

Deliverable 4.1.1. STRATEGY FOR CURRICULA MODERNISATION

Project Acronym:	MORALE
Full Project Title	Capacity building for curricula modernization of Syrian and Lebanese HEIs and lifelong learning provision: towards sustainable NGOs management and operation with special focus on refugees
Project No.:	598318-EPP-1-2018-1-LB-EPPKA2-CBHE-JP
Funding Programme:	Erasmus+ Programme
Project Coordinator.	Beirut Arab University

Work Package:	WP 4 – Curricula enhancement & delivery
Work Package Leader :	University of Alicante
Work Package Co-Leader:	IUST
Target Group:	All Project Partners
Starting Date:	February 2021
Activity Duration:	30 months
Last version date:	February 2021
Status:	Ongoing version
Document Version:	1 st Draft
Dissemination Level:	Internal

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1. Introduction

1.1. Overview of the project

MORALE stands for “*Capacity building for curricula modernization of Syrian and Lebanese HEIs and lifelong learning provision: towards sustainable NGOs management and operation with special focus on refugees*”. It is a structural project co-funded by the Erasmus+ Programme of the European Union, comprehended within the Key Action 2: Cooperation for Innovation which fosters Capacity Building for Higher Education. MORALE aims at building the capacities of Syrian and Lebanese Higher Education Institutions (HEIs) to train a new generation of high skilled professionals in NGOs management and operation to enhance inclusion of refugees and the rebuilding of the South Mediterranean society.

1.2. MORALE specific objectives

In order to generate the desired impact, MORALE is devised ensuing a twin-track approach that specifically will achieve the following objectives:

- To provide the NGO labour market sector with high skilled professionals trained by Universities to effectively manage and operate in NGO environments by means of:
 - Modernising Social & Behavioural Sciences and Business & Administration curricula.
 - Offering Life Long Learning (LLL) courses targeting NGOs professionals within the Syrian and Lebanese Higher Education System
- Awareness-raising on the key role that Higher Education plays in:
 - Provision of high-level competences for future NGOs professionals.
 - Strengthen inter-institutional cooperation among HEIs, NGOs and governments via networking actions within the field of Higher Education (HE).

1.3. MORALE expected results

To ensure the achievement of the above-mentioned goals, MORALE consortium, through the implementation of grounded activities and tailor-made actions, will work towards delivering the following outcomes:

- Building Human capacities in topics related to innovation and quality modernization of HE provision within their academic programming as well as LLL courses and in subjects related to NGOs by means of 4 Train of Trainers (and replication);
- Modernization of 7 academic programmes in Social & Behavioral Sciences and/or Business & Administration at Syrian and Lebanese HEIs;
- Creation of 21 LLL courses at Syrian and Lebanese HEIs;
- Publication of the in-depth needs’ analysis of the current HE studies programs shortcoming/inexistence in terms of NGOs management and operation with a multidisciplinary approach;
- Increased awareness among all targets in the key role HE has in the provision of high quality/innovative/multidisciplinary education for the training of the future NGOs professionals and in the skills update of current NGOs staff;

- Publication of a policy paper to increase awareness of the key role of local NGOs and the need for strong cooperation with academia and authorities that need to support them for more effective NGO operations.

1.4. Consortium

MORALE consortium is integrated by a balanced composition of local and international partners with the required experience and knowledge to produce the intended impact as follows:

- Partners from **Lebanon**, represented by 3 HEIs:
 - Beirut Arab University – BAU (COORDINATOR)
 - MODERN UNIVERSITY FOR BUSINESS AND SCIENCE- MUBS
 - Lebanese University- LU
- Partners from Syria, integrated by 4 HEIs and 1 NGO:
 - International University for Science and Technology (IUST)
 - Arab International University (AIU)
 - DAMASCUS UNIVERSITY (DU)
 - Sham Higher Institute for Islamic Sciences, Arabic Language
 - Alrashied Association – ARA
- Partners from the **European Union**, integrated by 3 HEIs and 1 NGO:
 - UNIVERSIDAD DE ALICANTE -UA – (Spain)
 - CARL VON OSSIETZKY UNIVERSITAET OLDENBURG-UOL- (Germany)
 - ALMA MATER STUDIORUM – UNIVERSITA DI BOLOGNA-UNIBO – (Italy)
 - ASTIKI MI KERDOSKOPIKI ETAIREIA KAIMI KUBERNITIKI ORGANOSI FOUR ELEMENTS- 4ELEMENTS – (Greece)

1.5. Work packages - WP

MORALE project activities will be organized in linear progression, building upon gradual outputs that lay the groundwork for subsequent. This structure of the activity is as follows:

- **Work Package 1 – MANAGEMENT**
 - Task.1.1 Technical, administrative & financial management
 - Task.1.2 Periodic project meetings
 - T1.3 IT tools for project management
- **Work Package 2 – NEEDS ANALYSIS**
 - Task.2.1 Study Visit at EU HEIS & NGOs
 - Task.2.2 Surveys and interviews design
 - Task.2.3 Data collection and analysis
- **Work Package 3 – CAPACITY BUILDING**
 - Task.3.1 Training of trainers
 - Task.3.2 Trainings replication
 - Task.3.3 Morale e-learning platform

