

Lebanon Tempus Information Day 2012



2020 European Higher Education Perspectives: Inspiring the Modernization of the Lebanese Higher Education

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Education and Culture DG

Lifelong Learning Programme



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- > Bologna Process: History and Achievements
- > Europe 2020 and Modernization of the Lebanese Higher Education
- > Ministry Strategic Plan



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) European cooperation in quality assurance	ECTS and Diploma Supplement (DS) Cooperation between quality assurance and recognition professionals	ECTS for credit accumulation Quality assurance at institutional, national and European level	 European Standards and Guidelines for quality assurance adopted	Need for coherent use of tools and recognition practices Creation of the European Quality Assurance Register (EQAR)	Continuing implementation of Bologna tools 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

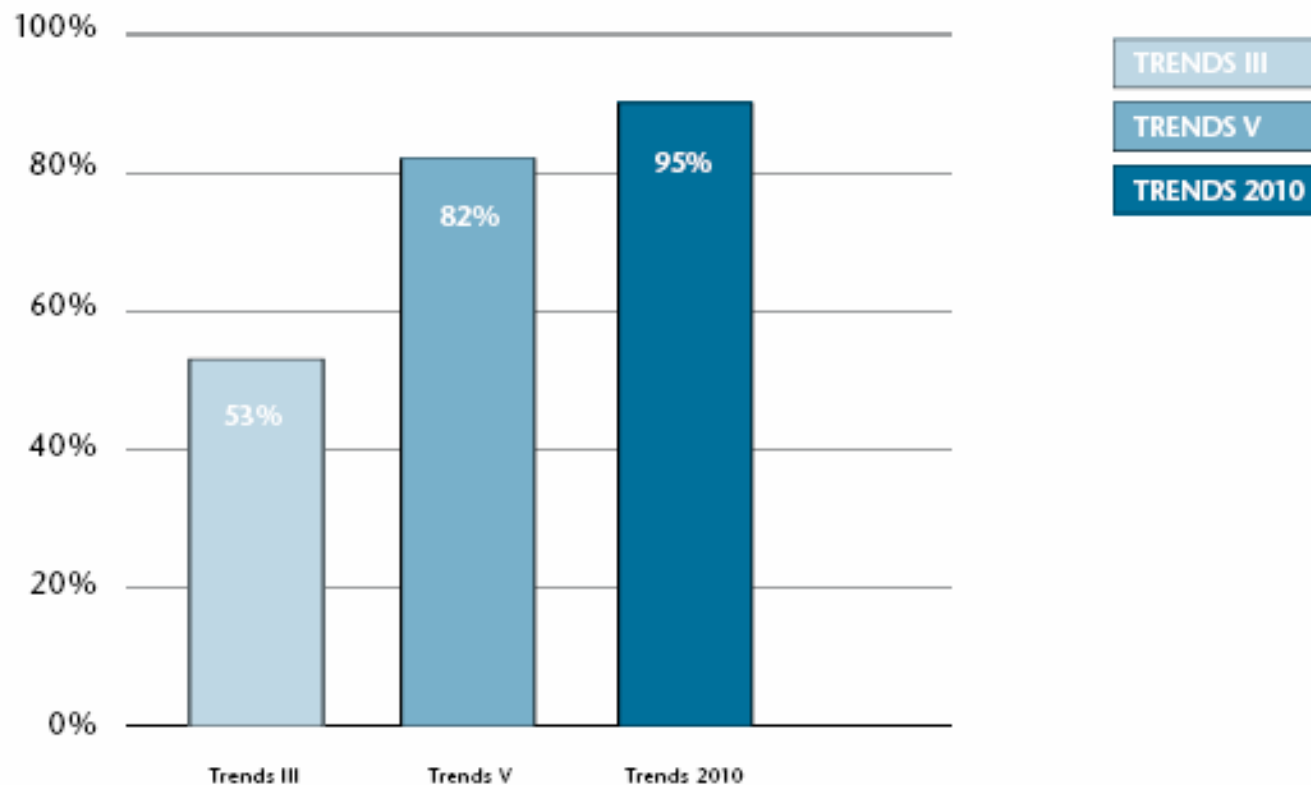
London Communiqué

Leuven/Louvain-la-Neuve Communiqué

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?

