



Department of Institutional Research and Assessment

Lebanese Qualification Framework Analysis

3/12/2018

Your suggestions and comments are welcomed. For questions or additional queries do not hesitate to contact us by email :  
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## **PART ONE**

This report is made up of two parts. Part one, the overview, gives a summary of results obtained from both the questionnaire and the interviews. Part two begins with the section on demographics and then gives details of all responses obtained for each item on the questionnaire and the interviews. It also includes all the comments provided by respondents, which provide in depth insights of respondents perceptions and beliefs.

### **I. Overview**

A total of 106 University responders filled the questionnaire fell under the below categories:

1. Students: 42%
2. Faculty 25%
3. Administrators: 25%
4. Career Officers 8%

And belonged to the below universities:

1. Universite Saint-Esprit- Kaslik: 26%
2. Islamic University of Lebanon: 21%
3. Lebanese American University: 19%
4. Universite Sainte Famille: 19%
5. University of Balamand: 8%
6. Beirut Arab University: 3%
7. University Antonine: 3%
8. Al Manar University of Tripoli: 1%

4 individual interviewed were conducted with professionals pertaining to the below institutions:

1. Qualification awarding body or professional recognition body
2. Non-Governmental organization (NGO)
3. Government department or government agency
4. Research/consultancy body
5. Order of pharmacist
6. Lebanese Association for Educational studies
7. Drug Information center

### **LQF purposes**

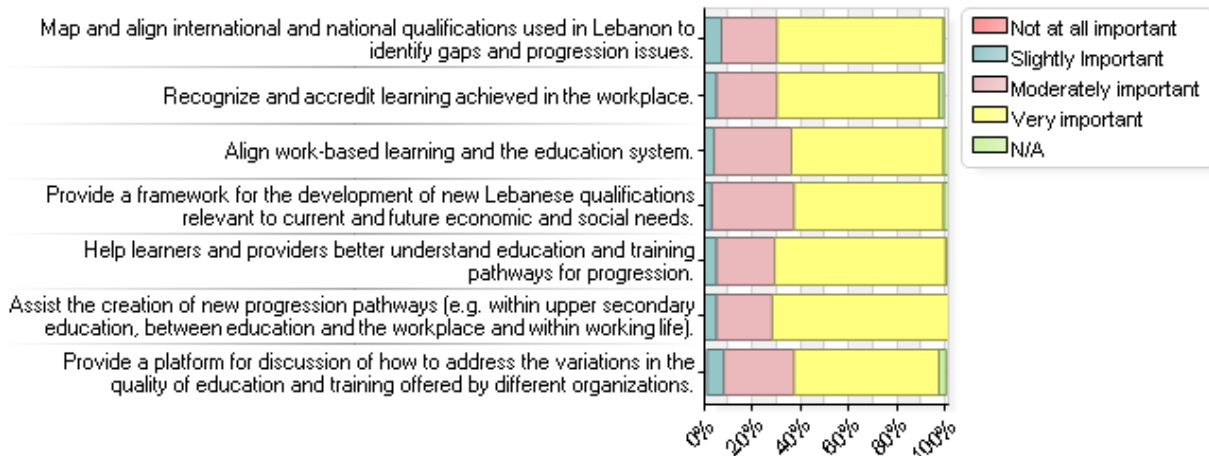
The below proportions of respondents found these **LQF purposes** to be important<sup>1</sup>:

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<sup>1</sup> Important includes “very important” and “moderately important”

- Provide a framework for the development of new Lebanese qualifications relevant to current and future economic and social needs: **96%**
- Assist the creation of new progression pathways (e.g. within upper secondary education, between education and the workplace and within working life) : **96%**
- Help learners and providers better understand education and training pathways for progression: **95%**
- Align work-based learning and the education system: **95%**
- Map and align international and national qualifications used in Lebanon to identify gaps and progression issues: **92%**
- Recognize and accredit learning achieved in the workplace: **92%**
- Provide a platform for discussion of how to address the variations in the quality of education and training offered by different organizations: **89%**

The responses are summarized in the below graph:



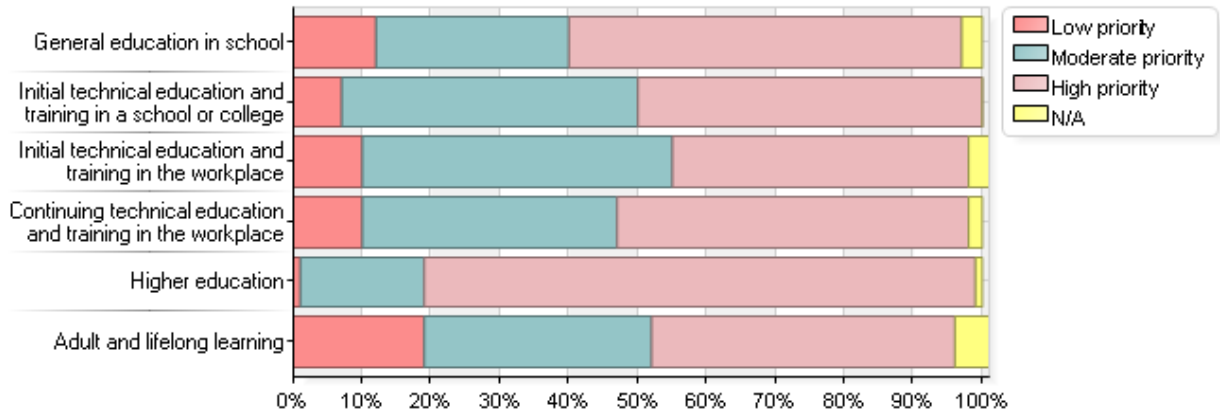
### Areas for inclusion in LQF

The below proportions of respondents found that these types of education and training should be a **priority<sup>2</sup>** for inclusion in the LQF:

- Higher education: **98%**
- Initial technical education and training in a school or college: **93%**
- Continuing technical education and training in the workplace :**88%**
- Initial technical education and training in the workplace: **88%**
- General education in school: **85%**
- Adult and lifelong learning: **77%**

The responses are summarized in the below graph:

<sup>2</sup> Priority includes: “moderate priority” and “high priority”



### Views regarding a Lebanese Qualification Authority (LQA):

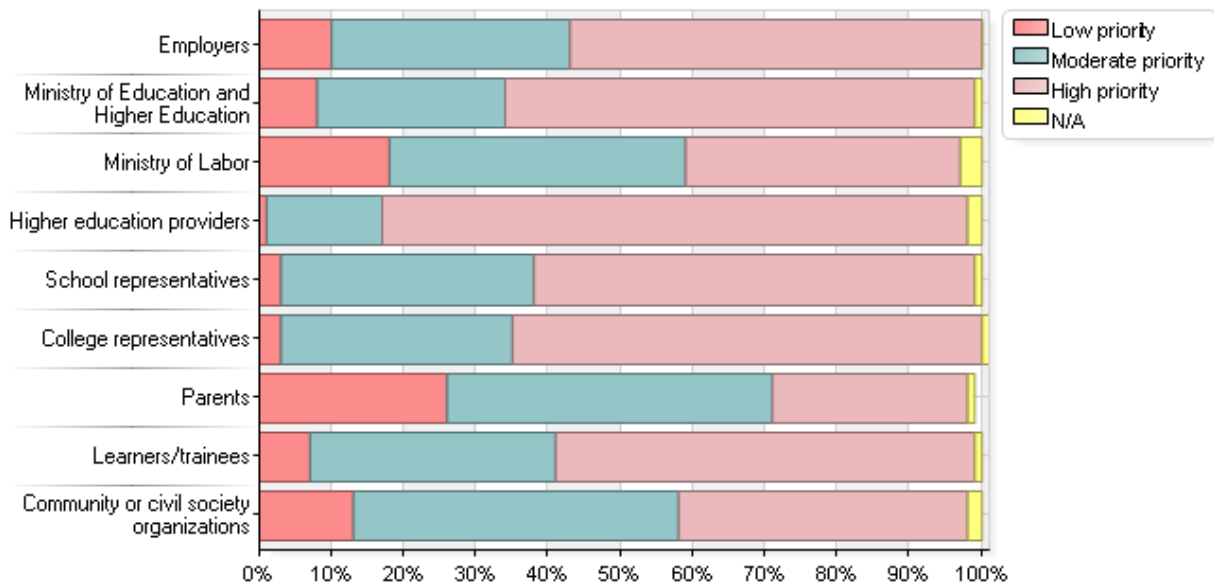
- **60%** of the respondents think an LQA should be independent of all current national ministries.
- **56%** of the respondents think that an LQA should be located within the Ministry of Education and Higher Education.
- **65%** of the respondents don't think that an LQA should be located within the Ministry of Labor.

### Stakeholders

The below proportions of respondents considered it a priority for the following stakeholders to be involved:

- Higher education providers: **97%**
- College representatives: **97%**
- School representatives: **96%**
- Learners/trainees: **92%**
- Ministry of education and higher education: **91%**
- Employers: **90%**
- Community or civil society organizations: **85%**
- Ministry of labor: **79%**
- Parents: **72%**

The responses are summarized in the below graph:

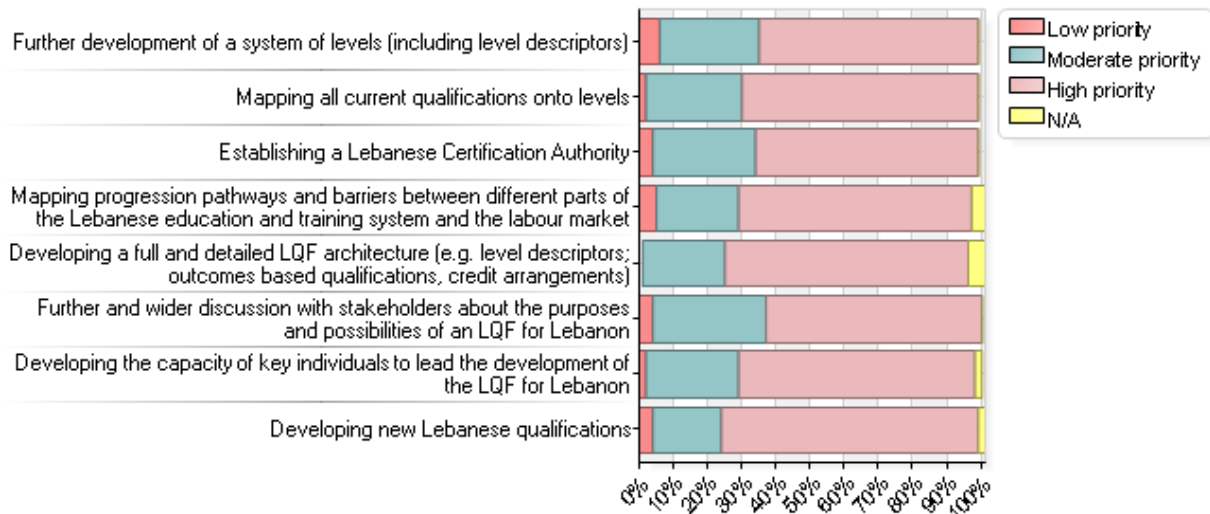


### Priorities moving forward with the development of the LQF for Lebanon

The below proportions of respondents considered these priorities:

- Mapping all current qualifications onto levels: **97%**
- Further and wider discussion with stakeholders about the purposes and possibilities of an LQF for Lebanon: **96%**
- Developing the capacity of key individuals to lead the development of the LQF for Lebanon: **96%**
- Developing new Lebanese qualifications: **95%**
- Developing a full and detailed LQF architecture (e.g. level descriptors; outcomes based qualifications, credit arrangements) : **95%**
- Establishing a Lebanese Certification Authority: **95%**
- Further development of a system of levels (including level descriptors): **93%**
- Mapping progression pathways and barriers between different parts of the Lebanese education and training system and the labor market: **92%**

The responses are summarized in the below graph:

