



***EU Southern-Mediterranean Seminar on  
recognition of credits & Qualifications  
Brussels 1-2 June 2015***

*The situation in Southern Mediterranean countries use of  
transfer credit systems, role of recognition institutions  
Case of Lebanon*

**Ahmad JAMMAL**

*Director General of Higher Education  
Ministry of Education & Higher Education  
ajammal@higher-edu.gov.lb*

# Outline:

- Why recognition
- Legal Instruments (conventions)
- Resources
- Information
- Recognition in Southern Med. Countries
- Application of the ECTS
- Bologna Diploma Supplement (DS)
- Case of Lebanon
  - Historical Background
  - Actions, reforms
  - Committees in HE, Levels in HE
  - Recognition tools
  
- The road ahead

# Why Recognition?

- > **Mobility for a better interaction and a harmonic dissemination of knowledge and skills**
  - **Need to Understand and Recognize Diplomas and Degrees**
    - Appropriate use of Qualifications
    - Qualifications' beholder rights
  
- > **Recognition is a crucial topic in countries with strong migration of qualifications**
  - **Two directions to be considered**
  - **E.g. Lebanon**
    - Expatriate rate 10% in 2005
    - 40% of Lebanese emigrants hold a higher education degree

# Why Recognition?

## > Recognition of Qualifications to:

- **Enroll in a Higher Education Institution or Program**

- Smooth and Safe Integration
- Multilateral agreements (History ...)
- Official recognition of the highest degree delivered?
- Recognition within the same country in the case of diversity of systems

- **Seek to Practice a Regulated Profession**

- National exams, e.g. colloquium to exercise medicine in Lebanon
- National official positions, e.g. Civil Servant Council
- Engineering title

- **Integrate an Active Sector or Profession**

- Diverse: engineering, business, ...
- Information and knowledge are crucial elements
- Some institutions organize their own exams to evaluate knowledge and skills

Lebanon has a good understanding of international systems due to high immigration rate

# Legal Instruments

## > Conventions

- International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering the Mediterranean, Nice 1976
- Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the Arab States, Paris 1978
- UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region.
- Lisbon Recognition Convention

# Resources

- **Programs issued by the competent authorities** in the concerned countries; relevant ministries (Education, Higher Education), and educational institutions ...
- **Communication with the cultural centers of the concerned countries**, and the institutions responsible for the application, or the adoption of these systems.
- UNESCO Conventions.
- National legal texts (Laws, Decrees).
- Cultural agreements and protocols.
- Local and foreign universities programs.

# Information

- > Recognition depends largely on the information available regarding the institution/system delivering the Diploma
  
- > Information is at the basis of the recognition process
  - Transparent
  - Precise
  - Easy of access
  
- > European Tools help in this direction
  - ECTS and DS but also bridging with other credit systems
  - NQF for a better reading of qualifications within a system and EQF for a better reading of qualifications across systems
  - Mobility, multilateral conventions and joint degrees are very important in both information and trust building processes
  
- > ENIC-NARIC network is a key player in the information process
  - Mediterranean Recognition Information Centers (MERIC)

## Recognition in Southern Mediterranean countries

Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, the occupied Palestinian territory, Syria and Tunisia are not part of the Lisbon Recognition Convention, but this does not prevent them from applying its principles <sup>(1)</sup>.



In practice, **Ministries of Education or dependent bodies** are usually responsible for recognizing foreign qualifications for academic study purposes, in most Partner Countries.

Concerning the recognition of **foreign qualifications** for employment purposes, these are recognized at central level in most Partner Countries as well.

