

# Lebanon Tempus Information Day 2011

## The Bologna Process: Achievements and a Decade Ahead

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Education and Culture DG

Lifelong Learning Programme



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- > Bologna Process: History and Organisational Structure
- > Achievements
  - Structure and tools
  - Quality Assurance
  - Social Dimension
  - Mobility
  - Recognition
  - Life Long Learning
- > The Road Ahead



# History



## Timeline of the Bologna process

Mobility of students and teachers	Mobility of students, teachers, researchers and administrative staff	Social dimension of mobility	Portability of loans and grants Improvement of mobility data	Attention to visa and work permits	Challenges of visa and work permits, pension systems and recognition	Benchmark of 20 % by 2020 for student mobility
A common two-cycle degree system	Easily readable and comparable degrees	Fair recognition Development of recognised Joint degrees	Inclusion of doctoral level as third cycle Recognition of degrees and periods of studies Joint degrees	FQ-EHEA adopted National Qualifications Frameworks launched	National Qualifications Frameworks by 2010	National Qualifications Frameworks by 2012
		Social dimension	Equal access	Reinforcement of the social dimension	Commitment to produce national action plans with effective monitoring	National targets for the social dimension to be measured by 2020
		Lifelong learning (LLL)	Alignment of national LLL policies Recognition of Prior Learning (RPL)	Flexible learning paths in higher education	Work towards a common understanding of the role of higher education in LLL Partnerships to improve employability	LLL as a public responsibility requiring strong partnerships Call to work on employability
Use of credits	A system of credits (ECTS)	ECTS and Diploma Supplement (DS)	ECTS for credit accumulation		Need for coherent use of tools and recognition practices	Continuing implementation of Bologna tools
	European cooperation in quality assurance	Cooperation between quality assurance and recognition professionals	Quality assurance at institutional, national and European level	European Standards and Guidelines for quality assurance adopted	Creation of the European Quality Assurance Register (EQAR)	Quality as an overarching focus for EHEA
Europe of Knowledge	European dimensions in higher education	Attractiveness of the European Higher Education Area	Links between higher education and research areas	International cooperation on the basis of values and sustainable development	Strategy to improve the global dimension of the Bologna process adopted	Enhance global policy dialogue through Bologna Policy Fora
1998	1999	2001	2003	2005	2007	2009