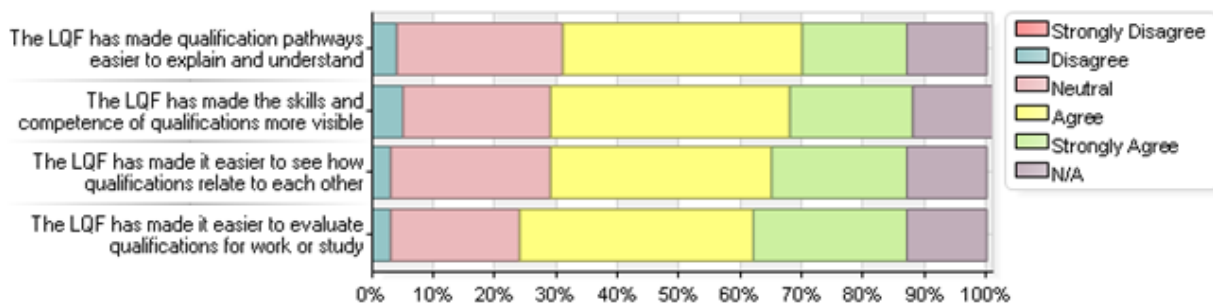


### Views on the contribution of the LQF in improving the transparency of qualifications in Lebanon

The below proportions of respondents agree<sup>3</sup> with the following:

- The LQF has made it easier to evaluate qualifications for work or study: **63%**
- The LQF has made the skills and competence of qualifications more visible: **59%**
- The LQF has made it easier to see how qualifications relate to each other: **58%**
- The LQF has made qualification pathways easier to explain and understand: **56%**

The responses are summarized in the below graph:



### Views in relation to the contribution of the LQF to achieving quality-related impacts

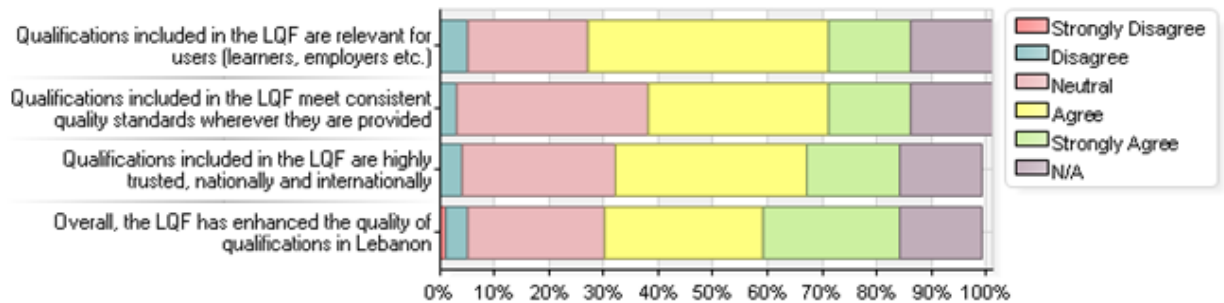
The below proportions of respondents agree with the following:

- Qualifications included in the LQF are relevant for users (learners, employers etc.): **59%**
- Overall, the LQF has enhanced the quality of qualifications in Lebanon: **54%**
- Qualifications included in the LQF are highly trusted, nationally and internationally: **52%**

<sup>3</sup> Agree includes “agree” and “strongly” agrees

- Qualifications included in the LQF meet consistent quality standards wherever they are provided: **48%**

The responses are summarized in the below graph:

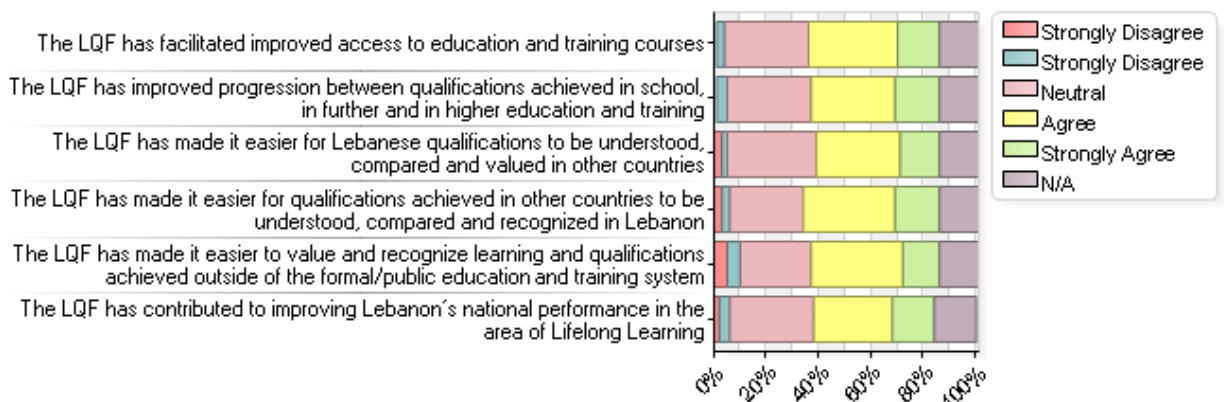


### Views in relation to the contribution of the LQF to achieving Lifelong Learning and the Mobility of Learning and Qualifications impacts

The below proportions of respondents agree with the following:

- The LQF has made it easier for qualifications achieved in other countries to be understood, compared and recognized in Lebanon: **52%**
- The LQF has facilitated improved access to education and training courses: **50%**
- The LQF has improved progression between qualifications achieved in school, in further and in higher education and training: **49%**
- The LQF has made it easier to value and recognize learning and qualifications achieved outside of the formal/public education and training system: **49%**
- The LQF has made it easier for Lebanese qualifications to be understood, compared and valued in other countries: **47%**
- The LQF has contributed to improving Lebanon’s national performance in the area of Lifelong Learning: **46%**

The responses are summarized in the below graph:



## Views in relation to the contribution of the LQF to achieving Employability-related impacts

The below proportions of respondents agree with the following:

- The LQF has improved the dialogue between the world of qualifications and the world of work: **51%**
- The LQF has facilitated national monitoring and reporting of skills and qualifications output: **50%**
- The LQF has facilitated better matching between skills and job vacancies: **47%**
- Technical Qualifications included in the LQF signal relevant skills and competencies required for particular occupations: **46%**
- The LQF has facilitated workforce planning and development: **35%**

The responses are summarized in the below graph:

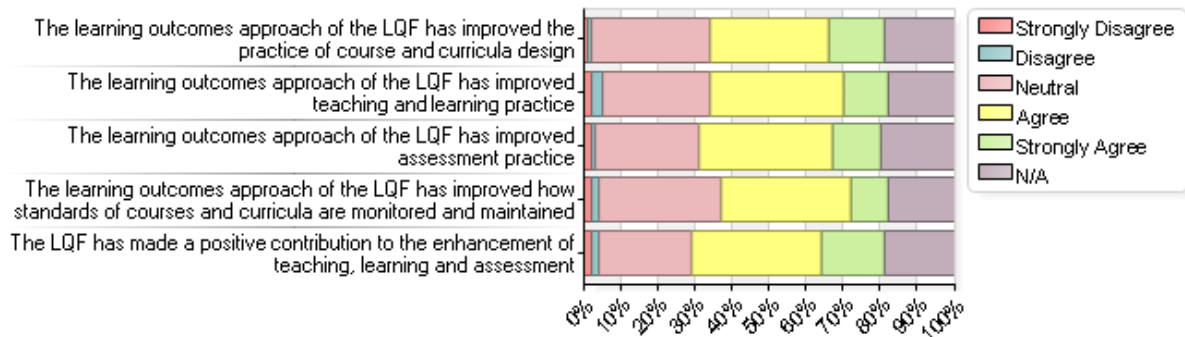


## Views in relation to the contribution of the LQF to achieving Teaching, Learning and Assessment practice impacts

The below proportions of respondents agree with the following:

- The LQF has made a positive contribution to the enhancement of teaching, learning and assessment: **52%**
- The learning outcomes approach of the LQF has improved assessment practice: **49%**
- The learning outcomes approach of the LQF has improved teaching and learning practice: **48%**
- The learning outcomes approach of the LQF has improved the practice of course and curricula design: **47%**
- The learning outcomes approach of the LQF has improved how standards of courses and curricula are monitored and maintained: **45%**

The responses are summarized in the below graph:



### Views on well information about the LQF and how effectively it has been developed and promoted

The below proportions of respondents agree with the following:

- The benefits/value of the LQF are effectively promoted to stakeholders: **37%**
- I am sufficiently informed about international developments relating to qualifications frameworks (e.g. European Qualifications Framework, Qualifications Framework for European Higher Education): **37%**
- The availability of LQF guidance material and resources are appropriate to my needs: **36%**

The below proportion of respondents disagree<sup>4</sup> with the following:

- I have been appropriately involved in LQF policy development and implementation: **43%**
- I am sufficiently informed about the LQF: **40%**

The below proportion of respondents are neutral when it comes the following:

- The LQF as a policy instrument is consistent with other national policy in the area of qualifications (e.g. public funding policy, public sector recruitment, national strategies for skills development etc.): **38%**

### Priorities attached to the LQF functions for the future development of the Framework.

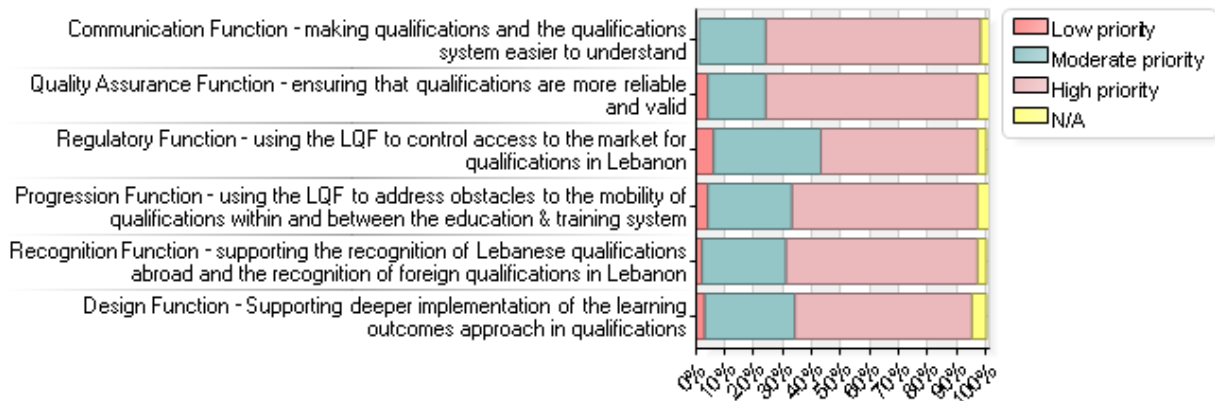
The below proportions of respondents considered these priorities:

- Communication Function – making qualifications and the qualifications system easier to understand: **97%**
- Recognition Function – supporting the recognition of Lebanese qualifications abroad and the recognition of foreign qualifications in Lebanon: **95%**
- Quality Assurance Function – ensuring that qualifications are more reliable and valid: **93%**
- Progression Function – using the LQF to address obstacles to the mobility of qualifications within and between the education & training system: **93%**

<sup>4</sup> Disagree includes “strongly disagree” and “disagree”

- Design Function – Supporting deeper implementation of the learning outcomes approach in qualifications: **92%**
- Regulatory Function – using the LQF to control access to the market for qualifications in Lebanon: **91%**

The responses are summarized in the below graph:



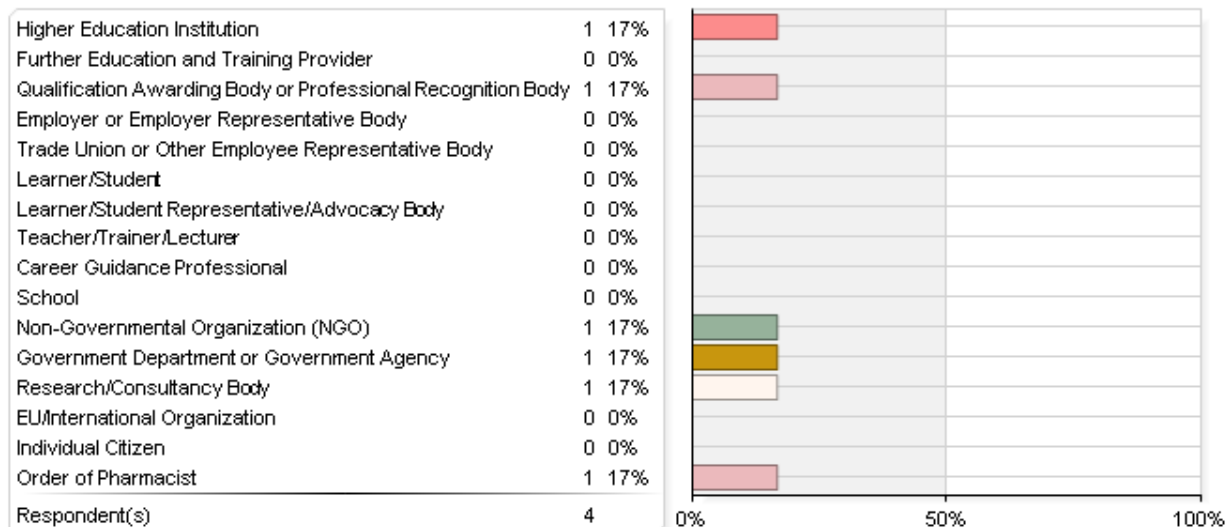
## PART TWO

### II. Demographics

#### 1. First Name and Last Name

Comments
Fadi Gemmayel
Dr. Nada Mneimneh
Dr. Pascale Salemech
Dr. George Sili and Dr. Hala Sacre

