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Arab International University

Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region: towards 2030 Agenda – FREE

Erasmus+ Capacity Building in Higher Education

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Strategic Plan for E&S Center Prepared

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Strategic Plan

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1. Introduction

To succeed in today's new paradigm of academic learning and research environment, higher education institutions need sustainable leadership in academic environment that can transcend time, place, geography, race, and above all gender. The imperative to empower female academics is accelerating, as international global universities rely more and more on the significant roles played by female academics and professionals. Prior academic research indicates that there is requirement for a greater number of female academics in the Middle East and South Mediterranean region.

The need for developing effective female academics with technical, interpersonal, conceptual and decision-making skills which enhance robust and sustainable academic environment, has become an increasingly important discipline in academic institutions. Challenges associated with social, cultural, economic and gender issues are evident factors that could impair female academics from taking leadership roles in academic environment. On the other hand, information overload, technological advancement and connectivity, battle for analytical and research competencies and increasing ethical dilemmas have been among important factors stimulating the need for female leaders, who acquire effective competencies and that could transcend cultural, geographical, political, racial and national aspects.

Female academics can contribute to building and creating crucial impact in their countries and the region in different aspects economically, politically, socially and most importantly as academic leaders initiating change in the academic arena. It is evident that deeply ingrained gender and social norms inhibit women from taking leading management roles in higher institutions and professional aspects in business in Middle Eastern and south Mediterranean region.

Equality is one of the five values on which the European Union has based its foundation on. The EU has put significant and strategies to establish and sustain gender equality which was positively reflected on the social, economic, political and other important aspects of European society. Gender inequality as a phenomenon under examination reflects negatively on the human, social, economic and political aspects of a society. Establishing economic independence across both men and women has a positive impact on the economy and will result in better utilization of human capital in a given nation. Gender gap exists in different sectors where women are found to be overrepresented in lower paid sectors and underrepresented in senior management levels and decision-making positions

In order to achieve the objectives of EU and UN sustainable development goals and agenda 2030 namely smart, sustainable and inclusive growth, and the talent pool of women need to be used more efficiently, measurable steps need to be considered. Project FREE aims to initiate this approach enhancing gender equality and female empowerment in higher education in Lebanon, Jordan and Syria. This will be achieved through partnership building

and promoting EU social and organizational values and practices in Lebanon, Jordan and Syria.

Generally, the topic of gender equality is significant because gender gap has 50 % impact on total population. The rationale and significance of the gender equality is that if 50 % of human beings are not contributing effectively to different social, economic, professional and political aspects of life, then this society is not fully or effectively employing or achieving its full potential. The Middle East and North Africa region is no exception to this approach.

According to the Global Gender Gap report published by World Economic Forums Western Europe has a gender gap of 24%, leaving North America behind with a gap of 27%, and Latin America and the Caribbean with a gap of 29%. The East Asia and the Pacific region have a record a gender gap of 32%, and 34 %; and South Asia with a gap of 34%. Most significantly for the purpose of this project the Middle East scores a remaining gap of slightly less than 40%. It is estimated that the overall gender gap can be closed in 157 years in the Middle East and North Africa. The research indicates that economic gender equality would result in significant economic benefits (Forum, 2018).

The global gender gap index is measured in four dimensions: economic participation and opportunities, educational attainment, health, survival and political empowerment. Economic participation sub index, which is a significant indicator in the scope of this project, is defined in three main approaches: the participation gap, the remuneration gap and the advancement gap. In addition, education attainment is sub index indicator with a crucial significance for project FREE. Educational attainment is measured in by examining the gap men and women access to education through ratios of female to male in primary, secondary and tertiary levels of education, as well as female versus male literacy rates.

In recent times in Arabic societies, female education is acceptable and supported; however, education is not helping these women to capitalize on full potential in terms of employment. Therefore, the level of education of women in SMR societies is not a useful indicator of the economic status of women. Research studies indicate that women are controlled in patriarchal societies because of the association to the nature of the structure of this culture which is male dominated. The prior research supports that patriarchy is strongest in rural areas and in peasant and tribal communities.

The prevalent organizational environment of Higher Education industry in the Middle eastern region is generally considered as male dominated paradigm which is characterized by (1) deficiency in the development of a sustainable development training programs for its human academic resources particularly in the scope of female executive leadership, (2) lack of career support and counselling centres for female academics and students subject to different forms of discrimination at Higher Education institutions; (3) lack of integration of gender issues and sustainability at courses and curricula levels; (4) and lack of strategic

emphasis and investment in development of scientific research centres in the scope of Gender Equality, Sustainability Issues and Female Empowerment.

The effects of this problem have led to a generation of female academics characterized by inability, and poor knowledge as executive managers at entry, mid and senior levels, as well as low power dead-end jobs.The situation for female academics in particularly Syria, Lebanon and Jordan is that they lack resources to seek professional support when they are subject to different forms of discrimination. Also, the effect of this situation is creating a negative impact related to deficiency and of study programs in the scope of gender equality, and lack of supporting policies to increase the number of female representations at entry, mid and senior levels.

The aim of this report is to develop strategic plan for the Equality and Sustainability centre at Arab International University.

2. University Profile

Arab International University (AIU) is a private Syrian university that was founded by a consortium of academic figures, businesspersons and professionals in the year 2005 as a privately owned university created under Presidential Decree as an institution of higher education, and an entity for boosting scientific potentials. The university comprises a number of faculties in operation: pharmacy, informatics engineering, architecture, civil engineering, fine arts, business administration, Law and Dentistry.

It got the approval from the ministry of Higher Education in Nov 2016 to establish faculty of Dentistry. AIU has also applied up-to-date programs that keep pace with the requirements of scientific progress to be in line with requirements of the labour market and social needs. It comprises several classrooms and science labs, Auditoriums, offices for teaching and administrative staff, general facilities and services, as well as several facilities for sports have been made available according to the standards set by the Ministry of Higher Education and scientific accreditation rules.

Modernization is continuously sought for everything of relevance to the educational process. AIU offers Bachelor Degrees in the various disciplines available in its faculties, whose certificates, study plans and diverse systems are recognized by the Board of Higher Education at the Syrian Ministry of Higher Education. AIU graduates are treated like any other public university graduates, and are allowed to follow their post-graduate studies whether in public universities, or any other Arab and foreign universities. In addition, Arab International University is accredited by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) as full university and rated H+. AIU was an active partner of TEMPUS programs and currently Erasmus + programs.

AIU has more than 30 cooperation agreements with international institutions of higher education all over the world and especially with German, French and British universities. Most important in this context is to establish specific project networks or consortia in order to share knowledge and transfer experiences. As a Private institution of higher education and academic research, Arab International University strives to be a centre of excellence that conforms to international standards in education and research. AIU administration and academics are modelled on the European Credit Transfer System (ECTS), and its curriculum balances knowledge, skills, and competencies and emphasizes the creative use of all. Currently, there are 18 study majors, 5805 students, 150 researchers, and 6095 alumni at Arab International University.

The representation of women in academic leadership positions is still limited. Even though if female representation improves, there still work and planning to be achieved to make their impact and existence significant.

