is satisfactory (AGENDA 2030)	11/13	8/8	2/3	25/28	1/1	6/6	16/17
# Female participants	11	5	3	26	1	6	15
Average	4,37	4,37	4	4,4	5	4,33	4,35
Output indicator 1.2.4.Number of participants in events.							
	AIU	AUB	DU	LU	MUBS	PSUT	UP
Participants. (403)	75	42	9	154	12	35	76
# Female participants (365)	66	35	9	144	11	32	68
# Persons (178)	30	20	6	70	5	22	25



ANNEX D. RECOMMENDATIONS AND AREAS OF IMPROVEMENTS

Source: Own elaboration based on the information provided by the Project FREE

American University of Beirut

COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Female Empowerment in Higher Education Total: 6	<ul style="list-style-type: none"> ✓ Project Management ✓ Women and Science ✓ Mothers in the workforce 	<ul style="list-style-type: none"> ✓ Interaction and collaborative activities
Gender Equality Awareness Total: 10	<ul style="list-style-type: none"> ✓ Women and Science/ Engineering ✓ Soft Skills 	<ul style="list-style-type: none"> ✓ Interaction with trainers ✓ Interaction and collaborative with other students ✓ Live sessions
Soft Skills Total: 11	<ul style="list-style-type: none"> ✓ Job interviews ✓ Evolution of leadership ✓ Communication ✓ Decisiveness ✓ Public speaking, leadership, and critical thinking ✓ Females in science ✓ Female in the engineering work environment 	<ul style="list-style-type: none"> ✓ Live sessions ✓ More visual resources
Digital Skills Total: 7	<ul style="list-style-type: none"> ✓ Advertising and platforms ✓ E-commerce ✓ Design tools like ✓ Data analytics tools 	<ul style="list-style-type: none"> ✓ Start up business ✓ Connectivity issues
Sustainability in Higher Education Total: 8	<ul style="list-style-type: none"> ✓ Volunteering ✓ Circular Economy 	<ul style="list-style-type: none"> ✓ More interactive/collaborative components ✓ More interactions and experiences ✓ Educational and motivational resources (More examples..)

Arab International University

COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Female Empowerment in Higher Education Total: 19	<ul style="list-style-type: none"> ✓ Soft Skills ✓ Digital Skills ✓ Scientific publications ✓ Institutional change for gender equality 	<ul style="list-style-type: none"> ✓ More interactive/collaborative components ✓ More interactions and experiences ✓ Better balance between theory and practice ✓ Cultural relevance ✓ Include more didactic resources
Gender Equality Awareness Total: 16	<ul style="list-style-type: none"> ✓ Gender Violence ✓ Soft Skills ✓ Equality, equity and gender equity (Women's rights) ✓ Female Empowerment 	<ul style="list-style-type: none"> ✓ Include more didactic resources ✓ Better balance between theory and practice ✓ Customize training so that it suits our society (cultural relevance)
Soft Skills Total: 7	<ul style="list-style-type: none"> ✓ Dealing with different kinds of personalities in the workplace ✓ Negotiation skills 	<ul style="list-style-type: none"> ✓ More interaction ✓ Putting skills into practice ✓ More practical
Digital Skills Total: 17	<ul style="list-style-type: none"> ✓ Soft Skills ✓ Basic Digital Skills (outlook, MSOffice) ✓ Teaching and learning techniques 	<ul style="list-style-type: none"> ✓ More interactive/collaborative components ✓ More interactions and experiences



COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Sustainability in Higher Education Total: 16	<ul style="list-style-type: none"> ✓ Environmental sustainability ✓ Sustainability in practice ✓ M&E ✓ Circular Economy 	<ul style="list-style-type: none"> ✓ Include more didactic resources ✓ Life sessions ✓ Increase interaction ✓ Shorter lectures.