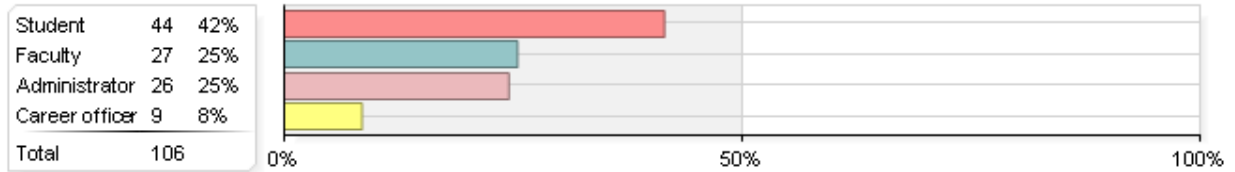
#### 2. In which capacity are you responding? Please select all that apply



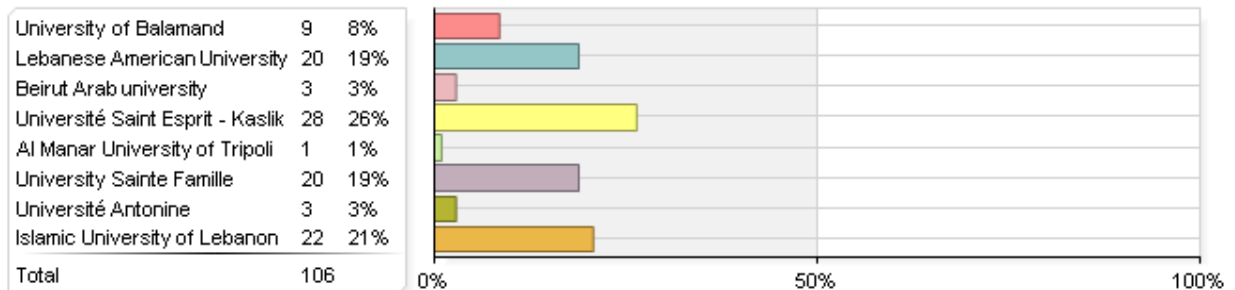
### 3. Organization name

Comments
Lebanese Association for Educational Studies
Lebanese Order of Pharmacists and Lebanese University, Dr. SalemeH is involved in the accreditation of the Lebanese University and the ISO
President of the Lebanese Order of Pharmacists and Director of the Drug Information Centre

### 4. In which capacity are you responding?



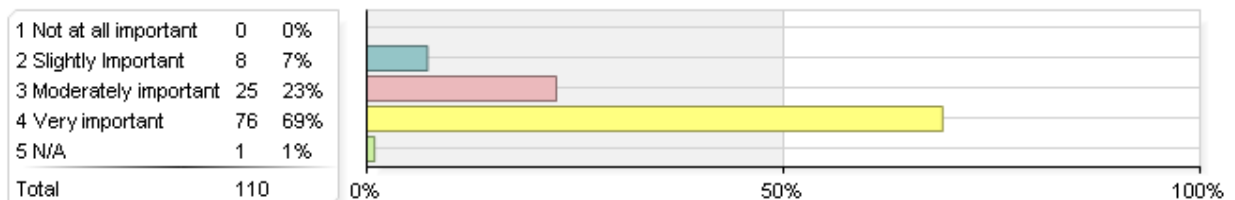
### 5. Please select your university



## III. Purposes

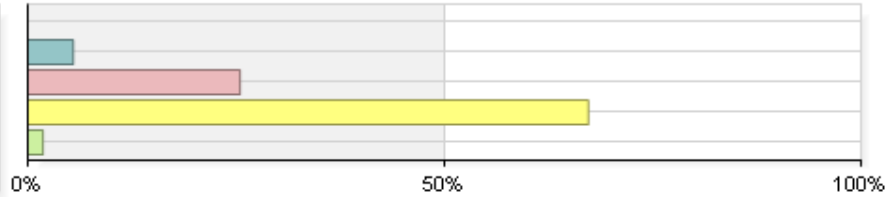
### 1. What purposes might an LQF for Lebanon serve?

#### a) Map and align international and national qualifications used in Lebanon to identify gaps and progression issues.



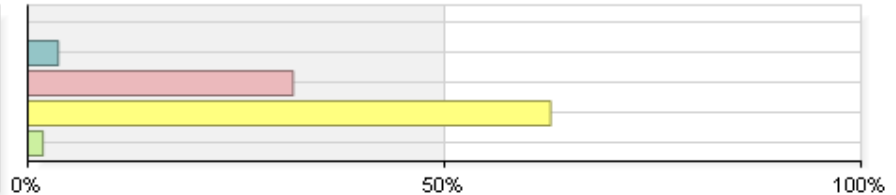
b) Recognize and accredit learning achieved in the work place.

1 Not at all important	0	0%
2 Slightly Important	6	5%
3 Moderately important	28	25%
4 Very important	74	67%
5 N/A	2	2%
Total	110	



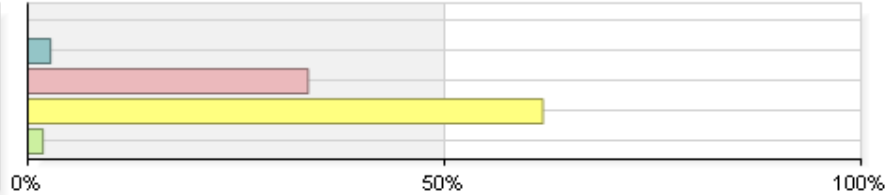
c) Align work-based learning and the education system.

1 Not at all important	0	0%
2 Slightly Important	4	4%
3 Moderately important	35	32%
4 Very important	69	63%
5 N/A	2	2%
Total	110	



d) Provide a framework for the development of new Lebanese qualifications relevant to current and future economic and social needs.

1 Not at all important	0	0%
2 Slightly Important	3	3%
3 Moderately important	37	34%
4 Very important	68	62%
5 N/A	2	2%
Total	110	

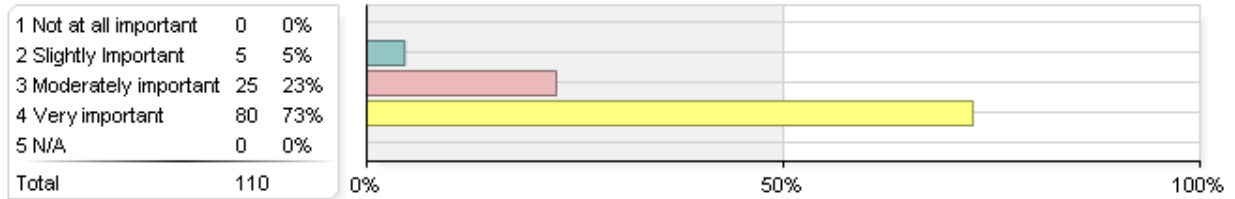


e) Help learners and providers better understand education and training pathways for progression.

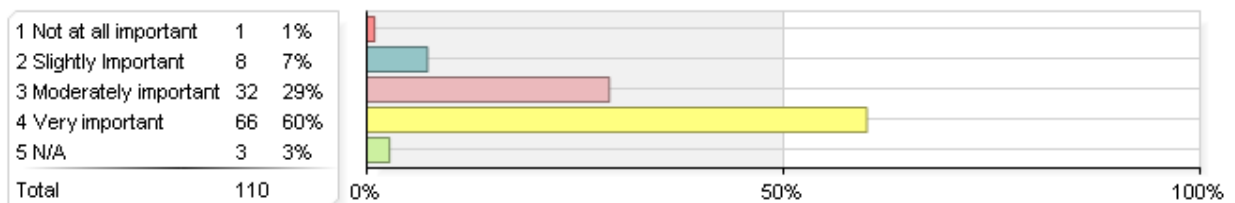
1 Not at all important	0	0%
2 Slightly Important	5	5%
3 Moderately important	26	24%
4 Very important	78	71%
5 N/A	1	1%
Total	110	



f) Assist the creation of new progression pathways (e.g. within upper secondary education, between education and the workplace and within working life).



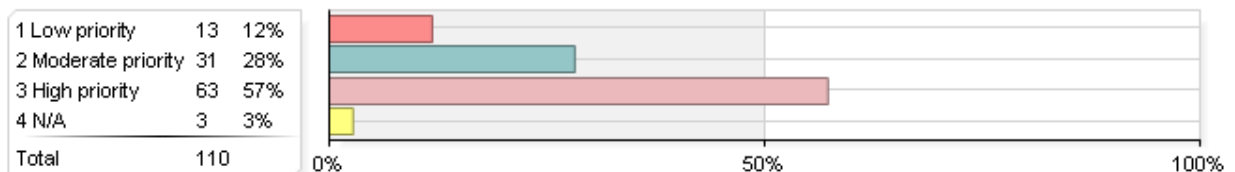
g) Provide a platform for discussion of how to address the variations in the quality of education and training offered by different organizations.



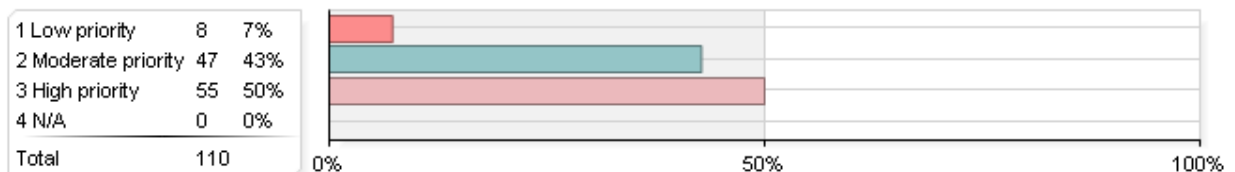
#### IV. Areas for inclusion in LQF

1. Which of these areas is a priority for inclusion in an LQF?

a) General education in school



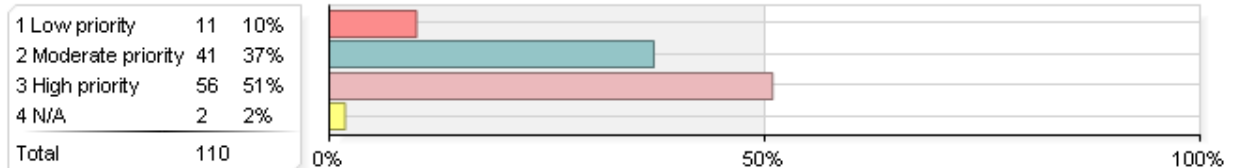
b) Initial technical education and training in a school or college



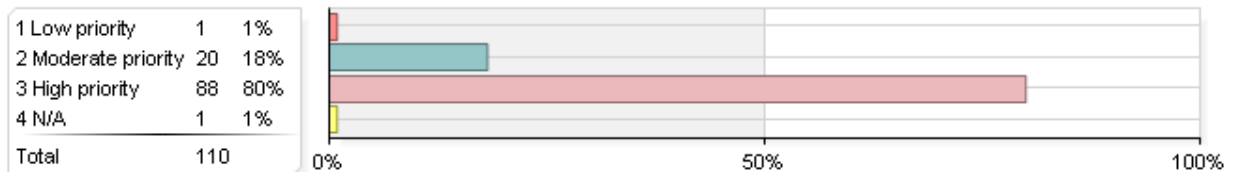
c) Initial technical education and training in the workplace



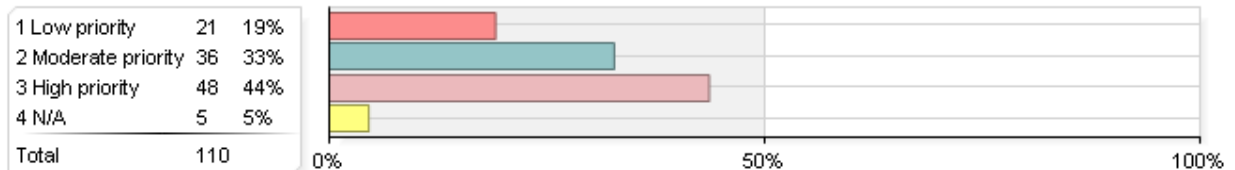
d) Continuing technical education and training in the workplace



e) Higher education

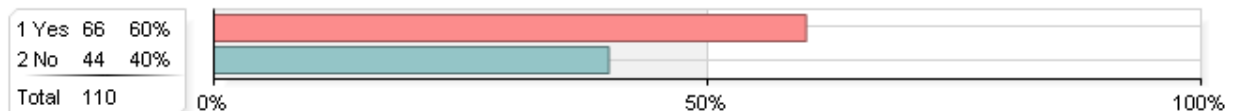


f) Adult and lifelong learning



## V. Views regarding a Lebanese Qualification Authority (LQA)

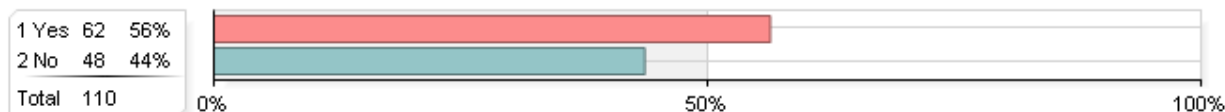
1. Do you think that a Lebanese Qualification Authority (LQA) should be independent of all current national ministries?



