

# MORALE

**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**

Erasmus+ KA2 – Capacity Building in the field of Higher Education  
593818-EPP-1-2018-1-LB-EPPKA2-CBHE-JP

**1<sup>ST</sup> EXTERNAL MONITORING REPORT**

**August 1<sup>ST</sup> 2019 – February 1<sup>st</sup> 2021**

**Produced by David Alpera (External Expert)**

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## LIST OF ABBREVIATIONS

CBHE – Capacity Building in Higher Education

CEC – Curricula Enhancement Committee

DAC – Development Assistance Criteria

EC – European Commission

ECTS – European Credit Transfer System

EU –European Union

HE –Higher Education

HEI – Higher Education Institution

ICQR – Internal Quality Control Report

IT – Information Technology

LLL – Life Long Learning

M - Month

MoU – Memorandum of Understanding

NGO – Non-Governmental Organization

N.S. – National Seminar

PC – Partner Country

QA – Quality Assurance

QB – Quality Board

QC – Quality Control

R.R.T. – Regional Round Table

SWOT – Strengths, Weaknesses, Opportunities and Threats

ToT – Training of Trainers

WP – Work Package

WS – Workshop

# 1. EXECUTIVE SUMMARY

Beirut Arab University (BAU), Project Coordinator for MORALE Project, selected Mr. David Alpera (after the corresponding Call for Expression of Interest: External Evaluator) as **Expert** to undertake the external formative evaluation of the main results achieved.

The **Evaluation** is divided in 2 steps: Midterm and Final Evaluation. The current document corresponds to the Midterm Evaluation and has been delivered on February 2021.

**MORALE** – 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 - is an Erasmus+ CBHE Project which aims at building the capacities of Syrian and Lebanese Universities, to train high skilled professionals in NGO management/operation, towards enhanced inclusion of refugees and a rebuilt of the South Mediterranean society.

Agreed **Methodology**, basically, includes Quality Control Monitoring & Evaluation Matrix, MORALE Causal Pathway, Evaluation Criteria, Metrics and Indicators, Strategy to provide Recommendations and Workplan & Evaluation activities, and is to analyse and evaluate activities, performances, indicators and results.

Up to date, for the evaluated period contained in this External Evaluation Report, main **findings** of corresponding **criteria** are:

- **Relevance.** It is confirmed that –via In-depth Needs Analysis Report (2.3.1)- main challenges and needs of local Project partner HEIs and NGOs – have been identified, and its needs, are matched with Project activities. Needs Analysis Report´ result-s, are consistent with MORALE requirements. The planned sequence of activities are to keep on producing the expected outputs/outcomes.
- **Coherence.** 3.1.1 (Training Plan), produced, a comprehensive document, considered as properly addressing needs (determined at WP2) and objectives of WP3 (and, subsequently, of the whole Project). In terms of 3.1.2 (ToT) is to start at the end of February 2021; therefore, to be reported at the end of MORALE Project.
- **Effectiveness.** In terms of due deliverables for the first 18 months, that were not produced, 4.3.1 (Study Labs) is in a stage of work in progress; financial crisis, and its effects, have led to a delay in the procurement of the equipment. As per 3.3.1 (E-Learning platform), was not due within the time scope of the Mid Term External Evaluation Report.

- **Impact.** *To be addressed in 2<sup>nd</sup> (Final) Report, since –results assessed- are not within the time scope of the 1<sup>st</sup> External Evaluation.*
- **Sustainability.** *To be addressed in 2<sup>nd</sup> (Final) Report, since –results assessed- are not within the time scope of the 1<sup>st</sup> External Evaluation.*

5.1.1 (Strategy for LLL Courses) was delivered and will be fully assessed at the Final External Evaluation Report, within the whole WP5 (and Sustainability Evaluation Criteria)

## 2. BACKGROUND; THE MORALE PROJECT

MORALE (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) is an Erasmus+ Capacity Building project, within KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education.

MORALE project started in August 2019 and will last for 36 months; it is founded on the undeniable need for integrating and making the HE sector, specifically PC HEIs, the key players in the generation of the future NGOs high skilled professionals and for the provision of LLL for NGOs professionals.

### 2.1 Objectives

The project aim is to build the capacities of Syrian and Lebanese 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.

The **specific objectives** are:

- To provide the NGO labour market sector with high skilled professionals trained by PC HEIs to effectively manage and operate in NGO environments by means of modernising Social and Behavioural Services curricula and by offering LLL courses targeting NGOs professionals at PC HEIs
- Awareness-raising on the key role of HE plays in the provision of high level competences for future NGOs professionals and to strengthen inter-institutional cooperation among HEIs, NGOs and governments through networking actions

### 2.2 Project partners

MORALE brings together the efforts of eight institutions and organizations in Syria and Lebanon, along with four European partners:

- Beirut Arab University (BAU), Lebanon
- Modern University for Business and Science (MUBS), Lebanon
- Lebanese University (LU), Lebanon
- International University of Science and Technology (IUST), Syria
- Arab International University (AIU), Syria
- Damascus University (DU), Syria
- Sham Higher Institute for Islamic Sciences, Arabic Language, Islamic Studies and Researches (SHIARS), Syria
- Alrashied Association (ARA), Syria
- University of Alicante (UA), Spain
- Oldenburg University (UOL), Germany
- Alma Mater Studiorum Università di Bologna (UNIBO), Italy
- Four Elements (4Elements), Greece

### 3. EVALUATION SCOPE AND METHODOLOGY

Main focus of the Evaluation has been: 1) The **context** of the project and activities implementation with focus on expected work plan 2) Analysis of the **involvement of partners and stakeholders** 3) Analysis of **main results** achieved by the project until now.

**Methodology**, basically, includes Quality Control Monitoring & Evaluation Matrix, MORALE Causal Pathway, Evaluation Criteria, Metrics and Indicators, Strategy to provide Recommendations and Workplan & Evaluation activities, and is to analyse and evaluate activities, performances, indicators and results.

Impact will be having their expected effects in the mid/long term. Logical Framework for project is a planning tool, closely related to previously mentioned elements, and it will be also considered in the evaluation process

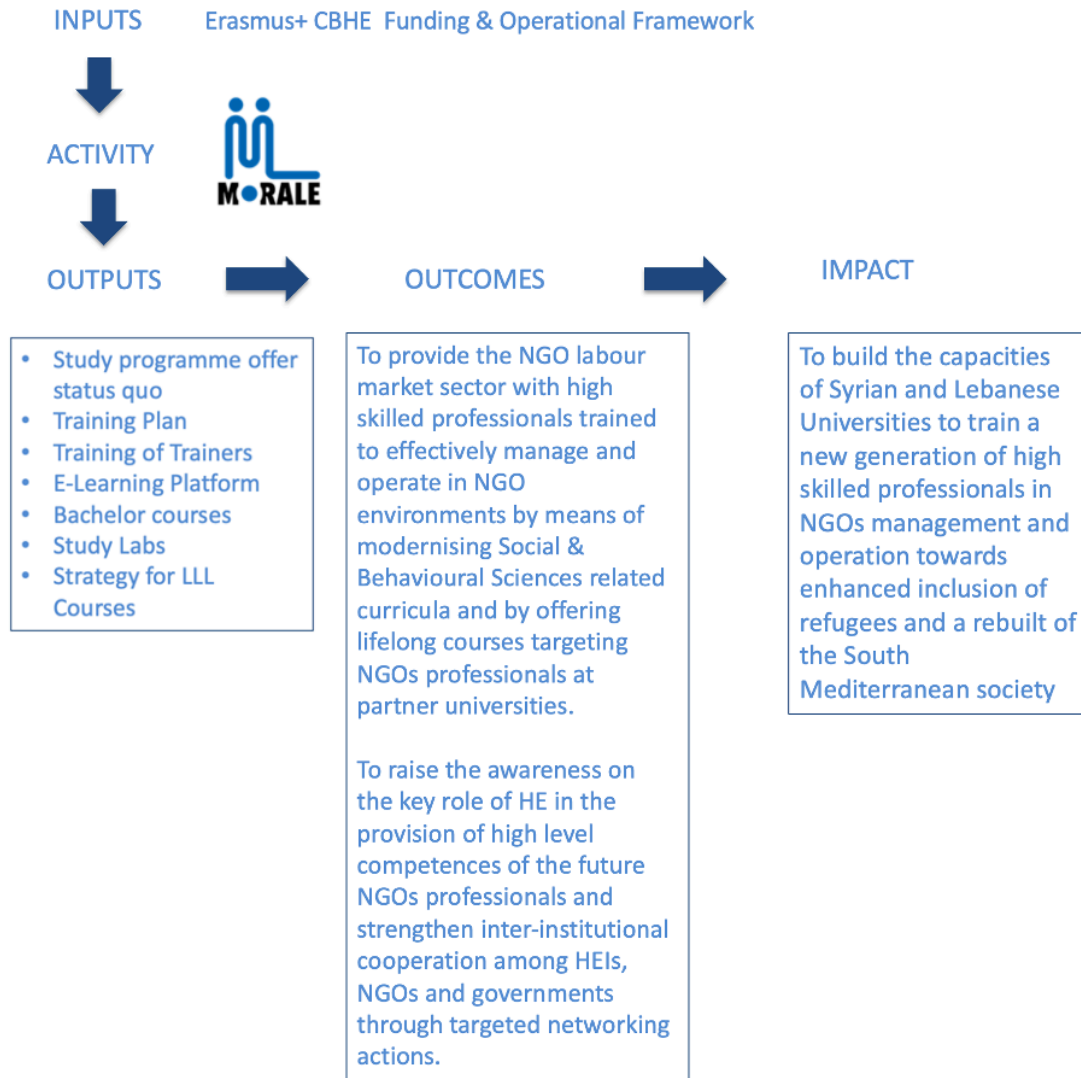
#### 3.1 Objective

The external evaluation will examine the **extent to which the project reached the objectives stated in the application and work-plan**, agreed by partners and the funding agency. Some specific issues, among others, included:

- The extent to which the project achieved its results
- Analysis of documentation
- Proposals for improvements to assist with project sustainability
- Mentioning good practices
- Evaluate project´s Impact, Coherence, Relevance, Effectiveness and Sustainability.

### 3.2 MORALE Causal Pathway

The following figure includes a Basic Diagram showing the interaction of inputs, activity, outputs, outcomes and impact, to obtain the desired goals.



### 3.3 Evaluation Criteria, Metrics and Indicators



The Evaluation will apply 5 basic criteria from DAC standards for evaluating development assistance.

<b>RELEVANCE</b>	Objectives are consistent with beneficiaries' requirements and needs.
<b>EFFECTIVENESS</b>	Objectives were achieved or are expected to be achieved
<b>COHERENCE</b>	Activities undertaken allow the EU to achieve its policy objectives.
<b>IMPACT</b>	Looks at the potential long-term effects produced, directly or indirectly, intended or unintended.
<b>SUSTAINABILITY</b>	Benefits continue after intervention.

### 3.4 Evaluation Matrix

The evaluation matrix includes questions linked with the five DAC Criteria (see 3.3) and main results to be assessed.