3. Higher Education Environment in Syria

Universities at Syria definitely need the knowledge and expertise of social and technical innovation skills to create a sustainable future for Syria. Before 2011, Higher Education sector was expanding as the introduction of private universities in Syria through a legislation which was applied in 2001 allowed the operation of Syrian private HEIs. Before the devastating war in Syria and between 2001 and 2010 private universities in Syria were growing gradually and were competing to win and recruit students primarily undergraduates. At 2011, a long-term crisis has torn Syria over the past eight years, which has created a devastating situation on a social, economic, environmental and political levels including both private and public sectors. Higher education is still operating; however, it has gone through significant declination and worsening through the past eight years of struggle and devastation. Many people in Syria either lost their jobs, their assets and properties or in the worst cases their lives. The devastating situation drove many individuals including students and academics to leave Syria seeking safer and better living conditions. Currently and after 8 years of war, destruction and devastation on human, social, economic and environmental levels the subject of equality and sustainable development is even more vital than previously, considering the economic background and context which characterizes Syria, particularly reflecting on the social and economic environment. Before 2011 Syrian Higher Education was going through a development phase, characterised by modernising teaching and research environments and knowledge transfer, accreditation with international and mainly EU partners. After 2011 and during the past eight years Syrian Higher Education is characterised with different challenges associated with its infrastructure, operational, human, technical, intellectual and social levels (Dalati & Alchach, 2018).

4. Situation Analysis

At Arab International University, Syria, female academics are adequately presented at department and faculty levels. However, female representation at university board and top management levels is still marginal.

Table 1 Number of Female decision makers in management levels

Number / Year	2019 - 2020				2020-2021			
Distribution across Gender	M	F	T	%	M	F	T	%
University Board	11	1	12	8.33	11	1	12	8.33
Faculty Deans	9	0	9	0.0	9	0	9	0.0
Faculty Vice deans	9	2	11	18.18	7	4	11	36.36
Heads of Departments	13	5	18	27.78	16	4	20	20
Directors	8	4	12	33.33	8	6	14	42.8
Total	50	12	62	19.35	51	15	66	22.72

(Source: AIU – HR Directory 2021)

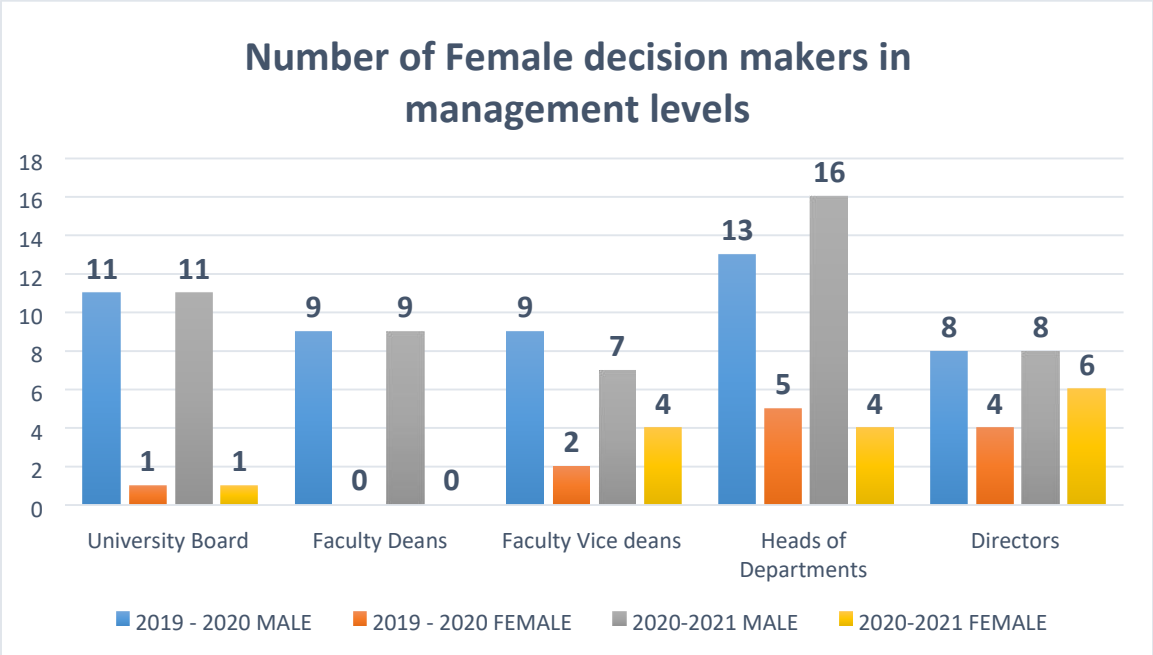

Figure 1 Number of Female decision makers in management levels

During the first year of the implementation of FREE project, we conducted a diagnosis analysis to investigate the status of female academics environment at Arab International University, Syria, exploring factors affecting female academics experience and career progression and lack of academic representation at senior management levels. The study aimed to develop strategies related to empowering female academics, by identifying training topics in related fields for project target groups, as well as policy implication. The diagnosis analysis identified four target groups outlined as academics, administrative staff, decision makers and female students. In the process of diagnosing the status quo of female academics' environment at AIU exploring factors affecting female academics' experience, career progression, addressing the lack of female representation at senior management levels and university board, a diagnoses analysis is performed, conducting survey study targeting four categories, as mentioned previously. Table 2 illustrates results summary summarising results at individual, group, and institutional levels across the project target groups.

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Table 2 Summary results for Situation Analysis

Multi – Level Analysis	Academics	Administrative Staff	Decision Makers	Female Students
Individual Level	• Motivation for research is highest among academics • gender equality and equity require adequate examination • Integration of gender equality in faculty course is minimal and to a minimum extent • Little awareness about gender issues exists at AIU • Lack of research developed in the scope of gender issues.	• High Motivation levels for progression in Career path • High Motivation levels to take part in implementation of SDGs	• Career Satisfaction across Gender • Career Ambition across Gender	• Adequate motivation to pursue a career in HE sector • Interest in studying gender-oriented courses • Gender is not integrated in faculty curriculum
Institutional Levels	• Lack of gender equality and At sustainability centers at AIU • Mentoring support schemes are needed • opportunity to acquire network professional training • Institution HR practices is regarded as strength • Focus on Human capital is evident • Introduction of Gender Quota • Sexual Harassment at institution • Positive Academics perception of female academic role model at AIU.	• The integration of gender equality in university strategy • Lack of awareness in the subject of Gender Equality • Lack of Centre for Gender Equality • Integration of gender equality within AIU's mission and strategic planning • University infrastructure • Institution HR practices is regarded as strength • Sexual Harassment at institution	• Lack of awareness of gender equality • Lack of integration of gender equality into university strategy • Gender equality as a framework to report sustainability impacts • Measurement of actions for gender equality	• Sexual Harassment at institution • Institutional Support • Stereotypes and social expectations

4.5 Training Needs

The need analysis for training signified the importance five major training topics including need for soft, digital and problem solving skills. In addition, the analysis indicated the need for gender equality, sustainability and female empowerment training. These topics were categorised into five training courses, which were developed and implemented during the second year of project life cycle. The five online courses are illustrated in figure 2.