- **Work Package 4 – CURRICULA ENHANCEMENT**
 - Task.4.1 Strategy for Curricula Modernisation
 - Task.4.2 Joint development of materials for New Bachelor courses & their implementation
 - Task.4.3 Equipment provision for the delivery of modernised bachelor and LLL courses
- **Work Package 5 - LIFELONG LEARNING (LLL) COURSES DESIGN & IMPLEMENTATION**
 - Task.5.1 Strategy for LLL courses creation and delivery
 - Task.5.2 Joint development of materials for professional training courses & implementation
- **Work Package 6 – DISSEMINATION & NETWORKING**
 - Task.6.1 Dissemination strategy package and website
 - Task.6.2 Internal and External daily dissemination actions
 - Task.6.3 Regional Round Tables with national and regional authorities
 - Task.6.4 National seminars
 - Task.6.5 Supra-regional conference
- **Work Package 7 – QUALITY ASSURANCE (UA leader)**
 - Task.7.1 Internal project quality control
 - Task.7.2 External project quality control

2. Overview of the Work Package 4 – Curricula Enhancement & Delivery

The main objective of WP4 – Curricula Enhancement & Delivery is to **substantially modernise existing bachelors in the Social and Behavioural Sciences and Business and Administration fields at PC HEIs by means of creating new subjects related with sustainable NGOs management and operation**. The subjects will be modernised in line with international and national requirements. This will result in at least in the substantial modernisation of 6 subjects and 1 final project, that will be delivered within the existing study programs of the Lebanese and Syrian HEIs partners of the MORALE consortium. This WP is led by the **University of Alicante (UA)**, with the support in a co-leadership role of the **International University for Science and Technology (IUST)**.

The main beneficiaries of this curricula enhancement process are the students of partner institutions. By targeting and providing tailor-made curricula content to students enrolled in **Social and Behavioural Sciences as well as Business and Administration**, MORALE will provide them with the necessary means to acquire the required competences to integrate a forthcoming high-qualified workforce committed to improve NGOs management and operation in Lebanon and Syria.

WP4 will be composed by the following tasks:

- **Task 4.1. Strategy for Curricula Modernisation:** Drawing upon the conclusions extracted from the WP2 – In-depth Needs Analysis and in coordination with the rest of the Consortium, UA and IUST will articulate steps, workplan and strategy to modernize the selected modules from Social and Behavioural Sciences as well as Business and Administration curricula of Lebanese and Syrian HEIs.
- **Task 4.2. Joint development of materials for New Bachelor Courses and Implementation:** Collaborative process between EU, Lebanese and Syrian partners to select, adapt and produce new materials, teaching methodologies and assessment mechanisms. These innovative materials will be developed taking into account student-centred, competence based and project-based learning methodologies. MORALE consortium will modernise 7 study programmes at bachelor level, enhancing 6 subjects and 1 final project per programme for a total value of 48 ECTS or equivalent metrics at national level. Within the framework of the MORALE project Guest lectures from national and local NGOs as well as academic experts from the EU partners will be provided.
- **Task 4.3. Equipment provision for the delivery of modernised bachelor and LLL courses:** MORALE consortium will facilitate the purchase of IT equipment in order to create a “study lab”,

generating a “formative learning environment” which enables Lebanese and Syrian partners to explore knowledge, skills and competences acquired during the curricula enhancement process. As such, each Lebanese and Syrian HEIs from the MORALE consortium will be able to purchase computers, webserver, smart board, networking equipment and licenses to facilitate the learning process of their students enrolled in these new modules.

The **responsibilities of each member of the MORALE consortium** within the implementation of the activities comprehended within WP4 – Curricula enhancement will be as follows:

For the **Lebanese** partners:

- **MODERN UNIVERSITY FOR BUSINESS AND SCIENCE (MUBS)** will be fully involved in the modernisation strategy so that it will perceive a sense of ownership and will be effective in modernising one bachelor. It will prepare new subjects materials and be in charge of the delivery of the modernised bachelor. It will be in charge of the purchase, setup and maintenance of the “study labs”.
- **Beirut Arab university (BAU)** will be fully involved in the modernisation strategy so that it will perceive a sense of ownership and will be effective in modernising one bachelor. It will prepare new subjects materials and be in charge of the delivery of the modernised bachelor. It will be in charge of the purchase, setup and maintenance of the “study labs”.
In addition, BAU will be a key player in the validation of the modernisation strategy and will be involved and support PC HEIs in the dissemination of the new courses and professional trainings to support HEIs to attract a relevant number of trainees. It will be involved in the definition of competence for the new subjects, provide guest lectures and host students’ traineeship.
- **Lebanese University (LU)** will be fully involved in the modernisation strategy so that it will perceive a sense of ownership and will be effective in modernising one bachelor. It will prepare new subjects materials and be in charge of the delivery of the modernised bachelor. It will be in charge of the purchase, setup and maintenance of the “study labs”.

