

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**
- > **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

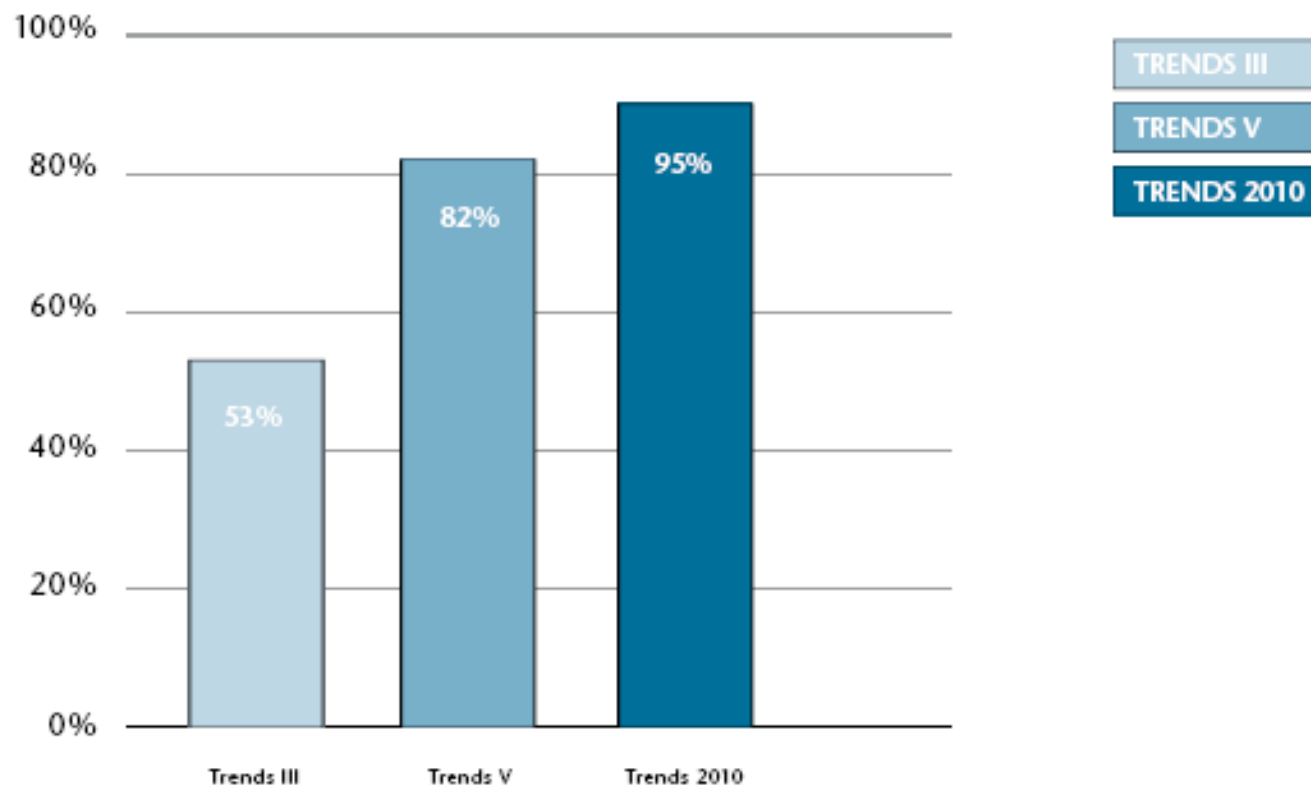
London Communiqué

Leuven/Louvain-la-Neuve Communiqué

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?

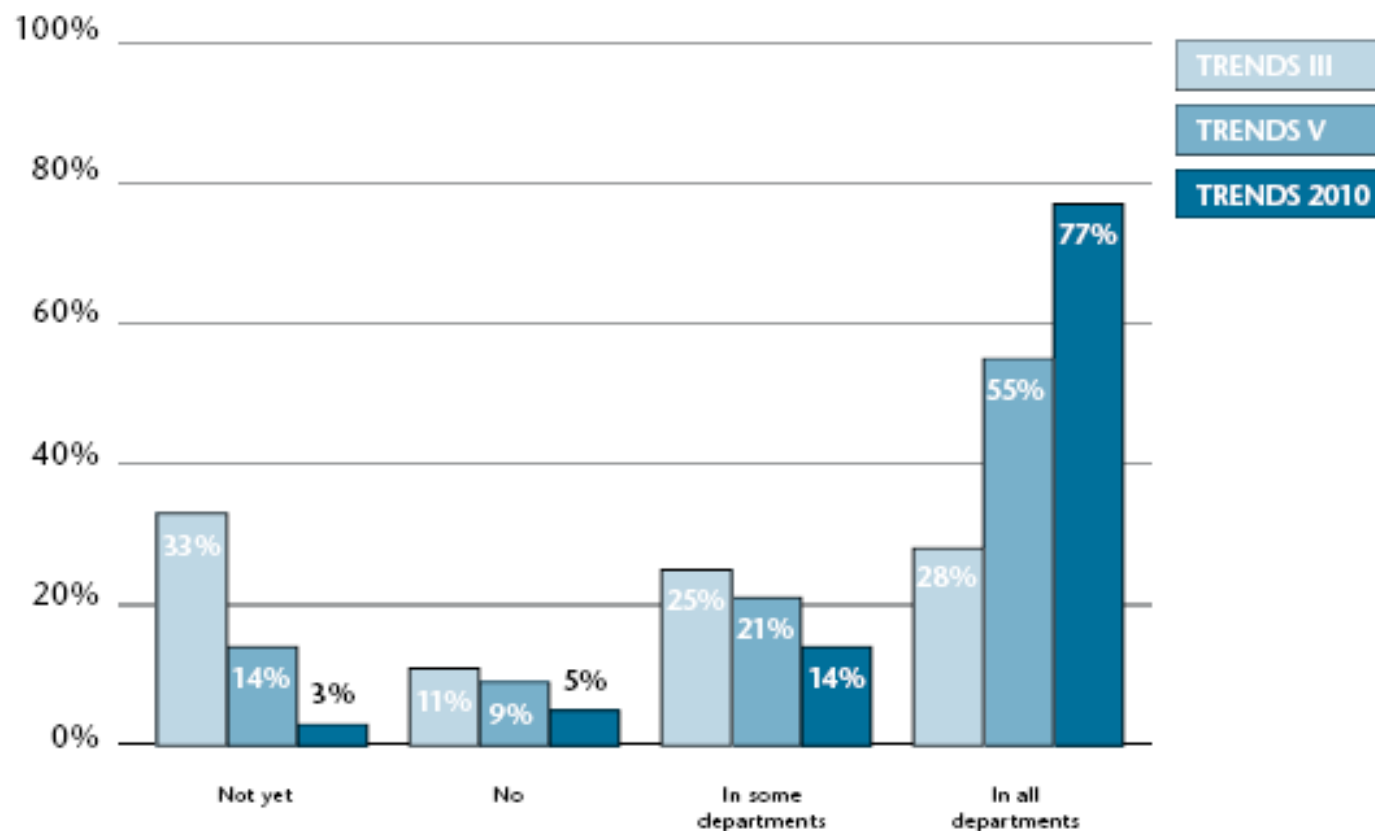


Bologna Achievements (1999-2009)

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?

