

Lebanese International University



Period covered by this Communication on Engagement

From: [February 2020]

To: [June 2022]

Part I. Statement of Continued Support by the Chief Executive or Equivalent

Beirut
Lebanese International University

4th February 2022

The Lebanese International University (LIU) is pleased to confirm that it highly reiterates and confirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, and Labor between 2020 and 2022 since going online although much was done in Environment prior to the lock down before February 2020.

This is our Communication on Engagement with the United Nations Global Compact for 2021. In this Communication of Engagement, a prescriptive analysis of the actions that LIU has been taken through online modality to support the UN Global Compact and its Principles that match the university's mission: "... to develop awareness and engage in cultural and environmental sustainability through maximized resources. LIU disseminates diverse learning experiences and skills in an environment that e-enable the dynamic interplay of teaching and research. LIU endeavors to align its values and commitments to student support and communication..."

Human Rights:

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights.

Principle 2: Make sure that they are not complicit in human rights abuses.

Labor:

Principle 4: The elimination of all forms of forced and compulsory labor.

Principle 5: The effective abolition of child labor.

Anti-Corruption:

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

LIU highly appreciates feedback for further improvement.

Sincerely,
Anwar Kawtharani, Ed.D
Dean of School of Education
Director of Office of International Relations

A handwritten signature in blue ink, appearing to read "Anwar Kawtharani", is written over a horizontal line.

Part II. Description of Actions

I. Tailored Attention and Inclusion Strategies (TAIS)

February 2020 and up to date: The Office of International Relation at LIU in collaboration with the Vice President and Chair of Health Committee Dr Ahmad Faraj conducted a meeting in April 2020 in the presence of four potential beneficiaries and came to produce a project called **Tailored Attention and Inclusion Strategies (TAIS)**. The design of TAIS, was to develop a better understanding of vulnerable profiles and identifying new needs and expectations of such people in Lebanon. The content put forth by the TAIS members was to develop capacity building to vulnerable profiles. Moreover, the potential beneficiaries also articulated their needs and expectations as well as their availability and resources for such project.

Quintuple Helix Responsible Research & Innovation (RRI) is a model which grasps and specializes on the sum of the social (societal) interactions and the academic exchanges in a state (nation-state) in order to promote and visualize a cooperation system of knowledge, know-how, and innovation for more sustainable development was used to implement and determine the outcome of the project.

The aim of the TAIS was to deliver an online awareness campaign, called **Health 4 SEAD** "Health, Social Emotional, Academic, Development". **H 4 SEAD** geared to engage in COVID-19 awareness, prevention and treatment information campaigns through online dissemination, but not limited to, community groups, telephone hotlines, flyers, posters, bulk SMS and WhatsApp messaging, radio announcements, focus group discussions, leaflets, billboards and mural drawings. broadcasted videos, brochures with instructions.

After conducting interviews with 5 experts and 27 vulnerable people among the forcibly displaced, representing the quintuple helix of RRI, and given the current circumstances of the pandemic of COVID-19, LIU adapted its TAIS ideas and adapted its actions to meet the current needs of vulnerable people. LIU undertook three pilot studies/ stages with pre, through and post based on the stakeholder's outcomes. Actually, stakeholders included, though not limited to, LIU Health Committee, Policy makers, Research community, Education community, Business and Industry, and Society organization. **(Appendix 1 Categorizing of the outcome of the surveys)**

The outcome of this pilot project aimed at empowering a strong pool of NGOs and Information Focal Point networks all over Lebanon in preparing them to facilitate and support their teaching efforts of Syrian, Palestinian and displaced people in refugee camps. This was done through LIU health Committee's active participation and sharing of practical experiences utilizing online means.

Essentially, the program centered around a plethora of different skills and capacities (**digital, emotional, communication, leadership, management, and English language**) that were chosen to be a constituent of the program. The aforementioned were then validated and highlighted by various TAIS members and prospective beneficiaries in the consultation process. The skills were notable for being considered a high value benefit for university and place work of the vulnerable students as well as becoming coaches.

The Health Committee of the Lebanese International University provided services as part of a health awareness campaign about social distancing, health and hygienic sanitation protocols in dealing with the Pandemic and was aimed at refugees and VGs. As part of LIU Health committee ongoing response to the pandemic, to minimize the risk of COVID-19 to its community, COVID-19 vaccination was carried out across all the 9 campuses. The decision to introduce this policy was based on Ministry of Education and Ministry of health advice.