<b>CRITERIA</b>	<b>MAIN EVALUATION QUESTIONS</b>	<b>MAIN RESULTS TO BE ASSESSED</b>
<b>RELEVANCE</b>	How relevant has been the contribution of MORALE with regards the needs identified?	D2.3.1 Syrian and Lebanese Study Programme offer in sustainable NGOs management and NGOs management status quo in Syria and Lebanon
<b>COHERENCE</b>	Have the MORALE materials developed and the training provided been appropriate and coherent?	D3.1.1 Training Plan D3.1.2 Training of Trainers
<b>EFFECTIVENESS</b>	Has the MORALE activities developed been appropriate and consistent?	D3.3.1 E-learning platform D4.3.1 Study labs
<b>IMPACT</b>	What has been the main impact of MORALE?	D4.2.1 Bachelor courses
<b>SUSTAINABILITY</b>	Would the planned activities contribute to a financial, institutional and policy sustainability of MORALE outputs?	D5.1.1 Strategy for LLL Courses

## 4. ANALYSIS BY WORK PACKAGES, OUTCOMES AND ACTIVITIES

### 4.1 Work Package 1 – Project Management

Coordination	BAU Lebanon
Dates	M1 – M36
Description	Managing the Project activities implementation and properly executing administrative and financial issues, towards ensuring a smooth Project implementation (from both, the technical and administrative/financial points of view).
Tasks	1.1 – Technical, Administrative & Financial Management 1.2 – Periodic Project meetings 1.3 – IT tools for Project Management
Expected Deliverables/ Results/ Outcomes	1.1.1 – Administrative and Financial reports 1.1.2 – Technical Implementation reports 1.2.1 – Virtual and face-to-face Project Meetings Reports 1.3.1 – MORALE IT Management tools

#### 1.1 – Technical, Administrative & Financial Management

- This Task consists in regularly monitoring the partners´ performance, along with performance, activities implementation, results and budget execution to ensure the proper Project deployment.
- 1.1.1 – Administrative and Financial reports
- BAU, as Project Coordinator, has confirmed that, above mentioned monitoring and proper follow up, has been in place **via Minutes** of held internal **Project Management Meetings** (on file).  
**Detailed Meetings/Minutes:** 1<sup>st</sup> to 6<sup>th</sup> months Report, addressed with Kick-off-Meeting [October 14<sup>th</sup>-16<sup>th</sup> 2019] and UNIBO Study Visit [January 23<sup>rd</sup>-24<sup>th</sup>].  
7<sup>th</sup> to 12<sup>th</sup> months Report, addressed with Steering Committee Meeting [May 13<sup>th</sup> 2020], EC {Lebanon Delegation} Monitoring visit [July 22<sup>nd</sup> 2020] and Steering Committee Meeting [September 7<sup>th</sup> 2020].  
13<sup>th</sup> to 18<sup>th</sup> months Report, addressed with UA Study virtual Visit [October 7<sup>th</sup>-8<sup>th</sup> 2020], UOL Study virtual Visit [November 5<sup>th</sup> 2020], Steering Committee Meeting [January 15<sup>th</sup> 2021] and WP Strategies Meeting [January 25<sup>th</sup> 2021].
- And, as requested, corresponding Interim and Final Technical (**contractual**) **Reports**, to be issued, for the EC.
- 1.1.2 – Technical Implementation reports

- BAU, as Project Coordinator, has confirmed that, above mentioned monitoring and proper follow up, has been in place **via Minutes** of held internal **Project Management Meetings** (on file).  
**Detailed Meetings/Minutes:** 1st to 6th months Report, addressed with Kick-off-Meeting [October 14th-16th 2019] and UNIBO Study Visit [January 23rd-24th].  
7th to 12th months Report, addressed with Steering Committee Meeting [May 13th 2020], EC {Lebanon Delegation} Monitoring visit [July 22nd 2020] and Steering Committee Meeting [September 7th 2020].  
13th to 18th months Report, addressed with UA Study virtual Visit [October 7th-8th 2020], UOL Study virtual Visit [November 5th 2020], Steering Committee Meeting [January 15th 2021] and WP Strategies Meeting [January 25th 2021].
- And, as requested, corresponding Interim and Final Technical (**contractual Reports**), to be issued, for the EC.  
As well, *applies to 1.1.1*, contingency and mitigation measures have been dealt with at the Quality Plan, newsletters are up and running; templates and contact list, also made available.
- As another tangible result for, both, 1.1.1 and 1.1.2, a Project Management Plan (PMP) was delivered on July 2020 –in English-. A comprehensive document, addressing the following aspects: 1) Introduction to MORALE Project 2) MORALE Consortium [Structure, Governance Bodies, Steering Committee, Scientific Coordination Committee, Coordinator, WP leaders, Members, Administrative Team, Staff, Decision making procedures] 3) Project activities Workplan 4) Project Financial Management [Financial reporting, Exchange rates, Staff costs, Travel costs and costs of stay, Equipment costs, Subcontracting costs, Procedures for Reimbursement and Budget Transfer] 5) Internal Project communication.  
It includes Templates: WP Report, Joint Declaration, Project time sheet, Individual travel report and Meeting attendance sheet.
- The evaluator confirms – Deliverables 1.1.1 and 1.1.2-, achieve their aim (via mentioned regular Meetings and Minutes), of becoming a management tool – also contributing to the Project ´s implementation, in line with the work plan and budget-.

## 1.2 – Periodic Project meetings

- With an objective of planning and implementing six-monthly consortium face-to-face Meetings (plus 3 virtual ones), in order to discuss about the Project implementation, mitigating potential challenges and agreeing on tasks, responsibilities and deadlines for the next period-s.
- 1.2.1 - Virtual and face-to-face Project Meetings Reports

- **On file** –refer to Deliverables 1.1.1 and 1.1.2- **Minutes** (and other documentation) for the **nine events** that have taken place, so far, at the time of producing the Mid Term External Evaluation Report; it includes virtual and face-to-face meetings, Kick-off-Meeting ( <https://www.ogpi.ua.es/content/morale-kick-meeting-beirut/> , <http://www.mubs.edu.lb/oia/news/5464.aspx> ), Study Visits.
- Due to **COVID-19** and travel restrictions in place, Study Visits to UA and UOL were virtually held (rather than on a face-to-face format).
- Regarding the **qualitative** side of this activities, four feedback surveys were produced [Kick-off-Meeting and study visits to UOL, UA –both, virtual- and UNIBO], in order to gather input/opinions from participants – refer to 2.1.1- . Questionnaires did address several aspects (“Before the Meeting/Visit” –i.e. clearly defined objectives; toping being appropriate-, “During the Meeting/Visit”-e.g. interaction being encouraged, usefulness of materials, correct balance of theoretical/practical approach-, “After the Meeting/Visit” – i.e. overall evaluations, objectives having been met, knowledge of subject improved- and “Recommendations/Suggestions for topics/Improvable matters”) of the events.

It is confirmed that, **feedback** from participants has been, overall, **positive/very positive**.

- Project meetings do accomplish their goal of assessing the Project progress, assigning and defining responsibilities and deadlines for coming activities; also, evidences for these meetings have been made available.  
The Reports (and feedback surveys) are relevant since they do measure satisfaction among Project partners, about, both, logistical aspects and MORALE Project development.

### 1.3 – IT tools for Project Management

- This Task has an aim of setting up and maintaining the IT tools employed for an effective and efficient Project management and tasks development.

#### ➤ 1.3.1 – MORALE IT Management tools

- **Collection and sharing of documents** is being done via OneDrive, along with the secure area of MORALE Project website.
- **Newsletters:** so far, five –in English- have been sent via email, with a sixth one being prepared; BAU, has confirmed that (translation to Arabic) is at a work in progress stage.  
Newsletter 1, addressed the Kick-off-Meeting, as well as a general introduction to the Project.  
And, Newsletter 3, dealt with content regarding three meetings (the ones held on May 13<sup>th</sup> 2020, July 22<sup>nd</sup> 2020 and September 7<sup>th</sup> 2020).
- For **videoconferences** (virtual meetings/events), Zoom is the tool being used – BAU, with a license, recording the sessions-

- **Communication** between Project partners is also in place via WhatsApp groups
- The external expert confirms that –MORALE IT Management tools- reach proposed objectives of regular communication being in place, having Project documentation accessible as well as the use of IT tools.

#### Conclusions WP1

- ✓ **All due Deliverables were produced** (1.1.1, 1.1.2, 1.2.1 and 1.3.1). No major issues/delays to be noted.
- ✓ **Project Management:** Gathered feedback indicates that, MORALE Project, is being properly and efficiently managed. **COVID-19** has caused changes/delays in the Work plan, that have been correctly addressed, overall, so far; for instance, switching to online meetings and virtual Study visits, was properly implemented. **Decision making** is considered as **transparent** by the majority of Project partners.
- ✓ Besides COVID-19 –and all of its negative effects-, specific **context** in **Syria** and **Lebanon**, also pose challenges in terms of financial issues (currency exchange-s, transfers e.g.).

## 4.2 Work Package 2 – In-depth Needs Analysis

Coordination	UOL Germany, LU Lebanon (co leader)
Dates	M2 – M5
Description	Carrying out a more in-depth and detailed analysis, by a site visit to EU HEIs and NGOs and by means of application of a survey and interviews to pre-determined target groups; the analysis has a twofold perspective (NGO management study offer at HE level and NGOs management status quo in Syria/Lebanon).
Tasks	2.1 – Study Visit at EU HEIs and NGOs 2.2 – Surveys and interviews design 2.3 – Data collection and analysis
Expected Deliverables/ Results/ Outcomes	2.1.1 – Reports on Study Visit at EU HEIs & EU NGOs 2.2.1 – Interviews and surveys definition and analysis methodology 2.3.1 – “Syrian and Lebanese study programme offer in sustainable NGOs management and NGOs management status quo in Syria and Lebanon”

### 2.1 – Study Visit at EU HEIs and NGOs

- ✓ This Task consists in planning, and implementing, three Study Visits at UA, UOL and UNIBO and EU NGOs.

#### ➤ 2.1.1 – Reports on Study Visit at EU HEIs & EU NGOs

- BAU (as Project Coordinator) confirmed that it was decided to issue a single **combined Regional Report**, rather than one per country (Syria and Lebanon); at other External Evaluations (Erasmus+ CBHE Projects), the expert confirms same decision has been taken, not affecting the objective of the activity/deliverable.
- **Main content and structure** of the Regional Report (delivered on December 2020) –

Introduction to MORALE Project; Study Visits introduction; Scope of Study Visits; Programs of the Visits {UNIBO, UA, UOL}; Relevance for the project {Capacity Building, Curricula Enhancement, Lifelong Learning}; Conclusion and Recommendations.

As Appendixes: Agenda, List of Participants and Minutes for the three Study Visits.

**Scope of Study Visits:** A) UNIBO – UNIBO’s Study Program, related to sustainable NGO management and operation; as well, how (EU NGOs) deal with refugees, migration, and related issues.

<http://www.moraleproject.org/morale-bologna-study-visit/>

<https://www.mubs.edu.lb/oia/news/5520.aspx>

<https://www.facebook.com/pg/Morale-Project-101740531629166/posts/>

B) UA - its Study programs, related to sustainable NGOs management/operation; and the way (EU NGOs) -dealing with refugees, migration, and related issues- are managed at regional/national level.

<https://www.ogpi.ua.es/content/morale-virtual-study-visit-university-alicante/>

<https://www.facebook.com/Demascus.University.Eco.Events/videos/452254435733893/UzpfSTExNTU5NDIyMDI4MzA3MzoxMzQwNjI5MDg0MzYyMDQ/>

C) UO - overview of the offerings/activities, regarding topics such as Sustainability, NGOs or Refugees); along with a view of preparatory training and placement of jobs for refugees (in Oldenburg).

<https://www.facebook.com/Morale.Project/videos/vb.115594220283073/748470819428187/?type=2&theater> , <http://www.moraleproject.org/wp-content/uploads/2021/01/Newsletter-Virtual-Study-Visit-University-of-Oldenburg-5th-November-2020.pdf>

Detailed Programs are also in the Report, describing presentations (topics and speaker-s).

And, **Relevance for the Project** (regarding Capacity Building, Curricula Enhancement and LLL) is also addressed (citing aims and presentations).

**Conclusions / Recommendations** - the Study Visits have been considered of critical important for local Project partners; and, its scientific contents, is very relevant for the upcoming MORALE activities (i.e. WP 3, 4 and 5). As well, very positive ratings were given to the sharing of experiences (and presentations) with EU Project partners -and NGOs-, towards enhancing relevant curricula and LLL development (for HEIs) and continuous improvement (of NGOs) in what relates to services and operations.

Regarding Recommendations for the implementation of WPs 3, 4 and 5:

- ToT in topics such as software/tools, towards instructional strategies, and appropriate, as well, for the LLL courses and identified curriculum courses
  - EU Project partners, to produce a preliminary conceptual map (for developing courses´ curriculum), based not only on their experiences but also on the results of 2.3.1
  - Sharing relevant sample syllabi of courses, currently in place by EU Project partners
  - Also, sharing EU Project partners teaching/learning methods, for the implementation of identified curriculum modules as well of the LLL courses
- In terms of **qualitative analysis** [refer, as well, to Tasks 1.1 and 1.2], satisfaction surveys were made available - A) UNIBO Study Visit (face-to-face): 16 replies; some **suggested topics** for further events included “Emphasizing on the financial sustainability of NGOs”, “Highlights on the educational activities and role of

NGO's in Education development", "Transparency of NGOs", "NGO management" or "Cooperation between NGOs and universities in developing new curricula".

As per **improvable matters**: Hands-on training on preparing NGO curricula, Business plan/Business model (guidance and capacity building), offering more practical and effective ways to engage participants in human development -at a variety of levels-, sending relevant documents in advance, visiting some NGOs (field trip), allowing more time or a proper balance between theory, exercises and discussion.

B) UA Study Visit (virtual): 12 replies; some **suggested topics** for further events included "Public relation and financial issues in NGOs", " NGO role in economic development" , "Cooperation in future CBHE projects", "NGOs management", "Online Education Platforms" or "Project status and related activities".

In terms of **improvable matters**: Allowing more time for discussion, delivering more visual presentations or improving the technical side.