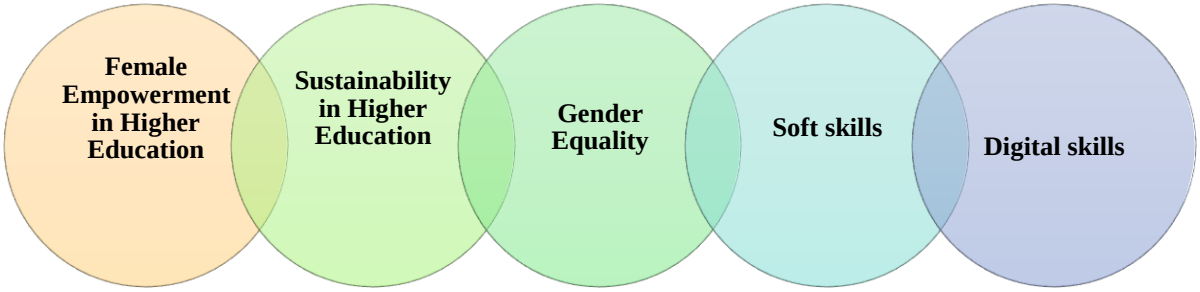


Figure 2 Training needs FREE project

Based on the diagnosis analysis, which is conducted in 2019, five courses were formulated, developed, and implemented during the second year of the project life cycle. The diagnosis analysis provided insightful information for the development of the strategic plan for the Equality and Sustainability centre.

5. SWOT Analysis

SWOT analysis is employed to examine a set of internal and external factors, which characterizes the environment under examination. From a management perspective, strength, weaknesses, opportunities and threats should be identified to develop a strategic plan for the (Ferrell & Hartline, 2011). According to management theories, achieving the organization's goals and objectives, for Arab International University, would be by its ability to create capabilities by converting weaknesses into strengths and matching strengths with opportunities.

A set of strengths, weaknesses, opportunities and threats are identified, based on the analysis conducted in project FREE across four target groups: academics, administrative staff, decision makers and female students. The analysis identified a set of strengths which characterized AIU primarily its human resources management, its management structure and emphasis on providing financial incentives which aims to be a leader among its competitors in the scope of private universities in Syria. Weaknesses are identified as lack of effective strategic planning for Gender Equality. It is argued that AIU's mission and vision statements do not integrate the topic of gender equality and sustainability. AIU does not provide extensive training programs in the scope of gender

equality and empowerment. Moreover, AIU could improve its research capability by focusing on effective and robust production of research in the scope of Gender Equality, and sustainability and Empowerment. The analysis illustrates minimal percentages of research conducted at AIU in the scope of Gender Equality. In fact, our mission at FREE is to clearly identify the weaknesses discussed earlier and convert them into strength finding solutions to these existing deficiencies. The analysis also identifies a set of opportunities and threats which characterise AIU external environment. Social environment is identified as a major threat to FREE as it will create resistance to accepting the change brought by FREE. Lack of awareness of topics of gender equality, its origins and interpretation are also a major threat. Through active development of training and awareness workshops AIU will capitalize of FREE to create a competitive advantage and long-term strategy.

In this example, Gender Equality becomes a competitive advantage to Arab International University. Through enhancing the role of female academics, AIU will develop a new competency, by capitalizing on its resources. Resources will be thus transformed into strength and capabilities. The sum of capabilities will be transformed into competencies and eventually will become AIU's source of competitive advantage. By promoting a culture of gender egalitarianism, female leadership and empowerment, AIU will capitalize on this competency to achieve its goals and objectives and become a leader institution recognized nationally and regionally. On the long term, threats could also be converted into opportunities, through the building of generation of female academics and professionals equipped with knowledge, expertise and leadership capability. Figure 45 illustrates SWOT analysis Matrix.

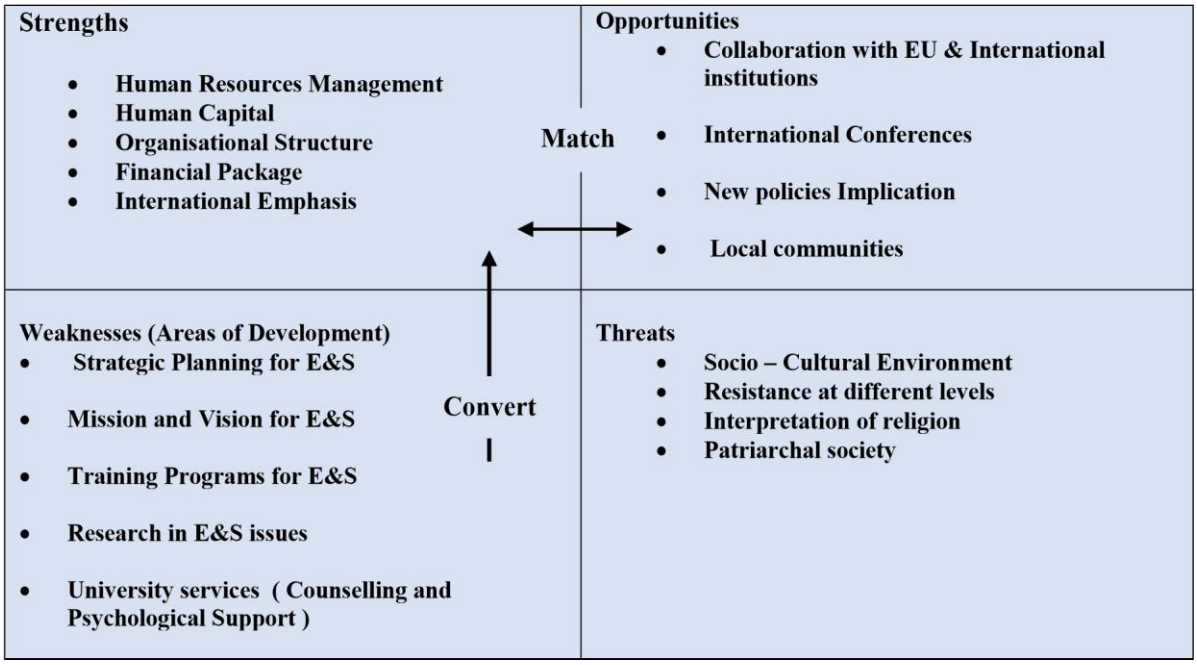


Figure 2 SWOT Analysis (based on data from situation analysis 2019)

6. Equality and Sustainability Center

The goals of the Equality and Sustainability center (E&S center) is to enhance the role of female academics, through increasing the number of women present in decision making and senior management level. E&S center aims to contribute to improving operations

management at AIU by promoting a culture of gender egalitarianism, female leadership role model, and empowerment.