University of Damascus

COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Female Empowerment in Higher Education Total: 3	<ul style="list-style-type: none"> ✓ Decision making Competencies ✓ I do not have any suggestion ✓ How to be more affective as a researchers and higher education students 	✓
Gender Equality Awareness Total: 1	<ul style="list-style-type: none"> ✓ Women's work-life balance 	
Soft Skills Total: 1		
Digital Skills Total: 1	<ul style="list-style-type: none"> ✓ Google Tools (drive) 	
Sustainability in Higher Education Total: 3		<ul style="list-style-type: none"> ✓ Extra exercise to improve knowledge ✓ More interactive

Lebanese University

COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Female Empowerment in Higher Education Total:36	<ul style="list-style-type: none"> ✓ Racial/ethnic discrimination in the workplace ✓ Managers versus leaders ✓ Female empowered post covid-19 ✓ Gender Equality & Education ✓ Gender Salary Gap ✓ Corruption ✓ Social and economic development (political field) ✓ Women entrepreneurs (start-ups) ✓ LGBT rights ✓ Professional Orientation ✓ Soft Skills ✓ Digital Skills ✓ Climate change awareness/ Environmental topics ✓ Multiple Intelligences/ Emotional Intelligence strategies to empower female academic Education ✓ Gender and Interculturalidad ✓ Females in surgery field ✓ Women Leadership ✓ Research and study cases ✓ Female Contribution to Research 	<ul style="list-style-type: none"> ✓ More interactive/collaborative components ✓ More interactions and experiences ✓ More quizzes and evaluation. ✓ Include more didactic resources (visuals, videos, manuals, handouts, powerpoint presentation..) ✓ Overall interaction ✓ Cultural relevance and updated information's ✓ Practical case studies



COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Gender Equality Awareness Total:30	<ul style="list-style-type: none"> ✓ Post covid-19 domestic violence ✓ Visual Communication ✓ Corruption ✓ Soft Skills ✓ Feminist movements and activisms ✓ Climate change awareness/ Environmental topics ✓ Entrepreneurship ✓ Gender-sensitive communications ✓ Education and Women empowerment ✓ Women’s Rights in the Arab world. ✓ Social/Emotional/ Multiple Intelligences ✓ Women in Research ✓ Gender Equality in Lebanon ✓ Digital Skills 	<ul style="list-style-type: none"> ✓ More interactive/collaborative components ✓ More interactions and experiences ✓ More quizzes and evaluation. ✓ Include more didactic resources (visuals, videos, manuals, handouts, powerpoint presentation..) ✓ Overall interaction ✓ Cultural relevance and updated information’s ✓ Practical case studies ✓ The exercises can be in both Arabic and English ✓ Better balance between theory and practice
Soft Skills Total: 30	<ul style="list-style-type: none"> ✓ Conflict management processes ✓ Get involved in political life ✓ Digital skills ✓ Business planning ✓ Body Language, ✓ Body language ✓ Health promotion ✓ Leadership ✓ Climate Crisis and how to fight against it ✓ Oral presentation skills ✓ Education ✓ Programming ✓ Training in legal field ✓ Career guidance ✓ Softwares for improving soft skills ✓ Entrepreneurship soft skills ✓ Artificial Intelligence 	<ul style="list-style-type: none"> ✓ More interactive/collaborative components ✓ More interactions and experiences ✓ More quizzes and evaluation. ✓ Include more didactic resources (visuals, videos, manuals, handouts, powerpoint presentation..) ✓ Overall interaction ✓ Practical case studies ✓ The exercises can be in both Arabic and English ✓ Better balance between theory and practice
Digital Skills Total:30	<ul style="list-style-type: none"> ✓ Digital Marketing ✓ Artificial intelligence ✓ Programming ✓ Robotics ✓ Entrepreneurship ✓ 3D digitization and 3D modelling ✓ Soft Skills ✓ Data analyse ✓ How to manage the information system ✓ Web development and IT ✓ E-learning ✓ Scientific databases for Gender Equality research ✓ Social Intelligence and Life Coaching ✓ Graphic design, motion design.... 	<ul style="list-style-type: none"> ✓ The website should be multilingual." ✓ Using open source platforms ✓ More interactive/collaborative components ✓ More interactions and experiences ✓ More quizzes and evaluation. ✓ Include more didactic resources (visuals, videos, manuals, handouts, powerpoint presentation..) ✓ Overall interaction ✓ Practical case studies ✓ The exercises can be in both Arabic and English ✓ Better balance between theory and practice ✓ "There was a major difference between the topics. For the other topics, I found them very general and only superficial info was given, sure I went to the websites and checked them. Maybe divide topics into subsections each for a field and go more in depth in plateforms or databases or other field related material " ✓ Add small projects to do after ending the course. ✓ More practice
Sustainability in Higher Education Total:28	<ul style="list-style-type: none"> ✓ Entrepreneurship/Social entrepreneurship ✓ Gender equality ✓ Corruption 	<ul style="list-style-type: none"> ✓ More exercises/ case studies ✓ Comprehension and analytical ✓ Direct contact with trainers



COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
	<ul style="list-style-type: none"> ✓ Rights at work ✓ Suicide prevention and awareness ✓ New strategies for Sustainability at universities + meeting new goals ✓ Entrepreneurship ✓ Sustainability in HEIs through research ✓ Education ✓ Psychological treatment ✓ Career Guidance for special needs ✓ Resilience ✓ Research in Higher Education ✓ Real case scenarios on how we can, as instructors, add on sustainable development for HEI to our curriculum.. 	<ul style="list-style-type: none"> ✓ More interaction ✓ More interactive/collaborative components ✓ More interactions and experiences ✓ Include more didactic resources (visuals, videos, manuals, handouts, powerpoint presentation..) ✓ Overall interaction ✓ Practical case studies ✓ Download data/courses ✓ Add names of private institutions in each country that support initiatives related to sustainable development ✓ Online follow up ✓ Training material supports both Arabic and English ✓ More quizz ✓ Improve the methodology of virtual learning acquisition ✓ "There was mainly a problem in communication. Such topics require sessions of brain storming and discussion that were not available . I read forum on the platform but I could not see any discussion. Maybe I misused the platform or it wasn't very user-friendly and clear. ✓ "I even first had a problem with accessing the platform . I sent several emails and never got an answer." ✓ More follow up of trainees and encourage them to discuss topic on forums

Princess Sumaya University of Technology

COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Female Empowerment in Higher Education Total: 19	<ul style="list-style-type: none"> ✓ Public relations role in high education sector ✓ Student deal with crises covid 19 ✓ Soft Skills ✓ Women hold leadership positions ✓ Women engagements in political issues ✓ Women leadership conflicts solution ✓ How woman can build her own business 	<ul style="list-style-type: none"> ✓ Add more videos ✓ Face to face sessions ✓ The material could be enhanced more to meet different end beneficiaries interests and age
Gender Equality Awareness Total: 11	<ul style="list-style-type: none"> ✓ Discriminatory laws ✓ Digital Skills ✓ Different cultures and religions ✓ Biological aspect of the female anatomy; 	<ul style="list-style-type: none"> ✓ Face to face training ✓ Add videos
Soft Skills Total: 9	<ul style="list-style-type: none"> ✓ Self-motivation ✓ Coding ✓ Risk management 	<ul style="list-style-type: none"> ✓ New technique ✓ Success story ✓ Add videos



COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
	<ul style="list-style-type: none"> ✓ Entrepreneurship ✓ Communication skills and body language ✓ Topics related to animation 	
Digital Skills Total: 11	<ul style="list-style-type: none"> ✓ Adobe courses ✓ Something related to animation ✓ Languages ✓ Technical skills in HE ✓ SEO tips ✓ Google tools ✓ Animation 	<ul style="list-style-type: none"> ✓ More examples to show how to apply the knowledge ✓ Online meetings and discussions ✓ More videos ✓ More training and exercises ✓ Face 2 face training ✓ Add videos
Sustainability in Higher Education Total: 12	<ul style="list-style-type: none"> ✓ How to deal with risks in HE 	<ul style="list-style-type: none"> ✓ Practical side ✓ More exercise and discussions ✓ Face 2 face training ✓ Add videos

