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HIGHER EDUCATION REFORM EXPERTS

LEBANESE National Qualification System

By

Dr. Chafic Mokbel

Acting Secretary General of Research Council

University of Balamand

Outline



- National Qualification System
- Tools
 - Student Centered credit based system
 - Diploma Supplement
- Connecting to International Systems
- Lifelong Learning

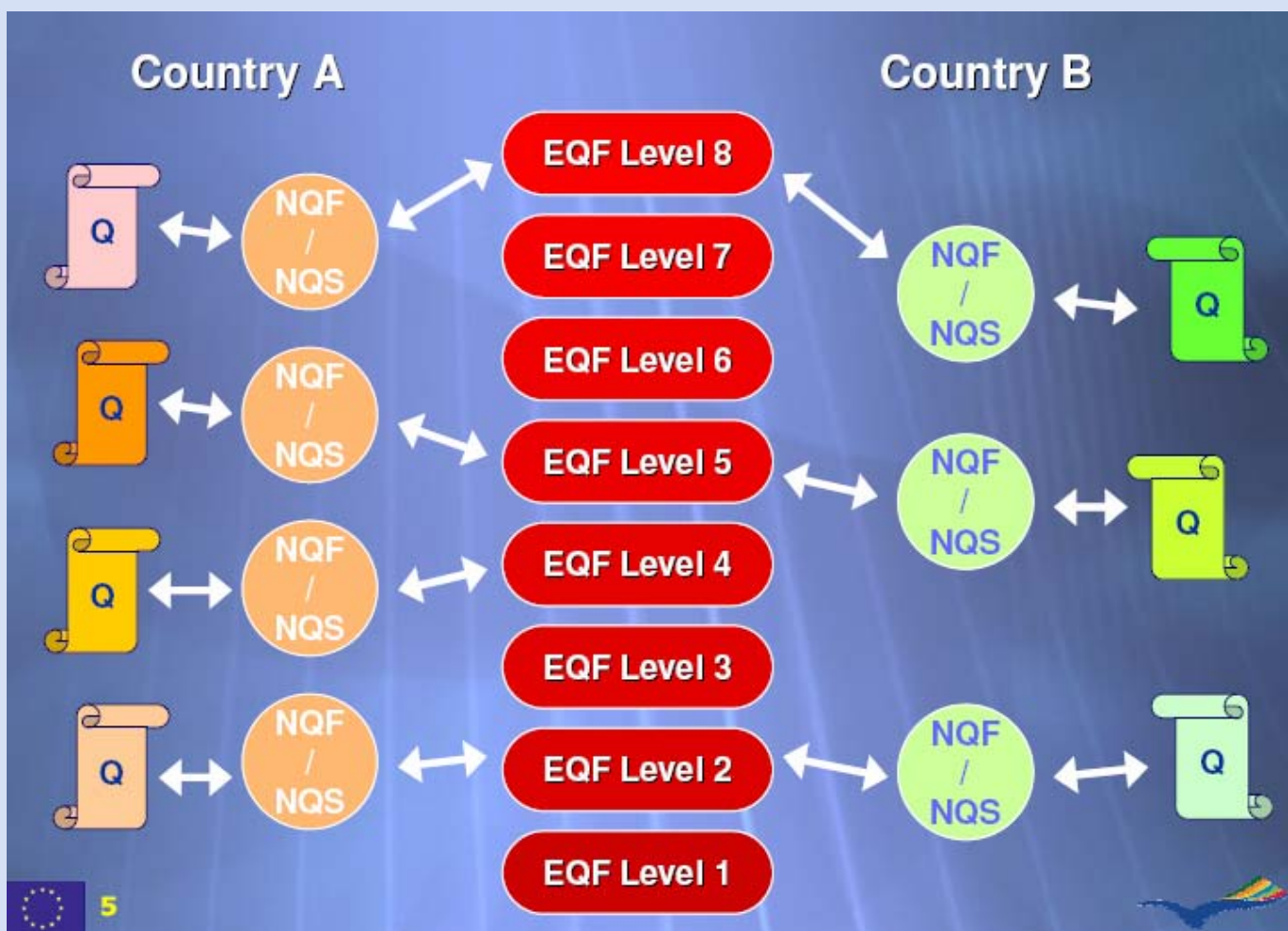
- Conclusions and Perspectives

National Qualification System



- A national qualification system framework
 - Helps employers compare qualifications available
 - Employability of Students
 - Interaction with the society
 - Facilitates the recognition of qualifications
 - National and International levels
 - Mobility
 - Offers a structure to support lifelong learning

European Qualification Framework



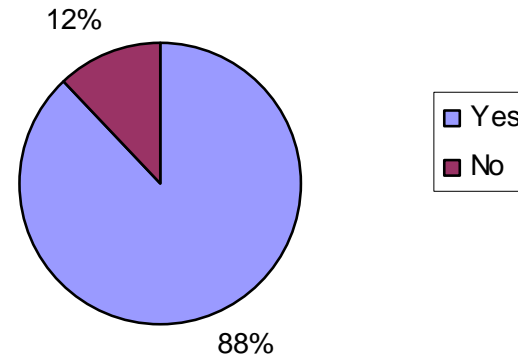
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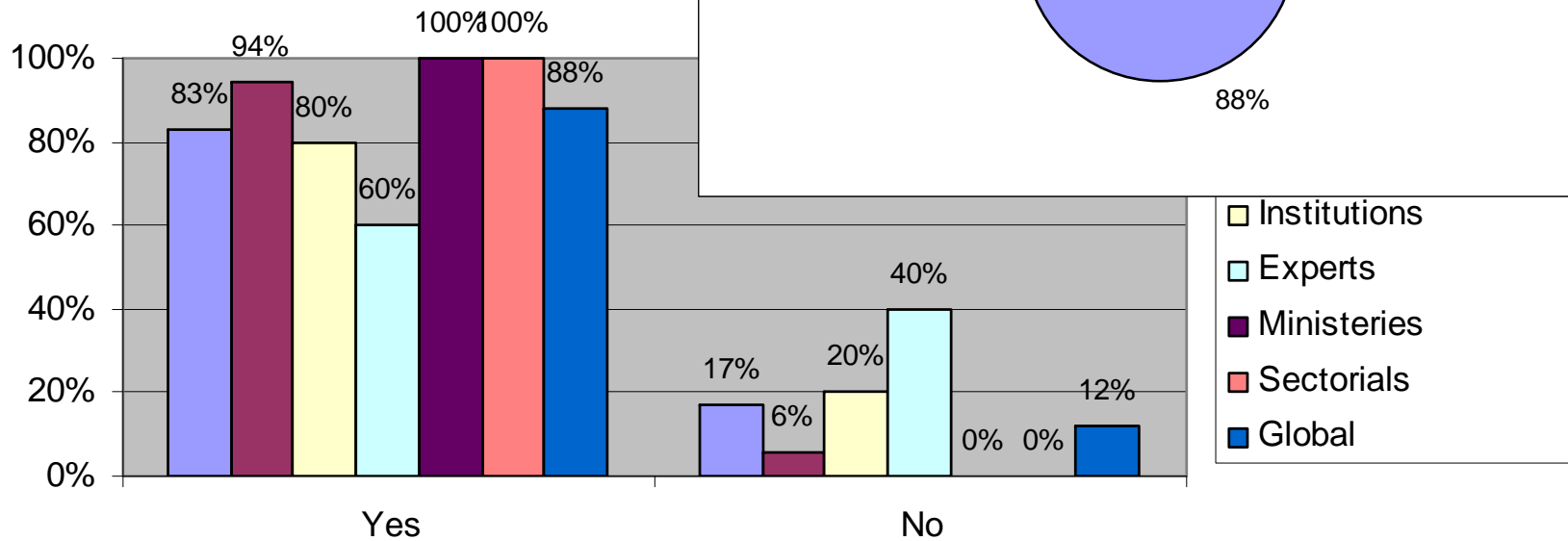
Figel 2007

Need for National Qualification System

Need for a better reading of qualifications?



