Empowering Institutions through information
Global, Regional and local perspectives

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Importance of Information:

**Trends**
- in the **evolution of Higher Education** at international level,
- in the **reform of governance and management**,

**Strategic planning**
- Need of **strategic measurements** at national level,
- Define the **mission and objectives** of the HE system and the role of HEIs,

**Monitoring**
- Planning and developing of HE system needs a **monitoring system** of the sector at institutional & national levels,

**Indicators**
- Monitoring Higher education system needs a **system of indicators**, 
- An indicator system needs **information**, 

4th International Conference on Higher Education in the MENA, Beirut 12-14 May 2015
Many questions are related to collecting information:

- What kind of information is needed?
- How to produce these information? And how to use it?
- How to use these information to improve governance & QA in HE?
- How institutions use information to increase performance?
- Is there is any negative impact on the autonomy of the HEIs?
- How information reflect transparency?
- How institutions & Decision makers inform external stakeholders (Students, parents, employers, etc.) about HEIs?
- Is there any contradiction between accountability and autonomy?
Trends in the evolution of Higher Education:

1) **Increase in the student population** (worldwide): Challenge of managing the increasing number where funds availability do not grow as fast

2) **Diversification in HE provision and of HE Models:**
   - New types of institutions
   - New types of courses with content applicable to job market
   - Education opportunities available outside universities

3) **Increased privatisation of higher education**
   - Very dynamic private institutions
   - Issues related to supervision and quality control

4) **Growing internationalization**
   - Many students now depend on own financial resources rather than scholarships
   - Countries actively engage in attracting foreign students
   - Increased interest in comparing the performance of countries’ education system

5) **Regional integration**
   - Europe: Bologna process
   - Asia: ASEAN support collaboration on higher education issues via the Asian University Network (AUN)
   - Arab region: Gulf Cooperation Council

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Trends in the reform of governance and management:

1) New public management (Deregulation): redefines the role of the public authority
   • Granted more institutional autonomy
   • Change of the Role of state from control & direct intervention to supervision
   • New management tools for institutional policies and plans

2) Differentiation of institutions’ mission:
   • Institutions develop individual profiles based on socio-economic environments
   • Institutions should try to match teaching and research to the needs of the region
   • The target population of the institution should be a part of this differentiation
   • Institutions develop entrepreneurial activities

3) Importance of strategic planning
   • Strategic plans have been developed: Request of governments, or initiative of institutions
   • Needs for monitoring leads to the development of information systems and indicator systems

4) Importance of monitoring performance
   • EQA: Reform measures include audits, evaluations, & accreditation of programs & HEIs
   • Indictor systems: follow up on national or institutional education policies

5) Greater role of the market
   • Increase of the influence of market forces
   • Increase in demand for performance related information
   • Increased competition among institutions to attract students and research funding

6) Emergence of Ranking
   • HEIs are increasingly being ranked: QS, Times, Top Universities, European U-Multirank.
The virtuous circle of information

(3) Publication of an indicator system provides feedback for people producing the information

(2) Motivates administrators to provide quality information

(1) Demonstrates importance of data collected

The reliability of data is the ongoing topic of debate

Source: IIEP - UNESCO
What data is needed to be collected?

Source: IIEP UNESCO
How information is going to be processed before collecting it?
The two steps to identify information needs (1/2)

Step 1 – Define precisely the objectives to be met

- Users should be encouraged to express their needs
- Governance and steering activities should be precisely defined for the various services
- Survey, interviews, and/or questionnaires should be submitted to the various actors of the system

Source: IIEP UNESCO
Step 2 — Design a clear model or framework describing how the higher education system works

- **Inputs**
  - Financial resources
  - Level of students entering the system
  - Teaching staff, etc...

- **Outputs**
  - Numbers of graduates

- **Outcomes**
  - Increased skills and competencies
  - Educational attainment

- **Impact**
  - Improvement of productivity
  - Economic development

Source: IIEP UNESCO
The quality of information

Information used for the construction of indicators should be:

- **Relevant**
  - Information must provide measurements that can help decision-makers to answer their questions and take necessary decisions

- **Reliable**
  - Information must provide a true description of the reality

- **Timely**
  - Data collecting, archiving, data processing, and information dissemination should be done in a manner that data is available in a timely manner for decision making

Source: IIEP UNESCO

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Information needs at different administrative and planning levels

There are several categories of decision-making in a higher education system.