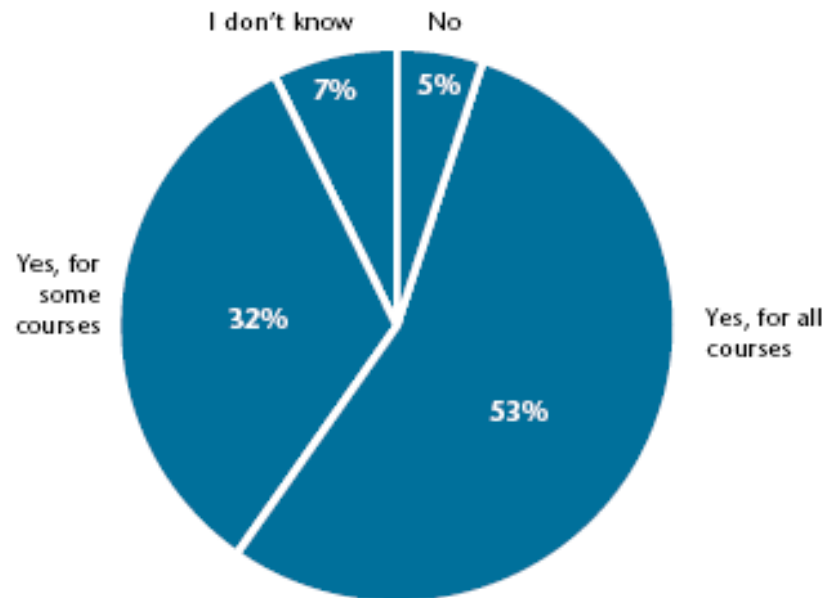


Bologna Achievements (1999-2009)

Structure and Tools: Learning Outcomes



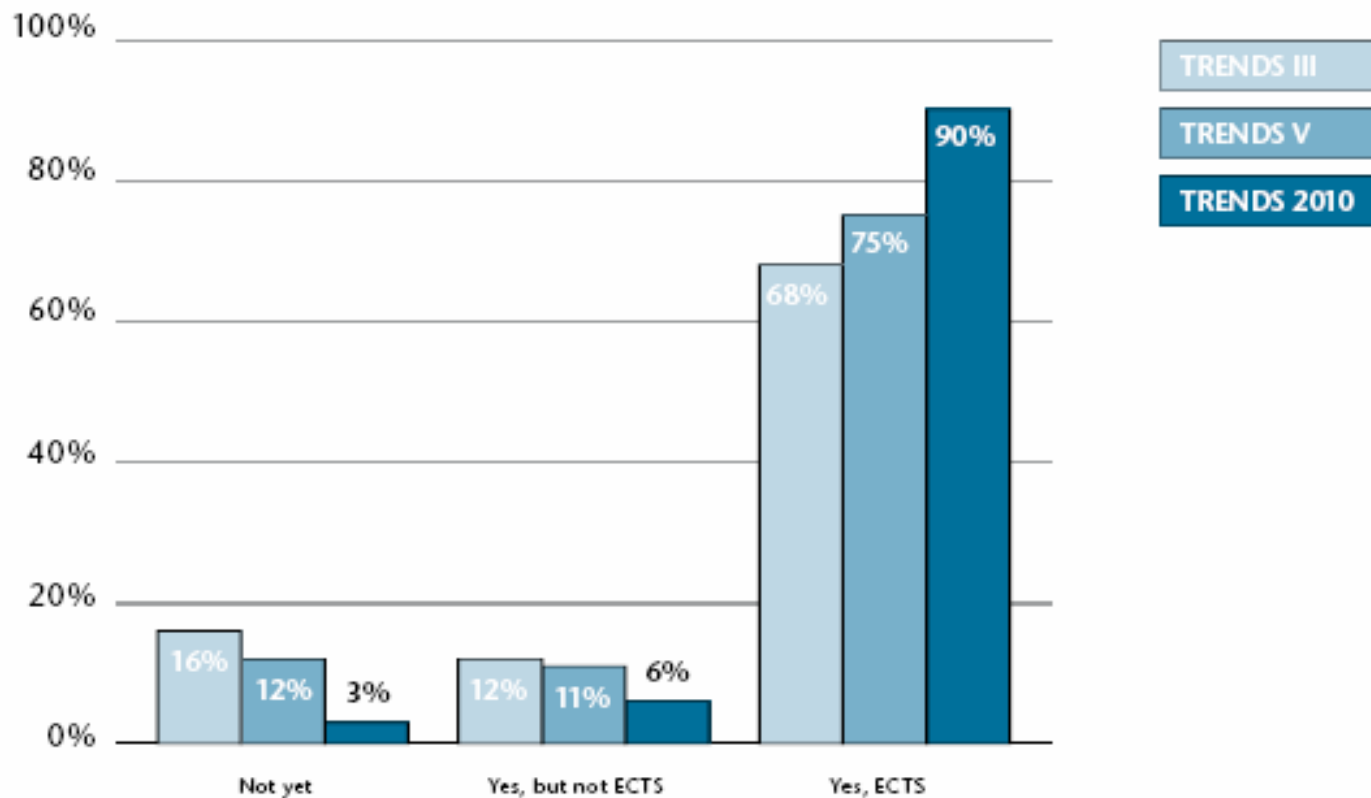
Table 14. Q19. Have Learning Outcomes been developed?



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?