University of Petra

COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Female Empowerment in Higher Education Total: 16	<ul style="list-style-type: none"> ✓ Women leadership ✓ Biases in Institutions ✓ Country specific case studies ✓ How to establish policies, procedures, ..etc in an academic institution regarding empowerment ✓ Female role in medical fields! ✓ Female Empowerment in Business - Success stories from the Middle East ✓ The role of education in female empowerment ✓ The financial equality in the Middle Eastern countries and else where. ✓ Women's rights 	<ul style="list-style-type: none"> ✓ Digital Skills ✓ More real life cases/ success stories details of courses in university ✓ Clear instructions on submission process or deadlines. ✓ More interaction ✓ Organization ✓ Enhance website
Gender Equality Awareness Total: 15	<ul style="list-style-type: none"> ✓ Soft skills ✓ Women's rights ✓ Critical thinking in everyday life ✓ Violence, Gender pay gap and maternity leave in different countries. ✓ Female empowerment ✓ Discrimination between men and women ✓ Gender mainstreaming ✓ Research Publications and gender equality ✓ Gender studies ✓ Overcome stereotypes in gender relations ✓ Women empowerment in academic fields 	<ul style="list-style-type: none"> ✓ More cases studies and personal experiences (enrich the discussions) ✓ Gender empowerment in Jordan that include more statistics ✓ More interaction and real situations ✓ Cultural relevance and updated information's ✓ Practical case studies
Soft Skills Total: 12	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Digital Skills ✓ Time management ✓ Communication ✓ Leadership traits, behaviours and relationships ✓ Improving communication in the COVID-19 ✓ Research skills for staff and students ✓ Interpersonal skills and building a convincing argument 	<ul style="list-style-type: none"> ✓ More practical training on teams ✓ More videos/ interaction sessions



COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
	<ul style="list-style-type: none"> ✓ Team leadership 	
Digital Skills Total: 15	<ul style="list-style-type: none"> ✓ Latix Programe ✓ Statistics and BI ✓ Most of them ✓ Security ✓ Social networking tools ✓ Tools and software in research ✓ Soft Skills ✓ The digital skills needed to promote your achievements ✓ Scientific database ✓ online teaching/learning platforms 	<ul style="list-style-type: none"> ✓ Add more practicals ✓ More interactive and evaluation sessions ✓ Add more videos/ real life cases ✓ Enhance website
Sustainability in Higher Education Total: 17	<ul style="list-style-type: none"> ✓ Community-based sustainability projects and how to be integrated with HEI ✓ E-Learning ✓ SHE: the case of Jordan ✓ Management and leadership skills ✓ Dissemination 	<ul style="list-style-type: none"> ✓ Adding more example on real projects in my country/region. more case studies ✓ Updating the material to cop with the changes the Pandemic implied on education. ✓ Communication with participants ✓ More country specific details ✓ More Interaction. ✓ More detailed instructions ✓ Organization ✓ Enhance website

Modern University for Business and Science

COURSE	Suggested topic for future training sessions	Recommendations for improving training sessions
Female Empowerment in Higher Education Total: 4	<ul style="list-style-type: none"> ✓ Female role in empowering society ✓ Emotional intelligence ✓ Gender Studies ✓ How to help women become financially independent 	<ul style="list-style-type: none"> ✓ Improve the platform (technical issues)
Gender Equality Awareness Total: 3	<ul style="list-style-type: none"> ✓ Communication skills ✓ Citizenship 	<ul style="list-style-type: none"> ✓ Focus more on quizzes
Soft Skills Total: 3	<ul style="list-style-type: none"> ✓ Online courses ✓ Public speaking 	<ul style="list-style-type: none"> ✓ More quizzes
Digital Skills Total: 1		
Sustainability in Higher Education Total: 1		



ANNEX D.