Comments
It can part of the ministry of education
Avoid bureaucracy and red tape
Legalizing projects makes it mandatory for stakeholders, which benefits the society at large
Should be independent but powerful (like syndicates) to avoid corruption and external implications.
It must be independant also from the higher education institutions in Lebanon

The LQA should be in collaboration with the concerned ministry since it should cover the private and the public sector.
Good luck
since i chose the initial technical education in school and college as a high priority
Of course that synchronisation is needed between LQA and some ministries i.e Education & H.E, Labor, etc. but it should be independent (Members, plans, finance, etc.) of all ministries & public entities.
Important
whenever ministries have the authority on such projects, we cannot guarantee that political parties are not involved
Could be physically independent, but collaboration with the ministries is needed
Unless really needed, dealing with public authorities slows the action.
She believes that the LQF is very important to be implemented but it needs approvals and signatures from 5 ministries. The best strategy to move forward with it is to put a plan with priorities and move according to those. It is a huge project that cannot be implemented as a whole in one step.
Yes it should be independent specifically from any political and financial party
It should be an independent body in collaboration with the current national ministries that are involved in this domain. Official authorities should be involved in order to enforce the decisions taken

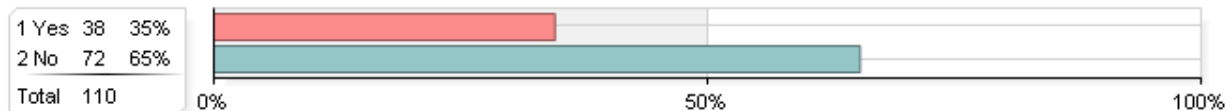
2. Do you think that an LQA should be located within the Ministry of Education and Higher Education?



<b>Comments</b>
Should be independent, self-dependent organization
It can be located in the ministry but doesn't mean it should depend on it.
In collaboration with the ministry of Labor
It should be supported but not a part of it
but work independently.
but with autonomy
It must be an independant institution like CNRS
the LQA should be acquired from the educational systems
this should be a part of the Ministry's education program
LQA should be TOTALLY independent of all national ministries (even locations, etc.)
may be in cooperation also with other ministries
Important

I can't see what would be the added value.
The LQF should be an independent body. Each ministry can send its representatives and they can cooperate together.
Dr. Salemeb believes that the LQF can be located at the MoEduc. But it should always be independent from any party [politically and financially and ready to collaborate with all ministries. It should be autonomous.
The order believes that the LQF should be a satellite office on equal distances from both ministries.

### 3. Do you think that an LQA should be located within the Ministry of Labor?



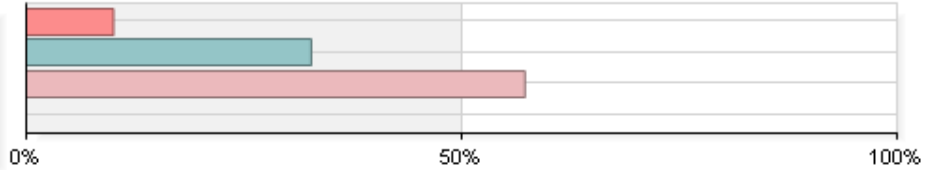
<b>Comments</b>
In collaboration with the ministry of Education and Higher Education
It should be supported but not part of it
but work independently.
Not at all
in close coordination with the Ministry of Education and Higher Education
the LQA should be highly applied in the workplace ( Private and Public ones).
the workplace area should be included in this project
Same as question # 6
may be in cooperation also with other ministries
Important
Definitely not. Check answer #7
The LQF should not be located in any of the ministries.
The Ministry of Health should also be involved in the work being done by the LQF

## VI. Stakeholders

1. Which stakeholders should be involved in the governance of the LQF?

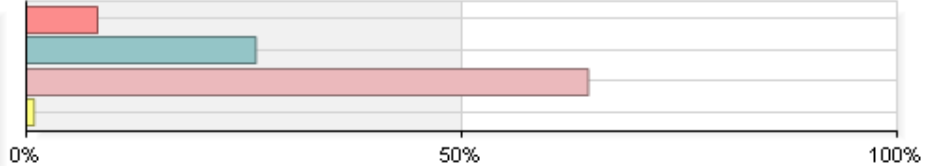
a) Employers

1 Low priority	11	10%
2 Moderate priority	36	33%
3 High priority	63	57%
4 N/A	0	0%
<b>Total</b>	<b>110</b>	



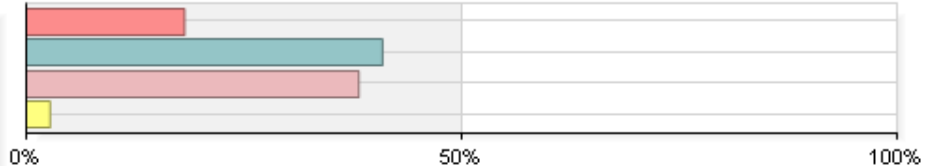
b) Ministry of Education and Higher Education

1 Low priority	9	8%
2 Moderate priority	29	26%
3 High priority	71	65%
4 N/A	1	1%
<b>Total</b>	<b>110</b>	



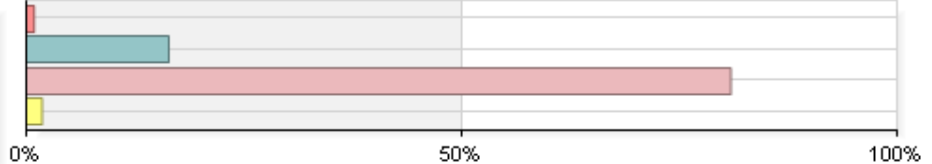
c) Ministry of Labor

1 Low priority	20	18%
2 Moderate priority	45	41%
3 High priority	42	38%
4 N/A	3	3%
<b>Total</b>	<b>110</b>	



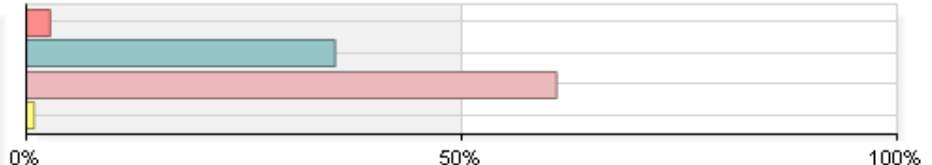
d) Higher education providers

1 Low priority	1	1%
2 Moderate priority	18	16%
3 High priority	89	81%
4 N/A	2	2%
<b>Total</b>	<b>110</b>	



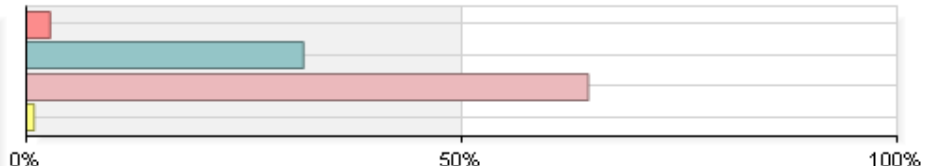
e) School representatives

1 Low priority	3	3%
2 Moderate priority	39	35%
3 High priority	67	61%
4 N/A	1	1%
<b>Total</b>	<b>110</b>	



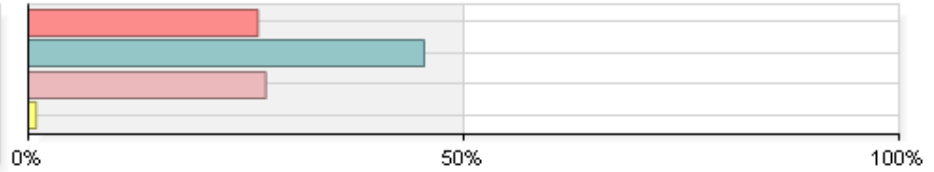
f) College representatives

1 Low priority	3	3%
2 Moderate priority	35	32%
3 High priority	71	65%
4 N/A	1	1%
<b>Total</b>	<b>110</b>	



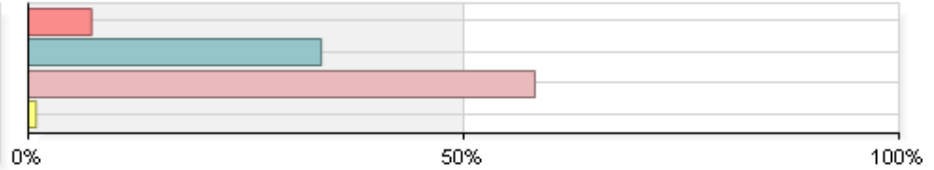
g) Parents

1 Low priority	29	26%
2 Moderate priority	50	45%
3 High priority	30	27%
4 N/A	1	1%
<b>Total</b>	<b>110</b>	



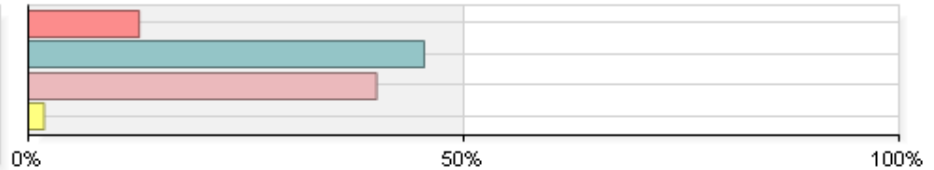
h) Learners/trainees

1 Low priority	8	7%
2 Moderate priority	37	34%
3 High priority	64	58%
4 N/A	1	1%
<b>Total</b>	<b>110</b>	



i) Community or civil society organizations

1 Low priority	14	13%
2 Moderate priority	50	45%
3 High priority	44	40%
4 N/A	2	2%
<b>Total</b>	<b>110</b>	

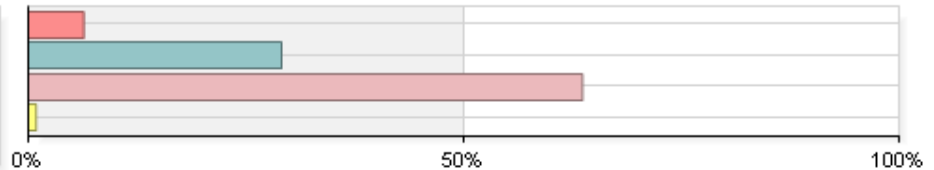


## VII. Priorities moving forward with the development of the LQF for Lebanon

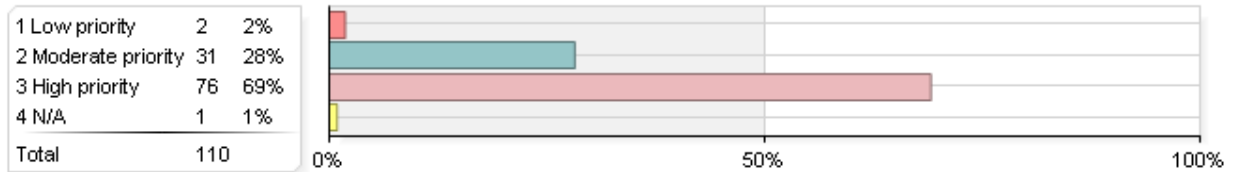
### 1. What are the priorities for moving forward with development of the LQF for Lebanon?