C) UOL Study Visit (virtual): 9 replies; some **suggested topics** for further events included "Financial management of NGOs", "Psychological aspects", "Topics identification for Curriculum Development" or "Advance Course in professional social venture management".

Regarding **improvable matters**: Including videos about real management activities, addressing, and creating, ToT Training, inviting more academic personal or discussing how to strengthen links between universities and NGOs.

- The external evaluator confirms that, Task 2.1, accomplishes its goals: a higher in-depth understanding/awareness of EU HEIs study program offers (related with sustainable NGO management, at Bachelor/Master level) and of how, EU NGOs - dealing with refugees- do manage/operate. Also it is important to take into account that ratings and opinions gathered via surveys are positive, materials have been considered adequate for their purpose, Project partners agreed on (the Study Visits) being very relevant and recommendations were produced (at above cited Report). And, last but not least, even with the way (COVID-19) has affected MORALE Project in some activities/deliverables, the three planned Study Visits were put in place (1 on a face-to-face format, 2 via virtual meetings/events).

## 2.2 - Surveys and interviews design

- Via Task 2.2, high quality interviews (templates, surveys) are to be designed, tailor made to the different target addressed by the in-depth needs analysis.
- 2.2.1 - Interviews and surveys definition and analysis methodology
- **On file**, following documents, as indicators for this deliverable:



- **“Interview detailed results for Lebanon and Syria”** – dated December 2020, a comprehensive compilation of forty figures, with several aspects related to mentioned results (among others: Target Groups of NGO activities from Lebanon and Syria, Differences in challenges between NGOs from Syria and Lebanon, Operational differences between NGOs from Lebanon and Syria, Suggestions to improve operations from NGOs from Syria and Lebanon, Relationship with primary source of funding from Syria and Lebanon, Funding challenges that NGOs from Lebanon and Syria face, Requirements regarding Monitoring and Evaluation in Syria and Lebanon, Degree of collaboration between universities and Syrian and Lebanese NGOs, Problems with students sent to Syrian and Lebanese NGOs, Suggestions for a better collaboration between Syrian and Lebanese NGOs and universities).
  - **“NGO Staff Questionnaire”** – 27 questions (in English), with following sections: General Information, Status Information, Academic Information and Training Information.
  - **“Structured Academic Interview”** – Addressed issues (with corresponding questions): Background Information, General Questions, Services Offered to NGOs and Universities/NGOs Collaboration. Its purpose was to identify the needed skills for university curricular enhancement as well as for lifelong learning.
  - **“Structured NGO interview”** - Addressed issues (with corresponding questions): Background Information, Projects delivered by the NGO, Governance and Management of NGO, Area of Operation, Finances, Monitoring and Evaluation, NGO and Universities Partnership and Skills Management. Its purpose was to needed skills for university curricular enhancement as well as for lifelong learning.
  - **“Universities Academic Staff Questionnaire”** – 22 questions (in English), with following sections: General Information, Status Information, Academic and Training Information.
  - **“Universities Students/Alumni Questionnaire”** – 12 questions (in English), with following sections: General Information and Academic and Training Information.
- Above mentioned material/documents accomplish the objectives of Task 2.2, such as producing and disseminating surveys and implementing interviews, as the basis for the Need Analysis report (2.3.1).  
As well, it has not only fostered networking among local Project partners but raised awareness on the Project main topic and increased MORALE Project’s visibility (and the ones of HEIs and NGOs toward local and regional authorities).  
The external evaluator positively assesses the delivered questions as appropriate, coherent and, overall, comprehensive. And, methodology is adequate -via guidelines and issued templates- allowing for proper and efficient data collection.

## 2.3 – Data collection and analysis

- This Task has an aim of collecting/analysing data, from all target groups, compiling and In-depth Needs Analysis Report.
- 2.3.1 – “Syrian and Lebanese study programme offer in sustainable NGOs management and NGOs management status quo in Syria and Lebanon”

- **Main content and structure** of the Report (a comprehensive, 88 pages .pdf, delivered on December 2020) – Introduction to MORALE Project –with an overview of WP2-; Methodology and Data Analysis {Interviews Data Analysis, Surveys Data Analysis}; SWOT Analysis; Conclusions and Recommendations {Skills needed for NGO staff, Recommendations for LLL workshops, Recommendations for Curricula Development, Summary: Recommendations for TOT}.

As well, it includes a List of (7) Appendices –mainly, interviews and Questionnaires-, a List of (59) Figures and a List of (7) Tables.

**Methodology and Data Analysis** – a) Collection methods, included focus groups and design of interviews/Questionnaires, emphasizing academia and students related to Economics, Business and Social Science majors.

b) NGOs (Syrian -8- and Lebanese) did participate in focus groups, discussing and determining their main challenges regarding skills/competencies and, overall, training skills.

c) Three Questionnaires (and three interview template-s) were put in place [NGO staff; Academic staff; Students], after above mentioned focus groups´ results, in English and Arabic, with same questions to all cited groups.

d) Questionnaires for academic staff – 22 questions, in 3 sections (personal information; current status quo of collaboration between HEIs and NGOs, as per training venues and curricula offering; required training and content to build NGOs capacity).

e) Collected data from 149 academic staff members, 525 students and 211 NGOs staff.

f) Interviews – with focus on the collaboration between HEIs and NGOs, to identify problems; as well, it was relevant to determine if, current curricula do or do not address NGO related topics.

Collected data from 108 interviews and 58 NGOs, on top of 24 academic interviews.

g) All Project partners approved Questionnaires/interviews contents.

After collecting and analysing data from interviews/Questionnaires, a SWOT Analysis was produced and recommendations were issued.

**Data Analysis** – Detailed data and corresponding Figures, with comments, for all compiled replies.

**SWOT Analysis** – Table, with Strengths and Weaknesses (as internal factors) and Opportunities and Threats (external factors).

Strengths: Clear vision/mission of NGOs; variety of NGOs; willingness to engage with NGOs.

Weaknesses: Absence of scholarships, by HEIs to NGOs; lack of dissemination activities by NGOs; absence of awareness programs for NGOs; not sufficient knowledge, of management graduates, on NGO operation; lack of NGO related topics in the existing curricula.

Opportunities: Need to create new LLL courses for NGOs; more joint partnerships/activities with NGOs; need to create a new Bachelor/Master program –on NGO management/operation- at HEIs [and enhancing existing courses, including new ones as well]; NGOs need to be more efficient in terms of tackling multidimensional issues of refugees.

Threats: Lack of, both, funding and training for NGOs; weak HEIs' cooperation/involvement with NGOs, in recent years; relationship/engagement with NGOs not reaching planned aims.

#### Conclusions and recommendations –

- Skills needed for NGO staff – Main objectives of NGOs are providing education, vocational and soft skill training; a main challenge is the lack of properly trained staff, in terms of NGOs' operational management. As the most common proposal, it was mentioned to conduct more capacity building activities.
  - Recommendations for LLL workshops – it summarizes, for Syria and for Lebanon, the topics recommendations based on interviews and surveys; as well, it does include several Tables (including cross-analysis, surveys versus interviews).
  - Recommendations for Curricula Development - subjects recommended for new/updated curricula on NGO management module based on interviews and Questionnaires (including several Tables).
  - Summary: Recommendations for TOT – above sections do conclude that, training, should be in place towards improvement of NGOs' staff skills in NGOs fundraising and financial/human management/interaction with actors, in Quality and impact of NGOs activities and sustainability and in various other topics of interest – ToT topic, to be "Quality, innovation, and relevance of HE provision".  
As per next step, the one mentioned at the Report: Selecting an institutional framework for curricula Development; with a Table, addressing Curriculum Enhancement, Curriculum Modification and Curriculum Alteration/New, along with development framework options.
- The Analysis Report (2.3.1) [being the Relevance Evaluation Criteria] does accomplish one of its overarching aims, being the in-depth knowledge of the current status of the study programme offer (in Lebanon and Syria), about MORALE Project's topic.  
Also, it does provide an improved view (e.g. mapping-s) about the stakeholders and the whole ecosystem.

In terms of quantitative indicators, it exceeds the set targets; overall, figures do represent a wide array of stakeholders (e.g. 211 NGOs staff members, 149

academic staff members, 525 students, reaching 58 NGOs and 24 academic institutions).

BAU (Project Coordinator) has confirmed that a Summary Report (both, in Arabic and in English) is to be produced, and uploaded at the website.

Meanwhile, at MORALE Project's Facebook: <https://www.facebook.com/Morale.Project/photos/a.115894633586365/224463102729517/?type=3&theater>

## Conclusions WP2

- **WP2 has provided a comprehensive analysis;** and, Needs Analysis activities, have served as the basis for **identifying training needs**, provision for LLL courses and curricula modernization.
- It is relevant to confirm that, via this WP2, an **increased understanding on the improvement** to be made –at **local Project partner HEIs**- has been obtained.
- Tasks **2.2** and **2.3** are a short term impact indicator and, from its **qualitative side, goals are accomplished** (e.g. analysis methodology in line with standards, statistically relevant data collection, efficient data analysis and a high quality and relevant report).

### 4.3 Work Package 3 – Building Capacities

Coordination	UNIBO Italy, AIU Syria (co leader)
Dates	M5 – M36
Description	Designing, preparing and implementing 4 ToT modules and their corresponding replications (by each PC HEI).
Tasks	3.1 – Training of Trainers 3.2 – Trainings replication 3.3 – MORALE e-learning platform
Expected Deliverables/ Results/ Outcomes	3.1.1 – Training Plan 3.1.2 – ToT delivery 3.2.1 – Trainings replication 3.3.1 – MORALE e-learning platform

#### 3.1 – Training of Trainers

- ✓ This task consists in finalising the Training Plan (including ToT and their replication), exploiting the conclusions and recommendations from the in-depth Analysis Report.

##### ➤ 3.1.1 – Training Plan

- **Main content and structure** of the Training Plan (delivered on January 2021, by UNIBO and AIU, in English) – Purpose and Scope; Background and current situation; Objectives; Assumptions; Audience; Training Approach {Roles and Responsibilities; Training Design, Methods and Delivery; Training Environment; Training Materials; Timescales; Resources}; Assessment; Evaluation; Training Administration; Reporting; Quality Assurance; Communications and Stakeholders; Risks and Issues; Constraints; Dependencies; Finances / Funding; Lessons learned.

**Purpose and Scope** – The Training Plan is a roadmap, that would allow to design, and implement 4 ToT, with their corresponding replications. Main goals are to acquire knowledge in terms of modernising, at local level, Bachelor offer in the field of Social and Behavioural Sciences [European Standards and Guidelines, teaching methodology, international QA standards, project based learning, focus on competence,...; along with the integration of NGO sustainable management/operation related subjects] and designing/delivering LLL short terms/blended courses to current NGOs staff.

Improving NGOs´ staff skills, to be done in these aspects: A) NGOs fundraising and financial/human management/interaction with actors B) Quality and Impact of NGOs activities and sustainability C) Other topics of interest (hard/soft skills) D) Quality, Innovation and Relevance of HE provision. As per Curricula Development, 6 subjects have been defined for training, being: NGO Management Fundamentals; Fundraising and Entrepreneurship;

Project Management; NGOs Governance; Communications and Public Relations; HRM and Volunteering Management.

**Objectives** – A) Capacity building, of NGOs management and academic staff, on sustainable NGOs management and operation with special focus on refugees; as well as how to improve existing bachelor study offer, via integrating such subjects to train high skilled professionals/NGOs management, by means of tailor made and blended courses (with special emphasis on sustainability).

B) Improving the quality of teaching for the suggested module-s, additional TOT sessions to be delivered on student-centred learning, competence based learning, project-based learning, and the contribution of NGOs professionals in the courses delivery, and new assessment strategies to foster the acquisition of relevant competences by the future graduates.

Ultimate goal is the modernisation of 7 Bachelors in Social and Behavioural Sciences and 21 LLL courses created (at Project partners HEIs).

**Audience** – Compilation of indicators from Proposal.

**Training approach** – a “train the trainer”, multimodal and innovative technology is to be used, instructor led training, with group discussion and activities; learning by teaching others is foreseen in the future. Due to COVID-19, the majority of the training will take place virtually (UA, to establish the e-learning platform).

**Roles and Responsibilities** – EU Project partners will deliver the training Modules (ToT), including materials, being reviewed by other EU partner, as follows: A) UNIBO –Quality, Innovation and Relevance of HE provision B) UA – Quality and Impact of NGOs activities and sustainability C) UOL – Other topics of interest (Hard/Soft skills) D) 4E – NGOs fundraising and financial/human management interaction with actors.

Training Plan recommends that one partner from Syria and one from Lebanon, do co lead the development of each Module (providing feedback and dissemination).