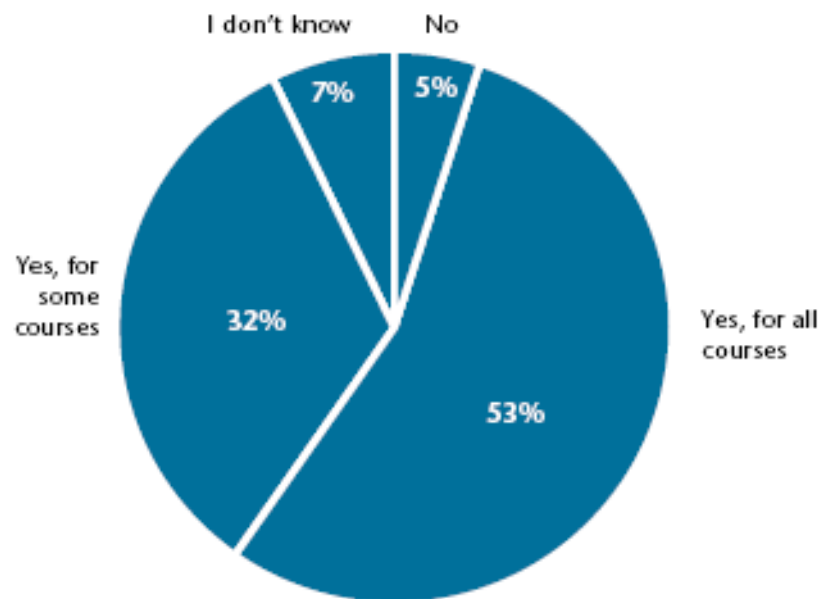


Bologna Achievements (1999-2009)

Structure and Tools: Learning Outcomes



Table 14. Q19. Have Learning Outcomes been developed?

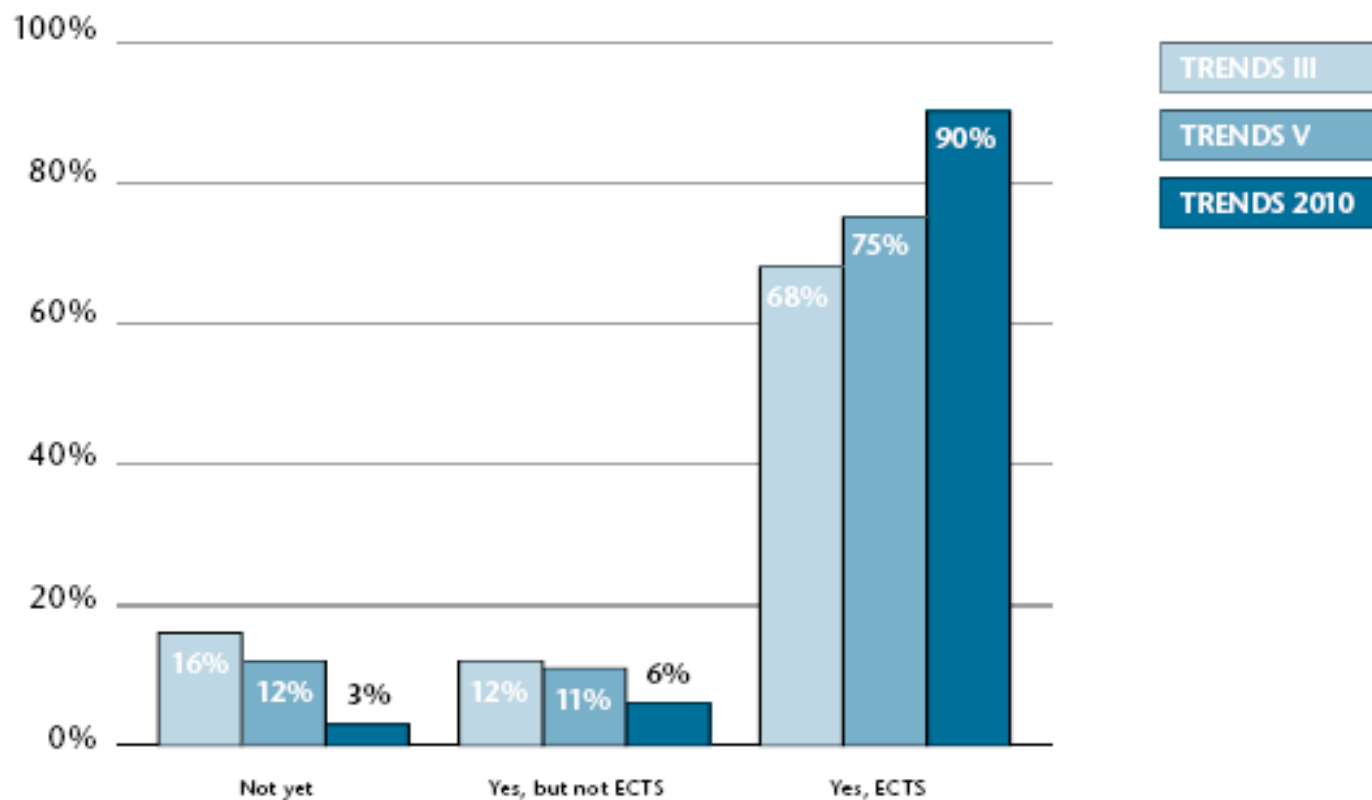


Bologna Achievements (1999-2009)