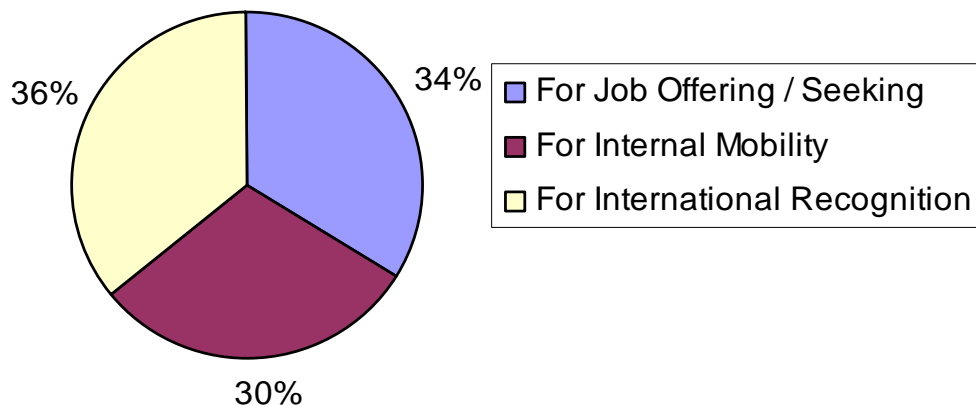
Need for better reading of qual



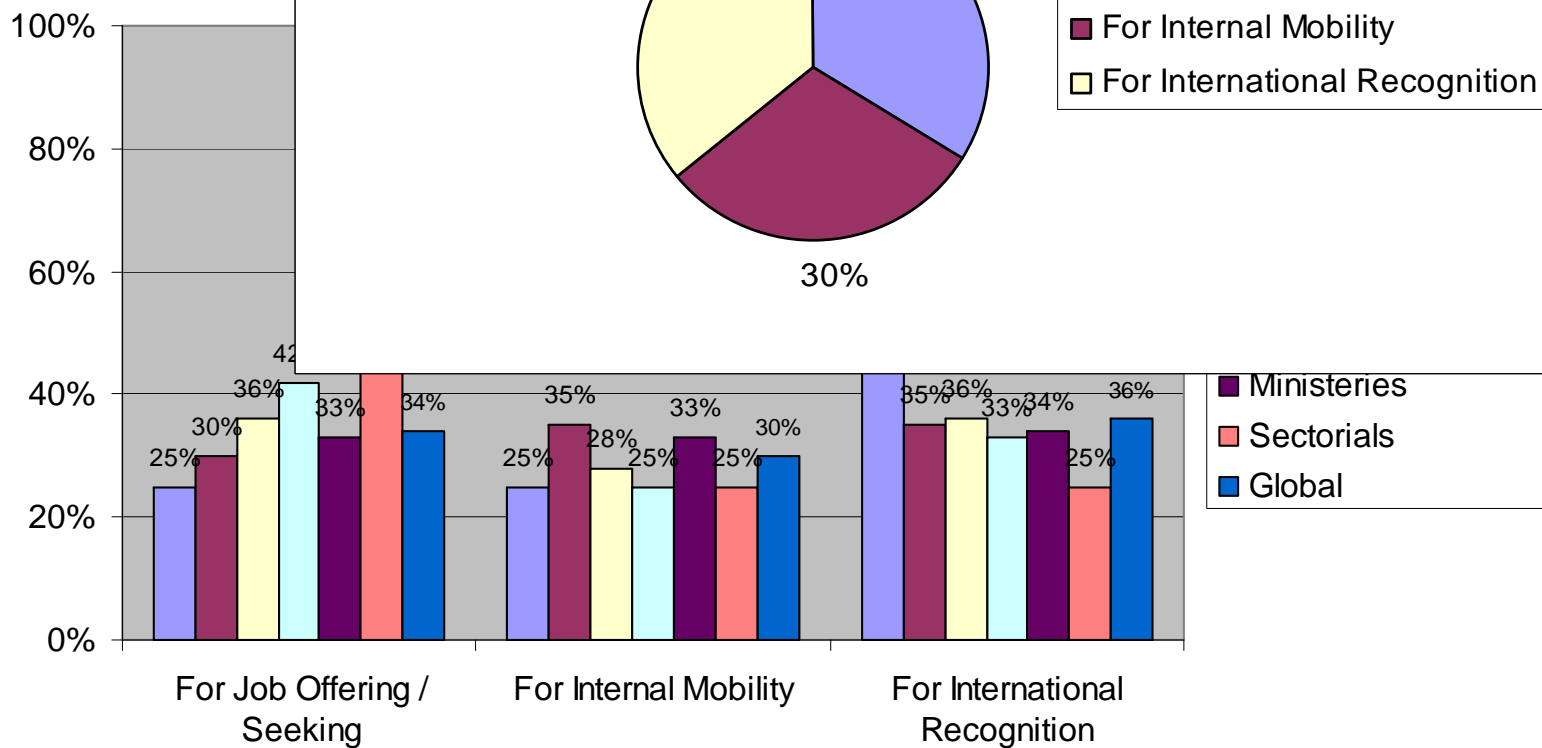
- Institutions
- Experts
- Ministeries
- Sectorials
- Global

Need for National Qualification System

Why national qualifications framework?



Need for National Qualification System

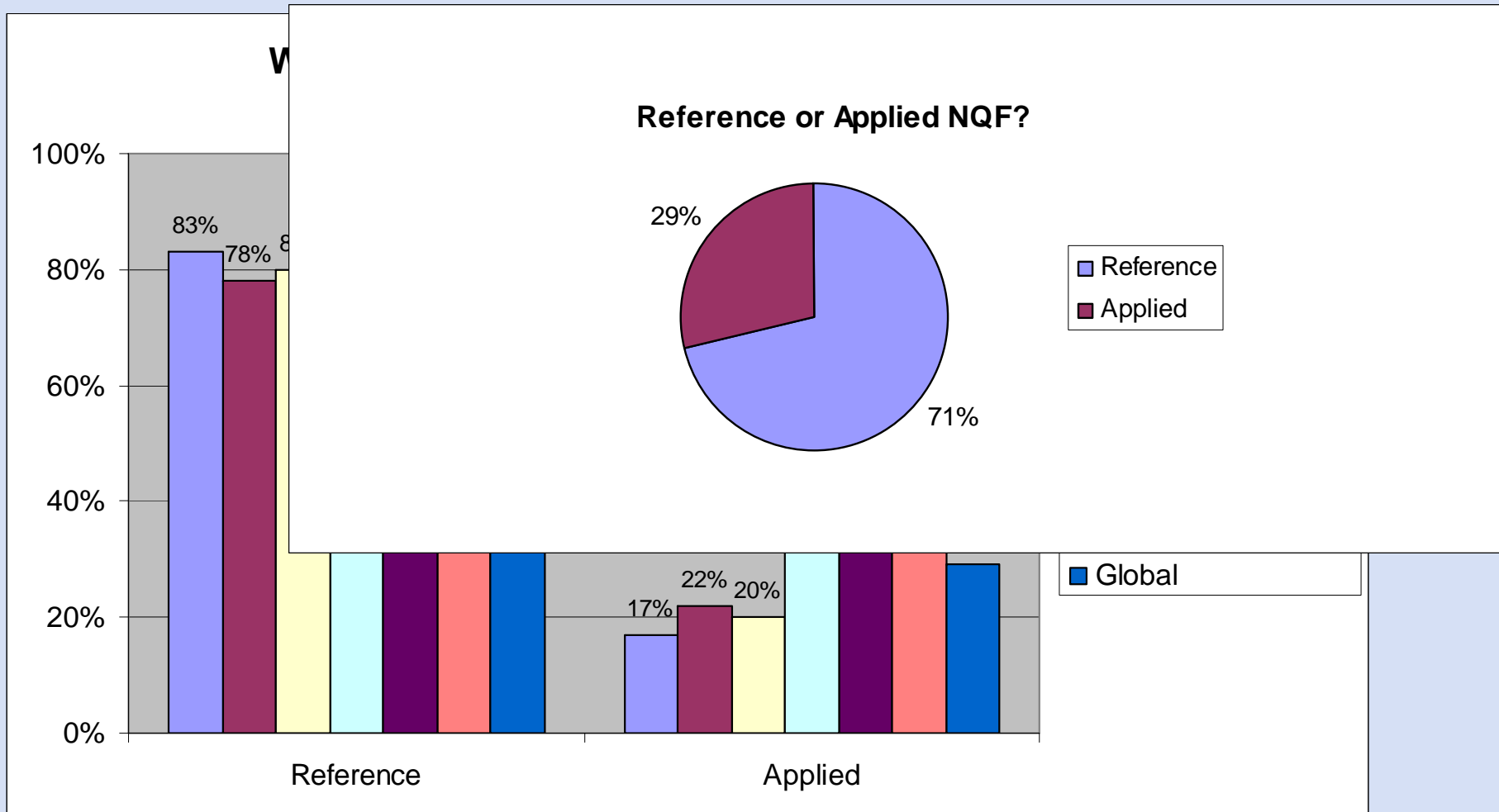


Need for National Qualification System



- There is a clear need for a better reading of qualifications (*Need for harmonization 61%*)
 - Especially non-academic representatives
- This need is identical for:
 - Job market
 - Internal mobility (*crucial 85%*)
 - International recognition