The health, safety and wellbeing of LIU community is of the utmost importance. A fully vaccinated student and teacher's body and workforce assisted in reducing disruption to on-campus activities from future exposures.

LIU Health committee also extended its vaccination road map to schools in Bekaa campuses as well as municipalities.

(Appendix 2)

Towards such aim, videos and brochures were developed for Health Guidelines in collaboration with TAIS committee that were based on survey and interview findings. In efforts to provide educational opportunities and teaching and learning resources amid lock downs a decision was taken to further develop a virtual web site to deliver with online training and teaching tools. Those the mainly benefitted were refugees, project researchers and various stakeholders.

<https://liu.edu.lb/LIU2021/subMenu/HealthCommitee/>

Beneficiaries: This strategy was comprised of the development of both training and support in disseminating in order for a group consisting of 35 students to be able to survive. The design of TAIS was wholly based on the initial vision the students put forth with regards to their needs and perspectives:

- The need for quality employment
- Diversified professional mastery and studies level
- Necessity for training in leadership and communication
- The need to improve their language proficiency in English
- Both computer training and career guidance.

II. Entrepreneurial Ecosystem:

June 16, 2021: The Lebanese International university launched a platform for international entrepreneurial ecosystem: <https://www.iecplatform.org/>

The platform allows entrepreneurs to know of the dates of the competitions and the links to the open funds. It is also a platform of collaboration and contribution to entrepreneurial, innovation, and business seekers and providers. On it, entrepreneurs will be able to post employment, internship opportunities, products to market, as well as their project initiatives; and also find out who has posted theirs. It will allow the stakeholders to seek and find these opportunities. A video was developed that demonstrated comprehensive explanation of the workings of the platform.

The platform is open to all LIU community and it is an engine of exchange for better promotion, sustainability, coaching and mentorship to entrepreneurial spirit and ventures. Stakeholders were invited to sign in with their LIU emails and pursue an entrepreneurial journey, and are available to support in competitions, investment readiness, business development services, mentorship and outreach. The outcome 350 entrepreneurs were trained, 208 projects were delivered and 64 contributors were invited in partnership with 4 organisations. All are documented in the website.

MED2laH "MEDiteranean countries: towards Internationalisation at Home

May 5, 2020, and still continuing : MED2laH project. "MEDiteranean countries: towards Internationalisation at Home

LIU kicked off the 1st virtual kick-off meeting of MED2laH project. "MEDiteranean countries: towards Internationalisation at Home on May 5, 2020– MEDlaH" 's main focus is dedicated to the capacity building of the key-actors, policy-makers in the development of Internationalization of Higher Education strategies and regulations for the implementation of Internationalization at Home (IaH). Since then 12 meetings have taken place to enhance internationalisation of research and curricula development with the 12th meeting conducted on December 6, 2021.

March 26, 2021, LIU hosted the First Virtual Round Table to improve the capacities of the Lebanese International University in terms of internationalization by translating general awareness of the concept of "Internationalization at Home IaH" and develop students' intercultural knowledge and their affinity for cultural diversity (through a space for discussion and sharing "Friends Tea House". **1209 viewers attended on ARATOCK (Appendix 3)**

Link : <https://aratok.com/?class=Record&method=attendEventRecording&recording=1080&key=4ecc>

April 16, 2021, LIU hosted the second Virtual Round Table to improve the capacities of the Lebanese International University to analyze Diversity effects on students' outcomes and engage Students as Partners in academics with the internationalization of the curriculum . **450 viewers attended on ARATOCK (Appendix 4)**

Link: <https://aratok.com/?class=Record&method=attendEventRecording &recording=1221&key=38a2>

In Internationalisation at Home MED2laH, digital Storytelling is a way of sharing students' intercultural awareness and cultural diversity (IACD) stories publicly through various multimedia and channels. Sharing digital stories in MED2laH is expected to raise awareness of the consortium's HE on internationalization agenda. The focus of the story is on intercultural and/or international experiences. A story can be from a lived-in experience or scripted from an imagination that is based on reality. This story can provide wisdom from an incident that otherwise may have been forgotten or yet to unfold. The story can enlighten viewers who may never have given importance to IACD concerns at all. Sharing an intercultural and/or international experience through digital Storytelling can be a powerful tool to help guide students' future direction and goals.