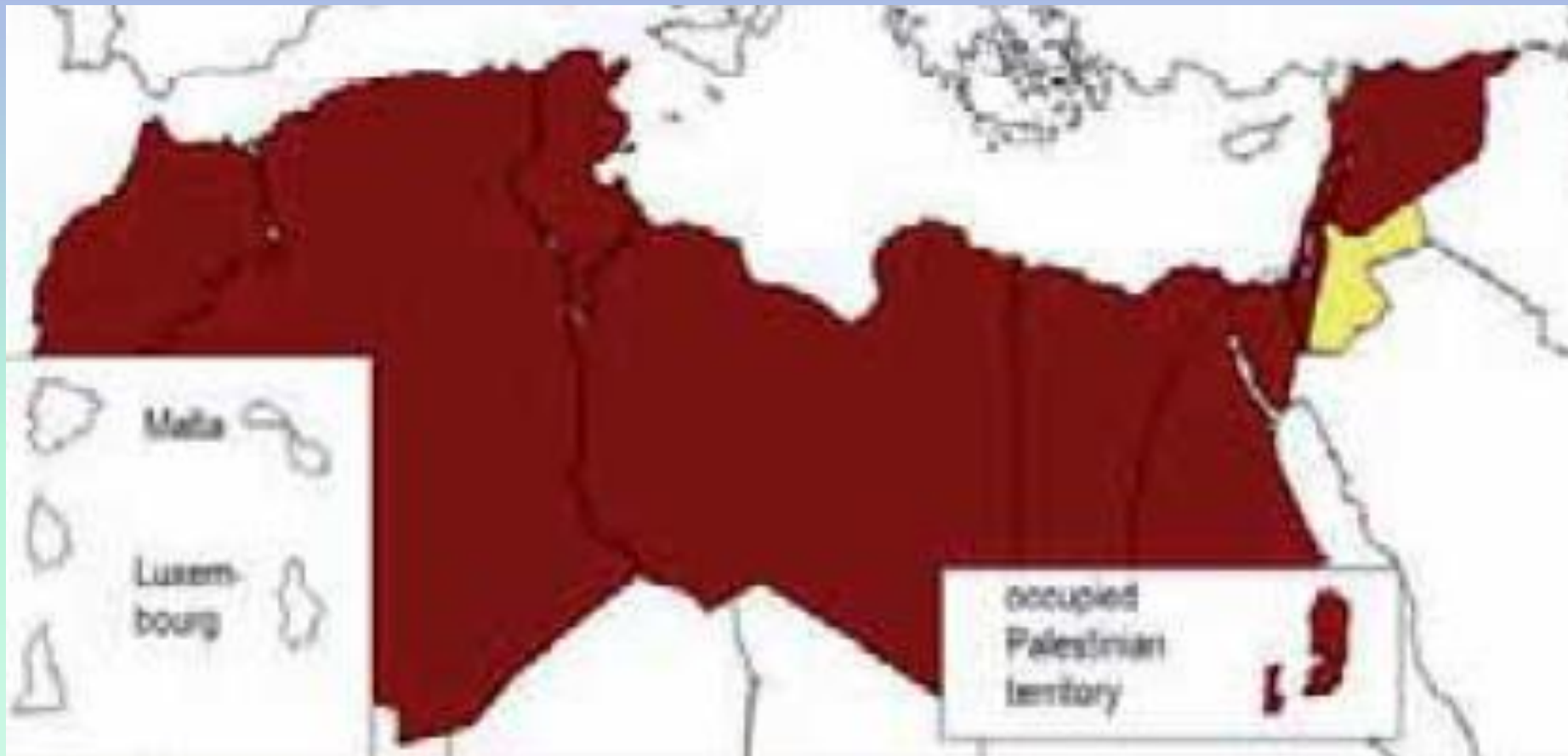


# Recognition of foreign qualifications for academic study, 2011



-  Recognition for academic study by central or regional governmental authorities
-  Recognition for academic study by higher education institutions





# Recognition of foreign qualifications for professional employment, 2011



- Recognition for professional employment by central or regional governmental authorities
- Major role played by national ENIC/NARIC networks
- Recognition for professional employment by social partner organisations or individual employers

# Establishment of joint degrees and programs in HE legislation, 2011



-  Joint programmes and joint degrees are allowed in the higher education legislation.
-  Joint programmes are allowed in the higher education legislation. Joint degrees are not foreseen in the legislation.
-  Joint programmes and joint degrees are mentioned in the higher education legislation but provisions need to be defined.
-  Joint programmes and joint degrees are not mentioned in higher education legislation whatsoever.