For the **Syrian** partners:

- **International University for Science and Technology (IUST)** as WP co-leader will be a key player in the modernisation and professional training courses creation strategy providing crucial input for the appropriate orientation of PC HEIs. It will support all PC HEIs for the equipment provision. It will deliver guest lecture to the modernised bachelors.
- **Arab International University (AIU)** will be fully involved in the modernisation strategy so that it will perceive a sense of ownership and will be effective in modernising one bachelor. It will prepare new subjects materials and be in charge of the delivery of the modernised bachelor. It will be in charge of the purchase, setup and maintenance of the “study labs”.
- **Damascus University (DU)** will be fully involved in the modernisation strategy so that it will perceive a sense of ownership and will be effective in modernising one bachelor. It will prepare new subjects materials and be in charge of the delivery of the modernised bachelor. It will be in charge of the purchase, setup and maintenance of the “study labs”.
- **Sham Higher Institute for Islamic Sciences, Arabic Language** will be fully involved in the modernisation strategy so that it will perceive a sense of ownership and will be effective in modernising one bachelor. It will prepare new subjects materials and be in charge of the delivery of the modernised bachelor. It will be in charge of the purchase, setup and maintenance of the “study labs”.
- **Alrashied Association** will be a key player in the validation of the modernisation strategy and will be involved and support PC HEIs in the dissemination of the new courses and professional trainings to support HEIs to attract a relevant number of trainees. It will be involved in the definition of competence for the new subjects, provide guest lectures and host students’ traineeship.

For the EU partners:

- **University of Alicante (UA)** will develop the role of leader of the WP.
- **CARL VON OSSIETZKY UNIVERSITAET OLDENBURG (UOL)** will be a key player in the modernisation and professional training courses creation strategy providing crucial input for the appropriate orientation of PC HEIs. It will deliver guest lecture to the modernised bachelors.
- **ALMA MATER STUDIORUM – UNIVERSITA DI BOLOGNA (UNIBO)** will be a key player in the modernisation and professional training courses creation strategy providing crucial input for the appropriate orientation of PC HEIs. It will deliver guest lecture to the modernised bachelors.
- **4Elements** will be strongly involved in the definition of the expected competences graduates will need to enter in the labour market. It will deliver guest lecture to the modernised bachelors.

Interdependencies with other WPs of the MORALE Project:

- **WP1 – Management:** Horizontal actions within this WPs will ensure smooth implementation and coordination with partners of all activities across all tasks comprehended within the curricula enhancement process.
- **WP2 – Needs Analysis:** The selection of topics and subjects to modernise will be based upon the needs identified in the reports produced in this WP2 together with the conclusions and recommendations from WP2.
- **WP3 - Capacity building:** Training will be conducted in parallel with curricula enhancement actions, reinforcing the creation of the new materials
- **WP5 – Life Long Learning courses design and implementation:** This action will develop specific synergies with the curricula enhancement process, bridging academy and practice through the involvement of NGO professionals in both fields.
- **WP6 – Dissemination:** New modules created within WP4 will be intensely publicised in all MORALE dissemination actions (events, social media and website) by means of a Marketing Strategy foreseen in this plan, seeking maximum engagement from the main stakeholders within the field of development.
- **WP7 – Quality Control:** Mechanisms devised within this WP will guarantee achievement of the necessary standards.

3. Impact of the COVID-19 pandemic

Due to the disruption of the COVID-19 pandemic at global level and social turmoil within the local domain, many of the MORALE project activities have been modified or altered, prioritizing remote interaction and online cooperation between partners. While MORALE partners have demonstrated strong commitment to continue carrying out project actions, some of the tasks have been forcefully delayed.

Specifically within the framework of the WP4 – Curricula Enhancement activities, plans to formulate strategies and implement actions were **put at hold until the consolidation of the outputs from the WP2 – Needs Analysis**. The insights obtained within the preparations activities of the project have contributed to lay the groundwork and identify the gaps that should be tackled with the curricula enhancement.

Hence and considering the publication of the Needs Analysis deliverables in December 2020 (Month 16 of project implementation), a new schedule to executed WP4- Curricula Enhancement tasks is outlined as follows:

- **Task 4.1. Strategy for Curricula Modernisation:** Detailed strategy will be available by means of this document to immediate roll-out from February 2021 (Month 18 of project implementation).
- **Task 4.2. Joint development of materials for New Bachelor Courses and Implementation:** After approval of the previous strategy, MORALE consortium will conduct the bulk of their work within this curricula enhancement action throughout the whole remaining period of project implementations (from month 19 onwards). Specific timetable and workplan will be provided in this document.
- **Task 4.3. Equipment provision for the delivery of modernised bachelor and LLL courses:** Due to the financial restrictions in partner countries and while documentation tenders and other administrative

procedures have been produced, this task remains suspended. Until future definition of a clear strategy to effectuate the financial payments, the deadline to finalise this task is undefined.

MORALE consortium is evaluating the official request of an extension of the period of project implementation which could force to revise the above-mentioned deadlines. Considering the protraction and extent of the impacts of the COVID-19 pandemic crisis in Lebanon, Syria and Europe in general, partner will opt for the best solution to guarantee achievement and sustainability of project results, even if it requires modification of the suggested timelines in this strategy.

