

The Social Role of Higher Education Institutions: The case of Lebanon

Adnan EL Amine

HERE Roundtable/Workshop
Rethinking Lebanese Higher Education
9 November 2017, ALBA, Sin-El-Fil, Lebanon

Two dimensions

I Manpower allocation

II Provision of civic culture

I Manpower allocation

- Higher Education Graduation: low-middle and middle-high SPCs (The **Achieved Status**).
- The variance in achieved status is conditioned by two internal (supply) factors:
 - the **quality** of the HEIs (**Cultural Capital**): the better the quality the higher the archived status
 - the **modal social class** at the HEIs (**Social Capital**): the higher the modal social class the higher the achieved status
- It is conditioned by the external (demand) factor:
 - the **labor market**, in terms of number and quality.

I Manpower allocation

From the social structure perspective, there are two main phenomena:

- Social Continuation (children attain the social status of their parents), thanks to HE
- Social Mobility (children attain higher social status than their parents), thanks to HE

I Manpower allocation (in Lebanon)

Descending social mobility	16.5 %
Social continuation	39%
Ascending social mobility- one step	30.9%
Ascending social mobility- two steps	9.7%
Ascending social mobility- three steps	3.9%
NA	19.0%
Total	100 (2436)

I Manpower allocation

- Two main factors explained the (ascending) social mobility:
 - 1) University type (or unit). The higher social push was observed at:
 - LU (unified faculties), AUB, BAU, NDU, LAU, La Sagesse, UOB, HU
 - 2) The field of study. The higher social push was observed at:
 - Engineering, Architecture, Medical Sciences, Law, Agriculture and Industrial Engineering.

II Provision of civic culture

- 1 Civic Engagement,
- 2 Community Service,
- 3 Citizenship,
- 4 Culture (and rule) of law,
- 5 Democracy and academic freedom,
- 6 Teaching of humanities and social sciences (liberal arts)
- 7 Pedagogy of inquiry and deliberation

II Provision of civic culture

- **1 The formal curriculum** (one or two courses)
 - **2 The parallel curriculum** (activities, conferences, seminars, etc.,)
 - **3 The non-teaching units** (research and advocacy centers)
- **1 The formal curriculum** (programs, many courses, syllabi)
 - **2 The parallel curriculum** (activities, conferences, seminars, etc., clubs, directed by the institution, by the faculty and by the students)
 - **3 The non-teaching units** (research and advocacy centers)
 - **4 The discourse** (of all university actors: Presidents, Deans, Department chairs, centers director) and in all basic documents (Mission, vision, strategic plans, etc.)

II Provision of civic culture

		1	2	3	4
		Discourse	Formal curriculum	Parallel curriculum	Non-teaching units
1	Civic Engagement	√	-	√	√
2	Community Service	√	√	√	√
3	Citizenship	√	√	√	√
4	Culture (and rule) of Law	√	√	√	√
5	Democracy and AF	√	√	√	√
6	Teaching of humanities	√	√	-	-
7	Pedagogy of Inquiry and deliberation	√	√	-	-

If Humanities are **marginal** in Social Mobility, they are **central** in Civic Culture provision

But if in a given university teaching humanities is of low quality both social mobility and provision of civic culture become marginal.

II Provision of civic culture

		1	2	3	4
	AUB	Discourse	Formal curriculum	Parallel curriculum	Non-teaching units
1	Civic Engagement	√	-	√	√
2	Community Service	√	√	√	√
3	Citizenship	√	√	√	√
4	Culture (and rule) of Law	√	√	√	√
5	Democracy and AF	√	√	√	√
6	Teaching of humanities	√	√	-	-
7	Pedagogy of Inquiry and deliberation	√	√	-	-
	Total	AA	AA (%)		

II Provision of civic culture

		1	2	3	4
	USJ	Discourse	Formal curriculum	Parallel curriculum	Non-teaching units
1	Civic Engagement	√	-	√	√
2	Community Service	√	√	√	√
3	Citizenship	√	√	√	√
4	Culture (and rule) of Law	√	√	√	√
5	Democracy and AF	√	√	√	√
6	Teaching of humanities	√	√	-	-
7	Pedagogy of Inquiry and deliberation	√	√	-	-
	Total	BA	AA (%)		

II Provision of civic culture

		1	2	3	4
	NDU	Discourse	Formal curriculum	Parallel curriculum	Non-teaching units
1	Civic Engagement	√	-	√	√
2	Community Service	√	√	√	√
3	Citizenship	√	√	√	√
4	Culture (and rule) of Law	√	√	√	√
5	Democracy and AF	√	√	√	√
6	Teaching of humanities	√	√	-	-
7	Pedagogy of Inquiry and deliberation	√	√	-	-
	Total	A	BA (%)		

II Provision of civic culture

		1	2	3	4
	LU	Discourse	Formal curriculum	Parallel curriculum	Non-teaching units
1	Civic Engagement	√	-	√	√
2	Community Service	√	√	√	√
3	Citizenship	√	√	√	√
4	Culture (and rule) of Law	√	√	√	√
5	Democracy and AF	√	√	√	√
6	Teaching of humanities	√	√	-	-
7	Pedagogy of Inquiry and deliberation	√	√	-	-
	Total	BA	A (%)		

Last reflections

- Political model of HEI (subordination to rulers, tribes, communities, religious leaders, etc.) inhibit the provision of the civic culture, and lead to mediocrity in the quality
 - ▶▶ Bothe social functions will be compromised.
- Economic model (market oriented) usually marginalize civic provision
- To find “good quality” in HEI, we have to look at the quality of humanities and social sciences. They guarantees as well the good social functioning of the HEI.

THANK YOU