**Training design, methods and delivery** – it addresses, for each of the above mentioned 4 Modules (ToT), main outcome, training materials, EU experts, training methods, online delivery (due to COVID-19) -3 working days, 6 hours/day-.

Description for each topic (in each Module) should include: title, expected time for delivering that topic, delivery method, potential overlap to other topics/Module-s, specific objectives, description and skills/competencies to be acquired.

**Timescales** – A) UNIBO –Quality, Innovation and Relevance of HE provision: 2<sup>nd</sup> week of February 2021 B) UA – Quality and Impact of NGOs activities and sustainability: 2<sup>nd</sup> week of March 2021 C) UOL – Other topics of interest (Hard/Soft skills): 2<sup>nd</sup> week of July 2021 D) 4E – NGOs fundraising and financial/human management interaction with actors: 2<sup>nd</sup> week of May 2021.

**Quality Assurance** – one local and one EU Project partners to revise each module, providing their feedback prior to the start of the training delivery.

- The Training Plan –along with 3.1.2, that is to start at the end of February 2021- is the Coherence Evaluation Criteria of this MidTerm External Evaluation Report.

It does achieve set goals (e.g. Short Term Impact Indicators) of carefully designing a capacity building plan, via a pedagogical methodology with the use of multimodal material.

As well, it exploits conclusions and recommendations from WP2, for proper contextualization, effectiveness and to foster replication potential.

Gathered feedback from the expert confirms (following the already delivered Training Plan) that, once 3.1.2 (ToT) is in place, capacity will be properly built for local Project partner HEIs and NGOs.

➤ 3.1.2 – ToT delivery

*Not due; to be addressed in the Final External Evaluation Report*

3.2 – Trainings replication

- Via Task 3.2, the objective is to provide trainings adaptation and replication with the aim of increasing capacities on the focus topic of the Project.

➤ 3.2.1 – Trainings replication

*Not due; to be addressed in the Final External Evaluation Report*

3.3 – MORALE e-learning platform

- This Task consists in delivering such a platform, to be widely used for the preparation and delivery of the ToT, trainings replication and within WPs 4 and 5 scope-s .

➤ 3.3.1 – MORALE e-learning platform

*Not due; to be addressed in the Final External Evaluation Report*

Conclusions WP3

- **WP2** was delivered with **delay** (December 2020), causing –other deliverables, i.e. 3.1.1- not being produced when expected (at Proposal stage); in any case, **Training Plan 3.1.1**, with its final version delivered on January 2021.
- **ToT**, to start at the end of February 2021.
- **BAU** (as Project Coordinator) confirms that, E-learning Platform, will be properly and effectively delivered (at OneDrive and at the Secure Area of the Project´s website).
- One of the few positive effects of COVID-19 is the **improvement in/of HEIs´ IT infrastructures**, along with the fostering of **online training-s**.

#### 4.4 Work Package 4 – Curricula enhancement and delivery

Coordination	UA Spain
Dates	M6 – M36
Description	To substantially modernise existing bachelors in the Social and Behavioural Sciences and Business & Administration fields, at PC HEIs, by means of creating news subjects related with sustainable NGOs management and operation.
Tasks	4.1 – Strategy for curricula modernisation 4.2 – Joint development of materials for new bachelor courses & implementation 4.3 – Equipment provision for the delivery of modernised bachelor and LLL courses
Expected Deliverables/ Results/ Outcomes	4.1.1 – Strategic Plan for Curricula modernization 4.2.1 – Bachelor courses created and implemented 4.3.1 – MORALE “Study labs”

#### 4.1 – Strategy for Curricula Modernization

- The Task involves defining a modernization plan for the Social and Behavioural Sciences and Business and Administration curricula (of local Project partner HEIs), via the inclusion of topics related with sustainable NGO management (emphasis on NGOs dealing with refugees).

- 4.1.1 – Strategic Plan for Curricula modernization

*Not due; to be fully addressed/assessed in the Final External Evaluation Report*

- **Main content and structure** of the Strategy for Curricula Modernisation (delivered on February 2021, in English) – Introduction to MORALE Project; Overview of WP4 (Curricula enhancement and delivery); Impact of COVID-19; Content of the enhanced curricula; Conclusions from WP2 (In-depth Analysis) [Reports on Study Visits and In-depth Needs Analysis Report]; Strategy for Curricula Enhancement [Selection of the Academic Programmes –Subjects and Final Project-, Consultation process, Joint development of materials, Implementation of delivery –including guests lectures-, Evaluation and Monitoring]; Curricula Enhancement – Marketing Plan.

**Impact of COVID-19** – Several of MORALE Project activities have been affected (e.g. delayed) by the pandemic, including the ones from WP4. Since Needs Analysis was issued on December 2020, a new schedule for WP4 Tasks was put in place. And, on top of it, an extension to the Project is being considered (that, could also alter the current schedule for activities).



**Content of the enhanced curricula** – agreed premises, include such as an student centred approach, competence-based education, project-based learning, contribution of NGOs professionals or improvement of English command.

Improved and new courses (for the 7 local Project partner HEIs) will integrate course-syllabi, 48 ECTS (modernized by course, delivered to a minimum of 25 students; including 6 subjects plus a final project/academic programme), multimodal teaching materials, innovative students' assessment, proper ICT infrastructure (including Study Labs), QA, final project and guest lectures.

**Conclusions from WP 2 (In-depth Needs Analysis)** – Main conclusions from the Study Visit Report: A) EU Project partners, based on their experiences and on 2.3.1, to produce a preliminary conceptual map, for developing the courses' curriculum. B) Sharing relevant sample syllabi (and guidance), of these courses, currently being in place at EU Project partner HEIs. C) EU Project partner universities, as well, to share their teaching and learning methods, along with assisting during the process (win an innovative approach).

Conclusions from In-depth Needs Analysis Report: A) Recommended subjects for Curricula Development; Table 1 compiles said subjects, both, from the Questionnaires to identify academic offer at HE level and from the Interviews to identify most important skills/highest needs among NGO professionals.

B) Development framework for Curricula Enhancement – Strategies to be adopted: 1)

Local Project partner HEIs, to select course level, towards implementing the Curricula Enhancement process [Lebanon, at Master level; Syria, at Bachelor/Graduate level]

2) Local Project partner HEIs, to decide the best development framework for their Curricula Enhancement process; development framework options (Table, in place):

Curriculum Enhancement (major changes only on content and instructional methods), Curriculum Modification (possibility of changing the title of courses, and modifying assessment and grading) and New/Altered Curriculum (major transformation of the curriculum with new modules, removing courses,...).

Strong recommendation, due to delay in related activities/implementation, has been made to limit the options only to Curriculum Enhancement and Curriculum Modification.

**Strategy for Curricula Enhancement** – A 4-step Strategy has been designed [Selection, Consultation, Joint Materials and Delivery + Guest Lectures], also taking into account existing contextual limitations. Below, agreed steps (in the document, operational instructions per step, have been provided):

- Selection of Academic Programmes (Subjects and Final Project): Local Project partner HEIs to choose the Academic Programme within Social and Behavioural Sciences and/or Business and Administration. As well, it is to be decided at what academic level (Bachelor/Graduate or Master); other issues include: enrolling -at least- 25 students (some flexibility, allowed), defining the Modules for Curricula Enhancement (6 subjects of 6 ECTS, Final Project of 12 ECTS, having the Modules with

a connection to certain areas/disciplines (as per current gaps and following Needs Analysis Report), providing a syllabus (via a common template, in English, describing the selected Modules and addressing elements such as content, description, ECTS measurement, methodology, learning outcomes, schedule, references or grading criteria) and communicating what development framework will be adopted (Curriculum Enhancement, Curriculum Modification or New/Altered Curriculum).

- Consultation process – description/details of the Curricula Enhancement Committee -CEC-, to meet every 3 months until finalizing the task review.
- Joint development of materials - CEC, at this stage, to start the individualized Curricula Enhancement process. EU academic experts, professional advisors and local academic supervisors, are to review the content (with allegations, if any), make proper arrangements towards institutional level approval of syllabi and publicize the programme (towards guaranteeing the minimum enrolment of 25 students).

Curricula must meet standards such as: updated assessment strategies, 30% delivery in English (if context does allow), student-centred approach, competence-based learning and contribution of NGOs.

- Implementation and delivery (including guest lectures) - local Project partner HEIs should start delivering their enhanced academic programmes no later than the 2<sup>nd</sup> second semester of the academic year 2021/2022. Actions towards that aim have been detailed in this Strategy document (i.e. institutional support at all levels, academic staff capacitation, adequate infrastructure).

Importance is given to the guest lectures (face-to-face or virtual): 3 guest lectures in each academic programme (by 3 experts of the 3 EU Project partner HEIs), 1 guest lecture in each improved academic programme.

- Evaluation and Monitoring: aligned with WP7 (QC), following mechanisms will be implemented: A) Monitoring of the Curricula Enhancement (Quality Board, to receive periodical updates along the process)  
B) Ex-post Evaluation, at internal (Quality Board, checking final outcomes and standards) and external (via the External Evaluator) levels.

**Curricula Enhancement - Marketing Plan** – A specific Marketing Plan (1/partner), contextualized, to be issued, towards guaranteeing sustainability and visibility, raising awareness on the main topics and ensuring that, each enhanced academic programme, has a minimum of 25 students (if circumstances do allow).

Said Plan, should address, among other elements, a mapping of stakeholders within their institutions and outside them, a list of dissemination actions to be undertaken.

As well, in place, a description of dissemination activities, linked with WP6 (for instance, Regional Round Tables, Final Conference, engagement with MORALE Project Dissemination plan and social networks/channels, ...)

- The external evaluator confirms that, 4.1.1, achieves its objective of defining the modernisation strategy for the local Project partner HEIs, with cooperation of all Project partners (see below).

BAU (as Project Coordinator) has confirmed that, UA, presented a draft –as a proposal- to the all Consortium members; on the meeting of January 25<sup>th</sup> 2020, said document was approved.

It is also important to note that, **accreditation** issues (that vary per country and HEI {private versus public i.e.}, are to be dealt with **in the coming future**; but, so far, it has been recommended to all local Project partner HEIs to choose the option (in terms of selecting one Bachelor for improvement) that would require the minimum accreditation needs.

Therefore, the majority will choose the enhancement of the content of existing courses.

CEC (Curricula Enhancement Committee) is being created, for its contribution in the second half of MORALE Project.

Deliverable 4.1.1 also provides the basis for an innovative curricula modernization (as per the qualitative side of Short Term Impact Indicators). As well, it increases awareness on the importance of high quality training for the future NGOs professional across the region.

#### 4.2 – Joint development of materials for new bachelor courses & implementation

- In this Task, it is required to develop (or improving their teaching material-s, if already existing) the new subjects, for the bachelors to be modernised.

- 4.2.1 – Bachelor courses created and implemented

*Not due; to be addressed in the Final External Evaluation Report*

#### 4.3 – Equipment provision for the delivery of modernised bachelor and LLL courses

- This Task involves providing equipment, devoted to build up a “formative learning environment” as a “study lab”, where –bachelor students- would have the possibility to develop practical exercises, have study support and do project-based learning .

- 4.3.1 – MORALE “Study labs”

*Not due; to be fully addressed/assessed in the Final External Evaluation Report.*

- This activity is considered, nowadays, as **work in progress**; Tender was issued on June 2020 (“Equipment for Study Labs”, for the three Lebanese Project

partners, on file); it was decided (due to the **financial crisis** and **political situation** in Lebanon) not to buy yet the equipment.

This document, addresses the Tender specifications (e.g., object, documents to be submitted, deadline, currency, estimate value, delivery time, payment terms, subcontracting, evaluation and award principles, cancellation, notification of results ...) and Quantities and technical specifications (Server, PCs, Projectors, Smart Boards, Screens and Networking equipment).

- The external evaluator confirms the crucial importance of this deliverable, and it should be finalized at the earliest possible; obviously, financial crisis (as in other various aspects of MORALE Project) is greatly affecting this output. Project Coordinator has communicated this matter to the EACEA, but -at the time of writing this Report- it has not received a clear answer.

It is also the Effectiveness Evaluation Criteria.

#### Conclusions WP4

- **4.1.1 (Strategic Plan for Curricula modernization)** – delivered; a comprehensive document, providing guidelines. It also increases awareness on the relevance of the topic and related matters.
- **Equipment procurement**, facing **hurdles** due to financial crisis and political/social turmoil.

