



GENDER ANALYSIS OF HIGHER EDUCATION IN LEBANON

USAID Lebanon / Performance Management and Support Program II

AID-268-C-15-00001

April 5, 2017

This publication was produced for review by the United States Agency for International Development by Social Impact, Inc.



TABLE OF CONTENTS

TABLE OF CONTENTS	II
TABLE OF FIGURES	IV
TABLE OF TABLES	IV
ACRONYMS	V
I. EXECUTIVE SUMMARY	VI
Background	VI
Purpose of Analysis	VI
Analysis Questions	VI
Data Collection Methods, Analysis, AND Limitations	VIII
Findings	IX
Conclusions	X
Recommendations	XI
II. INTRODUCTION	I
Gender Analysis Purpose and Audience	I
Gender Analysis Questions	2
III. EVALUATION DESIGN AND METHODS	4
Data Collection Methods	4
Analysis Approach	9
Strengths and Limitations	11
IV. BACKGROUND	12
V. FINDINGS	19
Laws, Policies, Regulations, and Institutional Practices	19
Cultural Norms and Beliefs	23
Gender Roles, Responsibilities, and Time Used	26
Access To and Control Over Assets, Services, and Resources	28
Patterns of Power and Decision-Making	35
VI. CONCLUSIONS	36
Laws, Policies, Regulations, and Institutional Practices	36
Cultural Norms and Beliefs, and Gender Roles, Responsibilities, AND Time Used	38
Access To and Control Over Assets, Services, and Resources	40

Patterns of Power and Decision-Making	40
VII. RECOMMENDATIONS	41
Laws, Policies, Regulations, and Institutional Practices	41
Cultural Norms and Beliefs	41
Gender Roles, Responsibilities, and Time Used	41
Access To and Control Over Assets, Services, and Resources	42
Patterns of Power and Decision-Making	42
ANNEX A: INCEPTION REPORT	44
ANNEX B: UNIVERSITY BACKGROUND DATA	55
ANNEX C: GLOSSARY OF KEY TERMS	70
ANNEX D: INTERVIEW LIST	72
ANNEX E: KEY INFORMANT INTERVIEW TOOLS	73
ANNEX F: FOCUS GROUP DISCUSSION TOOL	102
ANNEX G: DISCOURSE ANALYSIS	110
ANNEX H: DESK REVIEW BIBLIOGRAPHY	143

TABLE OF FIGURES

Figure 1: FGD Participants by Faculty.....	8
--	---

TABLE OF TABLES

Table 1: FGDs Across Sampled Universities and Faculties.....	6
Table 2: Number of Male and Female FGD Participants by Region.....	7
Table 3: Number of Students in Lebanese Universities, 2015–2016.....	14
Table 4: Responses on University Anti-Discrimination Policies.....	19
Table 5: Responses on Awareness of Anti-Harassment Policies.....	19
Table 6: Responses on University Practices.....	20
Table 7: Responses on Interest in Gender Studies.....	21
Table 8: Responses on Discrimination in Financial Assistance.....	22
Table 9: Responses on Grievance Processes.....	22
Table 10: Responses on Student Major and Career Choice.....	24
Table 11: Responses on Parents Providing Equal Financial Assistance.....	24
Table 12: Responses on Parents Restricting Daughters' Access to University.....	25
Table 13: Responses on Students' Perceptions of Each Other.....	25
Table 14: Responses on Students' Gender Preferences for Future Colleagues and Supervisors.....	26
Table 15: Responses on Employers' Gender Preferences.....	26
Table 16: Responses on Gender Stereotyping in General.....	27
Table 17: Responses on Factors Affecting University Choice.....	28
Table 18: Responses on Campus Safety.....	30
Table 19: Responses on Campus Harassment Issues.....	30
Table 20: Responses on Student Grievance Process Effectiveness.....	31
Table 21: Responses on Availability of Counseling Services.....	32
Table 22: Responses on Access to Pre-University Major and Career Guidance.....	33
Table 23: Responses on Factors Influencing Students' CHOICE of Major.....	33
Table 24: Responses on Parental Support of Student Majors.....	34
Table 25: Responses on Female Leadership.....	35
Table 26: Responses on Joining Opposite Sex–Dominated Activities and Clubs.....	35
Table 27: Responses on Interest in Student Council.....	36

ACRONYMS

ADS	Automated Directives System
AUB	American University of Beirut
AUB MC	American University of Beirut Medical Center
CAS	Central Administration of Statistics
CEDAW	UN Committee on the Elimination of Discrimination Against Women
CERD	Center for Educational Research and Development
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GPA	Grade Point Average
IRB	Institutional Review Board
KII	key informant interview
LBP	Lebanese pound
MBA	Master's In Business Administration
MEHE	Ministry of Education and Higher Education
NGO	Non-Governmental Organization
NSSF	National Social Security Fund
OHCHR	UN Office of the High Commissioner for Human Rights
PMSPL II	Performance Management and Support Program Lebanon
SOW	scope of work
STEM	Science, Technology, Engineering, and Mathematics
SWMENA	Status of Women in the Middle East and North Africa survey
TVET	technical and vocational education and training
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
URGBV	University-Related Gender-Based Violence
USAID/L	USAID Lebanon
USD	U.S. Dollars

I. EXECUTIVE SUMMARY

BACKGROUND

According to the 2016 World Economic Forum's Global Gender Gap Index Report, which quantifies the magnitude of gender disparities between women and men across four key areas (health, education, economy, and politics), Lebanon ranked 135th out of 144 countries.¹ Lebanon scored lowest in terms of political empowerment (137th) and economic participation and opportunity (136th). However, it ranked first on enrollment in secondary and tertiary education, indicating that the narrowest gender gap in Lebanon is in education. Despite Lebanese women's seemingly favorable position in the education sector, they continue to be detrimentally affected in many other social, economic, and political aspects of their lives due to the existence of regressive laws and regulations, deeply patriarchal cultural values, and inadequate public policies and political systems.² These factors impact all Lebanese women, including those in higher education, in a variety of ways.

PURPOSE OF ANALYSIS

This gender analysis will inform USAID about the existing multi-faceted gender differences and how to empower women to participate actively and equally in their society at all levels. The results of this higher education gender analysis will shed light on gender trends in the higher education sector.

ANALYSIS QUESTIONS

1. What is the enrollment rate for male and female youth enrolled in higher education in both public and private universities?
2. What are the enrollment rates, retention rates, and levels of educational achievement for men and women in higher education? Are there regional variations in these rates? (All in terms of public versus private.)
3. What is the proportion of male to female students enrolled in traditionally female-dominated fields of study at the tertiary level?
4. What is the proportion of male to female students enrolled in traditionally male-dominated fields of study at the tertiary level?
5. What is the proportion of males to females enrolled in science, technology, engineering, and mathematics (STEM) disciplines?
6. What data is available on household education expenditures for males/females at the tertiary level?

¹ Global Gender Gap Report 2016

² USAID, 2012, p. 9

7. What data is available on public expenditures on higher education as a percentage of the national budget? And what is the ratio of national budget to operational budget of some of the leading universities? Does sex-disaggregated data exist?
8. What are the male-to-female ratios of teaching staff, university deans, administrators, ministerial directors and staff, etc. involved in higher education and the Ministry of Education and Higher Education (MEHE)? What is the percentage of women in senior, middle, and junior levels of academic and administration staff in public and private universities?
9. What is the male-to-female ratio of students classified as refugees enrolled in public and private universities in Lebanon? What are the completion, dropout, and repetition rates among refugee youth?
10. What data exists on the employment rates of male/female graduates of higher education in Lebanon? What differences are there in the employment potential of males and females graduating in the same major? Do men get preferential treatment, a higher salary, or faster employment?
11. Does Lebanon's National Education Strategy include a gender policy? Does it include particular gender interventions to address the needs of young men and women?
12. Do cases of sexual harassment on university campuses exist? Are they reported? If so, what are the present systems for reporting sexual harassment (a) of students by staff; (b) of staff by staff; and (c) of staff by students? What sorts of policies and procedures are in place to counter these incidents and enable females—particularly the more conservative scholarship recipients—to feel comfortable on campus?
13. Do university curricula integrate topics of women's and gender studies?
14. What kind of research on teacher training exists to address gender stereotypes and gender bias in instruction at the tertiary level?
15. Are there any underlying cultural or contextual dynamics that reinforce gender stereotyping when students are selecting their majors, such as parents encouraging their sons to enroll in engineering or their daughters in nursing?
16. Are there any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing, or completing their higher education (e.g., cultural norms, gender division of labor, fees for education, access to transportation, safe passage to university, etc.)?
17. Is information readily available to both males and females about a variety of educational opportunities? In leaving intermediate education to move to technical and vocational education and training (TVET) or graduating from secondary school and moving on to university?
18. Are there constraints that affect female attainment of leadership positions in student governance bodies, clubs, or activities within higher education?
19. What strategies to better identify and measure progress toward gender equality in higher education are in place in Lebanon?

20. Do affirmative action programs and schemes exist to promote women's/men's entry to university and male-/female-dominated disciplines? Is affirmative action provided as a policy principle? Does the policy define targets? Time frame?
21. What policies/strategies are in place to extend scholarships to both males/females in Lebanon? What best practices and lessons learned may be recommended to USAID for gender integration in scholarships?
22. What are the laws, policies, regulations, or guidelines for improvement of equitable access to higher education and to what extent have they achieved their goals?

DATA COLLECTION METHODS, ANALYSIS, AND LIMITATIONS

Data collection began with an in-depth literature review on gender in the higher education system in Lebanon, from which some statistical information was gathered. Gaps identified in the literature review were filled with primary data from key informant interviews (KIIs) with faculty and focus group discussions (FGDs) with students.

The team conducted both discourse and content analysis to ensure a comprehensive set of qualitative findings. A systematic and rigorous content analysis facilitated comparative analysis within and between stakeholder groups (students and faculty/administrators), as well as across the different universities and faculties. The discourse analysis examined group dynamics, specifically within the mixed FGDs, to ensure that they reflected equitable gender power relations.

While the data collection and analysis approaches described above are generally quite strong, there are nonetheless several important limitations that the team worked hard to mitigate. These limitations are as follows:

The most important limitation was the use of mixed-sex FGDs for data collection.

- **Problem:** The mixed FGDs generally carry the possibility that some participants will not speak up, while others will dominate the conversation. No matter how gender-equal a society is, the possibility exists that this pattern of dominance will play out along gender lines. Mixed-sex FGDs were also problematic for conducting a gender analysis, as FGDs are typically treated as a single unit of analysis.
 - **Mitigation strategy:** To mitigate this, the FGD moderators took special care, more so than usual, to make sure that everyone had an opportunity to speak and contribute equally to the conversation. Subsequently, the team conducted the discourse analysis, as described above, to ensure that there was no gender bias in the FGDs.
 - **Mitigation strategy:** To compare male and female perspectives, the analysis disaggregated male and female responses within the same focus groups.

The team also faced challenges working with certain universities, which impacted the data collection process.

- **Problem:** The team was not able to conduct FGDs in all the identified campuses or faculties that were originally included in the sample due to a combination of Institutional Review Board (IRB) challenges, unresponsive university administrators, and a tight timeframe.
 - **Mitigation strategy:** The team mitigated these challenges by contacting other universities.

Selection bias is another potential issue with the FGDs.

- **Problem:** It is possible that administrators only selected their favorite students or those they felt would present the university in the best possible light.
 - **Mitigation strategy:** The team probed deeply on all questions, especially those pertaining to harassment and discrimination, to ensure honest responses. In addition, the team rephrased questions to hear viewpoints on issues from a variety of perspectives.

Response bias, which may be tied to selection bias, is also a potential issue in both FGDs and KIs.

- **Problem:** Participants may have told the team what they thought the team wanted to hear. As such, both students and administrators may have felt that gender equity is “expected” in higher education institutions and, therefore, may have minimized any gender issues on campus.
 - **Mitigation strategy:** The team worked hard to curtail this tendency by probing deeply and reframing questions.

FINDINGS

Overall, both students and faculty generally agreed that policies at the university were non–gender-discriminatory. However, when talking about faculty and student practice, many students mentioned instances in which male faculty favored female students.

Along these lines, while all but three universities had explicit anti-harassment policies, the faculty practices that some students described did not necessarily coincide. Furthermore, most of the students and faculty across all universities agree that sexual harassment (see Annex C for definition) is not an issue on campus. However, two faculty members who work closely on gender issues mentioned the existence of a “culture of silence” (see Annex C for definition) surrounding harassment and assault on campus that prevents students from reporting or even recognizing sexual harassment.

In terms of policies, while most universities have both formal and informal grievance processes—which are gender-neutral—both male and female students found the formal processes quite ineffective, and students often do not take advantage of informal reporting processes for fear of reprisal.

With respect to the existence of a formalized gender studies program, only one university has a fully functional gender studies program, though most of the students mentioned more interest in taking a course or two than in pursuing a major. Students largely felt the program was unnecessary, either due to the seeming existence of gender equality on campus or to irrelevance within their fields of study.

Students were highly motivated by proximity, affordability, and reputation of universities when choosing their schools. Students were market-driven when it came to their choice of study at the university, and nearly all felt that their choice of major was completely personal. However, students mentioned some societal and cultural influences that also impacted field of study, which often related to the idea of males as the breadwinners and “in the field” and women as the homemakers or “behind a desk.”

All students, regardless of gender, felt that they had equal access to resources, such as financial aid. However, the students at one university—both males and females—found the resources insufficient and deficient. Specifically, many students mentioned the lack of adequate career guidance and counseling services on campus to guide students prior to entering the university, during their time at university, and with post-university job placement.

Within the university, male and female students claimed to see each other as equals, where even women are able to take on leadership roles in clubs or join opposite sex–dominated clubs.

CONCLUSIONS

Both male and female students said that there were no harassment issues on campus, which is consistent with the literature review. While this suggests that students feel safe on campus, it does not mean that there are no cases of harassment, especially given the ineffectiveness of the grievance reporting procedures and the culture of silence.

Cultural norms that stereotype males and females in all aspects of life persist across Lebanon—among peers, parents, and employers, including within the university setting. For instance, even though most students indicate that they made their choice of major completely independently, other comments indicate that external influences, including parents, market needs, counselors’ advice, and social norms, generally informed their decisions. Furthermore, societal norms affect employers’ hiring practices, as employers tend to hire women for stereotypically female jobs and men for stereotypically male jobs. Even when males or females work in opposite sex–dominated jobs, they are often still expected to take on roles within those jobs that are considered “gender-appropriate.”

With respect to offering a specific gender studies program at the university, students are more interested in a single course offering than in a major or minor. This sentiment reflects a perception of such a program’s lack of relevance to students’ career paths and students’ lack of understanding of the interdisciplinary nature of such a program.

Although both male and female students indicate that career guidance counselors at some universities supported their choice of major choice, there is a general lack of clear career guidance structures, much less gender-sensitive ones, and counseling services at the sampled universities.

RECOMMENDATIONS

LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

1. The development of gender-focused courses within the different majors, as well as Gender Studies majors and minors, could increase awareness of gender issues on campus and in Lebanon more generally, which, in turn, would help break the university's culture of silence surrounding harassment and rape and provide students with the vocabulary to address them.
2. Informal campus-wide gender awareness-raising programs and formal orientation programs that address sexual harassment and assault could help break universities' culture of silence and increase awareness of the nuances to and degrees of sexual discrimination and harassment found on and off campus. Such awareness and normalization of sexual discrimination and harassment terminology are crucial for encouraging reporting as well as for preventing such phenomena from occurring in the first place.
3. It is recommended that USAID consider working with the MEHE to develop clear guidelines and quality assurance criteria for private and public universities to ensure quality in all aspects of university life, focusing particularly on gender mainstreaming.

CULTURAL NORMS AND BELIEFS

4. The development of programming, such as strategic communications campaigns, could increase gender awareness across Lebanese society, particularly programming that focuses on discrimination, sexual harassment and rape, and gender balance in employment.

GENDER ROLES, RESPONSIBILITIES, AND TIME USED

5. Gender awareness-raising and anti-harassment trainings for universities that can be customized for each faculty (i.e., medicine, engineering, education, art) could help increase gender diversity within majors as well as within the specific track that students choose to follow within their faculties.
6. A gender awareness and sexual harassment training for employers could help disrupt the perpetuation of gender stereotyping in job recruitment and assignment. Such initiatives may help increase the employability of males and females in jobs that are dominated by the opposite sex, as employers become more aware of the gender discrimination in their hiring practices and job assignments. This may, in turn, encourage male and female students to choose majors and career paths that they would have otherwise dismissed as more suitable for the opposite sex. Additionally, a formalized sexual harassment training for employers in jobs that are particularly male-dominant can help mitigate some of the concerns of female recruits and employees.

ACCESS TO AND CONTROL OVER ASSETS, SERVICES, AND RESOURCES

7. A market analysis of employment in Lebanon, disaggregated by sex, could assist university career counselors in their efforts to provide practical guidance to students on labor market needs.

8. It is recommended that USAID consider working with MEHE and private and public universities to create clear career guidance frameworks that describe the role of the pre-university orientation program as well as the career advisor's role and the employer's input on the job market.

PATTERNS OF POWER AND DECISION-MAKING

9. It is recommended that USAID consider providing leadership development training, particularly that which focuses on women at universities. There was not a strong interest among female FGD participants in student council involvement on campus; however, given the limited number of women in Lebanese politics more generally, this type of training might encourage and prepare women to become more involved and represented at the national level.
10. It is recommended that USAID consider supporting universities in offering a prize for “women champions” competitions, for those who are active in university committees and activities, to maximize women's participation in politics to prepare them to contribute actively and effectively in political life.

II. INTRODUCTION

USAID Lebanon (USAID/L) contracted Social Impact's Performance Management and Support Program Lebanon (PMSPL II) to conduct a gender analysis of the country's entire education system, including basic education, vocational schools, and higher education. This analysis is focused on the gender dimensions of higher education in Lebanon.

To ensure that the data gathered for this gender analysis is relevant and valid, the team used both primary and secondary data to answer the gender analysis questions. The background section below, which addresses some analysis questions, draws on secondary data gathered from a literature review and available university data. The findings section, in contrast, is grounded in primary data from key informant interviews (KIIs) and focus group discussions (FGDs), which address other analysis questions. The conclusions and recommendations draw on findings from both the literature review and primary data analysis.

Following a discussion of the gender analysis purpose and audience, the analysis design and methods are described. The background section and findings, organized by each of USAID's five gender analysis domains, are presented next, followed by overall conclusions and recommendations.

GENDER ANALYSIS PURPOSE AND AUDIENCE

This gender analysis will inform USAID about the existing multi-faceted gender differences and how to empower women to participate actively and equally in their society at all levels. The results of this analysis will shed light on gender trends in the higher education sector.

Specifically, this gender analysis will use USAID's five domains of analysis³ to comprehensively analyze the gender differences and potential gaps present in the higher education system in Lebanon:

1. The different **laws, policies, regulations, and institutional practices** that do or do not equally meet the needs of men and women personally and professionally.
2. The **cultural norms and beliefs** that affect women and men's access to higher education and their majors and career paths.

The **gender roles, responsibilities, and time used** that affect women and men's place in society and particularly within the university and labor market.

3. The difference in **access to and control over assets and resources** between men and women pre-university, at university, and following university.
4. The different influences that men and women have when it comes to **power and decision-making** pre-university, at university, and following university.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in higher education, as well as the economic and cultural contexts that shape them, by using the aforementioned domains to explore the following processes in higher education:

³ USAID ADS Ch. 205: Integrating Gender Equality and Female Empowerment in USAID's Program Cycle

- **Access to education:** The analysis team examined the state of higher education and whether gender parity is a part of Lebanon's higher education policy.
- **Learning processes:** The team studied teacher and staff capacity, course offerings, specializations, career guidance, orientation, and counseling in relation to available career options in the labor market.
- **Educational outcomes:** The team researched graduation rates in higher education and examined the status of men and women after leaving university and their ability to access varied resources and employment opportunities.

GENDER ANALYSIS QUESTIONS

The gender analysis answers the following questions, as outlined in the initial scope of work (SOW) and inception report.

Questions addressed in the background section from the literature review include:

1. What is the enrollment rate for male and female youth enrolled in higher education in both public and private universities?
2. What are the enrollment rates, retention rates, and levels of educational achievement for men and women in higher education? Are there regional variations in these rates? (All in terms of public versus private.)
3. What is the proportion of male to female students enrolled in traditionally female-dominated fields of study at the tertiary level?
4. What is the proportion of male to female students enrolled in traditionally male-dominated fields of study at the tertiary level?
5. What is the proportion of males to females enrolled in science, technology, engineering and mathematics (STEM) disciplines?
6. What data is available on household education expenditures for males/females at the tertiary level?
7. What data is available on public expenditures on higher education as a percentage of the national budget? And what is the ratio of national budget to operational budget of some of the leading universities? Does sex-disaggregated data exist?
8. What are the male-to-female ratios of teaching staff, university deans, administrators, ministerial directors and staff, etc. involved in higher education and the Ministry of Education and Higher Education (MEHE)? What is the percentage of women in senior, middle, and junior levels of academic and administration staff in public and private universities?
9. What is the male-to-female ratio of students classified as refugees enrolled in public and private universities in Lebanon? What are the completion, dropout, and repetition rates among refugee youth?
10. What data exists on the employment rates of male/female graduates of higher education in Lebanon? What differences are there in the employment potential of males and females graduating in the same major? Do men get preferential treatment, a higher salary, or faster employment?

11. Does Lebanon's National Education Strategy include a gender policy? Does it include particular gender interventions to address the needs of young men and women?

Questions addressed in the findings and conclusions sections of the report from the triangulation of data in the literature review, KIs, and FGDs include:

12. Do cases of sexual harassment on university campuses exist? Are they reported? If so, what are the present systems for reporting sexual harassment (a) of students by staff; (b) of staff by staff; and (c) of staff by students? What sort of policies and procedures are in place to counter these incidents and enable females—particularly the more conservative scholarship recipients—to feel comfortable on campus?
13. Do university curricula integrate topics of women's and gender studies?
14. What kind of research on teacher training exists to address gender stereotypes and gender bias in instruction at the tertiary level?
15. Are there any underlying cultural or contextual dynamics that reinforce gender stereotyping when students are selecting their majors, such as parents encouraging their sons to enroll in engineering or their daughters in nursing?
16. Are there any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing, or completing their higher education (e.g., cultural norms, gender division of labor, fees for education, access to transportation, safe passage to university, etc.)?
17. Is information readily available to both males and females about a variety of educational opportunities? In leaving intermediate education to move to TVET or graduating from secondary school and moving on to university?
18. Are there constraints that affect female attainment of leadership positions in student governance bodies, clubs, or activities within higher education?
19. What strategies to better identify and measure progress toward gender equality in higher education are in place in Lebanon?
20. Do affirmative action programs and schemes exist to promote women's/men's entry to university and male-/female-dominated disciplines? Is affirmative action provided as a policy principle? Does the policy define targets? Timeframe?
21. What policies/strategies are in place to extend scholarships to both males/females in Lebanon? What best practices and lessons learned may be recommended to USAID for gender integration in scholarships?
22. What are the laws, policies, regulations, or guidelines for improvement of equitable access to higher education and to what extent have they achieved their goals?

III. EVALUATION DESIGN AND METHODS

DATA COLLECTION METHODS

To address the above questions, the research team examined secondary literature and data and collected primary data using two approaches: key informant interviews (KIIs) with university faculty and staff and focus group discussions (FGDs) with students. After the literature and secondary data review process is described, each primary data collection approach is described in detail below. Prior to explaining primary data collection processes, however, the sample design is described.

SECONDARY DATA

LITERATURE REVIEW

The research team conducted a literature review to gather data about gender dynamics within different higher education disciplines in Lebanon. In addition, the team reviewed current university policies, particularly those regarding discrimination and harassment; research studies; and reports conducted or developed by MEHE, public and private universities, colleges, and other higher education institutions.

Documents reviewed (see Annex H) included those provided by the different higher educational institutions and MEHE as well as online publications by various donors such as the World Bank, United Nations (UN), and other organizations. The team also identified relevant research studies available in the library databases of reputable universities in Lebanon.

Finally, the team requested secondary data on student enrollment, which addressed some specific questions from all universities in the sample. Data was collected from only one university. Other up-to-date data was obtained from private universities' websites and reports published online.

In addition to informing the overall gender analysis, initial findings from the literature review identified gaps in the available information about gender dynamics within Lebanese higher education institutions. This analysis informed KII and FGD tool development to ensure the team gathered the information necessary to fill identified gaps.

PRIMARY DATA SAMPLE DESIGN

REGIONAL VARIATION

Lebanon is divided into eight governorates: Akkar, Baalbek-Hermel, Beirut, Beqaa, Mount Lebanon, Nabatieh, North Lebanon, and South Lebanon. There are approximately 44 universities with licenses from MEHE and one public university in Lebanon. While universities are mainly concentrated in Beirut with campuses and/or faculties spread out across the country, at least one third of universities are based in governorates other than Beirut.

To select the universities to include in the sample, the team made the following classifications (see Annex B for full classification):

1. Public versus private: one public and 44 private universities
2. Location: based on eight governorates

3. Language of instruction: English/French
4. Range and type of departments/faculties: disciplines taught
5. USAID scholarship availability

Based on the resulting classification scheme, the team identified eight universities on which to focus data collection. These were selected to maximize geographic diversity and to reflect the relative proportions of university locations and types across Lebanon. The targeted selection included:

1. One public university
2. Seven private universities as follows:
 - a. One francophone university
 - b. Six based in Beirut, four of which have faculties in governorates across Lebanon
 - c. Two based outside Beirut (Mount Lebanon and North Lebanon)
 - d. Three benefiting from USAID's scholarship program

FACULTY AND DISCIPLINARY VARIATION

In addition to capturing regional variation, the sample design also aimed to reflect differences in students' experiences across faculties. To that end, the team conducted FGDs and KIs in nine different faculties. Those selected include both traditionally female-dominated and male-dominated domains (e.g., education and engineering, respectively). Table 1 depicts the distribution of FGDs across universities and faculties. To maintain anonymity and ensure confidentiality, the universities' names were not mentioned and numbers were assigned randomly.

TABLE 1: FGDS ACROSS SAMPLED UNIVERSITIES AND FACULTIES

UNIVERSITY	FACULTY								
	SCIENCES	SOCIAL SCIENCES	ENGINEERING	AGRICULTURE	MEDICINE/ PHARMACY	LAW	BUSINESS	ARTS & HUMANITIES	EDUCATION
University 1	Mixed		Male Mixed				Mixed	Female (KII)*	
University 2	Mixed	Mixed					Mixed	Mixed	
University 3	Mixed		Mixed				Mixed	Mixed	
University 4	Mixed		Mixed				Mixed	Male (KII)*	
University 5	Mixed		Mixed				Mixed	Mixed	
University 6							Mixed		
University 7			Mixed	Mixed	Mixed	Mixed			
University 8									Female single-sex, male single-sex, mixed

Note: * indicates cases where the team planned to conduct FGDS, but as only one student participated, the team conducted a KII instead. These KIIs are included in the analysis as single-sex FGDS.

STUDENT POPULATION

The research team requested assistance from the deans of the selected faculties at each university to identify possible FGD participants. The team requested that the deans select equal numbers of male and female students to participate. However, due to the dominance of one sex within certain faculties, this was not always possible. For example, males and females dominated FGDs at some of the engineering and education faculties, respectively. This reflects the dominance of that sex within the faculties' student bodies. For example, in one education department, FGDs consisted of female participants only; there were no males enrolled.

In total, the team conducted 28 FGDs, of which 22 were mixed-sex groups. The remaining six were single-sex groups: three with women and three with men. The tables below depict some key characteristics of the student FGD participants.

A total of 61 students mentioned receiving some form of financial assistance (28% of the student sample).

Table 2 shows the number of male and female FGD participants by region.

TABLE 2: NUMBER OF MALE AND FEMALE FGD PARTICIPANTS BY REGION			
REGION(NUMBER OF PARTICIPATING UNIVERSITIES)	FEMALE STUDENTS	MALE STUDENTS	TOTAL STUDENTS
Beirut (3 universities)	43	33	76
Mount Lebanon (3 universities)	59	39	98
North Lebanon(1 university)	22	15	37
South Lebanon (1 university)	4	2	6
<i>Grand total</i>	<i>128</i>	<i>89</i>	<i>217</i>

Figure I depicts the distribution of male and female FGD participants by faculty.