Sorbonne Declaration

Bologna Declaration

Prague Communiqué

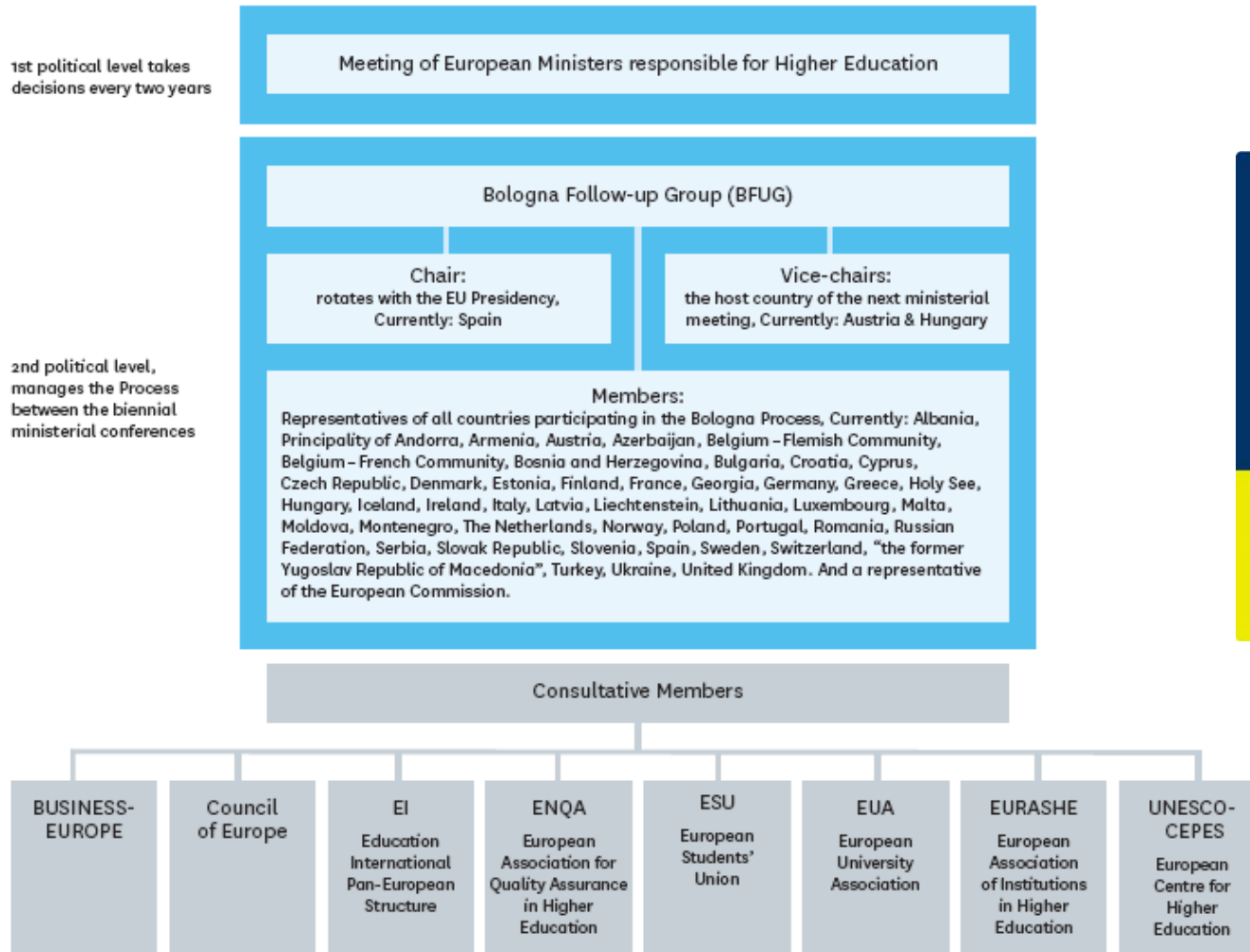
Berlin Communiqué

Bergen Communiqué

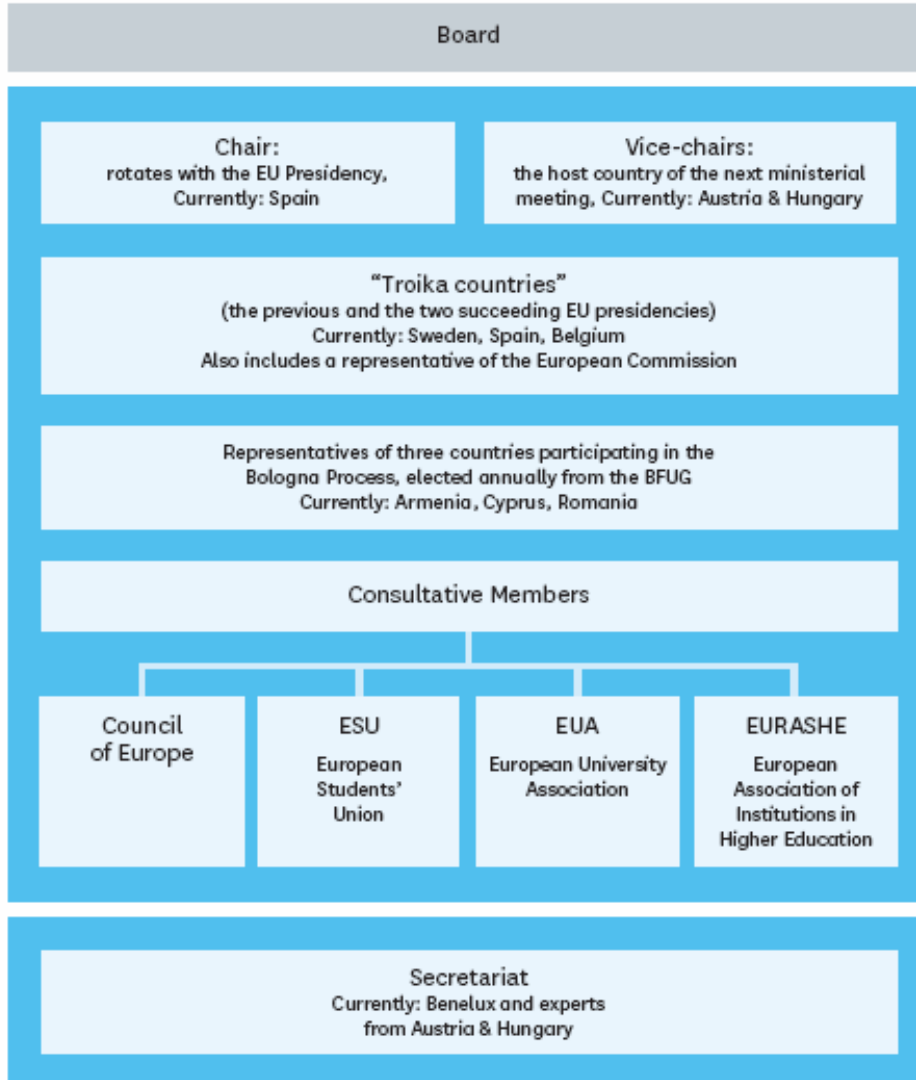
London Communiqué

Leuven/Louvain-la-Neuve Communiqué

# Organisational Structure



# Organisational Structure



The Board prepares the BFUG meetings



EUROPEAN  
Higher Education Area

Support structure

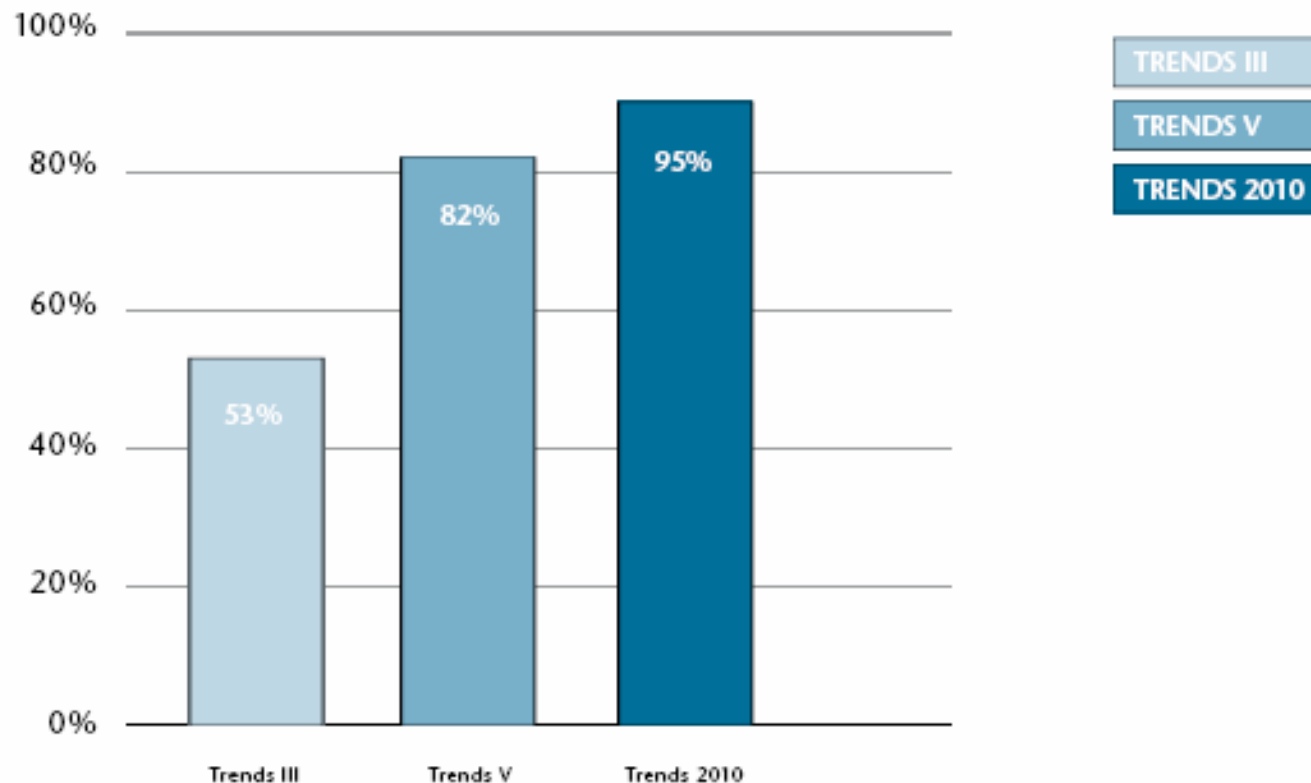


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# Bologna Achievements (1999-2009) Structure and Tools: 3-cycle system



**Table 6. Q12. Does your institution have a degree structure based on either two or three main cycles (Bachelor, Master, PhD) in most academic fields?**