4. Content of the enhanced curricula:

MORALE will develop these new subjects by enhancing already existent curricula from the **Social and Behavioural Sciences and Business and Administration academic offer** of the Lebanese and Syrian HEIs of the consortium. The ultimate goal of the MORALE project is to promote that HEIs partners are able to provide high-quality teaching to their students in the field of NGO management & operation, shifting the focus towards fulfilling the requirements of the job market in terms of knowledge, skills and competences that are relevant for the day-to-day practice of the professionals in this field.

As such, MORALE will ameliorate the content of this curricula, in line with the following premises:

- **student-centred approach** which focuses on skills and practices that enable lifelong learning and independent problem-solving;
- **competence-based education** which phases the learning process on the student's demonstration of desired learning outcomes;
- **project-based learning** which allows students to acquire a deeper knowledge through active exploration of real-world challenges and problems;
- the **contribution of NGOs** professionals in the courses delivery to foster students familiarity with the day-to-day practice of working within that professional field;
- Improvement of **language command** by ensuring that 30% of the modernised course will be delivered in English (MORALE consortium will consider the reduction of this target according to partners' capacities);
- adaptation of **new assessment strategies** aligned with the above-mentioned measures.

New/improved courses will be structured integrating the following **elements**:

- course syllabi (credits, hours, calendar, dept., etc.);
- 48 ECTS will be modernized by course (Credit system to measure scope of the enhancement will be determined depending on the legal framework applicable to the Syrian and Lebanese HE, opting for the equivalence in terms of hour and self-study);
- multimodal teaching materials (theory & practice: real case studies);
- innovative students' assessment (based mainly in real case situations);
- reliance on ICT infrastructure, set up with the creation of the MORALE study labs (Task 4.3. Equipment provision);
- quality assurance measures;
- final project based on practical experience (1 month period of traineeship in one NGO);
- 1 Guest lecture delivered by each EU partner from the MORALE project;
- 1 Guest lecture delivered by NGO professionals.

The effective enactment of these new elements within the Syrian and Lebanese curricula offer will facilitate and innovative learning process. Hence, MORALE HEIs will produce a new generation of students versed in cutting edge knowledge, practical skills and applied problem-solving competences that NGOs in Lebanon and Syria demand to respond to the challenging context that their socio-political context presents. The involvement of Lebanese and Syrian NGOs as well as high-quality EU experts in the competence definition of this new curricula

will be pivotal for success, bridge the gap academia/labour market for the full advantage of the future NGOs professionals. MORALE HEIs that trailblaze educative innovation at national/regional level by directly answering the urgent demand of South-Mediterranean society to heal and rebuild.

This curricula enhancement process will comprehend the following **domains**:

- 7 academic programmes improved courses, encompassing :
 - 6 subjects +1 final project per academic programme = 48 ECTS (or equivalent) improved per academic programme
 - 1 guest lectures from NGOs professional per academic programme
 - 3 Guest lectures from EU partners per academic programme
- Modernised curricula delivered to at least 25 students per academic programme before the project finalises. Considering the context of each partner HEI, MORALE consortium can evaluate the possibility of reducing the target of enrolled students according to the specific capacity of the partner.

In total, the integrated **scope of the curricula enhancement** action undertaken by the MORALE project will comprise:

- 6 subjects + 1 final project per academic programme * 7 HEIs = 42 enhanced subjects + 7 enhanced final projects
- 48 ECTS enhanced per academic programme * 7 HEIs = 336 ECTS enhanced
- 1 guest lectures from NGOs professional per academic programme * 7 HEIs = 7 lectures
- 3 Guest lectures from EU partners per academic programme* 7 HEIs = 21 lectures

5. Conclusions from WP1- In-depth needs analysis

WP1- In-depth Analysis has yielded important insights that contributed to identify the main areas for action for curricula enhancement process. After a comprehensive data collection process uniting in the search process the higher education system and NGOs sector from Lebanon and Syria, MORALE consortium has obtained relevant awareness on the necessities, challenges and gaps within the NGO sector and how the Higher Education is failing to address them with inadequate academic offer. MORALE consortium has produced two-fold analysis, elaborating 2 deliverables that help to understand the underpinning constraints that should be tackled with the curricula enhancement process. The conclusions from these reports are as follows:

A. Reports on study visit at EU HEIs & EU NGOs: Throughout the first 16 months of the MORALE projects, partners have participated on study visits at UNIBO, UA and UOL with the following objectives:

- Exposure to relevant curricula offer from the EU partners in the field of NGO management & operation.
- Engagement with NGO practices within the EU context, particularly working with refugees and migration.

Afterwards, MORALE Consortium has undertaken a process of reflection in order to adapt and integrate this lessons learnt within other MORALE project activities but particularly during the curricula enhancement process. Therefore, the main conclusions of this reflective process are as follows:

- A **preliminary conceptual map for the development of the courses' curriculum** to be drafted by the European partner universities, based on their experiences in the field and the results of the in depth needs analysis report --- **STRATEGY**: D4.1.1. Strategy for

Curricula Modernisation, within this publication, will outline these strategic processes to ensure smooth operation of the curricula enhancement process.