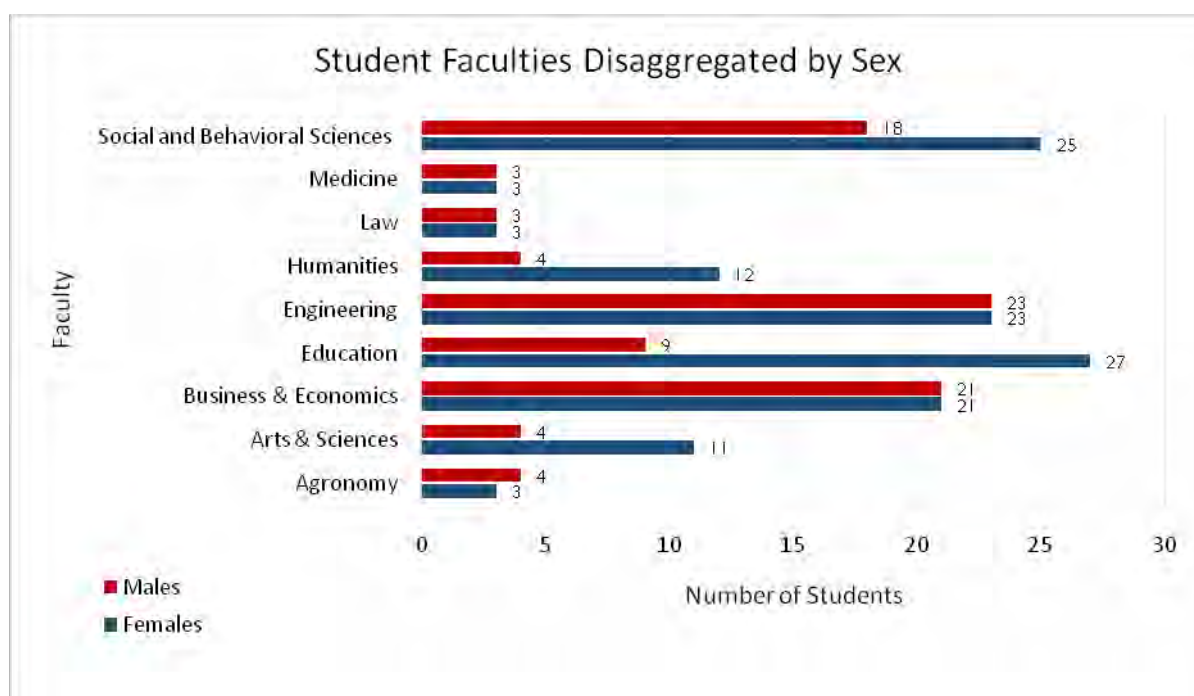


Figure 1: FGD Participants by Faculty

PRIMARY DATA COLLECTION

KEY INFORMANT INTERVIEWS

The research team conducted 17 KIs with various university faculty and administrators at each of the universities included in the sample. One of these was with an administrator who had two roles: Dean of Students (his/her official role) and Career Guidance Officer. These interviews were treated separately in the analysis. KIs focused especially on those associated with student life, counseling, and career guidance, as well as those with deans of students. The interviews covered a range of topics including, but not limited to, university policies and practices related to discrimination and harassment, strategies to increase university safety and decrease gender-based violence, increase awareness about gender issues in general and gender-based violence specifically, informal and formal strategies to improve equitable access to higher education, and any affirmative action programs and schemes to promote men's/women's equal access to sex-dominated disciplines and career paths.

FOCUS GROUP DISCUSSIONS

The research team conducted FGDs with university students to gather data to triangulate and fill gaps in the information gleaned from the literature review. FGDs concentrated on students' perceptions of university policies and practices related to harassment and discrimination, including formal and informal grievance processes; the importance of education to themselves and their parents; how students are oriented to specialize in majors and which career paths to follow; students' roles and responsibilities, including student leadership opportunities both in and out of the university; involvement in extracurricular activities; availability of and access to learning resources and physical environments; gender-based differences in students' participation in university activities; and violence witnessed or experienced in and out of school.

TOOL TRANSLATION

Interview and FGD tools were developed in English, and bilingual members of the research team translated the tools into Arabic. An external professional translator then back-translated the Arabic version into English. The bilingual research team members subsequently compared the Arabic version to the back-translated English version to verify that meanings remained the same. Data collection was conducted in Arabic, French, and/or English,⁴ depending on the language(s) with which respondents were most comfortable.

FGDs were held during normal class hours so as not to disrupt students' leisure time. However, only students who did not have classes at the time of the discussion were allowed to participate. All FGD times were agreed upon with the dean of each respective school or faculty.

Prior to the discussions' start, each student completed an informed consent form.

ANALYSIS APPROACH

The team conducted both discourse and content analysis to ensure a comprehensive set of qualitative findings. Moreover, the team undertook both analysis methods in a systematic and rigorous fashion to ensure the credibility and validity of results. The steps taken to implement each approach are outlined below.

DISCOURSE ANALYSIS

Mixed-sex FGDs were conducted based on the belief that gender disparities would not negatively impact the free flow of conversation by both men and women within the group. To ensure the validity of this assumption, the team conducted a discourse analysis on all mixed-sex FGDs, conducted largely in English. The purpose of this was to ensure that the FGDs reflected equitable gender power relations. In other words, this method was used to verify that both sexes had equal opportunity to express their thoughts and were not inhibited in any way from doing so. To conduct the discourse analysis, the following steps were taken:

1. Develop a rubric (see Annex G) to guide the analysis.
2. Listen to each FGD intently using the rubric.
3. Analyze each FGD using the rubric to assess the group dynamics between males and females, focusing particularly on whether both sexes were able to present their points of view, whether any respondents dominated the conversation, and whether everyone felt comfortable sharing opinions that were contrary to others' perspectives.
4. Compare completed rubrics to assess to what extent, if any, gender dynamics interfered with the free flow of discussion in the FGDs.

⁴ In Lebanon, people often speak in multiple languages in the same sentence.

CONTENT ANALYSIS

The team conducted a systematic and rigorous content analysis to compare perspectives within and between stakeholder groups (students and faculty/administrators) as well as across the different universities and faculties. The content analysis included the following steps:

1. Each FGD and KII was transcribed in a Word document.
2. The team identified “open codes,” which are themes that dominate both the FGDs and KIIs and that speak to the questions this gender analysis is intended to address.
3. Based on “open codes,” the team then developed a coding framework that served as the basis for later analysis.
4. The team members then “closed-coded” each of the transcripts in a round-robin fashion, whereby they identified which of the coded themes were mentioned in each KII and FGD. This approach meant that a team member not involved in the interview or FGD independently coded the transcript. The team members used a tally sheet in Excel for the “closed coding,” wherein they indicated the presence of a specific theme in each transcript with a tally in the box corresponding to the intersection of the theme and FGD/KII. As many themes as were present were identified, even if they were contradictory. This process only identifies instances in which participants mentioned or indicated a particular point of view. The absence of a theme, however, does not indicate that the theme is not important. Rather, an absent theme only means that participants did not mention it. For example, just because participants did not say that harassment is an issue does not mean it does not occur. For the mixed-sex FGDs, the team also identified whether a female or male (or both) mentioned the theme.
5. A different team member coded the transcripts a second time to facilitate researcher triangulation to reduce any possible bias.
6. Two team members working collaboratively then identified and resolved any disparities in the primary and secondary coding.
7. The final coding for each FGD and KII was then combined into one tally sheet for the analysis. Tallies were then calculated for all relevant disaggregations (gender, geography, stakeholder group, etc.), which are particularly important for triangulation across data sources and methodology.
8. Based on the tallies, the entire team then analyzed the data, identifying key findings and any relevant patterns. Generally, the most important findings were those themes that occurred the most often across several interviews. Sometimes, however, the absence of a theme was also identified as important. Similarly, if only one or two people who hold critical positions raised an issue, the instance was also identified as important. The findings included in this analysis are all those that met these criteria.

STRENGTHS AND LIMITATIONS

While the data collection and analysis approaches described above are generally quite strong, there are several important limitations that the team worked hard to mitigate.

The most important limitation was the use of mixed-sex FGDs for data collection. There are two issues with this. First, FGDs generally carry the possibility that some participants will not speak up, while others will dominate the conversation. No matter how gender-equal a society is, the possibility exists that this pattern of dominance will play out along gender lines. To mitigate this, the FGD moderators took special care, more so than usual, to make sure that everyone had an opportunity to speak and contribute equally to the conversation. Subsequently, the team conducted the discourse analysis, described above, to ensure that there was not any gender bias in the FGDs. This analysis revealed that, as anticipated, both men and women spoke freely and were not inhibited in any way from contributing to the conversation, though in a few instances, male participants did dominate some of the discussions. In these instances, the moderator specifically addressed the females in the FGD to document their viewpoints. Furthermore, even in these discussions, the discourse analysis showed that female participants were still able and willing to present contrary views—particularly views that their male peers did not hold. Second, FGDs are typically analyzed as a single unit. However, in this case, because part of the objective was to compare male and female perspectives, the analysis disaggregated male and female responses within the same focus groups.

The team faced challenges working with certain universities that were originally included in the sample due to a combination of IRB challenges, unresponsive university administrators, and a tight timeframe. The team mitigated these challenges by contacting other universities.

Selection bias is another potential issue with the FGDs. It is possible that administrators only selected their favorite students or those they felt would present the university in the best possible light. To mitigate this, the team probed deeply on all questions, especially those pertaining to harassment and discrimination, to ensure honest responses. In addition, the team rephrased questions to hear viewpoints on issues from a variety of perspectives.

Response bias, which may be tied to selection bias, is also a potential issue in both FGDs and KIIs. In this case, participants may have told the team what they thought the team wanted to hear. For example, faculty and administrators may have minimized the possibilities of harassment on campus. Likewise, both students and administrators may have felt that gender equity is “expected” in higher education institutions and, therefore, may have minimized any gender issues on campus. As above, the team worked hard to curtail this tendency by probing deeply and reframing questions. Nonetheless, there are a few instances noted in the findings below where this phenomenon may still present an issue.

IV. BACKGROUND

According to the 2016 World Economic Forum's Global Gender Gap Index Report, which quantifies the magnitude of gender disparities between women and men across four key areas (health, education, economy, and politics), Lebanon ranked 135th out of 144 countries.⁵ Lebanon scored lowest in terms of political empowerment (137th) and economic participation and opportunity (136th). However, the country ranked first on enrollment in secondary and tertiary education, indicating that the narrowest gender gap in Lebanon is in education. Despite Lebanese women's seemingly favorable position in the education sector, they continue to be detrimentally affected in many other social, economic, and political aspects of their lives due to the existence of regressive laws and regulations, deeply patriarchal cultural values, and inadequate public policies and political systems.⁶ These factors impact all Lebanese women in a variety of ways, including those in higher education.

1. What are the laws, policies, regulations, or guidelines for improvement of equitable access to higher education and to what extent have they achieved their goals?

The National Education Strategy Framework (2010–2015), currently under review, specifies that there should be equal opportunity and social integration for everyone. However, the educational system reflects an urban bias, dependency on external funding, and variations in quality drawn along sectarian and geographical lines.⁷ These factors have implications for female students. Public higher education, which is only available at Lebanese University (LU), is poor families' first choice for their daughters, especially in rural areas. In fact, women account for 70% of LU graduates.⁸ An inefficient bureaucracy, limited public financing, political interference, and the inability of the government to delineate a strategic vision have undermined the quality of education at LU.

2. What is the enrollment rate for male and female youth enrolled in higher education in both public and private universities?

In higher education, female enrollment exceeds that of males by eight percentage points, with females accounting for 54% of total student enrollment in Lebanese universities and males constituting the remaining 46%. Most students in higher education are of Lebanese nationality (86%), while non-Lebanese account for 14% of students.⁹ Regarding refugees from the Syrian crisis, the estimated number of refugee students enrolled over the last four years in Lebanon is 2,369, but there is no sex-disaggregated data on this. In early 2016, 510 Syrian refugees enrolled in Lebanese universities.¹⁰

Table 3 shows the student enrollment rates for the universities included in this gender analysis.

⁵ Global Gender Gap Index Report, 2016

⁶ USAID, 2012, p. 9

⁷ Nahas, 2009, p. 13

⁸ Center for Educational Research and Development, 2015–2016

⁹ Soueid, M., Ghanem, S., Hariri, Z., Yamout, N., and Nehme, R., 2014, p. 23

¹⁰ EU, 2016, p. 1

3. What are the enrollment rates, retention rates, and levels of educational achievement for men and women in higher education? Are there regional variations in these rates? (All in terms of public versus private.)

The overall higher education system, including all private universities, has a higher number of female students than male, with a total of approximately 113,184 female students and 86,495 male students.¹¹ Table 3 shows the distribution of males, females, locals, and foreigners across the specific universities included in this gender analysis.

4. What is the percentage of women in senior, middle, and junior levels of academic and administration staff in public and private universities?

According to the Center for Educational Research and Development (CERD), during the 2012–2013 academic year, 38% of faculty members at all academic levels at both public and private universities were women. However, at the administrative level, the percentage of women in these roles differs between the public and private universities. At the public university, women represent 58% of people in administrative roles, whereas at private universities, 47% of administrators are women.¹²

See Annex B for more specific information on academic and administration staff in Lebanese universities.

5. What is the proportion of male to female students enrolled in traditionally female-dominated fields of study at the tertiary level?

In terms of enrollment rates across faculties and disciplines, available information from the CERD¹³ and CAS surveys¹⁴ show that in 2008, females dominated traditional female majors, such as social services, environmental studies, education, life sciences, social and behavioral science, humanities, health, and the arts. Likewise, males dominated traditional male majors, including engineering, transport services, computing, law, and architecture.¹⁵ Data from one university that provided updated sex-disaggregated data on student enrollment by faculty for the 2016–2017 academic year shows similar trends.¹⁶

¹¹ Center for Educational Research and Development, 2015–2016

¹² Center for Educational Research and Development, 2012–2013

¹³ Yearly census on schools, teachers, professors, and students in the public schools.

¹⁴ Includes The State of Children in Lebanon Survey (MICS II), 2000; The Lebanon Family Health Survey, 2004; The Living Conditions of the Households, 2004 and 2007; and The Multiple Indicators Cluster Survey III, 2009.

¹⁵ CAS [Central Administration of Statistics] (2010). Gender Statistics in Lebanon: Current Situation and Future Needs.

¹⁶ Questionnaire administered by Social Impact to all university Deans of students; received one response from the secretary of the dean of students at one university.

TABLE 3: NUMBER OF STUDENTS IN LEBANESE UNIVERSITIES, 2015–2016

UNIVERSITY	GENDER				NATIONALITY			
	FEMALES	% OF FEMALES	MALES	% OF MALES	TOTAL	LEBANESE	NON-LEBANESE	TOTAL
Private Universities								
Al-Kafaat University (AKU)	630	48%	678	52%	1308	1285	23	1308
American University for Culture and Education (AUCE)	1663	45%	2006	55%	3669	3486	183	3669
American University of Science and Technology (AUST)	2778	39%	4256	61%	7034	6324	710	7034
University of Balamand (UOB)	2575	45%	3141	55%	5716	5224	492	5716
Beirut Arab University (BAU)	4376	44%	5680	56%	10056	8078	1978	10056
Al-Jinan University	775	62%	480	38%	1255	782	473	1255
Lebanese American University (LAU)	4136	51%	3916	49%	8052	6577	1475	8052
Lebanese German University (LGU)	332	60%	219	40%	551	503	48	551
American University of Technology (AUT)	451	43%	610	57%	1061	980	81	1061
American University of Beirut (AUB)	4595	53%	4049	47%	8644	6794	1850	8644
Arab Open University (AOU)	1333	45%	1631	55%	2964	2712	252	2964
Arts, Sciences, and Technology University in Lebanon (AUL)	2941	44%	3764	56%	6705	6031	674	6705
École Supérieure des Affaires (ESA)	180	64%	100	36%	280	264	16	280
Lebanese Canadian University (LCU)	379	46%	440	54%	819	790	29	819
Lebanese International University (LIU)	11010	52%	9970	48%	20980	18780	2200	20980
Islamic University of Lebanon (IUL)	1971	43%	2614	57%	4585	3728	857	4585
Modern University for Business and Science (MUBS)	1168	54%	986	46%	2154	2050	104	2154
MatnUniversity College (MUC)	123	44%	156	56%	279	243	36	279
Rafik Hariri University	274	33%	564	67%	838	784	54	838
Global University	195	47%	220	53%	415	287	128	415
Notre Dame University (NDU)	2839	40%	4328	60%	7167	6568	599	7167

Université La Sagesse(ULS)	1864	48%	1734	44%	3898	3488	110	3898
Université Libano-Française (ULF)	309	25%	941	75%	1250	1237	13	1250
University of Sciences and Arts in Lebanon (USAL)	184	69%	82	31%	266	260	6	266
Université Saint-Esprit Kaslik (USEK)	4305	54%	3669	46%	7974	7811	163	7974
Université Saint-Joseph (USJ)	6295	66%	3174	34%	9469	8879	590	9469
Haigazian University	348	50%	347	50%	695	588	107	695
Beirut Islamic University	89	31%	199	69%	288	196	92	288
Al Maaref University جامعة المعارف	121	49%	128	51%	249	243	6	249
Antonine University	1159	39%	1842	61%	3001	2967	34	3001
Al Rassoul Al Aazam University Institute	347	65%	189	35%	536	527	9	536
Middle East University	64	41%	92	59%	156	95	61	156
Lebanese Red Cross	109	52%	100	48%	209	201	8	209
Université Sainte Famille (USF)	319	73%	116	27%	435	432	3	435
Makassed University of Beirut	65	46%	77	54%	142	91	51	142
Al Manar University	320	43%	422	57%	742	690	52	742
Saint-Paul Institute for Philosophy and Theology	7	37%	12	63%	19	12	7	19
Ouzai University College	818	39%	1271	61%	2089	287	1802	2089
University of Tripoli	201	60%	134	40%	335	154	181	335
Daawa University Institute for Islamic Studies	132	38%	214	62%	346	81	265	346
Joya University Institute of Technology (JUIT)	105	28%	266	72%	371	370	1	371
Phoenicia University	157	47%	179	53%	336	322	14	336
Azm University	26	55%	21	45%	47	47	0	47
Academic University for Nonviolence and Human Rights (AUNOHR)	40	53%	36	47%	76	32	44	76
Total (Private Universities)	62,108	49%	65,053	51%	127,461	111,280	15,881	127,461
Public University								
Lebanese University	51,076	70%	21,442	30%	72,518	68,778	3,740	72,518

Source: Center for Educational Research and Development, 2015–2016

6. What data is available on household education expenditures for males/females at the tertiary level?

Unfortunately, there is no sex-disaggregated data available on household education expenditures at the tertiary level in Lebanon. However, on average, households spend more than 4% of gross domestic product (GDP)¹⁷ on tertiary education overall. In terms of per capita expenditure by student, the ratio of expenditure is very high, varying between 50% and 84%, depending on the sources. These variations can be explained by differences in university entry cost. The minimum entry cost per year is 330 USD at public universities and an average of 7,000 USD at private universities—almost 50% of GDP per capita.¹⁸

There are clear differences in female student enrollment at public and private universities across Lebanon. The total percentage of females in the public university is 70%, and the total percentage of females in the private universities is 49%, per the CERD report for the 2015–2016 academic year. According to Charbel Nahas, a plausible explanation for this difference is that in households with serious financial constraints, sons tend to be sent to community and commercial universities that are perceived to be of higher quality, while daughters tend to be sent to the free LU.¹⁹

7. What data is available on public expenditures on higher education as a percentage of the national budget? And what is the ratio of national budget to operational budget of some of the leading universities? Does sex-disaggregated data exist?

In terms of higher education public expenditures, the Lebanese government increased direct expenditures on public education by 1.5% from 2012 to 2013. However, it invests considerably more in private institutions, which represent over 3% of the GDP, in the form of educational allowances and transfers allocated to government employees.²⁰ Public expenditure per tertiary student as a percentage of GDP per capita was 3.7% in 2012 and 5.1% in 2013.²¹ However, the share of spending at LU, the sole public university, was only 0.6% of GDP. Most of this money is spent on salaries and administration.²² LU's 2007 budgetary accounts show that out of the millions of Lebanese pounds (LBP) in total expenditures, 98,044 LBP to 150,636 LBP go to salaries and wages and 29,671 LBP go to administrative supplies and maintenance.²³ As most LU students are female, we can deduce that there is, in fact, a gender disparity in how public education expenditure impacts students.

¹⁷ Chaaban, 2015, p. 9

¹⁸ Chaaban, 2015, p. 5.

¹⁹ Nahas, 2011, p. 87.

²⁰ Galal and Kanaan, 2011, p. 5

²¹ World Bank, 2017

²² Chaaban, 2015, p. 9

²³ Nahas, 2009, p. 19

8. What data exists on the employment rates of male/female graduates of higher education in Lebanon? What differences are there in the employment potential of males and females graduating in the same major? Do men get preferential treatment, a higher salary, or faster employment?

In Lebanon, there is also a gender disparity in the unemployment rate, as the female unemployment rate is more than double that of males. In 2009, the overall unemployment rate was estimated at 11% (23% for women and 7% for men). According to the International Bank for Reconstruction and Development, unemployment rates have most likely increased since 2009, particularly following the Syrian crisis:

“Current unemployment rates are likely to be significantly higher given slower economic growth and other effects of the Syria conflict. As a result of the large influx of refugees, the labor force is expected to have increased by as much as 35%...Indications are that competition between Lebanese and Syrian workers at different levels of skills and employment is high, leading to even higher unemployment for Lebanese and growing social tensions.”²⁴

Women’s employment potential increases considerably with their level of education. For instance, employed women have higher education levels than men, with 43% of employed females having a university level education, compared to only 20% of employed males.²⁵ Still, the Lebanese labor market has persistently low levels of female participation. The main reasons for women not working are their “duties as housewives,” as mentioned by 58% of women in the Status of Women in the Middle East and North Africa (SWMENA) survey. In fact, only 8% of females cite a lack of available work as a reason for not working, while 26% of males gave the same response.²⁶ In Lebanon, workingwomen tend to be young and childless or those in certain professional niches, such as education.²⁷ In fact, labor force participation among women decreases with age; 44% of women aged 18 to 35 work, compared to only 38% of those aged 36 to 55. Finally, the Lebanese legal system, in the form of laws such as the Maternity Compensation Employees’ Law (decree 112/59), does not encourage women to work outside the home. Maternity leave in the private sector is paid by the employer rather than by the National Social Security Fund (NSSF), which renders married working women subject to layoffs and encourages employers not to hire women.²⁸

In terms of wages, men fare better than women in all sectors. Women have an average monthly salary of 660,000 LBP, while men have an average monthly salary of 702,000 LBP. There is an estimated gender-based pay gap of 6% at the national level. This gap becomes much larger than the national average in specific sectors, such as 24% in manufacturing.²⁹ The lack of wage equity laws to deter private-sector

²⁴ International Finance Corporation, and Multilateral Investment Guarantee Agency Country Partnership Framework for the Lebanese Republic, 2016, p. 11

²⁵ Torino Process, 2014, p. 20

²⁶ SWMENA, 2013, p. 4

²⁷ Nahas, 2011, p. 87

²⁸ OHCHR, 2010, p. 7

²⁹ CAS, 2007, as cited in CAS, 2011, p. 7

employers from discriminating against women contributes to the wage disparity, even if men and women have been equally educated at university.³⁰

Women's unfavorable labor market situation is directly linked to the inefficiency and gender blindness (see Annex C for definition) of the higher education system in Lebanon. The lack of an effective gender-sensitive career guidance framework within the tertiary education system,³¹ the ineffectiveness of systems to bridge the gap between education and the demand for human resources, and the decreasing quality of the public university disproportionately affect the female population.³²

³⁰ NCFWI, 2010

³¹ USAID, 2012, p. 38

³² USAID, 2012, p. 32

V. FINDINGS

The findings are divided according to the five gender analysis domains generally accepted and specified in USAID's gender analysis policy in the 2013 Automated Directives System (ADS), chapter 205. By organizing the findings along these five comprehensive domains, each of the analysis questions is addressed in great depth in the conclusions section, allows the team to draw findings, where relevant, from each of the five themes and the background section.

LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

Overall, there was a nearly unanimous view that university policies are non-discriminatory (see Table 4). According to the 2013 UNESCO report, participants in the National Education Strategy focus group stated that Lebanese legislation does not outright discriminate; however, neither does it discuss the need for equality. There is a great reluctance and lack of diligence among politicians to develop, introduce, and apply policies that specifically address inclusion and equality at the legal level.³³

TABLE 4: RESPONSES ON UNIVERSITY ANTI-DISCRIMINATION POLICIES

CONSIDER UNIVERSITY POLICIES TO BE NON- DISCRIMINATORY	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who agree	14	13	2	2	4	11

Indeed, two universities included in this gender analysis have an anti-harassment policy, and both students and faculty mentioned that they were aware of it (see Table 5). However, despite the existence of anti-harassment policies at most of the private universities, a UNESCO report states that all universities that took part in the study (both public and private) did not include a system for addressing sexual harassment (see Annex C for definition) cases in those policies, assuming a policy even existed. Among the policies reviewed, there were also notable differences in the treatment and protocols for dealing with cases of sexual harassment. Given the data available showing the reluctance of victims to report cases of harassment, it is relevant to highlight that existing protocols protect the victim with the inclusion of statements such as "failure to prove a claim of harassment does not constitute proof of false and/or malicious accusation."³⁴

TABLE 5: RESPONSES ON AWARENESS OF ANTI-HARASSMENT POLICIES

AWARENESS OF THE EXISTENCE OF AN ANTI-HARASSMENT UNIVERSITY POLICY	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who agree	5	5	0	0	3	2

³³ UNESCO, 2013, p. 13

³⁴ UNESCO, 2013, p. 16

In terms of actual practice, there was consensus that university practices are non-discriminatory (see Table 6). However, while both students and faculty agreed that university practices are non-discriminatory in accordance with policy, students, in particular, highlighted that male professors often favor female students (12 of 22 mixed FGDS; in seven it was mentioned by both male and female students, and in the remaining five FGDS it was mentioned only by males). This was also mentioned in two of three male single-sex focus groups and in two of five male faculty KIIs. According to Mansour and Karam's 2012 research on gender discrimination in higher education, 42.8% of students reported that some professors at their university gave more attention to females than males during discussions, while 39.3% disagreed.³⁵

TABLE 6: RESPONSES ON UNIVERSITY PRACTICES

BELIEVE UNIVERSITY PRACTICES ARE NON-DISCRIMINATORY	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who agree	10	11	1	1	4	9

The two gender studies focal points covered in interviews indicated that teacher training on gender stereotypes and gender bias in instruction at the tertiary level does not exist. Furthermore, both interviewees mentioned that, as there are non-discriminatory policies in place, those policies help ensure professors are non-discriminatory in practice and can adequately address gender issues. One of them stated, “There are policies in place that clarify [my university]’s position on gender issues—on sexual harassment, on discrimination, etc. So, while this is not ‘training,’ per se, this contributes to building a campus that respects and adheres to principles of gender equality, human rights, social justice, and so on.”

In the private university system, one university offers a formal gender studies program (including a minor program and a master’s program), while several others offer individual elective courses. At one other private university, a gender studies program exists nominally, as the courses are listed online, but have yet to be offered. While there may not be formal gender studies programs at many universities, students mentioned that there are courses (or parts of courses) offered in some programs related to gender studies. For example, some law schools offer human rights courses that have sections that focus specifically on women, and others offer whole courses on women’s rights.

With the exception of several isolated efforts to teach gender issues within the framework of certain majors, no explicit policy has been drawn up to accord a special place to women’s issues strategy underpinning the framework of curricula in public university education. The public university still offers no major in gender studies, and there is no plan to incorporate women’s or gender issues into existing majors. The only exception to this is that the university president has made the subject of human rights a compulsory component of all majors. In this way, instruction is provided on those elements of international conventions related to women’s rights.³⁶

³⁵ Mansour and Karam, 2012, p. 127

³⁶ CEDAW, 2014, p. 64/161

All the FGDs—both mixed- and single-sex—required an in-depth conversation on what constitutes “gender studies” and what such a program at the university would entail. Furthermore, according to the discourse analysis, in five of 22 mixed FGDs, the moderator’s initial detailed explanation was insufficient, and the students required even greater discussion and explanation on the matter.

When students were asked whether they would be interested in a gender studies program, most students responding in the affirmative indicated a preference for a single course over a major or minor. This was mentioned in 13 out of 22 mixed FGDs (in ten, both males and females spoke about it, and in the three remaining, males spoke of it). In addition, it was mentioned in two out of three of the female single-sex FGDs and in one out of three of the male single-sex FGDs. This was also mentioned in one of five of the male faculty KIIs, though this question was not specifically addressed in the faculty interviews. Many students, however, indicated that they were not interested in a gender studies program at all. This was mentioned in 10 of 22 mixed FGDs (in eight, both males and females spoke about it, and in the two remaining, males spoke of it). Additionally, it was mentioned in one out of three of the male single-sex FGDs. This was also mentioned in one out of five of the male faculty KIIs, though the question was not specifically asked.

Those who were not interested in a gender studies program felt either that there was simply no need for such a major/minor or that, due to a belief that gender equality already existed in Lebanon, such a program would not be relevant. The idea that there was simply no need or desire to have such a major was mentioned in 6 of 22 mixed FGDs (in three, both males and females spoke about it, and in the three remaining, females spoke of it). It was not mentioned in any of the female single-sex FGDs but was noted in one out of three of the male single-sex FGDs. The irrelevance of such a program due to the seeming existence of gender equality was mentioned in 5 of 22 mixed FGDs (in four, both males and females spoke about it, and in the remaining one, females spoke of it). It was not mentioned in any of the female single-sex FGDs but was in one of three of the male single-sex FGDs.