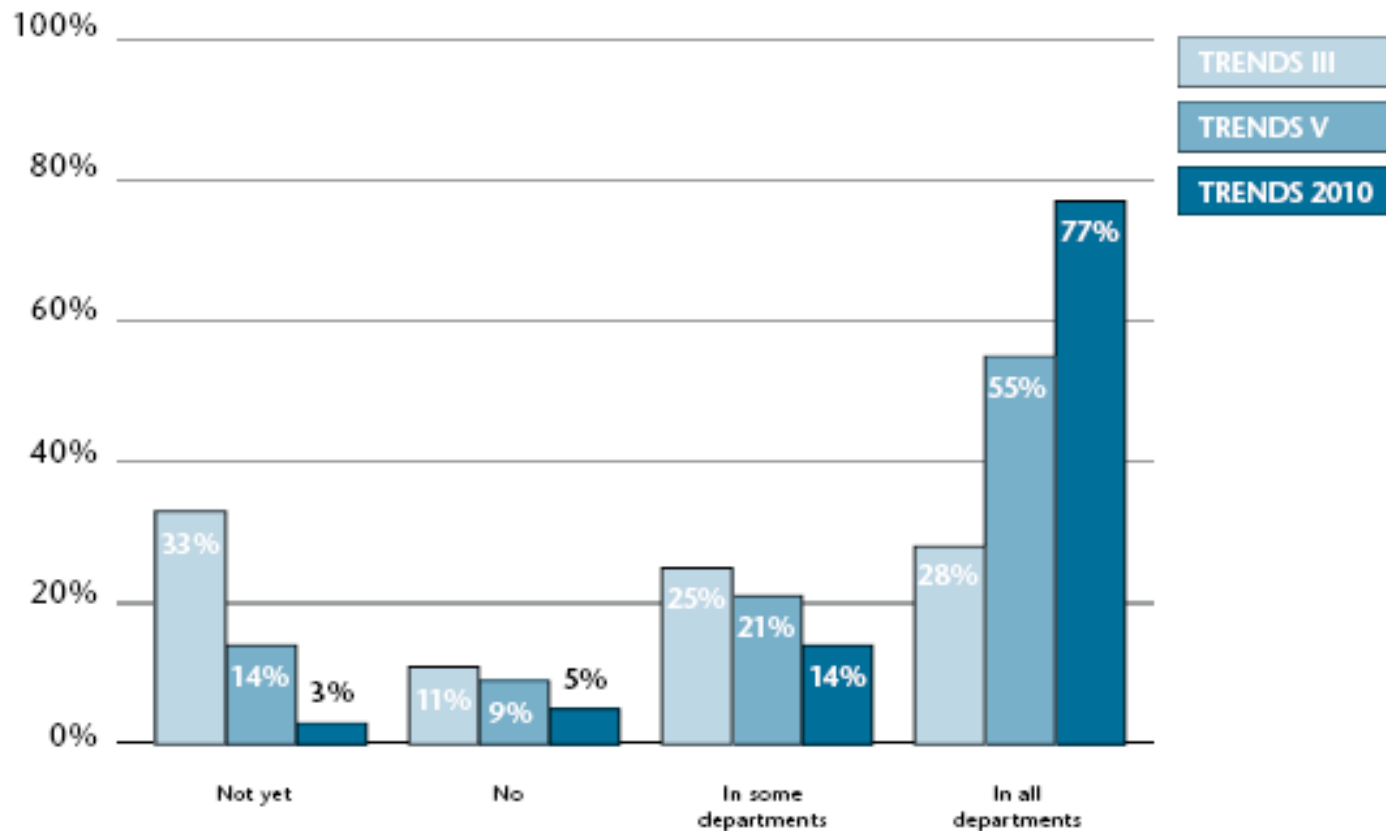


# Bologna Achievements (1999-2009)

## Structure and Tools: 3-cycle system



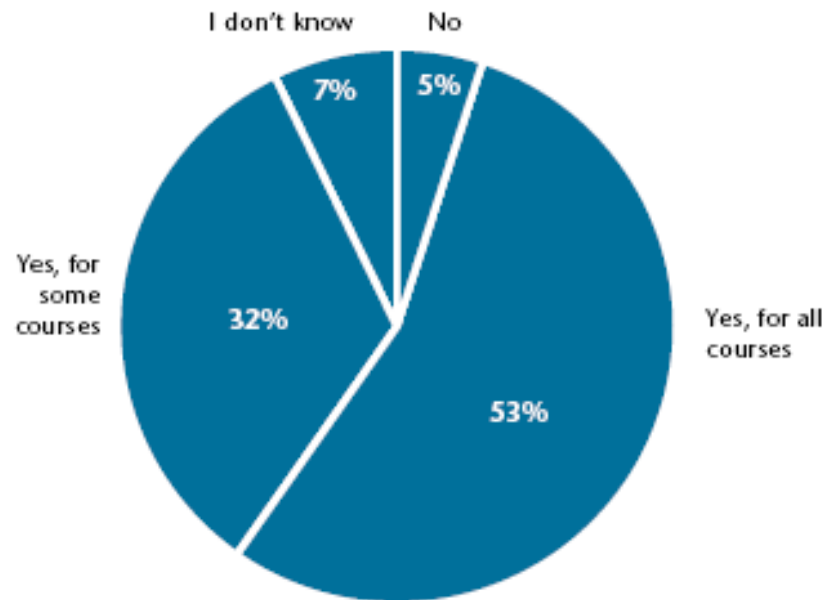
**Table 7. Q16. Has your institution re-considered curricula in connection with the Bologna Process, particularly with regard to adapting programmes to the new degrees structure?**



# Bologna Achievements (1999-2009) Structure and Tools: Learning Outcomes



**Table 14. Q19. Have Learning Outcomes been developed?**

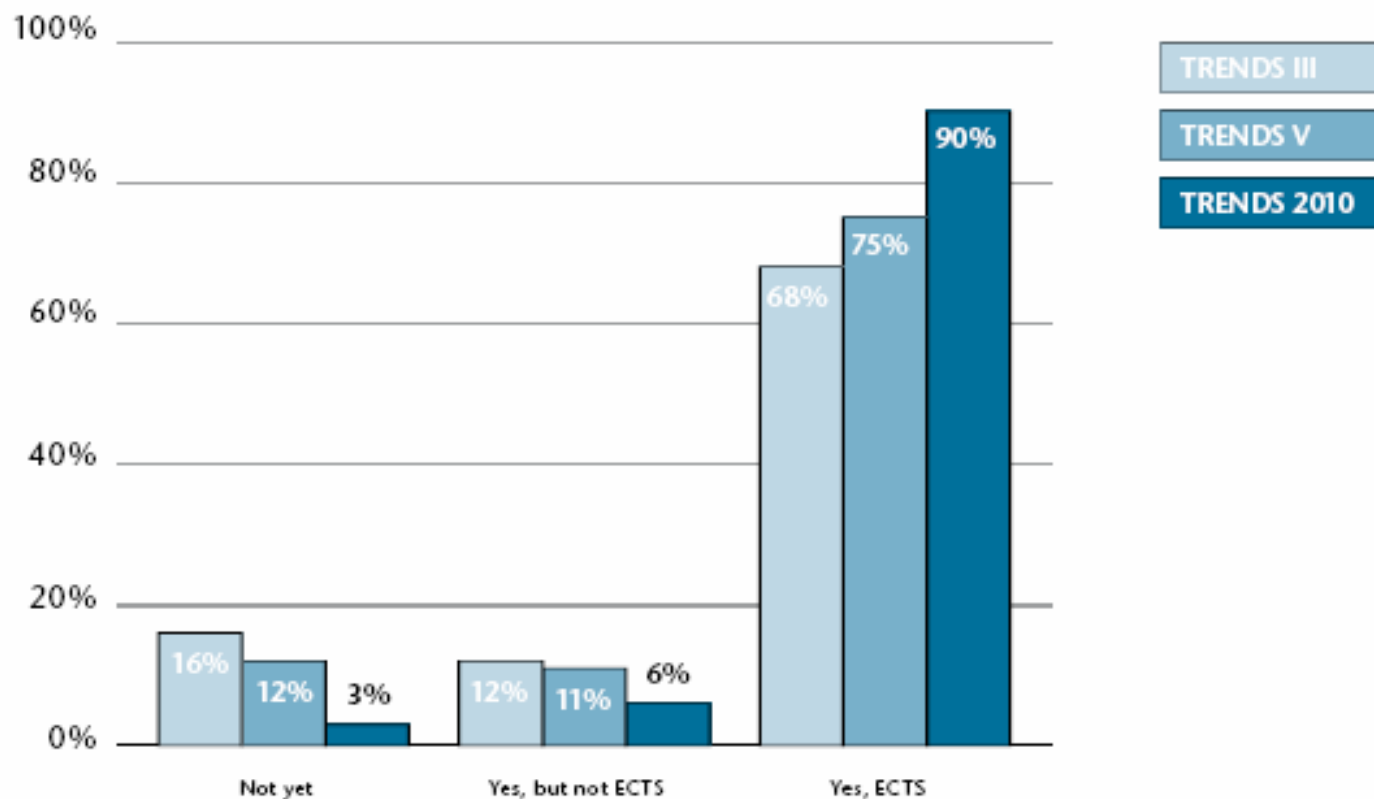




# Bologna Achievements (1999-2009) Structure and Tools: ECTS



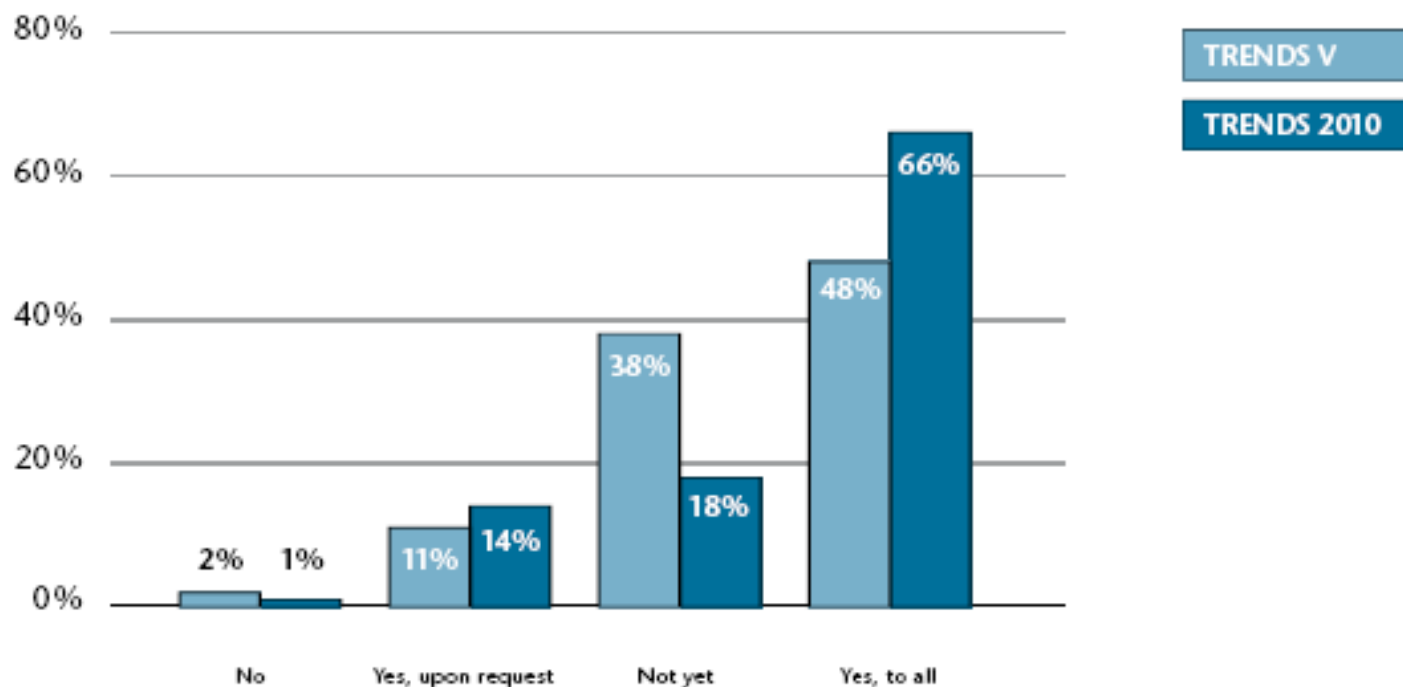
**Table 15. Q21. Does your institution have a credit transfer system for all Bachelor's and Master's programmes?**