# Recognition Authorities in some Southern Countries

<b>State</b>	<b>Institution responsible for recognizing foreign qualifications for the purpose of academic study</b>	<b>Institution responsible for recognizing foreign qualifications for the purpose of Work in the country</b>
Jordan	MOHE & Scientific Research	MOHE & Scientific Research
Syria	MOHE	MOHE & other relevant ministries
OPT	MEHE	MEHE
Libya	National commission for diploma validation (MOE)	National commission for diploma validation (MOE)
Tunisia	Directorate of recognition (MOHE & SR)	Private employer or recognition by the state
Lebanon	EQU Committees (MEHE) Engineering Committee TC (Private Sector Inside Lebanon)	EQU Committees (MEHE) Employers Relevant ministries & Orders

# Application of the ECTS in some Southern Countries

The Bologna cycle structure for Bachelor (180cr – 3years or 240cr – 4 years) and Master levels is extensively implemented in some institutions and programs (Algeria, Lebanon, Morocco, Tunisia). These countries have opted for the 180 credit model.

At Master level, the 120 ECTS credit model (2 academic years) is used.

The 180+120 credit model (3+2 years) is preponderant.

Almost all Partner Countries have adopted a credit system.

The majority of them are currently implementing ECTS, at least to some extent.

Harmonized implementation is still far from being a reality and need improvement.

There is still no common method for measuring ECTS credits.

One ECTS credit may vary from 20 to more than 40 hours of student workload or from 10 to 15 teacher-student contact hours among countries.

**Problem of Grading system.** (Credits Transfer between HEIs)

Several countries have their own national credit systems (Egypt, Jordan, Morocco, the OPT, & Syria). Libya is the only one which do not use any, so far.

## Bologna Diploma Supplement (DS)

**Jordan, Libya, Morocco, the OPT and Syria**, do not use any type of Diploma Supplement, all the other Partner Countries have either adopted a national DS or the Bologna DS.

A partial introduction of the Bologna DS in higher education institutions (adopted by 25–75% of institutions) has been reported in **Lebanon & Tunisia**.

**Egypt** is at the initial stages of adoption.

According to Bologna principles, the Diploma Supplement should be issued automatically and be given free of charge to graduates at the end of their studies. This principle is currently applied in **Algeria & Tunisia**, whereas it is issued upon request and free of charge in **Lebanon**.

# Case of Lebanon:

## History: Multi-divers system in HEIs,

- 1866: 1<sup>st</sup> HEI, 8 HEIs before 1961, 17 before 1996, 45 Now.
- 1961: HE law, (**CHE**)
- 1962-1967: Regulations for **Equivalency**, Engineering, and colloquium exams,
- 1996: Decrees for licensing, audit, criteria, **TC** committee,
- 2002: Creation Directorate General of Higher Education  
DGHE

## Actions, Reforms (1/2):

- 2004: Audit & Evaluation of all higher education (External Audit)
- 2004-2006: - Dissemination of the culture of quality
- 2007: Higher education strategic policy (goals and executive plans).

## Actions, Reforms (1/2):

- **2006-2014:** Structural measures Tempus projects (14 Projects):  
External Quality Assurance, Student services,  
Employment Offices, Orientation, Career services, International relations,  
Employment Observer, Distance Learning, etc.
- **2012-2013:** Benchmark on the governance in higher education institutions  
(WB project): 29 university from Lebanon.
- **2012:** Regulating Doctoral Studies: Decree Number 10068 dated 11/3/2013
- **2014:** New law for higher education ratified by the parliament 285/2014
- **2010-2014:** Training with Erasmus+ & HERE: LO, LMD, EQA, Students  
services, Credit system, etc.
- **2015:** ELearning (Debate), Civic Engagement, IQA
- **2013-2015:** 2 laws ratified by the council of ministries, Waiting ratification  
by the parliament:
  - LQAA in HE (Autonomy, standards ... indicators, etc.)
  - Structuring the DGHE



