

EURO-MEDITERRANEAN INTEGRATION THROUGH LIFELONG LEARNING (EU-MILL)



Tempus



EDITORIAL UNIVERSIDAD DE SEVILLA

ÍNDICE

***EURO-MEDITERRANEAN INTEGRATION THROUGH
LIFELONG LEARNING (EU-MILL)***

***A memory of cooperation and dialogue
on Education in the Mediterranean basin***

530401-TEMPUS-1-2012-1-ES-TEMPUS-SMHES (2012-2995/001-001)

3



Sevilla 2017

EURO-MEDITERRANEAN INTEGRATION THROUGH LIFELONG LEARNING (EU-MILL)

Colección: Divulgación Científica

EURO-MEDITERRANEAN INTEGRATION THROUGH LIFELONG LEARNING
530401-TEMPUS-1-2012-1-ES-TEMPUS-SMHES

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Editorial Board

José Beltrán Fortes
(Director de la Editorial Universidad de Sevilla)
Araceli López Serena
(Subdirectora)
Concepción Barrero Rodríguez
Rafael Fernández Chacón
María Gracia García Martín
Ana Ilundáin Larrañeta
Emilio José Luque Azcona
María del Pópulo Pablo-Romero Gil-Delgado
Manuel Padilla Cruz
Marta Palenque Sánchez
José-Leonardo Ruiz Sánchez
Antonio Tejedor Cabrera

Any reproduction extracted of this work is forbidden

Editorial Universidad de Sevilla 2017
C/ Porvenir, 27 - 41013 Sevilla.
Tlfs.: 954 487 447; 954 487 451; Fax: 954 487 443
Email: eus4@us.es
Web: <http://www.editorial.us.es>

Coordinators

© Encarnación Mellado, 2017
© Bosco Govantes, 2017

Printed in Spain-Impreso en España
ISBN: 978-84-472-2104-2
DOI: <http://dx.doi.org/10.12795/9788447221042>

“I don’t divide the world into the weak and the strong, or the successes and the failures... I divide the world into learners and non-learners.”

Benjamin Barber

Contents

1. EUMILL Project presentation	15
2. Introduction	19
<i>George Anthony Abdelnour, Kamal Abouchedid, Mariano Aguayo, Mohamed Bakkali, Fawzi Baroud, Ahmed Belhani, Zoheir Benyelles, Miguel de Castro Neto, Anouar Derguech, Abdelkarim Filali-Maltouf, Bosco Govantes, Marta Gutiérrez, Hocine Hamdi, Fuad Hashwa, Farida Hobar, Ana Irimia, Raouf Jaziri, Amin Laglaoui, Michel Majdalani, Faysal Mansouri, Carmen Márquez, Mohamed Mars, Encarnación Mellado, Jorge M. Mendes, Mustapha Missbah El Idrissi, Asma Msougar, Sirpa Purtilo-Nieminen, Sidi Mohammed Sahel, Skander Slim, Helka Urponen, Nadia Ykhlef</i>	
2.1. Approach to the socio-political context of the participating countries	19
2.2. Approach to the educational system of the participating countries	22
2.3. Lifelong Learning on the regional context	24
3. General Methodology	49
<i>George Anthony Abdelnour, Kamal Abouchedid, Mariano Aguayo, Mohamed Bakkali, Fawzi Baroud, Ahmed Belhani, Zoheir Benyelles, Miguel de Castro Neto, Anouar Derguech, Abdelkarim Filali-Maltouf, Bosco Govantes, Marta Gutiérrez, Hocine Hamdi, Fuad Hashwa, Farida Hobar, Ana Irimia, Raouf Jaziri, Amin Laglaoui, Michel Majdalani, Faysal Mansouri, Carmen Márquez, Mohamed Mars, Encarnación Mellado, Jorge M. Mendes, Mustapha Missbah El Idrissi, Asma Msougar, Sirpa Purtilo-Nieminen, Sidi Mohammed Sahel, Skander Slim, Helka Urponen, Nadia Ykhlef</i>	
3.1. Diagnosis of LLL in Partner Countries and identification of best practices	49
3.2. Institutional capacity building measures in Partner Countries HEIs	70
3.3. Extensive & multi-level networking, dissemination and exploitation of project results	76