Reference NQF



Reference NQF

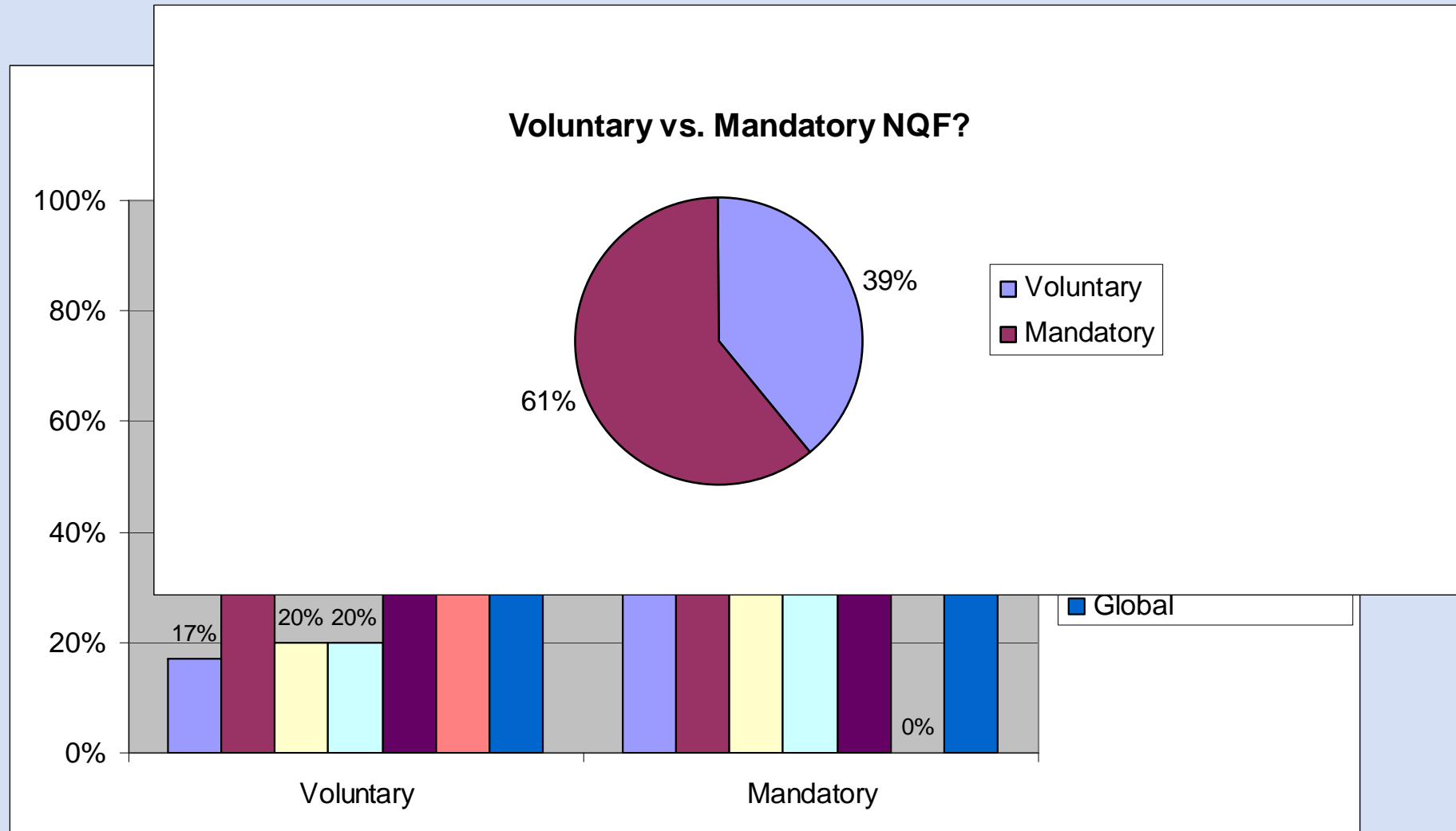


- Some collected comments:
 - “Reference system is desired while keeping current diverse systems”
 - “Reference system respects the freedom of choice , the diversity in our society and economic condition of Lebanese students”
 - “It must be related to all existing systems”
 - “The reference system should be more of a guiding system to the educational institutions”

Reference NQF

- The Lebanese NQF should be a reference system
 - Taking into consideration the diversity of the existing systems
- Good Balance:
 - Opening / Identity
 - Autonomy / Accountability
 - Diversity / Recognition

Voluntary vs. Mandatory NQF



Voluntary vs. Mandatory NQF

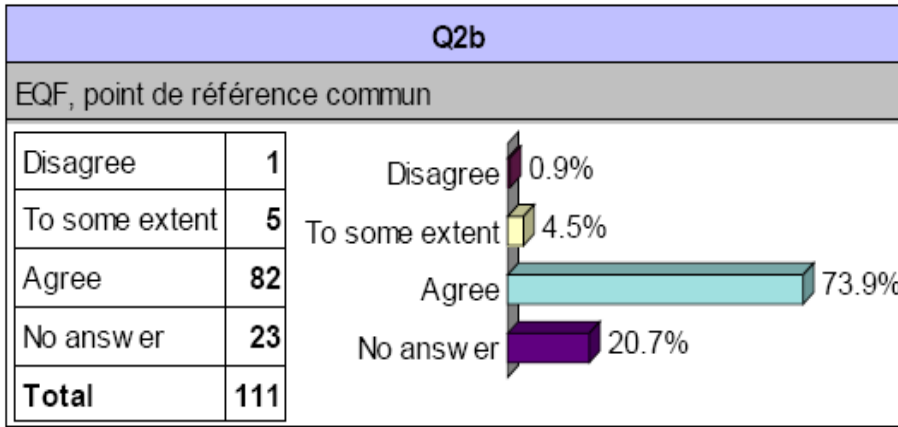


- Some collected comments:
 - “Mandatory implementation ensures quality of education to be exercised”
 - “To be effective, it must be mandatory for all institutions”
 - “Pour qu’il ne soit pas négligé au bout de quelques années”
 - “Pour que l’agence chargée de l’évaluation puisse informer sur le niveau d’évaluation des différentes universités, il est nécessaire que cette dernière soit obligatoire. Ce principe est une garantie pour les étudiants, qui pourront savoir à l’avance si leur université est reconnue ou non.”