Structure and Tools: ECTS



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

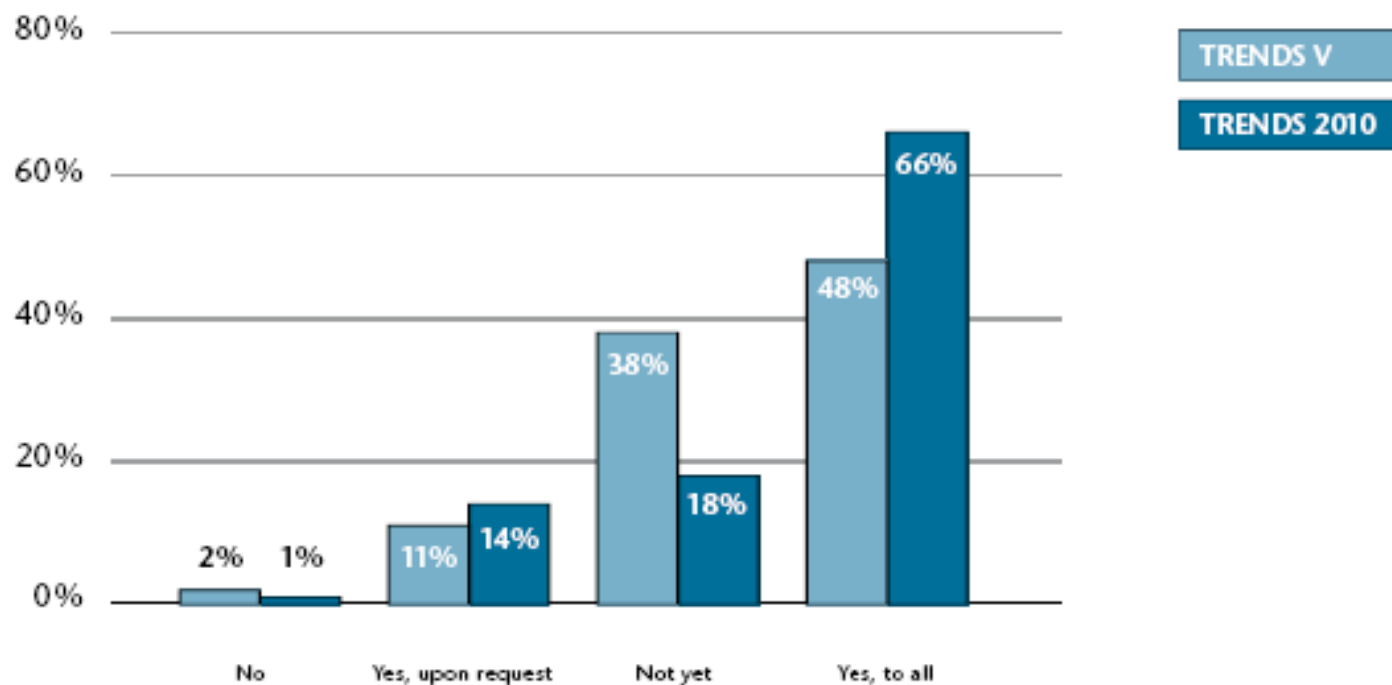


Bologna Achievements (1999-2009)

Structure and Tools: Diploma Supplement



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



Bologna Achievements (1999-2009)