TABLE 7: RESPONSES ON INTEREST IN GENDER STUDIES

NOT INTERESTED IN A GENDER STUDIES PROGRAM	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents not interested in program but prefer a course	13	10	1	2	1	0
Respondents generally not interested	10	8	1	0	1	0
Respondents not interested because there is “no need”	3	6	1	0	0	0

Respondents not interested because it is irrelevant, as there is gender equality	4	5	1	0	0	0
--	---	---	---	---	---	---

A few students and faculty did, however, mention informal gender awareness–raising activities (two mixed FGDS in which both males and females spoke mentioned this; one female single-sex group; two out of five male faculty KIIs; 5 out of 13 female faculty KIIs; see Table 7). According to these students and faculty, some informal programming included a society for women in engineering, clubs aimed at empowering women, a partnership with a non-governmental organization (NGO) to sponsor a campaign on gender-based violence, and conferences on human rights and women’s rights, among others.

With respect to financial assistance policies, both males and females mentioned that financial aid was needs-based (see Table 8). Students and faculty also mentioned that scholarships were linked to grade point average (GPA).

TABLE 8: RESPONSES ON DISCRIMINATION IN FINANCIAL ASSISTANCE

FINANCIAL ASSISTANCE POLICIES DO NOT DISCRIMINATE BASED ON GENDER	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who believe financial aid is needs-based	10	10	0	0	3	4
Respondents who believe scholarships are merit-based	12	15	0	0	1	3

Regarding grievance reporting policies and practices, students and faculty mentioned both formal and informal methods for addressing grievances (see Table 9). Formal process for raising grievances within the university includes signing a petition or completing an end-of-course evaluation. Informal grievance processes mentioned by students included approaching an advisor or student dean in their office hours or after class.

TABLE 9: RESPONSES ON GRIEVANCE PROCESSES

UNIVERSITY HAS GRIEVANCE REPORTING POLICIES AND PRACTICES	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention a formal process	7	7	0	1	1	4
Respondents who mention an informal process	14	14	1	1	4	7

CULTURAL NORMS AND BELIEFS

According to the literature review, gender stereotypes are persistent in Lebanon. While society values girls' access to higher education, it also expresses reservations about women gaining financial independence and their being able to adequately fulfill the roles of both mother and workforce professional.³⁷ Data shows that women are significantly more likely than men to perceive obstacles to higher education. Lebanese men and women listed financial reasons as the largest barriers to higher education. Fewer women and men cited family norms or obligations as obstacles. Nevertheless, women were more likely than men to reference societal norms or obligations as reasons they might not fulfill their educational aspirations.³⁸

Building on the existing literature on gender stereotypes in Lebanon generally, and in universities and employment specifically, there were several factors mentioned in the FGDs and

KIIs that had the ability to affect students' major and career paths. Most significantly, many male and female students and faculty mentioned the pressures of societal norms affecting student major and career choice. This was mentioned in 9 of 22 mixed FGDs (in five, both males and females spoke about it, and in the other four, only females spoke of it). In addition, it was mentioned in two of three female single-sex FGDs and in two of three male single-sex FGDs. This was also mentioned in 8 of 13 female faculty KIIs and two of five male faculty KIIs.

Similarly, according to the literature review, most females still gravitate toward the humanities, social sciences, and health specializations, while most males opt for the applied sciences. For instance, in many universities, males predominate in mechanical engineering, electronics, and economics majors, while there is a preponderance of females in the faculties of pharmacy and nursing. Women "monopolize" several majors, including nutrition, midwifery, educational counseling, special education, and industrial chemistry. However, young women reported interest in virtually all career fields, from medicine and education to skilled labor and the armed forces.³⁹

Both students and faculty addressed the gender stereotype that "men want to make money" with respect to their major and career paths. This was mentioned in 3 of 22 mixed FGDs (in two of three, both males and females mentioned this, and in the other, only males did). In addition, it was mentioned

"As I was growing up in high school, teachers kept on saying that males are better in math and physics and that they will get better grades. All of the girls in my class are doing biology and only two of us went into engineering. It's also if the background where we grow up encourages us or not."

—Female student, mixed FGD

³⁷ CEDAW, 2014, p. 28/161

³⁸ SWMENA, 2013, p. 2

³⁹ SWMENA, 2013, p. 3

in one of three male single-sex FGDs and one of three female single-sex FGDs. This was also mentioned in 3 of 13 female faculty KIIs and in one of five male faculty KIIs.

In addition to society writ large, parents play a critical role in imparting cultural norms that affect their sons and daughters' major and career choices (see Table 10). Overall, female students discussed how parents encourage daughters to major in or follow stereotypical female programs and careers. Similarly, male students mentioned that parents encourage sons to major in or follow stereotypical male programs and careers. It should be noted that no female students mentioned this tendency. This was also mentioned in 5 of 13 female faculty KIIs and in one out of five of the male faculty KIIs.

TABLE 10: RESPONSES ON STUDENT MAJOR AND CAREER CHOICE

INFLUENCES ON STUDENT MAJOR AND CAREER CHOICE	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention societal norms affecting choice	5	9	2	2	2	8
Respondents who mention parents encouraging daughters to follow a stereotypically female path	2	10	0	2	1	3
Respondents who mention parents encouraging sons to follow a stereotypically male path	6	0	3	0	1	5

With respect to parental gender stereotyping, there was minimal mention of parents not providing equal opportunities for both their daughters and sons, regardless of financial constraints (see Table 11). This was not mentioned in any of the faculty KIIs. Some participants mentioned that parents sometimes send their daughters to cheaper universities and their sons to more prestigious ones, but this was mentioned only by males in 1 of 22 mixed FGDs and three of the single-sex FGDs and by females in one of the three single-sex FGDs.

TABLE 11: RESPONSES ON PARENTS PROVIDING EQUAL FINANCIAL ASSISTANCE

PARENTS PROVIDING FINANCIAL ASSISTANCE EQUALLY TO DAUGHTERS AND SONS	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention equal opportunities for daughters and sons	1	2	2	0	0	0

Parents restricting their daughters' access to school due to safety concerns (given the cultural norm and stereotypes of females needing greater protection than males) was only mentioned in a few FGDs and KIIs (see Table 12) along the following themes: commuting back and forth daily to the university, moving from rural to urban areas and living in dorms, and traveling abroad for education.

TABLE 12: RESPONSES ON PARENTS RESTRICTING DAUGHTERS' ACCESS TO UNIVERSITY

RESTRICTING DAUGHTERS' ACCESS TO UNIVERSITY DUE TO SAFETY CONCERNS	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention females restricted from night classes	0	0	0	0	1	0
Respondents who mention safety concerns over daily commute	1	3	0	1	0	0
Respondents who mention safety concerns for moving from a rural area and living in the dorms	1	2	0	0	1	2
Respondents who mention safety concerns for moving from a rural area to an urban area generally	2	2	0	0	0	1
Respondents who mention females restricted from traveling abroad	2	1	0	0	0	1

When it came to male and female students' own stereotypes of each other, in many of the FGDS, students mentioned perceiving each other, whether male or female, equally (see Table 13). However, despite this finding, most students discussed how male students still tended to stereotype female students (more so than female students stereotype male students). Males' stereotyping of female students was mentioned in 4 of 22 mixed FGDS (in two, both males and females spoke about it, and in the other two, only males spoke of it). In addition, it was mentioned in one of three male single-sex FGDS and one of three female single-sex FGDS. In fact, with respect to female stereotypes, both male and female students and faculty mentioned the stereotype of females being perceived as more hardworking and serious about their studies than males. This was mentioned in 6 of 22 mixed FGDS (in five, both males and females spoke about it, and in the remaining one, only females spoke of it). In addition, it was mentioned in one of three male single-sex FGDS but in none of the female single-sex FGDS. It was also mentioned in 2 of 13 female faculty KIIs and in one of five of the male faculty KIIs.

TABLE 13: RESPONSES ON STUDENTS' PERCEPTIONS OF EACH OTHER

MALE AND FEMALE PERCEPTIONS OF EACH OTHER	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention that male and female students perceive each other equally	8	5	0	1	0	1
Respondents who mention that male students stereotype female students	4	2	1	1	0	0
Respondents who mention females stereotyped as being more studious	5	6	1	0	1	2

Furthermore, there was consensus among male and female students that they did not have a gender preference with respect to future colleagues and supervisors (see Table 14). However, female students mentioned a stronger preference than males for working with colleagues or supervisors of the opposite

sex, claiming that it was harder to get along with females or that female colleagues would introduce too much competition.

TABLE 14: RESPONSES ON STUDENTS' GENDER PREFERENCES FOR FUTURE COLLEAGUES AND SUPERVISORS

MALE AND FEMALE STUDENTS' GENDER PREFERENCE FOR FUTURE COLLEAGUES AND SUPERVISORS	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention no preference	11	12	0	0	N/A	N/A
Respondents who mention a preference for the opposite sex	2	7	2	0	N/A	N/A

Gender Roles, Responsibilities, and Time Used

There are certain gender norms regarding roles and responsibilities that both males and females noted in the FGDS and KIIs. Both male and female students mentioned that when it comes to their careers, they feel employers specifically recruited males for male-dominated fields and females for female-dominated fields (see Table 15). For the most part, those in the engineering faculty cited this preference for males in male-dominated professions, particularly male engineers working in the field rather than at a desk.

“Just to give you another example, I received lately an email from a company in Beirut asking for engineer CVs. We sent more than 10 CVs: 6 from women and 4 from men. Then they called me and said, ‘You are sending too many women engineers.’ I said, ‘Yes, you asked me to send the students I recommend.’”

—KII, dean of students

TABLE 15: RESPONSES ON EMPLOYERS' GENDER PREFERENCES

EMPLOYERS ASKING FOR MALES FOR MALE-DOMINATED FIELDS AND FOR FEMALES IN FEMALE-DOMINATED FIELDS	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention employers asking for males in male-dominated fields	6	4	0	1	2	2
Respondents who mention employers asking for females in female-dominated fields	3	5	1	1	0	3

Furthermore, even when males or females did study or take jobs in fields dominated by the opposite sex, male and female students and faculty explained how they still tended to specialize in areas culturally considered to be “gender-appropriate,” such as female engineers doing desk work and male engineers doing field work (see Table 16).

Both male and female students mentioned how some students and members of society perceive a woman’s main role in the family to be a homemaker and mother. According to the literature, in 2009, the unemployment rate was estimated at 11.4% overall (23% for women and 7.2% for men), largely due to the persistence of gender stereotyping by employers. Employed women have higher education levels than men (43% with university level education, compared with only 20% of employed men).⁴⁰ Data show that women’s participation in the labor market is directly linked to their level of education; however, while 43% of working women hold university degrees, the Lebanese labor market has persistently low levels of female participation. The main reasons for women not working, according to the women in the study, are due to their duties as housewives (58%), followed by lack of available work (26%).⁴¹ According to Nahas, women’s work is “restricted to young, childless women, or to specific professional niches, such as teachers.”⁴² In fact, labor force participation among women decreases with age: 44% of women between the ages of 18 and 35 work, and 38% of women between the ages of 36 and 55 work. Finally, the Lebanese labor system lacks maternity leave and compensation, making it difficult for women to work outside the home.

“In chemical engineering, it’s so wide. There are lots of choices in chemical engineering. It’s different from electrical and civil engineering. Here you can find almost half females and males. Even in the Club! Maybe because chemical engineering requires no site work... They’re [male students] like, ‘You’re going to be in the office, we [male engineers] are going to be on site and doing all the work while you sit in the office.’”

—Female student, mixed FGD

TABLE 16: RESPONSES ON GENDER STEREOTYPING IN GENERAL

GENDER STEREOTYPING IN GENDER	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention the perception that a woman’s role is as a homemaker	2	4	0	2	0	5
Respondents who mention the perception that man’s role is as a breadwinner	4	2	3	1	2	5

⁴⁰ Torino Process, 2014, p. 20

⁴¹ SWMENA, 2013, p. 4

⁴² Nahas, 2011, p. 87

Along the same lines, both male and female students mentioned how some students and members of society perceive a man's main role in the family as breadwinner. The notion of males as breadwinners, and its associated effect in the labor market, can be seen in the difference of salaries between males and females. In terms of wages, men consistently receive higher compensation than women in all sectors, with an average monthly salary of 702,000 LBP for men and 660,000 LBP for women. There is an estimated gender-based pay gap of 6.0% at the national level, and the gap becomes much larger than the national average in specific sectors, reaching 23.8% in manufacturing, for instance.⁴³

“Every time we have an interview for a job, the recruiter asks us about our marital status. ‘We’re not going to hire you because you are going to get married soon.’ It happened to my friend. She had to lie and say, ‘I’m single.’”

—Female, mixed FGD

ACCESS TO AND CONTROL OVER ASSETS, SERVICES, AND RESOURCES

There are several factors that influence students' access to higher education, as well as control of resources and services at universities. With respect to factors that influenced university choice, there were three main factors reported to have influenced both male and female students' decisions evenly: proximity, affordability, and reputation (see Table 17).

TABLE 17: RESPONSES ON FACTORS AFFECTING UNIVERSITY CHOICE

FACTORS INFLUENCING STUDENTS' CHOICE OF UNIVERSITY	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention proximity	9	11	2	1	0	0
Respondents who mention affordability	12	7	2	2	0	0
Respondents who mention reputation	11	5	1	2	0	1
Respondents who mention quality academics	3	5	2	2	1	2
Respondents who mention provision of financial aid and scholarships	3	8	1	0	0	2
Respondents who mention family and friends' influence	3	9	0	0	0	0
Respondents who mention family-like university environment	2	4	0	0	0	0
Respondents who mention regional security	3	5	0	0	0	0

⁴³ CAS, 2007 as cited in CAS, 2011, p. 7

Both male and female students mentioned home proximity as a large factor for choosing their university. Similarly, both male and female students mentioned affordability as one of the primary factors affecting their university choice. In fact, many students in private universities mentioned that they need to work to pay for university. This was mentioned in nine mixed FGDs (in five, both male and females spoke about this, and in the remaining four, females mentioned it). It was also brought up in three out of three male single-sex FGDs. In the KIs, two of five male faculty and 1 of 13 female faculty indicated that their students work to pay for university.

Additionally, both male and female students mentioned reputation as a significant factor in choosing their university. Similar to reputation, but in slightly lower numbers, both male and female students mentioned “good academic standard and quality education” as a factor for choosing their university.

There were a handful of other factors that influenced students’ decisions when choosing a university, particularly those affecting female students’ choice more than males. While affordability was a top concern for both male and female students, more female than male students mentioned the provision of financial aid and/or scholarships as a factor in choosing their university. More female than male students also mentioned that family and friends affected their choice of university. In these instances, family or friends did not necessarily pressure them; rather, they chose to heed family/friends’ advice or recommendation. Similarly, more female than male students mentioned that the desire for a “small and cozy, family-like environment” was a factor in choosing their university. One female student noted, “I went to a very big school...I don’t like how there were so many people. I don’t like how it is so big. So, I decided that I wanted to go somewhere which is the complete opposite, somewhere small and cozy. This is why I chose [university].” Similarly, another student stated, “[university] is a small university...everyone knows each other, instructors teach in small classes. We feel comfortable with each other.”

Affordability was one of the primary reasons students chose to go to the public university, for as one male student in a mixed FGD said, “For financial reasons, I can’t afford a private university. If I was financially capable, I’d leave [this] university and go to private university.”

Finally, one of the last factors influencing male and female students’ choice of university was concern for regional security, though females mentioned it as affecting their decision more than males. Safety in this context refers to political instability. Students who raised this issue said that either they or their parents did not want them to be far from home in case violence erupted. In 5 of 22 mixed FGDs, students mentioned personal safety as a reason for selecting their university. In three of these both males and females mentioned it, and in two only females mentioned it. Three of the FGDs in which females mentioned safety were currently attending a university located in a rural area.

However, despite this broad security concern, many students felt that personal safety was not an issue at their university (see Table 18). In this context, personal safety refers to the conditions at the university itself that might affect student perception of safety on campus rather than regional political issues. In only four mixed FGDs was personal safety on campus articulated as an issue, to which both males and females agreed in all the FGDs. Likewise, two of three male single-sex FGDs agreed with this, and one out of three female single-sex FGDs agreed. In contrast, only 1 out of 13 females, and none of the male KIs, mentioned this. There were some aspects of personal safety noted in the FGDs, such as

safety in dorms and common areas, as well as, more significantly, instances of sexual harassment and assault.

TABLE 18: RESPONSES ON CAMPUS SAFETY

STUDENTS' PERSONAL SAFETY ON CAMPUS	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention that personal safety is not an issue	14	15	1	3	2	5
Respondents who mention that personal safety is an issue	4	4	2	1	0	1

According to the literature review, safety does not arise as a constraint for women to access university. Mansour and Karam's study explored the phenomenon of university-related gender-based violence (URGBV). The sampling frame for universities consisted of all the Lebanese University branches (public) and the 26 private universities, including all the faculties on each campus. A total of 1,500 students participated in the survey, which targeted university students (18–24 years old). This study found that “87.7% of students reported never feeling unwelcome, uncomfortable, or unsafe at university. Among those who expressed that they did feel unsafe, a significantly higher proportion was observed among males (15.7%) than females (8.9%), as students attributed it mainly to their religion or faith (19.9%) and less (6.2%) ...to their gender.”⁴⁴

In 7 of 22 mixed FGDs, students mentioned that there are no harassment issues on campus. In six of these, both males and female agreed (see Table 19). In the remaining one, only males addressed this. According to the literature, however, sexual harassment exists in universities, although records of these events are very low. The most frequent form of sexual harm/harassment is “being subjected to sexual comments” (3.3% report “sometimes,” 1.2% report “many times”) and “perpetrator exposing his/her private parts in front of the students” (2.5% “sometimes” and 2% “many times”).⁴⁵

TABLE 19: RESPONSES ON CAMPUS HARASSMENT ISSUES

HARASSMENT ISSUES ON CAMPUS	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention there is no harassment on campus	7	6	1	3	1	3

The inconsistency between the literature and the students' perceptions suggests a culture of silence (see Annex C for definition) related to harassment and rape, which was raised by both males and females in

⁴⁴ Mansour and Karam, 2012, p. 107

⁴⁵ Mansour and Karam, 2012, p. 118

two mixed FGDs. Likewise, this was mentioned in one of five male KIIs and 1 of 13 female KIIs, both of whom work closely on gender issues. One of the faculty stated:

“Most often girls who have been sexually harassed or raped prefer to choose silence because it’s more comfortable to remain silent than to raise a claim, a judicial claim. It doesn’t mean that in Lebanon or the Middle East, men don’t harass or rape women; they do have it. It doesn’t mean we do not have pedophilia; we have it. Simply we choose to adopt a specific relation to these things.”

The other gender focal point similarly commented:

“The challenge is getting students—whether male or female—to report, speak out, address these issues. The stigma and silence around these things, combined with a lack of clarity on what constitutes violence, all inhibit students from speaking out...When students are asked about violence, more often than not they will identify physical or sexual violence, but they often fail to recognize sexual harassment that doesn’t include physical contact (such as comments or catcalls and so on). So, there is work yet to be done in clarifying this. And in outlining students’ right to report and the reporting mechanisms and support systems available.”

A student in an FGD specifically addressed this lack of clarity regarding the definition of harassment. This male student said that a female friend labeled an experience with a professor as harassment, while he and his peers believed it did not qualify as such: “It is not the action of harassment, it is more like ‘verbal sexual comments’ [he said *tolteesh* in Arabic]. It is very minimal; I don’t feel it like that. She was the only one who saw that; no other students saw that.” Here, this student’s own experience highlights the points the two faculty who work closely on gender issues articulated regarding the lack of knowledge on what constitutes harassment and, hence, what qualifies as report-worthy.

With respect to reporting challenges, in general, many students found that, while there were both formal and informal methods of expressing grievances at all but the public university, those methods were not always effective or used (see Table 20).

TABLE 20: RESPONSES ON STUDENT GRIEVANCE PROCESS EFFECTIVENESS

ISSUES WITH FORMAL AND INFORMAL GRIEVANCE REPORTING PROCESSES	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention that formal reporting is ineffective	6	6	0	1	0	0
Respondents who mention fear of reporting	4	5	1	0	0	0

According to Mansour and Karam, reporting sexual harassment appears risky for the victims, as only 21 out of a total sample of 1,500 students reported being stigmatized and isolated and only 20 reported feeling depressed/anxious—even leaving the university—when confronted with the need to report

instances of sexual harassment.⁴⁶ Therefore, they conclude that cases of sexual harassment are often under-reported out of fear of retaliation or embarrassment on behalf of the victim, who may be unaware of the university's harassment policies and procedures.

Following the discussion on reporting processes, with respect to access and control over other university services, both counseling and career guidance resources were also mentioned. The availability of counseling services (see Table 21) to address a range of issues, particularly psychosocial issues, was mentioned in eight mixed FGDs (in four, it was mentioned by both males and females, and in the other four, it was only mentioned by females). It was also mentioned by three of five male faculty and 10 of 13 female faculty KIIs. One of the male KIIs indicated that male students come to see him because they are not comfortable with female counselors: "We send them for counseling, regardless if male or female. A female heads the counseling. If the student doesn't want to talk to a female psychologist, I am here and sometimes we have a priest who also offers counseling. He can deal with both genders equally."

TABLE 21: RESPONSES ON AVAILABILITY OF COUNSELING SERVICES

AVAILABILITY OF COUNSELING SERVICES	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention the availability of counseling services at university	4	8	0	0	3	10

In terms of career guidance on campus, services are available at some universities. KIIs with career guidance and counselors indicate a lack of clear frameworks for providing major/career guidance. According to the aforementioned KIIs, different administrative staff, some of whom are not career guidance officers, provide career guidance. For example, a career guidance officer administers the career assessment at one university, while at another it is administered by a counselor.

The 2012 gender assessment study conducted for USAID/L found that one of the main reasons behind female employment problems in Lebanon is the lack of an effective gender-sensitive career guidance framework within the education system, despite the existence of several specialized institutions, such as the Office of Guidance and Counseling at the MEHE, the Lebanese National Employment Office, the Career Guidance Center at the American University of Beirut, and the Career Guidance Center at the Hariri Foundation. Another problem in Lebanon is the gap between the educational system and labor market.

With respect to career guidance as it affects incoming students *before* they enter the university and choose their major, the literature finds that not all universities offer students information on majors and corresponding career guidance. Both male and female students and faculty mentioned this (see Table 22). According to the FGDs and KIIs, the pre-university orientations that do exist provide students with information on the majors available at the university but not specifically on career guidance.

⁴⁶ Mansour and Karam, 2012, p. 121

TABLE 22: RESPONSES ON ACCESS TO PRE-UNIVERSITY MAJOR AND CAREER GUIDANCE

ACCESS TO PRE-UNIVERSITY MAJOR AND CAREER GUIDANCE	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who mention availability of university major and career guidance	6	6	0	0	2	3

With respect to choosing a major, the majority of female and male students mentioned that their choice was the result of independent, personal preference (see Table 23). Following personal choice, the next highest factor influencing both female and male students' choice of major was the job market. Personal competency was also mentioned as supporting both male and female students' major and career choice. Both male and female students mentioned that a career advisor supported their major and career choice.

TABLE 23: RESPONSES ON FACTORS INFLUENCING STUDENTS' CHOICE OF MAJOR

FACTORS INFLUENCING STUDENTS' CHOICE OF MAJOR	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who say it was an independent choice	19	18	3	3	1	0
Respondents who say it was based on labor market needs	5	7	1	0	1	1
Respondents who mention influence of personal competence	5	5	0	0	0	0
Respondents who mention influence of career advisor	5	5	1	0	0	2
Respondents who mention the influence of cultural norms pertaining to gender roles	2	4	1	1	1	3
Respondents who mention parental influence	8	12	2	2	1	6

In 4 of 22 of mixed FGDS, male and females mentioned that cultural norms affected their major and career choice, though females mentioned this more often. A female student stated, "I can't be a gaffer.⁴⁷ They told me, 'You can't be a gaffer.' I ended up doing something else because that senior told me that I am a girl. She is a gaffer and very strong, so she advised to do something else."

⁴⁷ A gaffer in the television and motion picture industry is the head electrician, responsible for the execution (and sometimes the design) of the lighting for a given production. The term gaffer originally related to the moving of overhead equipment to control lighting levels using a gaff. Given the physical nature of this position, many students at the university described this as a masculine job.

Female students also tended to heed their parents’ advice and recommendations more often than male students when choosing their career. A female student currently pursuing her MBA noted, “My dad wanted me to study business to take over the family business. My mom wanted me to study economics, but I hated both options...Also, I wanted to do theater and musicology or radio/TV, but they also advised me not to because it’s not something that a girl can [do] in Lebanon.”

Overall, once male and female students chose their majors, both male and female students indicated that their parents supported their choice (see Table 24).

PARENTAL SUPPORT OF STUDENT MAJORS	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who agree	6	5	0	1	0	1

As mentioned above, students and faculty outlined barriers to accessing and fully taking advantage of resources and services, such as grievance reporting processes, counseling, and career guidance resources. In addition to the challenges mentioned above, there was yet another barrier preventing some students from fully accessing university resources: infrastructure insufficiencies and deficiencies.

Four FGDs at one university mentioned some area in which the university did not have the necessary facilities for their studies. For example, music students mentioned the lack of instruments and practice space. Similarly, physical education majors mentioned the lack of sports fields and equipment.

“And they [bathrooms] are not clean. And there is no sign for male/female. It’s open to all. They have a separation, but it is a board that is movable. So, I go to the basement to use the bathroom. I take my friend and ask her to wait for me outside the stall.”

—Female, single-sex FGD

Likewise, clean, secure bathrooms were also mentioned as an issue in two out of four FGDs at this university. One was a female single-sex FGD, and the other was a mixed FGD in which both males and females mentioned it. According to the literature review, sexual harassment incidents reportedly happened in areas within the university, such as restrooms, rather than enroute to and from the university.⁴⁸

Given the random sampling of student respondents, this gender analysis has limited findings regarding barriers to access of resources and services for Syrian refugees specifically. However, according to one KII at one university, Syrian refugees do not have access to the university for two reasons. First, they are not considered academically prepared, and second, they do not have the necessary language skills. In nine KIIs (three of five male faculty and 6 of 13 female faculty), faculty mentioned a number of ways in which they support Syrian

⁴⁸ Mansour and Karam, 2012, p. 122

refugees, particularly through various kinds of remedial programs and financial assistance. However, despite the support provided by some universities, two male Syrian students (who may or may not be refugees) at two different universities mentioned being verbally harassed and feeling threatened because of their identity. One of them mentioned this in relation to a previous university experience, whereas at his current university he feels welcomed.

Finally, while there were no students interviewed with disabilities or special needs, 3 of 13 of the female KIIs indicated that there are certain modifications and accommodations offered to students with disabilities or special needs at their universities.

PATTERNS OF POWER AND DECISION-MAKING

With respect to male and female students' influence in decision-making, such as in leadership positions or politics, male and female students in nearly all the FGDs felt comfortable having a female as a leader, particularly in the context of university clubs (see Table 25).

TABLE 25: RESPONSES ON FEMALE LEADERSHIP

	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
COMFORTABLE HAVING FEMALE STUDENTS AS CLUB LEADERS						
Respondents who agree	15	15	1	1	2	3

Regarding students' ability to join opposite sex-dominated activities and clubs, female and male students nearly unanimously agree that this is possible at their universities (see Table 26). However, the literature containing data from available surveys shows contrary information, whereby 42.1% and 37.9% of students disagreed, respectively, with the statements "girls are being encouraged and nominated for student councils" and "girls are being elected for student councils."⁴⁹

TABLE 26: RESPONSES ON JOINING OPPOSITE SEX-DOMINATED ACTIVITIES AND CLUBS

	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
ABILITY TO JOIN OPPOSITESEX-DOMINATED ACTIVITIES AND CLUBS						
Respondents who agree	18	17	1	0	2	2

With respect to student council, male students were more interested in having a student council to exercise voting rights than female students (see Table 27). Only one female KII mentioned the fact that students wish to exercise their political rights. Female students were less interested in having a student council than males, claiming that they did not want a student council because it helped to avoid conflicts.