4. Towards recognition of LLL	79
<i>George Anthony Abdelnour, Kamal Abouchédid, Mariano Aguayo, Mohamed Bakkali, Fawzi Baroud, Ahmed Belhani, Zoheir Benyelles, Miguel de Castro Neto, Anouar Derguech, Abdelkarim Filali-Maltouf, Bosco Govantes, Marta Gutiérrez, Hocine Hamdi, Fuad Hashwa, Farida Hobar, Raouf Jaziri, Amin Laglaoui, Michel Majdalani, Faysal Mansouri, Carlos Marcelo, Carmen Márquez, Mohamed Mars, Encarnación Mellado, Jorge M. Mendes, Mustapha Missbah El Idrissi, Asma Msougar, Sirpa Purtilo-Nieminen, Sidi Mohammed Sahel, Skander Slim, Helka Urponen, Nadia Ykhlef</i>	
4.1. Methodological Framework	49
4.2. Implementation of a Credit and Competences System	92
4.3. Quality Assurance System	102
4.4. Towards regional and national qualification frameworks	109
5. Enhancing an advanced distance learning model	123
<i>Ahmed Belhani, Hocine Hamdi, Victor Hugo Perera, M^a Carmen Talavera, Juan Jesús Torres</i>	
5.1. The role of ICT in the Lifelong Learning	123
5.2. Learning Methodologies: a splash at the recent history	126
5.3. Implementation of distance and blended programmes through the use of ICT. Training experience	129
6. Main outputs and results of EUMILL project	145
7. Our guiding vision: Trends and recommendations	157
8. Concluding remarks	167
9. References	173
Annexes	
Annex I. Information of EUMILL partners	187
Annex II. Good practices for the design of LLL programmes (EU-MILL project)	201
Annex III. Report university enterprise meetings	225

This book recompiles the different documents generated by the partners during the EUMILL project.

The following participants from the partner institutions have been involved in some of the activities performed in the context of the EU-MILL project:

George Anthony Abdelnour Notre Dame University-Louaize, Beirut, Lebanon

Kamal Abouchedid Notre Dame University-Louaize, Beirut, Lebanon

Mariano Aguayo University of Seville, Seville, Spain

Mohamed Bakkali University Abdelmalek Essadi, Tétouan, Tangier, Morocco

Fawzi Baroud Notre Dame University-Louaize, Beirut, Lebanon

Ahmed Belhani University of Constantine 1, Constantine, Algeria

Nard Bennas National Union of Moroccan Women, Provincial Office of Tétouan, Morocco

Zoheir Benyelles University AbouBekr Belkaid Tlemcen, Tlemcen, Algeria

Mahmoud Bouhafs Ministry of Higher Education and Scientific Research, Tunisia

Djamel Boukezzata Ministry of Higher Education and Scientific Research, Algiers, Algeria

Miguel de Castro Neto University Nova of Lisbon, Lisbon, Portugal

Anouar Derguech University of Gabes, Gabes, Tunisia

Abdelkbir Errougui Ministry of Higher Education, Scientific Research and Training, Rabat, Morocco

Abdelkarim Filali-Maltouf Universidad Mohamed V, Rabat, Morocco

Bosco Govantes University of Seville, Seville, Spain

Marta Gutiérrez University of Seville, Seville, Spain

Hocine Hamdi University of Constantine 1, Constantine, Algeria

Fuad Hashwa Lebanese American University, Beirut, Lebanon

Farida Hobar University of Constantine 1, Constantine, Algeria

Ana Irimia University of Seville, Seville, Spain

Raouf Jaziri University of Sousse, Sousse, Tunisia

Hadjira Kara Terki University AbouBekr Belkaid Tlemcen, Tlemcen, Algeria

Adel Khalife Ministry of Education and Higher Education, Beirut, Lebanon

Amin Laglaoui University Abdelmalek Essadi, Tétouan, Tangier, Morocco

Laayouni Loubna Ministry of Higher Education, Scientific Research and Training,
Rabat, Morocco

Michel Majdalani Lebanese American University, Beirut, Lebanon

Faysal Mansouri University of Sousse, Sousse, Tunisia

Carlos Marcelo University of Seville, Seville, Spain

Carmen Márquez University of Seville, Seville, Spain

Mohamed Mars University of Gabes, Gabes, Tunisia

Justine Martin Maghreb office of the Agence universitaire de la Francophonie,
Rabat, Morocco