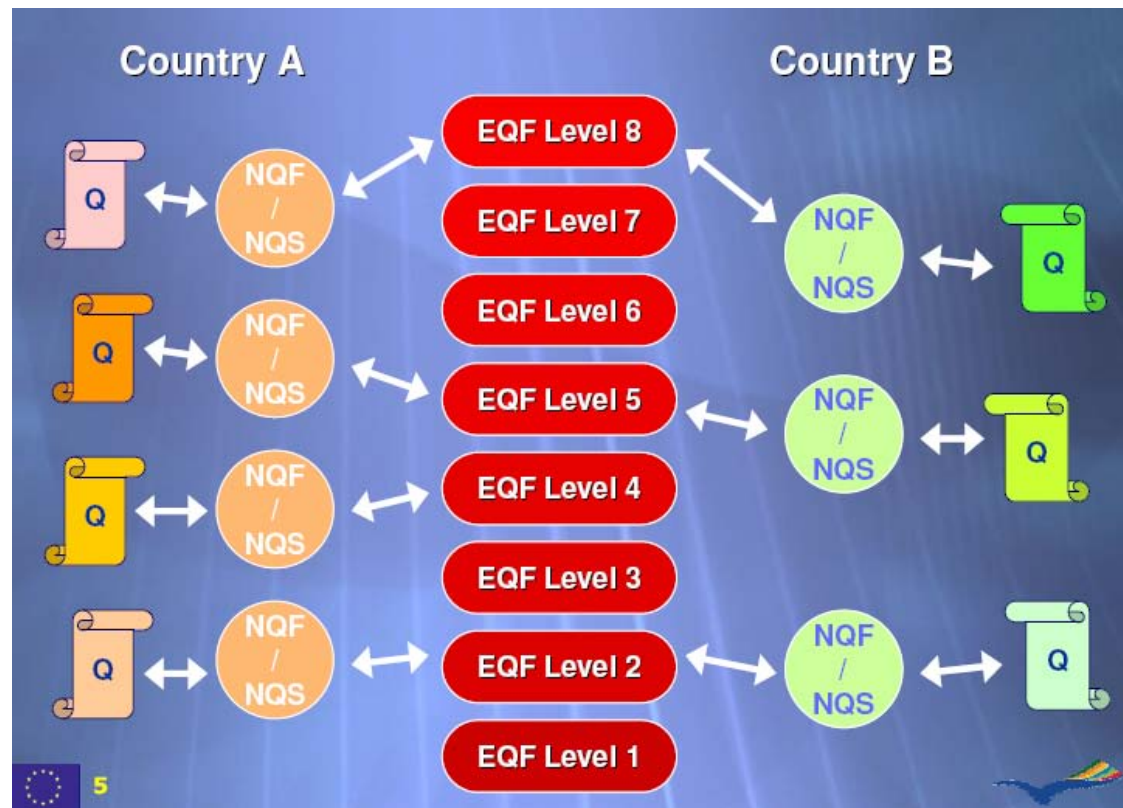
Structure and Tools: EQF



- 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 |

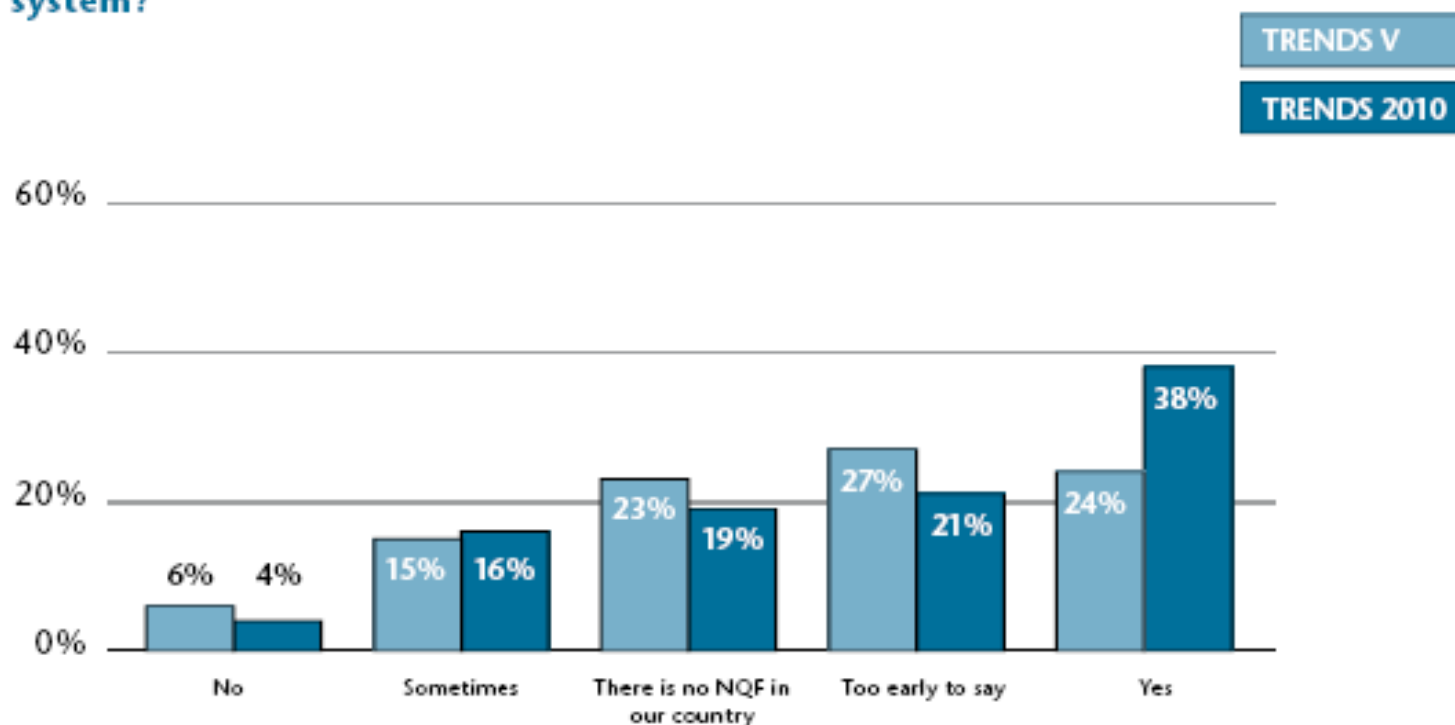


Bologna Achievements (1999-2009)

Structure and Tools: 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?

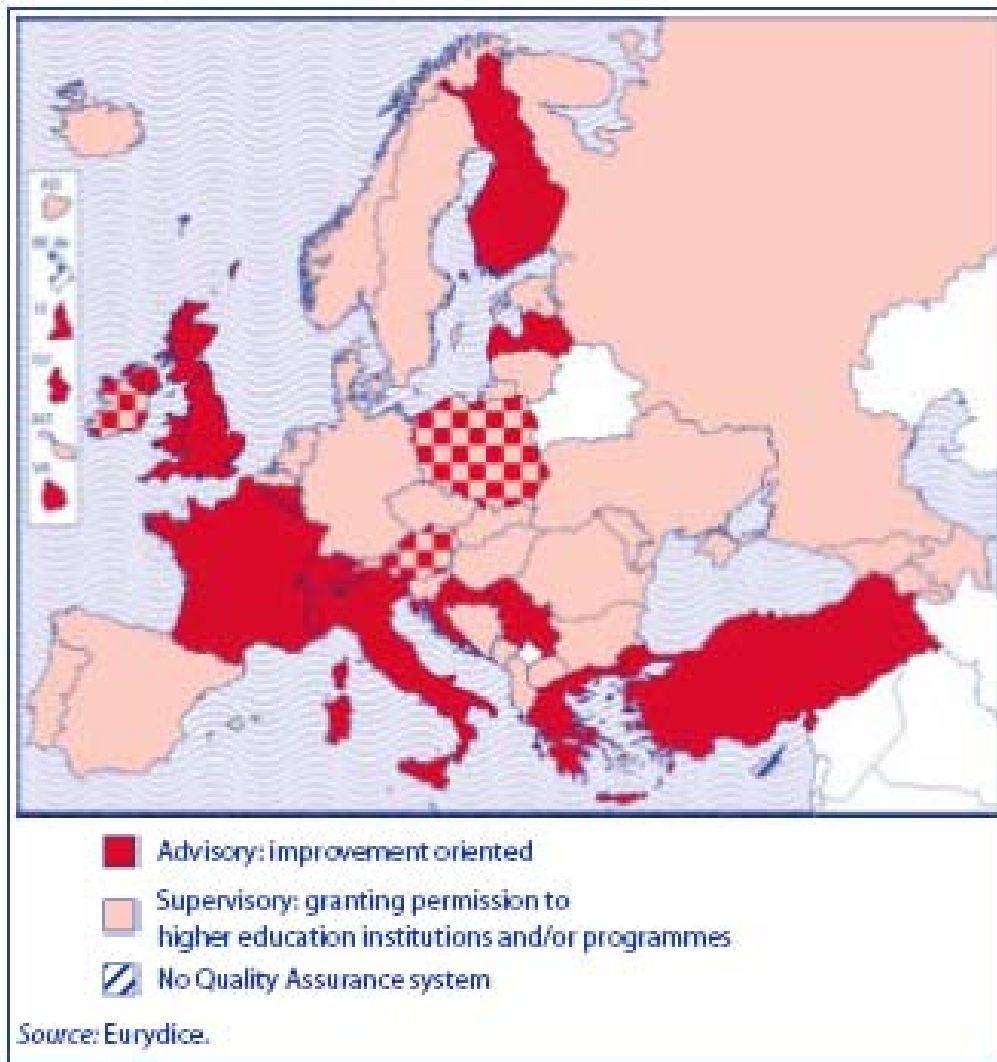




- > **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2005)**
- > **Creation of Quality Assurance Agencies**
- > **Development of ENQA**
- > **Creation of EQAR**
 - **24 QA agencies in 11/2010**



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)