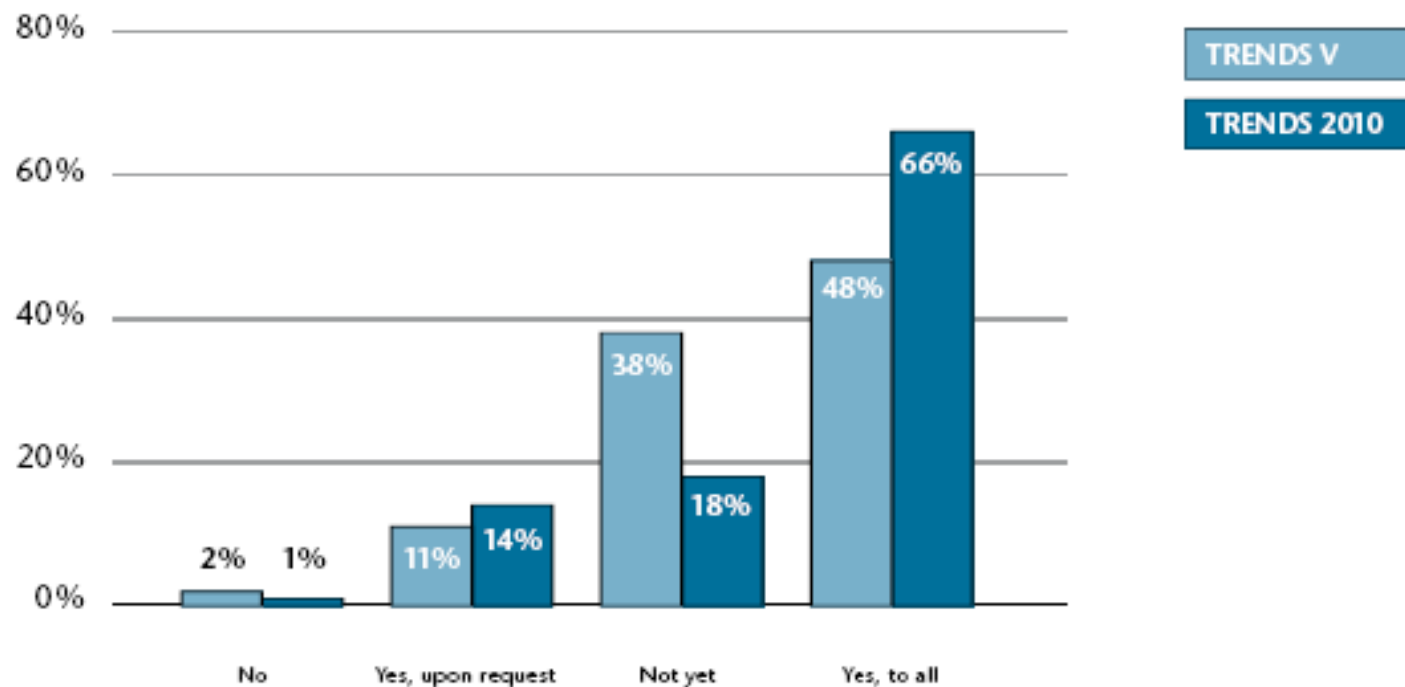


Bologna Achievements (1999-2009)

Structure and Tools: Diploma Supplement



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



Bologna Achievements (1999-2009)