# Bologna Achievements (1999-2009) Structure and Tools: Diploma Supplement



**Table 18. Q29. Does your institution issue a Diploma Supplement to graduating students?**



# Bologna Achievements (1999-2009)

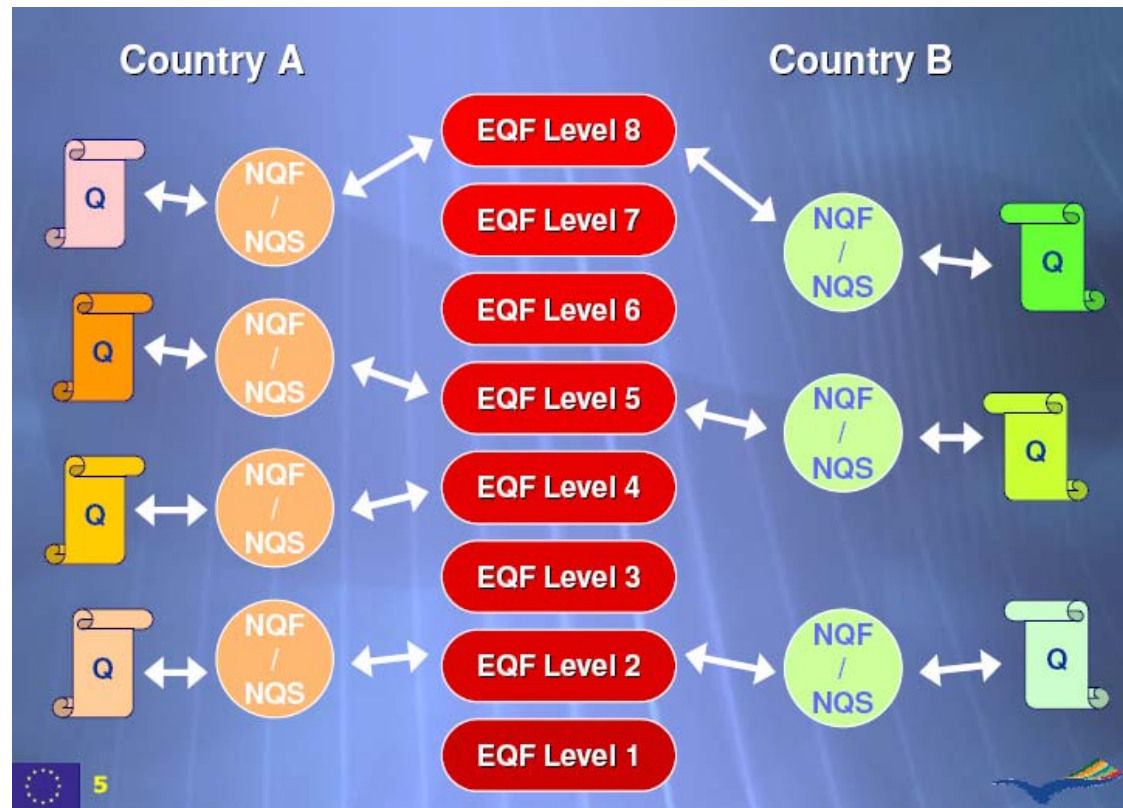
## Structure and Tools: EQF



- Translation device for comparing qualifications
- Neutral reference point based on learning outcomes
- 8 reference levels
  - Knowledge
  - Skills
  - Competences

Figel 2007

Opportunity	Challenge
Facilitate European cooperation and national reform	Active participation and strong commitment from ALL stakeholders



# Bologna Achievements (1999-2009)

## Structure and Tools: EQF



### EQF reference level descriptors: example

Level	Knowledge	Skills	Competence
1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

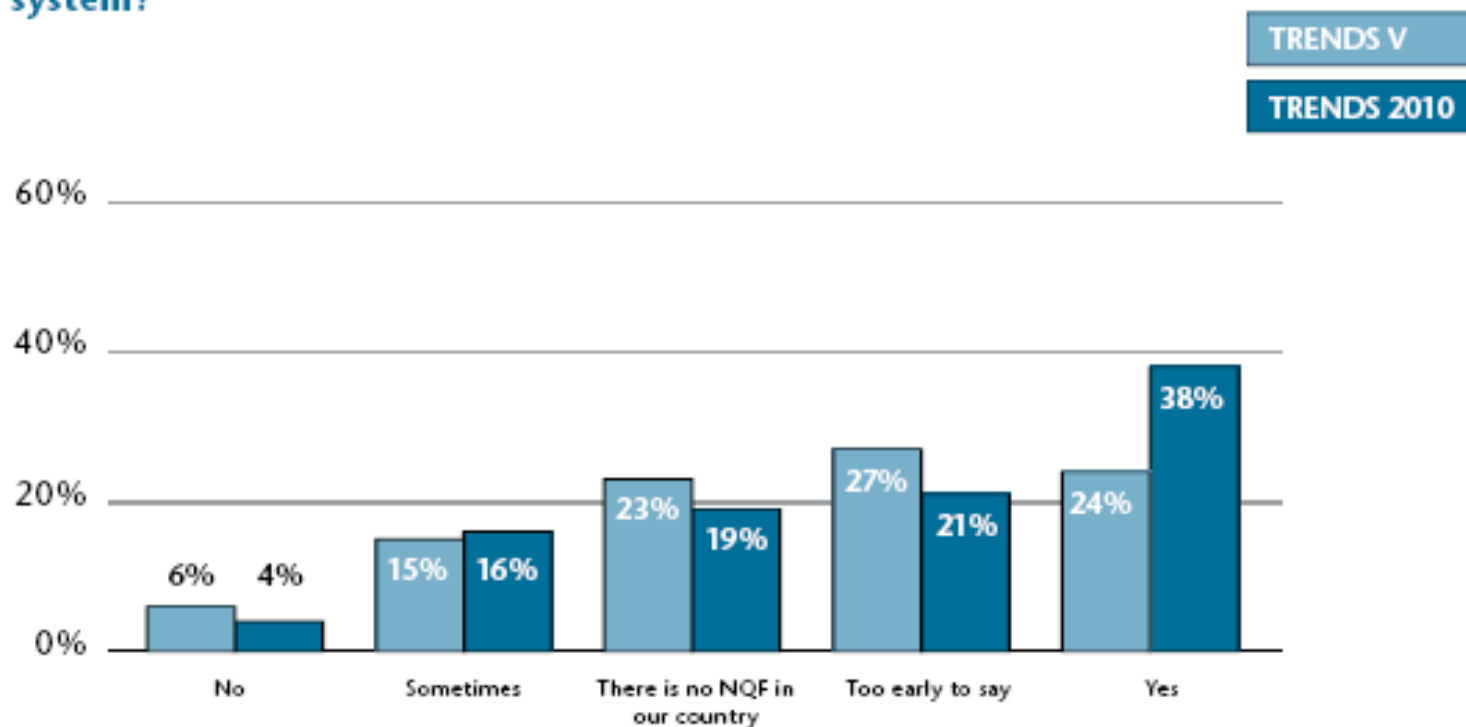


# Bologna Achievements (1999-2009)

## Structure and Tools: NQF



**Table 20. Q23. If there is a National Qualifications Framework in your country, is it useful when developing curricula corresponding to the Bologna degree system?**