⁴⁹ Mansour and Karam, 2012, p. 127

TABLE 27: RESPONSES ON INTEREST IN STUDENT COUNCIL

INTEREST IN HAVING A STUDENT COUNCIL	MIXED-SEX FGDS (n=22)		SINGLE-SEX FGDS		FACULTY KIIS	
	MALE	FEMALE	MALE (n=3)	FEMALE (n=3)	MALE (n=5)	FEMALE (n=13)
Respondents who were interested in having a student council to exercise their political voting rights	3	1	0	1	0	1
Respondents who were uninterested in having a student council to avoid conflicts as a result of council politics	1	4	1	0	0	0

VI. CONCLUSIONS

The conclusions below address the gender analysis questions not directly addressed in the background section; rather, they are based on triangulation of the findings from the primary data and the literature review. Additionally, each conclusion draws on findings from multiple domains to ensure that each gender analysis question is addressed comprehensively. Despite the overlapping nature of the analysis questions and their corresponding conclusions across multiple domains, the team situated each question under the domain that seemed most appropriate for USAID's decision-making needs. However, the team's conclusions for the analysis questions related to the domain on cultural norms and beliefs, as well as the domain on gender roles and responsibilities, were so interrelated that the team has merged the conclusions for those two domains.

LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

1. **Do cases of sexual harassment in university campuses exist? Are they reported? If so, what are the present systems for reporting sexual harassment (a) of students by staff; (b) of staff by staff; and (c) of staff by students? What sorts of policies and procedures are in place to counter these incidents and enable females—particularly the more conservative scholarship recipients—to feel comfortable on campus?**

Both male and female students said that there were no harassment issues on campus. Similarly, the literature review indicates that students generally do not feel uncomfortable on campus. While this suggests that students feel safe on campus, it does not mean that there are no cases of harassment.

For instance, while most universities have both formal and informal grievance processes—which are gender-neutral—both male and female students found the formal processes quite ineffective, and students often do not take advantage of informal reporting processes out of a fear of reprisal. The lack of reported sexual harassment cases may reflect a culture of silence around sexual harassment and rape. If students are not comfortable about using grievance processes in general, it is unlikely that they will use them to report harassment or rape. The only form of harassment that appears to be reported is verbal. In part, this may reflect a lack of clarity on what constitutes harassment and the stigma attached to reporting cases that do not seem to qualify as harassment.

Similarly, while a few students did mention some gender-based discriminatory practices, such as male faculty favoring either male or female students, a majority of both male and female students generally

believe their universities to be non-discriminatory in both policy and practice. However, this may not reflect reality in terms of practice. Students may describe discriminatory faculty practices without labeling them as discriminatory for the same reasons mentioned above: a lack of understanding and vocabulary to describe the different nuances and degrees of non-physical harassment.

Potential gender blindness, or the failure to recognize discriminatory practices that exist as a result of gender differences, may be an even greater issue among faculty and staff than among students, as no female and only two male faculty mentioned any discriminatory faculty practices. This may, however, indicate a desire to project the most positive image of the university possible.

2. Do university curricula integrate topics of women's and gender studies?

Most universities offer very little in the way of gender studies courses or programs. Gender issues are integrated, to a limited extent, into some courses, particularly law programs. Moreover, most universities do not undertake much—even informally—in the way of gender awareness-raising. To the extent that informal gender awareness-raising activities take place on campuses, they are largely student-led, primarily by female students.

Moreover, to the extent that both male and female students may be interested in a formal gender studies program, they would be most interested in a single course offering rather than a major or minor. This sentiment reflects a perception of such a program's lack of relevance to students' career paths and students' lack of understanding of the interdisciplinary nature of such a program.

Some students—more females than males—do not feel the need for gender studies, possibly because they are gender-blind. There are three reasons for this. First, as evidenced by the discourse analysis, most, if not all, male and female students did not even know or understand what constitutes gender studies. Second, because gender is not widely incorporated into curricula, students may not be fully aware or have the vocabulary to define subtler forms of gender-based discrimination when they encounter it. Third, both male and female respondents may have told interviewers what they thought they wanted to hear. This suggests that both formal gender studies and informal gender awareness-raising programs may, in fact, be useful.

CULTURAL NORMS AND BELIEFS, AND GENDER ROLES, RESPONSIBILITIES, AND TIME USED

3. What kind of research on teacher training exists to address gender stereotypes and gender bias in instruction at the tertiary level?

There does not appear to be any research or practice of training university faculty to address gender stereotypes or bias. Indeed, two faculty who work closely on gender issues indicated that there is no need for such training. Moreover, university faculty typically have no pedagogical training whatsoever, much less any training specifically focused on gender issues. However, most American universities do mandate some form of sexual harassment training at least once a year for faculty, which may also be useful in the Lebanese context.

4. Are there any underlying cultural or contextual dynamics that reinforce gender stereotyping when students are selecting their majors, such as parents encouraging their sons to enroll in engineering or their daughters in nursing?

Cultural norms that stereotype males and females in all aspects of life persist across Lebanon—among peers, parents, and employers—including within the university setting.

Within the university, despite the fact that both male and female students report viewing each other as equals, responses indicate that males still stereotype females, such as seeing female students as more hardworking and serious about their studies. The disconnect between these two sets of responses may reflect participants' saying what they think is the most gender-appropriate, providing politically correct responses.

Similarly, although generally both male and female students said they did not have any gender preference for their colleagues and supervisors, female students, like male students, also seem to stereotype females in expressing a strong preference for working with opposite-sex colleagues and supervisors. They perceive other females as difficult to work with and competitive.

Even though most students indicated that they made their choice of major completely independently, other comments indicated that external influences, including parents, market needs, counselor advice, and social norms generally informed their decisions. This suggests that students want to demonstrate autonomy in their decision-making processes even though there are clearly external influences present as well.

To at least some extent, the perpetuation of gender stereotypes may reflect employers' desire to only hire women for stereotypically female jobs and men for stereotypically male jobs. This professional gender stereotyping occurs so that men and women can fulfill their stereotypical gender norms as breadwinners (males) and homemakers (females). Thus, many male and female students choose majors that reflect these stereotypes, as they believe they will be most employable in these fields. Even when males and females enter opposite sex-dominated fields, they are directed to specialties and jobs within those fields that are perceived to be more gender-appropriate.

At least some faculty and staff within some universities are aware of, and do their best to counteract, the trend of guiding students toward "gender-appropriate" fields. However, students resist these efforts for a combination of reasons: the cultural factors from society that affect what is considered a gender-appropriate major and career, as well as students' desire to secure a job in a market where employers hold similar stereotypes of males and females.

5. Are there any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing, or completing their higher education (e.g., cultural norms, gender division of labor, fees for education, access to transportation, safe passage to university, etc.)?

In the context of persistent stereotypical gender norms, some parents do not offer equal opportunities for higher education to their daughters and sons, while others do not discriminate in sending their children to university regardless of safety concerns or financial constraints. In part, financial issues may be addressed by affordability and financial aid availability. In the case of financial aid, it appears to be equally available to both males and females and distributed based on need, while scholarships are largely merit- and/or GPA-based.

The three most important factors influencing both male and female university choice were proximity, affordability, and reputation. Females were more likely to be influenced by the provision of scholarships and/or financial aid as well as by family and friends. This may, in part, explain why of all respondents, only female students have scholarships from NGOs.

Those male and female students who are already in university indicate that there are no cultural barriers or constraints to accessing, continuing, or completing their higher education. However, economic and infrastructure challenges persist.

Both male and female students' ability to fully and safely use all universities or practice knowledge gained from courses is hindered by insufficient and deficient infrastructure at certain universities. For females, the issue concerns deficient infrastructure, such as safe bathrooms, whereas for both males and females, the issue of insufficient infrastructure, such as sports and music facilities, prevails. Nonetheless, most students did not identify campus security, or the lack thereof, as a hindrance to accessing universities.

More specifically, Syrian students, refugees or not, may perceive their access to universities to be limited as a function of harassment, which may influence their decision to change universities if the opportunity exists. However, opportunities may be limited for refugees at certain universities as no accommodation is currently made for them. Two universities do offer modifications and accommodations for students with special needs.

ACCESS TO AND CONTROL OVER ASSETS, SERVICES, AND RESOURCES

- 6. Is information readily available to both males and females about a variety of educational opportunities? In leaving intermediate education to move to TVET or graduating from secondary school and moving on to university?**

The only introduction to universities that both male and female students indicated receiving was focused on marketing the university rather than guiding students. However, it is worth noting that the majority of male and female students indicated that when they did participate in any of the pre-university orientations, the university did not gender-stereotype the students into male and female domains. Also, both male and female students mentioned that they did not know of or participate in any high school–based career guidance program.

Although both male and female students indicate that career guidance counselors at some universities supported their major choices, there is a general lack of clear career guidance structures, much less gender-sensitive ones, and counseling services at the sampled universities.

PATTERNS OF POWER AND DECISION-MAKING

- 7. Are there constraints that affect female attainment of leadership positions in student governance bodies, clubs, or activities within higher education?**

Students participate equally in university clubs, though, in some instances, sports teams, for example, are sex-segregated, just as they are throughout the world.

Moreover, as indicated in both the literature review and FGDs, female students have equal opportunities as their male counterparts for campus leadership positions. Both male and female students indicated that women lead campus clubs. Furthermore, a majority of males are comfortable with the idea of having females as leaders in university clubs. Likewise, despite female stereotyping of female supervisors and colleagues, they, too, are comfortable with females as leaders in university clubs.

One difference between the literature review and FGDs is female interest in and willingness to participate in more political activities. While other studies found women do participate, female FGD participants are uninterested in engaging in campus politics out of a desire to avoid conflict. In contrast, both males and females are interested in joining clubs to engage socially on campus.

VII. RECOMMENDATIONS

LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

1. The development of gender-focused courses within the different majors, as well as Gender Studies majors and minors, could increase awareness of gender issues on campus and in Lebanon more generally, which, in turn, would help break the university's culture of silence surrounding harassment and rape and provide students with the vocabulary to address them.
2. Informal campus-wide gender awareness-raising programs and formal orientation programs that address sexual harassment and assault could help break universities' culture of silence and increase awareness of the different nuances to and degrees of sexual discrimination and harassment found on and off campus. Such awareness and normalization of sexual discrimination and harassment terminology are crucial for encouraging reporting as well as for preventing such phenomena from occurring in the first place.
3. It is recommended that USAID consider working with the Ministry of Education and Higher Education (MEHE) to develop clear guidelines and quality assurance criteria for private and public universities to ensure quality in all aspects of university life, focusing particularly on gender mainstreaming.

CULTURAL NORMS AND BELIEFS

4. The development of programming such as strategic communications campaigns could increase gender awareness across Lebanese society, particularly programming that focuses on discrimination, sexual harassment and rape, and gender balance in employment.

GENDER ROLES, RESPONSIBILITIES, AND TIME USED

5. Gender awareness-raising and anti-harassment trainings for universities that can be customized for each faculty (i.e., medicine, engineering, education, art) could help increase gender diversity within majors as well as in the specific track students choose to follow within their faculties.
6. A gender awareness and sexual harassment training for employers could help disrupt the perpetuation of gender stereotyping in job recruitment and assignment. Such initiatives may help increase the employability of males and females in jobs that are dominated by the opposite sex as employers become more aware of the gender discrimination in their hiring practices and job assignments. This may, in turn, encourage male and female students to choose majors and career paths that they would have otherwise dismissed as more suitable for the opposite sex. Additionally, a formalized sexual harassment training for employers in jobs that are particularly male-dominant can help mitigate some of the concerns of female recruits and employees.

ACCESS TO AND CONTROL OVER ASSETS, SERVICES, AND RESOURCES

7. A market analysis of employment in Lebanon, disaggregated by sex, could assist university career counselors in their efforts to provide practical guidance to students on labor market needs.
8. It is recommended that USAID consider working with MEHE and private and public universities to create clear career guidance frameworks that describe the role of the pre-university orientation program as well as the career advisor's role and the employer's input on the job market.

PATTERNS OF POWER AND DECISION-MAKING

9. It is recommended that USAID consider providing leadership development training, particularly that which focuses on women at universities. Although there was not a strong interest among female FGD participants in student council involvement on campus, given the limited number of women in Lebanese politics more generally, this type of training might encourage and prepare women to become more involved and represented at the national level.
10. It is recommended that USAID consider supporting universities in launching a prize for “women champions” competitions, for those who are active in the university committees and activities, to maximize women's participation in politics to prepare them to contribute actively and effectively in political life.

ANNEXES

ANNEX A: INCEPTION REPORT



GENDER ANALYSIS OF HIGHER EDUCATION IN LEBANON

Inception Report

This publication was produced for review by the United States Agency for International Development. It was prepared by Social Impact, Inc.

GENDER ANALYSIS OF HIGHER EDUCATION IN LEBANON

Inception Report

This document is available in printed or online versions. Documents are also made available through the Development Experience Clearinghouse (<http://dec.usaid.gov>). Additional information can be obtained from:

Social Impact, Inc.

2300 Clarendon Boulevard

Arlington, VA, 22201

Tel: (703) 465-1884

Fax: (703) 465-1888

info@socialimpact.com

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

This document was submitted by Social Impact, Inc., to the United States Agency for International Development under USAID Contract No: GS-I0F0294V, Performance Management Support Program for Lebanon II (PMSPL II) Project Task Order: AID-268-M-15-00001

ACRONYMS

CERD	Center for Educational Research and Development
MEHE	Ministry of Education and Higher Education
USAID	United States Agency for International Development

BACKGROUND

Equality in education is an essential building block for equality in other aspects of the lives of boys and girls, men and women. USAID's Global Education Strategy (2011-2015) explains that educational programs "should promote gender parity, gender equity, and focus on improving education quality for both boys and girls.

Lebanon exhibits near parity at most levels of education (especially BE). However, and according to the Central Administration of Statistics (2010), stereotyping persists to some extent, in preferred and guided areas of specialization, which impacts the future direction of the careers of both genders.⁵⁰

According to CERD statistics, there are about 45 universities in Lebanon with a student body of 199,679 students. Around 36% of the students enrolled at the Lebanese University (72,518) and the remaining 64% are enrolled in private universities (CERD, 2015-2016).

During the academic year 2009-2010, education at the university level was more oriented towards humanities and social sciences; there were more students in the literary than scientific. Around 39% of the students enrolled in universities have chosen social sciences, followed by Humanities and Arts (21%), sciences (16%) (CAS, 2012).

Based on the number of students by field of education and type of university, results showed that the Lebanese University was mainly chosen by students enrolled in social sciences, business & law, humanities, science and engineering and health and welfare (CAS, 2012).

At the Lebanese University, 40% (70% females and 30 % males) more women than men enrolled in university courses in 2015-2016 (CERD, 2015-2016).

A recent study indicates that an average of over 30% of women with university education and an average of 40% of women who have completed secondary education believe that (a) men are better political leaders than women and (b) in case of job scarcity, men have a greater right to a job than women. Public education is the first (and often only) choice for poor families, especially in rural areas, when it comes to their daughters' schooling (Atallah & Helou, 2012).

The 2012 gender assessment study conducted for USAID/L found that one of the main reasons behind female employment problems in Lebanon is the lack of an effective gender-sensitive career guidance framework within the education system. Graduates either ended up jobless, or with jobs which are not relevant to their specialization. Moreover, orientation and educational guidance activities carried out by major universities focus mainly on increasing enrollment, with little attention paid to gender issues. In this context, available studies highlight the stated ongoing demands of high school students for more effective major-specific information systems

⁵⁰ See, for instance, Central Administration of Statistics (2010), Government of Lebanon, *Gender Statistics in Lebanon: Current Situation and Future Needs, Education*.
http://www.cas.gov.lb/images/PDFs/Gender_statistics/2-%20Use%20of%20Gender%20Statistics%20-%20Education.pdf

to help them in the process of making appropriate career choices that would help guarantee them jobs upon graduation. In the meantime, students rely on their parents, teachers, and peers for guidance on career choices; however, these individuals generally lack specialized knowledge of market needs and tend to reproduce stereotypical perceptions of traditional majors and careers both for men as well as for women. Another challenge facing economic development in Lebanon, is the integration of fresh university graduates particularly females in the labor market, is the gap between what the educational system provides and what the labor market demand

Purpose of Gender Assessment

On the surface, there appear to be few formal barriers to women's advancement. However, in-depth analysis reveals many barriers that prevent women in the country from achieving true equality with men. It is precisely this context—where gender equality is a formal country goal and gender differences are not obvious—that makes gender analysis imperative for designing projects that effectively address multi-faceted gender differences and empower women to participate actively and equally in their societies at all levels⁵¹.

USAID's Global Education Strategy (2011-2015) explains that educational programs “should promote gender parity, gender equity, and focus on improving education quality for both boys and girls. USAID is in the process of developing an Education Strategy to lead its education projects worldwide.”⁵²

The results of this analysis will inform USAID about the gender trends in the Higher Education (higher education) sector. Specifically, the gender analysis will:

Investigate the different experiences and, challenges faced by women and men in access to educational and employment opportunities of women and men in the context of HE and identify their root causes.

Explore these differences so that policies, programs and projects can identify and meet the different needs of men and women personally and professionally.

Identify the specific aspects of gender relations and inequalities that are present in the educational context, and to examine their implications on their personal and professional/ career lives, through providing data on some raised questions related to the different dimensions of education and career orientation.

Explore differences in male and female enrollment patterns in private and public universities in Lebanon, and explain their underlying causes of the identified differences.

Furthermore, conducting the gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications, by providing data on the following dimensions of education:

Access to education—examining Higher Education and whether gender parity is part of Lebanon's higher education policy

⁵¹ Duban and Cozzarelli (2012), adapted, p. 4

⁵² Duban and Cozzarelli (2012), verbatim, p. 71

Learning process—which can encompass issues of teacher and staff capacity, gender-sensitive curriculum design, and gender bias in curricula, textbooks, courses, specializations, career guidance, orientation, and counseling, and environment in addition to available career options in the labor market.

Educational outcomes—including equal completion / graduation rates HE (university-level). External results—which examines the status of men and women after leaving full-time education and their ability to access varied resources and employment opportunities

Linking higher education to the labor market in a way which meets the aspirations and career options of both genders equally.

RESEARCH QUESTIONS

The gender analysis seeks to understand the gender dynamics that exist in the learning environment for students in Lebanon through the lens of USAID's gender analysis domains. All questions will be examined by sex, age, and geography to identify trends and gaps. The key research questions and sub-questions are presented in **Exhibit I**.

Exhibit I

Focus Area	Key Questions
Sex-Disaggregated Data	What is the enrollment rate for male and female youth enrolled in HE in both public and private universities?
	What are the enrollment rates, retention rates, and levels of educational achievement for men and women in HE? Are there regional variations in these rates? All in terms of public versus private.
	What's the proportion of male-to-female students enrolled in traditionally female dominated fields of study at the tertiary level?
	What's the proportion of male-to-female students enrolled in traditionally male dominated fields of study at the tertiary level?
	What's the proportion of males-to-females enrolled in science, technology, engineering and mathematics (STEM) disciplines?
	What data is available on household education expenditures for males/females at the tertiary level?
	What data is available on public expenditures on higher education as a percentage of the national budget? And what is the ratio of national budget to operational budget of some of the leading universities? Does sex-disaggregated data exist?
	What are the male-to-female ratios of teaching staff, university deans, administrators, ministerial directors and staff, etc. involved in HE and MEHE? What's the percentage of women in senior, middle and junior levels of academic and administration staff in public and private universities?
	What is the male-to-female ratio of students classified as refugees enrolled in public and private universities in Lebanon? What are the completion, drop out and repetition rates among refugee youth?
	What data exists on the employment rates of male/female graduates of HE in Lebanon? What differences are there in the employment potential of males and females graduating in the same major? Do men get preferential treatment or a

	higher salary or faster employment?
Policy/ Strategy	Does Lebanon's National Education Strategy include a gender policy? Does it include particular gender interventions to address the needs of young men and women? What are the laws, policies, regulations, or guidelines for improvement of equitable access to HE and to what extent have they achieved their goals?
	What strategies to better identify and measure progress toward gender equality in higher education are in place in Lebanon?
	Do cases of sexual harassment in university campuses exist? Are they reported? If so, what are the present systems for reporting sexual harassment (a) of students by staff; (b) of staff by staff; (c) of staff by students? And what sort of policies and procedures are in place to counter these incidents and enable females- particularly the more conservative scholarship recipients, to feel comfortable on campus?
	Do affirmative action programs and schemes exist to promote women's/men's entry to university and male/female dominated disciplines? Is affirmative action provided as a policy principle? Does the policy define targets? Time frame?
	What policies/strategies are in place to extend scholarships to both males/females in Lebanon? What best practices and lessons learned may be recommended to USAID for gender integration in scholarships?
Cultural Norms and Beliefs, Gender Roles and Responsibilities, Access to and control over assets and resources, and Patterns of power and decision-making	Are there any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing or completing their higher education (e.g. cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.)?
	Are there any underlying cultural or contextual dynamics that reinforce gender stereotyping when students are selecting their majors such as parents encouraging boys to enroll in engineering or females in nursing?
	Are there constraints that affect female attainment of leadership positions in student governance bodies, clubs or activities within HE?
	Do university curricula integrate topics of "women's and gender studies"?
	What kind of research on <i>teacher training</i> exists to address gender stereotypes and gender bias in instruction at the tertiary level?
	Is information readily available to both males and females about a variety of educational opportunities? (In leaving intermediate education to move to TVET or graduating from secondary and moving on to university?)

METHODOLOGY

Data Collection Methods

To answer the research questions, the research team will collect data through a literature review, semi-structured interviews, and focus group discussions.

Literature Review

The research team will conduct literature review to gather data related to gender dynamics and disciplines at the Higher Education and Vocational Education level in Lebanon. The team will review current policies, research studies and reports conducted or developed by the MEHE, public and private universities, colleges and TEVT institutes, and other higher education institutions.

The literature review will focus on the following criteria and components of the higher education system: ratio of male/female professors, dominance of either genders in the available majors and disciplines, enrollment, retention/ graduation rates , employment rates and areas of work after graduation, extracurricular activities; gender differences in specializations, major selection and career orientation , differences in access to resources and decision-making positions (scholarships, fellowships, committees, jobs etc.), positive and negative biases in policies and institutional practices at the national, regional, and universities -level; professors ' perceptions of male/ female students' specializing capacity, abilities / disciplines; safety on campus / harassment / violence inside and outside the classroom. .

Documents reviewed will include documents provided by the different educational institutes, MEHE, online publications by the different donors like the World Bank, UN and other reliable organizations; and research studies available in the library databases of reputable universities in Lebanon.

The literature review data will be coded by USAID's five gender analysis domains:

- (1) Laws, policies, regulations, and institutional practices
- (2) Cultural norms and beliefs
- (3) Gender roles, responsibilities, and time used
- (4) Access to and control over assets and resources
- (5) Patterns of power and decision-making

The initial findings from this coding will be used to develop the research questions and identify data gaps that need to be filled or explored through interviews and focus group discussions.

Semi-structured Interviews

The research team will conduct around 6-10 semi-structured interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities, employment offices to gather data that validates or augments the literature review.

The interviews will focus on policies, strategies and curricula/syllabi in the higher education sector that include gender policy, formal intervention strategies to address gender equity in the education sector, laws, policies, regulations, or guidelines for improvement of equitable access

to HE, strategies to better identify and measure progress toward gender equality in higher education, policies/strategies that are in place to increase university safety and decrease gender based violence, harassment in university; and enforcing anti-harassment codes of conduct, university policies on sexual harassment on campus or in classrooms, affirmative action programs and schemes exist to promote women's/men's entry to the labor market and to university and male/female dominated disciplines, policies/strategies that are in place to extend scholarships to both males/females in Lebanon.

Focus Group Discussions

The research team will conduct focus group discussions with university students (in mixed-sex groups) to gather data that validates or augments the literature review. Focus group discussions with students will focus on university -level policies and practices, parents' perceptions of education importance, students' perceptions of education importance, how students are oriented to specialize in majors and which career paths to follow in future students' roles and responsibilities in and out of university, , extracurricular involvement in activities, availability and access to learning resources and physical environment, differences in students' participation in the university activities, student leadership opportunities, violence witnessed or experienced in and out of school.

Tool Translation

All interview and focus group discussion tools will be developed in English and translated into Arabic. Data collection will be done in Arabic. Bilingual members of the research team will translate the tools into Arabic. A sworn translator will blindly translate the Arabic version into English. The bilingual research team members will compare the Arabic version to the original English version to verify that meanings remain the same. The Arabic version will be adopted if they are proven to be equivalent to the English version.

Sample Design

Geography

Lebanon is divided into eight governorates: Akkar, Baalbek- Hermel, Beirut, Beqaa, Mount Lebanon, Nabatieh, North Lebanon, South Lebanon. There are approximately 44 private universities in Lebanon. There is one public university and the rest are private universities with licenses from the Ministry of Education and Higher Education. Universities are mainly concentrated in Beirut with campus and/or faculties spread out across the country. At least 1/3 of the universities are based in governorates other than Beirut. The focus group discussions will be held with student attending the universities selected for the study according to the sampling process discussed below.

Student Population

The research team will invite students enrolled in one faculty at a given university to participate in focus group discussions, such as each FG covers one different faculty is in each of the researched universities. Focus group discussions will be held for students in a mixed group (half females and half males). A letter in Arabic and/or English will be provided to the Dean of Faculty identified in the sampling process. The Dean in return will inform the relevant departments within a given faculty. A focal person will be identified to help coordinate and/organize the FGD by randomly drawing male and female students from different departments in a given faculty.

The samples of students will be drawn from universities based on the following steps:

A list of all the universities and institutes were drawn (45 universities)

Universities were classified as public versus private (1 public/ 44 private universities)

Universities were classified based on location in terms of city, caza and governorate

Universities were also classified based on branches

Universities were classified based on English/French

Number and names of the branches for each of the given universities was made

A general list of departments/faculties was made (Sciences, arts and humanities, business, engineering, agriculture, medicine and law)

Based on the above list of criteria, the teams decided to consider a total of 8 universities using a purposeful sample based on the following criteria:

One public university

Seven private universities divided as such:

1 out of 7 universities is Francophone University

6 out of 7 universities are based in Beirut; 4 of which have faculties in governorates across Lebanon

2 out of the 7 universities are based outside Beirut (Mount Lebanon & North Lebanon)

3 out of the 7 universities are benefiting from USAID scholarship program

Sample

The sample design for the analysis will comprise of

8 universities

7 different faculties

310 to 434 students drawn from different departments in a given faculty

32 focus group discussions

10 to 14 participants in each focus group discussion:

In order to facilitate the process and avoid asking the participants to waste leisure/resting hours, focus group discussions will be held between 9:00 AM and 1:00 PM for the students on a given day. Only students who do not have classes at the time of the discussion will be allowed to participate in order to avoid any class time loss. The final time for each FGD will be agreed upon with the dean of school or faculty.

Data collection, including the informed consent process, will be conducted in Arabic.

Ethical Review and Informed Consent

All interview and focus group discussion tools will include an informed consent statement that incorporates a confidentiality clause. Every effort will be made to ensure that focus group discussions are conducted in locations that assure privacy or are comfortable for respondents if they are not fully private. At the start of each interview and focus group discussion respondents

will be assured confidentiality and asked if they consent to participate in this gender analysis. The researchers will explain to all respondents that participation is completely voluntary and they can stop the interview or leave the focus group discussion at any time with no negative consequences to them. It will also be made clear that both their identity and the information they provide will be kept confidential. Data will be stored on a secured, password protected computer. Identifying information will be retained in semi-structured interview transcripts for data analysis purposes. Focus group discussion participants will remain anonymous.

All students selected for the study will be above the age of eighteen. Parents and legal guardians consent will not be necessary. On the day of the FGD, the students will be informed about the gender analysis and they will be assured confidentiality and asked if they consent to participate in this gender analysis as all other participants. Students will only be allowed to participate if they do not have classes during the time of the time of the discussion. The research team will make sure to check the students schedule prior to the focus group discussion (*Students will be asked to present their schedule, electronically or printed copy, to the research team prior to the discussion*). The consent will be recorded on tape prior to the start of the FGD otherwise signatures will be collected.

The research team will prepare a written draft report with key findings, conclusions and recommendations. A face-to-face feedback session is proposed with USAID staff the second week of January, after the draft report has been submitted, to explore and validate findings. The team will submit a final report that takes into account both written feedback on the draft report and input provided during the feedback session.

Assumptions

Qualified national gender analysts will be available to collect data in the time provided.

The MEHE will process the required protocols to obtain permissions to reach focus group discussion participants at the Lebanese university.

Key informants will be available during window for the interviews.

Sufficient numbers of invited participants will attend the focus group discussions after confirming attendance.

The security situation will remain stable and not interrupt data collection.

Students selected for the focus group discussions will be more than 18 years old and accurately speak about their university education experiences.