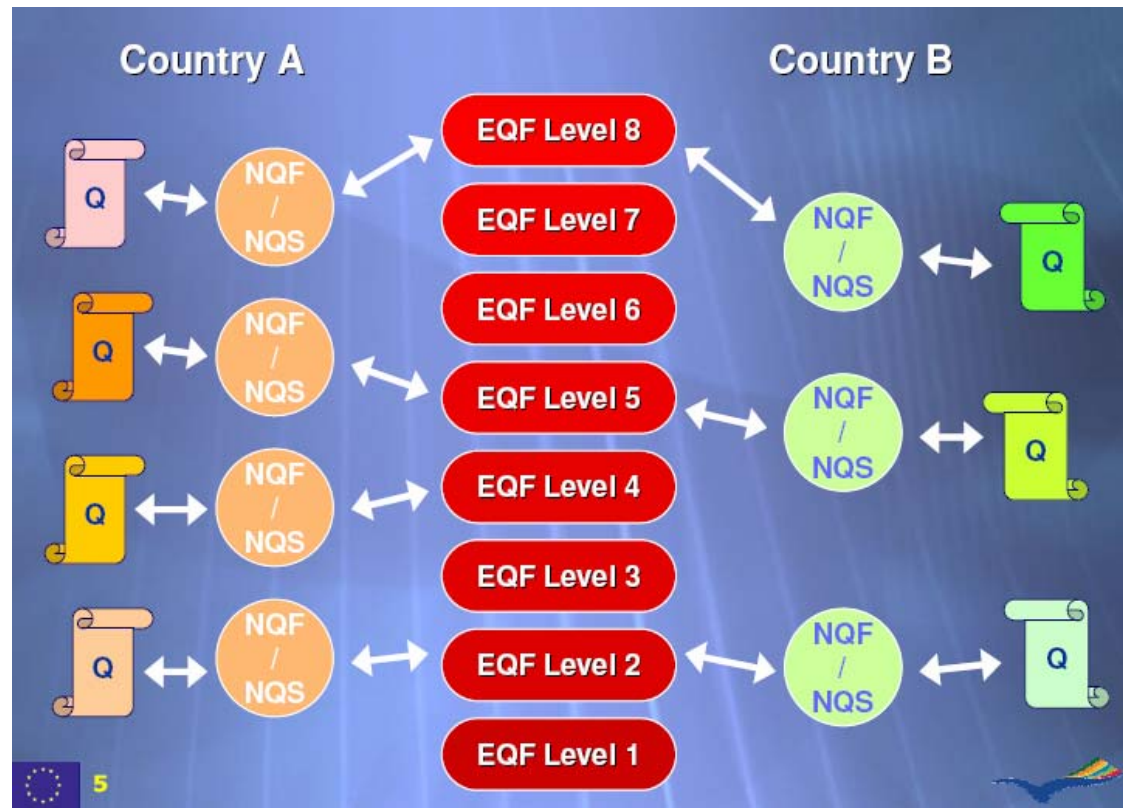
Structure and Tools: EQF



- 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

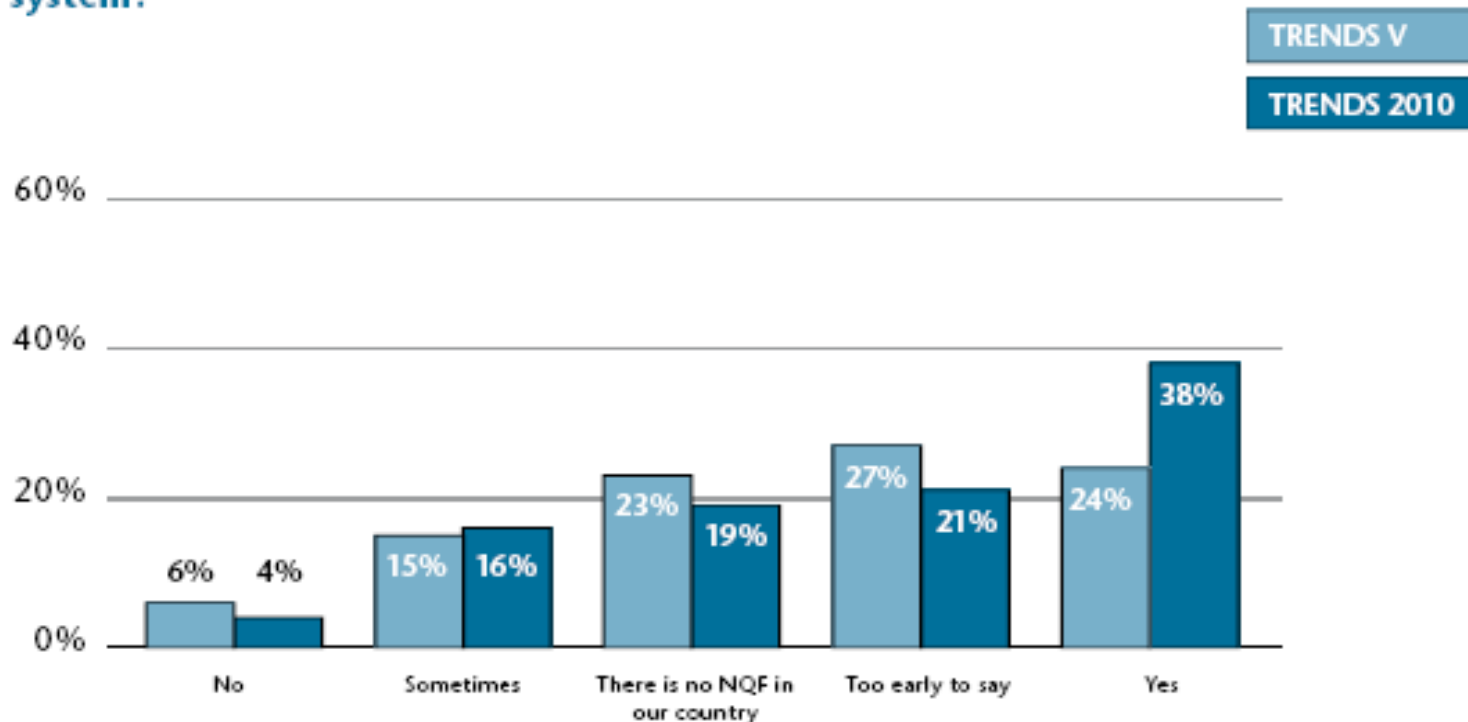


Bologna Achievements (1999-2009)

Structure and Tools: 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?