## 4.5 Work Package 5 – LLL Courses Design & Implementation

Coordination	MUBS Lebanon
Dates	M16 – M36
Description	Creating 3 LLL courses at each local institution (delivered by means of blended technology), addressed to NGOs managers/staff, in line with national/EU standards and to be accredited –if needed by national legislation-.
Tasks	5.1 – Strategy for LLL courses creation and delivery 5.2 – Joint development of materials for professional training courses & implementation
Expected Deliverables/ Results/ Outcomes	5.1.1 – Strategy for LLL courses creation and delivery 5.2.1 – LLL courses created and implemented

### 5.1 – Strategy for LLL courses creation and delivery

- Its objective is to draft the plan for LLL courses creation, marketing and implementation, mainly targeted to local Project partner NGOs manager/staff, willing to update their skills (related with NGOs operation/management).

#### ➤ 5.1.1 – Strategy for LLL courses creation and delivery

*Not due; to be fully addressed/assessed in the Final External Evaluation Report*

- **Main content and structure** of the Strategy for Lifelong Learning (LLL) Courses (delivered on December 2020, in English) – Introduction to MORALE Project; Strategy Objective; LLL Definition; Blended Learning/Methodology; Recommended LLL Courses/Topics; Recommended LLL Course Syllabus; Recommended Instructional Methods for the LLL Online Part; Practice Questions for the LLL Online Part; Recommended Blended Learning Structure for the LLL Courses; Final Assessment; Post-Evaluation; Recommended Timetable; Appendix.

**Strategy Objective** – developing the strategy for 21 LLL courses (3 courses/local Project partner HEI), of 2 ECTS, with a minimum of 21 NGO staff members via blended methodology; as well, delivering a roadmap for WP5 Tasks´ implementation.

**Blended Learning/Methodology** - a combination of face-to-face and online experiences, for meeting NGOs needs and better adapt to their complexity. These more flexible learning pathways (in case of COVID-19 continued/changing restrictions) do provide an increased capacity building.

**Recommended LLL Courses/Topics** - following the In-depth Needs Analysis Report (2.3.1) findings, a Table summarizes the topics from which (local partner HEIs) need to select, so to deliver their LLL courses.

**Recommended LLL Course Syllabus** – some of the compiled ones, include: target group, learning outcomes, references, Certificate, introduction, thematic units, assessment methods or general prerequisites.

Syrian and Lebanese Project partner HEIs are advised to ensure relevance of draft course contents, via consulting with EU Project partners, NGOs, labour market,...

**Recommended Instructional Methods for the LLL Online** – expositive, application and collaborative methods, delivered in different formats, by the use of several types of communication/media tools.

**Practice Questions for the LLL Online Part** – different formats to be used, placing questions in an NGO job-realistic context, towards capacity/skills building.

**Recommended Blended Learning Structure for the LLL Courses** – A) Marketing campaign B) Pre-LLL Course Preparation C) Online part -Introduction- D) Online Part -Course e-materials- E) Bridge period F) Face-to-face section G) E-mentoring service and online resources.

**Final Assessment** – recommended, with different potential formats.

**Post-Evaluation** – feedback needs to be gathered from the learners; some recommended aspects are: effectiveness, course delivery, course engagement/interaction or materials.

**Recommended Timetable** – roadmap in place, from February throughout May 2021, when the 3 LLL courses must be delivered.

**Appendix - Lifelong Learning (LLL) Course Syllabus** – a sample Template for LLL course syllabus “Fundraising for NGOs”, with information about Title, Introduction, Short Description And Number Of ECTS, Target group, Course objective, Overall Methodology, Learning Outcomes, Thematic Units And Allocated Hours For Each Thematic Unit, General Pre requisites, Assessment methods, List of recommended references, Certificate.

- This deliverable (5.1.1) is of special importance, since it is the Sustainability Evaluation Criteria; as well, it is addressed as a Short and Long Term Impact Indicator-s.

And, the expert, validates it as foreseeing blended learning, and innovative, methodology.

Its relevance also derives from (topics and learning) coming from findings at WP2 stage/development.

To be assessed at a later stage, an achieved increased awareness on the importance of continuous training, for the current NGOs professionals.

## 5.2 – Joint development of materials for professional training courses & implementation

- Via this Task, 1-week duration LLL courses to be, mainly, offered to NGOs managers/staff, that will build up their competences.

➤ 5.2.1 – LLL courses created and implemented

*Not due; to be addressed in the Final External Evaluation Report*

Conclusions WP5

- **Strategy for LLL Courses (5.1.1), in place**; definitely a positive output, even more not being due, so far, for the time scope of the Mid Term External Evaluation Report.
- **WP5 (to be fully assessed at the end of the Project)** it is of **key importance**, needing to improve –NGOs managers and staff- managerial and operational performance, impacting on the quality and sustainability of NGOs activities.

## 4.6 Work Package 6 – Dissemination and Networking

Coordination	DU Syria, BAU Lebanon (co leader)
Dates	M1 – M36
Description	To prepare different dissemination materials (tailor made), for a proper contribution to the project activities/events. Dissemination activities, in different levels/modalities and purposes, including not only daily dissemination but, also, the organisation of National Seminars, Regional Round Tables and a Final Conference.
Tasks	6.1 – MORALE dissemination strategy package and website 6.2 – Internal and external daily dissemination actions 6.3 – Regional Round Tables with National and Regional Authorities 6.4 – National Seminars 6.5 – Supra-Regional Conference
Expected Deliverables/ Results/ Outcomes	6.1.1 – MORALE Dissemination plan 6.1.2 – MORALE Dissemination package 6.1.3 – MORALE website set up and operative 6.2.1 – Daily dissemination 6.3.1 – Regional Round Tables with National and Regional Authorities 6.4.1 – National Seminars 6.5.1 – Supra Regional Final Conference

### 6.1 – MORALE dissemination strategy package and website

- The objective is to deliver a procedure document, “MORALE strategy for dissemination towards visibility and sustainability”.

#### ➤ 6.1.1 – MORALE Dissemination plan

- ✓ On file, **Dissemination Plan**, issued, in English, with last version dated July 2020.
- ✓ **Main content and structure** of the document – Dissemination and visibility management [Dissemination governing bodies, Target groups and beneficiaries, MORALE visual identity, Use of Erasmus+ logo]; Dissemination materials and tools [Written dissemination materials and tools, Multimedia dissemination tools and materials -MORALE website, MORALE social media, MORALE mail dissemination and newsletters- and MORALE events -National exploitation seminars, Regional Round Tables with National and Regional Authorities, National Seminars, Supra-Regional Conference-]; Reporting of dissemination and visibility activities.



As well, two Annexes (Dissemination log and Event Report).

The Dissemination Plan provides the **guidelines** to be applied to all communication, dissemination, promotion and sustainability MORALE Project activities, in order to achieve the highest possible visibility and their reach to all target groups.

The **specific objectives** of the Dissemination Plan are to raise awareness and interest of stakeholders/target groups, provide proper and efficient guidelines for Project partners and to ensure involvement of target groups/relevant stakeholders.

Three dimensions (written dissemination, multimedia and online presence and events) are foreseen for the activities; and, said activities, are assumed to be performed via team effort and participation of involvement of all MORALE Project partners.

**Dissemination and visibility management** – DU and BAU, leaders of WP6, responsible (along with the rest of the Consortium) for all dissemination activities.

Target groups/beneficiaries: HEIs in Project partner and in Programme Consortium countries, NGOs representatives, students of Consortium HEIs' countries, National Authorities (i.e. Social Affairs, HE,...), academic/technical staff of Project partner institutions.

**Dissemination materials and tools** – A) Written dissemination materials and tools (e.g. e-brochures, press releases, surveys and needs analysis' outputs, leaflets,...) B) Multimedia dissemination tools and materials: guidelines/content in terms of the website, social media and dissemination and newsletters C) MORALE events: objectives/focus and activities for the National exploitation Seminars, R.R.T, National Seminars and Supra-Regional Conference.

**Reporting of dissemination and visibility activities** – importance of keeping accurate records (for proper monitoring and future improvement) of dissemination activities with MORALE Project's scope.

For this purpose, a Dissemination Log (Annex in this Plan) is to be used.

- The external evaluator confirms, MORALE Dissemination Plan, serves the requested purpose of addressing dissemination (in terms of the project itself, and related activities), through different channels.
- In terms of gathered feedback (from MORALE Project partners), **Internal Target Groups** (within the institutions) are: Students, faculty, staff, university higher management; special relevance for the academic staff, responsible for developing the NGO module (to be trained in the ToT) and for delivering replications.

**Dissemination actions** for these Groups, include: awareness sessions and raising- Project and social media update -, contacts with own students and faculty (collecting relevant data), presenting MORALE Project –and results- to different HEIs' bodies (Directorate of International Relations, University

Council, Division of Scientific Research, ...), meetings/panel discussions or leaflets, posters, badges and notebooks.

- As per **External Target Groups**: NGO staff and management, relevant ministries, NEO, EACEA, Accreditation agencies, potential new students, other universities, none Project partner-s NGOs, legislators and NGOs services' beneficiaries.

**Dissemination actions** for these Groups, include: Project and social media update, contacts with NGOs and ministries (to collect relevant data), dissemination among NGOs (meetings with representatives, distributing surveys and holding interviews), Facebook page for MORALE Project, establishing a tab at university website, meetings, round tables, websites and social media posts (Facebook, Twitter, LinkedIn, Instagram, YouTube,...), paper-based and general media (leaflets/flyers, brochures, posters, newsletters, certificates of attendance, industry/academic journals, press releases in newspapers, TV, radio, videos and audio recordings), workshops, focus groups, networking events, conferences, seminars, exhibitions or road shows.

➤ 6.1.2 – MORALE Dissemination package

- BAU, as Project Coordinator, confirmed that, **logo**, was subcontracted to a Syrian company.  
And, other material in the Dissemination Package, was designed by BAU team itself.  
Regarding the **promotional video**, BAU has communicated that it will delivered during the 2<sup>nd</sup> half of the Project.

➤ 6.1.3 – MORALE website set up and operative

- **Social networks**: <http://moraleproject.org/> ; should be more updated in terms of recent events and news  
<https://www.facebook.com/Morale.Project/> , quite updated
- **BAU is hosting the website**, and will be doing so, once the Project ends.  
As well, BAU, confirmed to the expert that –lack of enough budget for that purpose- has led to **not** having an **Arabic version** of the website. In any case, general brochure of MORALE Project is, also, in Arabic; and, the summary of all WPs is also available in Arabic.
- Regarding the **E-learning platform**, most likely, **BAU will host it**; at the time of writing this Report, thoughts are to host it at OneDrive and at the secure area of MORALE Project website.  
It is confirmed that, BAU, is clearly committed to this task.

- The experts confirms, this deliverable, up to date, accomplishes its established objectives at Proposal stage.

## 6.2 – Internal and external daily dissemination actions

- In this Task, it is required to disseminate, regularly, the Project activities/results to the several target groups, with the aim of raising awareness on MORALE Project´s main topic and sub topics.

### ➤ 6.2.1 – Daily dissemination

- Several **newsletters** have been produced (on file, evidences for # 1 and 3). As mentioned above, **regular posting** (especially to Facebook) has been in place, for widening dissemination.
- Below, links to the several **websites** of the **Project partners**, with mentions to **MORALE Project**:

- <https://www.bau.edu.lb/International-Relations-Office/MORALE>
- <https://www.mubs.edu.lb/oia/projects.aspx>
- <https://www.ul.edu.lb/>
- <http://iust.edu.sy/ar/moral/>
- <https://www.aiu.edu.sy/en/13078/MORALE>
- <http://damascusuniversity.edu.sy/eco/?lang=1&set=3&id=498>
- <http://shamkuftaro.org/>
- <http://alrashied.org/index.php/site/article/189>
- <https://www.ogpi.ua.es/project/MORALE>
- <https://www.unibo.it/en/international/european-projects-of-education-and-training/morale-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>
- <https://uol.de/en/vlba/projects/morale>

- It is confirmed that, via this deliverable, MORALE activities increase visibility of its activities (and own existence/main aim-s), along with an increased awareness on the importance of the topic.

## 6.3 – Regional Round Tables with National and Regional Authorities

- The objective is to produce 3 Round Tables, to raise awareness on the importance of HE provision of training on sustainable NGOs management (with special focus on refugees) and interact with key stakeholders –allowing them to contribute to MORALE Project results endorsement and sustainability-

### ➤ 6.3.1 – Regional Round Tables with National and Regional Authorities

*To be addressed in the Final External Evaluation Report*

- BAU has confirmed to the External Evaluator that, **Regional Round Tables**, are to be organized during the **2<sup>nd</sup> half of the Project**; two of them, at the beginning of mentioned half.

#### 6.4 – National Seminars

- In this Task, it is required to bring together HEIs academics, researchers, students, NGOs staff, to discuss about issues such as the ones related with MORALE Project´s main topic and sub topics.