ANNEX B: UNIVERSITY BACKGROUND DATA

University	Gender				Nationality			Total
	Females	% of females	Males	% of males	Total	Lebanese	Non-Lebanese	
Private Universities								
Al- Kafaat University (AKU)	630	48%	678	52%	1308	1285	23	1308
American University for Culture and Education (AUCE)	1663	45%	2006	55%	3669	3486	183	3669
American University of Science and Technology (AUST)	2778	39%	4256	61%	7034	6324	710	7034
University of Balamand (UOB)	2575	45%	3141	55%	5716	5224	492	5716
Beirut Arab University (BAU)	4376	44%	5680	56%	10056	8078	1978	10056
Al -Jinan University	775	62%	480	38%	1255	782	473	1255
Lebanese American University (LAU)	4136	51%	3916	49%	8052	6577	1475	8052
Lebanese German University (LGU)	332	60%	219	40%	551	503	48	551
American University of Technology (AUT)	451	43%	610	57%	1061	980	81	1061
American University of Beirut (AUB)	4595	53%	4049	47%	8644	6794	1850	8644
Arab Open University (AOU)	1333	45%	1631	55%	2964	2712	252	2964
Arts, Sciences and Technology University in Lebanon (AUL)	2941	44%	3764	56%	6705	6031	674	6705
École Supérieure des Affaires (ESA)	180	64%	100	36%	280	264	16	280
Lebanese Canadian University (LCU)	379	46%	440	54%	819	790	29	819
Lebanese International University (LIU)	11010	52%	9970	48%	20980	18780	2200	20980
Islamic University of Lebanon (IUL)	1971	43%	2614	57%	4585	3728	857	4585
Modern University for Business and Science (MUBS)	1168	54%	986	46%	2154	2050	104	2154
MatnUniversity College (MUC)	123	44%	156	56%	279	243	36	279
Rafik Hariri University	274	33%	564	67%	838	784	54	838
Global University	195	47%	220	53%	415	287	128	415
Notre Dame University (NDU)	2839	40%	4328	60%	7167	6568	599	7167
Université La Sagesse(ULS)	1864	48%	1734	44%	3898	3488	110	3898
Université Libano-Francaise (ULF)	309	25%	941	75%	1250	1237	13	1250
University of Sciences and Arts in Lebanon (USAL)	184	69%	82	31%	266	260	6	266
Université Saint-Esprit Kaslik (USEK)	4305	54%	3669	46%	7974	7811	163	7974
Université Saint-Joseph (USJ)	6295	66%	3174	34%	9469	8879	590	9469
Haigazian University	348	50%	347	50%	695	588	107	695
Beirut Islamic University	89	31%	199	69%	288	196	92	288
AL Maaref University	121	49%	128	51%	249	243	6	249
Antoine University	1159	39%	1842	61%	3001	2967	34	3001

Al Rassoul Al Aazam University Institute	347	65%	189	35%	536	527	9	536
Middle East University	64	41%	92	59%	156	95	61	156
Lebanese Red Cross	109	52%	100	48%	209	201	8	209
Université Sainte Famille (USF)	319	73%	116	27%	435	432	3	435
Makassed University of Beirut	65	46%	77	54%	142	91	51	142
Al Manar University	320	43%	422	57%	742	690	52	742
Saint-Paul Institute for Philosophy and Theology	7	37%	12	63%	19	12	7	19
Ouzai University College	818	39%	1271	61%	2089	287	1802	2089
University of Tripoli	201	60%	134	40%	335	154	181	335
Daawa University Institute for Islamic Studies	132	38%	214	62%	346	81	265	346
Joya University Institute of Technology (JUIT)	105	28%	266	72%	371	370	1	371
Phoenicia University	157	47%	179	53%	336	322	14	336
Azm University	26	55%	21	45%	47	47	0	47
Academic University for Nonviolence & Human Rights (AUNOHR)	40	53%	36	47%	76	32	44	76
Total (Private Universities)	62,108	49%	65,053	51%	127,461	111,280	15,881	127,461
Public University								
Lebanese University	51,076	70%	21,442	30%	72,518	68,778	3,740	72,518

University Classification

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
Private Universities					
Al- Kafaat University (AKU)	Aïn Saade, Fanar	Mount Lebanon	French and English	-School of Business -School of Education -School of Arts and Advertising -School of Technology	No
American University for Culture and Education (AUCE)	-Badaro, Beirut -Baouchrieh -Baakline -Baalbeck -Nabatieh -Tyre -Bent Jbeil -Al Koura	-Beirut -Mount Lebanon -Baalbeck-Hermel -North Lebanon -South Lebanon -Nabatieh	English	- Faculty of Business -Faculty of Science and Literature -Faculty of Arts -Freshman Program -International Hospitality Academy - Master in Business Management (MBA)	No
American University of (AUST)	-Ashrafieh, Beirut - Zahlé - Sidon	-Beirut -Beqaa -South Lebanon	English and French	-Faculty of Arts & Sciences - Faculty of Business & Economics -Faculty of Engineering -Faculty of Health Sciences (Undergraduate and graduate programs are available across all faculties)	No
University of Balamand (UOB)	-Al-Koura -Akkar -Souk Al Ghareb, Aley -Achrafieh (Saint George Health Complex), Beirut	-North Lebanon -Akkar -Mount Lebanon - Beirut	English	-Sciences -Engineering -Health Sciences -Academie Libanaise des beaux-arts -Business& Management -Medicine & Medical Sciences - Postgraduate Medical Education -Issam M. Fares Faculty of Technology -Institute of Theology -Library and Information Studies	No
Beirut Arab University (BAU)	-Beirut -Debbieh, Chouf -Tripoli -Jdita, Beqaa	-Beirut -Mount Lebanon -North Lebanon -Beqaa	English	-Faculty of Human Sciences -Faculty of Law and Political Science -Faculty of Business Administration -Faculty of Architecture-Design and Built Environment - Faculty of Science	No

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
				-Faculty of Pharmacy -Faculty of Medicine -Faculty of Dentistry -Faculty of Health Sciences	
Al -Jinan University	-Tripoli -Saida	-North Lebanon -South Lebanon	English and Arabic	-Faculty of Literature and Humanities -Faculty of Business Administration -faculty of Communication -Faculty of Public Health -Faculty of Education -Faculty of Sciences -Political Science Institute	No
Lebanese American University (LAU)	-Koraytem, Beirut -Byblos -Achrafieh, Beirut -Manhattan, New York	-Beirut - Mount Lebanon -New York City, U.S.A.	English	-School of Arts & Sciences - School of Architecture & Design -Adnan Kassar School of Business -School of Engineering -Gilbert and Rose-Marie Chagoury School of Medicine -Alice Ramez Chagoury School of Nursing -School of Pharmacy	Yes
Lebanese German University (LGU)	Sahel Alma, Jounieh	Mount Lebanon	English and French	-Faculty of Public Health -Faculty of Business and Insurance -Faculty of Education and Arts	No
American University of Technology (AUT)	-Halat, Byblos -Tripoli -Tyr	-Mount Lebanon -North Lebanon - South Lebanon	English	-Faculty of Business Administration -Faculty of Applied Sciences -Faculty of Arts and Humanities -Freshman Program - LLM (Latin Legum Magister- Master in Law) Support Program with UoL (University of London) -Master's In Economics of International Tourism -BSc Banking & Finance and BSc Business and Management with University of London	No
American University of Beirut (AUB)	-Ras Beirut, Beirut - Beqaa Valley, Beqaa (<i>Faculty of Agricultural and</i>	- Beirut - Beqaa	English	-Faculty of Agricultural and Food Sciences (FAFS) - Faculty of Arts and Sciences (FAS) - Faculty of Engineering and Architecture (FEA) - Faculty of Health Sciences (FHS) - Faculty of Medicine (FM)	Yes

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
	<i>Food Sciences)</i>			- Rafic Hariri School of Nursing (HSON) - Suliman S. Olayan School of Business (OSB)	
Arab Open University (AOU)	-Badaro, Beirut -Antelias -Tripoli	-Beirut -Mount Lebanon -North Lebanon	English	-Graduate Studies (Master of Business Administration and Master of Science (MSc) in Computing) -Business programs -Computer Programs -English Programs -Education Program -Electronic Media -Graphic and Multimedia Design Technology	No
Arts, Sciences and Technology University in Lebanon (AUL)	-Jadra -Dekwaneh -Sin El Fil - Kaslik -Tripoli -Chtoura	-South Lebanon -Mount Lebanon -North Lebanon -Beqaa	English and French	-Faculty of Business Administration -Faculty of Sciences and Fine Arts - Faculty of Arts and Humanities	No
École Supérieure des Affaires (ESA)	-Clemenceau Beirut	-Beirut	English and French	-Bachelor In Business Administration (BBA) -Master in Management (MEM) -Masters in Business Administration (MBA) -Master in Marketing and Communication(MSM) -Master in Hospital and Health Management (MHS) -Executive Masters in Financial Management (EMFM) -Executive MBA (EMBA) -Executive MBA (EMBA) Global Track optional -Doctorate in Business Administration (DBA) -Dipôme Universitaire Recherche En Gestion	No
Lebanese Canadian University (LCU)	-Aintoura, Kesrouan -Hadat	-Mount Lebanon	English and French	-Faculty of Business Administration -Faculty of Arts and Science -Faculty of Engineering -Faculty of Humanities	No
Lebanese International University (LIU)	-Mouseitbe, Beirut -West Beqaa -Halba, Akkar	- Beirut - Beqaa - Akkar -Mount Lebanon	English	-School of Arts and Sciences -School of Business -School of Education -School of Engineering	No

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
	-Saloumi -Nabatieh -Rayak -Saida -Tripoli -Abasiyeh, Tyre	-Nabatieh -South Lebanon -North Lebanon		-School of Pharmacy	
Islamic University of Lebanon (IUL)	-Khaldeh, Beirut -Tyr -Wardanie, Chouf -Baalbeck	-Beirut -South Lebanon -Mount Lebanon -Baalbeck-Hermel	English and Arabic	-Engineering -Letters and Human Sciences -Touristic Sciences -Islamic Studies -Sciences and Arts Economics and Business Administration -Law -Nursing Sciences -Politics	No
Modern University for Business and Science (MUBS)	-Damour -Beirut -Aley -Semkanie, Chouf (center) -Jal El Dib (Community Center)	-Beirut -Mount Lebanon	English and French	-International School of Business (English/French) -School of Health Sciences -School of Education and Social Work -British Academy in Lebanon [double degrees in Business & Management Studies, MSc in International Hospitality & Tourism, Masters of Business Administration (Generic), MBA in Project Management and MSc in Sport Management & Leadership with the British university, Cardiff Metropolitan University (Cardiff Met)]	No
MatnUniversity College (MUC)	-Haret Hreik - Khaldeh	-Mount Lebanon -Beirut	English	-School of Business -School of Technology -School of Arts	No
Rafik Hariri University	-Mechref, Damour	Beirut	English	-College of Engineering -College of Sciences & Information Systems -College of Business Administration -College of Arts	No
Global University	-Batrakiyeh, Beirut	-Beirut	English	-Literature and Humanities -Health Sciences -Administrative Sciences	No

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
Notre Dame University (NDU)	-Zouk -Al Koura -Shouf	-Mount Lebanon -North Lebanon	English	-Ramez Chagoury, Faculty of Architecture Art and Design -Faculty of Business Administration and Economics -Faculty of Engineering -Faculty of Humanities -Faculty of Law and Political Science -Faculty of Natural and Applied Sciences -Faculty of Nursing and Health Sciences	No
Université La Sagesse(ULS)	Furn El Chebak	Mount Lebanon	French and Arabic	-Faculty of Law - Faculty of Hotel Management - Faculty of Public Health - Faculty of Business and Finance - Faculty of Ecclesial Sciences (Faculté de Sciences Ecclésiiales) -Faculty of Canon Law (Faculté de Droit Canonique) - Faculty of Political Science	No
Université Libano-Francaise (ULF)	-Hamra - Al Koura -Tripoli - Dik el Mehdi, Matn -Chtoura	-Beirut -North Lebanon -Mount Lebanon -Beqaa	French and Arabic	-Faculty of Engineering -Faculty of Sciences and Arts (Faculté des Sciences et des Lettres) -Faculty of Business (Faculté de Gestion). -Faculty of Technology	No
University of Sciences and Arts In Lebanon (USAL)	Ghobeiry	-Mount Lebanon	Arabic and English	-Faculty of Arts and Sciences -Faculty of Education - Faculty of Business and Economics	No
Université Saint-Esprit Kaslik (USEK)	-Jounieh -Zahleh -Chekka -Rmeich	-Mount Lebanon -Beqaa -North Lebanon -South Lebanon	English and French	- Faculty of Business and Commercial Sciences - Faculty of Engineering - Faculty of Fine and Applied Arts - Faculty of Philosophy and Humanities - Faculty of Religious and Oriental Sciences - Faculty of Sciences - Higher Institute of Nursing Sciences - Higher Institute of Political and Administrative Sciences - Institute of History	No

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
				<ul style="list-style-type: none"> - Pontifical Faculty of Theology - USEK Continuing Learning Center (UCLC) -Faculty of Agricultural and Food Sciences -Faculty of Law -Faculty of Letters -Faculty of Medicine and Medical Sciences -Faculty of Music 	
Université Saint-Joseph (USJ)	<ul style="list-style-type: none"> -Achrafieh, Beirut - Mkallès, Beirut - Rue de Damas, Beirut -Al Koura -Saida -Zahleh 	<ul style="list-style-type: none"> -Beirut -North Lebanon -South Lebanon -Beqaa 	French	<ul style="list-style-type: none"> - Faculty of Religious Studies - Faculty of Nursing - Faculty of Sciences - Faculty of Education - Faculty of Languages - Faculty of Medicine - Pharmacological faculty - Faculty of Law and Political Science - Faculty of Engineering - Faculty of Dentistry - Faculty of Arts and Humanities - Faculty of Economics - Faculty of Business and Management 	No
Haigazian University	Hamra, Beirut	-Beirut	-English and Armenian	<ul style="list-style-type: none"> -Faculty of Business Administration and Economics -School of Arts and Sciences: [Faculty of Sciences (Division of Natural Sciences/Division of Mathematical Sciences) Faculty of Social and Behavioral Science Faculty of Humanities] 	Yes
Beirut Islamic University	Beirut	Beirut	Arabic	-Faculty of Sharia	No
AL Maaref University	Beirut	Beirut	English and Arabic	<ul style="list-style-type: none"> -Faculty of Business Administration -Faculty of Arts and Sciences -Faculty of Religion and Humanities 	No
Antonine University	<ul style="list-style-type: none"> -Hadat -Zahleh -Mejdlaya 	<ul style="list-style-type: none"> -Mount Lebanon -Beqaa -North Lebanon 	-English and French	<ul style="list-style-type: none"> -Faculty of Business Administration -Faculty of Public Health Physical therapy Department -Institute of Dental Laboratory 	No

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
				-Faculty of Music and Musicology -Faculty of Sport Sciences (Faculté des Sciences du Sport) -Faculty of Theological Science and Pastoral Studies -Antonine Fathers School of Music -The Center for Languages	
Al Rassoul Al Aazam University Institute	-Beirut	-Beirut	Arabic	-Faculty of Public Health	No
Middle East University	-Bauchrieh	-Beirut	English	-Faculty of Arts and Sciences -Faculty of Business Administration -Faculty of Education -Faculty of Philosophy and Theology	No
Lebanese Red Cross University	-Baabda	-Mount Lebanon	English and French	-Nursing	No
Université Sainte Famille (USF)	-Batroun	-North Lebanon	French	-Faculty of Pedagogy -Faculty of Health - Faculty of Management	No
Makassed University of Beirut	-Musaitbah, Beirut	-Beirut	Arabic and English	-Faculty of Islamic Studies - College of Nursing	No
Al Manar University	-Tripoli	-North Lebanon	English	-Architecture and Design -Arts and Human Sciences -Business Administration -Engineering, IT and Maritime Studies -Public Health -Science -Tourism and IATA	No
Saint-Paul Institute for Philosophy and Theology	NA	NA	NA	NA	NA
Ouzai University College	Beirut	Beirut	Arabic	-Islamic Studies	No
University of Tripoli	Tripoli	-North Lebanon	English and Arabic	-Faculty of Sharia -Faculty of Arts and Humanities	No

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
				-Faculty of Business Administration -Faculty of Education	
Daawa University Institute for Islamic Studies	Beirut	Beirut	NA	NA	NA
Joya University Institute of Technology (JUIT)	South Lebanon	South Lebanon	NA	NA	NA
Phoenicia University	Zahrani	South Lebanon	English	-College of Architecture and Design -College of Arts and Sciences -College of Business -College of Engineering -College of Law and Political Science -College of Public Health	No
Azm University	Tripoli	North Lebanon	English	-Faculty of Business Administration -Faculty of Architecture & Design -Faculty of journalism and media communication	No
Academic University for Nonviolence & Human Rights (AUNOHR)	Dhour Choueir	Mount Lebanon	English	-Non-violence Education & School Management Skills -Social Training and Teaching Active Methods- Conflict Prevention, Mediation & Positive Management-International Affairs & Diplomatic Mediation -Development & Civil Society Skills- Educational Non-Violence Theater -Non-Violence Communication & Media Skills- Human Rights Culture & Teaching- Arts, Design and Non-violence skills- Civic Education, Citizenship & Social Policy- Philosophy & Strategies of Non-violent Action- Religions & Non-violence	No
Public University					
Lebanese University	-Beirut -Sidon -Tripoli	-Beirut -South Lebanon -North Lebanon	French, English, and Arabic	- Science, Technologies and Health -Human and Social Science - Doctoral Schools (School of Literature,	No

Universities	Location	Governorate	Instructional Language	Range and type of departments/faculties	USAID scholarship availability
	-Hadas -Zahle -New Rawda -Tayouneh	-Mount Lebanon -Beqaa		Humanities& Social Sciences/School of Science and Technology/ School of Law, Political, Administrative and Economic Sciences)	

NA: Not available

References

<http://www.aku.edu.lb/SiteMap.aspx>
<http://www.auce.edu.lb/academic/international-hospitality-academy>
<https://www.aust.edu.lb/about/landingpage>
<http://www.balamand.edu.lb/main/Pages/default.aspx>
<http://www.bau.edu.lb>
<http://www.jinan.edu.lb/>
<http://www.lau.edu.lb/>
<http://www.lgu.edu.lb/content/>
<http://www.aut.edu/>
<https://www.aub.edu.lb/>
<http://www.aou.edu.lb/index.html>
<http://aul.edu.lb/default.asp?MenuID=28>
<https://www.esa.edu.lb/en/home#&panel2-1>
<http://212.98.131.166/admission/?MM=3>
<http://www.liu.edu.lb/lb/SideBar/ContactUs.php>
<http://www.iul.edu.lb/Home/Home/index>
<http://www.mubs.edu.lb/>
<https://www.muc.edu.lb/>
<https://www.rhu.edu.lb/home>
http://www.gu.edu.lb/contact_us.html
<http://www.ndu.edu.lb/admissions>
<http://www.uls.edu.lb/fr/about-us>
<http://www.ulf.edu.lb/>
<http://www.usal.edu.lb/>
<http://www.usek.edu.lb/en/contact/main-campus>
<https://www.usj.edu.lb/decouvrir/camp.htm>
<http://www.haigazian.edu.lb/Default.aspx>

<http://www.higher-edu.gov.lb/english/privuniv/BIU.htm>
<http://www.upa.edu.lb/en/about-ua/home.html>
<http://rau.edu.lb/>
<http://redcross.org.lb/SubPage.aspx?pageid=324&PID=165>
<http://www.usf.edu.lb/fr/>
<http://www.higher-edu.gov.lb/english/privuniv/Makased.htm>
<http://www.mut.edu.lb/>
<http://ouzai.org/#>
http://www.ut.edu.lb/index.php?r=Content/acceptance_and_admission
<http://www.theonest.edu.lb/index.php?sid=1>
<https://www.ul.edu.lb/faculte/faculties.aspx>

EMPLOYEES AT UNIVERSITIES

2012-2013 Academic and Administration Staff in Lebanese Universities										
University	Administration Staff					Faculty Members				
	Males	% of Males	Females	% of Females	Total	Males	% of Males	Females	% of Females	Total
Public University										
Lebanese University	861	42%	1,174	58%	2,035	4,156	62%	2,494	38%	6,650
Private Universities										
Beirut Arab University (BAU)	445	73%	161	27%	606	452	55%	370	45%	822
Université Saint-Joseph (USJ)	206	39%	326	61%	532	608	55%	499	45%	1,107
American University of Beirut (AUB)	137	44%	177	56%	314	707	56%	557	44%	1,264
Université Saint-Esprit Kaslik (USEK)	18	27%	49	73%	67	554	63%	323	37%	877
Lebanese American University (LAU)	266	48%	288	52%	554	208	60%	139	40%	347
Haigazian University	12	33%	24	67%	36	52	50%	51	50%	103
Notre Dame University (NDU)	64	51%	61	49%	125	280	54%	237	46%	517
Daawa University Institute for Islamic Studies	10	77%	3	23%	13	30	100%	0	0%	30
Université la Sagesse (ULS)	46	52%	43	48%	89	230	76%	72	24%	302
Ouzai University College (OUZ)	26	68%	12	32%	38	60	92%	5	8%	65
Middle East University (MEU)	5	71%	2	29%	7	18	58%	13	42%	31
Makassed University of Beirut	4	40%	6	60%	10	23	55%	19	45%	42
Saint-Paul Institute for Philosophy and Theology	5	83%	1	17%	6	18	75%	6	25%	24
University Balamand	40	33%	80	67%	120	830	63%	498	38%	1,328

University (UOB)										
Near East School of Theology	5	56%	4	44%	9	7	78%	2	22%	9
Islamic University of Beirut	13	76%	4	24%	17	37	95%	2	5%	39
Al Jinan University	44	44%	57	56%	101	283	76%	89	24%	372
University of Tripoli	11	65%	6	35%	17	30	94%	2	6%	32
Islamic University of Lebanon (IUL)	28	67%	14	33%	42	345	68%	164	32%	509
École Supérieure des Affaires (ESA)	10	32%	21	68%	31	94	76%	30	24%	124
Antonine University	28	39%	43	61%	71	240	55%	196	45%	436
Rafik Hariri University	43	62%	26	38%	69	90	53%	81	47%	171
Université Libano-Francaise (ULF)	13	45%	16	55%	29	88	67%	44	33%	132
Lebanese German University (LGU)	15	41%	22	59%	37	73	58%	53	42%	126
Al- Kafaat University (AKU)	29	66%	15	34%	44	77	63%	45	37%	122
American University of Technology (AUT)	1	20%	4	80%	5	56	60%	38	40%	94
Université Sainte Famille (USF)	4	17%	19	83%	23	29	54%	25	46%	54
Sidon for Culture and Higher Education	5	50%	5	50%	10	12	80%	3	20%	15
Arts, Sciences and Technology University in Lebanon (AUL)	182	62%	110	38%	292	462	69%	209	31%	671
American University for Culture and Education (AUCE)	65	56%	52	44%	117	208	62%	127	38%	335
American University of Science and Technology (AUST)	63	52%	59	48%	122	258	57%	193	43%	451
Lebanese Canadian University (LCU)	11	46%	13	54%	24	95	81%	22	19%	117

Modern University for Business and Science (Damour)	49	49%	50	51%	99	70	48%	76	52%	146
Joya University Institute of Technology (JUIT)	7	78%	2	22%	9	24	75%	8	25%	32
Arab Open University (AOU)	32	62%	20	38%	52	71	55%	59	45%	130
Lebanese International University (LIU)	394	64%	226	36%	620	1,460	66%	767	34%	2,227
Al Manar University	17	53%	15	47%	32	81	59%	57	41%	138
Al Rassoul Al Aazam University Institute	6	21%	22	79%	28	59	69%	26	31%	85
Lebanese Red Cross	0	0%	3	100%	3	0	0%	6	100%	6
Total (private universities)	2359	53%	2061	47%	4420	8319	62%	5113	38%	13432
Total (Private and Public Universities)	3,220	50%	3,235	50%	6,455	12,475	62%	7,607	38%	20,082

Source: Center for Educational Research and Development 2012-2013

ANNEX C: GLOSSARY OF KEY TERMS

TERM	DEFINITION
Sex ⁵³	Sex refers to the biological characteristics that define humans as female or male.
Gender ⁵⁴	The economic, political, and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be male or female vary among cultures and change over time. Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, and relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men, but to the relationship between them.
Gender Neutral	Relating to people in general and not specifically to men, women or any other gender classification.
Gender Blind ⁵⁵	Person, policy, or institution that does not recognize that gender is an essential determinant of the life choices available to us in society.
Sexual Harassment ⁵⁶	Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: <ul style="list-style-type: none"> • Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or • Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or • Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
Sexual Harassment in Lebanon ⁵⁷	Sexual harassment and discrimination in the Lebanese context has recently taken a new surge of attention in academia, the political landscape and civil society. Dr. Lilian Ghandour, Associate Professor at the Faculty of Health Sciences at AUB, presented the findings of an online survey done in 2012 with AUB students whereby sexual harassment was defined to students as “someone did something sexually to you that you did not want them to do, or touched you in a way that you did not want to be touched.” Her findings showed that females were more likely to experience sexual abuse than males and more likely to say that they would rather not give an answer on whether they had ever been sexually abused. However, Dr. Ghandour, emphasized that we should not dismiss the substantial number of males that have come forward and reported sexual abuse. Dr. Brigitte Houry, Associate Professor of Clinical Psychiatry at AUBMC, added

⁵³USAID Gender Glossary http://pdf.usaid.gov/pdf_docs/Pnadi089.pdf

⁵⁴USAID Gender Glossary http://pdf.usaid.gov/pdf_docs/Pnadi089.pdf

⁵⁵USAID Gender Glossary http://pdf.usaid.gov/pdf_docs/Pnadi089.pdf

⁵⁶UN Women Watch <http://www.un.org/womenwatch/osagi/pdf/whatish.pdf>

⁵⁷ KIP Project on Multidisciplinary Conference on Discrimination and Sexual Harassment, American University of Beirut, March 31 & April 1, 2017. www.thekipproject.info

	<p>that those most at risk are young female students, graduate female students, female students coming from outside Beirut and female staff. Again, although the pattern seen was male to female harassment, she stressed that harassment within same genders does happen as well (male-male, female-female).</p> <p>In the past, the law against sexual harassment was vague, specifying that any sort of touching or groping would qualify. Mr. Walid Nakib, Head of Legal Unit at Former Prime Minister Office, mentioned that now harassment is no longer defined only as physical, but also includes, psychological, emotional and verbal harassment. It can be a glare on the street, a joke, a rumor, a phone call or even a picture/video released over social media, or a man masturbating in public. Colonel Joseph Musallem, Head of Public Relations Division at the Internal Security Forces, added that they have even had cases of harassment that have occurred over social media (Facebook, WhatsApp etc.). For this reason, MP Ghassan Moukhaiber, spoke about his efforts, in collaboration with Ministry of State for Women's Affairs, to pass a new expedited law to include all possible manifestations of sexual harassment and racial discrimination.</p> <p>However, despite the resurgence in recognizing sexual harassment in Lebanon, many of the practices identified as sexual harassment in the UN definition above that take place on a daily basis are often dismissed and not addressed adequately by law. Sexual harassment cases occur in employment and within the education system, and women and men, when harassed, will not talk about it because of the culture of silence to avoid embarrassment and any possible repercussions.</p>
Culture of Silence in Lebanon⁵⁸	<p>A culture of silence refers to a lack of audible complaints about sexual harassment, assault and discrimination. This does not mean that sexual harassment does not occur in Lebanon. This tendency has given rise to under-reporting. Trudi Hodges, AUB Title IX Coordinator, delved into possible reasons students may have including fear of not being believed or being blamed, fear or retaliation or backlash, being shamed in front of family and friends, lack of awareness of conduct, policies and reporting obligations, belief that no action will be taken, privacy and confidentiality concerns and lastly, the perception that some powerful individuals are “untouchable” and are not reachable by law. Dr. Brigitte Khoury, also added that in cases where the harassment is faculty to student, the student can sometimes be afraid of being affected academically, personally and psychology in case s/he reports. Finally, reactions to reporting differ. Among younger victims sometimes there is fear of hurting the harasser: “what if he is kicked out”, “what if his reputation is ruined”, “what if his wife finds out”. Older victims may have a more aggressive reaction and want to see the perpetrator punished.</p>

⁵⁸KIP Project on Multidisciplinary Conference on Discrimination and Sexual Harassment, American University of Beirut, March 31 & April 1, 2017. www.thekippproject.info

ANNEX D: INTERVIEW LIST

University	Number of Key Informants	Sex
University 1*	2	1 Female/ 1 Male
University 2*	6	4 Females/ 2 Males
University 3*	4	3 Females/ 1 Male
University 4*	2	2 Females
University 5*	2	1 Female/ 1 Male
University 6*	1	1 Female

*To maintain anonymity and ensure confidentiality, the universities' names were not mentioned and numbers were assigned randomly, not following the numbers assigned in Table I.

ANNEX E: KEY INFORMANT INTERVIEW TOOLS

Higher Education Gender Analysis in Lebanon

SEMI-STRUCTURED INTERVIEW GUIDE – Career Guidance Officer

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in higher education, specifically:

- university-level policies and practices
- how students are oriented to specialize in majors and which career paths to follow in future
- students' roles and responsibilities in and out of university
- availability of and access to information on market needs, internships linkages with employment offices and potential recruiters

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered Basic Education, and this second part will cover Higher Education.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

For this gender analysis, we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 FGDs with 320 students across seven faculties in eight different universities located across Lebanon. FGD participants only include students engaged in higher public and private education in Lebanon.