1. E&S center aims to increase the number of **female representation** at entry, mid and senior levels. The aim is to increase female representation at university board and top management levels.
2. E&S center aims to empower female academics, administrative and decision makers at AIU through a series of training in the scope of digital, soft decision-making and leadership skills. The aim is to increase **human capacity** in digital, soft, and executive leadership skills. The aim is to increase organizational power of female academics and decision makers and ability to apply soft and hard influence tactics in the workplace.
3. E&S center aims to enhance the development of **research and innovation** through establishing a network of researchers in gender and sustainability issues at national, regional and international levels. The aim is to increase the number of academic researchers in the scope of gender issues and sustainability. The aim is to increase institution scientific capacity through the development of academic research focusing of gender equality, empowerment and sustainability in higher education.
4. E&S center aims to **raising awareness** in the scope of equality and sustainability through awareness workshops provided to internal and external stakeholders including our academic and administrative staff, students and community at large.
5. E& S center aims at **policy implication** for equality and sustainability including university governance, employment conditions, pay gap, safe working environment and female career advancement.
6. E&S center aims to **build networks** with individuals, organizations, and associations from national, regional and international scope, public and NGOs in the scope of equality and female empowerment. The aim is to increase regional and international experience acquired through project scope and networking experience with project regional and international partners.

Figure 3 illustrates the main pillars of the E& S center to achieve the goals and objectives of FREE project.

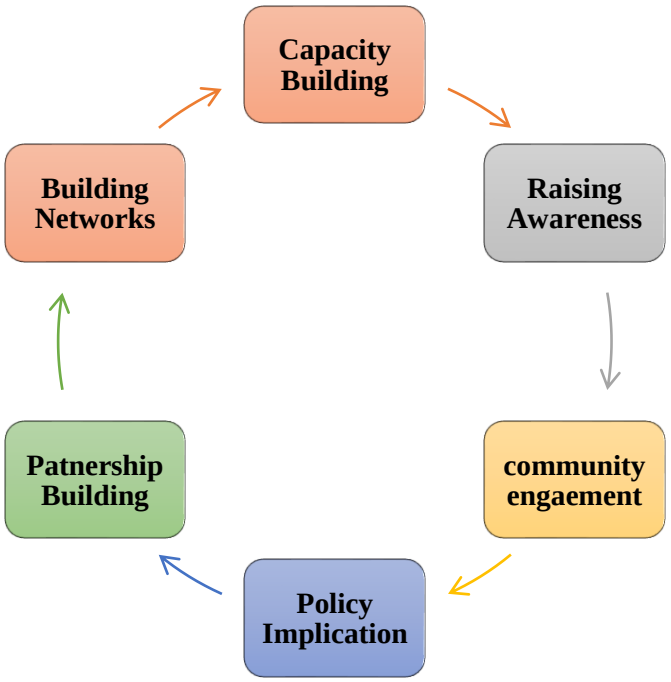


Figure 3 The Main Pillars of E&S center at AIU E&S Center Mission

Our mission is to empower women at AIU though capacity building, raising awareness and community engagement for Equality and Sustainability at higher education sector and the society

E&S Center Vision

Our vision is be the first Syrian Higher Education Institution in the scope equality and sustainability establishing a culture of Egalitarianism, Sustainability and Empowerment

7. Strategic Plan for E&S Center

The purpose of the strategic plan for sustainability and equality is to insure an effective implementation of the project and to achieve its wider and specific goals. The strategic plan developed for E&S center at AIU is comprised of three main stages. The first stage encompasses the short-term objectives and serves as action plan achieving the immediate actions and activities, which will be achieved during the first year of E&S center operation. The second stage encompasses the intermediate term goals and objectives to be achieved during the first three years of the E&S center. The third stage encompasess the long term golas and objecvites to be achived during the first 10 years in the E & S center development, expnsion and growth.

7.1 The Short term objectives – (Action Plan)

The first stage comprises short-term objectives achieving the immediate actions which will be achieved during the first year of E&S center operation. During the first year of the E&S center life cyle, an action plan is designed to implement SMART objectives.

1. Through collaboration with training experts at AIU, E& S center will design and excute training workshops in the scope of digital, soft, leaderhsip and decision making skills. During the first year of E&S center introduction and operaion, training workshops will be provided to project target groups. The short term target is to increase training for AIU taregt groups inclduing acamemics, administative staff, decision makers and students, by 30 %.
2. The Design and excusion of awareness worshops in the scope of Gender equality and Sustainability. During the first year of E&S center introduction and operaion, awareness workshops will be provided to project target groups. The short term target is to increase awareness for AIU taregt groups inclduing acamemics, administative staff, decisooin makers and students, by 30%.

3. Through collaboration with faculty of scinetific research and post graduate studies, E&S center aims to increase the number of scientific research in the scope of gender equality and sustainability issues by 20%.

4. Through collaboraion with university top level management administration and Human Resources directory, E&S aims to increase the number of female decsion makers at facutly and university boards. The aim is to increase and sustain the number of female decision makers by at administrative levels.

5. The E&S center will work on the integraion of the concept of sustainability in at the facutly of business curricula and university requirement.

6. Thorugh collaboraion with faculty of scinetific research and post graduate studies, E&S center aims to design and implement an oline academic conference in the scope of "Equality and Sustainability in Higher Education". The aim of excute this acadmemic conference taragetıng academics, researchera and practioners from business, social science and multi-deciplinary appraches to promot and boost research and working papers in the scope gender, sustaiability and female empowerment in the workplace. The conference aims to attacrts a number of researchers, post gradute students and practioners (approx. 50 participants)to present their work and research in this academic venue.

Table 3

Short term Objectives	**Target groups**	**Scope**	**Quantitative Indicators**
1. Training workshops	• Academics • Administrative • Decision makers • Students	• Digital skills • Soft Skills • Leaderhsip Skills • Sustainability • Empwement	During the 1st year 12 workshop and 240 beneficiary from AIU including academics, admonistratve, decsiion makers and students
2. Awareness workshops	• Academics • Administrative • Decision makers • Students	• Gender Equality • SDGs • Sustainability in Higher Ecucation	During the 1st year 12 workshop and 240 beneficiary from AIU including academics, admonistratve, decsiion
3. Increasing number of Scientific research	• Researchers • Students	• Gender Equality • SHE • Female Empowerment	During the 1st year 5 research papers
4. Increasing the number of female representation	• Female Academics • Female Decision makers	• Department Level • Faculty level • University Level • Directories	During the 1st year 2 female decsion makers at university board
5. Integrating Equality and Sustainability in Curricula	• Academics • Students	• Busienss Administration • University Requirement	During the first year , revision of 2 courses and integration of sustaianbility
6. Online scientific confrence "Equality, Sustainability and Empowerment in HE"	• Researchers • Students • Higher Educaton experts • Practioners	• Gender Issues • SDGs • Sustainability in Higher Ecucation • Female Empowerment in Higher Education	During the 1st year the planning and exceusion of online conference attracting 50 particiants from national, regional and international scope

7.2 Intermediate term Objectives

The second stage encompasses the intermediate term goals and objectives to be achieved during the first three years of the E&S center. The S&E center will provide the following intermediate term objectives.