PROGRESS BASED ON THE PROJECT'S RESULT-BASED MANAGEMENT MATRIX

Source: Project "FREE" M&E Tools. Period June 2019-October 2020

University: **PROJECT FREE (GLOBAL)**

<u>Results Chain</u>	<u>Indicator</u>	<u>Current Data</u>	<u>Performance Related to Target 2019</u>	<u>Performance Related to Target 2020</u>	<u>Performance Related to Target 2021</u>	
Impact	Impact Indicator 1	1	0,0%	0,0%	7,1%	
	Impact Indicator 2	3	0,0%	0,0%	21,4%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1	1	0,0%	50,0%	16,7%	
Output 1.1.	Output Indicator 1.1.1	7	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1.	35	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2.	403	0,0%	57,6%	28,8%	
	Output Indicator 1.2.3.	84%	0,0%	111,5%	111,5%	
	Output Indicator 1.2.4.	39%	0,0%	51,6%	51,6%	
	Output Indicator 1.2.5.	86%	0,0%	114,0%	114,0%	
Output 1.3.	Output Indicator 1.3.1.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.2.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3.	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.1.	1	0,0%	0,0%	14,3%	
	Output Indicator 2.1.2.	1	0,0%	0,0%	14,3%	
Output 3.1.	Output Indicator 3.1.1.	1	0,0%	0,0%	12,5%	
	Output Indicator 3.1.2.	3	0,0%	42,9%	9,7%	
Output 3.2.	Output Indicator 3.2.1.	7	0,0%	100,0%	19,4%	
	Output Indicator 3.2.2.	12	0,0%	63,2%	23,1%	

CAPTION

Target achieved
 Positive Progress
 Minor Progress
 A boost is required



University: ARAB INTERNATIONAL UNIVERSITY (SYRIA)

Results Chain	Indicator	Current Data	Performance Related to Target 2019	Performance Related to Target 2020	Performance Related to Target 2021	
Impact	Impact Indicator 1	0	0,0%	0,0%	0,0%	
	Impact Indicator 2	0	0,0%	0,0%	0,0%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1		N/A	N/A	N/A	N/A
Output 1.1.	Output Indicator 1.1.1	1	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1.	5	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2.	75	0,0%	75,0%	37,5%	
	Output Indicator 1.2.3.	71%	0,0%	94,0%	94,0%	
	Output Indicator 1.2.4.	77%	0,0%	102,7%	102,7%	
	Output Indicator 1.2.5.	66%	0,0%	87,3%	87,3%	
Output 1.3.	Output Indicator 1.3.1.		N/A	N/A	N/A	N/A
	Output Indicator 1.3.2.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3.	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 2.1.2.	0	0,0%	0,0%	0,0%	
Output 3.1.	Output Indicator 3.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 3.1.2.	0	0,0%	0,0%	0,0%	
Output 3.2.	Output Indicator 3.2.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 3.2.2.	0	0,0%	0,0%	0,0%	

University: AMERICAN UNIVERSITY OF BEIRUT (LEBANON)

Results Chain	Indicator	Current Data	Performance Related to Target 2019	Performance Related to Target 2020	Performance Related to Target 2021	
Impact	Impact Indicator 1	1	0,0%	0,0%	50,0%	
	Impact Indicator 2	2	0,0%	0,0%	100,0%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1		N/A	N/A	N/A	N/A
Output 1.1.	Output Indicator 1.1.1	1	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1.	5	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2.	42	0,0%	42,0%	21,0%	
	Output Indicator 1.2.3.	83%	0,0%	111,1%	111,1%	NRD
	Output Indicator 1.2.4.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.2.5.	94%	0,0%	125,9%	125,9%	
Output 1.3.	Output Indicator 1.3.1.		N/A	N/A	N/A	N/A
	Output Indicator 1.3.2.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3.	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 2.1.2.	0	0,0%	0,0%	0,0%	
Output 3.1.	Output Indicator 3.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 3.1.2.	1	0,0%	100,0%	25,0%	
Output 3.2.	Output Indicator 3.2.1.	1	0,0%	100,0%	20,0%	
	Output Indicator 3.2.2.	4	0,0%	133,3%	66,7%	