You were selected for this interview because of your knowledge and experience with higher education in Lebanon as **a Career Guidance Officer**.

If you consent to be interviewed, you will be kindly requested to answer questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*).

This interview will explore how students are oriented to specialize in majors and which career paths to follow in future, students' roles and responsibilities in and out of university, and the availability of and access to information on market needs, internships linkages with employment offices and potential recruiters.

The study may not be directly beneficial to you; however, the data gathered has the potential to directly benefit the higher education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Participation in this study involves no risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities, MEHE, students, etc.), not to specific individuals, and all identifying information will be removed. We also kindly ask that you do not share this conversation with others.

You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We do not want you to be uncomfortable during our discussion, so we are not asking you about your personal experiences, nor are you required to tell us about them. If there is a question you do not wish to answer, you do not need to answer it.

This interview will take approximately 60 minutes.

For interviewee at University of Saint Joseph: The interview will be conducted in English unless you prefer it in Arabic.

For interviewees at private university where English is used as language of instruction: The interview will be conducted in English.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would also like to record this conversation, solely for the purposes of listening attentively now and taking notes later.

Is that alright? **BEGIN RECORDING** (in case the interviewee consent)

If you have any questions about this gender analysis, you may contact [Social Impact Official] [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

1. **To begin, please share your title and role at the university, and your involvement in the students' career guidance processes at this university.**
Probe for direct or indirect engagement with students and parents, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how.
2. This is important background information so you can tailor the interview appropriately.

Policies and Institutional Practices

3. **What policies and guidelines exist at the university which would meet the aspirations of young men and women equally personally where requirement of modern life and professionally where competition in the labor market are concerned?**

Probe for descriptions of the policies and guidelines and how they are being implemented, promote for policies that promote equality at the labor market and to what extent have they achieved their goals.

Probe whether strategies to better identify and measure progress toward gender equality in higher education exist at the university.

Probe how these policies differ in preparing young women vis-a-vis young men to the labor market and to what extent have these policies achieved their goals.

4. **Which of these policies or guidelines explicitly target the career of male students?**
Probe whether affirmative action programs and schemes exist to promote men's entry to female dominated disciplines.
5. **Which of these policies or guidelines explicitly target the career of female students?**
Probe whether affirmative action programs and schemes exist to promote women's entry to male dominated disciplines.

Cultural Norms and Beliefs

6. **What challenges do graduates face in the labor market in Lebanon?**

Probe for any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females from attaining a job (e.g. cultural norms, gender division of labor, maternity leave as a barrier to employment, etc.).

Probe if there are differences in the employment potential of males and females graduating in the same major- probe whether men get preferential treatment or a higher salary or faster employment- probe the

beliefs regarding the role of women and men in today's society and to what extent do these beliefs affect students' major selection at the university.

Probe whether Lebanese organizations look into creating a gender-neutral work environment - probe whether the organizational culture in Lebanon looks into supporting the most qualified candidates based on their credentials and performance rather than their gender- Probe whether Lebanese organizations have negative perceptions and stereotypes about women's professional capabilities and commitment to work.

Probe whether women have to be more accomplished than their male counterparts to attain managerial or senior positions.

Probe whether this university offers specializations that have narrow career options.

Probe for practical training opportunities that students have prior to graduating: investigate the expectations the fresh university graduates have on one hand and the expectations of the labor workforce from fresh university graduates on the other hand.

Access and Control

7. How is information communicated with students about the variety of career opportunities available and labor market needs in Lebanon?

Probe if information is readily available to both males and females about the variety of career opportunities and labor market needs in Lebanon when they enroll at the university and once they graduate - investigate about the career fairs/ job fairs or campaigns held by the university and the students who attend and the efficiency of these job fairs.

Probe for the existence of a framework/collaboration between the university and the employment institutions and the 'Chambers of Commerce, Industry and Agriculture' that provide information on the labor market needs- if such frameworks do not exist, probe whether the university is willing to collaborate with the 'Chambers of Commerce, Industry and Agriculture'

Concluding Questions

8. If you were granted three wishes to improve the labor market for MALE graduates in Lebanon, what would they be?

9. If you were granted three wishes to improve the labor market for FEMALE graduates in Lebanon, what would they be?

10. Is there anything else would you like to tell us but didn't because we didn't ask the right question?

11. What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

Higher Education Gender Analysis in Lebanon

SEMI-STRUCTURED INTERVIEW GUIDE – *Counselor*

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in higher education, specifically:

- university-level policies and practices that support students' well-being
- challenges and problems new students face academically and personally at the university, and how they differ between males and females
- types of violence and sexual harassment students experience or witness in or out of the university (and differences for male and female students)
- impact of physical environment and safety on campus on both males and females

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered Basic Education, and this second part will cover Higher Education.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

For this gender analysis we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 focus group discussions with 320 students across seven faculties in eight different universities located across

Lebanon. Focus group discussion participants only include students engaged in higher public and private education in Lebanon.

You were selected for this interview because of your knowledge and experience with higher education in Lebanon as a Counselor.

If you consent to be interviewed, you will be kindly requested to answer questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*).

This interview will explore university-level policies and practices that support students' well-being, challenges and problems new students face academically and personally at the university, and how they differ between males and females, the types of violence and sexual harassment students experience or witness in or out of the university (and differences for male and female students), and the impact of physical environment and safety on campus on both males and females.

The study may not be directly beneficial to you; however, the data gathered has the potential to directly benefit the higher education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Participation in this study involves no risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities, MEHE, students, etc.), not to specific individuals, and all identifying information will be removed. We also kindly ask that you do not share this conversation with others.

You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We do not want you to be uncomfortable during our discussion, so we are not asking you about your personal experiences, nor are you required to tell us about them. If there is a question you do not wish to answer, you do not need to answer it.

This interview will take approximately 60 minutes.

For interviewee at the University of Saint Joseph: The interview will be conducted in English unless you prefer it in Arabic.

For interviewees at private university where English is used as language of instruction: The interview will be conducted in English.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would also like to record this conversation, solely for the purposes of listening attentively now and taking notes later.

Is that alright? **BEGIN RECORDING** (in case the interviewee consent)

If you have any questions about this gender analysis, you may contact [Social Impact Official][Social Impact Official]at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

1. **To begin, please share your title and role at the university, and your involvement in the students' counseling services at this university.**

Probe for direct or indirect engagement with students, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how.

This is important background information so you can tailor the interview appropriately.

Policies and Institutional Practices

2. **What university-level policies or practices exist that support students' well-being at this university?**

Probe for content of such policies, university-based programs that provide psychosocial support, recruitment of university-based counselors, existence of sexual harassment and grievance policy and how these policies are implemented.

Probe for policies and procedures in place to counter violence and sexual incidents and enable females to feel comfortable on campus- probe for areas considered unsafe on the campus. Probe for the role and responsibilities of the counselors in ensuring safety and security on the campus.

3. **In what ways are these policies and practices benefitting male and female students differently?**

Probe for differences in services accessed by males and females, and for Syrian students (male and female) as appropriate.

Probe for any cultural barriers or other challenges that prevent males and females from accessing, continuing or completing their higher education at this university (e.g. violence or sexual harassment, safe passage to university, etc.).

4. **What are the most common forms of discipline the university administration uses with students at universities in Lebanon in the event of breaking university rules?**

Probe how these measures differ between male and female students

Cultural Norms and Beliefs

5. **What are the most common forms of challenges new students face ?**

Probe for cultural adjustment, economic, psychological etc. and how they differ between males and females.

6. **What are the most common differences in practices professors use with female versus male students?**

a) How do you think professors view males' and females' capacity and ability to learn and succeed in higher education differently?

1. **b) What about where female and male students have low capacity and ability?**

2. **c) What is the impact of failure and success on students?**

Probe for impact on males versus impact on females.

7. How does the culture where the student is coming from affect his/her performance at university?

Patterns of Power and Decision-Making

8. What types of violence or harassment (sexual, physical ,psychological etc.) do students experience at this university in the classroom and outside the classroom?

Concluding Questions

9. If you were granted three wishes to improve the learning environment for MALE students in this university, what would they be?
10. If you were granted three wishes to improve the learning environment for FEMALE students in this university, what would they be?
11. Is there anything else would you like to tell us but didn't because we didn't ask the right question?
12. What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

Higher Education Gender Analysis in Lebanon

SEMI-STRUCTURED INTERVIEW GUIDE – Gender Studies Coordinator

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in higher education, specifically:

- university-level policies and practices that support students' well-being
- types of violence and sexual harassment students experience or witness in Lebanon (and differences for male and female students)
- implicit or explicit gender and inclusive biases in teaching and learning materials
- how gender equality, gender stereotypes and gender bias in instruction are addressed in teacher training at the tertiary level
- how 'women and gender studies' topics are integrated in university curricula

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered Basic Education, and this second part will cover Higher Education.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for, young women and men.

For this gender analysis we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 focus group discussions with 320 students across seven faculties in eight different universities located across

Lebanon. Focus group discussion participants only include students engaged in higher public and private education in Lebanon.

You were selected for this interview because of your knowledge and experience with higher education in Lebanon as a professor/coordinator in charge of the ‘Gender Studies’ program at this university.

If you consent to be interviewed, you will be kindly requested to answer questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*).

This interview will explore university-level policies and practices that support students’ well-being , types of violence and sexual harassment students experience or witness in or out of the university (and differences for male and female students), implicit or explicit gender and inclusive biases in teaching and learning materials, how gender equality, gender stereotypes and gender bias in instruction are addressed in teacher training at the tertiary level, and how ‘women and gender studies’ topics are integrated in university curricula.

The study may not be directly beneficial to you; however, the data gathered has the potential to directly benefit the higher education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Participation in this study involves no risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities, MEHE, students, etc.), not to specific individuals, and all identifying information will be removed. We also kindly ask that you do not share this conversation with others.

You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We do not want you to be uncomfortable during our discussion, so we are not asking you about your personal experiences, nor are you required to tell us about them. If there is a question you do not wish to answer, you do not need to answer it.

This interview will take approximately 60 minutes.

The interview will be conducted in English.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would also like to record this conversation, solely for the purposes of listening attentively now and taking notes later.

Is that alright? **BEGIN RECORDING** (in case the interviewee consent)

If you have any questions about this gender analysis, you may contact [Social Impact Official][Social Impact Official]at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official]at xxxx@socialimpact.com.

Background

1. **To begin, please share your title and role at the university, and your involvement in the ‘gender studies’ program at this university.**
Probe for direct or indirect engagement with students.
This is important background information so you can tailor the interview appropriately.
2. **What would you say is the greatest success this ‘Gender Studies’ program at this university has achieved in terms of meeting the aspirations of young men and women equally personally where requirement of modern life and professionally where competition in the labor market are concerned?**
Probe how the aspirations of young women and young men are met at this university and how female students are encouraged to join and compete with male students in ‘male dominated fields’ and how male students are encourage to join and compete in ‘female dominated fields’ through the ‘Gender Studies’ program at this university.

Probe how young women are empowered at university through this program.

Policies and Institutional Practices

3. **What university-level policies or practices exist which aim at gender equality and prepare young women and men to meet life’s challenges personally and professionally on equal grounds?**
Probe for content of such policies and how they are being implemented.
Probe for minor and MA (University specific) in “Gender studies” programs and which students are allowed to enroll in these programs- investigate about the enrollment rates of males and females in such programs /courses- investigate how students are encouraged to enroll in these programs.
Probe whether ‘women and gender studies’ topics are integrated in university curricula-investigate whether gender studies courses are offered in the education program that prepares future teachers at the BA,MA, and TD level.
4. **In what ways are these policies and practices meeting the aspirations of male and female students differently?**
Probe whether affirmative action programs and schemes exist to promote women’s/men’s entry to university and male/female dominated disciplines.
Probe whether any strategies exist to better identify and measure progress toward gender equality in higher education are in place at this university.
Probe how these policies differ in preparing young women vis-a-vis young men to the labor market, how the policies and regulations have developed over the years at the university that promote women empowerment, and to what extent have these policies achieved their goals.
5. **Please describe what kind of teacher training exists to address gender stereotypes and gender bias in instruction at the tertiary level.**
Probe for implicit or explicit gender and inclusive biases in teaching and learning materials at the university level.
6. **To which degree is your department able to have an impact in engendering other majors and other departments in the university?**
Probe for mainstreaming gender at university/majors level.

Cultural Norms and Beliefs

- 7. In general, what are the challenges that face university students in Lebanon who aspire to assume professions and careers which are traditionally perceived specific to the other gender?**

Probe for any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing or completing their higher education (e.g. cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.)

Probe for the students' beliefs regarding the role of women and men in today's society.

Probe whether female and male students prefer working with colleagues, subordinates, and superiors of the same gender in the future.

Patterns of Power and Decision-Making

- 8. In general, what types of roles do male students versus female students in university committees, community work, student activities, etc. attain?**
- 9. What types of violence or harassment (sexual, physical, psychological etc.) do university students experience in Lebanon?**

Probe for policies and procedures in place to counter violence and sexual incidents at universities.

Concluding Questions

- 10. If you were granted three wishes to improve the teaching and learning environment for MALE students in this university, what would they be?**
- 11. If you were granted three wishes to improve the teaching and learning environment for FEMALE students in this university, what would they be?**
- 12. Is there anything else would you like to tell us but didn't because we didn't ask the right question?**
- 13. What questions do you have for us?**

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

Higher Education Gender Analysis in Lebanon

SEMI-STRUCTURED INTERVIEW GUIDE – Student Activities Coordinator

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in higher education, specifically:

- extracurricular activities offered at the university, and who participates
- students' leadership opportunities

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered Basic Education, and this second part will cover Higher Education.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

For this gender analysis we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 focus group discussions with 320 students across seven faculties in eight different universities located across Lebanon. Focus group discussion participants only include students engaged in higher public and private education in Lebanon.

You were selected for this interview because of your knowledge and experience with higher education in Lebanon as **a Student Activities Coordinator**.

If you consent to be interviewed, you will be kindly requested to answer questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*).

This interview will explore extracurricular activities offered at the university, and who participates and the students' leadership opportunities at the university.

The study may not be directly beneficial to you; however, the data gathered has the potential to directly benefit the higher education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Participation in this study involves no risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities,

MEHE, students, etc.), not to specific individuals, and all identifying information will be removed. We also kindly ask that you do not share this conversation with others.

You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We do not want you to be uncomfortable during our discussion, so we are not asking you about your personal experiences, nor are you required to tell us about them. If there is a question you do not wish to answer, you do not need to answer it.

This interview will take approximately 60 minutes.

For interviewee at the University of Saint Joseph: The interview will be conducted in English unless you prefer it in Arabic.

For interviewees at private university where English is used as language of instruction: The interview will be conducted in English.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would also like to record this conversation, solely for the purposes of listening attentively now and taking notes later.

Is that alright? **BEGIN RECORDING** (in case the interviewee consent)

If you have any questions about this gender analysis, you may contact [Social Impact Official][Social Impact Official]at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official]at xxxx@socialimpact.com.

Background

1. To begin, please share your title and role at the university, and your involvement in the students' activities at this university.

Probe for direct or indirect engagement with students, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how.

This is important background information so you can tailor the interview appropriately.

Access and Control

2. What extracurricular activities are available at this university?

Probe for extracurricular activities available, leadership positions at the university-probe for constraints that affect female attainment of leadership positions in student governance bodies, clubs or activities within the university

Probe for students' satisfaction in the extracurricular activities and recreational services available for males and females at the university.

3. In which activities do male students participate most often?

Probe negative attitudes and discriminatory practices toward Syrian refugee university students on campus.

4. In which activities do female students participate most often?

Probe for constraints that affect female attainment of leadership positions in student governance bodies, clubs or activities within the university

Probe negative attitudes and discriminatory practices toward Syrian refugee university students on campus.

Concluding Questions

5. If you were granted three wishes to improve the learning environment for MALE students in this university, what would they be?

6. If you were granted three wishes to improve the learning environment for FEMALE students in this university, what would they be?

7. Is there anything else would you like to tell us but didn't because we didn't ask the right question?

8. What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

Higher Education Gender Analysis in Lebanon

SEMI-STRUCTURED INTERVIEW GUIDE – Students' Affairs Officer- Dean of Students.

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in higher education, specifically:

- university-level policies and practices
- how students are oriented to specialize in majors and which career paths to follow in future
- students' roles and responsibilities in and out of university
- availability and access to learning resources, fellowships and scholarships
- learning resources available at the university and who is accessing/using them

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered Basic Education, and this second part will cover Higher Education.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

For this gender analysis, we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 FGDs with 320 students across seven faculties in eight different universities located across Lebanon. FGD participants only include students engaged in higher public and private education in Lebanon.

You were selected for this interview because of your knowledge and experience with higher education in Lebanon as a Students' Affairs Officer/ Dean of Students.

If you consent to be interviewed, you will be kindly requested to answer questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*).

This interview will explore university-level policies and practices, how students are oriented to specialize in majors and which career paths to follow in future, students' roles and responsibilities in and out of university, availability and access to learning resources, fellowships and scholarships, and learning resources available at the university and who is accessing/using them.

The study may not be directly beneficial to you; however, the data gathered has the potential to directly benefit the higher education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Participation in this study involves no risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities, MEHE, students, etc.), not to specific individuals, and all identifying information will be removed. We also kindly ask that you do not share this conversation with others.

You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We do not want you to be uncomfortable during our discussion, so we are not asking you about your personal experiences, nor are you required to tell us about them. If there is a question you do not wish to answer, you do not need to answer it.

This interview will take approximately 60 minutes.

For interviewee at the University of Saint Joseph: The interview will be conducted in English unless you prefer it in Arabic.

For interviewees at private university where English is used as language of instruction: The interview will be conducted in English.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would also like to record this conversation, solely for the purposes of listening attentively now and taking notes later.

Is that alright? **BEGIN RECORDING** (in case the interviewee consent)

If you have any questions about this gender analysis, you may contact [Social Impact Official][Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

- 1. To begin, please share your title and role at the university, and your involvement in the students' affairs at this university.**

Probe for direct or indirect engagement with students, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how.

This is important background information so you can tailor the interview appropriately.

Policies and Institutional Practices

- 2. What policies and guidelines exist at the university which would meet the aspirations of young men and women equally personally where requirement of modern life and professionally where competition in the labor market are concerned?**

Probe for descriptions of the policies and how they are being implemented:

probe how the aspirations of young women and young men are met at this university and how female students are encouraged to join and compete with male students in 'male dominated fields' and how male students are encourage to join and compete in 'female dominated fields' through these policies- how these policies, laws, regulations or guidelines address the gender gap across faculties, how young women are empowered at university.

Probe how these policies differ in preparing young women vis-a-vis young men to the labor market, how the policies and regulations have developed over the years at the university that promote women empowerment, and to what extent have these policies achieved their goals.

Probe whether affirmative action programs and schemes exist to promote women's/men's entry to university and male/female dominated disciplines.

Probe whether the policies behind granting students financial aid and scholarships are being implemented-probe by whom the financial aid and scholarships are granted such as USAID, individuals etc... and whether the donors are emphasizing gender equality when granting the scholarships- whether they have specific regulations to grant scholarships.

Probe whether students are being involved at the institutional decision-making at both the academic and non-academic levels- probe whether the students' rights are being respected at university such as students are being able to protest/defend themselves when a professor, supervisor, counselor, student etc. harm them,being able to protest/defend themselves when their professor, supervisor, counselor, peer etc. pressures them into sexual relationships, etc...

- 3. Which of these policies, laws, regulations, or guidelines explicitly target learning needs of Syrian refugee university students?**

Probe for the existing programs providing scholarship support and subsidies to university-age Syrian refugee students such as the 'Syrian Refugees Scholarship Program' developed by the Lebanese Association for scientific Research (LAsER), the 'University Scholarship Program (USP)' in Lebanon developed by the USAID, etc. and the conditions and effectiveness of these programs.

Probe if any policies exist that ban the negative attitudes and discriminatory practices toward Syrian refugee university students on campus.

Cultural Norms and Beliefs

- 4. What challenges do students face at this university?**

Probe for any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females from accessing, continuing or completing their higher education at this university (e.g. cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.).

Probe for unsafe and insecure areas/places in which violence and harassment incidents might take place on campus: probe if all areas are safe on campus and whether certain places such as on the way to and from university, on buses/public transportation, in the parking lot, in the dorm, etc... are safe for students during day and night time.

Probe for reporting system that exist, security guards, and other measures taken that ensure safety and security.

Access and Control

5. How is information communicated with students prior to their enrollment at the university about the variety of educational opportunities and resources offered at this university

Probe if information is readily available to both males and females about the variety of educational opportunities when graduating from TVET or when in secondary school and moving on to university- investigate about the university fairs, orientation sessions or campaigns held by the university.

Probe if any programs exist that promote women's/men's entry to university and male/female dominated disciplines.

Probe if information is readily available to both males and females about the scholarships and financial aid programs (at private universities) provided at the university.

Probe if there are differences in the availability of opportunities to pursue higher education among geographical locations.

Probe if there exist any framework/collaboration between the university and the employment offices and 'the Chambers of Commerce, Industry and Agriculture' that reveal information on the labor market needs and the available majors offered the university- investigate whether the specializations offered at the university have narrow career options.

6. What learning resources are generally available at this university and who benefits from them most?

Probe for what is available at the university: library resources, electronic resources, labs, equipments, classroom environment, etc...

Probe for the learning resources mostly used by males, and the learning resources mostly used most by females.

Probe for students' satisfaction regarding the learning experiences such as whether students perceive the course content and learning outcomes are clearly specified, whether students perceive that the professors' interactions with students are in favor of one gender more than the other, etc...

Probe for other support services provided by the university that could improve students' opportunities of enrollment, help them cover the cost of their education, improve their chances to continue their studies, and improve their choices of courses and fields of study.

Concluding Questions

7. If you were granted three wishes to improve the learning environment for MALE students in this university, what would they be?

8. If you were granted three wishes to improve the learning environment for FEMALE students in this university, what would they be?

9. Is there anything else would you like to tell us but didn't because we didn't ask the right question?

10. What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

Higher Education Gender Analysis in Lebanon

SEMI-STRUCTURED INTERVIEW GUIDE – University President

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in higher education, specifically:

- university-level policies and practices
- how students are oriented to specialize in majors and which career paths to follow in future
- students' roles and responsibilities in and out of university
- availability and access to learning resources , fellowships and scholarships
- learning resources available at the university and who is accessing/using them

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered Basic Education, and this second part will cover Higher Education.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

For this gender analysis we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular

Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 FGDs with 320 students across seven faculties in eight different universities located across Lebanon. FGD participants only include students engaged in higher public and private education in Lebanon.

You were selected for this interview because of your knowledge and experience with higher education in Lebanon as the **University President**.

If you consent to be interviewed, you will be kindly requested to answer questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*).

This interview will explore university-level policies and practices, how students are oriented to specialize in majors and which career paths to follow in future, students' roles and responsibilities in and out of university, availability and access to learning resources, fellowships and scholarships, and learning resources available at the university and who is accessing/using them.

The study may not be directly beneficial to you; however, the data gathered has the potential to directly benefit the higher education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Participation in this study involves no risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities, MEHE, students, etc.), not to specific individuals, and all identifying information will be removed. We also kindly ask that you do not share this conversation with others.

You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We do not want you to be uncomfortable during our discussion, so we are not asking you about your personal experiences, nor are you required to tell us about them. If there is a question you do not wish to answer, you do not need to answer it.

This interview will take approximately 60 minutes.

The interview will be conducted in English.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would also like to record this conversation, solely for the purposes of listening attentively now and taking notes later.

Is that alright? **BEGIN RECORDING** (in case the interviewee consent)

If you have any questions about this gender analysis, you may contact [Social Impact Official][Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

1. To which degree do you interact with the students at [this university] and are you involved in their affairs and career options?

Probe for direct or indirect engagement with students, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how.

This is important background information so you can tailor the interview appropriately.

Policies and Institutional Practices

2. When the policies and guidelines of the university were designed, was gender taken into consideration at all? Did they take into consideration the challenges women face in meeting their personal and professional aspirations where the requirement of modern life and labor market demand and competition are concerned?

Probe for descriptions of the policies and how they are being implemented:

probe how the aspirations of young women and young men are met at this university and how female students are encouraged to join and compete with male students in 'male dominated fields' and how male students are encouraged to join and compete in 'female dominated fields' through these policies- how these policies, laws, regulations or guidelines address the gender gap across faculties, how young women are empowered at university.

Probe whether any strategies exist to better identify and measure progress toward gender equality in higher education are in place at this university.

Probe how these policies differ in preparing young women vis-a-vis young men to the labor market, how the policies and regulations have developed over the years at this university that promote women empowerment, and to what extent have these policies achieved their goals.

Probe whether the policies behind granting students financial aid and scholarships are being implemented- probe by whom the financial aid and scholarships are granted such as USAID, individuals etc... and whether the donors are emphasizing gender equality when granting the scholarships- whether they have specific regulations to grant scholarships.

Probe whether students are being involved at the institutional decision-making at both the academic and non-academic levels- probe whether the students' rights are being respected at university such as students are being able to protest/defend themselves when a professor, supervisor, counselor, student etc. harm them, being able to protest/defend themselves when their professor, supervisor, counselor, peer etc. pressures them into sexual relationships, etc...

Probe for policies and procedures in place to counter violence and sexual incidents at universities.

Please describe what kind of teacher training exists to address gender stereotypes and gender bias in instruction at this university.

3. Do any of these policies, laws, regulations, or guidelines explicitly target learning needs of Syrian refugee university students? If yes, which?

Probe for the existing programs providing scholarship support and subsidies to university-age Syrian refugee students such as the 'Syrian Refugees Scholarship Program' developed by the Lebanese Association for Scientific Research (LASeR), and the conditions and effectiveness of these programs.

Probe if any policies exist that ban the negative attitudes and discriminatory practices toward Syrian refugee university students on campus.

Cultural Norms and Beliefs

4. What challenges do students face at this university and how do these challenges differ between those for males and females?

Probe for any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females from accessing, continuing or completing their higher education at this university (e.g. cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.).

Probe for unsafe and insecure areas/places in which violence and harassment incidents might take place on campus: probe if all areas are safe on campus and whether certain places such as on the way to and from university, on buses/public transportation, in the parking lot, in the dorm, etc... are safe for students during day and night time.

Access and Control

5. How is information communicated with students prior to their enrollment at the university about the variety of educational opportunities and resources offered at this university?

Probe if they are oriented towards stereotype specializations or not

Probe if information is readily available to both males and females about the variety of educational opportunities when graduating from TVET or when in secondary school and moving on to university- investigate about the university fairs, orientation sessions or campaigns held by the university.

Probe if information is readily available to both males and females about the scholarships and financial aid programs provided at the university.

Probe if there are differences in the availability of opportunities to pursue higher education among geographical locations.

Probe if there exist any framework/collaboration between the university and the employment offices and 'the Chambers of Commerce, Industry and Agriculture' that reveal information on the labor market needs and the available majors offered the university- investigate whether the specializations offered at the university have narrow career options.

6. What extracurricular activities are generally available at this university and who benefits from them most?

Probe for what is available at the university: library resources, electronic resources, labs, equipments, classroom environment, etc...

Probe for the learning resources mostly used by males, and the learning resources mostly used most by females.

Probe for students' satisfaction regarding the learning experiences such as whether students perceive the course content and learning outcomes are clearly specified, whether students perceive that the professors' interactions with students are in favor of one gender more than the other, etc...

Probe for other support services provided by the university that could improve students' opportunities of enrollment, help them cover the cost of their education, improve their chances to continue their studies, and improve their choices of courses and fields of study.

Concluding Questions

7. If you were granted three wishes to improve the learning environment for MALE students in this university, what would they be?

8. If you were granted three wishes to improve the learning environment for FEMALE students in this university, what would they be?

9. Is there anything else would you like to tell us but didn't because we didn't ask the right question?

10. What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

Higher Education Gender Analysis in Lebanon

SEMI-STRUCTURED INTERVIEW GUIDE – *Dean of Faculty*

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in higher education, specifically:

- university-level policies and practices
- how students are oriented to specialize in majors and which career paths to follow in future
- students' roles and responsibilities in and out of university
- availability and access to learning resources , fellowships and scholarships
- learning resources available at the university and who is accessing/using them

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered Basic Education, and this second part will cover Higher Education.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

For this gender analysis we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 FGDs with 320 students across seven faculties in eight different universities located across Lebanon. FGD participants only include students engaged in higher public and private education in Lebanon.

You were selected for this interview because of your knowledge and experience with higher education in Lebanon as a Dean **of Faculty**.

If you consent to be interviewed, you will be kindly requested to answer questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*).

This interview will explore university-level policies and practices, how students are oriented to specialize in majors and which career paths to follow in future, students' roles and responsibilities in and out of university, availability and access to learning resources, fellowships and scholarships, and learning resources available at the university and who is accessing/using them.