# Students & Staff:

## Students:

- The number increases through 10 years by 44.6%
- From 132645 students in 2004 to 191788 in 2013, with 54.3% female

This increase is due to:

- The creation of campus in some regions,
- The development of new programs.
- Net increase of students' Number in the private:
  - 65836 students in 2004, 120348 in 2013 (82.7%),
  - Public university (LU) (66809 in 2004 to 71440 in 2013 (7%).
- Number of foreign students increases from 9.6% in 2004 to 16.6% in 2010 and decreases to 12% in 2013 because of the political issues in the country.

## Staff:

Human resources have been developed:

- Number of academic staff increased from 12000 in 2004 to 20082 in 2013 (40%) with 38% female,
- Also a net increase in administrative and technical staff is evident.

# History of recognition in Lebanon

- 1962:** Equivalence committee for general, technical & HE studies  
Procedures & Criteria for recognition & Equivalency (decree 9355/62)
- 1996:** Equivalence committee for HE
- 2013:** Equivalence committee for VTE
- 2014:** Ratified new HE law 285/2014
  - Committee for Recognition of studies & equivalency in HE from outside
  - Specialized TC for recognition of studies in HE inside Lebanon

## Composition of the committees:

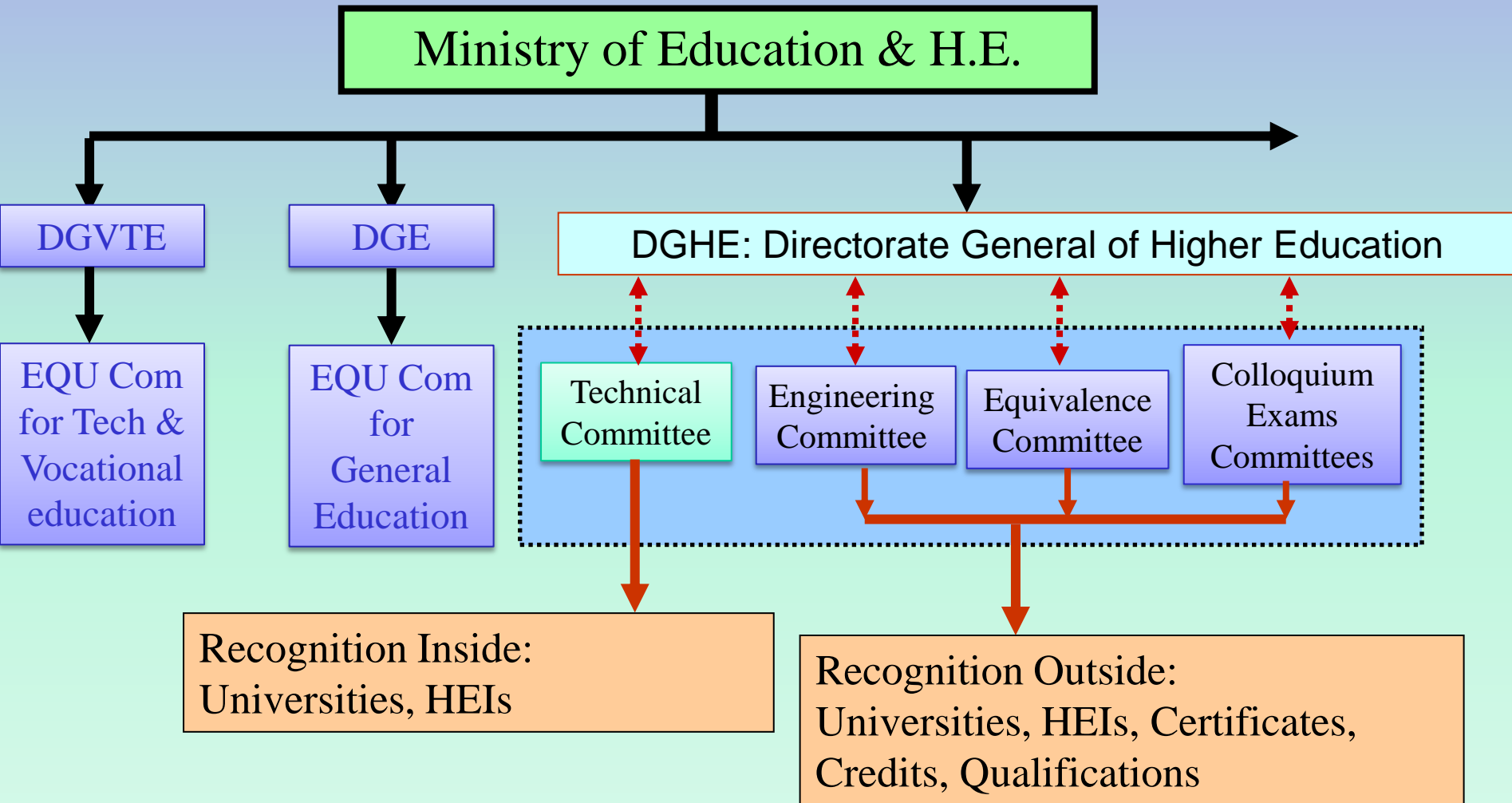
- MEHE (DGE, DGHE, DGVTE)
- Experts from Private & Public HEIs
- Relevant ministries (Public work, Health, etc.)
- Orders (Medical doctors, Engineers, Nursing, Physiotherapy, etc.)