- 6.4.1 – National Seminars

*To be addressed in the Final External Evaluation Report*

- BAU has confirmed to the External Evaluator that, **National Seminars**, are to be organized during the **2<sup>nd</sup> half of the Project**.

#### 6.5 – Supra-Regional Conference

- In this Task, it is required to promote a supra-regional dialogue and establish networking on the importance of HE provision of high quality/innovative education, to increase the impact of sustainability of NGOs in the refugees sector.

- 6.5.1 – Supra Regional Final Conference

*Not due; to be addressed in the Final External Evaluation Report*

#### Conclusions WP6

- ✓ **Dissemination Plan (6.1.1), in place.**
- ✓ **Social media, up and running; it has been recommended to update website´s content (News/Events).**
- ✓ **Relevance of delivering R.R.T and N.S. at the earliest.**

## 4.7 Work Package 7 – Project Quality Assurance

Coordination	UA Spain, 4E Greece (co leader)
Dates	M1 – M36
Description	Ensuring that activities are carried out with the best methodology and they are delivering relevant and solid results.
Tasks	7.1 – Internal Project Quality Control 7.2 – External Project Quality Control
Expected Deliverables/ Results/ Outcomes	7.1.1 – Internal Project Quality Control 7.2.1 – External Quality monitoring

### 7.1 – Internal Project Quality Control

- This Task is to prepare the Project Quality Plan, including all tools and procedures for internal and external quality monitoring.

- 7.1.1 – Internal Project Quality Control

- **MORALE Quality Plan, delivered** on July 2020, by UA and 4E, in English, with following **content and structure**: Purpose of the Quality Plan [MORALE objective and actors involved]; Methodology [Quality Board members]; Risk Assessment, Contingency and Mitigation measures: Feedback Mechanism; Quality Assurance Standards per Activity [WP2 In-depth Needs Analysis, WP3 Building Capacities, WP4 Curricula Enhancement and Delivery, WP5 LLL Courses Design and Implementation, WP6 Dissemination and Networking and Short/Long Term Impact Targets]; Events; Quality Assurance Tools [Activity Feedback Questionnaire, Project Meeting Survey, Dissemination Action Survey, Study Visit Questionnaire, MORALE Quality Questionnaire for all Project partners, MORALE Additional Quality for WP Leaders].

**Purpose** of the Quality Plan – defining quality expectations for MORALE Project and expected results (activities/deliverables), for proper continuous monitoring via corresponding Quality tools.

All MORALE Project partners are responsible and for the successful execution of the Project, and are directly involved in Quality Monitoring, implementing activities. WP leaders play an extra role, being vigilant on potential risks.

At internal level, UA and 4E (as WP leaders), along with Quality Board (QB) and activities´ leaders, to implement the QC and Monitoring.

And, at the external level, experts are to prepare special reports (providing suggestions/recommendations), evaluating MORALE Project performance on a yearly basis.

**Methodology**: Quality Monitoring, based on the principle of PDCA cycle [principles of Plan-Do-Check-Act] <https://asq.org/quality-resources/pdca-cycle>

Also, responsibilities (in what relates to Quality) are described, not only for UA and 4E, but for all Project partners.

In the Quality Plan, a Table has been included, with **QB Members appointed**, one/Project partner. QB is to monitor and supervise the Project's progress.

The external evaluator, confirms that –QB members-, come from different roles/backgrounds at their own institutions/organizations e.g. coordinator for Erasmus+ projects, Vice Dean of the faculty of Economics, Head of International Relations Unit, Dean of the Faculty of Business Administration and the Director of International Relations.

This myriad of positions guarantees a richer feedback and input-s, from QB members.

**Risk Assessment, Contingency and Mitigation Measures: Feedback Mechanism** – a feedback scheme (due to unstable political, and economical, situation at Lebanon and Syria), to be implemented, via input/feedback collection (from WP leaders) at different stages of MORALE Project implementation (with a minimum of three times).

Periodic Questionnaires, to be circulated –among WP leaders-, towards monitoring potential risks and designing contingency measures; Quality leaders (UA and 4E), along with Project leader (BAU) and QB, are also involved in this process.

Said Questionnaire compiles the following information: Risks identified for WP, Lead Organizations, Risk description, Severity, Likelihood, Timing, Interaction with other WPs and Contingency/Mitigation actions.

**Quality Assurance Standards per Activity** – mentioned Quality Assurance Standards, listed, per WP/Task, for evaluation Project activities (WP2, 3, 4, 5 and 6).

The short and long term impact indicators (as per Project proposal; with target groups/potential beneficiaries, quantitative and qualitative indicators) are also compiled in this section of the Quality Plan.

**Events** – list of Survey Questionnaires to be produced at several events (i.e. Study Visits, Project meetings, R.R.T, National WS,...).

**Quality Assurance Tools** – Compilation of templates (in English) for the different Project's activities; customization of templates (per activity) is encouraged.

Following templates, on file, as well with a description of their purpose, target and success rating: A) Activity Feedback Questionnaire B) Project Meeting survey C) Dissemination Action Survey D) Study Visit Questionnaire E) MORALE Project Quality Questionnaire for all Partners F) MORALE Project additional Quality for WP Leaders.

- The expert confirms that, above evaluated deliverable, accomplishes its goal of defining Quality expectations for MORALE Project to be achieved, and how activities need to be monitored.
- **1<sup>st</sup> Internal Monitoring Report** – analysing the period from August 2019 throughout February 2021, produced in English, by UA.

**Main content and Structure** of the Report: Summary; Project activities and Results {WP1,WP2, WP3, WP4, WP5, WP6, WP7, all by Tasks}; Internal Monitoring Report Questionnaire {Partners' Feedback, Progress and Direction, Management and Communication, Team and Roles, Lessons Learned, Opportunities and Risks}.

Annex I- Work Plan 1<sup>st</sup> year; Annex II – Work Plan 2<sup>nd</sup> year; Annex III – Internal Monitoring Report Questionnaire (Partners' Feedback).

Within WP7 (Quality Control) framework, this Report **aims** to guarantee that standards of MORALE Project activities/results, are achieved, with a reasonable impact-, **Internal Monitoring Reports are to rate the quality of MORALE** Project activities/results (also taken into account their sustainability). Another of its **objective** of this Internal Monitoring Report is to gather feedback from Project partners –on the implementation of the MORALE- project; conclusions, shared with QB, therefore ensuring alignment with Project partners needs' and with the Proposal.

**Projects Activities and Results** –summary of Tasks that have been accomplished for this 1<sup>st</sup> half of the Project.

**Internal Monitoring Report Questionnaire** – Project partners' feedback has been compiled (from 9 partners) for the following topics: Progress and Direction, Management and Communication, Team and Roles, Lessons Learned, Opportunities and Risks.

Overall, ratings are **positive**; as well, feedback in terms of suggestions/improvable matters was in place.

- Internal Quality Control mechanisms and measures, for the evaluated period, could be considered as proper and effective.

## 7.2 – External Project Quality Control

- The objective of this task is to carry out the External QA with a formative approach, integrating comments and suggestions into the Project deployment.
  - 7.2.1 – External Quality monitoring
- Mid Term External Evaluation Report, delivered on February 2021.

## Conclusions WP7

- ✓ Compiled **feedback** by the evaluator indicates, among Project partners, a **positive consideration** of proper quality assurance measures being implemented.
- ✓ In terms of all **due deliverables** of this WP, **no major delays or issues** to be noted.
- ✓ Relevance of the **Quality Plan**, a key, an **effective, control tool** for Quality Assurance.
- ✓ **1<sup>st</sup> Internal Monitoring Report**, definitely, a **positive output**, for int. Q.C.
- ✓ **Due to COVID-19**, and caused delays, a **rescheduling of deadlines/activities** was agreed by Consortium members (during a virtual meeting, Study Visit to UA).

## 6. CONCLUSIONS AND RECOMMENDATIONS

### 6.1 General Aspects

- Taking into account that, MORALE Project, has been **greatly affected by COVID-19 and socio/political/economical crisis in Lebanon** –plus the pre existing **situation in Syria**-, up to date, **achieved results and Project development** could be considered as, **overall, positive**.
- Besides other issues (above mentioned), **financial situation in Lebanon** (bank restrictions, i.e. transfers/checks are cashed at 35% of their actual value) are a **real problem**, in terms of **expenses**; especially for matters such as staff cost and equipment procurement. BAU has regularly communicated with the EC about this negative scenario and its consequences.
- **Extension will be requested**; so far, not clear if of 6 or of 12 months.
- **Project partners** have been, **overall, cooperative**; in addition to Project Coordinator (BAU), special positive mention towards UA, MUBS and AIU.
- **Delay in WP2**, has originated subsequent delay to meet certain deadlines for other activities/deliverables.
- As a confirmed outcome, increased (informal) **Networking among Lebanese and Syrian partners** is in place, improving the status quo and previous existing communication.
- Overall, WP2 (Needs Analysis) has been designed in an effective manner, **identifying the needs** for developing the subsequent activities, and **could be properly implemented** at local Project partner HEIs (via other WPs).
- In-depth **Needs Analysis Report** (Deliverable 2.3.1) and **Training Plan** (Deliverable 3.1.1), have been considered **relevant** and **useful** for the further implementation of the Project. Other important deliverables, to be further developed and implemented, **already in place**: **Strategic for Curricula Modernization** (4.1.1) and **Strategy for LLL Courses creation and delivery** (5.1.1).
- Project **partners** do **agree** on, MORALE Project, being a very **interesting, innovative** and **positive action** (NGOs are willing to learn on a more modern/efficient/effective way). There is a clear need to fill existing gaps, confirmed by the Needs Analysis; **results from WP2** do **confirm the own existence and purpose of the Project**.
- **Institutional support** seems to be able to be **achieved and increased**.



MORALE Project should start sort of a **positive domino effect** in the whole ecosystem, that should be evaluated/assessed at a later stage (after the Project ends and further in time).

- The external evaluator, as well, did compile **feedback from external stakeholders** (for the time scope of this Report) regarding their view in terms of relevant matters; see below:
  - ✓ One of the positive aspects, has been capacity building; for instance, one of the sessions (attended by external stakeholders i.e. Sanad Foundation for Youth Development <https://www.facebook.com/SanadTFD/> ) dealt with the capacities of associations and workers -within the development sector-, from an integrated program approach.
  - ✓ Another outcome to be taken into consideration, is the presence of various academic bodies and societies, sharing interests, expertise and experiences.
  - ✓ In terms of sustainability, networking (with partners of same specialty) within the Project, also reaching second youth agencies.
  - ✓ Also, it is recommended to share knowledge/resources/material support (from MORALE) towards and scalable model, benefiting all parties.
  - ✓ For a Master 's Degree (NGOs Management) content in the topic, historical and regional (MENA) should be taken into account. As well, legal matters are to be included in the curricula.
  - ✓ Networking is considered a critical aspect for future sustainability of MORALE Project results; involving private sector and Government agencies, also facilitates specific campaigns to be launched and lobbying towards set objectives. A formal structure (Network) is advisable.
  - ✓ Focus, also, on the community service (not only charity), assuring that -GOs- are also important actors in the ecosystem. Some suggestions have been made, for actions in place within *shariah* (e.g. *waqf*), definitely needing to be incorporated, for proper contextualization; Turkey or Morocco, cited as examples of *waqf* development, that could be replicated in Syria or Lebanon (engaging with, not only NGOs, but private sector and Government agencies).