CAPTION

Target achieved
 Positive Progress
 Minor Progress
 A boost is required
NRD Non-representative data



University: **DAMASCUS UNIVERSITY (SYRIA)**

Results Chain	Indicator	Current Data	Performance Related to Target 2019	Performance Related to Target 2020	Performance Related to Target 2021	
Impact	Impact Indicator 1	0	0,0%	0,0%	0,0%	
	Impact Indicator 2	0	0,0%	0,0%	0,0%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1		N/A	N/A	N/A	N/A
Output 1.1.	Output Indicator 1.1.1	1	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1.	5	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2.	9	0,0%	9,0%	4,5%	
	Output Indicator 1.2.3.	100%	0,0%	133,3%	133,3%	NRD
	Output Indicator 1.2.4.	100%	0,0%	133,3%	133,3%	NRD
Output 1.2.	Output Indicator 1.2.5.	67%	0,0%	88,8%	88,8%	NRD
	Output Indicator 1.3.1.		N/A	N/A	N/A	N/A
Output 1.3.	Output Indicator 1.3.2.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3.	0	0,0%	0,0%	0,0%	
	Output Indicator 2.1.1.	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.2.	0	0,0%	0,0%	0,0%	
	Output Indicator 3.1.1.	0	0,0%	0,0%	0,0%	
Output 3.1.	Output Indicator 3.1.2.	0	0,0%	0,0%	0,0%	
	Output Indicator 3.2.1.	2	0,0%	200,0%	40,0%	
Output 3.2.	Output Indicator 3.2.2.	1	0,0%	100,0%	16,7%	

University: **LEBANESE UNIVERSITY (LEBANON)**

Results Chain	Indicator	Current Data	Performance Related to Target 2019	Performance Related to Target 2020	Performance Related to Target 2021	
Impact	Impact Indicator 1	0	0,0%	0,0%	0,0%	
	Impact Indicator 2	1	0,0%	0,0%	50,0%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1		N/A	N/A	N/A	N/A
Output 1.1.	Output Indicator 1.1.1	1	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1.	5	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2.	154	0,0%	154,0%	77,0%	
	Output Indicator 1.2.3.	91%	0,0%	121,5%	121,5%	
	Output Indicator 1.2.4.	94%	0,0%	125,3%	125,3%	
	Output Indicator 1.2.5.	86%	0,0%	114,9%	114,9%	
Output 1.3.	Output Indicator 1.3.1.		N/A	N/A	N/A	N/A
	Output Indicator 1.3.2.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3.	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 2.1.2.	0	0,0%	0,0%	0,0%	
Output 3.1.	Output Indicator 3.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 3.1.2.	1	0,0%	0,0%	100,0%	
Output 3.2.	Output Indicator 3.2.1.	1	0,0%	100,0%	20,0%	
	Output Indicator 3.2.2.	2	0,0%	66,7%	33,3%	

CAPTION

Target achieved
 Positive Progress
 Minor Progress
 A boost is required

NRD Non-representative data



University: MODERN UNIVERSITY FOR BUSINESS AND SCIENCE (LEBANON)

Results Chain	Indicator	Current Data	Performance Related to Target 2019	Performance Related to Target 2020	Performance Related to Target 2021	
Impact	Impact Indicator 1	0	0,0%	0,0%	0,0%	
	Impact Indicator 2	0	0,0%	0,0%	0,0%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1		N/A	N/A	N/A	N/A
Output 1.1.	Output Indicator 1.1.1	1	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1	5	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2	12	0,0%	12,0%	6,0%	
	Output Indicator 1.2.3	67%	0,0%	88,8%	88,8%	NRD
	Output Indicator 1.2.4	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.2.5	100%	0,0%	133,3%	133,3%	NRD
Output 1.3.	Output Indicator 1.3.1		N/A	N/A	N/A	N/A
	Output Indicator 1.3.2	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.1	1	0,0%	0,0%	100,0%	
	Output Indicator 2.1.2	1	0,0%	0,0%	100,0%	
Output 3.1.	Output Indicator 3.1.1	1	0,0%	0,0%	100,0%	
	Output Indicator 3.1.2	1	0,0%	0,0%	100,0%	
Output 3.2.	Output Indicator 3.2.1	2	0,0%	200,0%	40,0%	
	Output Indicator 3.2.2	4	0,0%	133,3%	66,7%	

