



Ministry of Education
and Higher Education



TEMPUS Lebanon

National Information Day:
Fifth Call, Tempus Impact and European 2020
Objectives Inspiring Modernization in Lebanon



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READER

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Chapter 1. Message from the Organizers

The Tempus National Information Day occurs in special circumstances this year. Tempus has gradually become a reality in Lebanon since 2002, a little less than 10 years ago. This gives a particular meaning to the information day in 2012 inciting to look back to a well enrooted programme that has succeeded to become a trademark of modernization and development support to the Lebanese Higher Education and to draw some perspectives to the coming years. Another circumstance marks also the information day of this year and is related to the increasing support by the Tempus programme to the Southern Mediterranean region to which Lebanon belongs as a partner. Actually, the support to our region has nearly doubled for this year and this is reflected in the size of the allocated envelope. This shows none of the less the trust in the Tempus programme and its potential capability to support modernizing and developing the regional higher education system.

The National Information Day had always two parts in the previous years. A first part was dedicated to the presentation of the call for proposals providing to the attendees a clear view of the procedures to follow for preparing their proposals. This part also presented the other calls such as Erasmus Mundus. A second part was usually reserved to special issues, often technical related to the modernisation agenda and the lessons from the Bologna process. In this year circumstances, the Tempus Information Day will detail the present fifth call in the context of the increased support to the projects submitted from our region. This first part will also cover issues related

Chapter 4. Background Documents

In the following few pointers are provided in order to help understanding the topics covered in this Information Day. This list is neither exhaustive nor includes the most relevant. It is provided to illustrate some of the points covered.

Fifth Call of Tempus IV:

http://eacea.ec.europa.eu/tempus/funding/2011/call_eacea_25_2011_en.php

Projects Tempus III:

http://eacea.ec.europa.eu/tempus/participating_countries/projects/lebanon.pdf

Projects Tempus IV (2008):

http://eacea.ec.europa.eu/tempus/participating_countries/selection08/lebanon.pdf

Impact of Tempus (Brief description):

http://eacea.ec.europa.eu/tempus/participating_countries/impact/liban.pdf

Council Conclusions ET2020:

<http://warsaw2009.bolognaexperts.net/sites/default/files/Council%2012%20May%20ET2020%20attach%2015.pdf>

Progress towards the European Objectives in Education and Training:

http://ec.europa.eu/education/lifelong-learning-policy/doc/report10/report_en.pdf

Approaches to deal with this subject have to be customized to the Lebanese needs. A long-term plan for this direction is to be defined that includes an integrated support to the Research and the Research in Higher Education in particular.

Five benchmarks have been set at the European level to measure the level of attainment of those objectives. These benchmarks are:

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

to the Erasmus Mundus mobility programme. The second part is dedicated to a strategic view of the Lebanese higher education modernization by showing the impact of the Tempus Programme in the previous years and enumerating some important future needs. The Bologna process has also been an inspiring model that copes with the diversity of the European higher education systems and defines some modernization tools and procedures allowing the European Higher Education Area to face the present global challenges and to remain competitive at the international level. The similarity in diversity and the large set of common challenges made the Bologna process, from the very beginning, an inspiring model for the Lebanese higher education modernizing agenda. The European Council has set new strategic objectives for 2020. Those objectives will be reviewed in the second part of the information day while trying to find out how they could inspire a process allowing the Lebanese Higher Education to face its own challenges. This reader provides few elements about the impact of the Tempus programme on the Lebanese Higher Education. It also describes briefly the 2020 objectives set by the European Council for the European Higher Education. A comparison with the challenges facing the Lebanese Higher Education permits to show how the European Higher Education 2020 objectives may inspire the Lebanese Higher Education development.

Chapter 2. Impact of Tempus on the Lebanese Higher Education and Future Needs

Since 2002 the Tempus Programme has been supporting projects to develop and modernize the higher education in Lebanon and in the region. We have undergone two phases of the Programme: Tempus III (2002-2006) and Tempus IV (2007-2013). Globally, the supported projects are classified into two actions: “Joint Projects” and “Structural Measures”. The Joint Projects are intended to be implemented at institutional level and are based on multilateral partnerships. The Structural Measures seek to the development and reform of education institutions and systems at national level. A third

action exists and is identified as “Accompanying Measures” and covers dissemination activities, studies and consultation with stakeholders. Although Lebanon has benefited from this class of projects (and from the equivalent Individual Mobility in Tempus III) this action will not be discussed here. Besides the division into actions, there is also a distinction between national projects and regional projects. National projects are dedicated to a single partner country. Regional projects are dedicated to the Southern Mediterranean region. Cross regional projects also exist. The following Table summarizes the total number of projects per category. This table shows the significant support by Tempus Programme. By fostering the regional dimension in Tempus IV, the Tempus Programme has increased its global support to the Lebanese higher education and reinforced the regional cooperation. It is worth noting that when considering the total number of Lebanese partners over the total number of partners in all categories and compare it between Tempus III and Tempus IV, the numbers are very similar (0.245 for Tempus III compared to 0.238 in Tempus IV) and are approximately equivalent to 4 non Lebanese partners for every Lebanese partner.