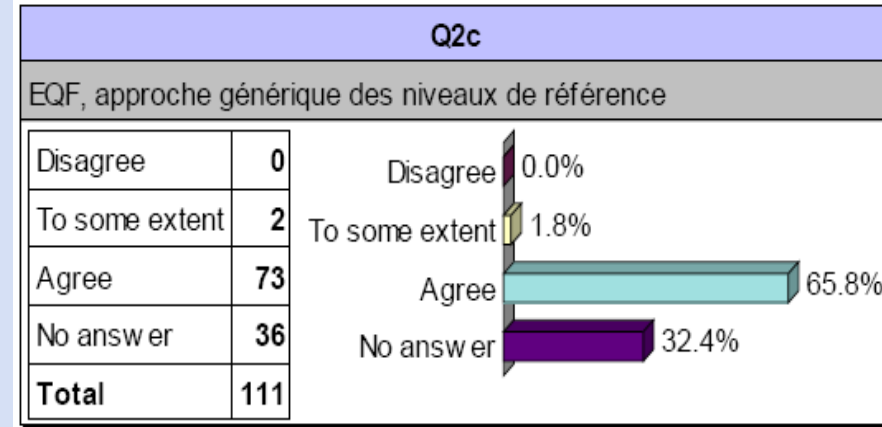
Mandatory NQF

- It is clear that a need for a Mandatory system is here
 - This is not in accordance with the reference system
 - Mainly justified by the fact that a voluntary system is not viable in Lebanon

