



National Erasmus+ Office, Lebanon
Higher Education Reform Experts



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THE SKILLS NEEDED FOR THE TWENTY FIRST CENTURY AND THEIR IMPACT ON TEACHING AND LEARNING IN HIGHER EDUCATION

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Conclusions

This seminar was designed to help universities reshape their programmes, teaching content and methodologies to develop needed skills for the new century and help their students navigate in an uncertain and rapidly evolving world.

It aimed to make the participants be able to:

- Identify the new skills needed in modern societies that impact teaching and learning in higher education,
- Identify the new paradigms and modes of delivery and evaluation of these skills in higher education,
- Share Lebanese experiences in order to conceive, in the future, a digital platform for sharing good practices through videos and materials for the *development of qualifications needed for the new century*.

This seminar was therefore not intended to come up with recommendations that might remain a dead document, in the absence of a framework and a monitoring strategy for their implementation at national level.

Nevertheless, the general guidelines below can be considered:

At national level

- Consider requirements related to the development of skills needed for the 21st century taking into account the standards of the National QA Agency currently being validated.
- Include in the Higher Education law requirements for pedagogical qualifications for the recruitment of university academic staff.

- Promote platforms for exchanging good practices

At institutions level

- Establish a Center for Teaching and Learning in each university. These centers would design and ensure the implementation of a global strategy aimed at developing new skills for the benefit of students.
- Include in each university strategy elements related to:
 - Programme design according to a competence-based approach including transversal skills needed for the 21st century.
 - Pedagogical practices that promote the development of these skills, including, but not limited to, the use of digital tools.
 - Evaluation procedures favoring the assessment of the transversal skills mentioned above. This, in particular, through the use of the digital student portfolio, a concrete example of which was presented at the seminar.
 - Design spaces for student collaborative environment.
 - Platforms for student support: teacher-student tutoring and peer tutoring.
- Develop a policy of human resources to train teachers for this new pedagogical paradigm, favoring research on pedagogical practices, such as SOTEL, integration of research and teaching experience in their evaluation and recruitment, contract renewal and promotion as well as other incentives.