1. The E&S center and through collaboration with AIU university administration and the Human resources directory, will develop experience in providing support and gender related counselling and support services.
2. The E&S center will, through collaboration with internal and external experts, develop policy reform and implication. The E&S center will develop proposals to policy reform in the scope of commitment to gender equality, safe working environment, employment conditons, gender pay gap, equal opportunities, and maternity support.
3. The E&S center will achieve inceared institution scientific capacity through the increase in the number of researchers in the scope of gender and sustainability issues.
4. The E&S center will build network with regional and EU institutions and capitalise on networking opportunities in terms of collabration for research, international projects
5. The E&S center will work towards parternship building through collaboration with national, and international orgnisations and NGOs.

Intermediate Term objectives	Target groups	Scope	Qualitiaitve Indicators
1. Councelling and Support	• Academics • Administrative • Decision makers • Students	• Mental health issues • Safe working environment • Support	• Safe and healthy workforce • zero tolerance regarding discrimination against female staff and students • serious action against sexual harrasment
2. Policy implication	• Academics • Administrative • Decision makers • Students	• working environment • employment conditons • gender pay gap • equal opportunities • maternity support	• The introduction of institution policy initiatives • HR to ensure future employment candidate lists include 50% women representation
3. Increased Institution Scientific Capacity	• Researchers • Students	• Gender Equality • SHE • Female Empowerment	Increased number of researchers in the scope of gender research
4. Network Building	• Academics • Decision makers	• Business sector • NGOs	• Natoional networks • Regional networks • International networks
5. Partnership building	• Academics • Administrative • Decision makers • Students	• NGOs • EU institutions	• Partnership agreement with naitonal partners • Partnership agreement with regional and international partners
6. Curricula reform	• Academics • Students	• Business • Fine Arts • Architecture	The integration of concept of equality and sustainability at faculties curricula

7.3 Long Term Goals and Objectives

The third stage encompasess the long term golas and objecvites to be achived during the first 10 years in the E & S center development, expnsion and growth. The E&S center will plan on the following long term goals. The long term goals and objectives are romote aims and will be achived through contunuous and sustainable woek on acieving the short and inermediate term objectivies of the center.

1. Improvement in the management organisational strucutre at AIU and transformaion from burreacratic to organic management strucures and operaions. This will be achievd through contiunuos and sustainable collaboraion and coordination with AIU administration.
2. The E&S center aims to work on shaping of gender egalitarian culture. Students, academics , admonistratvies will develop awareness gender egalitarian culture.
3. The E&S center aims at building networks with EU institutions.
4. Transformation from Patriarchal paradigm to egalitarian paradigm.

8. Equality and Sustainability center Structure

The equality and sustainability center structure is designed a simple functional structure. The director of E&S center is responsible for the management and coordination of the center functions and activities. The director of E&S center will report directly to the AIU president, and coordinate horizontally with faculties. The personnel who will be employed in the center comprise the director of the E&S center, who will be performing a fulltime work for establishing the center, and its activities. In addition, a member providing administrative support, and a member providing technical support, will be employed on a part-time basis, as well as and pool of training and research experts in the scope of gender equality, sustainability technical, digital, soft skills and executive leadership skills.

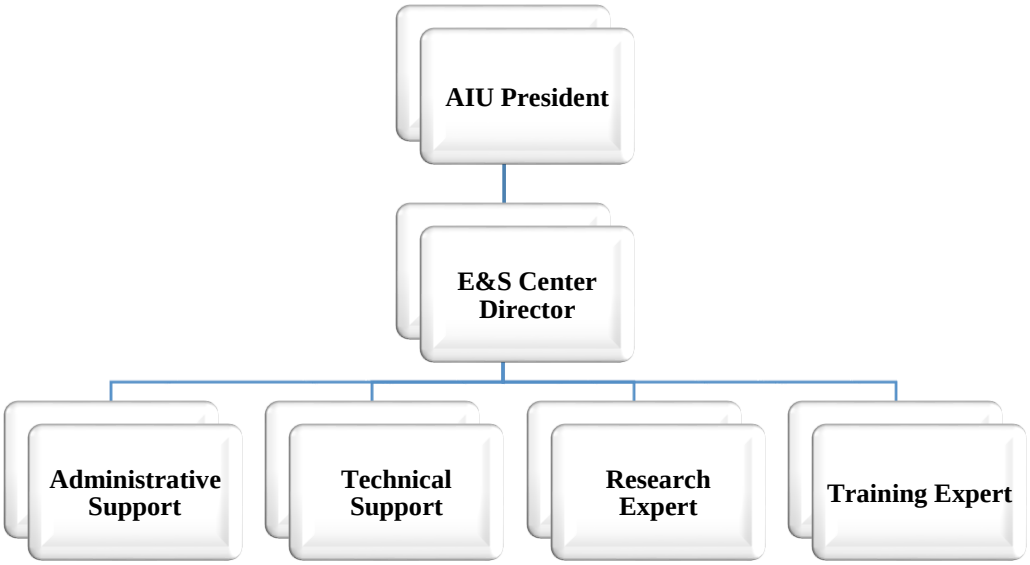


Figure 3 Structure of Equality and Sustainability Structure

8.1 Equality and Sustainability Center Functional structure

The AIU Equality and Sustainability center (E&S center) is divided into four functions based on simple functional structure.

8.1.1 Capacity Building

The first function is based on providing Capacity Building in training services and workshops in the scope of soft, digital, technical, interpersonal and employability skills designed to address the needs of trainees, including academics, administrative, decision makers and students. In addition, the E&S center will provide training workshops in the scope of Female empowerment in Higher Education, Equality and Sustainability in Higher education. Training workshops will be provide on sequential and organized bases, every week.