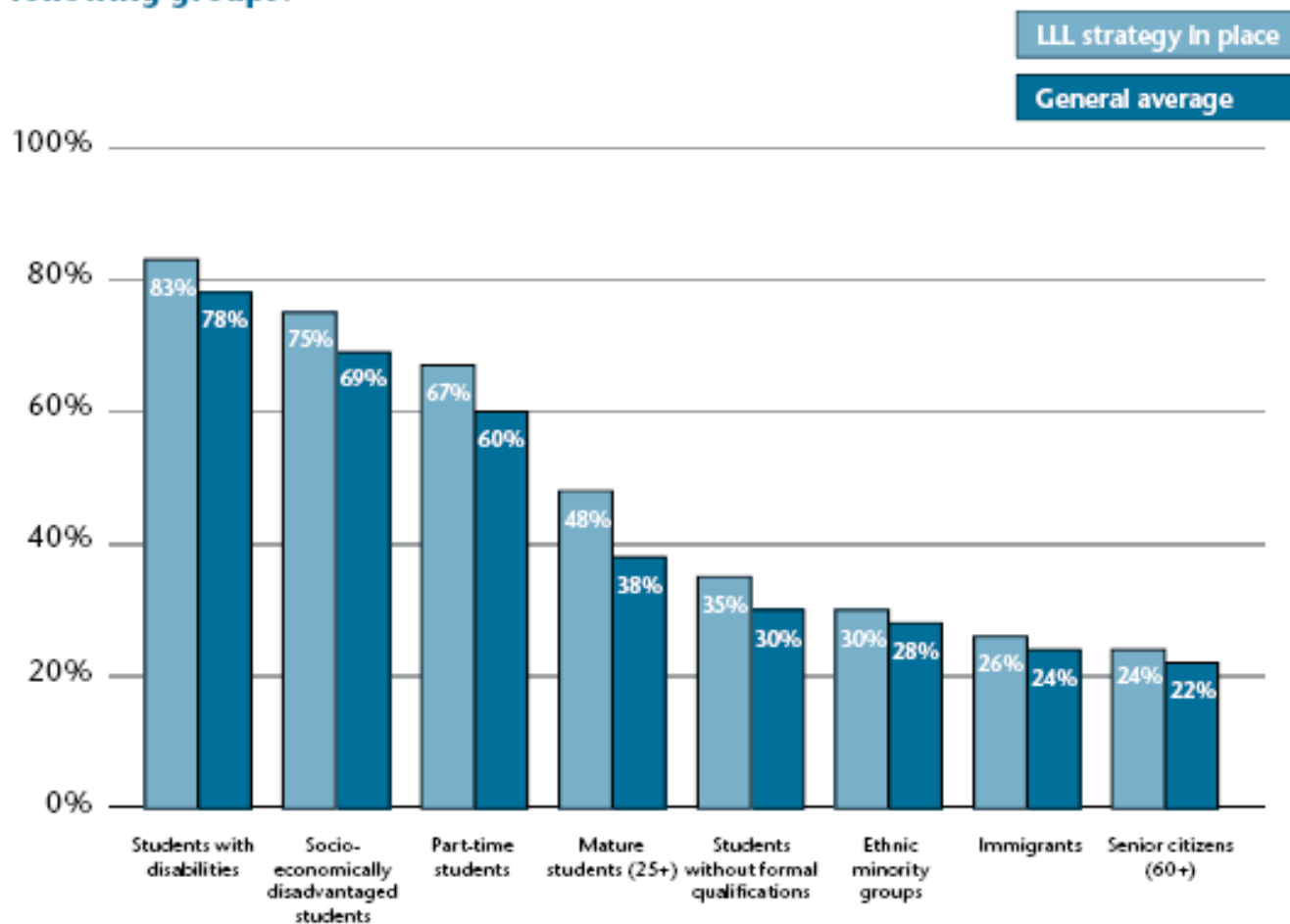


Bologna Achievements (1999-2009)

Social Dimension



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

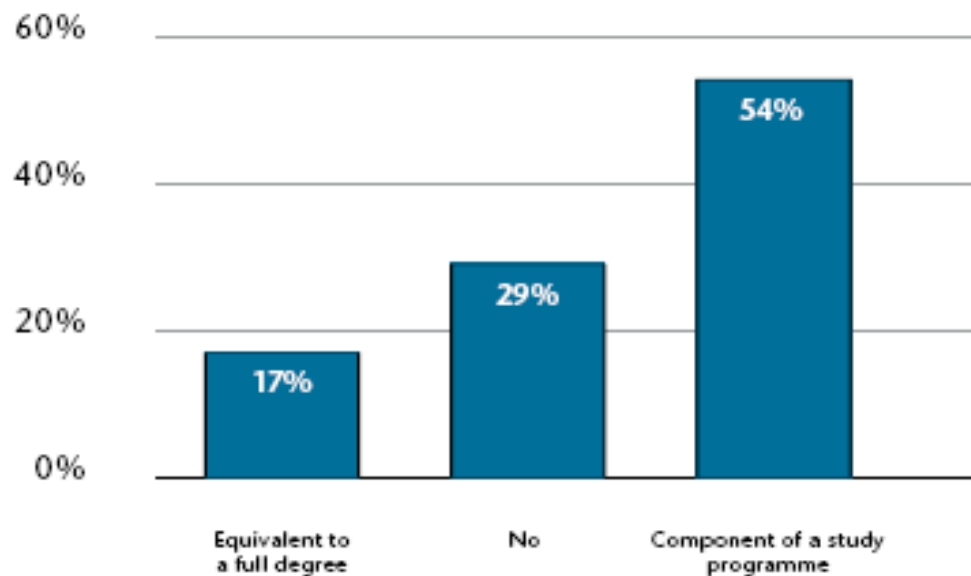


Bologna Achievements (1999-2009)

Social Dimension



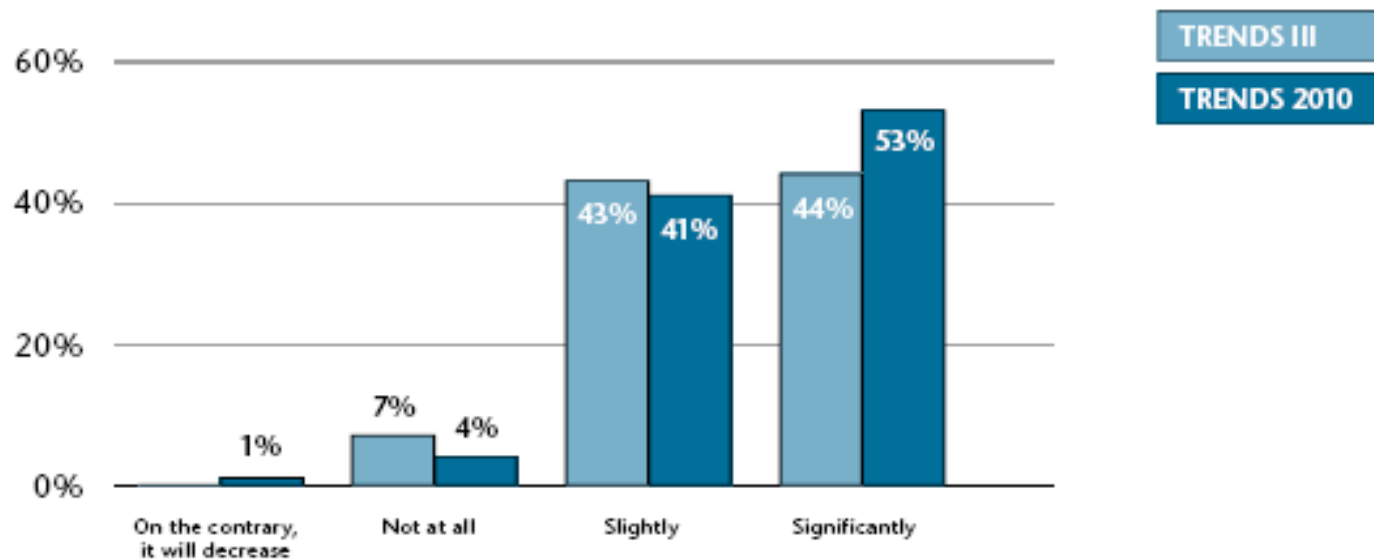
Table 19. Q24. Does your institution recognise prior learning (e.g., work experience)?