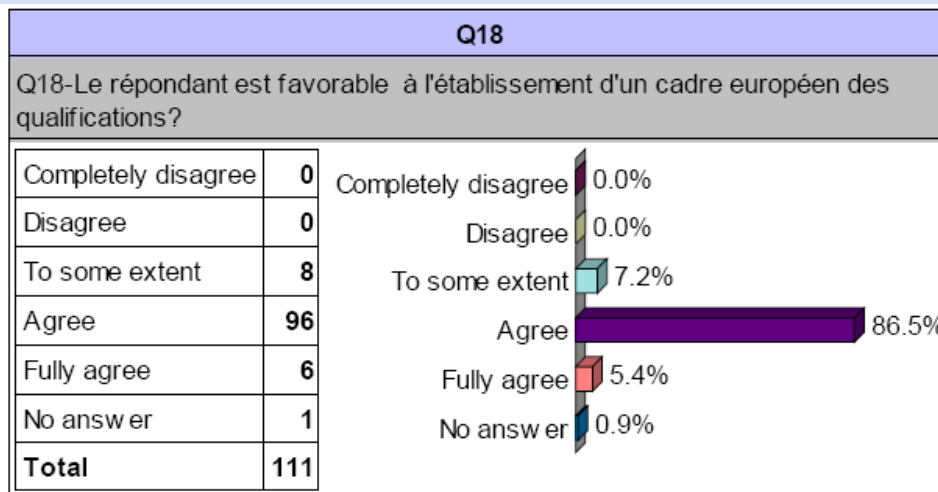
Some European Results



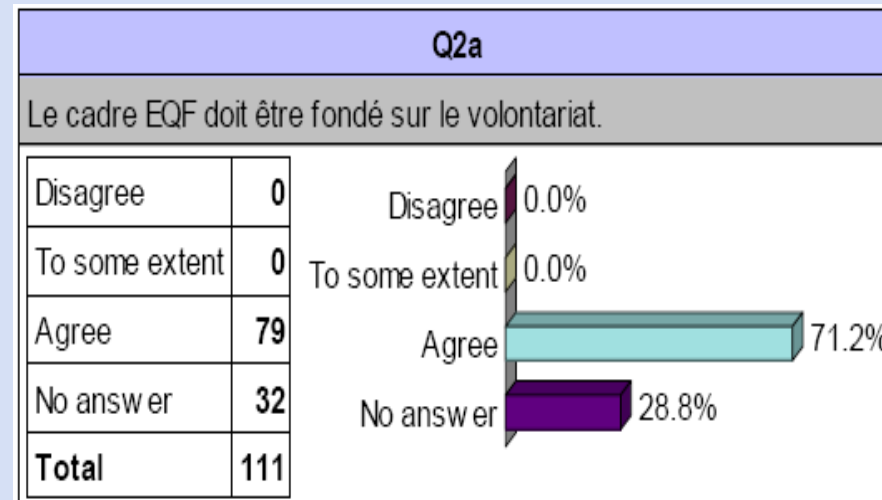
EQF as Reference Point



Generic Reference Levels

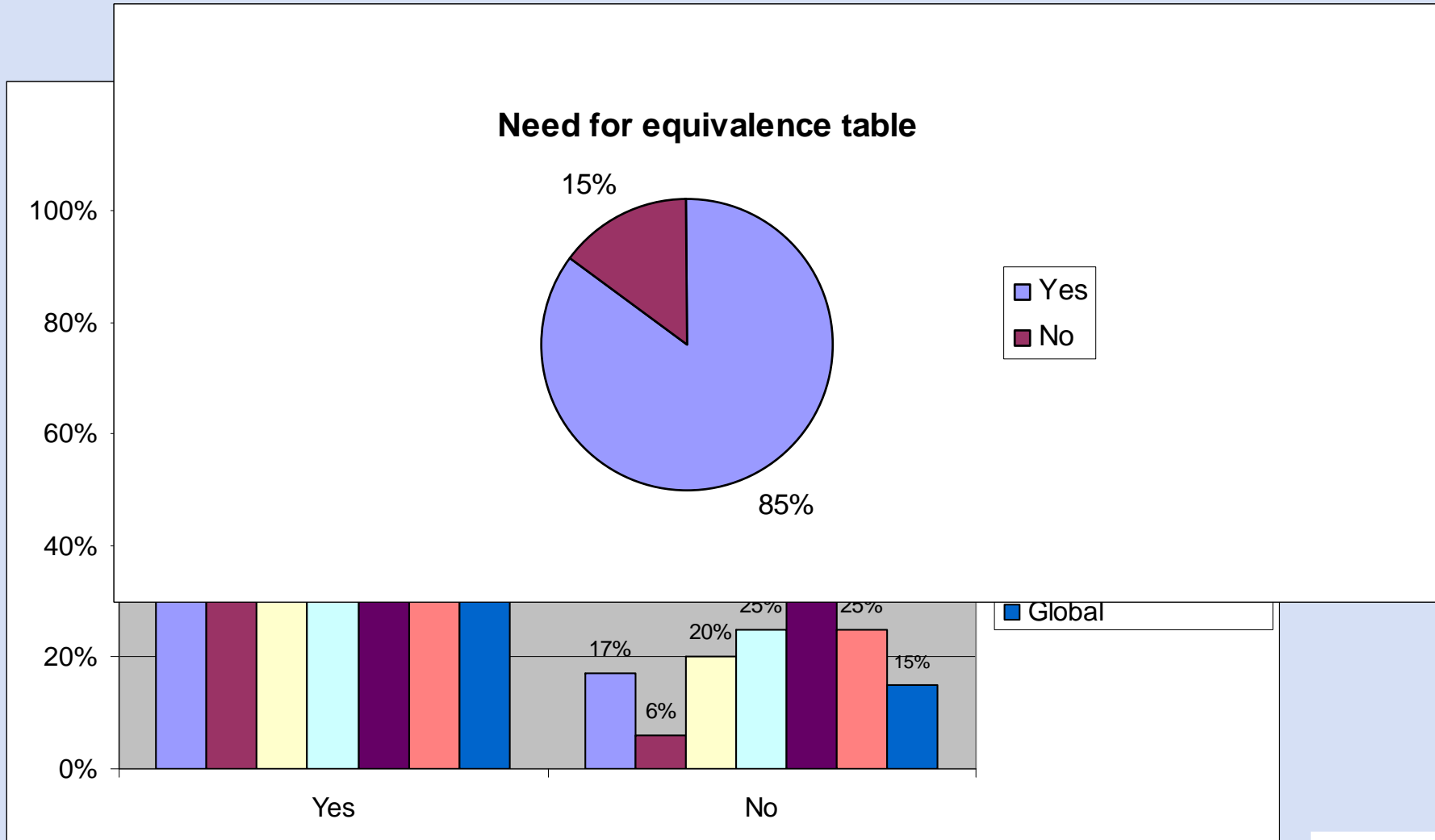


For EQF



Voluntary

Need for Equivalence Table

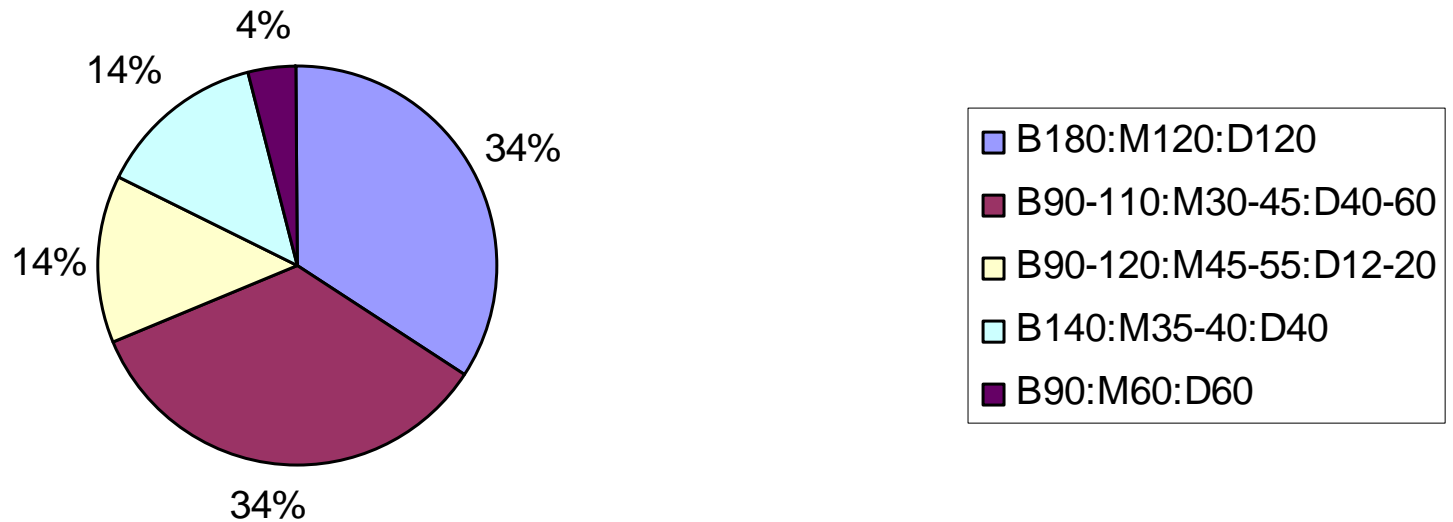


Need for Equivalence Table

- Some collected comments:
 - “But differing levels of academic competence should also be recognized”
 - “This would allow greater mobility and exchange”
 - “It is not evident to make a simple equivalent”
 - “وذلك للتقريب بين المستويات والإرتقاء بها إلى أفضل الدرجات المعرفية”
 - “It should be only a guide line simply because of the diversity of standards among universities.”
 - “Ces tables d’équivalences permettent de se positionner internationalement.”
 - “Ceci doit être traité cas par cas”
 - “Each higher education system has its own philosophy and procedures regarding transfers. It is unconstitutional to transgress educational freedom”

Need for Equivalence Table

Distributions of credits on cycles

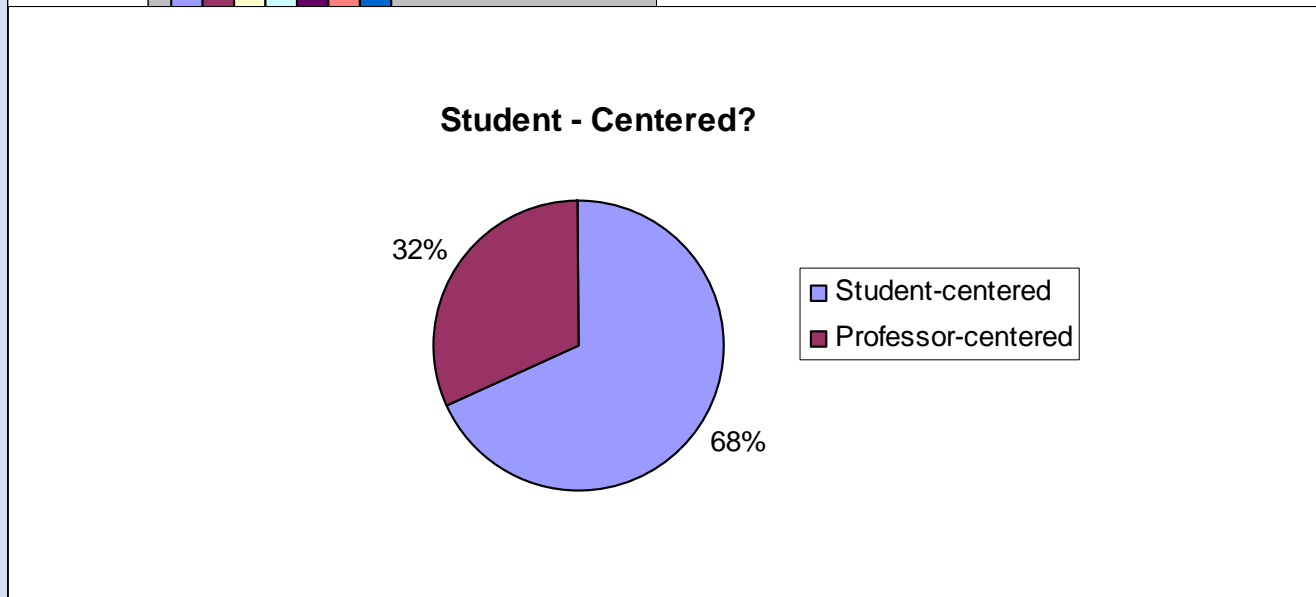
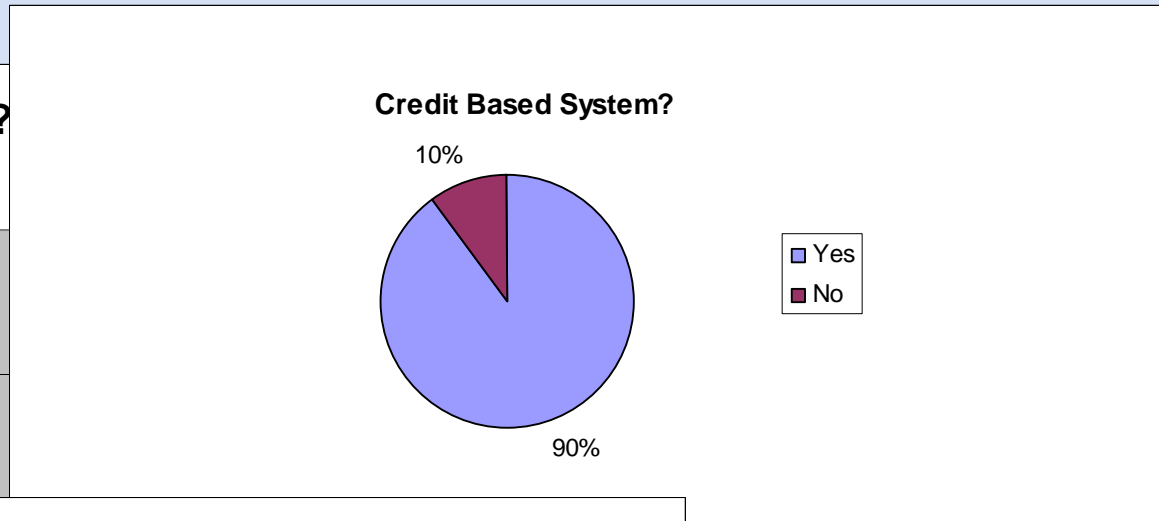
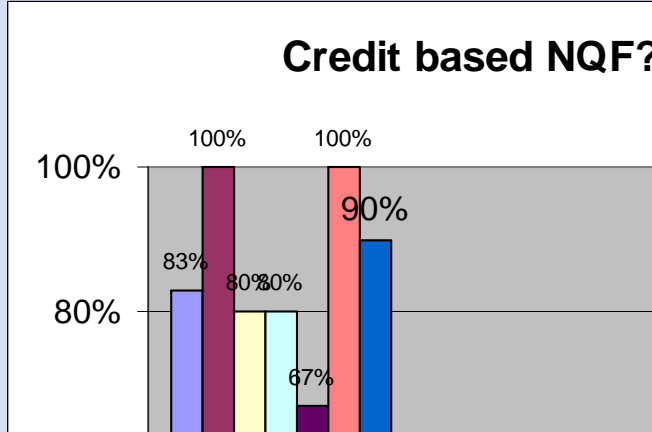