8.1.2 Dissemination and Communication

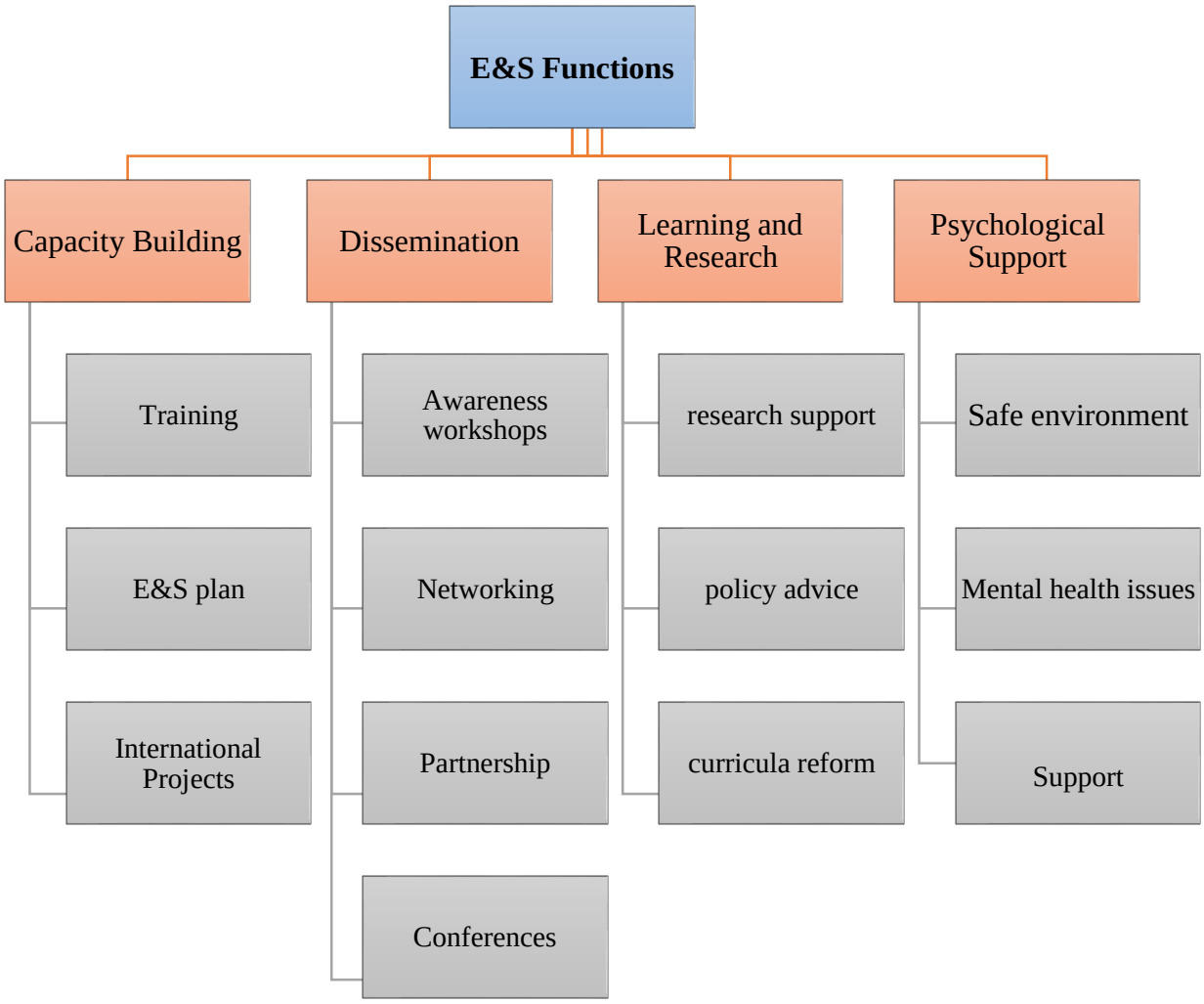
The second function is on providing dissemination and communication services for project direct and indirect beneficiaries. This function provides dissemination and communication of the center activities and services. Dissemination and Communication activities include designing and implementing awareness workshops in the scope of Gender equality, sustainability in higher education and female empowerment in the workplace.

The E& S center will also support developing networks between AIU and the business sector and social communities. One of the significant objectives of the E&S center is working on is supporting female academics and decision makers to develop successful networks linking academic sector with the professional sector and the community at large. The E& S center will support developing partnership building to NGOs and associations and organizations working in the scope of Female empowerment, and gender equality and sustainability. Finally, the E&S center will work to design and implement academic and scientific conferences in the scope of Equality, Sustainability and Female Empowerment.

8.1.3 Learning and Research

The third function is based on providing Learning and Research support for academics, students and researchers who seek scientific and academic support in the research related to gender equality, female empowerment and sustainability issues in higher education. The E&S will provide research support to academic researchers and students who aim to develop research in the scope of gender equality and sustainability issues. The E&S center also provides professional support associated with curricula integration in university course offering.

8.1.4 Psychological Support he fourth function is based on providing Psychological Support and counselling services for students and academics subject to discrimination and harassment.


E&S Functions
Capacity Building
Dissemination
Learning and Research
Psychological Support
Training
E&S plan
International Projects
Awareness workshops
Networking
Partnership
Conferences
research support
policy advice
curricula reform
Safe environment
Mental health issues
Support

8.2 E&S Center Roles and Responsibilities

8.2.1 E&S Director

The E&S director is responsible for communication o and dissemination of project FREE news, activities and events. The E&S director is responsible for implementation of E&S activities to achieve the E&S goals and objectives. The director is responsible to make sure that E&S is given sufficient resources, while managing relationships with contributors and stakeholders. The E&S director is responsible for the general management of the E&S center allocating tasks and resources, supervising the implementation of the project, including the supervision of the financial and quality management of the E&S center during project life cycle and after the project. The director is responsible for liaising administrative activities with internal and external stakeholders, including university top and executive management and Ministry of Higher Education. The E&S director is responsible for inspecting the outputs and outcomes, to make sure it has been built with compliance to technical, legal and ethical standards, and meets expectations set by Arab International University and European Commission. The E&S director is responsible for communication and dissemination of project FREE news, activities and events.

8.2.2 Research expert

The researcher is responsible exploring and developing research problems and questions to develop and publish research, performing data collection, data analysis and interpretation of results and preparation of recommendation and practical implication.

8.2.3 Trainer

The trainer is responsible for providing training courses and workshops in the scope of Empowerment, Equality and Sustainability.

8.2.4 IT Officer

The role holder will assist with the tendering, evaluation of technical offers. The role holder will assist with the provision of advice and guidance on the preparation and development of procurement matters, with a view to promoting best practice and compliance in line with policies and procedures. The role holder will advise and support College staff in achieving optimum “value for money” helping to ensure that allocated tenders are procured in line with AIU procurement policies and EU regulations.

8.2.5 Administration Officer

The administration officer is responsible for assisting with project management administrative duties. The administrative officer implements administrative functions concerned with a project.

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Roles and responsibilities	Role Description	Tasks and Duties	Nominated Person
1. E&S Director	The E&S director is responsible for implementation of E&S activities to achieve the E&S goals and objectives. The director is responsible to make sure that E&S is given sufficient resources, while managing relationships with contributors and stakeholders. The E&S director is responsible for the general management of the E&S center allocating tasks and resources, supervising the implementation of the project, including the supervision of the financial and quality management of the E&S center during project life cycle and after the project. The E&S director is responsible for inspecting the outputs and outcomes, to make sure it has been built with compliance to technical, legal and ethical standards, and meets expectations set by European Commission. The E&S director is responsible for communication o and dissemination of project FREE news, activities and events.	**Project manager duties:** 1. Develop E&S strategic plan Manage deliverables according to the plan 2. Lead and manage the E&S center 3. Determine the methodology for management used on the E&S center 4. Establish a E&S center schedule and determine each phase 5. Assign tasks to AIU project team members 6. Provide regular updates to upper management to university senior management 7. Supervise the quality of implementation and control 8. Creation of content for dissemination materials (website, social media, newsletters, videos, posters, leaflets) 9. Dissemination of project events: KoM, management and coordination meetings, training workshops, awareness workshops, networking events. 10. Identify and assess training needs 11. Develop, organize, conduct and evaluate training workshops. 12. Create teaching materials. 13. Planning organizing, and implementation of a range of training activities. 14. Conduct orientation sessions to assess level of skills for trainees 15. Help target groups improve upon or enhance existing skills. 16. Develop programs that groom lower-level employees for executive positions. 17. Evaluate training effectiveness. 18. Contribute to modify training programs.	To be defined accordingly