Bologna Achievements (1999-2009) Mobility



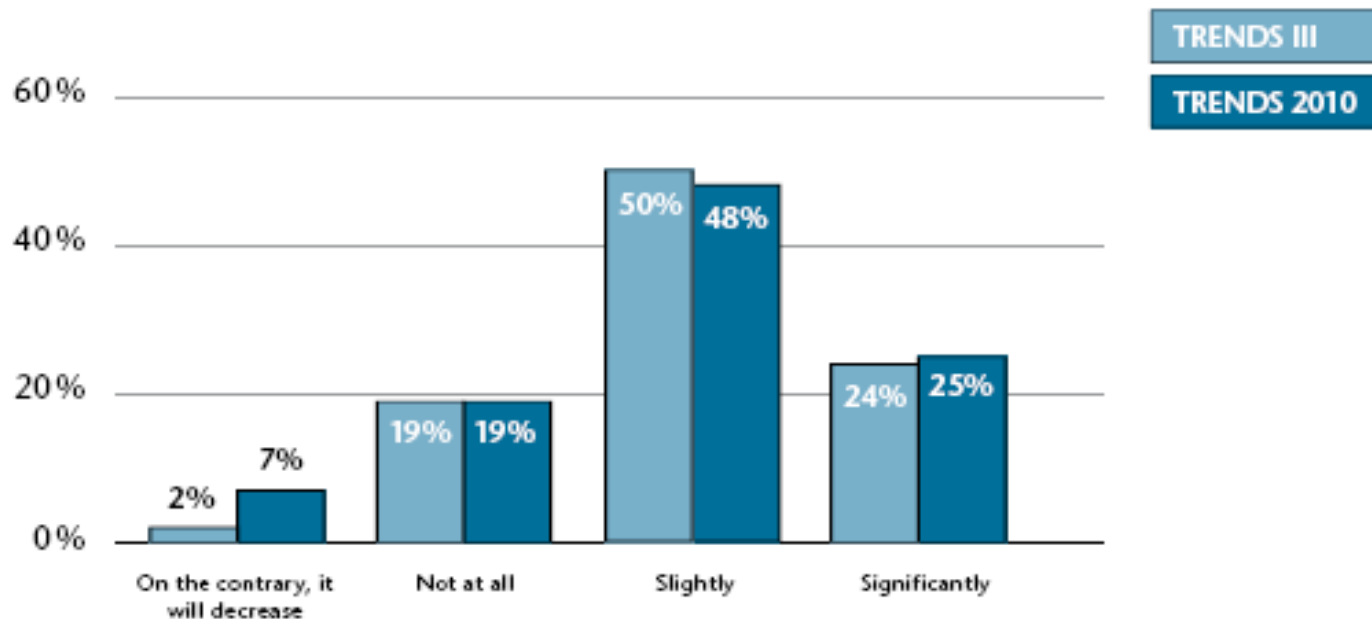
Table 26. Q37. Do you expect that the three-cycle structure provides more opportunities for students to move from one institution to another for the next cycle of study - e.g. from Bachelor to Master (vertical mobility)?



Bologna Achievements (1999-2009) Mobility



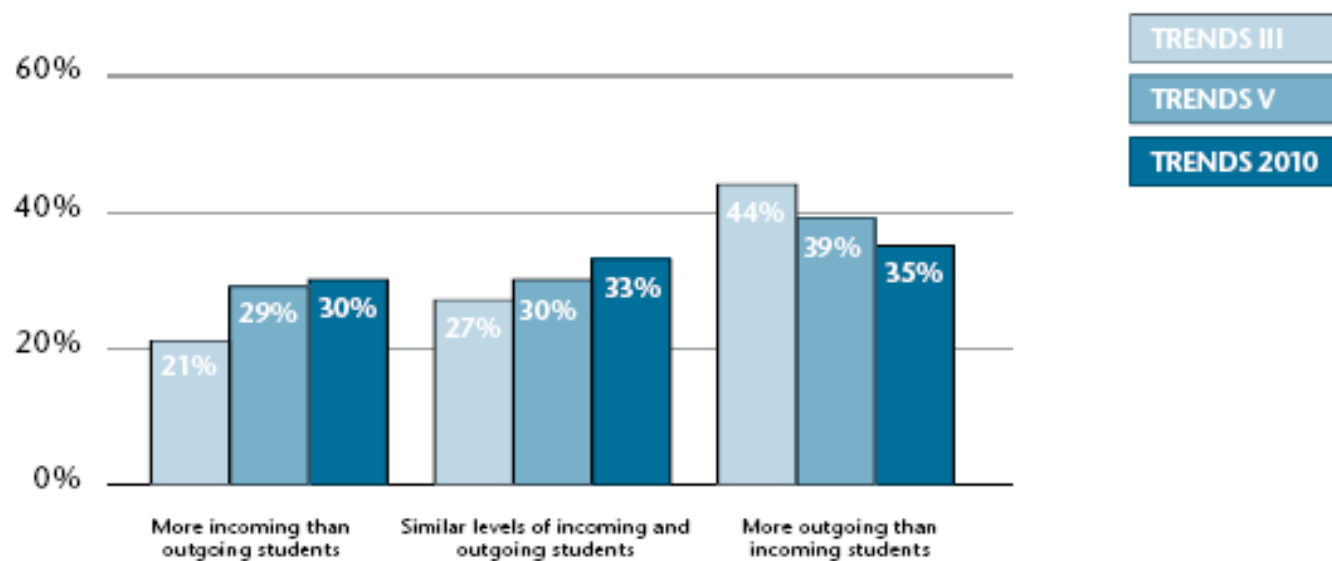
Table 27. Q36. Do you expect that the three-cycle degree structure provides more opportunities for students to move from one faculty or institution to another within a degree cycle (horizontal mobility)?