III. Intercultural Digital Storytelling

December 21-June 22 The "Intercultural Digital Storytelling" competition comprises developing a short digital video clip (2-3 minutes) told in first-person narrative and recorded in your own voice (with an optional music track to add an emotional tone). The focus of the story should be an intercultural and/or international realistic experience. <https://sites.google.com/liu.edu.lb/schoolofeducation-liu/digital-storytelling-contest?authuser=0>

December 2021 – until 30 January 2022: OPEN CALL – apply and join the MED2laH activities at LIU

January - March 2022: TRAINING ON INTERCULTURAL DIGITAL STORYTELLING for students and teachers/mentors : 3 courses are on e-platform (open access) <https://elearningproject.eu/all-courses/> with Certificate of training

January - March 2022 - PREPARE A DIGITAL STORY (VIDEO) AND PARTICIPATE IN THE CONTEST and Certificate of participation in the MED2laH digital storytelling contest

31 March 2022: Submission deadline for digital stories to LIU

4 - 10 April 2022: Digital storytelling assessment and judging

10 April 2022 Digital storytelling contest results announcement

6 – 18 June 2022, Piran, Slovenia: STUDENT BOOT CAMP 3 STUDENTS PER UNIVERSITY - 2 WEEKS IN SLOVENIA

Topics: cross-cultural studies; creativity and innovation; event and project management; leadership; planning activities for FRIENDS TeaHouses at home universities. Certificate on attendance

Part III. Measurement of Outcomes

The design of the TAIS was carried out from April 12- 20 as phase 1, step 1 where LIU team Collaboratively invited and worked with LIUHealth committee to share points of survey findings.

Phase 1 step 2 was from April 30-July 14, 20 where Project researchers of 4 developed an online site to deliver tools of online teaching.

Phase 2, step 1

- November 1, 20 - January 21 had experts on Online production developed videos and brochures for Health Guidelines.

- December 1, 20 January 21, Project researchers of 4 and the instructors to deliver Set the training Module across to be delivered to beneficiaries.

February 28,21-April 21,21 32 Refugee beneficiaries received training modules.

For this, the needs of 32 participating (56.25 % Females and 43.75% males) vulnerable people were invited, whose contact was facilitated thanks to the collaboration of the TAIS and Health Committee members. The examination of their needs, interests and expectations shaped and aided the development of the general design for the three stages with adaptation along the way with Covid19 and Blast of Beirut.

There was evidence of active participation of behalf of TAIS members along all phases of the project. This was obtained from the TAIS meeting agendas as well as the list of participants

- Log of the Health Committee meetings:
- Social media posts of TAIS: Evidence of the advantages of the TAI on lets e Talk LIU newsletter.
- <https://sites.google.com/liu.edu.lb/schoolofeducation-liu/lets-e-talk?authuser=0>
- <https://liu.edu.lb/LIU2021/subMenu/HealthCommitee/>
- <https://sites.google.com/liu.edu.lb/schoolofeducation-liu/digital-storytelling-contest?authuser=0>

TRAINING ON INTERCULTURAL DIGITAL STORYTELLING

for students and teachers/mentors

3 courses are on e-platform (open access) <https://elearningproject.eu/all-courses/>

EMUNI Certificate of training

Appendix 1

Health and Food Security Indicators	<ol style="list-style-type: none"> 1. Special needs 2. Healthcare access 3. Food coping strategies
Education Indicators	<ol style="list-style-type: none"> 1. Child school attendance: 1 from a family of 5 children did not attend school 2. Adult years of schooling: Parents had barely 5 to 6 years of education
Living Standards Indicators	<ol style="list-style-type: none"> 1. Electricity 2. Basic Sanitation 3. Water 4. Cooking Fuel 5. Shelter Conditions
Security and Social Inclusion Indicators	<ol style="list-style-type: none"> 1. Legal residency 2. Movement and mobility 3. Community
Employment Indicators	<ol style="list-style-type: none"> 1. Unemployed 2. Underemployed

Appendix 2

Instructors and staff all vaccinated