- Share relevant **sample syllabi of these courses**, which are currently used by the European partner universities. --- **STRATEGY:** During the curricula enhancement process, EU partners will provide guidance and references to Lebanese and Syrian to develop the syllabi of these courses.
- Share **European partner universities teaching and learning methods** for the implementation of the identified curriculum modules and LLL courses. --- **STRATEGY:** As in the previous action, EU partners will assist the building-up process to consolidate teaching capacities from Lebanese and Syrian partners, enabling them to switch to innovative teaching and learning methodologies.

- B. **In-depth Need Analysis report:** “*Syrian and Lebanese study programme offer in sustainable NGOs management and NGOs management status quo in Syria and Lebanon*”: After a comprehensive data collection process, MORALE consortium has gained in-depth knowledge of current status of study programme offer (bachelor/LLL) in sustainable NGOs management from PC HEIs and NGOs labour market demands in Syria and Lebanon.

Two main conclusions of this activity feed into the curricula enhancement process as follows:

B.1. Subjects recommended for Curricula Development: The report conducts a pairing exercise by identified relevant subjects and knowledge disciplines, by bridging the Questionnaires distributed among Higher Education personnel and the Interviews conducted among NGO professionals according to the following table extracted from the report:

Table 1. Subjects recommended for Curricula Development

Questionnaires to identify academic offer at HE level	Interviews to identify most important skills / highest needs among NGO professionals
NGO Management Fundamentals (Inc. Strategic Planning)	<ul style="list-style-type: none"> • Team working • Planning • Conducting Research (surveys, sampling, information collection and interpretation of data)
Fundraising & Entrepreneurship	<ul style="list-style-type: none"> • Fundraising • Preparing a grant proposal
Project Management	<ul style="list-style-type: none"> • Project Management – How to integrate monitoring into the project plan • Project Management – How to make a needs assessment
Governance for NGOs	<ul style="list-style-type: none"> • Project Management – How to integrate monitoring into the project plan
Communications and Public Relations (Inc. Psychology/emotional intelligence)	<ul style="list-style-type: none"> • External and Internal Analysis (SWOT Analysis)

Human Resources Management & volunteering management

- Interviewing & Counselling

This conclusion narrows down the thematic scope of the curricula enhancement process. The recommended subjects orient partners towards the knowledge areas in which they must identify the modules that will undergo the curricula enhancement in collaboration with EU partners. By following this course of action, MORALE partners in Syria and Lebanon will update their academic offer aligning it with the current needs of the NGO labour market.

B.2. Development framework for curricula enhancement: in line with the conclusions of the report, the following strategies should be adopted for the curricula enhancement process:

- Lebanese and Syrian partners must select **course level to implement the curricula enhancement process:** According to the Needs Analysis, in Lebanon this action will best suited to be conducted at Masters while in Syria it seems to be more appropriate to choose programmes at Bachelor/Graduate level.
- Lebanese and Syrian **partners must determine development framework that fits better the curricula enhancement process:** For this operational decision, partners will factor time constraints and agility of bureaucratic process. As such, partners will choose between the following array of development frameworks:
 - a) **Curriculum Enhancement:** Introducing all components to NGO Management without main alteration. The major changes will be implemented on the content and instructional methods to embrace sustainability and NGO management topics. This option will allow for modifications of the learning outcomes, assessment methods, pedagogy as well as content but will not require approval by national authorities.
 - b) **Curriculum Modification:** Same as the curriculum enhancement approach with one exception to the ability to change the title of courses. This option contemplates similar possibilities to the previous one but also adds the capacity to modify assessment and grading.
 - c) **New/Altered Curriculum:** This approach implies a major transformation of the curriculum with the possibility to introducing new modules or removing courses. This option enables complete restructuring of academic programmes and involve the national Authorities to accredit the new defined courses.

The implications of the 3 different strategies for framework development at every domain of the curricula enhancement process are illustrated in the following table:

Table 2. Development framework options

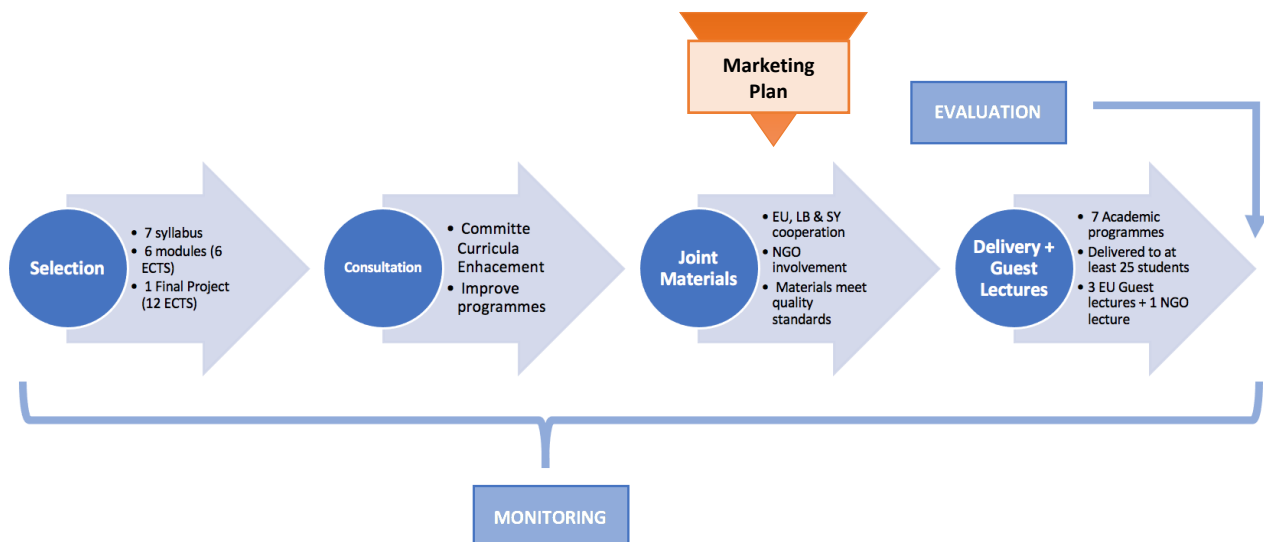
DEVELOPMENT FRAMEWORK OPTIONS	Option 1 Curriculum Enhancement	Option 2 Curriculum Modification	Option 3 Curriculum Alteration / New
Change of Course Title	—	✓	✓
Change in Credit Value	—	—	✓
Additional or removal of core or optional courses	—	—	✓
Change of Method of Delivery	—	—	✓
Change in Learning outcomes	✓	✓	✓
Change in Assessment Methods	✓	✓	✓
Change in assessment weighting or Grading Policy	—	✓	✓
Change in Instructional Methods	✓	✓	✓
Change in Content	✓	✓	✓

The accreditation process, that will require the creation of a completely new curriculum, has been already explored with Syrian and Lebanese partners in close contact with the different Ministries responsible for policy at Higher Education level. Nonetheless, the current delay on MORALE project activities advises to simplify the process at maximum. As such, it is strongly recommended to **limit the process to option 1. Curriculum Enhancement process** or Option.2 Curriculum modification. In congruence with Needs Analysis conclusions, MORALE consortium believes that the objectives of improving, fine-tuning and adapting academic offer to NGO management and operational necessities of the professionals working in the field in Lebanon and Syria can be completely satisfied by limiting the action to this type of intervention that does not comprise timeframes and deadlines with lengthy accreditation processes. To circumscribe the curricula enhancement to the most agile operational development framework is a pivotal question in order to comply with the timelines of implementation set by the MORALE project.

5. Strategy for curricula enhancement

MORALE consortium has designed **4th steps strategy** to carry out the curricula enhancement process, grounding the plan within the contextual limitations of both partner countries as well as current pace of implementation of the MORALE project. The ultimate goal of this strategy is to organise a feasible plan for implementation of the curricula enhancement process which allows partners to educate students that are able to substantially contribute to the urgent struggle to improve NGOs management and operation capacities in Syria and Lebanon.

The graph below illustrates the linear development of the curricula enhancement process:



In detail, these steps will be accomplished as follows:

5.1. Selection of the academic programmes (subjects and final project): This step will become crucial to allow for the depiction of a concrete baseline from which the curricula enhancement can be launched within each partner HEIs. Failing to comply in time or quality with this step will seriously jeopardise iterative progress of the curricula enhancement process. The specific elements of this step are:

- Each Lebanese and Syrian HEIs will choose the **most appropriate academic programme** for curricula enhancement. This academic programme should be comprehended within the following academic disciplines: ***Social and Behavioural Sciences*** and/or ***Business and Administration***.

- Each partner should decide what **academic level (Bachelor/Graduate or Master)** suits better the purpose of this action. Therefore, they must factor bureaucratic room for maneuvering to fulfill the requirements for curricula enhancement without compromising timeframes.
- Each academic programme should have currently enrolled **at least 25 students** or at the minimum to guarantee the capacity and institutional means to enroll at least 25 students before the second semester of the academic year of 2021-2022. This target can be modified according to the contextual constraints of each HEI.
- Within the selected academic programme, each partner must define the modules for curricula enhancement, according to the following criteria:
 - 6 subjects of 6 ECTS or equivalent in compliance with national qualification framework¹. Partners can select more subjects if necessary to reach the total amount of 36 ECTS for curricula enhancement
 - 1 final project of 12 ECTS or national qualification framework².
- In consonance with the Needs Analysis and to satisfy the gaps at NGOs management and operational competences, these modules should have a connection with the following **thematic areas or academic discipline**³:
 - NGO Management Fundamentals (Inc. Strategic Planning).
 - Fundraising & Entrepreneurship.
 - Project Management.
 - Governance for NGOs.
 - Communications and Public Relations (Inc. Psychology/emotional intelligence).
 - Human Resources Management & volunteering management.
 - The content of these subject will contribute to the goal of the MORALE project and the European Commission cross-cutting priority to support the integration of migrants and refugees in higher education and research institutions.

Partners can freely decide to concentrate their focus in certain thematic areas as it is not mandatory to cover all of them during the curricula enhancement process. Making a strategic decision on the 6 subjects selected will significantly facilitate the curricula enhancement process, allowing for a fruitful collaborative work that does not require external accreditation by national authorities.