Bologna Achievements (1999-2009) Mobility



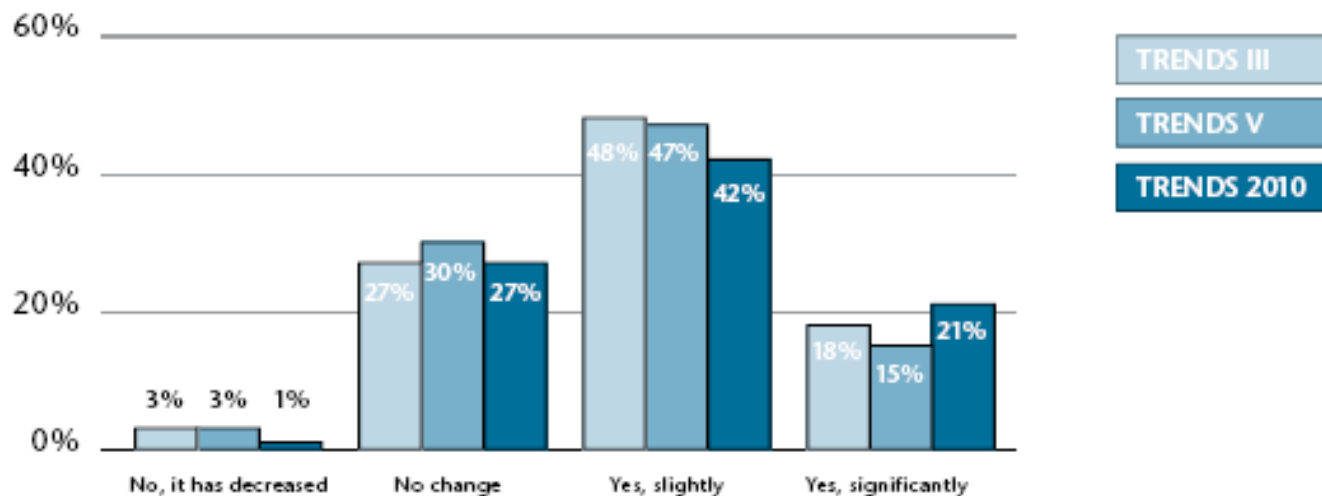
Table 28. Q34. Comparing incoming and outgoing student mobility, what is the balance?



Bologna Achievements (1999-2009) Mobility



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



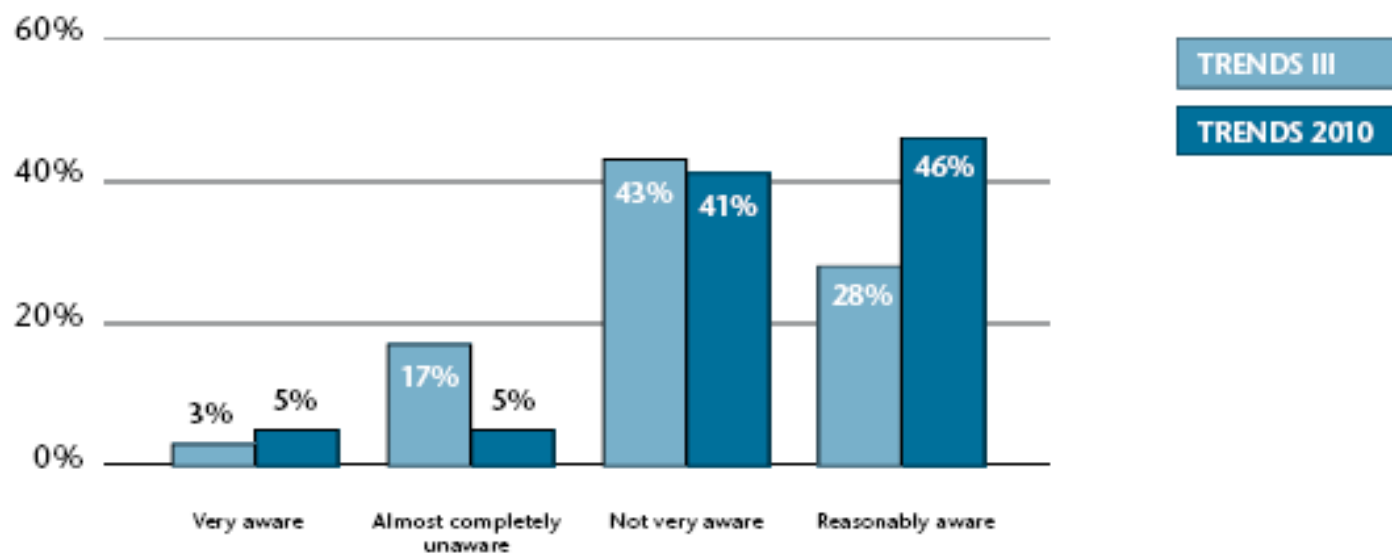
- > Information is at the basis of the recognition process
 - Transparent
 - Precise
 - Easy of access
- > Lisbon Recognition Convention
- > ENIC-NARIC network is a key player in the information process
 - Mediterranean Recognition Information Centers (MERIC)



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?