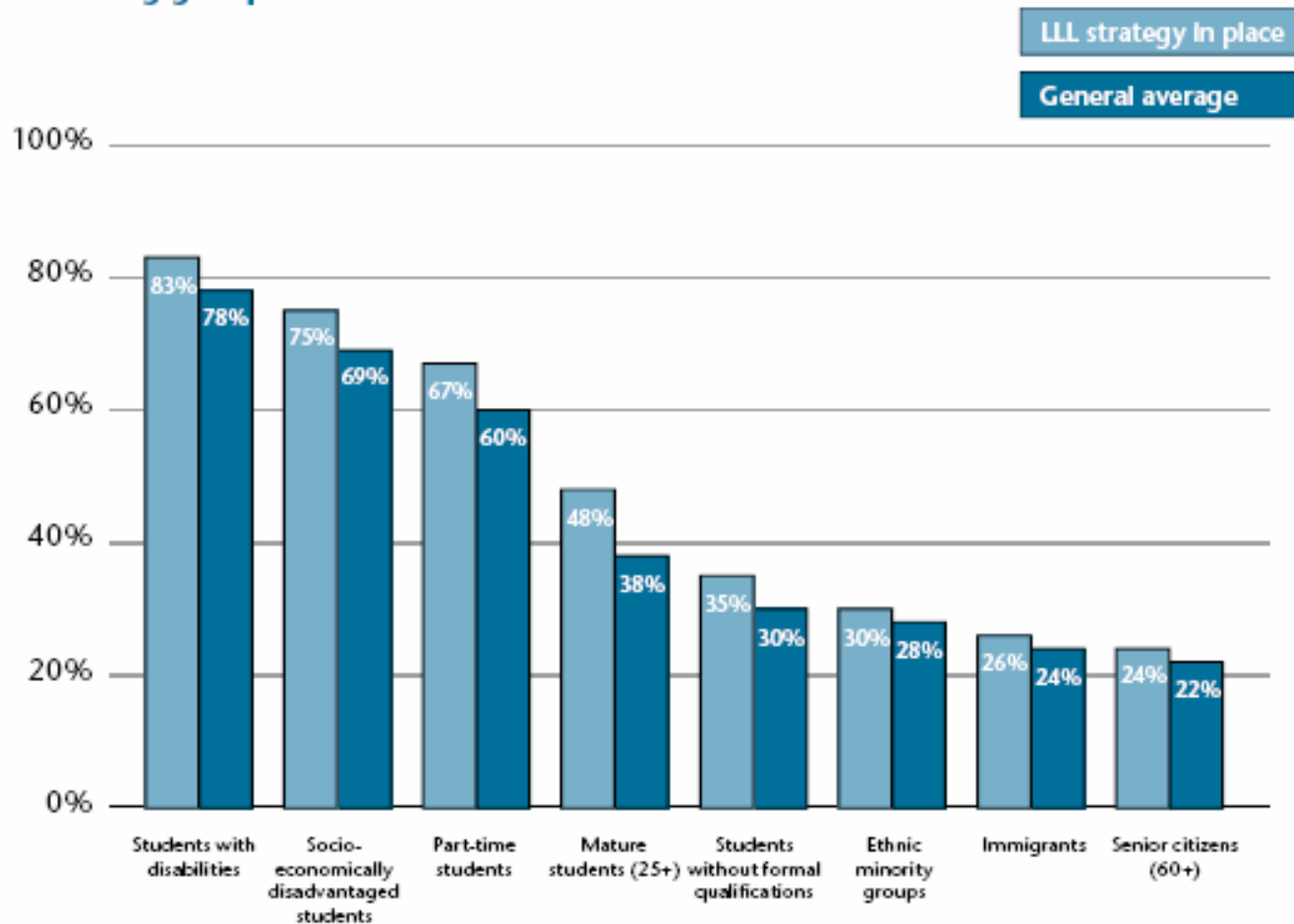
- > Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2005)
- > Creation of Quality Assurance Agencies
- > Development of ENQA
- > Creation of EQAR
 - 24 QA agencies in 11/2010



Bologna Achievements (1999-2009) Social Dimension



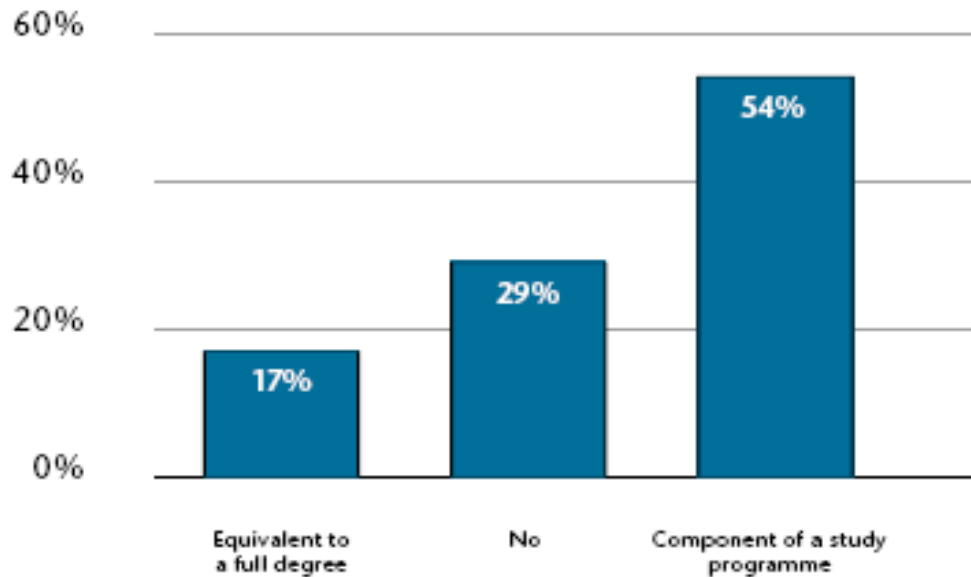
Table 24. Q43. Do you have special policies in place to address the needs of the following groups?