Need for Equivalence Table



- The need for equivalence table is clear
 - Justified in accordance with previous results
 - To be handled with care
 - It seems a lot of details have to be fixed for this point in order to respect competitiveness

Student-Centered Credit Based NQF TEMPUS LEBANON HERE



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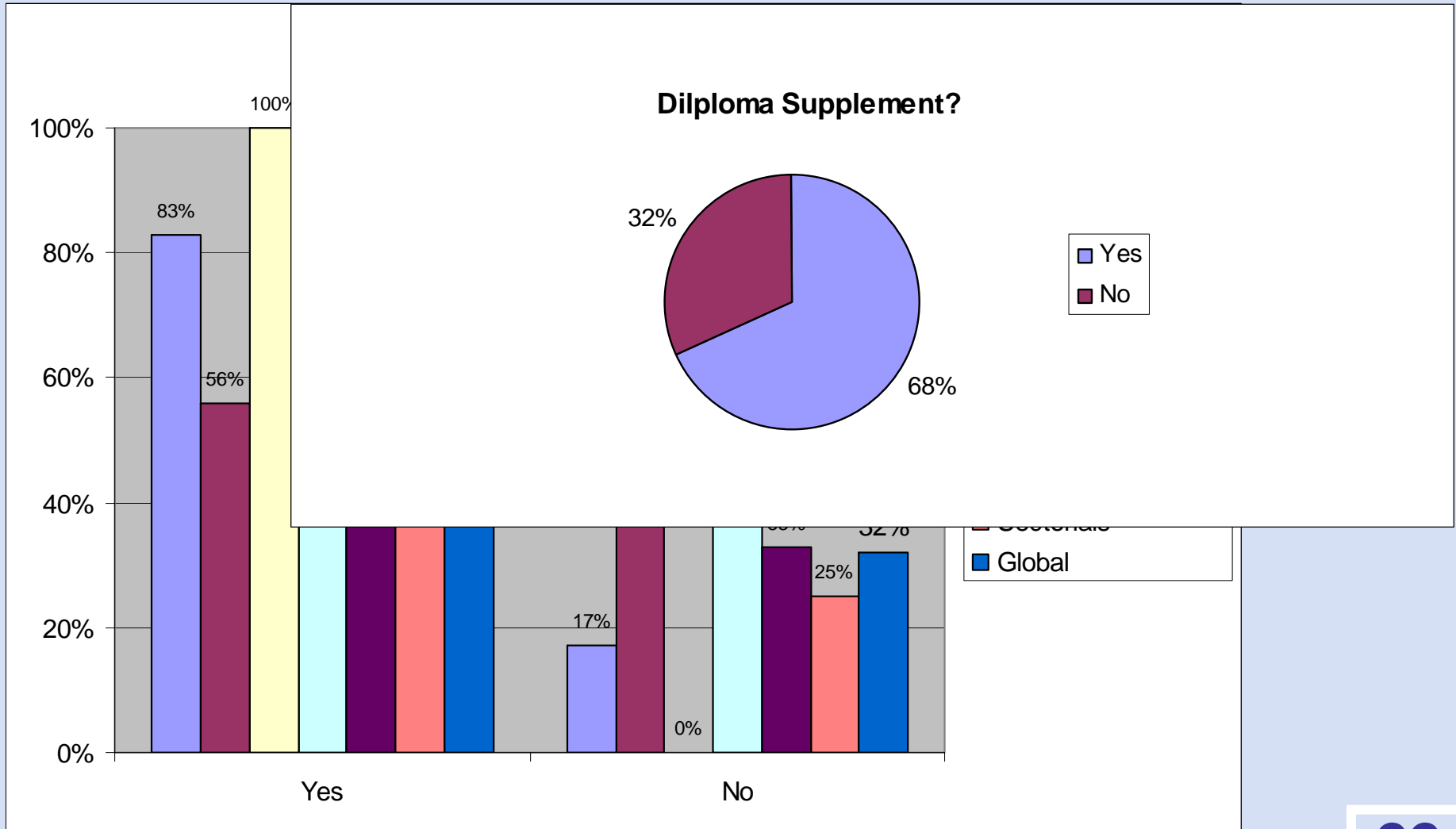
Student-Centered Credit Based NQF

- Some collected comments:
 - “Pour favoriser la formation continue, il est indispensable d’axer les systèmes de crédits sur l’étudiant.”
 - “Student-centered in line with modern styles of pedagogy that seek to promote self-learning, mastery learning and learning by doing.”
 - “Professor centered (American system) because most institutions apply this system. But we can combine both systems.”
 - “The targeted credit system should be both student and professor centered. Such is the learning process.”

Student-Centered Credit Based NQF

- A clear Yes for a credit-based system (*already applied 86%*)
- It should also be student centered
 - Explaining/discussing/promoting student-centered system still to be developed
 - Understanding and integrating learning outcomes is a challenge
 - Students to become engaged subjects of their learning process

Diploma Supplement to be applied



Diploma Supplement to be applied



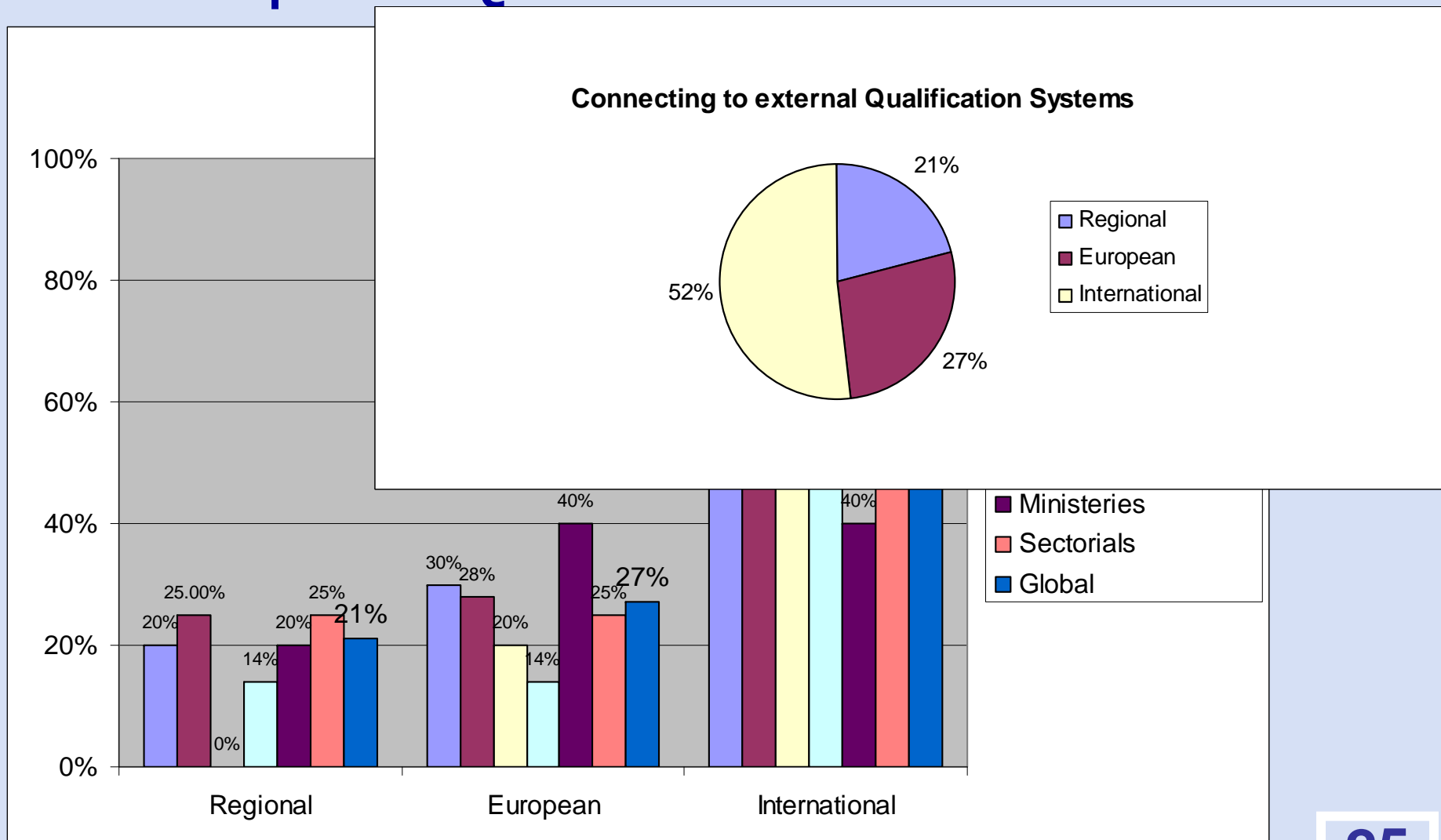
- Some collected comments:
 - “It will make international alignment easier.”
 - “It might be beneficial for job seekers and lifelong training and learning programs”
 - “This supplement is important especially for fostering employability and facilitating academic recognition for further studies”
 - “Tout ce qui peut améliorer la transparence et la lisibilité du diplôme est indispensable.”
 - “I am indifferent to this idea. I believe program designers should focus on students' attributes rather than on the possibilities of stacking diplomas and certificates.”