2. Research Expert	The researcher is responsible exploring research problems, developing need identification and analysis for project, performing data collection, data analysis and interpretation of results and preparation of recommendation and practical implication	**Researcher duties:** 1. Develop and initiate future project problems and need analysis 2. Design research methodology to explore future project problem and perform diagnoses 3. Collect primary and secondary data associated with potential CBHE projects problem and diagnoses of the problem 4. analyze data and interpret results 5. develop recommendation based on results and practical implication 6. write up report of project problem and diagnoses	A pool of researchers from AIU

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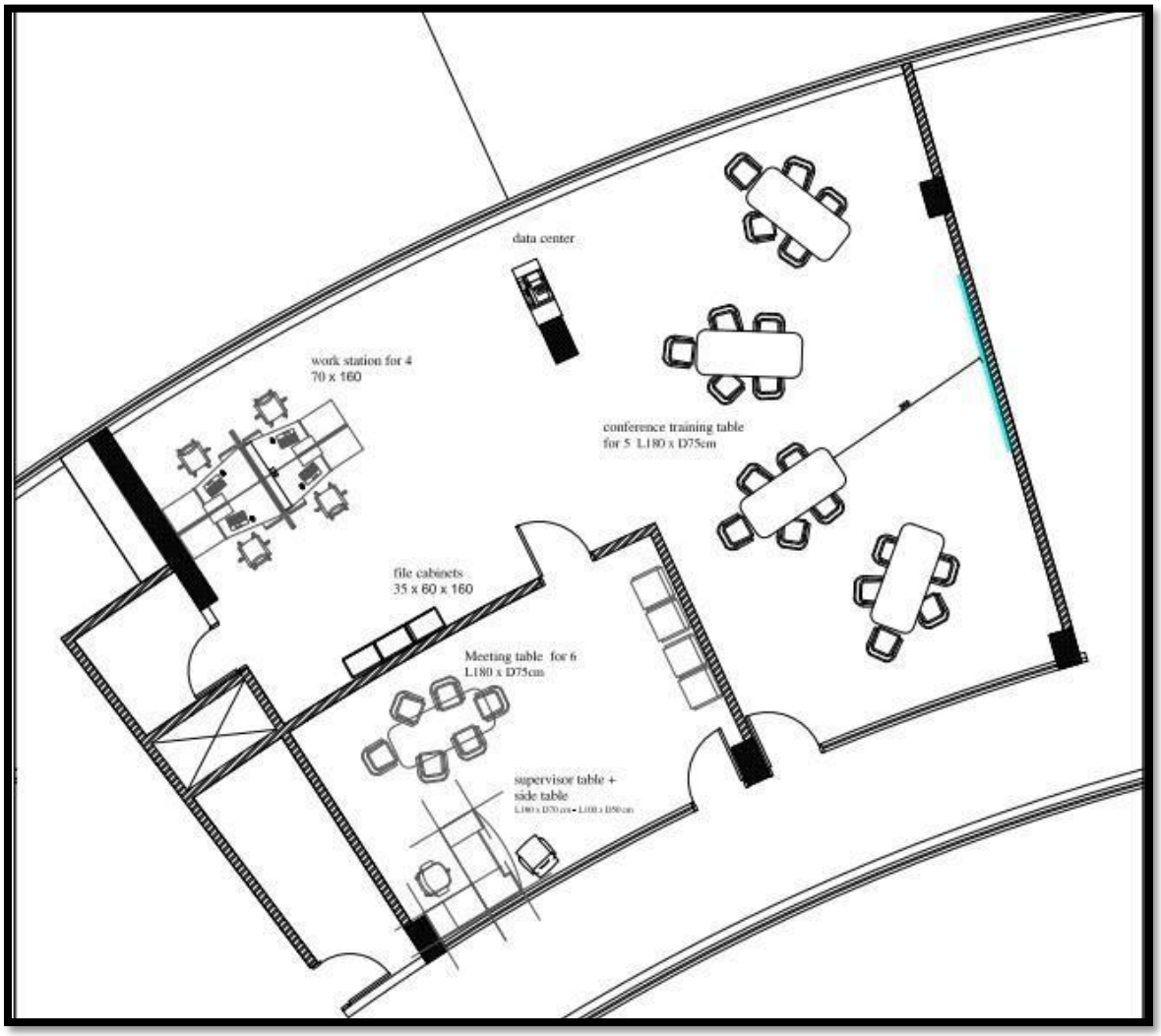
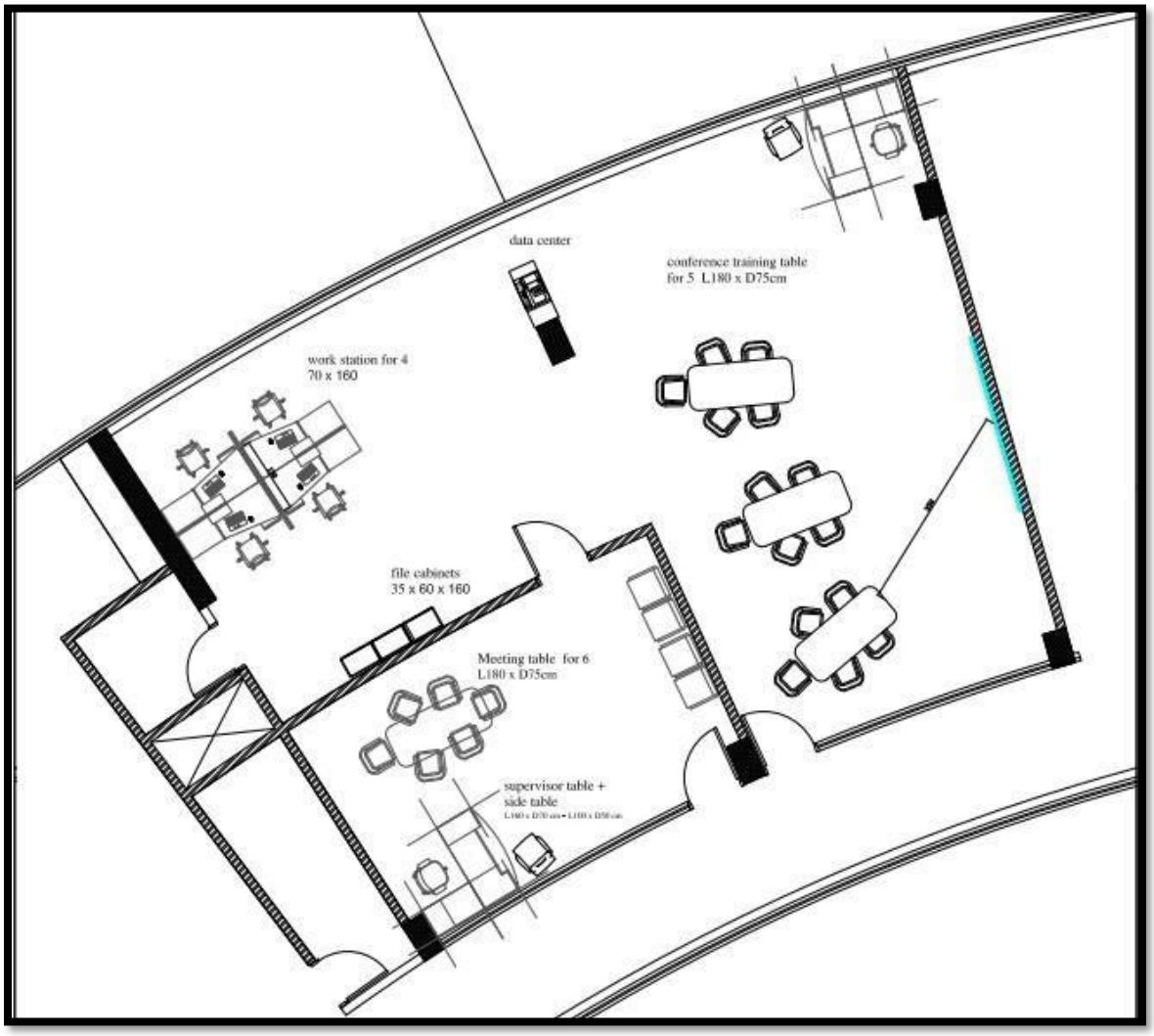
3. Trainer	The trainer is responsible for providing training courses and workshops in the scope of Empowerment, Equality and Sustainability.	**Trainer Duties** 1. Preparation and design of training course and workshop 2. conducting training for workshop participants 3. providing input for evaluation training 4. Preparing training material for workshops 5. Train staff for specific skills. 6. Train new hires as well as veteran employees. 7. Create monitored simulations and problem-solving scenarios. 8. Create interactive, multimedia presentations. 9. Hold workshops and lectures.	A pool of trainers from AIU
4. IT Officer	The IT Officer is responsible to director institution management and work on a number of important technical tasks. These tasks include preparing the E&S center technological infrastructure	**IT and Procurement Officer duties** 1. preparation of equipment specifications 2. Development of RFQ, and tender 3. Purchasing required hardware and software licenses 4. Oversee the installation of hardware & software to set the E& S centers 5. Assist with allocating space for the centers at target universities 6. Assist with preparation of documents for official recognition for institution	**To be defined accordingly**