Encarnación Mellado University of Seville, Seville, Spain

Jorge M. Mendes University Nova of Lisbon, Lisbon, Portugal

Mustapha Missbah El Idrissi Universidad Mohamed V, Rabat, Morocco

Asma Msougar University Mohamed V, Rabat, Morocco

Abderrahim Ouabbou Ministry of Higher Education, Scientific Research and training,
Rabat, Morocco

Victor Hugo Perera University of Seville, Seville, Spain

Sirpa Purtilo-Nieminen University of Lapland, Rovaniemi, Finland

Cristina Robalo Maghreb office of the Agence universitaire de la Francophonie,
Rabat, Morocco

Sidi Mohammed Sahel University AbouBekr Belkaid Tlemcen, Tlemcen, Algeria

Skander Slim University of Sousse, Sousse, Tunisia

Benaich Souad Ministry of Higher Education, Scientific Research and Training,
Rabat, Morocco

Abderrazak Souai University of Gabes, Gabes, Tunisia

M^a Carmen Talavera University of Seville, Seville, Spain

Juan Jesús Torres University of Seville, Seville, Spain

Helka Urponen University of Lapland, Rovaniemi, Finland

Nadia Ykhlef University of Constantine 1, Constantine, Algeria

Preface

The University of Seville has always had a strong commitment with the promotion of Lifelong Learning as a key element to enhance connections with the local and regional contexts with the aim of having an impact on employment opportunities and entrepreneurship. Moreover, our University has a strong vocation of internationalization, being the European cooperation projects crucial elements in the internationalization strategy of our institution.

On this context, emerges the Tempus Project “Euro-Mediterranean integration through Lifelong Learning”, a structural measures project financed by the EACEA and coordinated by our University. This project has approached during its lifetime the LLL perspective to the Mediterranean region, where it was hardly developed beforehand. The consortium has combined the experiences of different local universities, professional associations and the expertise of European universities to introduce a LLL strategy in the region.

This book summarizes the main outcomes and results of the project implementation in one of the regions with higher expected development worldwide.

The first part is focused on comparative overviews and technical reports, including the analysis of national LLL legislation in the Mediterranean region, existing LLL practices on the participating countries’ HEIs or analysis of good practices models in the curricular LLL context.

The second part includes the development of learning support materials. This set includes methodological guidelines and specific tools to support the partner countries HEI to develop and implement Lifelong learning curricula to help individuals in his/her learning pathway throughout life. Besides, LLL piloting experiences oriented to the employability and the professional training have been implemented throughout the project lifetime.

In summary, in this book the EUMILL consortium shares the experience acquired during the last three years and it contains a compilation of material that will contribute to disseminate the main achievements of the EUMILL project on the intention to have a wider impact to assure a long-term sustainability of the project.



Miguel Angel Castro Arroyo
Rector University of Seville

Acknowledgments

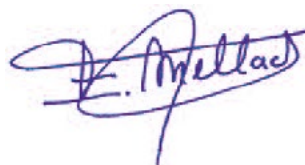
We would like to express our gratitude to the TEMPUS programme for giving the EU-MILL consortium the opportunity to study in-depth the situation of Lifelong Learning (LLL) in key Mediterranean countries and work to introduce the LLL perspective in the educational strategy of these countries.

We feel profoundly in debt with all the institutional responsible staff of the partner universities for the facilities along all activities performed under the project. We would like to highlight the study visit activities developed in the three European universities. The study visits have been included in the methodology of the EU-MILL project as an opportunity to identify the factors that favor the development of LLL at EU-MILL project partner Mediterranean universities, elaborate strategy, organizational structures and LLL policy and practice. Furthermore, we mention the two practical meetings conducted at the University of Constantine (Algeria) and University of Gabes (Tunisia), as having a significant impact on the development of the project. Also relevant have been the kick off meeting and the final conference hosted by the Mohamed V University at the city of Rabat (Morocco).

Moreover, we are deeply grateful for the participation of the representatives of the ministries: Morocco's Ministry of Higher Education, Scientific Research and Training; Lebanon's Ministry of Education and Higher Education, Algeria's Ministry of Higher Education and Scientific Research and Tunisia's Ministry of Higher Education and Scientific Research. The cooperation of the ministries has been absolutely essential for both, the introduction of the strategy of LLL in the Mission of the universities and the sustainability of the project results.