- Decision makers at **MACRO level**: responsible for strategic, steering and planning decisions at national level
- Decision makers at **INSTITUTIONAL level**: responsible for institutional policy, planning, management and resource allocation decisions
- Decision makers at **FACULTY/ DEPARTMENT** level: responsible for management and delivery at faculty level

**Information needs will vary according to :**

1. **Administrative level** (central, institutional, faculty, department, and program level);
2. **Type of decision** (strategic and planning, management and supervision, operational).
Situation in Lebanon:

- **History**: Multi-diverse system in HEIs,
  - 1st HEI in 1866, 8 HEIs before 1961, 17 before 1996,

- **1999-2000**: The Lebanese government licensed **23** new higher education institutions, jumping the number of higher education institutions to 40 private and one public,

- This increase was without planning or existing national policy for higher education,

- A challenge for the Directorate General of Higher Education DGHE **created in 2002**,

- **Starting 2004**: Action plans and strategies to develop and monitor the sector.
Actions, Reforms (1/2):

- **2004**: External Audit for all higher education institutions (quantitative):
  Programs, Staff, Administrative, Labs, Students admission, infrastructure, Resources,

- **2004-2006**: Dissemination of the culture of quality
  Developing a strategic plan for HE with goals and action plans

- **2007**: Higher education strategic policy (plans and proposals).

- **2006-2014**: Structural measures projects at Lebanese universities with the support of the EU Tempus program (14 Projects):
  External Quality Assurance, Student services,
  Employment Offices, Orientation, Career services, International relations,
  Employment Observer, Distance Learning, etc.

- **2010**: Audit process for 35 branch campus of private universities in Lebanon.

- **2010-2014**: Training with Erasmus+ & HERE: LO, LMD, IQA, Students services, Credit systems, etc. 2015: ELearning (Debate), Civic Engagement, IQA

- **2015**: E-Learning (national debate), Civic Engagement, IQA
Actions, Reforms (2/2):

- **2012-2013**: Benchmark on the governance in higher education institutions (World Bank project): 29 university from Lebanon.
- **2012**: Regulating Doctoral Studies: Decree Number 10068 dated 11/3/2013
- **2014**: New law for higher education amended by the parliament 285/2014 Framework for the governance of higher education institutions, management, finance, autonomy, participation, students and faculty members rights, QA and accreditation
- **Now**: 2 Other laws are currently under discussion in the parliament (amended by the government):
  - Creating QA agency:
    Independent, Autonomous, standards ... indicators, etc.
  - New structure of the Directorate General of Higher Education:
    Including a department for information and orientation.
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
• A small increase in the number of institutions (4 additional institutions).
  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 sector:
  - 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.
Data in Lebanon:

1- **Lebanon produces annually a set of statistics by CRDP** (Center for Educational Research and Development)

   A set of information on the Evolution of students number, universities, programs, gender, nationalities (in private and public sector) the data are collected by the DGHE and the CRDP and published yearly in the statistics bulletin and they are available in Arabic language on the website of the CRDP: [www.crdp.org](http://www.crdp.org)

2- **The DGHE, has complete information about programs in the HEIs.**
   - A list of recognized programs in the HEIs is produced annually,
   - All the information about HEIs: Address, Decisions, Decrees, Faculties, Specialties, level of studies, system of teaching, etc. is available on the webpage of the DGHE: [www.higher-edu.gov.lb](http://www.higher-edu.gov.lb)
   - Guides developed by the DGHE on licensing, recognition and audit are also available.

3- **Statistics are available annually about graduates from outside Lebanon** through the departments of Equivalency, Colloquium & Engineers.

4- **No Financial Information**: (Except LU) The new HE law, amended the annual feedback of information about finance in the HEIs. A study is led now by the WB in collaboration with the MOF and the MEHE, about finance in education in Lebanon.
**Objectives of collecting Data:**
- Statistics
- Decision making concerning higher education institutions development

**Problems:**
- Compilation of the information (languages: Arabic, English, and French).
- Need for an information system
- Need to have a common codification system
- No Common definitions for indicators.

**Trends in Lebanon:**
- Conviction of IQA, EQA and accreditation,
- Conviction of the impact of good governance,
- Conviction of the need of information system at the level of institutions and at the national level,
- Conviction of the effect of Information system on Quality Assurance,
Thanks

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