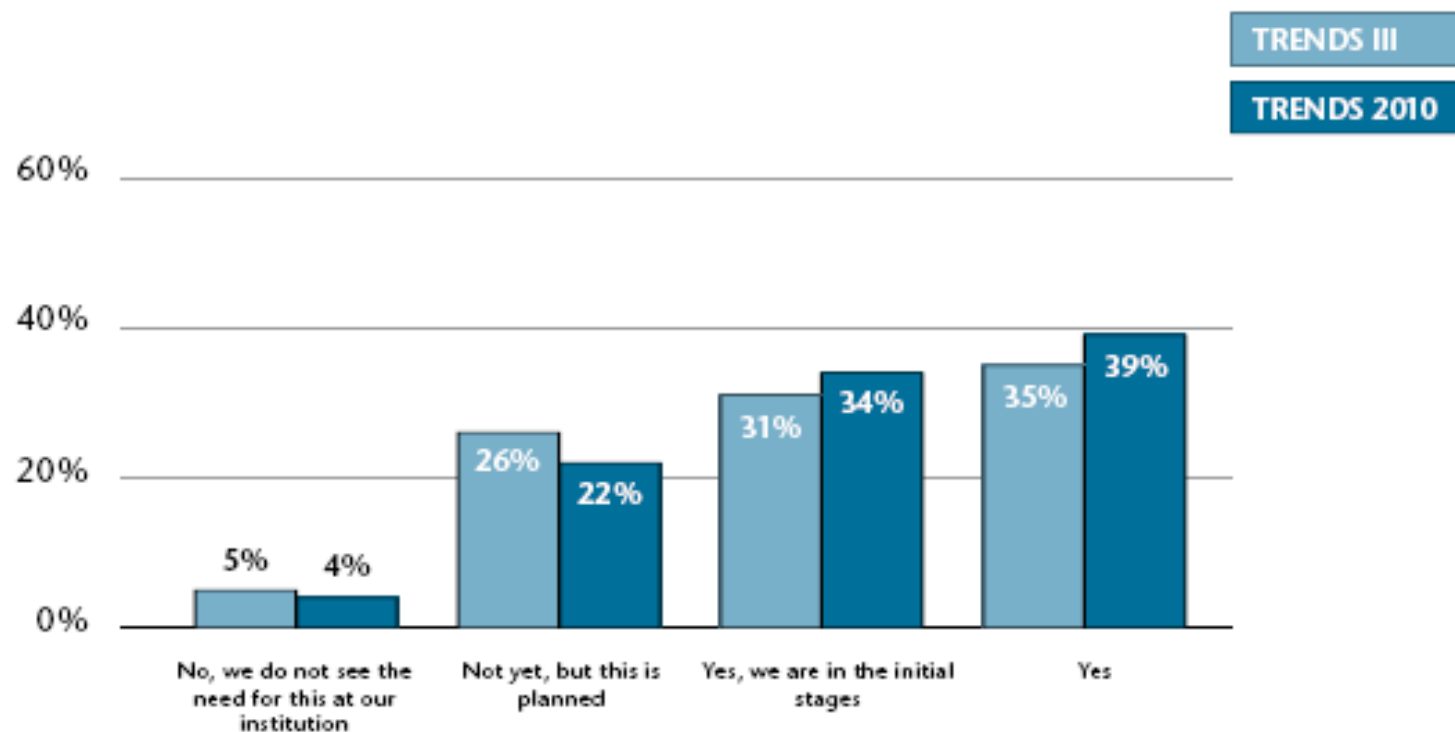


Bologna Achievements (1999-2009)

Lifelong Learning



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

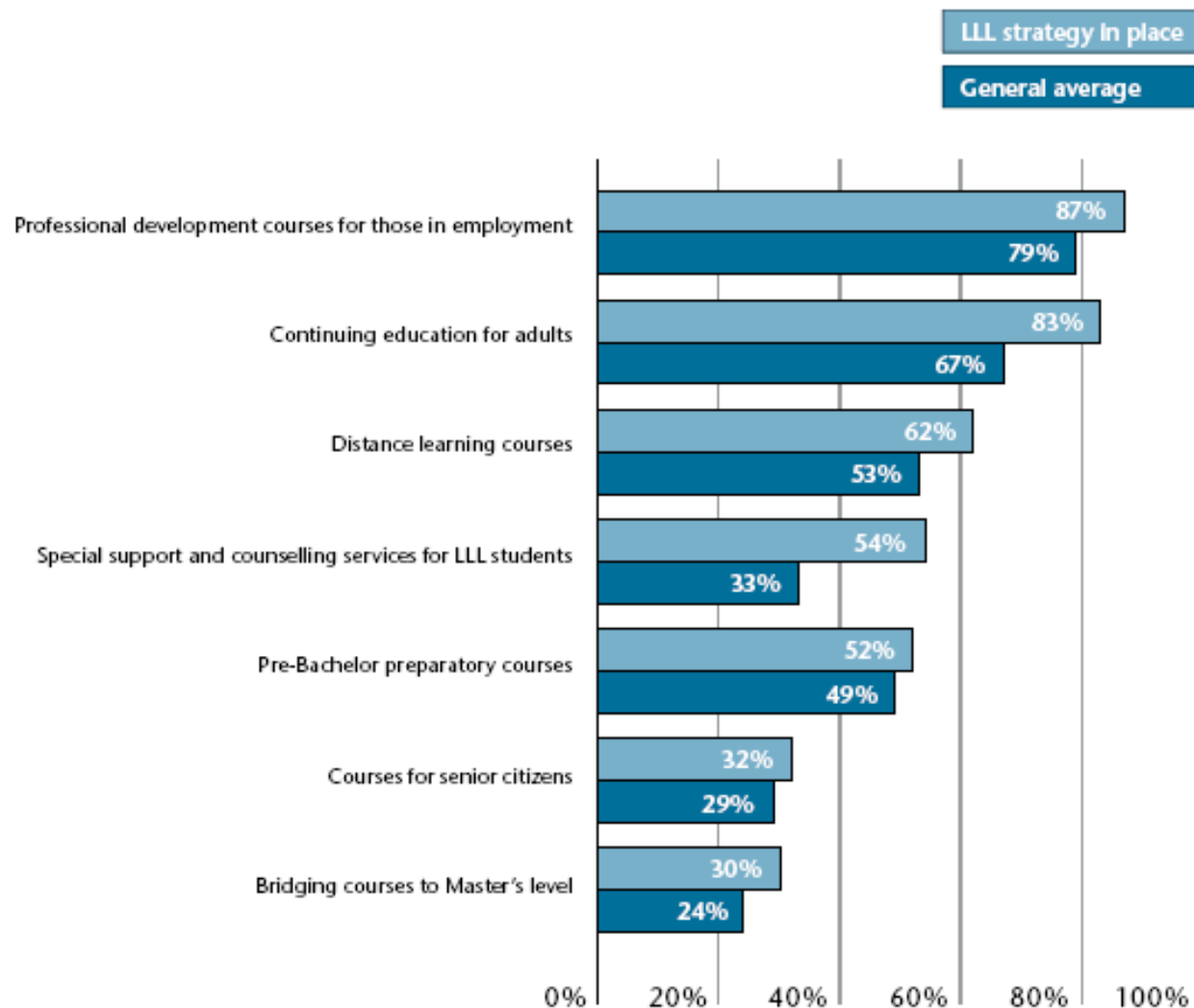


Bologna Achievements (1999-2009)

Lifelong Learning



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



> 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
 - The importance of European cooperation in education and training while valuing European diversity and respecting the Member States' responsibilities
 - 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



- **Decision of May 2009 (ET 2020) emphasises**
 - "Education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges"
 - "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"



- 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, including entrepreneurship, at all 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 education-research-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 education-research-innovation (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
 - 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



- > 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



References



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- > “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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