#### a) Further development of a system of levels (including level descriptors)

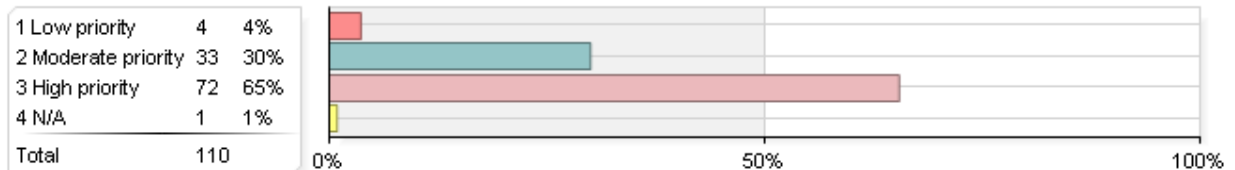
1 Low priority	7	6%
2 Moderate priority	32	29%
3 High priority	70	64%
4 N/A	1	1%
<b>Total</b>	<b>110</b>	



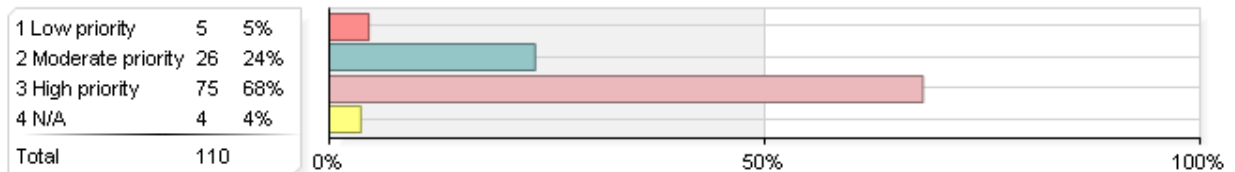
b) Mapping all current qualifications onto levels



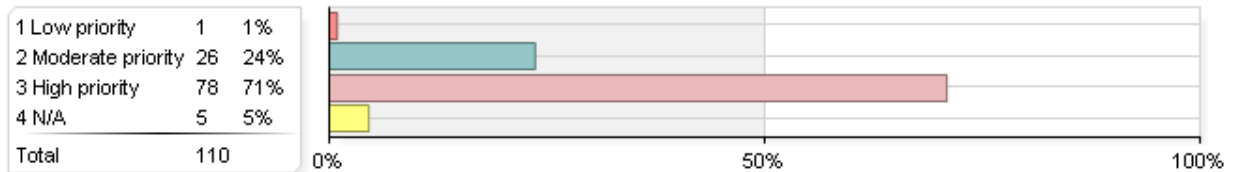
c) Establishing a Lebanese Certification Authority



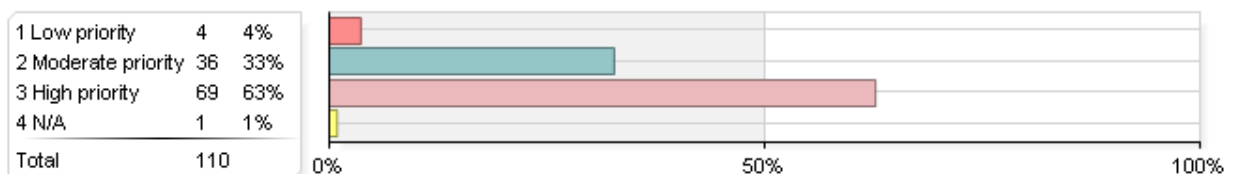
d) Mapping progression pathways and barriers between different parts of the Lebanese education and training system and the labour market



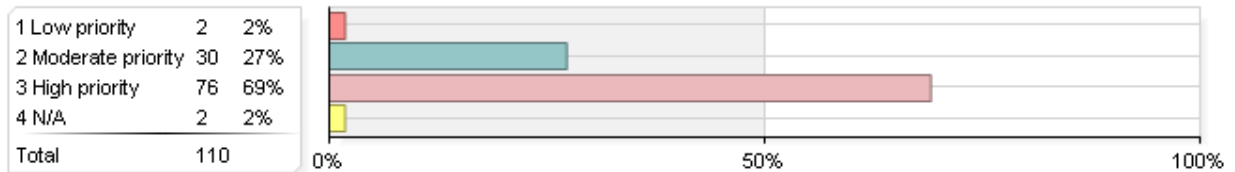
e) Developing a full and detailed LQF architecture (e.g. level descriptors; outcomes based qualifications, credit arrangements)



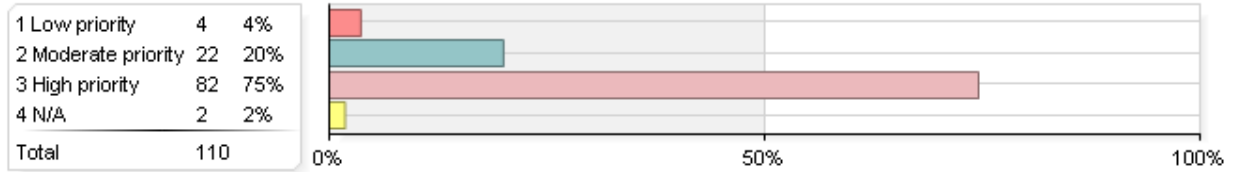
f) Further and wider discussion with stakeholders about the purposes and possibilities of an LQF for Lebanon



g) Developing the capacity of key individuals to lead the development of the LQF for Lebanon



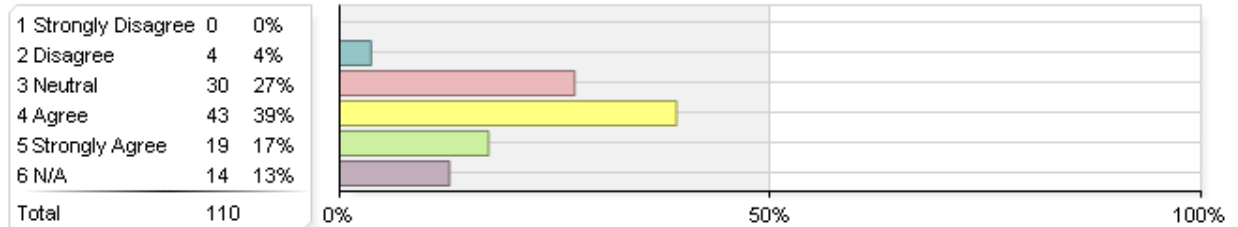
h) Developing new Lebanese qualifications



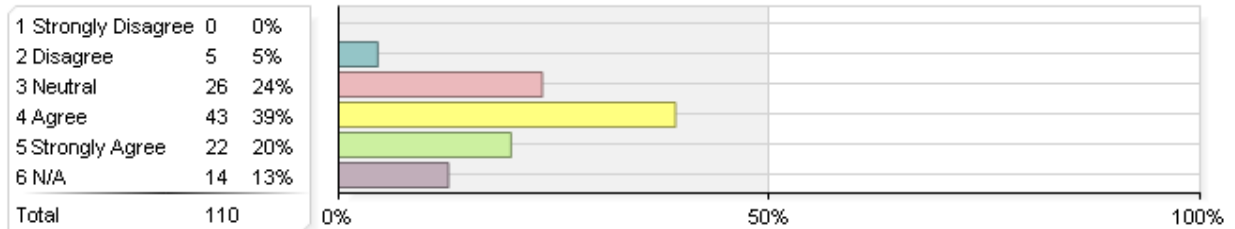
**VIII. Views on the contribution of the LQF in improving the transparency of qualifications in Lebanon**

1. For each item listed below, please indicate your views below on the contribution of the Lebanese Qualification Framework (LQF) in improving the transparency of qualifications in Lebanon:

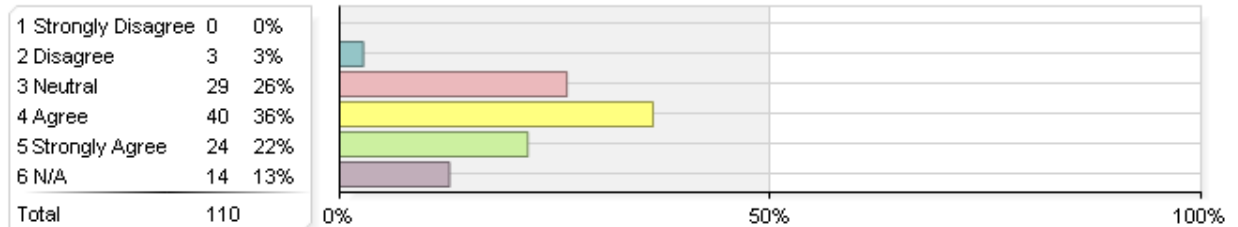
a) The LQF has made qualification pathways easier to explain and understand



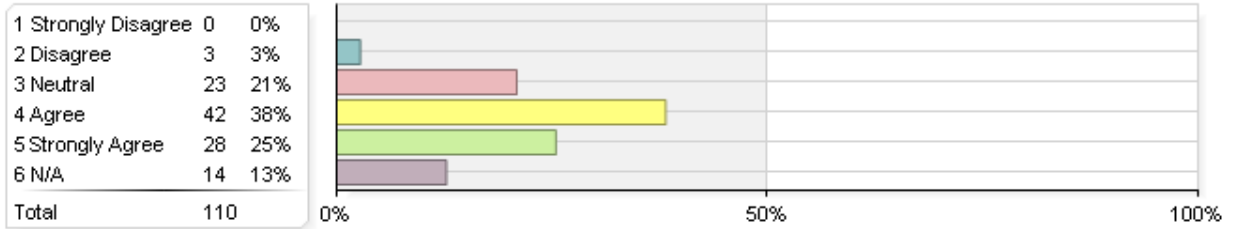
b) The LQF has made the skills and competence of qualifications more visible



c) The LQF has made it easier to see how qualifications relate to each other



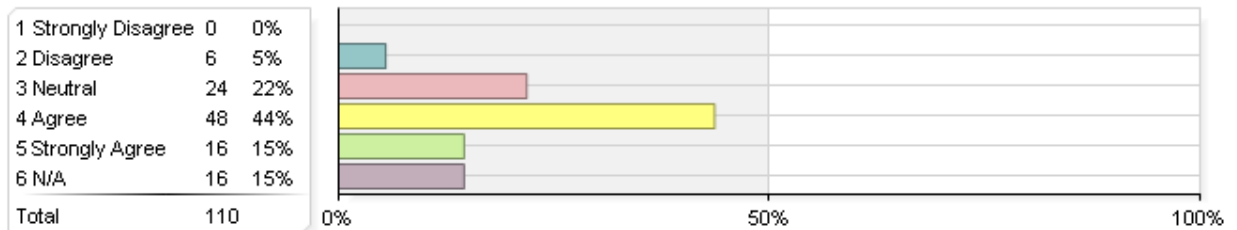
d) The LQF has made it easier to evaluate qualifications for work or study



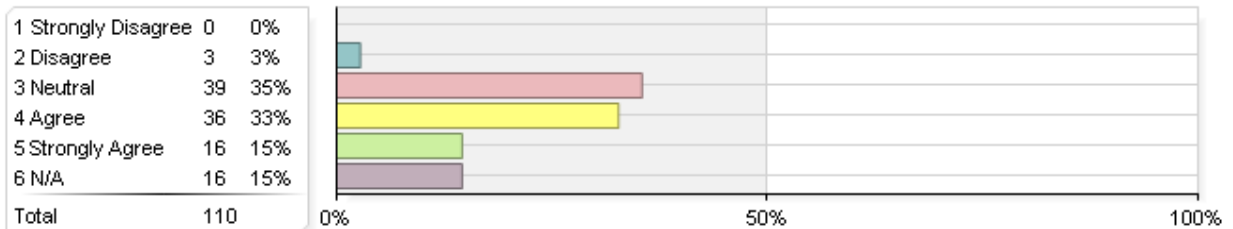
## IX. Views in relation to the contribution of the LQF to achieving quality-related impacts

1. For each item listed below, please indicate your views in relation to the extent to which the development of the LQF has contributed to achieving the following Quality-related impacts

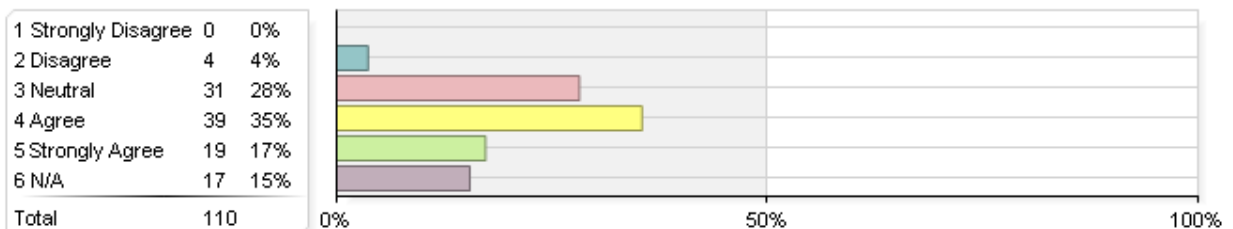
a) Qualifications included in the LQF are relevant for users (learners, employers etc.)