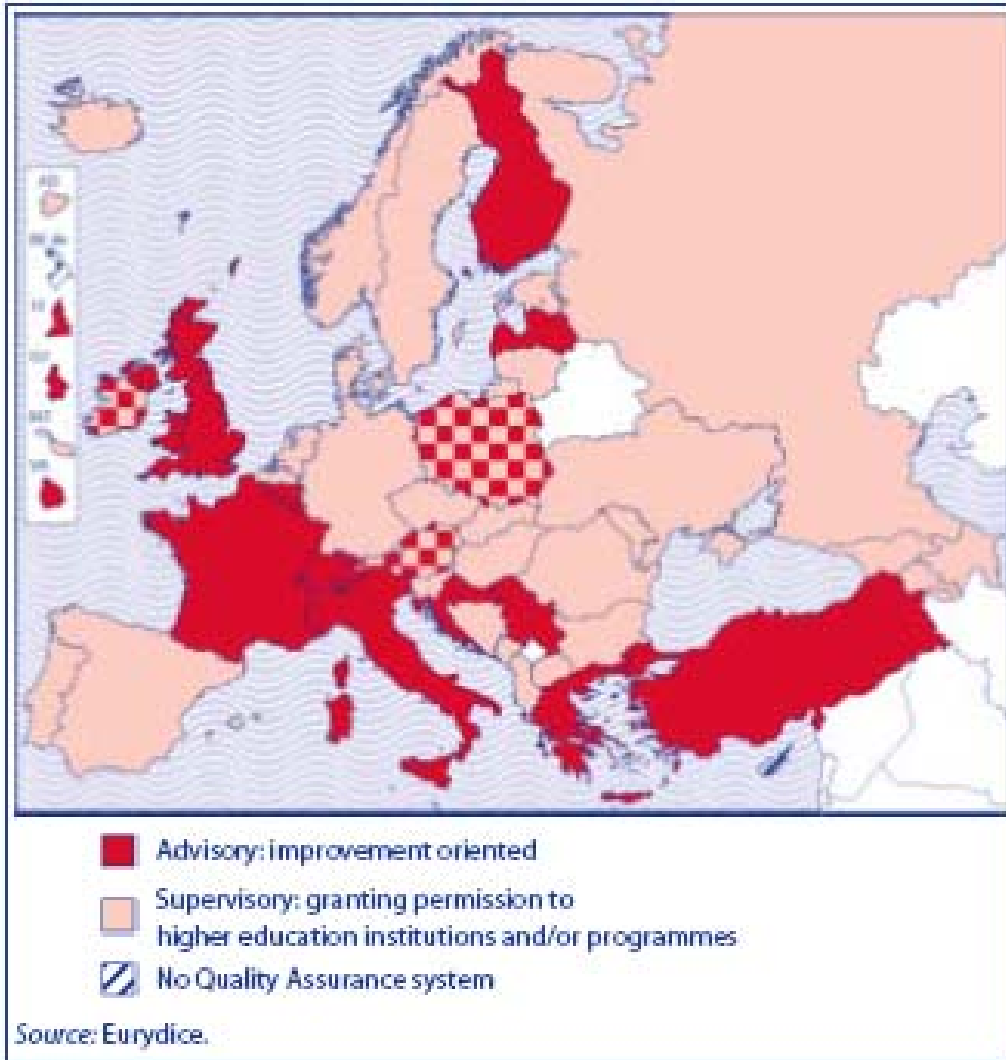




- > Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2005)
- > Creation of Quality Assurance Agencies
- > Development of ENQA
- > Creation of EQAR
  - 24 QA agencies in 11/2010



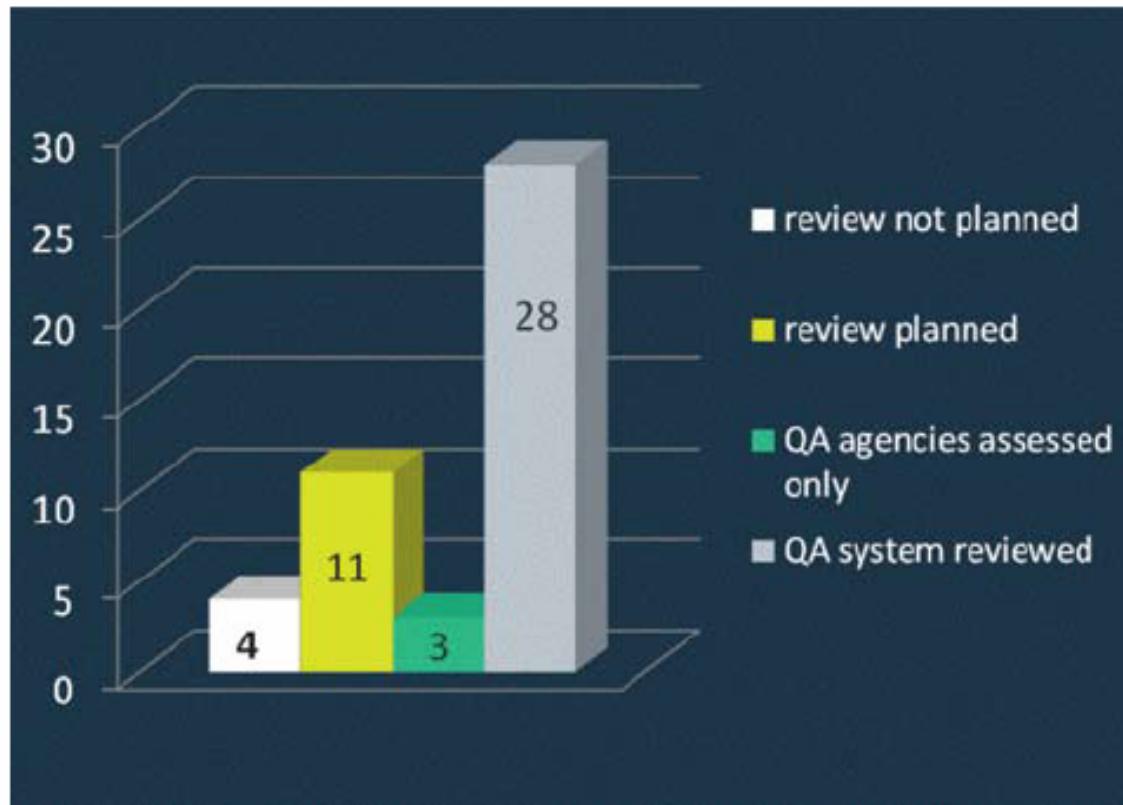
# Bologna Achievements (1999-2009) Quality Assurance



# Bologna Achievements (1999-2009) Quality Assurance



Figure 11. Reviewing QA system against ESG (number of countries giving each answer)