	Tempus III (2002-2006)		Tempus IV (2007-2011)		Tempus All (2002-2011)	
	Number of Projects	Allocated Amount	Number of Projects	Allocated Amount	Number of Projects	Allocated Amount
JP-National	10	K€ 4 693	1	K€ 762	11	K€ 5 455
JP - Regional	6	K€ 2 332	12	K€ 12 018	18	K€ 14 350
SM - National	4	K€ 511	1	K€ 570	5	K€ 1 081
SM - Regional	2	K€ 125	2	K€ 2 057	4	K€ 2 182
Total	22	K€ 7 661	16	K€ 15 407	38	K€ 23 068

◆ Strategic Objective 3: Promoting equity, social cohesion and active citizenship

The aim is to enable all citizens irrespective of their personal, social and economic circumstances to acquire, update and develop over a lifetime both job-specific skills and key competences and to foster further learning, active citizenship and intercultural dialogue. Educational disadvantage should be addressed by providing high quality early childhood education and targeted support and, by promoting inclusive education.

Promoting equity, social cohesion and active citizenship seem also to form an objective for the Lebanese Higher Education. Lebanon offers an ideal environment for intercultural dialogue studies and efforts. Early childhood education and inclusive education need to be developed and fostered. Good planning in this direction needs to be set.

◆ Strategic Objective 4: Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

"Creativity and innovation are crucial to enterprise development and to Europe's ability to compete internationally. A first challenge is to promote the acquisition by all citizens of transversal key competences such as digital competence, learning to learn, a sense of initiative and entrepreneurship, and cultural awareness. A second challenge is to ensure a fully functioning knowledge triangle of education-research-innovation. Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted with a view to creating a climate conducive to creativity and better reconciling professional and social needs, as well as individual well-being".

The Lebanese Higher Education sector is aware and sensitive to the aspects covered by this objective. The number of proposals in this direction in the Tempus IV programme proves this. However, the

on relevant learning outcomes and their link to the European Qualifications Framework, the establishment of flexible learning pathways and increased transparency and recognition of learning outcomes. It also calls for the development of new teaching and learning technologies. Mobility and learning abroad is also encouraged while respecting the European Quality Charter for Mobility.

This should be also an objective for the Lebanese higher education. It may not be motivated by the demographic changes but certainly the regular need to update and develop skills in line with changing economic and social circumstances. The structures should be adapted to support the moving towards this objective. The development of national qualifications system in Lebanon is a must in this direction. The efforts in this direction have considered till now the European Qualifications Framework. However, this activity needs to be further developed and enhanced.

- ◆ **Strategic Objective 2:** Improving the quality and efficiency of education and training

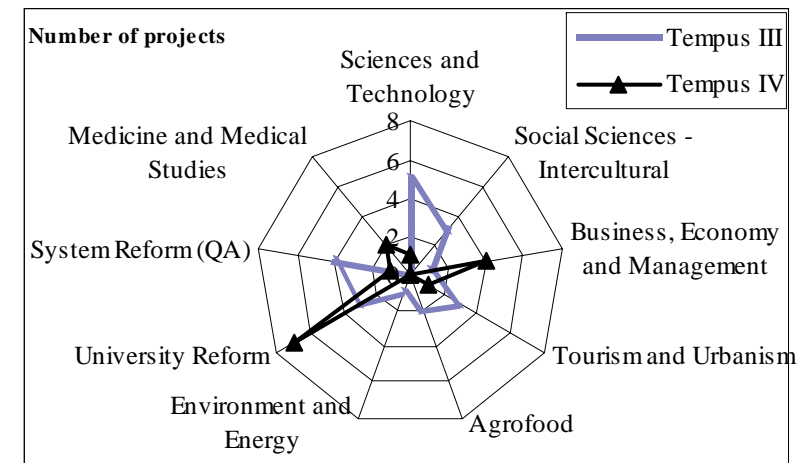
This objective calls for ensuring the acquisition of key competences by everyone, while developing the excellence and attractiveness at all levels of education and training. This should be achieved in a sustainable way with a focus on basic skills such as literacy, numeracy, and making mathematics science and technology more attractive and strengthening linguistic competences. It also calls for ensuring high quality teaching, improving governance and leadership and, developing effective quality assurance systems.