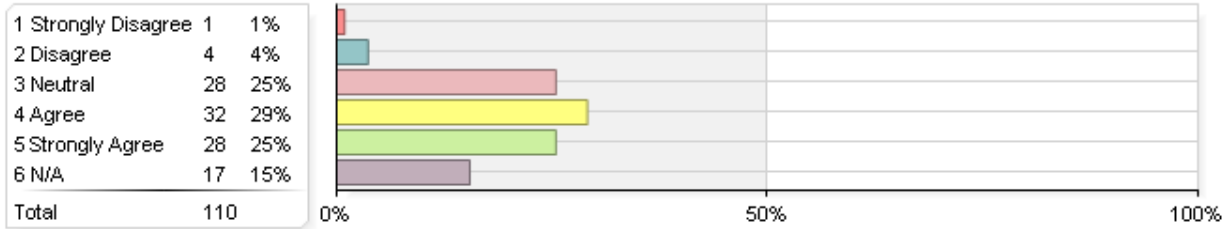
b) Qualifications included in the LQF meet consistent quality standards wherever they are provided



c) Qualifications included in the LQF are highly trusted, nationally and internationally



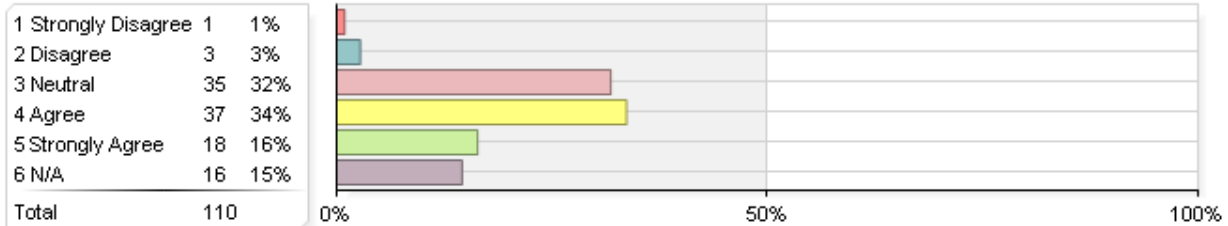
d) Overall, the LQF has enhanced the quality of qualifications in Lebanon



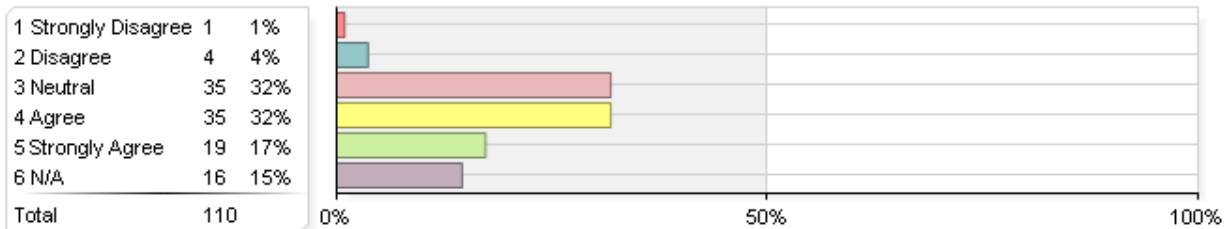
**X. Views in relation to the contribution of the LQF to achieving Lifelong Learning and the Mobility of Learning and Qualifications impacts**

1. For each item listed below, please indicate below your views in relation to the extent to which the development of the LQF has contributed to achieving the following impacts in relation to Lifelong Learning and the Mobility of Learning and Qualifications

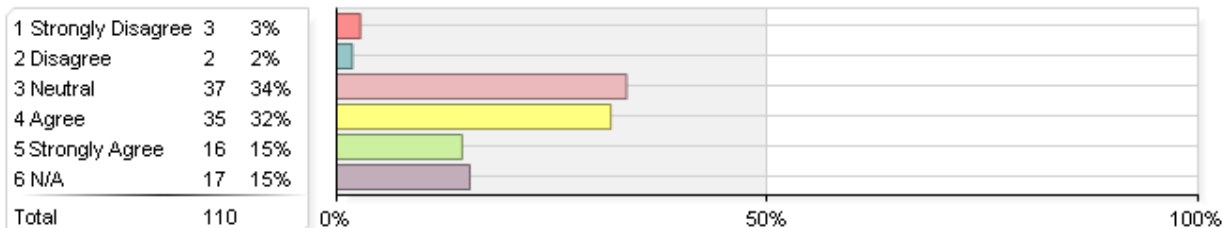
a) The LQF has facilitated improved access to education and training courses



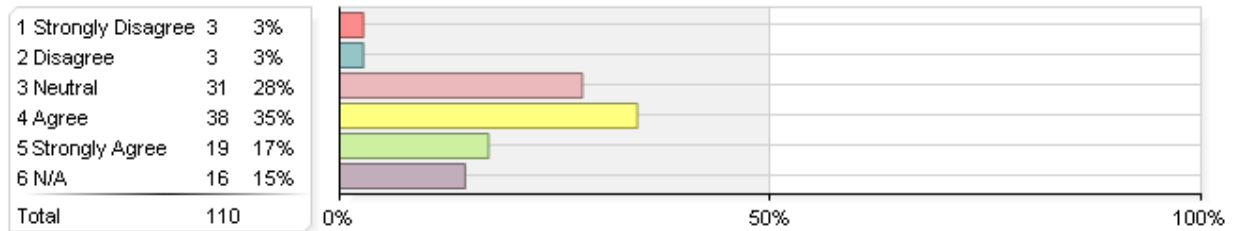
b) The LQF has improved progression between qualifications achieved in school, in further and in higher education and training



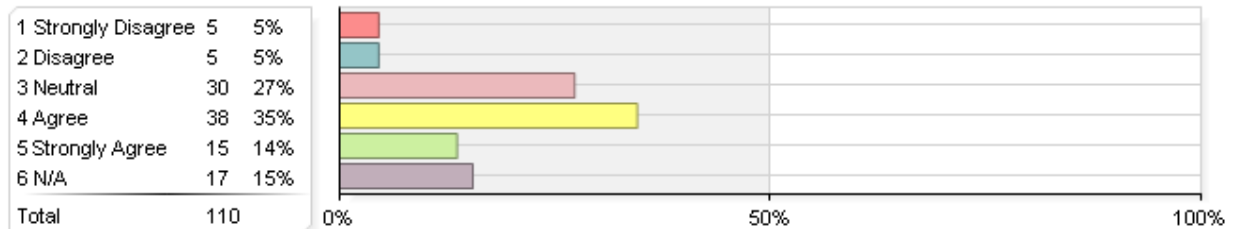
c) The LQF has made it easier for Lebanese qualifications to be understood, compared and valued in other countries



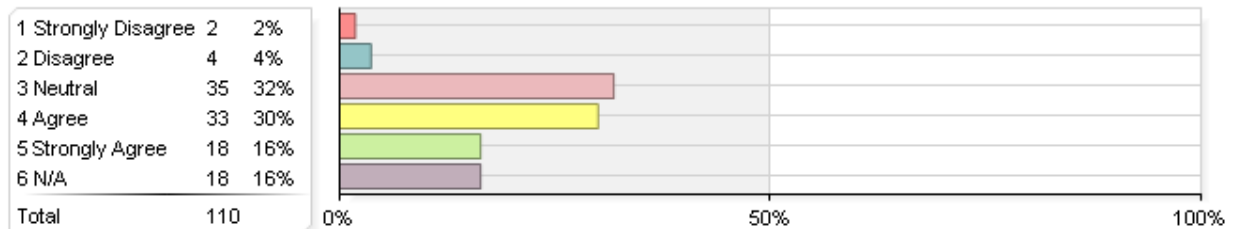
d) The LQF has made it easier for qualifications achieved in other countries to be understood, compared and recognized in Lebanon



e) The LQF has made it easier to value and recognize learning and qualifications achieved outside of the formal/public education and training system



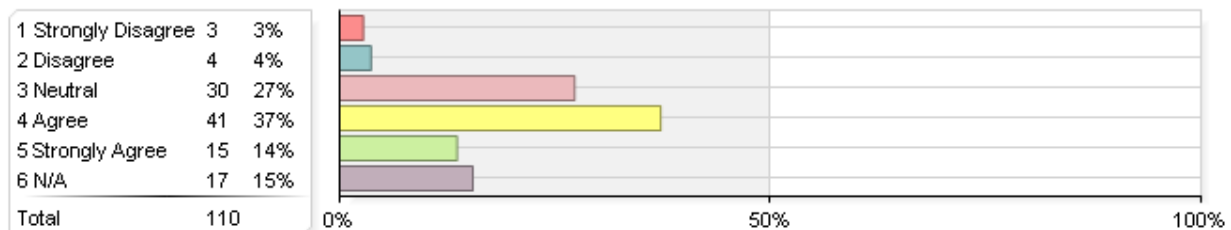
f) The LQF has contributed to improving Lebanon's national performance in the area of Lifelong Learning



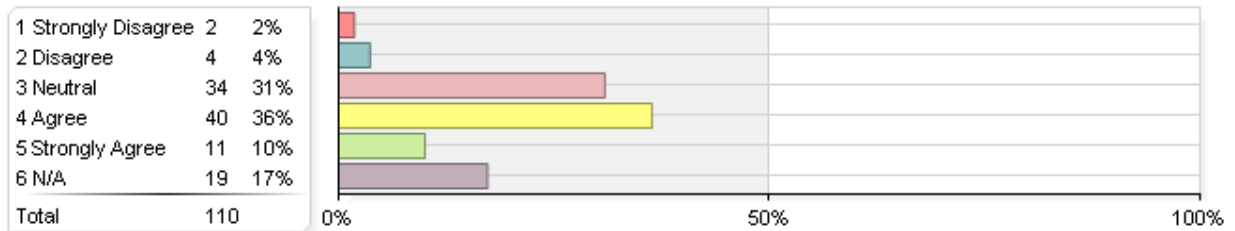
## XI. Views in relation to the contribution of the LQF to achieving Employability-related impacts

1. For each item listed below, please indicate below your views in relation to the extent to which the development of the LQF has contributed to achieving the following Employability-related impacts.