The study may not be directly beneficial to you; however, the data gathered has the potential to directly benefit the higher education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Participation in this study involves no risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities, MEHE, students, etc.), not to specific individuals, and all identifying information will be removed. We also kindly ask that you do not share this conversation with others.

You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We do not want you to be uncomfortable during our discussion, so we are not asking you about your personal experiences, nor are you required to tell us about them. If there is a question you do not wish to answer, you do not need to answer it.

This interview will take approximately 60 minutes.

The interview will be conducted in English.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would also like to record this conversation, solely for the purposes of listening attentively now and taking notes later.

Is that alright? **BEGIN RECORDING** (in case the interviewee consent)

If you have any questions about this gender analysis, you may contact [Social Impact Official][Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXXX-

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

I. To begin, please share your title and role at the university, and your involvement with the students' at this university.

Probe for direct or indirect engagement with students, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how.

Probe if all undergraduate and graduate programs are offered across different campuses.

This is important background information so you can tailor the interview appropriately.

Policies and Institutional Practices

- 2. Do you think all existing policies and guidelines at the university would meet the aspirations of young men and women equally? (both personally where requirement of modern life and professionally where competition in the labor market are concerned). If not, which and why?**

Probe for descriptions of the policies and how they are being implemented:

Probe if within the 'faculty there are gender gaps: if there are male dominated programs and female dominated programs:

Programs offered are the following:

Probe how the aspirations of young women and young men are met at this university and how female students are encouraged to join and compete with male students in 'male dominated fields' and how male students are encourage to join and compete in 'female dominated fields' through these policies- how these policies, laws, regulations or guidelines address the gender gap across faculties, how young women are empowered at university.

Probe how these policies differ in preparing young women vis-a-vis young men to the labor market, how the policies and regulations have developed over the years at this university that promote women empowerment, and to what extent have these policies achieved their goals

Probe whether students are being involved at the institutional decision-making at both the academic and non-academic levels- probe whether the students' rights are being respected at university such as students are being able to protest/defend themselves when a professor, supervisor, counselor, student etc. harm them, being able to protest/defend themselves when their professor, supervisor, counselor, peer etc. pressures them into sexual relationships, etc...

Cultural Norms and Beliefs

- 3. What challenges do students face at this university?**

Probe for any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females from accessing, continuing or completing their higher education at this university (e.g. cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.).

Probe for unsafe and insecure areas/places in which violence and harassment incidents might take place on campus: probe if all areas are safe on campus and whether certain places such as on the way to and from university, on buses/public transportation, in the parking lot, in the dorm, etc... are safe for students during day and night time.

Access and Control

- 11. How is information communicated with students prior to their enrollment at the university about the variety of educational opportunities and resources offered at this university?**

Probe if information is readily available to both males and females about the variety of educational opportunities when graduating from TVET or when in secondary school and moving on to university- investigate about the university fairs, orientation sessions or campaigns held by the university.

Probe if information is readily available to both males and females about the scholarships and financial aid programs provided at the university.

Probe if there are differences in the availability of opportunities to pursue higher education among geographical locations.

Probe if there exist any framework/collaboration between the university and the employment offices and 'the Chambers of Commerce, Industry and Agriculture' that reveal information on the labor market needs and the available majors offered the university-investigate whether the specializations offered at the university have narrow career options.

Probe if students are encouraged to break the stereotype and venture into non-stereotype specializations.

12. What learning resources are generally available at this university and who benefits from them most?

Probe for what is available at the university: library resources, electronic resources, labs, equipments, classroom environment, etc...

Probe for the learning resources mostly used by males, and the learning resources mostly used most by females.

Probe for students' satisfaction regarding the learning experiences such as whether students perceive the course content and learning outcomes are clearly specified, whether students perceive that the professors' interactions with students are in favor of one gender more than the other, etc...

Probe for other support services provided by the university that could improve students' opportunities of enrollment, help them cover the cost of their education, improve their chances to continue their studies, and improve their choices of courses and fields of study

Concluding Questions

4. If you were granted three wishes to improve the learning environment for MALE students in this university, what would they be?
5. If you were granted three wishes to improve the learning environment for FEMALE students in this university, what would they be?
6. Is there anything else would you like to tell us but didn't because we didn't ask the right question?
7. What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

ANNEX F: FOCUS GROUP DISCUSSION TOOL

Informed Consent Form for Focus Group Discussion with Students

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the higher education to explore what are the issues pertaining to gender within the educational system in Lebanon. Part one of this project covered 'Basic Education', and this second part will cover 'Higher Education'.

This gender analysis will help identify specific aspects of gender relations and inequalities that are present in the educational, economic and cultural contexts, and to examine their implications on the lives of new graduates. The data gathered from respondents have the potential to directly benefit them in the long-term as these data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

For this gender analysis we are conducting six to ten interviews with Director of HE at MEHE, Deans at selective public and private universities, Directors of Counseling, Career and Counseling, Extracurricular Activities and other relevant departments within private and public universities and employment offices and 'Chambers of Commerce, Industry and Agriculture' and will be conducting 32 FGDs with 320 students across seven faculties in eight different universities located across Lebanon. FGD participants only include students engaged in higher public and private education in Lebanon.

Your input in terms of answers to these questions and any related opinions and thoughts you may have, building on your and others experiences (you don't have to mention your own experiences if you don't feel comfortable doing that), to help us develop policies and recommendations for actions liable to improve the learning and educational experiences of other young people like you in the future.

You were randomly selected from 310 to 434 students enrolled in different departments in the faculty of _____ to participate in this FGD as you are enrolled in this university.

If you consent to participate in this discussion, you will take part in a mixed-sex discussion with around 9 other students of the same age range enrolled in same faculty at this university. The FGD that will take about 90 minutes from to at BUILDNG NAME/ ROOM NAME. *(Confirm that the participant s 18 years old or older. If there are students under the age of 18, kindly ask them to leave.)*

This FGD will explore university-level policies and practices, parents' perceptions of education importance, students' perceptions of education importance, how students are oriented to specialize in majors and which career paths to follow in future, students' roles and responsibilities in and out of university, extracurricular involvement in activities, availability and access to learning resources , fellowships and scholarships, differences in students' participation in the university activities, students' leadership opportunities, violence and sexual harassment witnessed or experienced in and out of the university.

The study may not be directly nor financially beneficial to you as you are volunteering your knowledge and opinions in this study; however, the data gathered has the potential to directly benefit the higher

education system in the long-term as this data will inform and hopefully improve development programming in the Higher Education (HE) sector for young women and men.

Though the FGD will cover sensitive topics related to violence and discrimination which may cause you slight discomfort; however, participation in such discussions is completely voluntary and participants can leave the group at any time

In case you or any other student thinks s/he is ready to talk and then exhibits signs of distress such as crying or feeling anger or rage, the researchers will try to deal with any early signs of distress professionally, by refraining from pushing the subject further and moving on to the next question. If need be, and upon your request or the request of the participant her/ himself, the researchers will refer this issue and the participant, yourself or any other student, to the university counselor and/or students' affairs office to be addressed internally and professionally.

We assume that you do not have a class during the time of this discussion. *Students are asked to present their schedule (electronically or printed copy) to the research team member during the consent process prior to the FGD to make sure that s/he has no assigned classes during the time of the discussion.*

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., Universities, MEHE, students, etc.), not to specific individuals, and all identifying information will be removed.

You are free not to respond to any of our questions or to stop the FGD at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish. We also expect strict confidentiality when it comes to the information shared in this group. and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer it. This FGD will take approximately 90 minutes.

For students at the Lebanese University and University of Saint Joseph: The FGD will be conducted in English unless you prefer Arabic to English. *The research team member will make sure to inform other research team members involved in the FGD session if any of the students prefers Arabic to English. In case any of the students prefers Arabic, Arabic will be utilized.*

For students at private university where English is used as language of instruction: The FGD will be conducted in English.

Your participation in this FGD is completely voluntary, and it will not affect your records at the university and status in any way. None of the professors will know the name of the actual participants. Before we begin, do you have any questions about this FGD?

Would you like to participate in this FGD?

We would like to record your consent. Is that alright? **BEGIN RECORDING.**

We would like to record the focus group discussion, solely for the purposes of listening attentively now and taking notes later.

Is that alright? *The research team member will make sure to inform other research team members involved in the FGD session if any of the students does not consent to being recorded during the FGD session. In case any of the students refuses to being recorded, recording will not be used during the FGD session.*

If you have any questions about this gender analysis, you may contact [Social Impact Official][Social Impact Official][Social Impact Official]at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or FGD, please contact [Social Impact IRB Official]at xxxx@socialimpact.com.

Higher Education Gender Analysis in Lebanon

FOCUS GROUP DISCUSSION GUIDE – STUDENTS

Date of FGD:

Total number and sex of Participants: _____ **Male** _____ **Female**

Age range:

Geographical Area:

Names of university represented:

Faculty:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This Focus Group Discussion (FGD) aims to gather data related to the learning environment and processes in higher education, specifically:

- university-level policies and practices
- parents' perceptions of education importance
- students' perceptions of education importance
- how students are oriented to specialize in majors and which career paths to follow in future
- students' roles and responsibilities in and out of university
- extracurricular involvement in activities
- availability and access to learning resources , fellowships and scholarships
- physical environment and safety on campus
- differences in students' participation in the university activities
- students' leadership opportunities
- violence and sexual harassment witnessed or experienced in and out of the university

Group Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and she/he is _____. _____ will be moderating the session and _____ will be taking notes. _____ (note-taker) will not record any information which will reveal your identity.

We work with Social Impact as we have told you.

We would like to remind you of the following:

You are free not to respond to any of our questions or to stop the Focus Group Discussion (FGD) at any time if you feel that anything you tell us may put you at risk. You may withdraw from this research any time you wish.

We expect strict confidentiality when it comes to the information shared in this group and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer it.

This FGD will take approximately 90 minutes.

The FGD will be conducted in English.

In case any of the students prefers Arabic to English: The FGD will be conducted in Arabic as some of the participants prefer Arabic to English. Is that alright?

Before we begin, do you have any questions about this FGD?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright?

BEGIN RECORDING (in case all respondents consent)

Background Information

NOTE-TAKER: List respondents by code, e.g., R1, with their **sex and age, and year of study and major at university**. For example:

R1: Male, 19, undergraduate year 1, Biology (pre-med)

R2: Female, 20, undergraduate year 2, architect

Policies and Institutional Practices

1. Do you feel that any of the university policies, rules and regulations are unfair to you? If so which and why?

Probe for educational goals, achievements-probe for students' satisfaction in their teaching/learning experiences

Probe whether students are being involved at the institutional decision-making at both the academic and non-academic levels- probe whether the students' rights are being respected at university such as students are being able to express their ideas and opinions in the classroom/during the course, being able to protest/defend themselves when a professor, supervisor, counselor, student etc. harm them, being able to protest/defend themselves when their professor, supervisor, counselor, peer etc. pressures them into sexual relationships, etc.

2. Would you join a 'Gender Studies' program if offered at the university?

Probe if male and female students are willing to enroll in a 'Gender Studies' program(s) as a minor program at the bachelor level or at the MA level-probe for different answers of male and female students.

Probe for cultural and contextual dynamics that affect the students' perceptions of 'Gender Studies' programs.

Cultural Norms and Beliefs

3. In what ways do you engage at university outside of the classroom?

Probe for roles and responsibilities at the university and outside the university, participation in extracurricular activities, leadership positions at the university-probe for constraints that affect female attainment of leadership positions in student governance bodies, clubs or activities within the university.

Probe for students' satisfaction in the extracurricular activities and recreational services available for males and females at the university.

4. What are the challenges that face you as a student in this university?

Probe for any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing or completing their higher education (e.g. cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.)

Probe for the students' beliefs regarding the role of women and men in today's society.

5. Why did you choose to enroll at this faculty?

Probe for any underlying cultural or contextual dynamics that reinforce gender stereotyping when students are selecting their majors such as parents encouraging males to enroll in engineering or females in nursing.

Probe for students' perceptions: whether they think there is any difference in the employment potential of males and females graduating in the same major- whether their culture promote the idea that men get preferential treatment or a higher salary or faster employment or senior position -whether they think that in certain jobs, men should be given preference over women in being hired or promoted.

Probe for students' perceptions: whether they prefer working with colleagues, subordinates, and superiors of the same gender in the future.

Access and Control

6. Why did you choose to enroll at this university?

Probe if information is readily available to both males and females about the variety of educational opportunities when graduating from TVET or when in secondary school and moving on to university-investigate about the career fairs/ university fairs/campaigns/orientation sessions that they attended before joining university and how it affected their university selection.

Probe if any programs exist that promote women's/men's entry to university and male/female dominated disciplines.

Probe if information is readily available to both males and females about the scholarships and financial aid programs (at private universities) provided at the university.

Probe if there are regional differences in the availability of opportunities to pursue higher education.

7. What factors and support do you receive which would help you learn and participate better in this university?

Probe for what is working well, library resources, electronic resources, classroom environment, and professors' interactions and perceptions of students' abilities- probe whether professors' attitudes, behaviors and practices at university are in favor of one gender more than the other.

Probe for policies/strategies that are in place to extend scholarships and financial aid programs (at private universities) to both males/females in Lebanon- probe if students think their gender influence whether or not they get the financial aid.

Probe for other support services provided by the university that could improve students' opportunities of enrollment, help them cover the cost of their education, improve their chances to continue their studies, and improve their choices of courses and fields of study.

Probe for parents' views about education, support or encouragement students receive from their parents or others such as financial, emotional, academic help.

Probe whether parents send their sons to community and commercial universities that are perceived as of higher quality, while their daughters to the free Lebanese University.

Probe if the student had access to financial aid/ scholarship and by whom.

8. Do you feel you are functioning to your full potential and are achieving your aspirations in this university in your major? If no, why not?

Patterns of Power and Decision-Making

9. Did you make the decision to enroll in university and choose your major on your own?

10. Do you think some students feel insecure or have experienced and/or witnessed any form(s) of violence or harassment at the university?

Probe for the different form(s) of violence and sexual harassment that males/females have experienced or witnessed at the university such as physical violence, taking any personal belonging away from them, being threatened with a weapon, being verbally insulted or any other psychological and moral harm, being verbally insulted using sexual words, being kissed or hugged against their will, not being allowed to participate in the classroom during class discussions, etc...

Make sure to record the form(s) of violence and harassment incidents experienced by males separately than the form(s) of violence and harassment incidents experienced by females.

Probe whether the perpetrator was a student, adult (staff member), 'a mob', etc...

Probe for the existing systems for reporting violence and sexual harassment and procedures in place to counter these incidents and the efficiency of the reporting systems: investigate whether students report a violent incident they experience or witness and whether they abide by the system in place or they refer to the security guard and/or their friends (in case they do report); in case they do not report the violent incident or react to it, investigate the reason(s) behind their silence.

Probe for the consequences of the violence or harassment incident that the students were subjected to or that they witnessed.

Probe for areas/places in which the violence and harassment incident experienced or witnessed took place-probe if students feel safe at the university campus and whether they feel unsafe in certain places such as on the way to and from university, on buses/public transportation, in the parking lot, in the dorm, etc...

Concluding Question

I I. If you have 3 wishes to make your learning experience at university better, what would those 3 wishes be?

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

ANNEX G: DISCOURSE ANALYSIS

FGD Discourse Analysis⁵⁹

⁵⁹ Includes all mixed FGDs that were conducted in English.

FGD I

Content of Group Discourse (comments)	4 F, 7 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> Yes
How active was the interviewer?	<ul style="list-style-type: none"> The interviewer had to interject at one point to say that they wanted to hear from all respondents
Were there statements that led to conflict?	<ul style="list-style-type: none"> No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> Consensus about equal policy for males and females Consensus about not needing a gender studies class Consensus on the lack of social clubs
Did group members contradict each other?	<ul style="list-style-type: none"> Female respondent contradicted male who generalized why females went to specific majors in the arts and not to finance/accounting
Did group alliances form and with whom?	<ul style="list-style-type: none"> No
Which views were dominant?	<ul style="list-style-type: none"> Males dominated the conversation in every question In particular, only males answered the question on violence and harassment on campus
Which views were silenced?	<ul style="list-style-type: none"> Females didn't speak up as much, so it is possible that they weren't saying their complete views
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> Disagreement between female respondent and males on the need for a union Disagreement between female respondent and male respondent on the success of clubs at the university Females argued against the male respondent's classification for why they chose finance over radio; arguing that it has to do with personality rather than gender. It was 'resolved' when the male claimed it was a joke, but then the topic was tabled by the interviewer for later
Whose interests were represented in the group?	<ul style="list-style-type: none"> Mostly male opinions, though there were outspoken female participants as well
Whose interests were not represented in the group?	<ul style="list-style-type: none"> Nothing apparent in this group

FGD 2

Content of Group Discourse (comments) 9 F, 5 M	
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Sometimes the interviewer had to rephrase the question specifically for 'females' in order to ensure all points of views were being considered • Interviewer got heavily involved in discussion regarding gender studies and led students to a "yes" answer • Interviewer heavily directed conversation and turned some of the questions into lectures
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • consensus on unfairness of attendance policy • consensus on decision for men to choose general science and females to choose biology • consensus on not achieving full potential for major due to lack of practical opportunities to apply study • consensus on independent decision • consensus on presence of sexual harassment at school
Did group members contradict each other?	<ul style="list-style-type: none"> • contradiction on who chooses a major in biology and why (males contradicting females) • respondents contradict interviewer and vice versa
Did group alliances form and with whom?	<ul style="list-style-type: none"> • The respondents together argued against the interviewer • Males formed an alliance at times, laughing with each other at their own comments
Which views were dominant?	<ul style="list-style-type: none"> • Males were the first to answer the first question, and only when the interviewer asked if females feel the same way, did more females speak up • Interviewer overdirected conversation
Which views were silenced?	<ul style="list-style-type: none"> • A lot of people talking over each other throughout, making it hard to hear each person's opinion • Males sometimes spoke over the female respondents, or were so much louder that it would be hard to present contradictory information, though sometimes females did
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Argument over subjective grading for different departments, but the group came to consensus once the interviewer replied their response • Disagreement over whether the university prepared them or not (arguing for more practical work)
Whose interests were	<ul style="list-style-type: none"> • Both males and females represented their interests in the groups, though

represented in the group?	males were often the first to respond unless the question was gender-specific
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 3

Content of Group Discourse (comments)	3 F, 4 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • The interviewer sometimes asked some leading questions or reframed answers in her own voice, where the 'right' answer was a bit more obvious, but respondents answered freely and were not fearful of expressing contrary opinions
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus that males and females can raise concerns, but if it is a harassment issue that you raise during the course, the student risks getting a poor grade • Consensus that students feel comfortable with male and female professors • Consensus on the value of a gender studies program (some participants were 'convinced' by a male respondent) • Consensus that male dorms are of worse condition than female dorms, perhaps partly due to gender stereotypes of what males and females can tolerate • Consensus about the greater Lebanese society pushing certain 'female' jobs versus 'males' jobs, and stereotypes in the job market preventing females from getting certain jobs • Consensus that males get higher salaries and will get the job, but may not be as present in 'start ups' • Consensus that males and females have equal access to scholarship and financial aid
Did group members contradict each other?	<ul style="list-style-type: none"> • Contrary opinions between males and females about the open mindedness of the university students and faculty • Female respondent raised contrary opinion about harassment on campus, because males said there was none, but she brought up several examples of where she heard verbal harassment
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • Males frequently answered questions first and dominated the conversation
Which views were silenced?	<ul style="list-style-type: none"> • Females did not speak up as frequently
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • None
Whose interests were represented in the	<ul style="list-style-type: none"> • Potentially, slightly more male interests than female interests, given that they responded to the most questions; however, female respondents could

group?	voice their own opinions and contrary opinions as well
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Possibly females

FGD 4

Content of Group Discourse (comments)	4 F, 4 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • The interviewer more actively moderated the 'gender studies' by explaining its significance several times
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus on not being interested in gender studies because there is 'equality' so it would be 'pointless' – would want to incorporate it in other majors, but not have its own • Consensus on the ineffectiveness of a gender studies major to change society • Consensus that the job market is limited in Lebanon – hard to find jobs • Consensus that there is equality on campus when it comes to clubs and sports teams – equal access to them and to become a leader in them regardless of gender • Consensus on females not feeling safe in the parking building, even though there have been no cases of harassment
Did group members contradict each other?	<ul style="list-style-type: none"> • The female respondents contradicted a male respondent who claimed that women have equal rights in Lebanon • Females contradicted the males who said that they liked the leniency of the attendance policy
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • Males dominated the conversation early on, but then females began playing a more active, expressive role
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Disagreement between students on whether they are achieving their full potential; males mostly said 'no' and females said 'yes'
Whose interests were represented in the group?	<ul style="list-style-type: none"> • It appeared that the interests/opinions of both males and females were expressed
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 5

Content of Group Discourse (comments)	8 F, 5 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Interviewer took a more active role in not only explaining the value of a gender studies program, but also in pushing the major and minor
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus amongst the females that they would be fearful to bring up their concerns to an advisor if they were having problems with a professor • Consensus amongst most males and females in the group on the value of the gender program information, but not in majoring or minoring in it – their focus is engineering • Consensus amongst females of the challenges of being an engineer due to sexist stereotypes of what males vs. females can achieve academically • Consensus amongst males and females that female engineers are pushed and thought to mostly work in the office rather than in the field, and that the job market stereotypes are that female engineers shouldn't work in the field • Consensus that males get promoted faster • Consensus on equal access to scholarship and financial aid • Consensus that male professors sometimes prefer female students or sometimes prefer male students • Consensus that there are no violence on camps because there are no politics or student council
Did group members contradict each other?	<ul style="list-style-type: none"> • Contradictory male opinion about whether the university takes student concerns and evaluations seriously – the rest of the females and males in the group think that it is not taken seriously enough because no changes were made, even though the evaluations were 'required'
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • Females spoke up more than males, but males were still able to voice their opinions on nearly every question
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • None
Whose interests were represented in the group?	<ul style="list-style-type: none"> • Females and males
Whose interests were	<ul style="list-style-type: none"> • None that I could hear

not represented in the group?	
-------------------------------	--

FGD 6

Content of Group Discourse (comments)	7 F, 2 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus from most group members (females and males) that they would take a gender studies course or even make it a major or minor • Consensus from females in the group that there still isn't complete gender equality • Consensus that both females and males are involved in clubs and athletic events • Consensus on the challenges of censorship • Consensus amongst females that there are sexist male professors but that they wouldn't report it because it would affect their grades • Consensus across the group that they aren't achieving their full potential at the university and that the university doesn't support all faculties and clubs equally • Consensus about lack of equal pay for women across all professions, even female-dominated professions like education • Consensus across the group of a male-dominated and sometimes sexist leadership at the university
Did group members contradict each other?	<ul style="list-style-type: none"> • A contradiction from one male respondent on whether they would take a gender studies course • Female contradicted the other females, saying that we cannot generalize that in all jobs females don't have equal opportunities and that there are other issues (not just gender) that create barriers
Did group alliances form and with whom?	<ul style="list-style-type: none"> • Females formed an alliance particularly when one of the male respondents was saying sexist comments, laughing at his comments
Which views were dominant?	<ul style="list-style-type: none"> • Females dominated most of the conversation, pointing out several times how males and the university faculty mistakenly think that gender equality has already been achieved → silencing the conversation on it
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Disagreements (mostly between males and females) over where money is more or less distributed equally across the university
Whose interests were represented in the group?	<ul style="list-style-type: none"> • It seemed that female students' interests were especially expressed, though the male students were not afraid to say contrary points when they felt so

<p>Whose interests were not represented in the group?</p>	<ul style="list-style-type: none"> • None
--	--

FGD 7

Content of Group Discourse (comments)	7 F, 3 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • One males claimed that “abolishing the testing system” would be a productive change in the university system → both males and females were surprised by this • Feel that the sample size does not accurately reflect what all males and females might feel here; and feel that specifically the question that “would you prefer to work with a colleague or supervisor of the same gender”, more men would say they’d prefer to work with men (though these individuals were not in this FGD)
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Females came to consensus about the challenges of certain doctors and not being able to voice these concerns due to the risk it poses to their grades • Only females raised concerns regarding fairness in classrooms • Males agreed that females dominate the classroom in Education, Psychology • Males and Females both didn’t seem to find value in majoring in Gender Studies, but were perhaps okay taking an elective (don’t seem to see the application of gender in other fields of study and in the job market) • Male and females agreed about the difference between “equal” versus “equity” • Males and females agreed on equal opportunity to attend career prep activities, but that there tends to be more females present because the university is largely more female • Females and males agree on challenges of working and therefore missing classes • Agreement between males and females about challenges of having so many required courses and limited choices in both core and elective course options • Consensus from both males and females in choosing electives related to interest (majors) • Every single male and female responded freely to the question as to why they chose the university • Consensus on resource challenges at university between males and females • Consensus between females and males on support of career center • Consensus between females and males that they are prospering beyond what they could have imagined

	<ul style="list-style-type: none"> • Consensus between males and females that there is not enough practical experience applying classroom teachings • Males and females agreed across the board that the university has a family-feeling
Did group members contradict each other?	<ul style="list-style-type: none"> • Contradictory information on the availability of jobs for women in the private sector – males thinking that there is a bias to hire women because it is trendy to be a part of a female ‘empowerment’ movement; females didn’t contradict but didn’t agree • Female wasn’t afraid to speak up and contradict the dominant opinion that ‘gender doesn’t matter’ for a supervisor or colleague – would prefer to work with females
Did group alliances form and with whom?	<ul style="list-style-type: none"> • Two friends (man and woman) spoke of their mutual friend in agreement, concerning the issue of ‘harassment’ from professors on campus • The male and female student studying education agreed with each other that the payment is less in this field
Which views were dominant?	<ul style="list-style-type: none"> • Even when the question was directed at how women feel about smoking, the same man answered • Male respondent spoke on behalf of a woman (not in the FGD) who claimed to face harassment and how the student organization he was involved it decided to bring it up • Females (more than males) brought up challenges of working and going to school at the same time; needing financial aid • Males spoke up and answered the questions of males and females being treated equally in the work environment by claiming that there was equal opportunity but not equal pay; females did not respond but just nodded in agreement
Which views were silenced?	<ul style="list-style-type: none"> • Didn’t appear to be any
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • No strong disagreements; just questioning about one participant’s desire to abolish the testing system
Whose interests were represented in the group?	<ul style="list-style-type: none"> • The FGD participants here felt like they all shared similar views on gender in education and the workplace, but didn’t feel that they were necessarily representative of the entire school, and that certain gender biases/discrimination would come up in conversation with others
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 8

Content of Group Discourse (comments)		7 F, 3 M
Did the group adhere to the interviewer's questions?		<ul style="list-style-type: none"> • Yes
How active was the interviewer?		<ul style="list-style-type: none"> • Interviewer had to encourage other male and female respondents to participate
Were there statements that led to conflict?		<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?		<ul style="list-style-type: none"> • Consensus that students can speak up and raise concerns to the university, and in some instances it has led to positive change • Consensus on having equal opportunities regardless of gender in clubs and activities • Consensus that the university has a family-feel • Consensus that many Lebanese students are studying business • Consensus that campus is very safe for females and males
Did group members contradict each other?		<ul style="list-style-type: none"> • Female contradicted some of the respondents who said that the gender of their supervisor doesn't matter, saying how she may feel uncomfortable if it would be a male • When asked if they were functioning at their full potential, there were two contradictory responses – the male said that he was achieving more than he expected and the two female said that they were not doing their best
Did group alliances form and with whom?		<ul style="list-style-type: none"> • No
Which views were dominant?		<ul style="list-style-type: none"> • It seemed that males and females were equally responsive for the different questions
Which views were silenced?		<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?		<ul style="list-style-type: none"> • None
Whose interests were represented in the group?		<ul style="list-style-type: none"> • Males and females both were able to address every question
Whose interests were not represented in the group?		<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 9

Content of Group Discourse (comments)	4 F, 5 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Had to coerce participation of the group a bit at first • Had to specifically say that she wanted to hear from females in regards to barriers faced joining clubs etc.
Were there statements that led to conflict?	<ul style="list-style-type: none"> • None
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus between males and females about having adequate avenues to address any problems faced at the university • Consensus between males and females that they can express anything wrong to supervisors etc. • Consensus between males and females that there is no sexual harassment • Consensus amongst females that the university especially pushes for females to join clubs • Consensus that males would be interested in taking gender studies as an elective, though it seemed like it was pushed as a 'preferred response' • Consensus amongst women that there is nothing prohibiting their ability to take on leadership activities • Consensus amongst males and females that they feel safe, secured and welcomed at school • Consensus that neither females nor males prefer a specific sex as their supervisor or colleague • Consensus from males that they don't deserve preferential treatment • Consensus that males and females have the same opportunities to public/private universities and financial aid • Consensus between males and females that there is no harassment and that if there was, they would be able to contact their advisors • Consensus that there aren't enough elective options for all majors
Did group members contradict each other?	<ul style="list-style-type: none"> • Female contradicted interviewer about the idea that society affects who goes into computer science or not; believed that it doesn't have to do with gender • Female contradicted the response on supervisor preferences, saying that her preference for a supervisor might change depending on the job
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • At first, males dominated the conversation, in that they were the first to respond, particularly to the question about fairness of the university