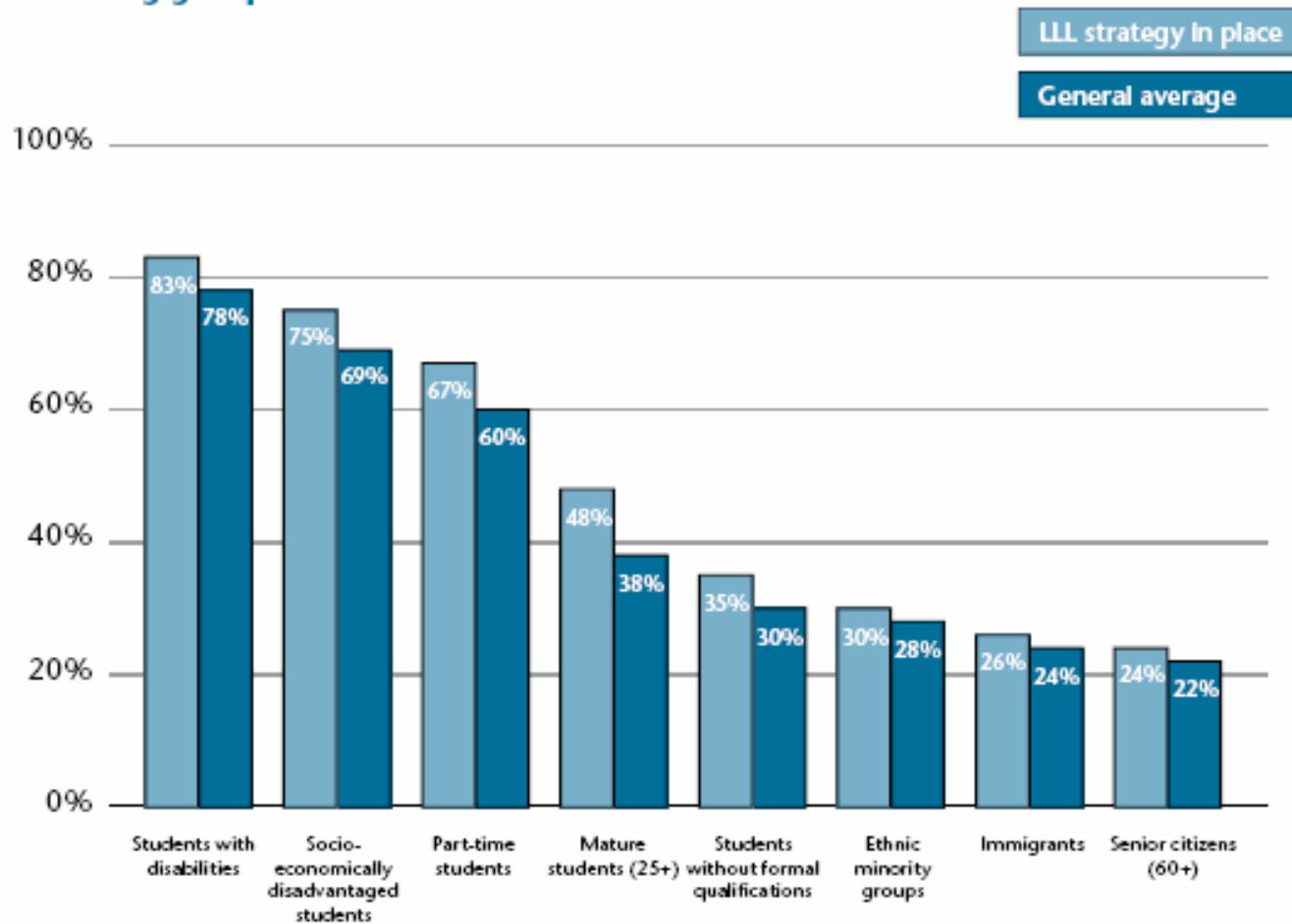




# Bologna Achievements (1999-2009) Social Dimension



**Table 24. Q43. Do you have special policies in place to address the needs of the following groups?**

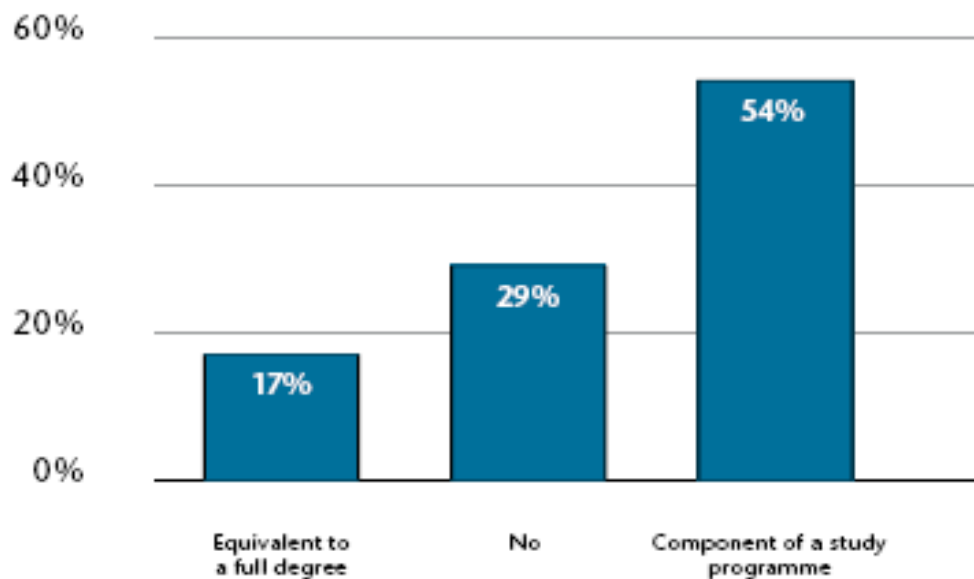


# Bologna Achievements (1999-2009)

## Social Dimension



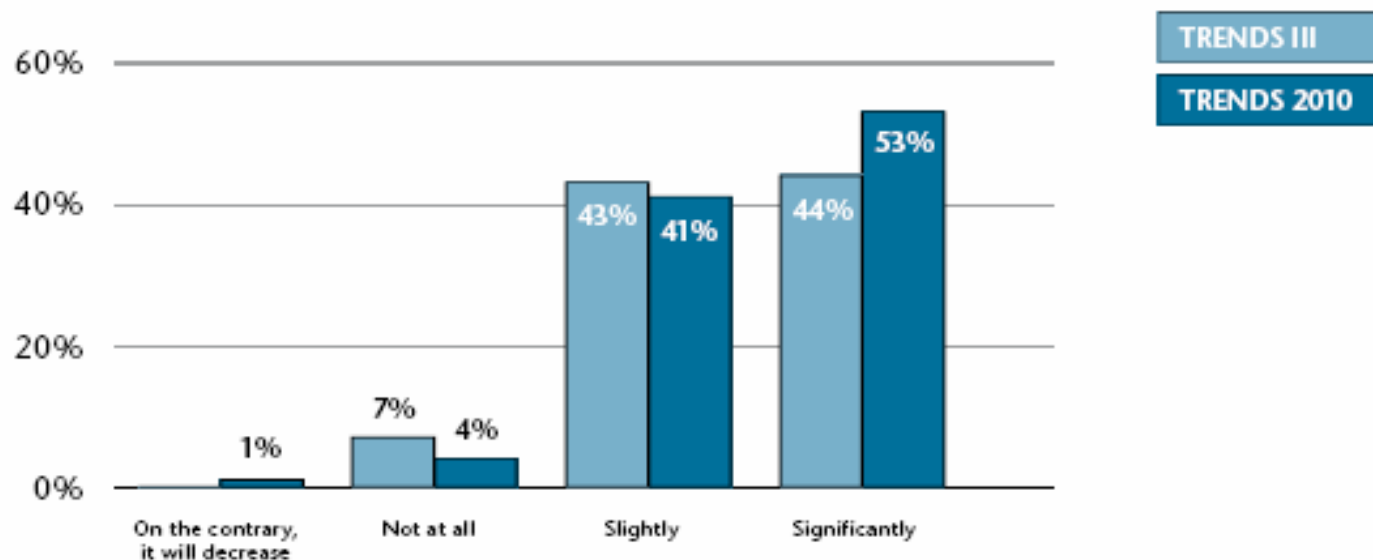
**Table 19. Q24. Does your institution recognise prior learning (e.g., work experience)?**



# Bologna Achievements (1999-2009) Mobility



**Table 26. Q37. Do you expect that the three-cycle structure provides more opportunities for students to move from one institution to another for the next cycle of study - e.g. from Bachelor to Master (vertical mobility)?**