Bologna Achievements (1999-2009) Social Dimension



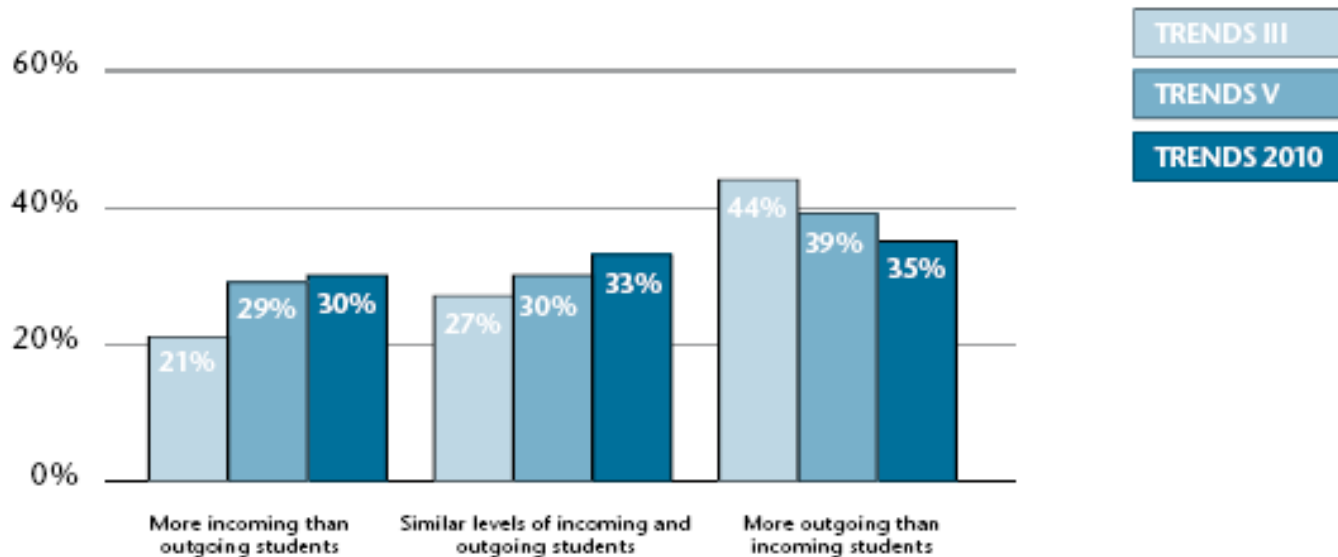
Table 19. Q24. Does your institution recognise prior learning (e.g., work experience)?



Bologna Achievements (1999-2009) Mobility



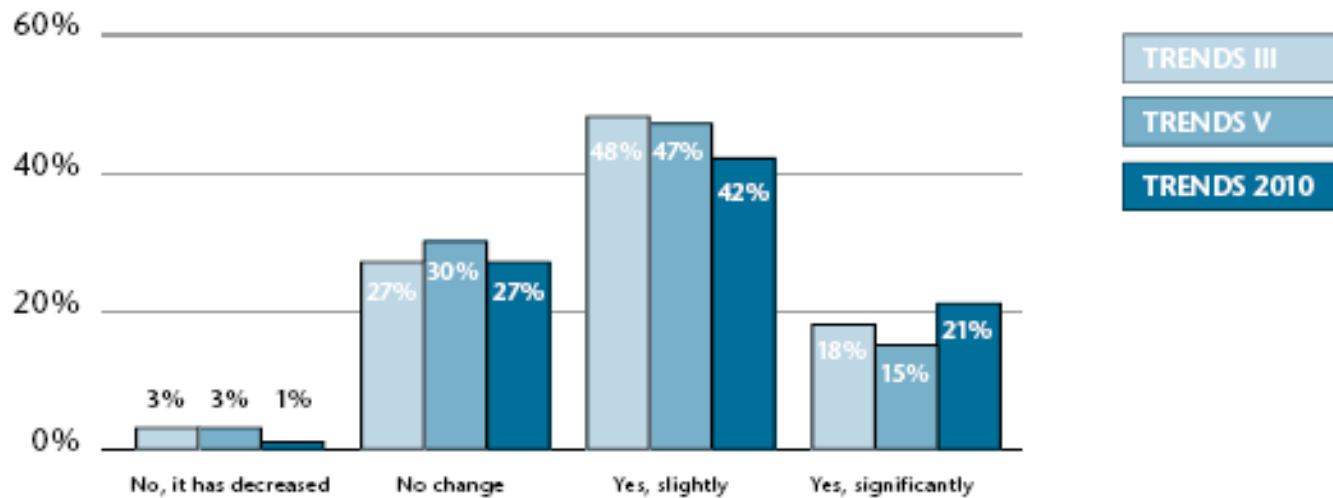
Table 28. Q34. Comparing incoming and outgoing student mobility, what is the balance?