- Each partner will provide a **SYLLABUS - detailed description of each one of the modules selected**, translated into English and strictly comprehending the following elements:

¹ European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. More information can be retrieved from here: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

² Ibid.

³ Details on the thematic selection for the subjects to improve can be found in Table 1. Subjects recommended for Curricula Development (p.7).

- ECTS measurement per selected subject or equivalent.
- Description of the subject
- Content
- Learning outcomes
- Teaching methodology
- Assessment methodology
- Grading criteria
- Bibliographical references and resources
- Schedule

A template will be provided by UA to fill in this thorough information.

In order to assess, potential challenges to implement the task by Syrian and Lebanese HEIs, this template will ask specifically for:

- Capacity from partners to enroll **25 students** in the enhanced academic programme.
- Capacity to deliver **30% of the enhanced curricula in English**.

By means of this course of action, MORALE consortium will be able to identify potential setbacks and plan mitigation strategies.

- Each partner must communicate the **development framework** that they will adopt to conduct the curricula enhancement process. MORALE consortium strongly advises against overcomplicating and suggests to limit extraneous accreditation processes which can overburden partners capacity to finish the task on time.

The foreseen options are as follows⁴:

- **Curriculum Enhancement:** Limits intervention at modification of learning outcomes, assessment methods, pedagogy as well as academic content of the modules.
- **Curriculum Modification:** Same as the curriculum enhancement approach with one exception to the ability to change the title of courses. This option contemplates similar possibilities to the previous one but also adds the capacity to modify assessment and grading.
- **New/Altered Curriculum:** This option enables complete restructuring of academic programmes and involve the national Authorities to accredit the new defined courses.

OPERATIONAL INSTRUCTIONS – Selection of the Academic Programmes:

- UA will circulate among partners templates (according to the strategy outlined above -syllabus) to select the academic programmes --- **19th February**
- Each Syrian & Lebanese HEIs will fill in the templates with all the required information --- **26th March**

5.2. Consultation process: After selection of the most appropriate programmes for curricula enhancement amongst the academic offer of HEIs partners in Syria and Lebanon, MORALE

⁴ More details on reasoning behind this advice can be examined in Table 2. Development framework options (p.7)

consortium will nominate the **Curricula Enhancement Committee (CEC)**, integrated by the following participants.

- **UA** as leader of the task will nominate --- **1 Project Manager** to oversee implementation of the task.
- **IUST** as co-leader of the task will nominate ---- **1 Project Manager** to assist smooth operation roll-out and communication with Syrian and Lebanese partners
- **Each Lebanese and Syrian HEIs** will nominate --- **1 Academic Supervisor** per 7 SY & LB HEIs = 7 Academic supervisors who will be responsible to manage curricula enhancement process within their institutions, communicating their needs and complying with process requirements.
- **Each EU partner** will nominate --- **1 Academic Expert** per 4 EU partner = 4 Academic Supervisors who will provide expertise and guidance in the specific areas of knowledge in which the curricula enhancement is conducted.
- **Alrashied Association**, as the only NGO representative from the MORALE consortium, will nominate --- **1 Professional Advisor from Syria** to contribute to attune the curricula enhancement to the necessities of the day-to-day practice of NGOs management and operation in Syria.
- **MORALE Consortium** will search to appoint --- **1 Professional Advisor from Lebanon** to contribute to attune the curricula enhancement to the necessities of the day-to-day practice of NGOs management and operation in Lebanon. MORALE Consortium will be force to search outside the consortium for this expertise as it lacks NGO institutions from this country.

The **Curricula Enhancement Committee (CEC)** will meet every 3 months after its nomination and until the finalization of the task to review progress on the Curricula Enhancement process as well as to devise contingency measures to achieve the final goal. The **responsibilities of its members** will encompass:

- Review and monitor next steps of the curricula enhancement process.
- Provide support to Syrian and Lebanese HEIs on their curricula enhancement process.
- Set up a forum for discussion on the implementation of the process.
- Assist and follow-up in Accreditation processes if necessary.

OPERATIONAL INSTRUCTIONS – Consultation process:

- Each partner will nominate its representatives --- **16th April**
- CEC will meet every 3 months from date until finalization of the task --- **Every 3 months**

5.3. Joint Development of materials: Acting upon the information provided by the Syrian and Lebanese HEIs partners, the CEC will initiate the individualized curricula enhancement process. In order to carry out this task:

- **4 Academic Experts from the EU partners** will provide comments, suggestions and new additions to enhance the 7 academic programmes proposed by the Lebanese and Syrian HEIs partners. They will work directly upon the Syllabus provided by partners in previous steps. They will formulate specific components of the syllabus (learning outcomes, teaching methodology, assessment procedures, bibliographical references) when necessary.
- **2 professional Advisors** will ensure that the recommendations provided by the EU experts are adequate to their nuanced understanding of the context in Syria and Lebanon in terms of NGOs management and operational necessities.
- **7 Academic supervisors from Syrian and Lebanese HEIs** will:

- Review the content and request clarifications and/or communicate allegations
- Make all the necessary academic, bureaucratic and administrative arrangement to ensure that these new syllabi are approved at institutional level.
- Publicise the enhancement of the selected academic programme to guarantee minimum enrollment of 25 students (if no modification to these target apply).