Diploma Supplement to be applied



- This tool is accepted
 - Mobility
 - International recognition
 - For the private Universities this does not seem to have a clear majority! (*to be compared to less than 50% acceptance in European universities*)
 - Again non-academic encourage this
 - Employability
 - Interactions with Society

Connecting NQF to an International or European QF



Connecting NQF to an International or European QF



- Some collected comments:
 - “The Europeans are investing heavily in developing their system. Relying on this investment will make it easier for Lebanon and will also give the resulting system in Lebanon more prestige. Also many Lebanese end up working in Europe so it will make this transfer easier for them.”

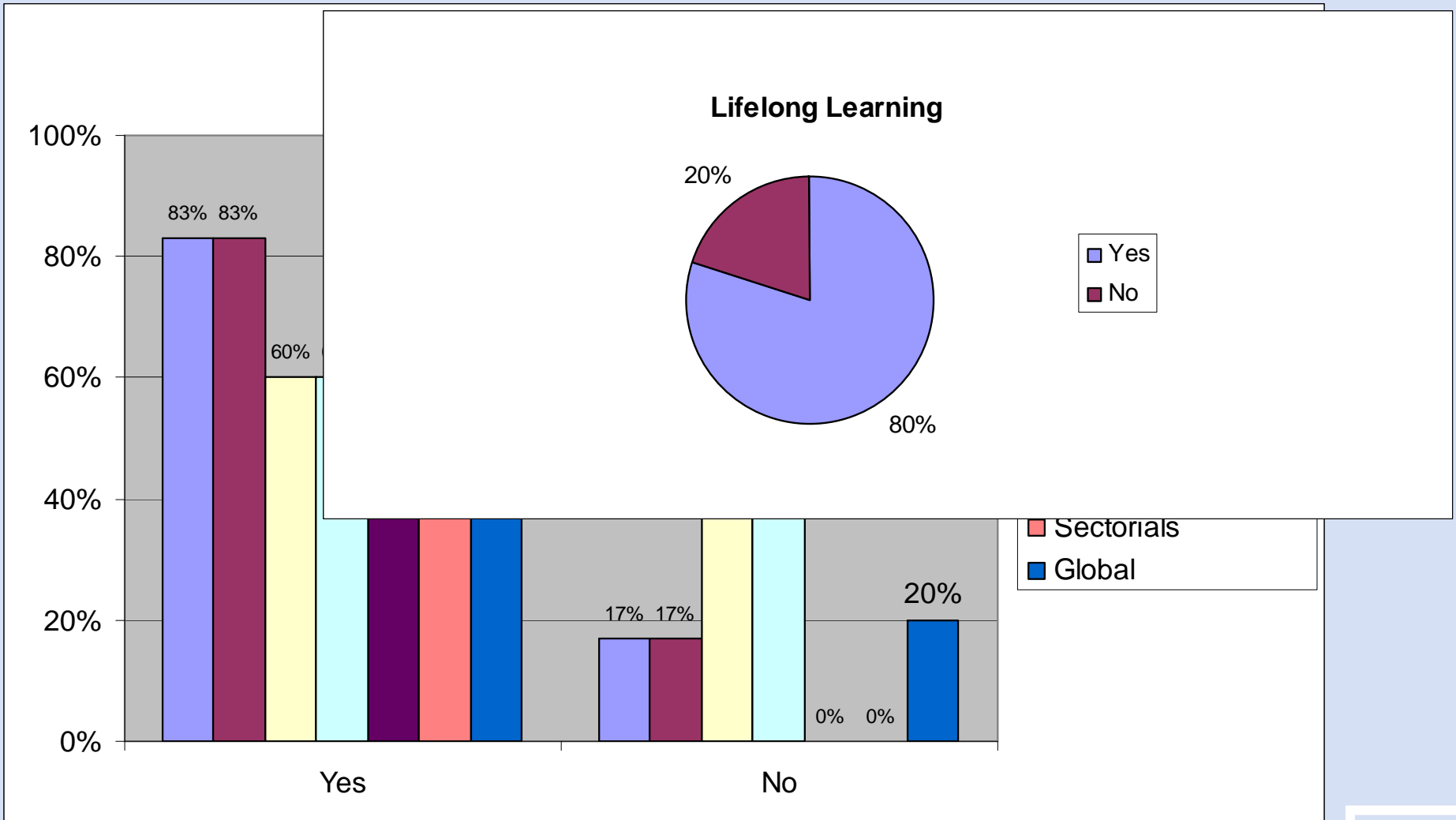
 - “It would allow students to transfer from Lebanese universities to international ones easily, and attract exchange students to Lebanon.”

Connecting NQF to an International or European QF



- Connecting the NQF to a recognized preferably QF
 - The European system seems to be a good target but a tendency for not being exclusive appear
 - The community seems to believe in an important role to play in Higher Education for the Knowledge transfer
 - Better structure for education and research is therefore needed

Support Life Long Learning



Support Life Long Learning

- Some collected comments:
 - “Offering continuous education program in coordination with private institutions”
 - “Flexibility in time and place, variety in delivery methods and credit options, and creative use of technology is what makes lifelong learning attractive. A Lebanese Credit System supportive of lifelong learning will allow individuals to determine the most appropriate electronic and/ or instructor led programs of study for them in order to meet their particular needs and career goals.”
 - “La formation continue pourraient être encouragée comme suit:
 - Points cumulés suite à chaque formation suivie (notations standardisées)
 - Promotion au sein des institutions basée là-dessus”
 - “Un système de crédit peut prendre en compte la formation continue en évaluant l’expérience professionnelle et en lui associant des crédits.
L’évaluation doit porter sur le niveau de l’expérience, sa durée, sa quotité et être réalisée dans la spécialité diplômante. Elle peut être effectuée sur la base de rapports d’activités avec présentation orale et au vu des attestations de l’employeur.”