We also want to express our gratitude to the numerous enterprises, stakeholders and professional associations, which have collaborated with the project and its objectives. It's important to keep in mind that the success of LLL policies in the Mediterranean region needs to be supported not only by the legislative perspective but also by a broad social consensus. At this point, it is unavoidable to mention the good collaborative environment created within the project partners.

The EU-MILL initiative on Lifelong Learning has played an important role as inspiration for the institutional development of Lifelong Learning strategies and establishment of a national LLL framework. Beyond this achievement, we pretend the end of EU-MILL project to be the beginning of a new stage for extending the network of collaboration to other universities in the Mediterranean area and help establish LLL policies in HEIs, contributing to promote an advanced knowledge-based economy.



Encarnación Mellado

EUMILL Coordinator

1

EU-MILL Project presentation

The EU-MILL project pursues a Lifelong Learning approach. The fundamental objective of the project, as part of the Tempus Programme, is to support Higher Education Institutions (HEIs) in the Southern Neighbourhood area in establishing a Lifelong Learning (LLL) policy as a key element for social cohesion and economic development. Thus, the project aims to raise awareness of the role of HEIs as training actors and to promote an advanced knowledge-based economy. EU-MILL is deeply focused on the production and exchange of knowledge, innovation and investment in the training of individuals and institutions with the ultimate aim of contributing to the socioeconomic progress of the Southern Neighborhood area.

The Tempus programme aimed to produce convergence among the educational system of the neighbour countries and the European universities, promoting institutional cooperation on the re-form and modernization of Higher Education systems, emphasizing intensively on LLL. This programme is now included in the Erasmus + initiative (EU Programme for education, training, youth and sport).

On this programme the voluntary convergence is promoted on the field of university education, stimulating cooperation between universities, enterprises, other institutions, as well as a person-to-person approach. In order to do so, Tempus provided support to a consortium of universities, university associations, being equally open to non-academic feedback as well.

The specific objectives to achieve during the lifetime of the project have been the following:

- To contribute to the design, evaluation, organization, implementation and promotion of a LLL curricula in the private and public domains.

- To promote and develop partnerships with enterprises.
- To adequately train the staff that is responsible for LLL centers in the participating HEIs based on the best experiences.
- To design a qualifications framework according to the LLL model and the European Qualifications Framework.
- To define and design a common LLL system for quality assurance.
- To disseminate properly the results, transferring knowledge towards professionals and policy makers.

EU-MILL is an action 2 project which comprises a consortium of eleven universities representing three European and four Southern Mediterranean countries. A remarkable issue to point out is the richness of the consortium including a wide diversity of the Southern Mediterranean shore countries embracing both North African and Middle Eastern universities. Moreover, three professional associations from the region and two European student associations are involved. Considering EUMILL is a structural measures project, the four ministries of education from Morocco, Algeria, Tunisia and Lebanon are also partners. The high level of inclusiveness of the consortium makes its objectives of achieving a sustainable reform accurate, because it includes all the relevant social and political actors.

16

Achieving education throughout life has become a strategic objective for most education systems Europe and selected emerging countries worldwide. Most partner countries are experiencing a shift of focus related to education moving from a more formal and highly structured education system mainly applied to children and youth towards a more individualized and non-formalized learning mainly oriented to adults.

These changes are related with the following factors (European Commission, 2001; EUA, 2008a):

- Demographic structures across southern Mediterranean countries characterized by a considerable number of adults and elderly people.
- New Economic options where knowledge-based enterprises are growing in business compared to more traditional industries.
- Technological development, which allows reaching out people living in remote areas through distance learning.

These changes require further analysis on how it is possible to integrate these emerging types of education in formal educational structures.

Lifelong Learning is a process of continuing education that has been defined by the European Council as "all learning activity throughout life with the aim of improving knowledge, skills and competences within a personal, civic, social or job-related"¹. This definition has a double dimension: throughout one's lifetime (from pre-school to post-retirement), and encompassing the entire spectrum from totally formal, to totally informal forms of education. Furthermore, Lifelong Learning has two basic outcomes that are considered important as well: social cohesion (active citizenship, personal fulfillment and social integration) and employability. This definition confirms the idea that in the society of information and communication, education is a strategic element of innovation and productive development. Furthermore, education has a clear impact on human capital growth and in the quality of life. Thus, the promotion of Lifelong Learning can be considered a necessary pillar for the future development on the South Mediterranean shore (European Commission, 2001; EUA, 2008a).