University: PRINCESS SUMAYA UNIVERSITY OF TECHNOLOGY (JORDAN)

Results Chain	Indicator	Current Data	Performance Related to Target 2019	Performance Related to Target 2020	Performance Related to Target 2021	
Impact	Impact Indicator 1	0	0,0%	0,0%	0,0%	
	Impact Indicator 2	0	0,0%	0,0%	0,0%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1		N/A	N/A	N/A	N/A
Output 1.1.	Output Indicator 1.1.1	1	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1	5	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2	35	0,0%	35,0%	17,5%	
	Output Indicator 1.2.3	88%	0,0%	116,7%	116,7%	NRD
	Output Indicator 1.2.4	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.2.5	92%	0,0%	123,1%	123,1%	NRD
Output 1.3.	Output Indicator 1.3.1		N/A	N/A	N/A	N/A
	Output Indicator 1.3.2	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.1	0	0,0%	0,0%	0,0%	
	Output Indicator 2.1.2	0	0,0%	0,0%	0,0%	
Output 3.1.	Output Indicator 3.1.1	0	0,0%	0,0%	0,0%	
	Output Indicator 3.1.2	0	0,0%	0,0%	0,0%	
Output 3.2.	Output Indicator 3.2.1	0	0,0%	0,0%	0,0%	
	Output Indicator 3.2.2	0	0,0%	0,0%	0,0%	

CAPTION

Target achieved
 Positive Progress
 Minor Progress
 A boost is required
NRD Non-representative data



University: UNIVERSITY OF PETRA (JORDAN)

Results Chain	Indicator	Current Data	Performance Related to Target 2019	Performance Related to Target 2020	Performance Related to Target 2021	
Impact	Impact Indicator 1	0	0,0%	0,0%	0,0%	
	Impact Indicator 2	0	0,0%	0,0%	0,0%	
Outcome 1	Outcome Indicator 1.1	0	0,0%	0,0%	0,0%	
Outcome 2	Outcome Indicator 2.1	0	0,0%	0,0%	0,0%	
Outcome 3	Outcome Indicator 3.1		N/A	N/A	N/A	N/A
Output 1.1.	Output Indicator 1.1.1	1	0,0%	100,0%	100,0%	
	Output Indicator 1.1.2	70%	0,0%	116,7%	100,0%	
Output 1.2.	Output Indicator 1.2.1	5	0,0%	100,0%	50,0%	
	Output Indicator 1.2.2.	76	0,0%	76,0%	38,0%	
	Output Indicator 1.2.3.	87%	0,0%	115,5%	115,5%	
	Output Indicator 1.2.4.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.2.5.	94%	0,0%	124,9%	124,9%	
Output 1.3.	Output Indicator 1.3.1.		N/A	N/A	N/A	N/A
	Output Indicator 1.3.2.	0%	0,0%	0,0%	0,0%	
	Output Indicator 1.3.3.	0	0,0%	0,0%	0,0%	
Output 2.1.	Output Indicator 2.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 2.1.2.	0	0,0%	0,0%	0,0%	
Output 3.1.	Output Indicator 3.1.1.	0	0,0%	0,0%	0,0%	
	Output Indicator 3.1.2.	0	0,0%	0,0%	0,0%	
Output 3.2.	Output Indicator 3.2.1.	1	0,0%	100,0%	20,0%	
	Output Indicator 3.2.2.	1	0,0%	33,3%	16,7%	

CAPTION

Target achieved
 Positive Progress
 Minor Progress
 A boost is required