Support Life Long Learning

- Lifelong learning seems to be an accepted target for the Lebanese Higher Education (*98% believe it is a long term objective*)
- Some of the comments discuss the mechanisms showing that stakeholders are ready and the idea is not strange
 - Non academic representatives are clearly for this
- Curricular reform
- Balance
 - Flexibility, Autonomy / Accountability
 - Tradition, Continuity / Adaptation and Breaks

Conclusions

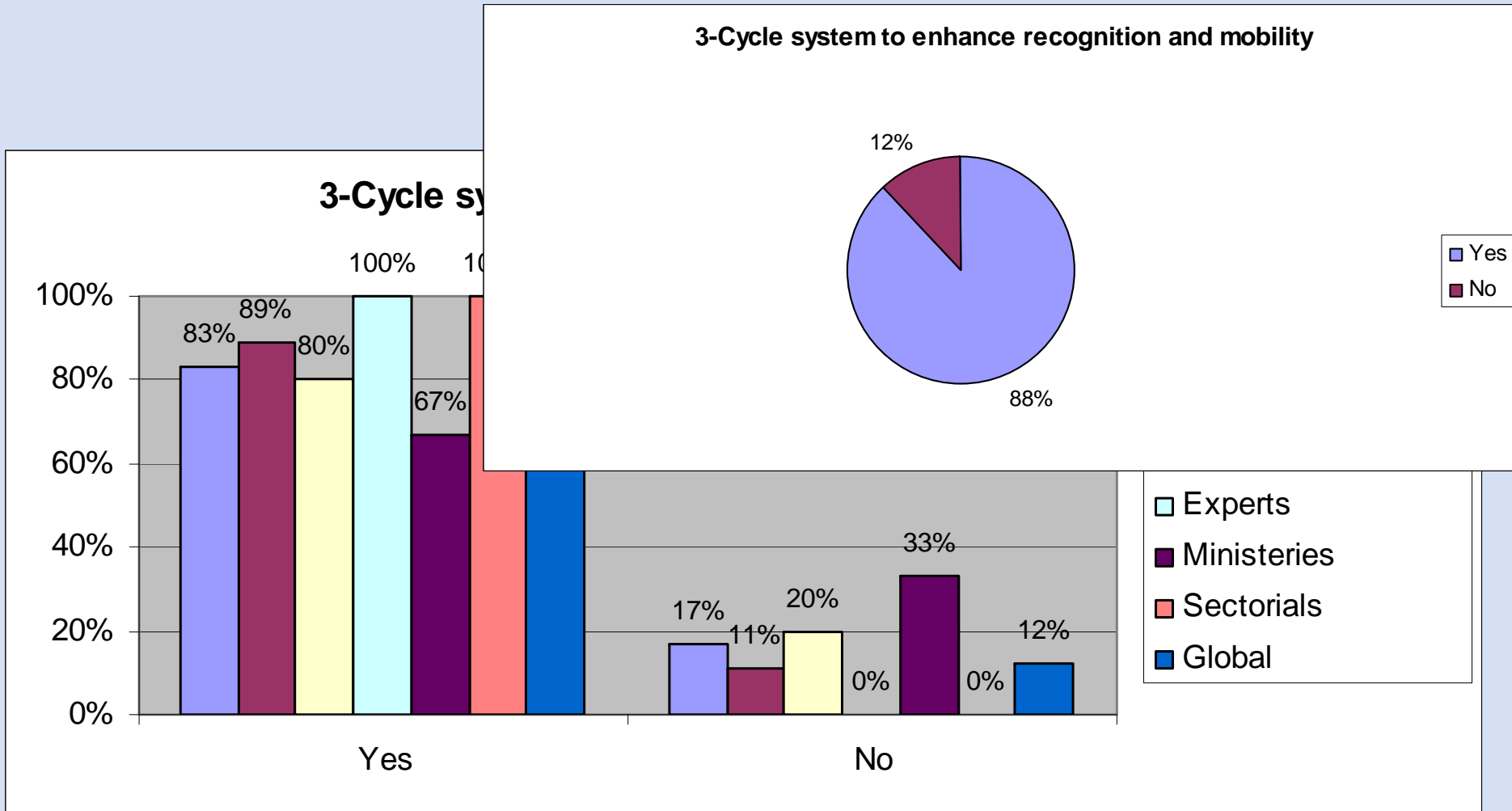


- From the national consultation, it is clear that a National Qualification System is not only needed but expected
- Such a system should be a reference mandatory system preserving diversity and organizing competitiveness
- It should be student-oriented credit-based taking into account the professor efforts with a well defined table of credits transfer
 - Tools such as diploma supplement are envisaged
- Connecting the system to recognized international systems is a must while a strong believe in the role of a well structured Lebanese Higher Education
- A good understanding and a will to go towards life long learning is clearly shown

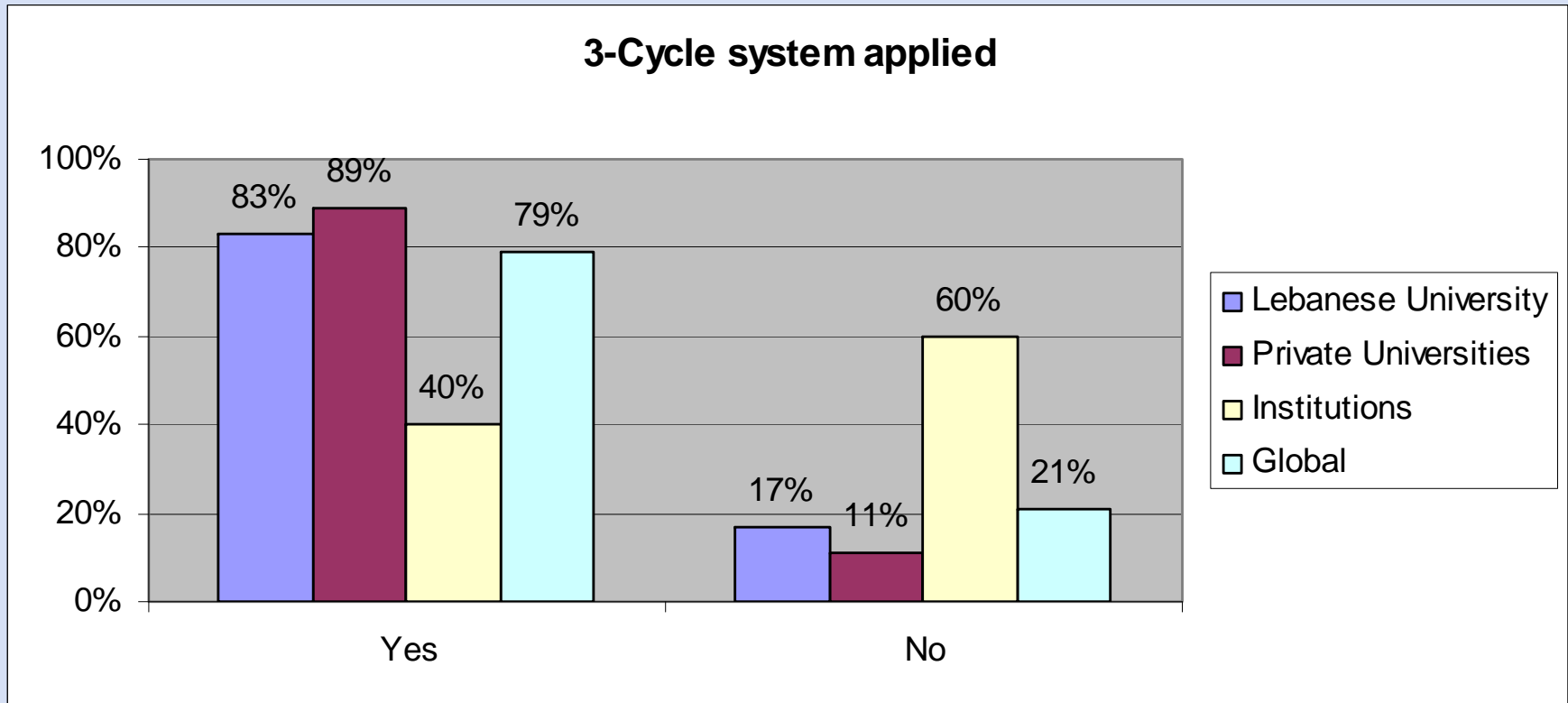
- Move towards structuring the Lebanese Higher Education around a National Qualification Framework
 - Dealing with the details in a close cooperation among all stakeholders
 - Find good balances
- Resources are needed for this

**It is time for a Lebanese Higher Education Process
integrating all the Stakeholders
inline with the Bologna Process**

3-cycle system and Recognition



3-cycle system implemented



3-cycle system

- Most of our institutions apply a non unified 3-cycle system (*BMD applied at 82% rate in Europe*)
- A 3-cycle system is needed for:
 - Recognition
 - Mobility

Credits-Cycles

Distributions of credits on cycles

