

Good Governance and Institutional Effectiveness in Higher Education in Lebanon
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Ministry of Education and Higher Education, Beirut, Lebanon

Concept Note

The demand for higher education is on the rise both in Lebanon and beyond. As this demand grows, the social responsibility of institutions of higher education is also increasing as they are key actors within social and economic prosperity of a nation. It is important for institutions of higher education in Lebanon to develop good governance practices and institutional effectiveness in order to respond to the needs of the local society and remain competitive while sustaining quality measures and transparency of its operations. Good governance practices include a good balance between institutional autonomy and accountability at the university, in addition to a balanced participation of key stakeholders in decision making within the institution. Deeply rooted in good governance practices is institutional effectiveness that supports issues such as the continuous improvement of the university (like accreditation, academic program assessment, administrative planning and evaluation, institutional research and strategic planning). Addressing institutional effectiveness aims directly towards supporting institutional quality improvement efforts.

Good governance practices and institutional effectiveness are central to improving education outcomes. In light of the massive expansion of the higher education system observed in Lebanon, there are persistent concerns related to the quality and relevance of the higher education provided. These concerns have become more pressing in Lebanon particularly due to the multiplication of new higher education institutions. In this context, governance is one of the key elements that needs to be developed within institutions of higher education in Lebanon in order to support reform conducive to improving outcomes. Governance encompasses all structures, process and activities related to the management, planning and effectiveness of the institution. It is important to recognize that every institution will have its unique governance model that should be effective in supporting it achieve its mission and goals. Therefore, there are no ideal measures of governance which institutions can simply adhere to in order to become more effective. However, there are a number of good practices which institutions can benchmark against in order to improve their institutional effectiveness; such as striking a balance between institutional autonomy and accountability ensuring quality education and improved learning outcomes. Ensuring a balanced participation of key stakeholders across a range of institutional decisions is also key for good governance within the institution. Improving these mechanisms within the institutions of higher education enable institutions to provide young people with the skills required by the job market, to improve access to quality education, to seek sustainable mechanisms for growth and development.

The TAM on *Good Governance and Institutional Effectiveness in Higher Education in Lebanon* provides an opportunity for participating institutions to engage in a discussion of governance approaches and models across institutions of higher education in the country and in Europe. This engagement is critical to highlight strategic management of institutions and to advocate for quality assurance measures within institutions, particularly in light of the absence of a national quality assurance. Best practices of good governance and institutional effectiveness will be shared by local institutions, supported by an in depth reflection by an

international European expert of institutional strategy within the scope of educational, skills, and quality assurance policies.