	<ul style="list-style-type: none"> • In terms of those involved in leadership activities in the student life, only males responded (though later they mention that there are women leadership in clubs, even though they aren't represented in this FGD) • Mostly males answered the interviewer's questions, especially in regards to cultural norms and beliefs
Which views were silenced?	<ul style="list-style-type: none"> • Females did not share unique opinions about fairness in the university; rather they agreed with the male respondents in a way that seemed less like consensus and more just nodding for the sake of continuing the conversation; however, later in the interview, not a single issue of discrimination was ever brought up
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • None
Whose interests were represented in the group?	<ul style="list-style-type: none"> • More males spoke than females, but females seem to agree with the male participants' points of views • Male freely expressed opinion that was contrary to the norm i.e. decision to major in nutrition that is considered a prominently female major • Females in this group seemed to feel equal and addressed this on several occasions throughout the FGD
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 10

Content of Group Discourse (comments)	4 F, 1 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> Yes
How active was the interviewer?	<ul style="list-style-type: none"> The interviewer at times specifically asked for the male respondent's point of view, since he was the only male in the group
Were there statements that led to conflict?	<ul style="list-style-type: none"> No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> Consensus about the challenges of being an English major and not having enough course options Consensus about having equal access to clubs and activities Consensus from females and males in the group that females tend to work harder, but the females did make note that the male in the discussion is the top of their class Consensus across the board of achieving full potential Consensus that there is no harassment on campus
Did group members contradict each other?	<ul style="list-style-type: none"> Contradictory opinions between group participants (female and male) on whether they would take a gender courses or not
Did group alliances form and with whom?	<ul style="list-style-type: none"> No
Which views were dominant?	<ul style="list-style-type: none"> Females dominated most of the conversation, mostly due to the number of females versus males in the group
Which views were silenced?	<ul style="list-style-type: none"> When asked where the bias was, the females claimed that professors favored males, but the male did not confirm or deny whether this was something he felt as well
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> None
Whose interests were represented in the group?	<ul style="list-style-type: none"> Mostly female, but the male also voiced his own opinion on many questions
Whose interests were not represented in the group?	<ul style="list-style-type: none"> Nothing apparent in this group

FGD 11

Content of Group Discourse (comments)	3 F, 1 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus that the university is very student-oriented and there is always a place to voice concerns • Consensus on equal access to clubs and sports • Consensus that students regardless of gender can report a professor if they are unfair • Consensus about the value of a gender studies program at the university, though not all feel that they can or will take the courses • Consensus about equal access to financial and merit based aid • Consensus about pay gap and promotion challenges in the job market between males and females • Consensus that there is no violence on campus
Did group members contradict each other?	<ul style="list-style-type: none"> • Contradictory opinion between females on whether female professors sometimes disproportionately favor male students
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • Females and males were both able to express their opinion on every question
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Disagreement between males and females – male said that it is not about gender in politics that serve as a barrier, but that there are other barriers preventing all quality people from accessing politics; female contradicted the male, saying then why are there so few females in politics
Whose interests were represented in the group?	<ul style="list-style-type: none"> • Appeared that both males and females were equally able to voice their opinions
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 12

Content of Group Discourse (comments)	5 F, 5 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus that the university listens to their students and takes action when there are issues • Consensus that due to the fact that the university has a history of female education, it has a 'feminist' approach • Consensus on equal access to clubs and sports • Consensus on existing pay gap in Lebanon • Consensus on a general sexist 'Lebanese mentality' particularly in the male dominant political, engineering and business fields • Consensus on the challenge of the job market in Lebanon for both genders • Consensus on equal access to merit or financial based aid • Consensus about positive relationship between students and professors
Did group members contradict each other?	<ul style="list-style-type: none"> • Male contradicted the female participants who said that studying gender wouldn't make a difference, arguing that studying it can help you address inequality in any field • Contradiction on whether the current generation is more or less racist than their parent's generation, because this generation didn't witness the civil war but still carries grudges
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • Males and females answered every question fairly equally
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Disagreement between some males and females about the thin line between feminism and radical feminism (radical feminism as alienating males at the university), which is what the male participants feel that the feminist club on campus is doing (they are getting carried away) → females agreed in the end after he further explained his point of view • Male and female respondents contradicted one of the female respondent's generalization that women are judged in the community but men are not → clarified that this is more of the common perspective of those living outside of Beirut in Lebanon, especially rural areas

	<ul style="list-style-type: none"> Disagreement over whether females are more sensitive than males, even in the professional sphere
Whose interests were represented in the group?	<ul style="list-style-type: none"> Both males and females
Whose interests were not represented in the group?	<ul style="list-style-type: none"> Nothing apparent in this group

FGD 13

Content of Group Discourse (comments)	6 F, 7 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus on challenges with GPA system • Consensus on some male instructors favoring female students • Consensus that there is still gender discrimination in the field (especially in the job market) and with faculty because “they aren’t our generation” and have patriarchal belief systems • Consensus about gender equality in clubs
Did group members contradict each other?	<ul style="list-style-type: none"> • Females contradicted some of the male statements on how males view their female peers, pointing out ways that they have encountered sexism in class from peers and from their instructors, especially in engineering • Contradictory statements between males and females and why males want to work in groups with females • Contradiction between males and females in the group on what is considered a ‘joke’ and what is considered sexism
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • It seemed that there was no dominant view and males and females equally participated on every question, unless the question specifically asked for a certain respondent perspective • There was one male in particular (R6) who had a response to every question, but he didn’t prevent others from sharing their opinions as well
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Some disagreements between males and females on certain points, but the conversation was very respectfully discussed and there was no conflict
Whose interests were represented in the group?	<ul style="list-style-type: none"> • It appeared as though male and female interests were equally discussed and brought up
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 14

Content of Group Discourse (comments)	4 F, 4 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Interviewer began providing their own opinion on Lebanese laws, but the other interviewer, brought the conversation immediately back on target • Interviewer intervened to ensure that participants would speak one-by-one and not over each other
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus about male professors favoring certain students based on their gender • Consensus about the unfairness of the grade policy • Consensus about the challenges of voicing opinion, regardless of gender – just for being a student at this university where professors and advisors may not take concerns seriously because no changes have been made in response to the surveys • Consensus about equal access to clubs, activities, sports and student council • Consensus about certain jobs being more ‘female’ or ‘male’ friendly • Consensus about equal access to scholarship and financial aid • Consensus about not functioning at full potential • Consensus about society not being as accepting of females who need to have families • Consensus from all students about witnessing verbal harassment on campus and sexual harassment – many males spoke to this. Most of this harassment was believed to be between students.
Did group members contradict each other?	<ul style="list-style-type: none"> • Contradictory opinions between males and females on the progressiveness of Lebanon society – many females mentioned that there is still a sexist society that affect the job market, whereas one of the males claimed there were many fields where it was equal
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • A particular male respondent was more vocal (he was Australian and Lebanon) and sometimes talked over other participants
Which views were silenced?	<ul style="list-style-type: none"> • For a couple points, one of the male respondents talked over a respondent, but the interviewer helped moderate the session so that each person was eventually able to share their opinions
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • No

Whose interests were represented in the group?	<ul style="list-style-type: none"> • Males and females
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • None that I could hear

FGD 15

Content of Group Discourse (comments)	8 F, 3 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Had to rephrase the questions a few times to get participants to speak up and say more than a yes/no; may be due to the close-ended nature of some of the questions
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus that female professors and male professors have certain gender preferences for their students and treat students differently based on their sex • Consensus that students do not report professor biases i.e. male professor being more lenient too female students and vice versa • Consensus that the political clubs have the most power • Consensus about the stereotypes of certain job i.e. psychology as a woman's field • Consensus about separating the equal opportunity environment at the university versus the rest of Lebanon where stereotypes and sexism persist • Consensus about violence between certain clubs
Did group members contradict each other?	<ul style="list-style-type: none"> • Contradictory opinions in the group about the strength of females to handle the position of "Gaffer" – many males feel that straight females aren't aggressive enough, while some males and females feel they can be stronger than males • Contradictory opinions between males and females on career guidance activities • Female contradicted the male who claimed that he would react immediately and report harassment, but female said that there are situations where it could make it worse to report, so she won't
Did group alliances form and with whom?	<ul style="list-style-type: none"> • Females tended to band together in discussion about sexism i.e. discussing situations where women aren't hired for fear that they will become pregnant
Which views were dominant?	<ul style="list-style-type: none"> • Seemed that a particular male dominated the conversation and females agreed with what he said; in fact, the females and other males would sometimes respond with his same exact response • That male respondent spoke up frequently, made some jokes occasionally, and many of the females laughed along
Which views were silenced?	<ul style="list-style-type: none"> • It's possible that some of the females didn't say their full point of view due to the dominance of that male's point of view; however, by the end, it became quite clear that the females were comfortable expressing their own points of view, even if they were contradictory

If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • When males made sexist comment, many females disagreed with the males, but the dominant male respondent made a joke about his opinions to move the conversation along and didn't make a debate of it, so the conversation continued without conflict • Disagreements over how the scholarships work with sibling grants
Whose interests were represented in the group?	<ul style="list-style-type: none"> • Males and females both expressed their opinions, though the male opinion was more dominant
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 16

Content of Group Discourse (comments)	3 M, 1 F
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus about students facing harassment and being able to voice their concerns, though action may not be taken by the university • Consensus that in society, men get promoted faster than women • Consensus that competition is aggressive in business regardless of gender, but there are differences in how males and females are aggressive depending on the gender they are competing with • Consensus that there are biases in the job markets for males or females to have specific professions, but there is equality at the university (equal opportunities for all professions)
Did group members contradict each other?	<ul style="list-style-type: none"> • A male and female respondent contradicted each other several times, but respectfully so – each opinion was heard without talking down to the person for having a different opinion
Did group alliances form and with whom?	<ul style="list-style-type: none"> • None
Which views were dominant?	<ul style="list-style-type: none"> • Both males and female were able to voice their opinions, though there was only one female and three males
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Small disagreements that didn't require resolutions
Whose interests were represented in the group?	<ul style="list-style-type: none"> • Both males and female participated actively in the discussion and voiced their opinions
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • There was only one female, it's possible that if there was more than one in the group, it would have allowed another female to bring her perspective to the situation

FGD 17

Content of Group Discourse (comments)	4 F, 2 M (some in Arabic)
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus seemed to be reached on all the questions, but male voices weren't always heard • Consensus on some points just for the females and just for the males on others
Did group members contradict each other?	<ul style="list-style-type: none"> • Some contradictions on who discriminates in the job market between the male and female respondents
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • Females seemed to dominated the conversation, though men did not seem reluctant to speak up when they wanted to (no coaxing needed from the interviewer)
Which views were silenced?	<ul style="list-style-type: none"> • It appeared as though all had a voice
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • None
Whose interests were represented in the group?	<ul style="list-style-type: none"> • It seemed that all could voice an opinion when they wanted to speak
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 18

Content of Group Discourse (comments)	4 F, 3 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> Yes
How active was the interviewer?	<ul style="list-style-type: none"> At times, the instructor referred to the men or the women to ensure both sexes were responding to the questions
Were there statements that led to conflict?	<ul style="list-style-type: none"> None
Were there statements that led to group consensus?	<ul style="list-style-type: none"> Consensus that a gender studies program may not be effective or the way to address gender issues in Lebanese culture; also, many felt that it didn't apply to them Consensus that the Lebanese mentality in the field is one that can discriminate against female bosses Consensus about equal opportunity for both sexes to access financial and merit based aid Consensus that there is no harassment on campus that they've seen or experiences
Did group members contradict each other?	<ul style="list-style-type: none"> Most respondents claimed that certain professors favor a certain gender in their class, but one respondent claimed that he didn't see any discrimination for males or females Both males and females say that they can report issues with professors, though 2 of the male participants say that they've never encountered discrimination Most males didn't mind what gender their supervisor was, but many of the females said they'd prefer a male who would be less 'picky' and 'competitive'
Did group alliances form and with whom?	<ul style="list-style-type: none"> No
Which views were dominant?	<ul style="list-style-type: none"> Females dominated the conversation at first, but both males and females voiced their opinions
Which views were silenced?	<ul style="list-style-type: none"> None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> Disagreement about which jobs are more suitable for males versus females; male mentions how that in terms of physical jobs, females are not as qualified, but the female argued that if she got the same certificate, she should be equally qualified
Whose interests were represented in the group?	<ul style="list-style-type: none"> Both males and females
Whose interests were not represented in the group?	<ul style="list-style-type: none"> Nothing apparent in this group

FGD 19

Content of Group Discourse (comments)	3 F, 3 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • The interviewer was a little more aggressive when talking about the gender studies program and how it was applicable to being a doctor
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus across the group that all policies are fair • Consensus that females and males can report problems in the classroom between peers or with the professor • Consensus that professors treat all students fairly • Consensus that there has never been a case of harassment on campus • Consensus that medicine is one of the few fields where there is complete gender equality • Consensus on equal participation of males and females in activities • Consensus about how lifestyle choices for female and males may differ and therefore result in choosing a different specialty • Consensus that society (patients) may still not accept females as their doctor, but colleagues (doctors) don't feel as much this divide, even though some older doctors (professors) do have some bias • Consensus that there are male-dominated specialties and female-dominated specialties • Consensus that there needs to be more practical work at the university for all specialties
Did group members contradict each other?	<ul style="list-style-type: none"> • No
Did group alliances form and with whom?	<ul style="list-style-type: none"> • No
Which views were dominant?	<ul style="list-style-type: none"> • Both males and females voiced their opinions
Which views were silenced?	<ul style="list-style-type: none"> • None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • None
Whose interests were	<ul style="list-style-type: none"> • Both males and female

represented in the group?	
Whose interests were not represented in the group?	<ul style="list-style-type: none"> • Nothing apparent in this group

FGD 20

Content of Group Discourse (comments)	3 F, 3 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> • Yes
How active was the interviewer?	<ul style="list-style-type: none"> • Average/expected amount
Were there statements that led to conflict?	<ul style="list-style-type: none"> • No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> • Consensus on group social activities • Consensus on importance of gender studies • Consensus on closeness to faculty • Consensus that your voice is heard but effective action is not always taken • Consensus that there is equality in concerns that females and males raise • Consensus that there is equal opportunity for males and females, but that there are gender preferences for clients (usually for more 'aggressive' law like crime, they might prefer males); but don't claim that there is discrimination • Consensus that some females 'settle' for medium jobs and not living up to their full potential
Did group members contradict each other?	<ul style="list-style-type: none"> • Female respondent contradicted the male respondents in arguing about the responsibility level of males versus females (i.e. social pressure to make more money as a male); males agree that this idea is 'backwards' but that it is still a social pressure
Did group alliances form and with whom?	<ul style="list-style-type: none"> • None
Which views were dominant?	<ul style="list-style-type: none"> • Males dominated the conversation, though females agreed that their statements applied to both male and female students
Which views were silenced?	<ul style="list-style-type: none"> • It's possible that at certain points, females could have said more, but in the end, it didn't seem like they were afraid to contradict the male respondents
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> • Respectful disagreement between males and females on reason why a woman was not taken as a judge • Disagreements between males and females on a respondent's comment that females are more dedicated to studying and get better grades than males
Whose interests were represented in the group?	<ul style="list-style-type: none"> • Both the views of the male and female students
Whose interests were not represented in the	<ul style="list-style-type: none"> • Both the interests of males and females

group?	<ul style="list-style-type: none"> When the interviewer asked the male respondent if something applied to both males and females, he said, “you should ask them” and the females said yes. So, while a view might have been ‘silenced’ the males didn’t try to answer for the females
--------	--

FGD 21

Content of Group Discourse (comments)	3 F, 4 M
Did the group adhere to the interviewer's questions?	<ul style="list-style-type: none"> Yes
How active was the interviewer?	<ul style="list-style-type: none"> At certain points, specifically asked to hear from men or women
Were there statements that led to conflict?	<ul style="list-style-type: none"> No
Were there statements that led to group consensus?	<ul style="list-style-type: none"> Consensus that some professors prefer males over females and vice versa (depending on the professor) – differential treatment Consensus that females and males can voice out concerns equally Consensus about equal opportunity to join sports Consensus that males and females have equal access to financial and merit based aid Consensus that males and females at campus are not necessarily functioning at their full potential
Did group members contradict each other?	<ul style="list-style-type: none"> Contradictory opinions about the effectiveness of the university in addressing student concerns; some feel that they listen but don't act, some feel that they do both Contradictory opinions about the effectiveness of females in the field
Did group alliances form and with whom?	<ul style="list-style-type: none"> No
Which views were dominant?	<ul style="list-style-type: none"> Females and males were both able to provide their points of view on nearly every question, though males were frequently the first to respond
Which views were silenced?	<ul style="list-style-type: none"> None
If there were disagreements, how were they resolved?	<ul style="list-style-type: none"> None
Whose interests were represented in the group?	<ul style="list-style-type: none"> Males and females
Whose interests were not represented in the group?	<ul style="list-style-type: none"> Nothing apparent in this group

ANNEX H: DESK REVIEW BIBLIOGRAPHY

References

- Abouchedid, K., & Nasser, R. (2002). Assuring quality service in higher education: Registration and advising attitudes in a private university in Lebanon. *Quality Assurance in Education*, 10(4), 198-206. doi:10.1108/09684880210446866
- Antar, R. (2013). Shortage of male teachers: a myth or reality? (Unpublished master's thesis). Lebanese American University, Beirut, Lebanon.
- BEMO, Chahine, S., & Farran, P. (2014). BEMO Industry Report Issue # 3/2014: Education in Lebanon, Retrieved from:
http://www.bemobank.com/sites/default/files/financial_market_reports/Education_percent20in_percent20Lebanon_percent20report.pdf
- CAS [Central Administration of Statistics] (2007). The living conditions survey. Beirut: CAS.
- CAS [Central Administration of Statistics] (2009). Multiple Indicators Cluster Survey, round 3 (MICS3). Beirut: CAS.
- CAS [Central Administration of Statistics] (2011). The labour market in Lebanon, Statistics In Focus (SIF), CAS, Lebanon, Issue number 1. Retrieved from:
http://www.cas.gov.lb/images/PDFs/SIF/CAS_Labour_Market_In_Lebanon_SIF1.pdf
- CAS [Central Administration of Statistics] (2012). Education in Lebanon, Statistics In Focus (SIF), CAS, Lebanon, Issue number 3. Retrieved from:
http://www.cas.gov.lb/images/PDFs/SIF/CAS_Education_In_Lebanon_SIF3.pdf
- CAS [Central Administration of Statistics] (2010). Gender Statistics in Lebanon Current Situation and Future needs. Education. Beirut: CAS 2- Use of Gender Statistics - Education.pdf
- CEDAW (2014). Lebanon Official CEDAW Report on Women Status for Lebanon. Retrieved from <https://ritachemaly.wordpress.com/2014/09/26/lebanon-official-cedaw-report-on-women-status-for-2014/>
- Chaaban, J. "Higher Education & Labor Market Outcomes in Lebanon", The Hariri Foundation for Sustainable Human Development & The American University of Beirut. (2009). Study Conducted by: The American University of Beirut's Alumni Relations Office within the project: "Youth Mobilisation and Development in Beirut and its Suburbs" Supported by the UNDP under Lebanon Recovery Fund. Retrieved from: http://www.databank.com.lb/docs/Labor_percent20Market_percent20Study_percent20-percent20Test.pdf
- Chaaban, J. (2015) Corporatization of Higher Education in Lebanon (PowerPoint Presentation) Retrieved from: <https://al-akhbar.com/sites/default/files/pdfs/20150216/jchaaban.pdf>
- Doumit, J. H., Nasser, R. N., & Hanna, D. R. (2014). Nutritional and health status among nursing home residents in Lebanon: Comparison across gender in a national cross sectional study. *BMC Public Health*, 14(1), 629. doi:10.1186/1471-2458-14-629
- Education, Audiovisual and Culture Executive Agency [EACEA] (2012). Higher Education in Lebanon. Retrieved from:

- http://eacea.ec.europa.eu/tempus/participating_countries/overview/lebanon_tempus_country_fiche_final.pdf
- El Khaled, D., Novas, N., Gázquez, J. A., García, R. M., y Manzano-Agugliaro, F. (2016). The women education in Lebanon: lessons for Middle East. *Espiral. Cuadernos del Profesorado*, 9(18), 27-36. Retrieved from: <http://www.cepcuevasolula.es/espiral>
- Galal, A., & Kanaan, T. H. (2011). Introduction: Access and equity in financing higher education in Arab countries. *Prospects*, 41(1), 5-8. doi:10.1007/s11125-011-9181-y
- Geagea N., Mroue, L., Manok G., (2014). *WOMEN IN THE LABOR FORCE*. Lebanese Economic Association. Retrieved from :<http://leb-econ.org/kre/wp-content/uploads/2014/03/WOMEN-IN-THE-LABOR-FORCE.pdf>
- International Bank for Reconstruction And Development, International Finance Corporation, and Multilateral Investment Guarantee Agency Country Partnership Framework For The Lebanese Republic For The Period FY17-FY22, June 15, 2016
- Issa Nauffal, D. (2009). Do educational outcomes in Lebanese universities differ based on the academic model? *Education, Business and Society: Contemporary Middle Eastern Issues*, 2(1), 6-19. doi:10.1108/17537980910938442
- Lebanese Association for Educational Studies (2006). National Educational Strategy, Vision Document, prepared by Retrieved from http://www.laes.org/upload/editor_upload/file/Vision_percent20Document_percent20_percent20English.pdf
- Mansour Z, Karam S (2012). School-Related Gender Based Violence (SRGBV) in Lebanon. The United Nations Educational, Scientific and Cultural Organization (UNESCO), Lebanon by The research team of the Faculty of Health Sciences (FHS) of La Sagesse University (LSU). Retrieved from: <http://unesdoc.unesco.org/images/0021/002196/219623e.pdf>
- Nahas, Charbel (2011). Financing and political economy of higher education: The case of Lebanon
- Nehme, E., & Nehme, G. (2016). Labor market and professional integration of youth in Lebanon: Why employment fails? *European Scientific Journal*, 12(10)
- Oueiss M., Hawa M., Sayegh W., Khoury G., Mikhael M., (2014), *Lebanon's Labor Market: Low Activity and High Unemployment Rates for Women*. BLOMINVEST BANK Research Department. Retrieved from: https://www.blominvestbank.com/Library/Files/BLOM_percent20Invest/Spot2012/2012-05-Lebanon's_percent20Labor_percent20Market_percent20Central_percent20Administration_percent20of_percent20Statistics_percent202009_percent20Study.pdf
- European Union (2016). Access to Higher Education for Syrian refugees and IDPs, SPARK-Syria. Retrieved from: [Two_Pager_HES_January_final.pdf](#)
- Soueid, M., Ghanem, S., Hariri, Z., Yamout, N., & Abdel Fattah, N.. (2015). *Weekly report. BankMed Market & Economic Research Division*. Retrieved from: <http://www.bankmed.com.lb/BOMedia/subservices/categories/News/20151204154032426.pdf>
- Soueid, M., Ghanem, S., Hariri, Z., Yamout, N., & Nehme, R. (2014). Analysis of Lebanon's Education Sector. sBankMed Market & Economic Research Division. [updated Nov 10; cited 2015 Apr 6]. Available from: <http://www.bankmed.com.lb/> In *Espiral. Cuadernos del Profesorado*, 9(18), 27-36.
- SWMENA Project (2013). *The Status of Women in the Middle East and North Africa*. Focus on Lebanon | Economic & Educational Status Topic Brief. The International Foundation for Electoral System & the Institute for Women Policy Research. Retrieved from: http://swmena.net/library/uploads/pdf/Economic_and_Education_Status_Topic_Brief.pdf

- Statistics Report, Center for Education, Research and Development CERD 2015-2016
- Statistics Report, Center for Education, Research and Development CERD 2012-2013
- Tlaiss, H., &Kausar, S. (2010). Perceived organizational barriers to women's career advancement in Lebanon. *Gender in Management: An International Journal*, 25(6), 462-496.
doi:10.1108/17542411011069882
- Tlaiss, H., &Kausar, S. (2011). The impact of gender, family, and work on the career advancement of Lebanese women managers. *Gender in Management: An International Journal*, 26(1), 8-36.
doi:10.1108/17542411111109291
- Torino Process. 2014. Lebanon, ETF with the collaboration of Ministry of Education and Higher Education (MEHE). Retrieved from: http://www.etf.europa.eu/web.nsf/pages/TRP_2014_Lebanon
- Watenpaugh, K., D., Fricke A., L., & King J., R.(2014). [The war follows them: Syrian university students and scholars in Lebanon](http://www.academia.edu/7377329/The_War_Follows_Them_Syrian_University_Students_and_Scholars_in_Lebanon). Retrieved from: http://www.academia.edu/7377329/The_War_Follows_Them_Syrian_University_Students_and_Scholars_in_Lebanon
- UNESCO (2013). Assessment of the level of Inclusiveness of Public Policies in Lebanon. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/SHS/Assessment_of_level_of_Inclusiveness_of_Public_Policies_in_Lebanon.pdf
- USAID (2012).Gender Assessment for USAID/Lebanon.http://pdf.usaid.gov/pdf_docs/PA00K9W6.pdf
- USAID (2014). Toward Gender Equality and Female Empowerment in Lebanon: A Gender Analysis toolkit for implementing mechanisms. [USAID Lebanon Gender Analysis Toolkit-2.pdf](#)
- World Bank (2017). World Bank Data Bank on Education website.[Retrieved from](http://data.worldbank.org/indicator/SE.XPD.TOTL.GB.ZS?locations=LB) <http://data.worldbank.org/indicator/SE.XPD.TOTL.GB.ZS?locations=LB> Accessed on 20.02.2017
- Yaacoub, Najwa; Daher, Mayssaa; Jolliffe, Dean Mitchell; Atamanov, Aziz. 2015. *Snapshot of poverty and labor market outcomes in Lebanon based on household budget survey 2011-2012 : central administration for statistics and World Bank*. Washington, D.C. : World Bank Group.
<http://documents.worldbank.org/curated/en/279901468191356701/Snapshot-of-poverty-and-labor-market-outcomes-in-Lebanon-based-on-household-budget-survey-2011-2012-central-administration-for-statistics-and-World-Bank>

SECONDARY REFERENCES

- Neal, M., Finlay, J. and Tansey, R. (2005), “My father knows the minister: a comparative study of Arab women’s attitudes towards leadership authority”, *Women in Management Review*, Vol. 20 No. 7, pp. 478-97
- Barakat, H. (1977), *Lebanon in Strife*, University of Texas Press, Austin, TX.
- AHDR: Arab Human Development Report (2004), *Towards the rise of Women in the Arab World*. United Nations Development Program: Regional Bureau for Arab States, National Press, Jordan.
- MENA (2007), *Middle East and North Africa: Gender Overview*, World Bank, Washington, DC.
- Labaki, H.N. (1997), “Perceived acceptance of women business leaders in Lebanon” (in: Jamali, D., Sidani, Y. and Safieddine, A. (2005), “Constraints facing working women in Lebanon: an insider view”, *Women in Management Review*, Vol. 20 No. 8, pp. 581-94).
- Eid, F. (2002), “Daunting hurdles slow career progress of Lebanese women”, *Khaleej Times*, available at: www.khaleejtimes.co.ae/ktarchive/100502/editor.html

- Association of Lebanese Banks (2000), *The Stakes and Challenges for Women in Lebanese Banking*, Association of Lebanese Banks, Beirut.
- CAS [Central Administration of Statistics] (2007). *The living conditions survey*. Beirut: CAS.
- Wood, G. (2008), "Gender stereotypical attitudes: past, present, future influences on women's career advancement", *Equal Opportunities International*, Vol. 27 No. 7, pp. 613-28.
- Omar, A. and Davidson, M.J. (2001), "Women in management: a comparative cross-cultural overview", *Cross Cultural Management*, Vol. 8 Nos 3/4, pp. 35-67.
- Yunt, K.M., Sibai, A.M. (2009). *Demography of aging in the Arab countries*. In *International Handbook of Population Aging*. Volume I. Edited by Uhlenberg P. Dordrecht: Springer Netherlands 277
- Hamdan, A. (2005), "Women and education in Saudi Arabia: challenges and achievement", *International Education Journal*, Vol. 6 No. 1, pp. 42-64.
- El Amine, A. & Faour, M. (1998). *University students in Lebanon Background and attitudes- The heritage of divisions*. Lebanese Association for Educational Studies. Beirut: Munir Bushshur. In *Espiral.CuadernosdelProfesorado*, 9(18), 27-36.
- Vlaardingerbroek, B., & Hachem El-Masri, Y. (2008). Student transition to upper secondary vocational and technical education (VTE) in Lebanon: From stigma to success. *Journal of Vocational Education & Training*, 60(1), 19-33

Social Impact

2300 Clarendon Boulevard, Suite 1000
Arlington, VA 22201
USA