These joint materials should be developed as specified in section 4. Content of the Curricula enhancement (p.6). CEC will guarantee that all features are achieved and incorporated throughout the process. As such, these curricula must ensure that in their delineation they meet the following standards:

- Student-centred approach;
- Competence-based learning;
- Contribution of NGOs;
- 30% of the delivery in English (if the partner has the capacity to carry out this action);
- Updated assessment strategies.

OPERATIONAL INSTRUCTIONS – Joint Development of materials:

- This task should be carried out during the next 6 months after the nomination of the CEC---
15th September

5.4. Implementation and delivery (including guest lectures): Each Syrian and Lebanese HEIs should be ready to start delivering the enhanced academic programmes at the latest before the second semester of the academic year 2021/2022. These calculation factors the extension to be granted by the EACEA to the MORALE project.

Therefore, Syrian and Lebanese HEIs should expedite all due procedures to enable their institutions to deliver and publicise these news academic programmes accordingly. This action includes the following elements:

- Capacitation of their academic staff to teach, assess and facilitate learning from the new joint materials developed.
- Institutional support at management, administrative and bureaucratic level of these enhancement.
- Infrastructure by means of the equipment purchased for the “study labs” is set to enable student’s learning process.

Particularly important for this delivery step is the provision and logistic accommodation of the Guest lectures in each one of the enhanced academic programmes which should be delivered as follows:

- 3 guest lecture each in each academic programme delivered by expert of the 3 EU HEIs of the MORALE consortium.
- NGOs representatives (selected by each institutions) will deliver 1 guest lecture in the framework of each improved academic programme.

These guest lectures should be carried out during the second semester of the 2021/2022 academic year. These guest lectures, depending on the logistics challenges, can be delivered on face-to-face basis or online. If for the EU partners guest lectures involve international travel, MORALE consortium will guarantee that these guest lectures are carried out within the mobility flows of the project.

OPERATIONAL INSTRUCTIONS – Implementation and delivery:

- Academic programmes should be ready to be delivered --- **second semester 2021/2022**
- Guest lectures should be implemented --- **second semester 2021/2022**

5.5. Evaluation & Monitoring: EMINENT Consortium, in coordination with the implementation of WP7 – Quality Control of the project, will launch specific quality control mechanisms to monitor the roll-out of this process and check for the final outcomes of the Curricula Enhancement. As such, mechanisms will be implemented as follows:

- **Monitoring of the Curricula Enhancement:** Throughout the whole process, Quality Board of the MORALE project will receive periodic updates on the evolution, milestones achieved and setbacks.
- **Ex-post Evaluation:** In accordance with the Quality Control Plan of the MORALE project, a twin-track approach will be implemented to verify the quality standards of this activity
 - **At internal level:** MORALE Quality Board will check if all the final outcomes of the process have been met quality standards.
 - **At external level:** External Evaluator will analyse the implementation and result of this activity as well as provide recommendations for long-term sustainability and exploitation of the enhanced curricula within the context of the Lebanese and Syrian HEIs.

OPERATIONAL INSTRUCTIONS – Evaluation & Monitoring:

- Monitoring throughout the whole process
- Ex-post Evaluation --- **Finalisation of the activity**

6. Curricula Enhancement - Marketing Plan

MORALE Consortium will support Syrian and Lebanese HEIs to elaborate and conduct a specific Marketing Plan for each partner, adapted to the contextual situation of each institution. The ultimate **objective** of this Marketing Plan aims at:

- Ensure that each enhanced academic programme has at least 25 students (if no modifications to this target apply).
- Guarantee sustainability and visibility of this enhanced curricula in the long term within the institution.
- Raise awareness of the key role of local NGOs and the need for strong cooperation with academia and authorities that need to support them for more effective NGO operations.

As such, each Syrian and Lebanese HEIs, at the stage Joint Development of materials, will present a **brief Marketing Plan** comprehending the following elements:

- Mapping exercise of the stakeholders within their institution with vested interests in the topics of curricula enhancement process: academic staff, management & students clusters.
- Mapping exercise of the stakeholders outside their institution with vested interests in the topics of curricula enhancement process: NGO staff, international organisations, etc.

- Enumeration of the dissemination actions to undertake in order to achieve the above-mentioned goals

MORALE will leverage dissemination activities of the project, providing an effective platform for partners to implement their marketing plan. These activities are:

- Engagement with MORALE dissemination plan to study potential synergies.
- Intensive use of the MORALE dissemination package and MORALE website to circulate within its institutions.
- Collaboration with MORALE project social media channels.
- Contribution to the Newsletters
- Direct input and support to the organization of the 3 regional round tables, presenting outputs of their curricula enhancement process.
- Participation in the 4 National seminars to foster discussion on the topics related to the curricula enhancement process between HEIs academics, researchers, students and NGOs staff.
- Involvement in the 1 Supra-Regional Conference, showcasing the achievements of the curricula enhancement process as pivotal to reinforce dialogue (policy dialogue also) among HEIs and national/regional authorities and NGOs on the importance of HE provision of training on the inclusion of sustainable NGOs management and operation with special focus on the refugees crisis.