Finally, the ambition of the project made us not being satisfied just by creating a network of the participating Euro-Mediterranean universities. Our aim was to enhance the relation between HEIs on the local and regional contexts, developing collaborative dialogues for providing the professionals the required training and at the same time attracting more sources of funding from the entrepreneurial environment.

This project will only have sense if the objectives surpass widely the life cycle of the project; our efforts are focused on achieving perdurable and structural changes on the South Mediterranean partner countries.

¹ European Council (2000), *Presidency Conclusions, Santa Maria de Feira, doc ref: Press 00 2000*.

2

Introduction

2.1. Approach to the sociopolitical context of the participating countries

When we approach the participating South Mediterranean countries, we may be suddenly stunned by their diversity, the different characteristics of their societies, their political regimes or their public freedoms.

The first wide difference we can appreciate is the geographic one: three of the countries are located on the Maghreb², on the North West side of Africa with geographic continuity among them (Morocco, Algeria and Tunisia). On the other hand, it is Lebanon, located more than 2,000 kilometers away from these countries on the Mashriq area³, which is situated in the Middle East and even in another continent, Asia.

Nonetheless, this social diversity does not imply there are not social and cultural common points among these communities. Most of the population of these countries is Arab and Muslim, sharing

² The Maghreb, from the Arabic *al-Maghrib al-'Arabi* (مغرب العربي) literally place of the sunset, is the western part of the Arab world, usually defined the western part of North Africa. A wide definition of Maghreb will include Morocco, Algeria, Tunisia, Western Sahara and Mauritania. Politically is frequently referred to Morocco, Algeria and Tunisia. The inclusion or not of Libya is a recurrent debate among specialists.

³ The Mashriq, from the Arabic *Al-Mašriq* (مشرق) literally place of the sunrise, is the eastern part of the Arab world. Most authors define the Mashriq like the geographic area limited by Jordan River and Sinai Peninsula, including Iraq, Syria, Lebanon, Jordan and Palestine. The permanence of Egypt is somehow controversial and consider by most authors as a transition country between the Maghreb and Mashriq areas.

space with other relevant minority communities. They use their different dialects of the Arabic language in their territories. French is used as administrative language in all of them and it is widely spoken by the population, and the University production is frequently developed in this language. Somehow, Lebanon is the country presenting a wider representation of different ethnic and religious communities (with a 40% of Christians) and a higher use English language on the younger communities.

In addition, the tertiary sector is quite relevant for the economic development of these countries, being the first economic sector for Morocco, Tunisia and Lebanon, and the second one for Algeria, after the industrial sector in the oil and gas industry.

Demographically, Lebanon is rather complex. The country has a rooted multi-confessional character with 18 distinct official religious communities organized along a power-sharing formula of coexistence (Ayyash-Abdo et al., 2009). The population is estimated in 5,882,562, including 1.1 million Syrian and 450,000 Palestinian refugees (CIA, 2014). In addition, a phenomenon called short-term diaspora is rampant in Lebanon, with youth leaving for career-making opportunities in the Arabian Gulf region and North Africa, and returning to the country for retirement (Abourjeili, 2006); this phenomenon is having a positive effect on Lebanon's economy.

Algeria has an estimated population of 37.9 million inhabitants, the 99% of the population is classified ethnically as Arab-Berber and religiously as Sunni Muslim 96%; the few non-Sunni Muslims are mainly Ibadis, 1.3% from the M'Zab valley. A mostly foreign Roman Catholic community, protestant Christians and a small Jewish one live mainly in Bejaia. At the same time, it also counts with a wide population of refugees between 90,000 and 165,000 Sahrawis and more than 4,000 Palestinians. The population is mainly urban, currently, 24,182,736 Algerians live in the urban area; about 1.5 million nomads live in the Saharan area (CIA, 2014).

In Algeria, women enjoy a high level of integration, having access to prominent positions, as an example, women make 70% of the lawyers, being equality dominant in the field of the judiciary or medicine. Socially the female contribution in their households is higher than the case of men, providing as well a higher rate of university enrolment (60%) (Slackman, 2007).