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)

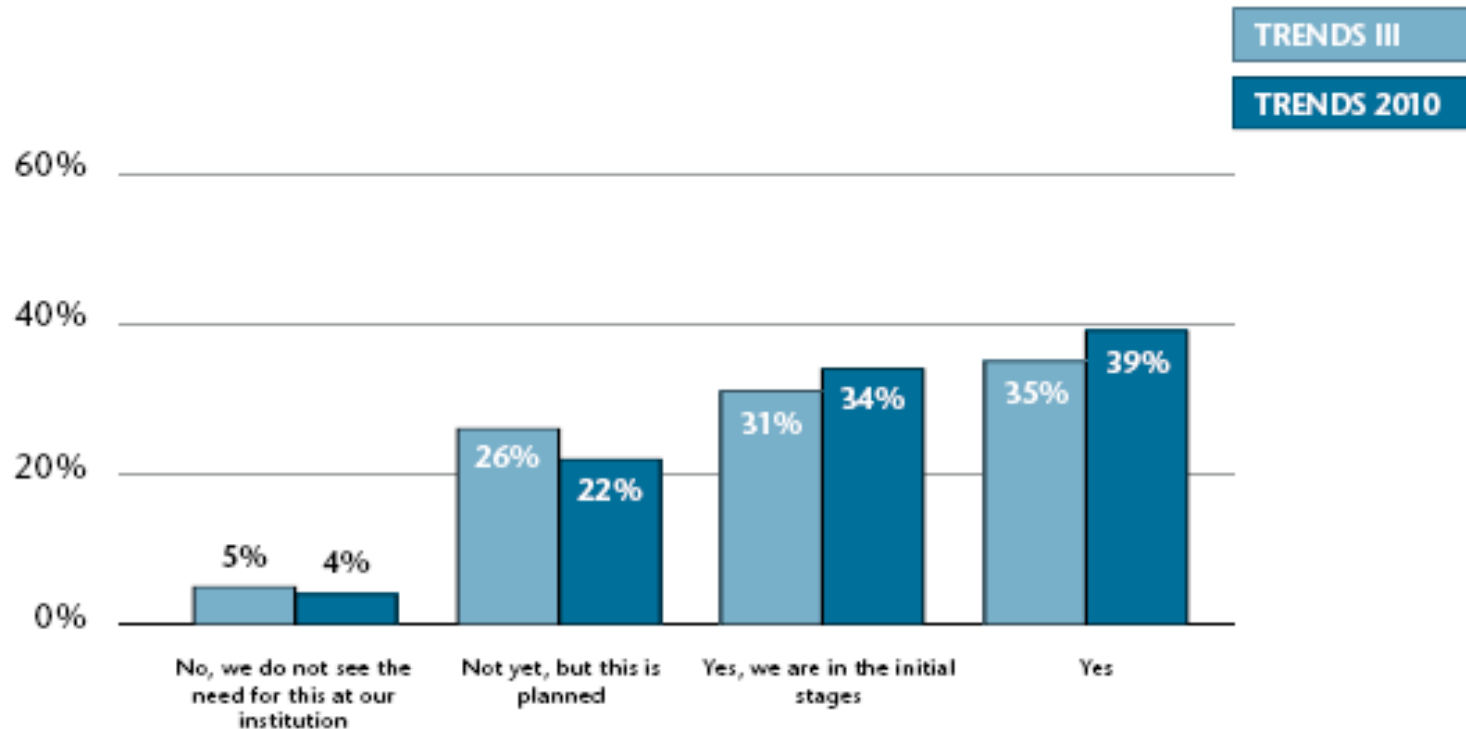


Bologna Achievements (1999-2009)

Lifelong Learning



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



> New Strategic Framework for European Cooperation in Education and Training (ET 2020)

- Adopted by the Council of Europe (May 2009)



- Decision of May 2009 (ET 2020) recognizes
 - in European cooperation The importance of European education and training while valuing 'respecting the Member States and diversity responsibilities
 - Education and training have made a substantial contribution towards achieving the and Lisbon strategy term goals of the-long education and training should remain that anchored in the broader strategy



- **Decision of May 2009 (ET 2020) emphasises**
 - have a crucial role to Education and training"
,economic-socio play in meeting the many
and environmental ,demographic
"challenges technological
 - is an ... human capital in Efficient investment"
s strategy to'essential component of Europe
,sustainable deliver the high levels of
at the ... jobs and growth based-knowledge
,same time as promoting personal fulfilment
"active citizenship and social cohesion



- ET 2020 defined four strategic objectives
- Strategic Objective 1: Making Lifelong Learning and Mobility a Reality
 - Motivation
 - Demographic change
 - Changing economic and social circumstances
 - Aim
 - Coherent and comprehensive lifelong learning strategies
 - Development of NQFs linked to EQF and based on learning outcomes
 - Transparency and recognition of learning outcomes
 - New teaching and learning technologies
 - Mobility respecting European Quality Charter for Mobility