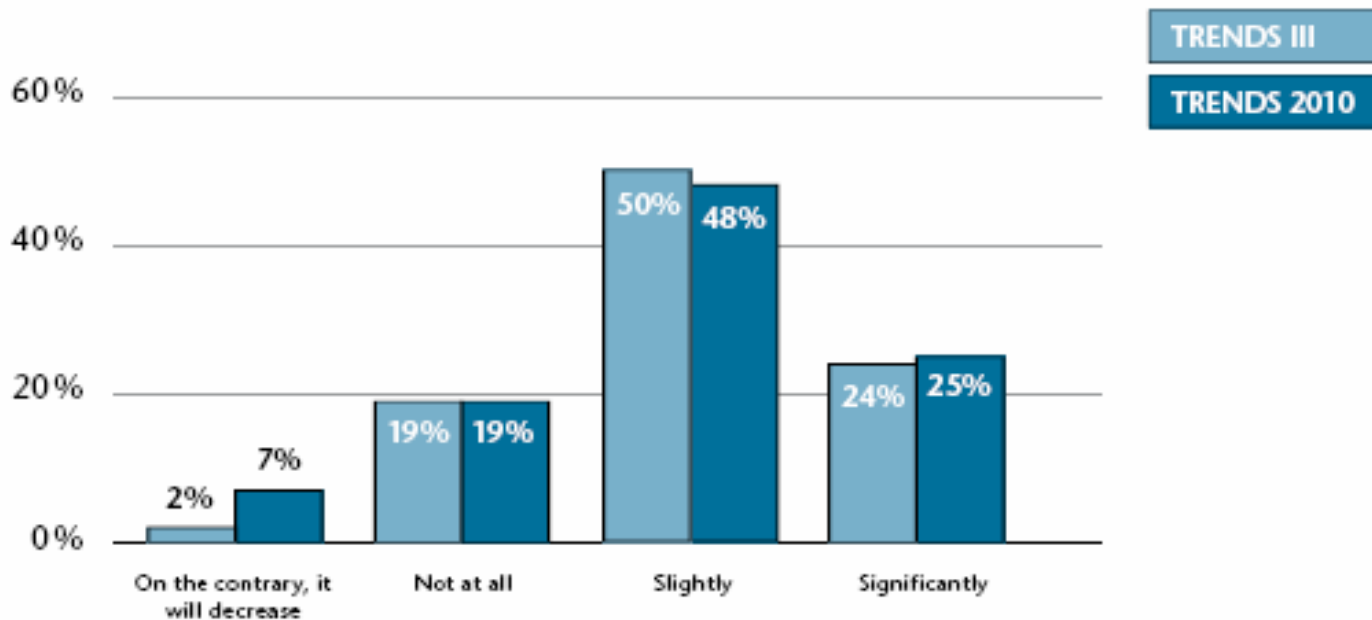


# Bologna Achievements (1999-2009)

## Mobility



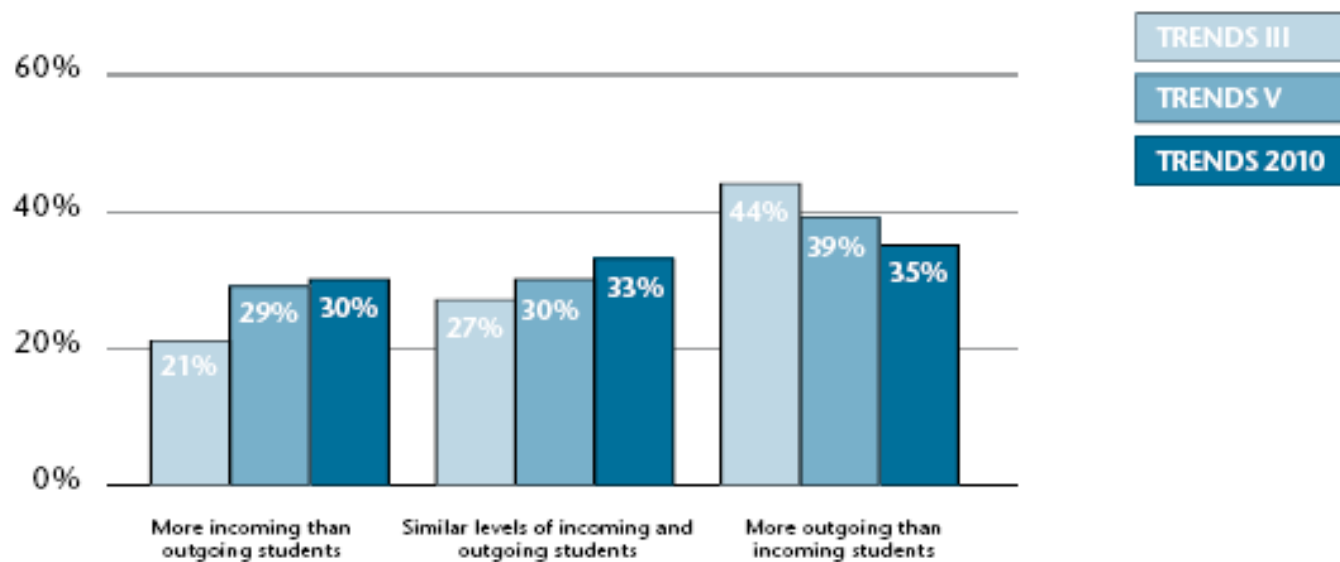
**Table 27. Q36. Do you expect that the three-cycle degree structure provides more opportunities for students to move from one faculty or institution to another within a degree cycle (horizontal mobility)?**



# Bologna Achievements (1999-2009) Mobility



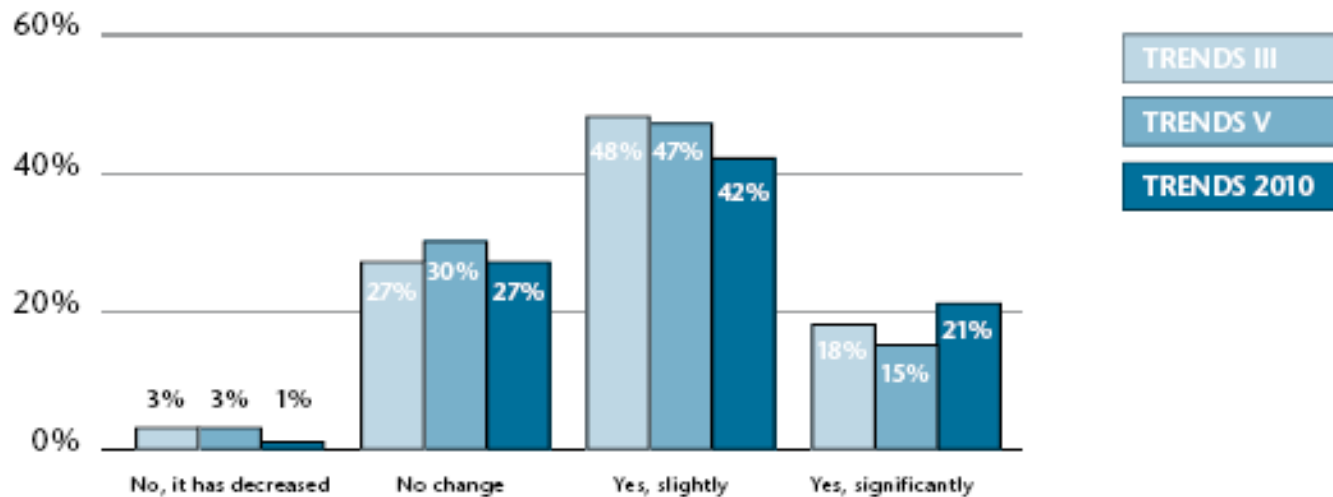
**Table 28. Q34. Comparing incoming and outgoing student mobility, what is the balance?**



# Bologna Achievements (1999-2009) Mobility



**Table 30. Q35. Has teaching staff mobility increased at your institution over the last three years?**



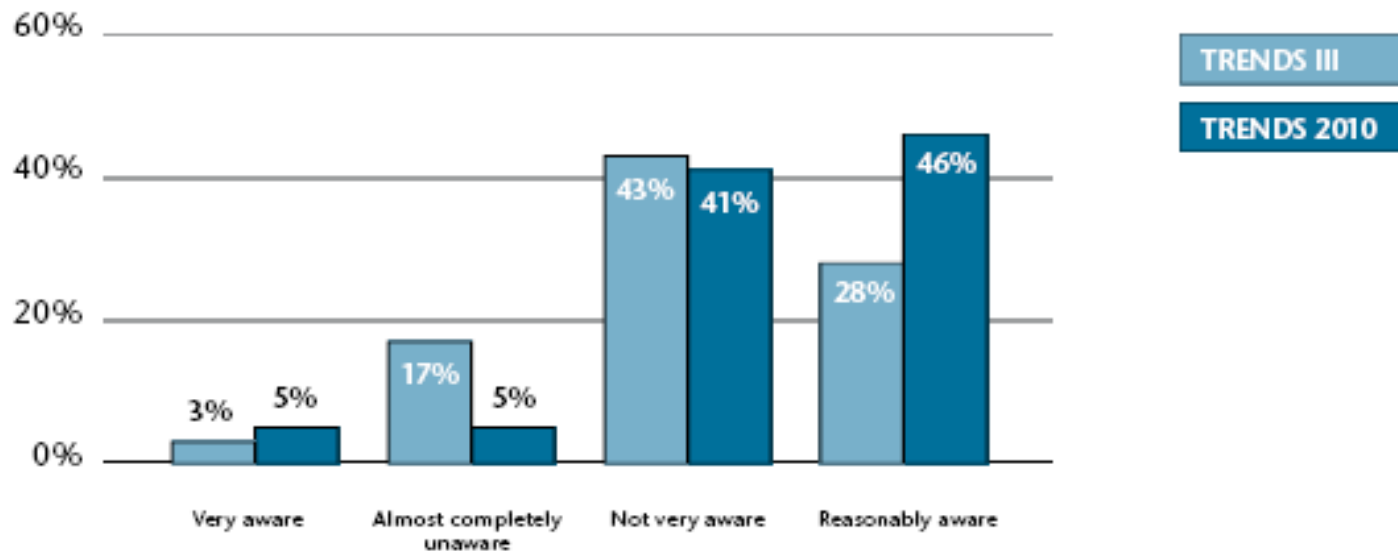
- > Information is at the basis of the recognition process
  - Transparent
  - Precise
  - Easy of access
- > Lisbon Recognition Convention
- > ENIC-NARIC network is a key player in the information process
  - Mediterranean Recognition Information Centers (MERIC)



# Bologna Achievements (1999-2009) Recognition



**Table 21. Q25. To your knowledge, how aware are the academic staff in your institution of the provisions of the Lisbon Convention and recognition procedures, in general?**