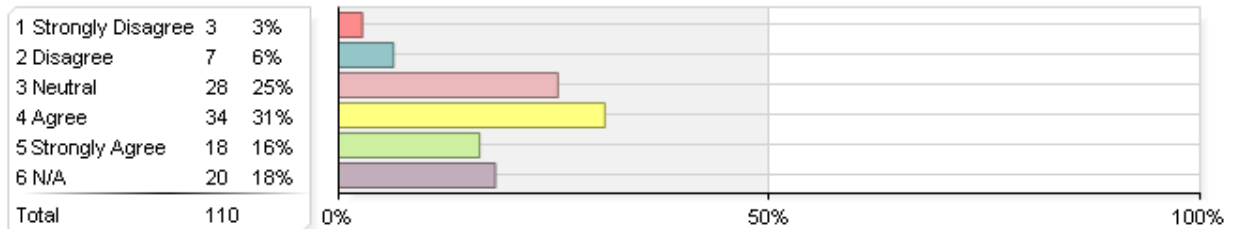
a) The LQF has improved the dialogue between the world of qualifications and the world of work



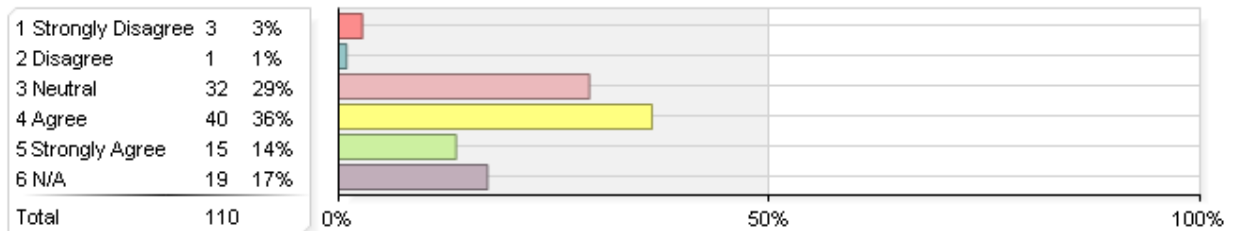
b) Technical Qualifications included in the LQF signal relevant skills and competencies required for particular occupations



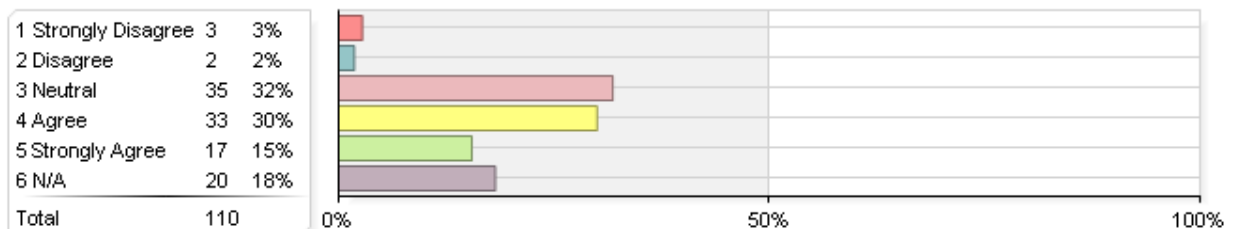
c) The LQF has facilitated better matching between skills and job vacancies



d) The LQF has facilitated national monitoring and reporting of skills and qualifications output



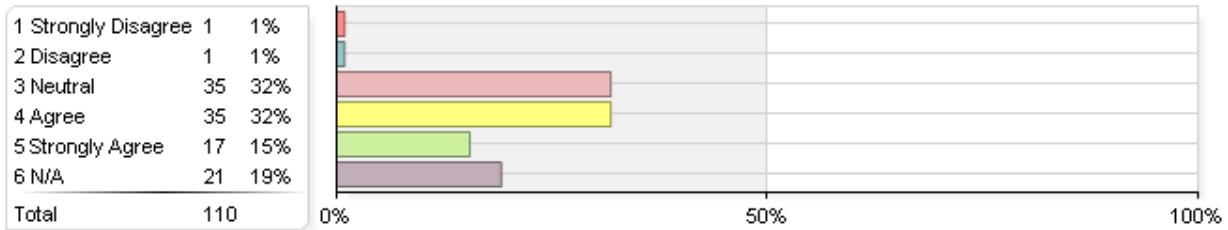
e) The LQF has facilitated workforce planning and development



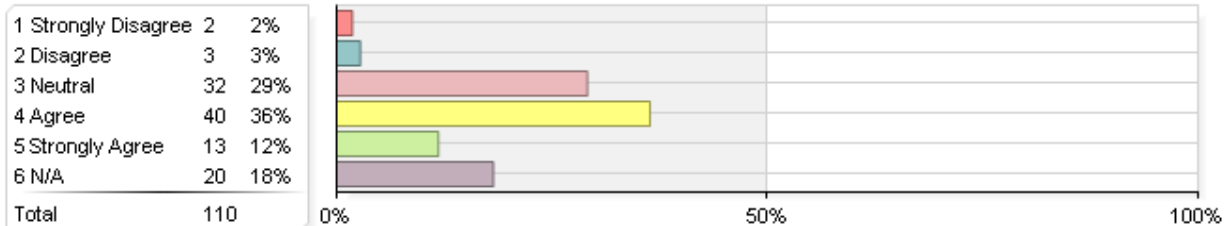
## XII. Views in relation to the contribution of the LQF to achieving Teaching, Learning and Assessment practice impacts

1. Based on your familiarity with education and training in Lebanon, for each item listed below, please indicate your views in relation to the extent to which the development to-date of the LQF has contributed to achieving the following impacts in relation to Teaching, Learning and Assessment practice.

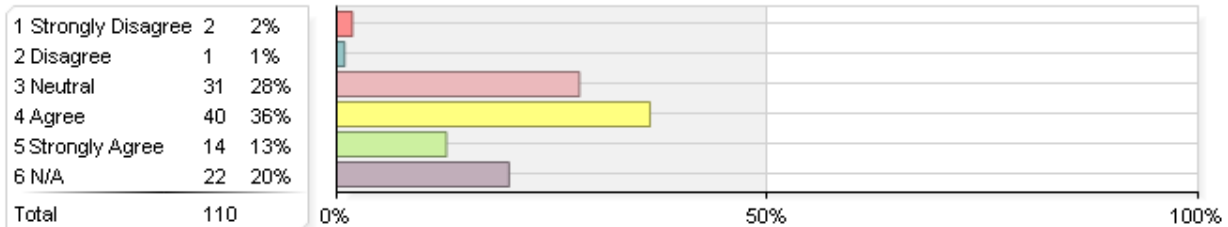
a) The learning outcomes approach of the LQF has improved the practice of course and curricula design



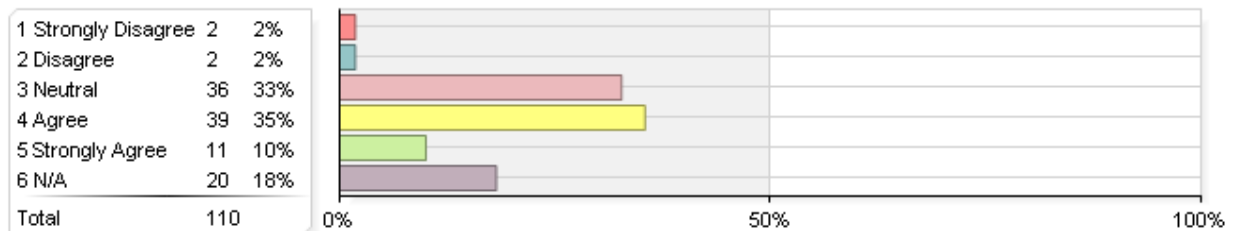
b) The learning outcomes approach of the LQF has improved teaching and learning practice



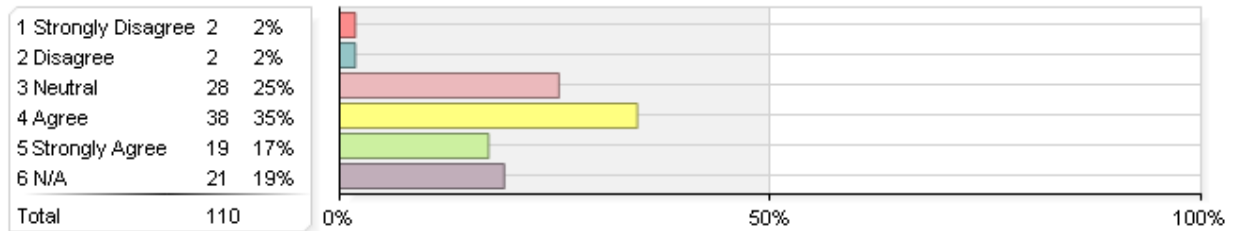
c) The learning outcomes approach of the LQF has improved assessment practice



d) The learning outcomes approach of the LQF has improved how standards of courses and curricula are monitored and maintained



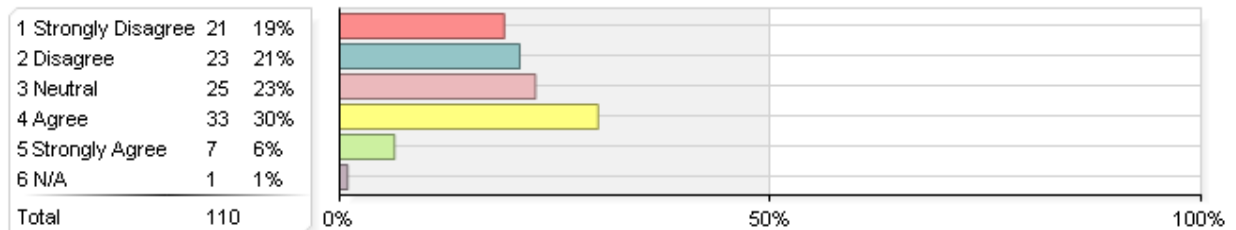
e) The LQF has made a positive contribution to the enhancement of teaching, learning and assessment



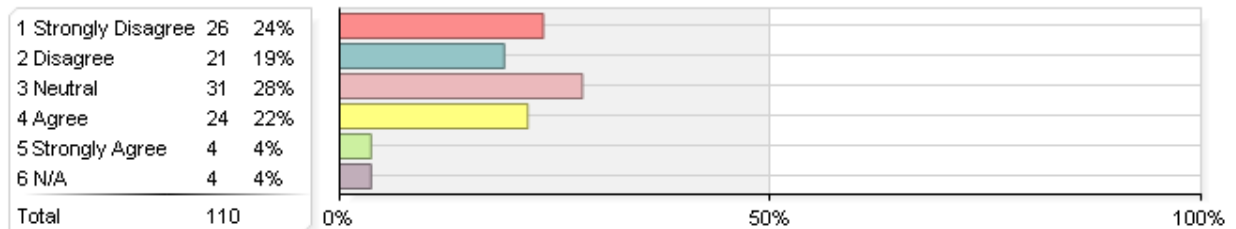
### XIII. Views on the Development, Promotion and Governance of the LQF

1. Please indicate your views on how well informed you feel about the LQF and how effectively the LQF has been developed and promoted

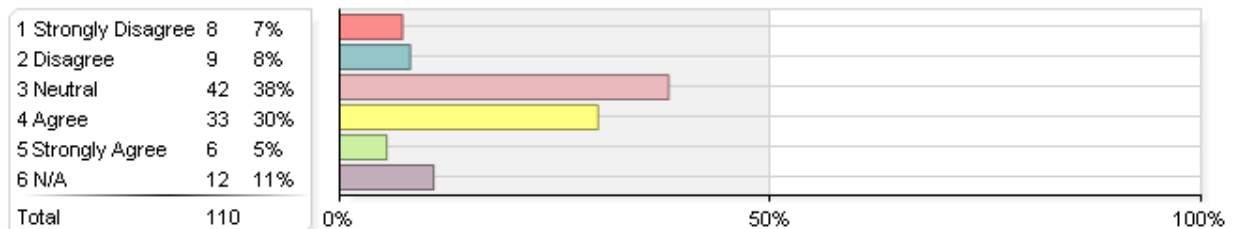
a) I am sufficiently informed about the LQF



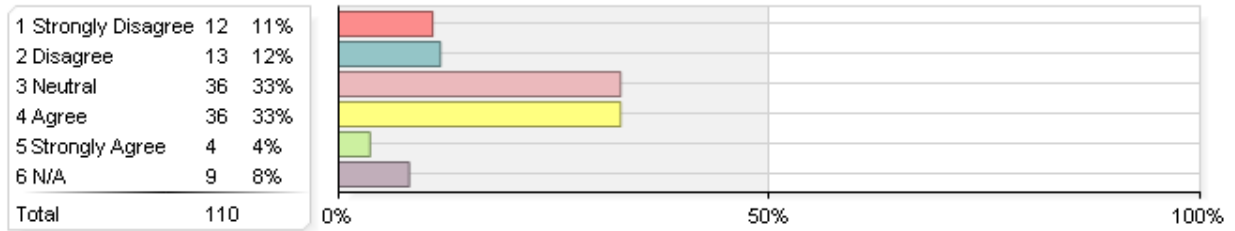
b) I have been appropriately involved in LQF policy development and implementation



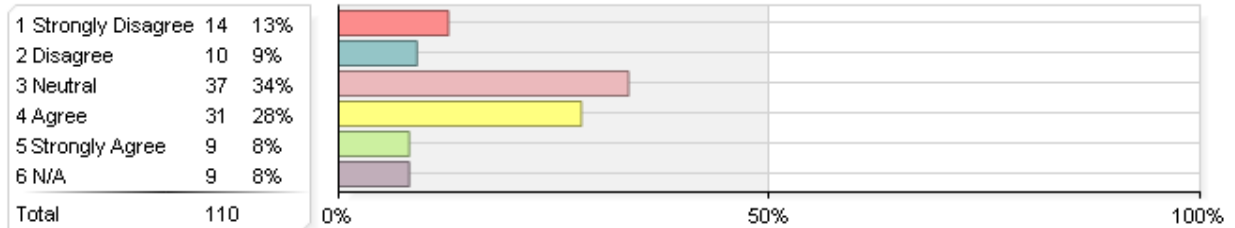
c) The LQF as a policy instrument is consistent with other national policy in the area of qualifications (e.g. public funding policy, public sector recruitment, national strategies for skills development etc.)