- Strategic Objective 1 and the Lebanese Higher Education

- Motivation

- Not demographic change but rather economic and job market situation pushing for mobility
- Certainly changing economic and social circumstances

- Aim

- Development of a NQF for Lebanon linked to EQF and based on learning outcomes
- Fostering the usage of learning outcomes
- Introducing new teaching and learning technologies
- Respecting Quality Standards



- **Strategic Objective 2: Improving the Quality and Efficiency of Education and Training**

- **Motivation**

- Acquisition of key competences by everyone
- Developing excellence and attractiveness at all levels of education and training

- **Aim**

- Focus on basic skills: literacy, numeracy, linguistic competences, mathematics and sciences
- Ensure high quality teaching
- Improve governance
- Effective quality assurance systems



- **Strategic Objective 2 and the Lebanese Higher Education**

- **Motivation**

- Acquisition of key competences by everyone is also a priority for Lebanon
- Developing excellence and attractiveness at all levels of education and training is also a priority for Lebanon
- In addition, the rapid expansion of the Higher Education

- **Aim**

- Focus on basic skills: literacy, numeracy, linguistic competences, mathematics and sciences
- Ensure high quality teaching
- Improve governance
- Effective quality assurance systems (avoid unnecessary burden on the Higher Education Institutions)
- Promote the Lebanese Higher Education for Mobility
- Foster research activities



- **Strategic Objective 3: Promoting Equity, Social Cohesion and Active Citizenship**
 - **Motivation**
 - Build a Europe with social cohesion and active citizenship
 - Offer access to knowledge and education to everybody irrespective of her/his personal, social and economic circumstances
 - **Aim**
 - Lifelong Learning for all citizens to develop job-specific skills and key competences
 - Foster further learning, active citizenship and intercultural dialogue
 - High quality early childhood inclusive education

- **Strategic Objective 3 and the Lebanese Higher Education**

- **Motivation**

- Social cohesion and active citizenship are also targets for Lebanon
- Offer access to knowledge and education to everybody irrespective of her/his personal, social and economic circumstances is also a need in Lebanon

- **Aim**

- Lifelong Learning for all citizens to develop job-specific skills and key competences: start with a good valorization of fresh graduates competences
- Foster further learning, active citizenship and intercultural dialogue
- High quality early childhood inclusive education: good planning is needed in this direction



- Strategic Objective 4: Enhancing creativity and innovation levels of education and training
 - Motivation
 - Remain competitive at the international level
 - Enterprise development and employability
 - Aim
 - Transversal key competences: digital competence, learning to learn, entrepreneurship, cultural awareness ...
 - Fully functioning knowledge triangle -research-education innovation
 - Partnership with enterprises at all levels
 - Involve different stakeholders in a climate conducive to creativity



- **Strategic Objective 4 and the Lebanese Higher Education**

- **Motivation**

- Remain competitive at the (international) at the regional level
- Enterprise development and employability (Lebanese Higher Education aware of this aspect in view of the Tempus IV proposals)

- **Aim**

- Transversal key competences: digital competence, learning to learn, entrepreneurship, cultural awareness ...
- Fully functioning knowledge triangle innovation -research-education efforts exist in this direction but more planning is needed in)
)Lebanon
- Partnership with enterprises at all levels (A trust building process has to be engaged)
- Involve different stakeholders in a climate conducive to creativity (Clear definition of roles and responsibilities is a must to achieve this point)



- Five benchmarks have been set to measure up the level of attainment of those objectives
 - Adult participation in lifelong learning
 - of adults should participate in %15an average of at least 2020by lifelong learning
 - Low achievers in basic skills
 - ,years olds in reading-15achieving -the share of low 2020by %15mathematics and science should be less than
 - Tertiary level attainment
 - year olds with tertiary educational 34-30the share of 2020by %40attainment should be at least
 - Early leavers from education and training
 - %10it should be less than 2020by
 - Early childhood education
 - years old and the age 4of children between % 95at least ,2020By early for starting compulsory primary education should participate in childhood education

- **Structuring the administration**
 - Define a structure for DGHE
 - Job description for each position in the structure
- **Quality Control**
 - Licensing rules of procedure
 - Within the law for organizing the private higher education sector
 - Decrees relative to quality control and evaluation and site visits
 - Organizing doctoral studies
- **Higher Education Information System**
 - Connect the DGHE with the Higher Education Institutions
 - Support the recognition process

- **Quality Assurance**
 - Law for the Lebanese Quality Assurance Agency
- **National Qualifications Framework**
 - Define the Lebanese NQF
 - Vocational Guidance
- **International Cooperation**
 - European Neighborhood Policy
 - Tempus
 - FP7
 - Erasmus Mundus
 - ...



Conclusions



- > Bologna Process is still an excellent reference for the Lebanese Higher Education
- > Being part of the process would accelerate the modernization process of the Lebanese Higher Education
- > Progress is expected on several modernization activities started in the Lebanese Higher Education
- > Modernization should be essentially within the Higher Education Institutions and would be inspiring the writing of the Tempus proposals



References



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Thank you



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