The committees Have complete autonomy, the public authority assure the management of the operations.

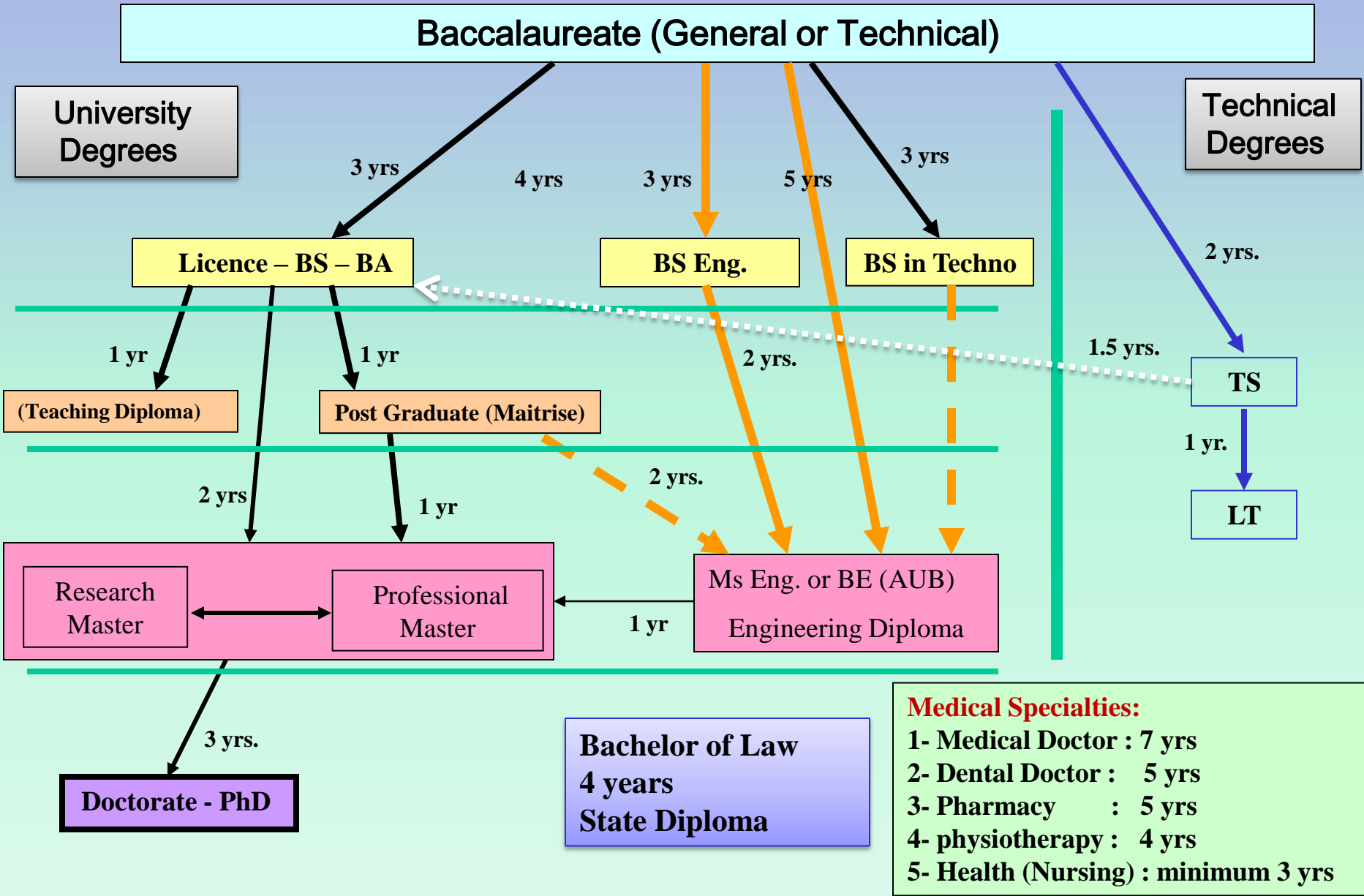
## Role of the committees

- Evaluating different systems of education and certification for the Lebanese educational system.
- Full or partial recognition of the study obtained by the owners of foreign qualifications.
- Assess Qualifications, and provide full or partial equivalency authorizes the owner to complete his studies or to get a qualification for a specific level in work.
- Authorize bridging between technical education and academic education.
- Granting foreigners or Lebanese living in Lebanon or abroad permission to pursue their studies in the official or private schools in Lebanon, according to a formally accredited education systems in Lebanon or to enroll in higher education institutions (Lebanese university or universities and institutes).

# Councils & Committees Responsible of HE in Lebanon



# Degrees in Higher Education (Lebanon) - 2014



# Recognition Tools in Lebanon

- UNESCO Conventions
- Conventions with partner countries
- Accreditation Bodies
- Qualification Frameworks
- Systems on Education
- Supplement to Diploma
- Network of Evaluators of Credentials
- International Exams (SAT, MCAT, GMAT)
- National Exams (Colloquium in Health)

## Notes:

- Existing and well established recognition system in Lebanon
- Large recognition activity in Lebanon due to the large mobility of qualifications

# The road ahead

- > Recognition is gaining in amplitude and importance with globalization
  - **Conjugating existing tools?**
  
- > Diversity and Multidisciplinary in the qualifications is also increasing
  - **Strengthening the network of information? Trust building process?**
  
- > Competences developed within a Program respond to qualifications needed in a socio-economic system. Those needs differ among systems.
  - **How to cope with differences?**
  
- > Profession-based training/exams are reality
  - **How to integrate them in the process?**

# Thanks

Ahmad JAMMAL  
Director General of Higher Education  
Ministry of education & Higher Education  
Habib Abi Chahla Street, Beirut, Lebanon

Tel: +961.1.772500

Fax: +961.1.772529

Email: [ajammal@higher-edu.gov.lb](mailto:ajammal@higher-edu.gov.lb)

Web: [www.higher-edu.gov.lb](http://www.higher-edu.gov.lb)

Twitter: [@ajammal\\_lb](https://twitter.com/ajammal_lb)

Skype: a-jammal