5. Administration officer	The administration officer is responsible for assisting with project management administrative duties. The administrative officer implements administrative functions concerned with a project.	**Administration officer duties:** 1. Assist director with coordinating project management meetings 2. Taking minutes of meetings and prepare Project management protocols 3. Performing administrative duties 4. Updating project calendar 5. Assist director with organizing a filing system for important project documents	**To be defined accordingly**

The E&S Center Layout Design

work station for 4
L160 x D70 cm
data center
file cabinets
35 x 60 x 160
conference training table
for 5 L180 x D75cm
supervisor table +
side table


data center
work station for 4
70 x 160
conference training table
for 5 L180 x D75cm
file cabinets
35 x 60 x 160
Meeting table for 6
L180 x D75cm
supervisor table +
side table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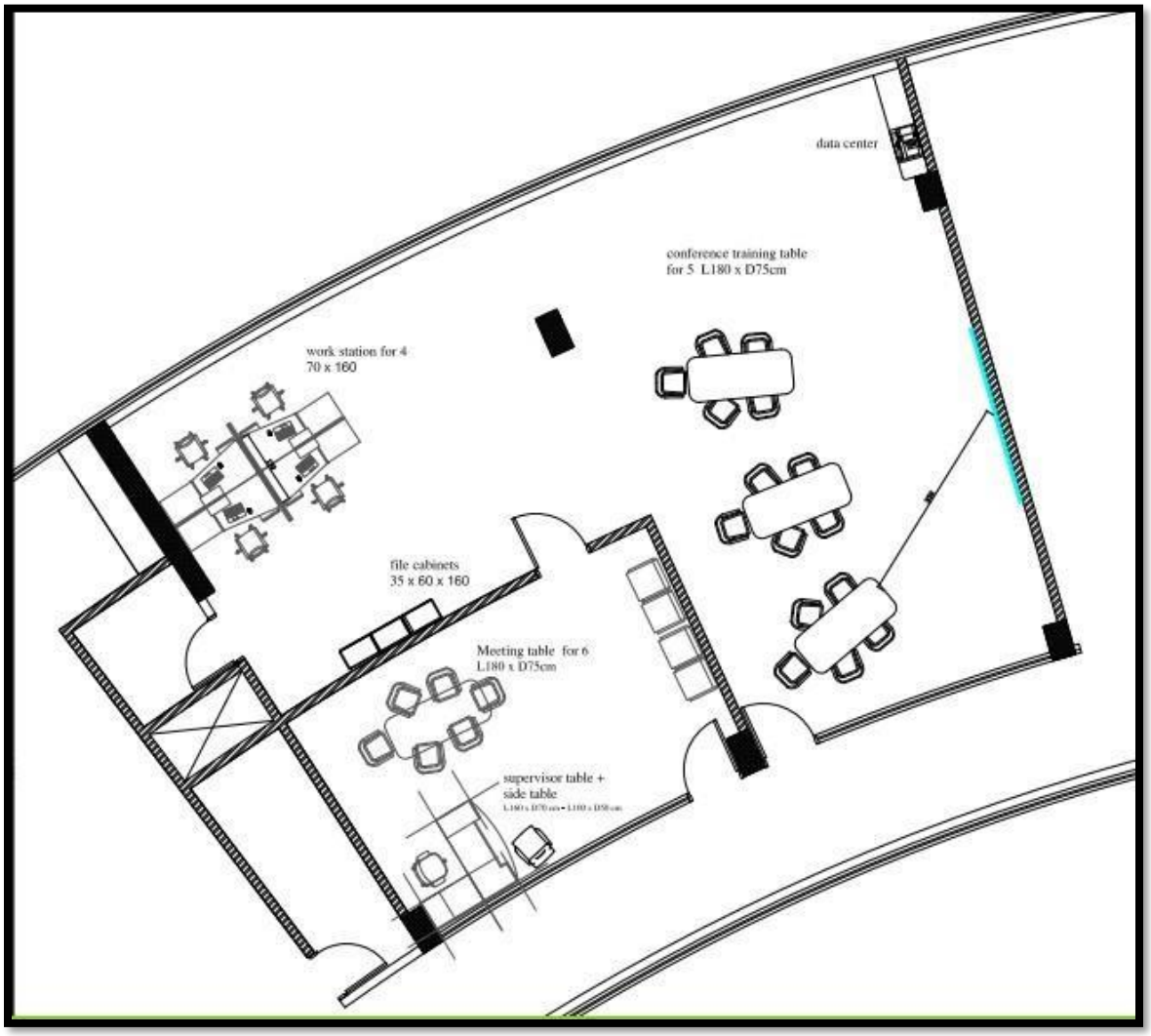
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file cabinets
35 x 60 x 160
Meeting table for 6
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supervisor table +
side table

data center
Area 41.7 m2
conference training table
for 5 L180 x D75cm
file cabinets
35 x 60 x 160
work station for 4
70 x 160