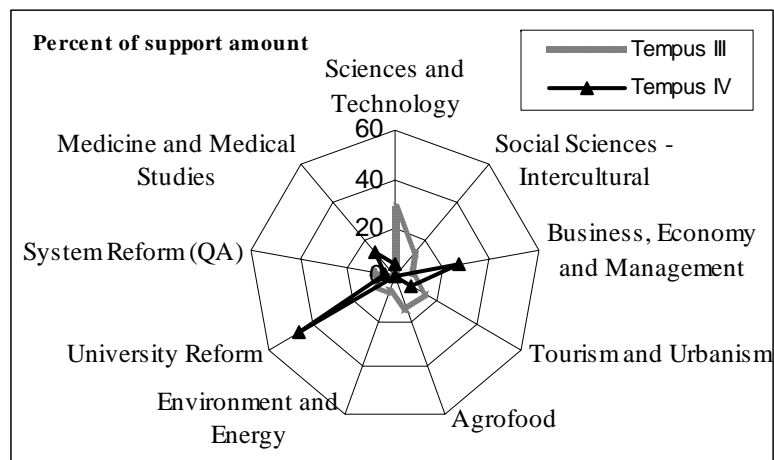
Quality assurance is on the modernization agenda for the higher education in Lebanon since few years. The developments in this regard have not been very fast. However, some efforts have been spent and need to be pursued. The recent developments in the higher education sector require a supporting reliable quality assurance system in order to assure that we are moving towards the targeted objectives.

One other important aspect is the domains covered by the Tempus projects supported by the programme. The projects are grouped into nine categories that have been chosen a posteriori, i.e. the categories do not exist and are not identified at the submission of the proposals. These categories are:

- ◆ Sciences and Technology (engineering, IT, ...)
- ◆ Social Sciences (Intercultural, ...)
- ◆ Business, Economy and Management (Management, but also leadership, entrepreneurship, innovation, ...)
- ◆ Tourism and Urbanism
- ◆ Agrofood
- ◆ Environment and Energy (Sustainable energy, ...)
- ◆ Medicine and Medical Studies
- ◆ University Reform (Governance, financial autonomy, international affairs office, ...)
- ◆ System Reform (Quality Assurance, Qualifications Framework, ...)

Two graphs are shown in the following representing the number of projects and the percentage amount allocated compared to the global budget for each category respectively. Both are calculated separately for Tempus III and Tempus IV.





Looking at the graphs it is clear that between Tempus III and Tempus IV a shift occurred. While in Tempus III there is a clear trend to develop programmes and curricula in different domains of interest, the trend in Tempus IV is mainly bipolar University reform with the introduction of new offices and functionalities and the business, economy and management but not in the traditional sense but rather in the sense of developing leadership and entrepreneurship. This seems to respond to two well-identified needs at the regional and national levels: the employability of the graduates and the modernization of the institutions to face the modern challenges. However, it is regrettable that minor focus exists towards the development of curricula that deal with new and modern technological development in all fields. It is also regrettable that limited interest exists at the system level.

Based on what preceded, it seems important for the coming years to maintain the current interest in the employability and the institutional reform. However, it is also important to encourage the development of new curricula in modern technologies and in the modernization of the system structures. Reinforcing the role of research in the higher education should also be fostered.

Chapter 3. 2020 European Higher Education Perspectives Inspiring the Modernization of the Lebanese Higher Education

The new strategic framework for European cooperation in education and training (ET 2020) was adopted by the Council of the European Union in May 2009. This framework will carry the work at the European level till 2020. In its decision of May 2009 the European Council emphasises that:

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

It also recognizes:

1. The importance of European cooperation in education and training while valuing European diversity and respecting the Member States' responsibilities.
2. Education and training have made a substantial contribution towards achieving the long-term goals of the Lisbon strategy and that education and training should remain anchored in the broader strategy.

Four strategic objectives have been identified:

- ◆ **Strategic Objective 1:** Making lifelong learning and mobility a reality
This objective is motivated by demographic change and the regular need to update and develop skills in line with changing economic and social circumstances. It calls for coherent and comprehensive lifelong learning strategies, in particular the development of national qualifications frameworks based