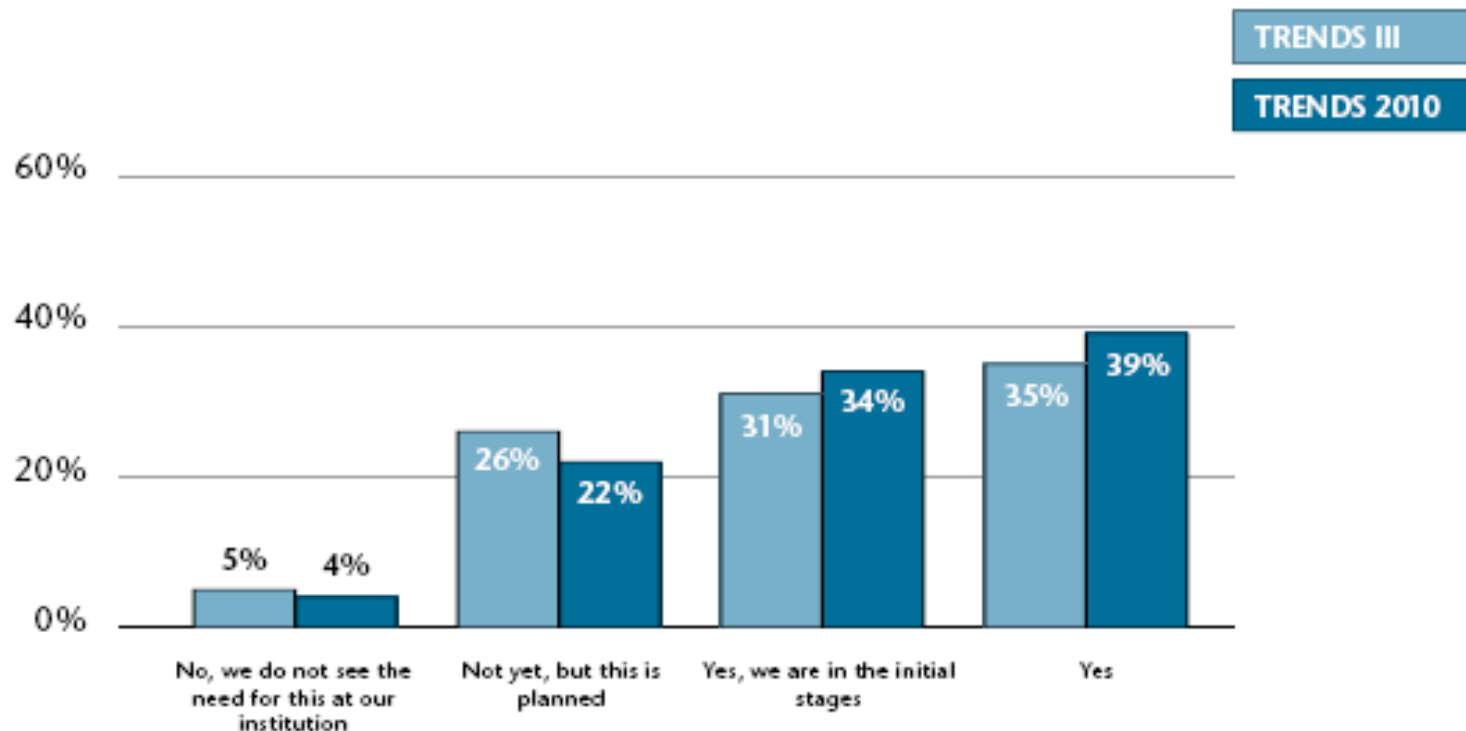




# Bologna Achievements (1999-2009) Lifelong Learning



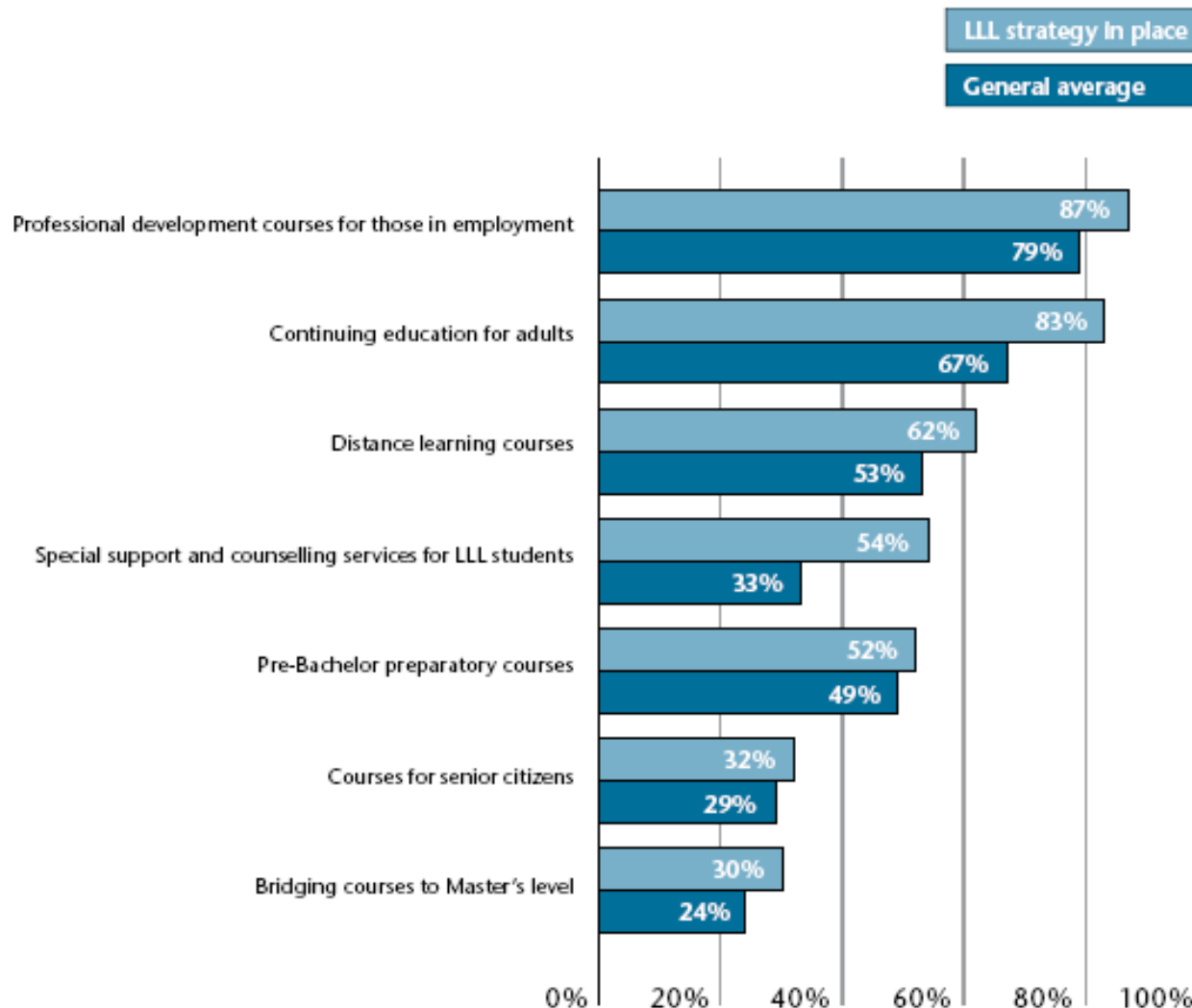
**Table 22. Q41. Has your institution developed an overall strategy regarding Lifelong Learning (LLL) initiatives?**



# Bologna Achievements (1999-2009) Lifelong Learning



**Table 23. Q42. Does your institution offer any of the following?**



## > Priorities for the next decade

- **Social dimension (40% with HE degree in 2020)**
- **Lifelong learning**
- **Employability**
- **Student-centered learning and the teaching mission**
- **Education, research and innovation**
- **International Openness**
- **Mobility (20% with abroad studying period)**
- ...



## > 2009-2012 working groups

- Social dimension
- Qualification Frameworks
- International Openness
- Mobility
- Recognition
- Reporting
- Transparency mechanisms





- > Bologna Process is an excellent reference for the Lebanese Higher Education
- > Being part of the process would accelerate the modernization process of the Lebanese Higher Education



- > “1999-2010 The Making of Bologna”  
Pavel Zgaga
- > “Focus on Higher Education in Europe  
2010: The Impact of the Bologna  
Process” Eurydice
- > “Trends 2010: A decade of Change in  
European Higher Education” Andrée  
Sursock, Hanne Smidt



**Thank you**



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