## Conclusions for WP2 [In-depth Analysis]

- **WP2 has been, overall, considered (by Project partners) as having accomplished its aim** of serving as the **basis for the Project development (ToT/replication, curricula modernization, LLL)**, producing a **comprehensive and relevant analysis** – For instance, the In-depth Needs Analysis Report, perceived as very comprehensive, relevant, and well-structured; an informative and fact-based document, with pertinent recommendations for action with regards to the identified needs.  
The Report, it is result oriented, facilitating the decision making process, regarding relevant improvements at HE level; as well, results of the analysis are clear.  
It also helps –Project partners- understand the current state of NGO management and operations, with a wide survey (NGOs, academics, students) –very positive figures in terms of interviews and questionnaires-; several strengths and weaknesses have been identified.  
As per Methodology used for this diagnosis study, it was appropriate, leading to the above mentioned clear results of needs assessment for target groups; the mix used of qualitative and quantitative (aggregating/comparing compiled data) methods, effectively contributed to the final document.
- **Conclusions and recommendations (of the In-depth Needs Analysis Report (2.3.1)) were also defined as relevant, with regards of the needs identified** – Said Conclusions and recommendations, do represent the real needs of Syrian and Lebanese NGOs and are very useful towards setting up the contents of the coming actions of MORALE project; they are also based on a SWOT analysis and field needs.  
As well, to be noted, that –surveys- were produced after a focus group with local NGOs and also dealt with skill gaps.  
Key areas of development (Training topics to improve NGOs staff skills; Curricula Development Subjects; Additional ToT, to foster the quality of teaching topics, incorporated through Curricula Development) were identified, being consistent with Conclusions and recommendations.
- **WP 2, offers an increased understanding on the improvement to be made at Lebanese and Syrian HEIs educational level** – It was also agreed by Project partners and some examples, include: a) Subjects chosen by NGOs, for improved management and operation, are compiled in the Needs Analysis Report; as well, said subjects, were selected not only on real needs but based on the experience of the EU Project partners b) Participating HEIs, rethinking their involvement in social activities and engagement/linkage with NGOs (and recognizing weaknesses in terms of teaching NGO related topics/subjects) c) Awareness about the absence of a structured approached to the relevance of building a NGO Management curricula. Importance of the preliminary conceptual map and sample training topics, highlighted throughout the In-Depth Needs Analysis Report

### Conclusions for WP3 [Building Capacities]

- For the **activities/deliverables** in place or soon to be produced, it is –overall- agreed that, **capacity**, will be **effectively built in curricula modernization, in NGOs management topics** (via a multidisciplinary perspective, with an innovative teaching methodology) – NGO related learning it is to improve, in several aspects of the educational process (curricula, instruction, assessment). And, target staff and students, are to develop a broader range of higher-order skills to solve problems and think creatively, with better skills alignment (with staff and students’ needs).  
Use of innovative teaching methodology would be highly beneficial for all Syrian and Lebanese HEIs.  
As an example of good practice, AIU, plans to revise its curricula, adding NGO Management as one of its courses; new acquired skills will be integrated in the teaching of other modules too (one of the benefits of the coming ToT).  
ToT should properly promote the implementation of Curricula modernization, since it is tailored to answer the needs of local Project partner HEIs.  
On the other hand, some mentions were made to the issue of requiring approval from higher authorities, for a revision of curricula; Graduate programs, have more flexibility in what refers to incorporating new materials/content.
  
- **Training Plan (3.1.1)**, very recently delivered, properly **addresses the need to develop/provide appropriate and consistent materials and trainings** – This was also confirmed by Project partners, acknowledging that, training, is to start by the end of February 2021.  
Positive consideration, given to the fact that, EU Project partners, will deliver the courses, sharing their experiences/materials, based on the findings/conclusions/recommendations of WP2.  
And, last but not least, Training Plan it has been considered as comprehensive and built on cooperation (Consortium members).
  
- **View on transferability/replication of the activities/deliverables of WP3** – Gathered feedback, includes: a) Some HEIs have a policy of replicating internal trainings received, therefore maximizing its benefits b) Potential for transferability/replication will depend on the quality and efficiency of content of delivery c) On paper (and yet to be confirmed), WP3, provides smart solutions and clear patterns, that can be replicated throughout Lebanon and Syria and Lebanon; special mention to the new technology/tools, towards maximizing replication and transferability, via efficiency and effectiveness d) Commitment of local Project partner HEIs, to continue training students and updating skills of NGO professionals (triggering Curricula modernization), will allow support to other none-partner HEIs e) Collaboration/coordination between Project partner HEIs, will allow a wide replication, therefore, enhancing MORALE Project’s aim and visibility

- **Most relevant/important challenges for fully developing the MORALE Project at participating institution-s / organization-s:**
  - ✓ Building a professional curricula in NGO management and starting the ToT at the earliest
  - ✓ COVID-19 challenges including the total (lockdown, absence of travel, ...)
  - ✓ Financial/banking crisis in Lebanon
  - ✓ Approach of Ministry of Social Affairs (in Syria) to the Project and its political suitability; a positive view, would encourage NGOs to participate in MORALE trainings and workshops. Otherwise, impact would only be at curricula level
  - ✓ Technological issues in Syria and Lebanon, mainly related to inefficient Internet connection; learning platform development should take that this into account
  - ✓ Bureaucracy, a potential source of delays, mainly in Syria
  - ✓ Current scenario and hurdles in Lebanon and Syria (global pandemic, on-going political and social unrest, increasing financial crisis)
  
- **Challenges so to widening the impact and reach of MORALE Project to other institutions / organizations and/or at regional level:**
  - ✓ COVID-19 challenges including the total (lockdown, ...)
  - ✓ Slow administrative procedures, especially in the public sector; e.g., bureaucracy may cause delay in changing the curricula towards integrating the new NGO management module
  - ✓ Awareness of students and NGOs staff/managers of the importance of MORALE Project, and its activities
  - ✓ Cooperation of the Ministry of Social Affairs (Syria), in disseminating Project activities, as well as inviting NGOs to participate in LLL workshops and other events
  - ✓ Current scenario in Lebanon and Syria
  
- **Awareness of any other EU funded project or similar initiatives within this field**
  - Some Project partner HEIs are not familiar with any project in that field.

On the other hand, mentioned initiatives were:

- ✓ MATRE Project
- ✓ <http://www.enicbmed.eu/projects/morethanajob>
- ✓ Erasmus Mundus Master Program EMMIR – European Master in Migration and Intercultural Relations <https://www.emmir.org/>

- ✓ Erasmus+ Project PROMIG – Promoting Migration Studies in Higher Education  
<http://www.promig.tsu.edu.ge/>
- **Collaboration between Project partners –**
  - ✓ **Roles and goals of the partnership** among MORALE Project members are **clear and defined**.
  - ✓ **Trust, among MORALE Project partners is in place**, contributing to the achievement of the Project´s deliverables.
  - ✓ MORALE Project partners are **committed to their tasks/roles** and to the Project results; their, overall, own perception about the issue coincides with the diagnosis.
- **As per possibilities (or already existing) of synergies with similar projects in Syria and/or Lebanon, related with NGOs Management –** only the UNDP capacity building and development (started in 2016) was cited.
- **National initiatives -fostered by the Authorities- in the target field of MORALE, in Lebanon and/or Syria–** none were mentioned by Project partners
- **Overall rating/assessment of the project [at this stage] –**
  - ✓ Taking into account its implementation (and other matters, such as benefits or coordination), MORALE, it is assessed as a successful, useful and innovative Project, aiming to provide highly needed support in terms of NGO management
  - ✓ Project implementation strategy and approach, so far, has achieved the desired results
  - ✓ MORALE is of crucial importance in its field (humanitarian aid) and, planned outcomes, are promising
  - ✓ Producing face-to-face meetings (whenever/wherever possible) would also be of relevance
  - ✓ Importance of In-depth Needs Analysis already delivered; efforts/focus needs to be placed in the coming ToT (must be recorded, split into parts for proper download-s) and in the e-platform (also accommodating Syrian Internet connection issues, and with a content that would ensure the highest impact)
  - ✓ Role of WP2 deliverables as good indicators, assessing MORALE progress and alignment with objectives
  - ✓ Very positive overall assessment; on the other hand, difficulties have been met regarding deviations/delays
  - ✓ Very good cooperation, with, overall, Project partners´ involvement with motivation

- ✓ Capitalize and benefit (for developing better course materials and delivery of courses) from Syrian consultants -with great and more/better experience-, for providing management training for NGOs (both, employees and volunteers)

## 6.2 Institutional Perspective

- Regarding **positive changes / added value, due to MORALE, perceived within the institutions/organizations** -
  - ✓ Capacity building related to NGO Management
  - ✓ Networking with new stakeholders (NGOs ecosystem) and colleagues
  - ✓ Curricula modernization
  - ✓ Awareness and knowledge in terms of managing Erasmus+ projects in general
  - ✓ Importance of collaboration with NGOs, recognizing the relevant role it can play within the society; strengthening relations with NGOs, provides additional positive publicity (for the HEIs), as socially responsible, international and with a modernized curricula
  - ✓ Realizing the need, for HEIs, in applied Research and in training, to provide NGOs with better skills
  - ✓ Relevance of creating an NGO Management framework, along with a well- defined training for LLL
  - ✓ MORALE Project, becoming a working space, to share ideas/initiatives, supporting local Project partner HEIs to implement sustainable development, across its functions and missions (institutional practices, teaching, Research and community engagement and transfer)
  - ✓ Staff has become more competitive in Project implementation, earning valuable professional contacts
  - ✓ Opportunity to adapt actual provision of curricula to emerging issues
  - ✓ MORALE, could be perceived as a bridging Project between other international ones; it has close links with Erasmus+ FREE, and -due to the topic- with synergy effects, with the Erasmus+ PROMIG and Erasmus Mundus Master Program EMMIR

## 6.3 Individual Perspective

- **Main results, from a personal aspect, derived from the involvement in MORALE**
  - 
  - ✓ Completing WP2 reports
  - ✓ Completing the Quality, Dissemination and Project Management Plans
  - ✓ Acknowledging the real needs of Syrian and Lebanese NGOs
  - ✓ Brochure translation (Arabic and English)
  - ✓ Surveys and Questionnaires (for academic staff and students), in English and Arabic

- ✓ Technical and administrative contributions and public relations coverage
- ✓ Higher integration in society and updating of curricula
- ✓ Widening the view towards ideas/areas of Research and prospects of development
- ✓ Developing the NGO management team, and the future potential to provide (NGO labor market) with well qualified employees/volunteers
- ✓ Networking, knowledge sharing, good practices and novelties, in order to capitalize efforts and create a rich culture of collaboration between Project partner HEIs and NGOs -working towards the achievement of MORALE Project goals-
- ✓ Capacity building in terms of project management, communication and leading a team, along with coordinating a task and collaborating in an activity
- ✓ Awareness on the different contexts where NGOs are operating and the different systems of HEIs
- ✓ In-depth Analysis of interviews/surveys, including the analysis of the current situation and the derivation of optimization potentials

## 6.4 Conclusions per DAC Criteria

### SUSTAINABILITY

- There is a **perception**, at this stage, among **Project partners**, that **-MORALE results-** will be **maintained after the ending of the EU funding**; cited were: Capacity building/training activities conducted by EU Project partners, through internal transfer of training; Curriculum update and LLL courses delivery, given their importance; Materials prepared for WP2 (surveys/interviews); Knowledge gained from the study visits, summarized in the corresponding Reports; Training materials; Online Platform; Awareness about the role and importance of NGOs management and operation, stimulating HEIs Universities to develop and offer courses and training opportunities; Focus of HEI's offerings with respect to NGO Management and Operations.
- Issues that need to be **taken into account**, regarding how to **ensure the resources to sustain Project results once no longer EU funding is in place**: a) Local Project partner HEIs´ commitment towards sustaining said results, by funding the necessary activities b) Efficient dissemination of the Project aims and objectives, and all activities during the lifetime of MORALE, should allow for needed financial support c) Self-generating LLL coaches and trainers, that will replicate capacity building actions d) By integrating the NGO Management module in the curricula, tuition fees will allow for self-sustainability e) Request for extension of the Project period, allowing for ToT activities and Online Platform to be fully developed and implemented f) Use and exploitation of the Project´s results, via the website and Platform.

## IMPACT

- **At this stage, MORALE Project, considered as being on the right path for achieving an, overall, future improved NGOs management and operation at national/regional level** – Most of Project partners do agree with this assessment; some given arguments include: Promising strategy plan for WP3, 4 and 5; EU partners commitment, along with local ones´ readiness to absorb/replicate capacity building actions and skills; Urgent need, for NGOs on the field, to address the topic; Baseline for MORALE Project, has been built via WP2 deliverables and –collected quantitative/qualitative data- reflect the field needs at national/regional level; Specific optimization potentials were clearly identified, and would now become an orientation for improving NGO management.

Some other compiled feedback, cited the postponement of some activities due to the pandemic or the need to measure/confirm the quality of training and the commitment of the different teams.

- **MORALE Project properly accomplishing one of its objectives, being the modernisation of corresponding curricula –via lifelong courses- and providing the NGO labour market with high skilled trained professionals** - said impact is expected, among other factors, due to: Better alignment of programs with market needs (based on the needs analysis at WP2), leading to more qualified professionals along with providing professional development opportunities; Via the strategy plan, objectives are to be reached, being modernizing NGO management curriculum and providing LLL courses (for NGO managers/staff); Enthusiasm (of academic staff at Lebanese and Syrian HEIs) to transfer –acquired knowledge- to other peers and NGO staff; In the coming future (not to be measured at a short term scenario), expected impact is to improve institutional capabilities through proper training of staff; Sustainable curricula, reflecting answers required for implementation; Assuring the level of cooperation and participation; Needs of NGOs, to be used to adapt the offer of HEIs accordingly (WP2 did allow for an effective analysis of current academic offers from HEIs).
- **View on MORALE Project, raising awareness on the key role of provision of high level competences of future NGOs professionals** – raised awareness is expected, via: Continuous engagement with relevant stakeholders in Project´s activities; Dissemination via several channels (social media, meetings, workshops, newsletter-s, ...), reaching stakeholders and policy makers; Importance of an efficient operation, and management, of NGOs in the region (even more with current turmoil and the pandemic); Equipping graduates with enhanced, and updated, academic specific knowledge –current training, weak in delivery and updates-; Critical role of NGOs in dealing with several societal issues.