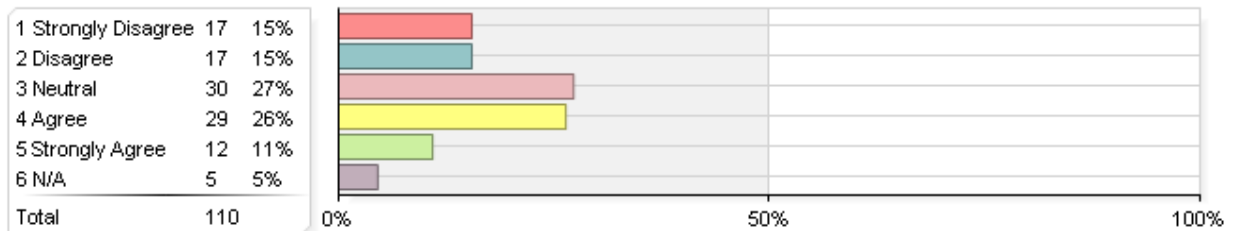
d) The benefits/value of the LQF are effectively promoted to stakeholders



e) The availability of LQF guidance material and resources are appropriate to my needs

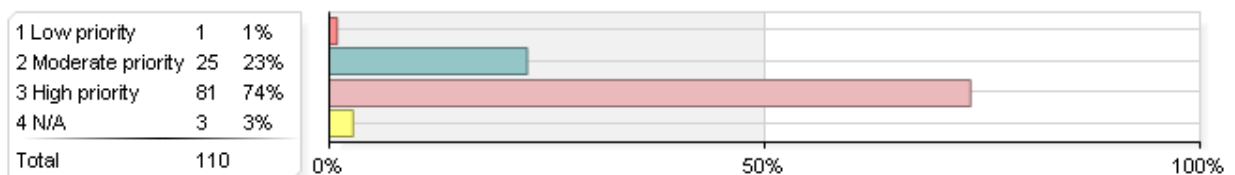


f) I am sufficiently informed about international developments relating to qualifications frameworks (e.g. European Qualifications Framework, Qualifications Framework for European Higher Education)

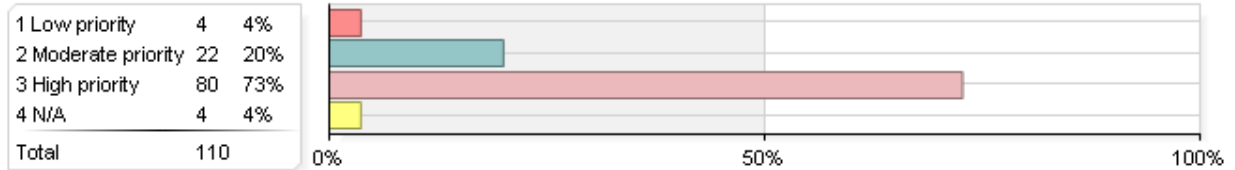


2. Please indicate the level of priority you would attach to each of the following LQF functions for the future development of the Framework.

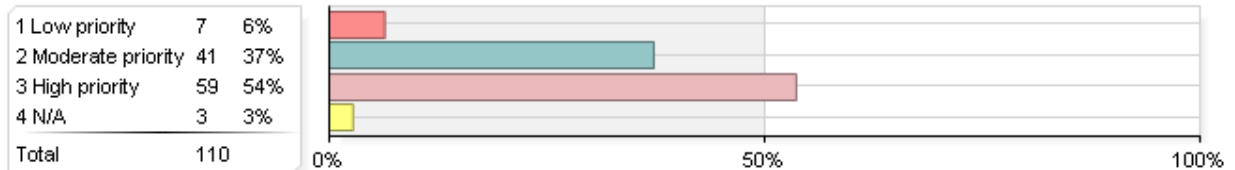
g) Communication Function – making qualifications and the qualifications system easier to understand



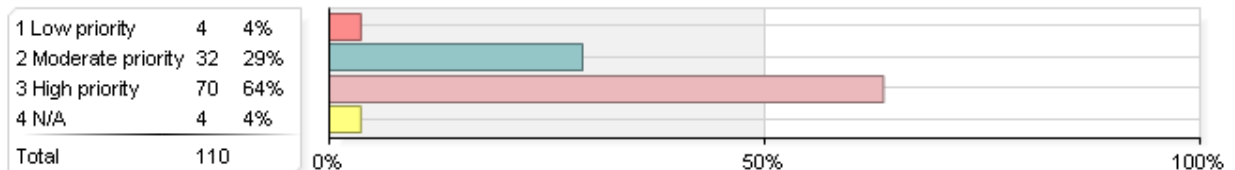
h) Quality Assurance Function – ensuring that qualifications are more reliable and valid



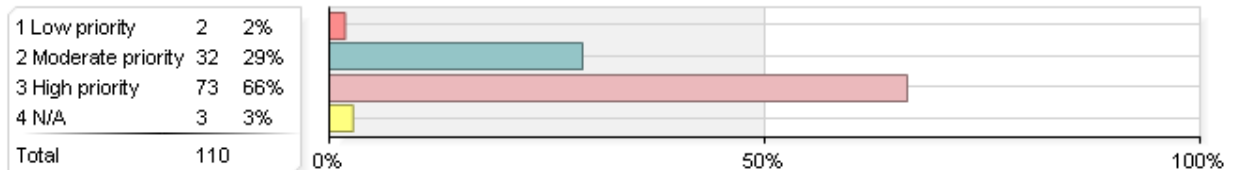
i) Regulatory Function – using the LQF to control access to the market for qualifications in Lebanon



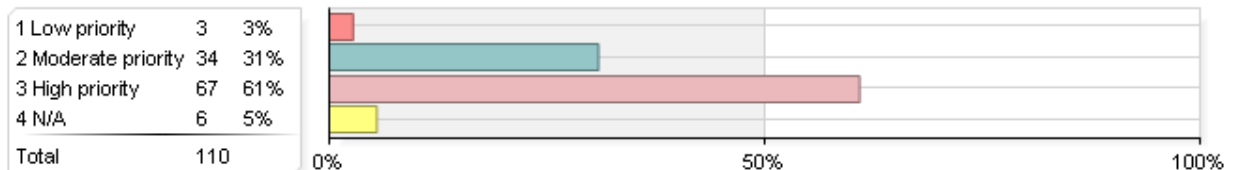
j) Progression Function – using the LQF to address obstacles to the mobility of qualifications within and between the education & training system



k) Recognition Function – supporting the recognition of Lebanese qualifications abroad and the recognition of foreign qualifications in Lebanon



l) Design Function – Supporting deeper implementation of the learning outcomes approach in qualifications



**XIV. Feedback**

<b>Comments</b>
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highlight on implantation and user friendly by all beneficiaries. Map should be clear . more concrete relation between all ministries
None
I have been asked to fill this survey. I honestly haven't heard before of the LQF and i have based my answers on your introduction and my logical analysis. Keen on! Promote it more!
I as a student have no awareness of the existence of LQF but do support its aim and appreciate any development that could lead to higher employment related to obtained academic degree
I request to have sufficient information about LQF and a report including the results of each LQF meeting or seminar, to be up to date, Thank you.
Il me semble que les activités et les informations inhérentes à cette instance ne sont pas suffisamment mises en commun au sein de la communauté des universités au Liban. Il est important que toutes les universités soient impliquées dans ce processus, tout au moins sur le plan de l'information.
Thank uu
I wish have more information about LQF
No
.
Good Job
NA
In Dr. Mneimneh's opinion, the LQF needs to be well reviewed, and some work should be done to improve the sections that were not very well done previously. The LQF team needs to decide on a strategy to move forward with the project taking into consideration that in order for the project to be implemented, five ministries need to approve it. Knowing that it is best to set the priorities and focus on moving with one section at a time. The project team can select one aspect as a priority to be implemented, make sure to get approval by the ministries and put in the law. She believes that in order to get a better revision, all partners are to be involved. A participatory approach is encouraged for better results.
Q3:Dr. Mneimneh believes that the curriculum should be unified especially when it comes to Bac Francais, IB and the Lebanese curriculum. A Bac Francais student cannot apply to the USJ medicine major or architecture major as the curricula is totally different. The student can only study the Lebanese curriculum. She also added that the most important types of educ. and training that should be included are 1– at the university level and 2– vocational training.
Q11:Dr. Mneimneh was not at a university trying to implement the LQF, she believes that she cannot answer the question. Even though she didn't implement the LQF, but she attended several workshops related to it and she believes that some parts were very clear, transparent and easy to be implemented but other sections need to be reviewed.
Q15: The benefits/value of the LQF are effectively promoted to stakeholders, The availability of LQF guidance material and resources are appropriate to my needs : It still needs more work

As OPL , they would like to see the following with regard to the LQF project:

- Better communication
- Make sure that the syndicates and orders are involved in the project as it is a must to be collaborating with them
- They would like to receive additional information about the work that has been done so far with Talqaa++ to have a better understanding of the project
- They recommend to base the work on international standards similar to FIT, WHO, Hceres, TEP TAD and CAPE (College for Advancement of Pharmacy Education)
- Be more involved in the project

Dr. Salemeleh is heavily involved in similar projects (accreditation of the LU) and she is leading the OPL project in collaboration of the Ministry of Education on a national accreditation board– [will be named differently] to make sure that all universities offering a pharmacy degree will follow the same standards and rules for students to graduate.

Q2: Dr. Salemeleh believes that the LQF purpose is standardization – the use of the same language.

Q4: N/A for General education in schools as she believes her focus is on the University level onwards

Q8: There will be a conflict of interest in case the employer is involved in putting the project together. She believes that the professional organizations are very important to be involved in such a project

Q9: The system of levels needs to be more specific. The Lebanese Authority needs to be independent and not biased. The ministry of Health should be involved in such projects pertaining to the health profession. Dr.

Salemeleh mentioned that as long as she remembers – a tempus project has worked on the Lebanese qualifications – the project name was oipules– she personally was involved in the development of the

[Pharmacy fiche métier] Talqaa++ can base the work on the qualifications that has been worked on for oipules – definitely after reviewing and adapting, she believes that some of the work has been done. Dr.

Salemeleh explains that the OPL has been working on standardizing the requirements needed to join the OPL as a pharmacist. The LU and USJ students will join very easily as the internship length is 1 year (as required)

Q10: Dr. Salemeleh recalls that they have worked on the standards needed in Talqaa but not on the qualifications and this is why she won't be able to give her input on the below questions. Dr. Salemeleh would like to be updated on the development of the project.

Q11: Dr. Salemeleh couldn't answer the below 4 questions as she was not involved in the LQF development.

Q15: Dr. Salemeleh is currently working on the accreditation of the LU. She is also leading as OPL member in collaboration with the Ministry of Educ. And Higher Educ. to have a national board for all schools of pharmacy to agree on certain standards.

The implementation of the LQF should involve the Lebanese Orders and Syndicates to ensure proper implementation. The governance of the LQF should be put in place in collaboration with the involved entities [ministries, universities, schools, orders, syndicates, Academic boards, etc...]

The Lebanese Order of Pharmacists is currently working on a very similar project pertaining to the Schools of Pharmacy in Lebanon.

They recommended to move step by step in the implementation of the LQF and suggested to have a

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Once implemented it would be easier to have it signed by the ministries.

They suggested that I meet with Dr. Pascale Salameh who is working on the LQF of the Lebanese Order of Pharmacists.

Q: Why LIU were not involved– according to the order– LIU tends to have lots of graduates and are not always well qualified

Q3: General Educ in schools: Very important point as lots of graduates are very good in Sciences but their linguistic skills are very weak.

Initial technical education: Technical schools are not appreciated; Lebanon's culture should change to give more importance to this kind of work – once this is done, consulting services can become highly charged and taken seriously

Adult and lifelong learning: Continuous Education is mandatory to the pharmacists – the order has put in place an online platform to provide training sessions.

Q9: Orders and Ministry of Health should be highly involved in case an LQF is being put in place

Q10: The LQF has made it easier to evaluate qualifications for work or study : This will also help in improving the employees performance as they would clearly know what is expected from them

Q11: The Lebanese Order of Pharmacists was not involved in the development of the LQF in order to be able to answer the below list of questions.

Questions 12– 13– 14 could not be answered as the Lebanese Order of Pharmacists was not involved in the LQF implementation