## EFFICIENCY

- Up to date, it is **confirmed** and, overall, agreed that, **MORALE Project, is being delivered in a cost efficient manner.**  
Some mentions were in place about more funds being needed (given the difficult regional circumstances and extra expenses due to financial crisis); as well, some added costs (i.e. some travel, Visa-s) not yet refunded.
- **Some activities have been delayed**, mainly due to the pre-existing complicated situation in Syria and Lebanon (as well, with political and social unrest along with the explosion at Beirut´s harbour), worsened by COVID-19; in any case, cited **deviations are not critical at this stage** of MORALE Project.  
Up to date, Consortium members have managed to overcome the delays (for instance, delivering not only WP2 but, also, 3.1.1, 4.1.1 or 5.1.1).  
Not to be forgotten, the positive relevance, and outcome, of the switch (due to COVID-19 restrictions), from face-to-face to virtual format (online meetings and study visits; and capacity building soon to come activities).

### 6.5 Recommendations, at micro and macro level

- Consider (matter is already being internally addressed) a **proper Extension** for the Project; requested amount of time, needs to be agreed by all Consortium members, for reassuring commitment in activities/deliverables.
- **Fostering interaction** not only with **NGOs**, but, as well, with **private sector**, achieving a better understanding of said labor market niche (enhancing students´ transversal employability prospects); knowing that this is not the ultimate rationale of MORALE, it could be used as a sort of benchmarking, or even potential collaboration.
- **Continue maintaining gender equality**, in Project´s participants.
- **Assuring institutional sustainability** of MORALE Project; first, at internal level (commitment from top management at all local partner HEIs, clear **endorsement of Study Labs**, consolidation of modernized Programs and multidisciplinary LLL offer). And, at external level, **formalizing**, at the earliest possible, **MORALE Network** –starting with an MoU-.
- As well, regarding **sustainability at policy side**, **further engagement is recommended**; for instance, in Syria, the Ministry of Social Affairs, should need to be reassured that there are no political hidden issues/motives in MORALE agenda. N.R.T. (soon to be held in both countries) are a very good opportunity for policy endorsement, until National Policy Paper on NGOs is delivered.

- Ensuring correct **follow up** (and update, if circumstances dictate so) of the **proper and timely completion of rescheduled activities** –due to, COVID-19, along with financial crisis´ effects-. Also, speeding them up as much as possible (for instance, equipment/software being purchased).
- **Dissemination** – **more Project partners to post related news** on diverse social media; so far, at least in English, BAU, MUBS and UA have appeared to be active.  
In Arabic, AIU has performed a good task in what relates to posting in social media.
- **Ensuring the sense of ownership and initiative** for all **MORALE Project partners**, not only for the 2<sup>nd</sup> half of the Project, but after its end.
- **Following up**, at the earliest, on **indicators** (both, quantitative and qualitative) set at Proposal stage, to assure they are all met before the end of the Project. The external evaluator is to provide a compilation of said indicators, in March, to BAU (Project Coordinator); a focus group on the issue is also recommended.
- In terms of sustainability, produce an **Action Plan / Sustainability Plan (per local Project partner HEI; e.g. for 3 years after Project end)**, describing what needs to be implemented towards achieving said sustainability (post EU finding).
- Place focus, also, on **strengthening the engagement with other similar Projects** (and regional Networks, if existing).
- Ensuring distribution of **feedback surveys at all events/activities** (including management meeting-s); this tool is very useful in terms of qualitative analysis, for any given Project.
- **Assuring** that, by the end of MORALE Project, proper and as uniform as possible, **formal validation, certification and accreditation** are in place, for students who successfully complete the program-s (enhanced/modernized curricula, LLL courses, ...).
- Not a critical matter, but it is always **recommended** (for several reasons) for any given Project – to **produce** and deliver/upload at the earliest, **evidences of activities** (e.g. meetings, training/workshops), such as photos [recording/screenshots, if virtual events], signed participants list –face-to-face-, agenda/program, Minutes, feedback survey, presentations, link to corresponding news,...
- As per **Recommendations** for the **ICQR** (Internal Quality Control Report-s), in this case, **1<sup>st</sup> Internal Monitoring Report** – the external evaluator rates as very positive this initiative, since it was not on the Quality Plan.

It is an extra internal control mechanism, assessing (by Consortium members) the implementation of the Project at the time of producing the Interim Technical Report.

This good practice derives from the "MORALE Quality Questionnaire for all partners".

## ANNEX 1. QUESTIONNAIRE FOR EU PARTNERS

### IMPACT

<p>At this stage, do you consider that, MORALE, is on the right path for achieving an, overall, future improved NGOs management and operation at national/regional level?</p> <p>As well, would MORALE properly accomplish one of its objectives, being the modernisation of corresponding curricula – via lifelong courses- and providing the NGO labour market with high skilled trained professionals?</p> <p>What is your view, on MORALE Project, raising awareness on the key role of provision of high level competences of future NGOs professionals?</p>	
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### SUSTAINABILITY

<p>At this stage of MORALE Project, what activities/results do you think will be maintained post EU funding?</p>	
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<p>How would you ensure the resources need to sustain them?</p>	
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<p><b>Questions about WP 2 [In-depth Analysis] –</b></p> <p>Has it accomplished its aim of becoming the basis for the project development (ToT/replication, curricula modernization, LLL) and produced a comprehensive and relevant analysis?</p> <p>Are conclusions and recommendations of the In-depth Needs Analysis Report (2.3.1) relevant, with regards of the needs identified?</p> <p>Does WP 2 offer an increased understanding on the improvement to be made at Lebanese &amp; Syrian HEIs educational level?</p>	
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<p><b>Questions about WP 3 [Building Capacities] –</b></p> <p>Do you consider, for the activities/deliverables in place or soon to be produced, that –capacity- will be effectively built in curricula modernization, in NGOs management topics (via a multidisciplinary perspective, with an innovative teaching methodology)?</p> <p>Do you think that, Training Plan (3.1.1), properly addresses the need to develop/provide appropriate and consistent materials and trainings?</p>	
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<p>What is your view on transferability/replication of the activities/deliverables of this Work Package (WP)?</p>	
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Regarding Efficiency:

<p>Do you consider that, the Project, is being implemented in a cost efficient manner?</p>	
<p>Are activities being delivered in a timely manner? Any relevant deviations to be mentioned?</p>	

Regarding Collaboration and Cooperation between Project partners:

<p>Do you believe that the objectives and distribution of roles among partners are defined and clear?</p>	
<p>Is there a climate of trust among partners?</p>	
<p>Is the decision-making system transparent?</p>	
<p>Are all participants committed?</p>	

## DISSEMINATION OF MORALE PROJECT RESULTS

Describe what actions does your institution / organization have produced for disseminating the Project 's activities/results	
For internal Target Groups	
For external Target Groups	

## QUALITY

Identify the person from your institution, and what is his/her role, participating in the Quality Board?
Do you consider that, MORALE Project, is implementing proper quality assurance measures?

## PROJECT MANAGEMENT

Do you consider that the Project is being properly managed?
Any deviation in this field that should be noted? Have Covid-19 effects (as well as Lebanese current scenario) on the Project been properly, timely and effectively, addressed?

## GENERAL QUESTIONS

<p>What are, so far, the most relevant/important challenges for fully developing the MORALE Project at Lebanese &amp; Syrian Project partners institutions / organizations?</p>
<p>What do you think are going to be the most relevant challenges for widening the reach and impact of MORALE Project to other institutions / organizations and/or at regional level?</p>

<p>What positive changes/added value, due to MORALE, have you perceived, within your institution / organization, regarding already existing activities, or new ones (if any)?</p>	
<p>So far, what would be the main results, from a personal aspect, derived from your involvement (and your institution / organization) in MORALE?</p>	
<p>Do you know of any other EU funded project or similar initiatives in this field?</p>	



And, an overall rating/assessment of the project [at this stage] is quite important for the qualitative analysis; for instance, if you think it is serving its purpose, if institutions / organizations involved are performing well so far, suggestions for improvement, policy support, ownership by beneficiaries, use of appropriate technology, gender equality, consistency of activities with objectives of the project and/or future transferability of project results?

## ANNEX 2. QUESTIONNAIRE FOR SYRIAN & LEBANESE PARTNERS

### IMPACT

<p>At this stage, do you consider that, MORALE, is on the right path for achieving an, overall, future improved NGOs management and operation at national/regional level?</p> <p>As well, would MORALE properly accomplish one of its objectives, being the modernisation of corresponding curricula – via lifelong courses- and providing the NGO labour market with high skilled trained professionals?</p> <p>What is your view, on MORALE Project, raising awareness on the key role of provision of high level competences of future NGOs professionals?</p>	
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### SUSTAINABILITY

<p>At this stage of MORALE Project, what activities/results do you think will be maintained post EU funding?</p>	
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<p>How would you ensure the resources need to sustain them?</p>	
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<p><b>Questions about WP 2 [In-depth Analysis] –</b></p> <p>Has it accomplished its aim of becoming the basis for the project development (ToT/replication, curricula modernization, LLL) and produced a comprehensive and relevant analysis?</p> <p>Are conclusions and recommendations of the In-depth Needs Analysis Report (2.3.1) relevant, with regards of the needs identified?</p> <p>Does WP 2 offer an increased understanding on the improvement to be made at Lebanese &amp; Syrian HEIs educational level?</p>	
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<p><b>Questions about WP 3 [Building Capacities] –</b></p> <p>Do you consider, for the activities/deliverables in place or soon to be produced, that –capacity- will be effectively built in curricula modernization, in NGOs management topics (via a multidisciplinary perspective, with an innovative teaching methodology)?</p> <p>Do you think that, Training Plan (3.1.1), properly addresses the need to develop/provide appropriate and consistent materials and trainings?</p>	
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<p>What is your view on transferability/replication of the activities/deliverables of this Work Package (WP)?</p>	
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Regarding Efficiency:

<p>Do you consider that, the Project, is being implemented in a cost efficient manner?</p>	
<p>Are activities being delivered in a timely manner? Any relevant deviations to be mentioned?</p>	

Regarding Collaboration and Cooperation between Project partners:

<p>Do you believe that the objectives and distribution of roles among partners are defined and clear?</p>	
<p>Is there a climate of trust among partners?</p>	
<p>Is the decision-making system transparent?</p>	
<p>Are all participants committed?</p>	

**DISSEMINATION OF MORALE PROJECT RESULTS**

<p>Identify the internal and external Target Groups within your institution / organization and country</p>

Describe what actions does your institution / organization have produced for disseminating the Project 's activities/results	
For internal Target Groups	
For external Target Groups	

### QUALITY

Identify the person from your institution, and what is his/her role, participating in the Quality Board?
Do you consider that, MORALE Project, is implementing proper quality assurance measures?

### PROJECT MANAGEMENT

Do you consider that the Project is being properly managed?
Any deviation in this field that should be noted? Have Covid-19 effects (as well as Lebanese current scenario) on the Project been properly, timely and effectively, addressed?

### GENERAL QUESTIONS

What are, so far, the most relevant/important challenges for fully developing the MORALE Project at your institution / organization?

<p>What do you think are going to be the most relevant challenges for widening the reach and impact of MORALE Project to other institutions / organizations and/or at regional level?</p>

<p>What positive changes/added value, due to MORALE, have you perceived, within your institution / organization, regarding already existing activities, or new ones (if any)?</p>	
<p>So far, what would be the main results, from a personal aspect, derived from your involvement (and your institution / organization) in MORALE?</p>	
<p>Do you know of any other EU funded project or similar initiatives in this field?</p>	
<p>In your country, are there national initiatives -fostered by the Authorities- in the target field of MORALE?</p>	
<p>Are there possibilities (or already exists) of synergies with similar projects in your country, related with NGOs management (with special focus on refugees)?</p>	
<p>And, an overall rating/assessment of the project [at this stage] is quite important for the qualitative analysis; for instance, if you think it is serving its purpose, if institutions / organizations involved are performing well</p>	

so far, suggestions for improvement, policy support, ownership by beneficiaries, use of appropriate technology, gender equality, consistency of activities with objectives of the project and/or future transferability of project results?