According to the National Statistics Institute of Tunisia (2014), Tunisia has a population of 10.982.754 inhabitants, mostly (98%) Arabic speaking Arabized Berber or Arab-Berber, and they are Tunisian Arabic speakers. However, there are other small relevant communities such as pure Berber or Jewish both of them located in the island of Djerba. The Berber community speaks primarily Berber languages or have shifted to the Tunisian Arabic.

According official statistics, Morocco's population was estimated in 2014 in 33,848,242 inhabitants (Haut Commissariat au plan du Royaume du Maroc, 2015). The majority of them are Arab-Berber descent, whether they speak amazigh language or not. Part of Moroccans identifies themselves as Berbers especially the Berber language communities. Another part of Moroccans identify themselves as Arabs or Arabized Berbers, Moroccan Arabic speaking communities are unable to speak Berber.

Religiously, there is an overwhelming majority of Sunni Muslims. The number of the Jewish which used to be particularly relevant has progressively gone down, not reaching 5,000 individuals today. There is a small, but apparently growing minority of Moroccan Christians from local Moroccan convert communities (not Europeans). Most foreigners living in Morocco are French, Spaniards, Algerians and sub-Saharan African students. There is a small community of Shia Muslim converts in northwestern. These countries count with a very socially active society acting on the context of societies with a certain level of limitation in expression and association freedoms.

Socially we are talking about young societies, especially if we compare them with European standards (CIA, 2015): Morocco (45.4%), Algeria (48.5%), Tunisia (39%), Lebanon (42.4%), against a 26.6% of average young population in the European Union countries.

Politically, Morocco is the only state with a Monarchic head of State besides three republican states. Algeria, Tunisia and Lebanon have experimented political instability during the last decade, but it is not the case of Morocco. Notably, Tunisia was the first country where upheavals against the authoritarian regimes took place on the region in December 2010, starting a wave of demonstrations and protests that is hitting the whole region on the movement known as *Arab springs* (from the Arabic, **العرابي الربيع**). Tunisian revolution succeeded and its process is considered an example of pacific liberation movement worldwide.

Contrarily to the case of the other countries, Lebanon is one of the more liberal countries in the world, with one of the lowest level of intervention of the State on the economy worldwide.

Economically, all these countries have an average or low level of economic development, varying its GDP from 7,813\$ (Morocco) to 18,052 \$ (Lebanon), far from the average GDP (PPP) on the EU countries (IMF, 2014).

2.2. Approach to the educational system of the participating countries

In some countries, the educational system is affected by a certain level of historical delayed that is expressed notably in the adult illiteracy rate, which is still high in all South Mediterranean countries, affecting particularly the rural areas.

In Algeria, education is free and compulsory up to 16 years old, but enrollment drops off profoundly from primary to secondary school. Secondary school, consisting in two three-year cycles beginning at the age of 12 years old, only enrolls about half the eligible population.

The primary instruction is mainly delivered in Arabic language, nevertheless, instruction in amazigh language is permitted since 2003, partly due to complaints about Arabization of Berber communities. As a consequence of Algeria's French colonial past, French language is the first foreign language taught in all types of schools (public and private) and it is the language used in post-secondary programs. Most literate Algerians are bilingual in both, Arabic and French languages (US Library of the Congress, 2008).

Lebanon has been ranked globally as the fourth best country for maths and science education and the tenth best overall for quality of education worldwide (World Economic Forum, 2009). All Lebanese schools are required to follow a prescribed curriculum designed by the Ministry of Education. Some of the 1,400 private schools offer international programs and also have the possibility of adding more courses to their curriculum with approval of the Ministry of Education. The first

eight years of education are, by law, compulsory (US Department of State, 2010). Lebanon largely operates, in both public and private sectors, in French or English languages.

According to the Global Competitiveness Report 2008-9, Tunisia ranked 17th in the category of "quality of the higher educational system" and 21st in the category of "quality of primary education". Most children acquire Tunisian Arabic at home, learning standard Arabic read and written in school after the age of 6, introducing later the foreign languages in the curriculum, French at 8 and English at the age of 10.

The secondary education, spread throughout four years, is open to all holders of the Diplôme de Fin d'Etudes de l'Enseignement de Base, offer two potential itineraries, access to university education and access to the job-market after completion. Regarding the higher education system, it has experienced a rapid expansion in terms of number of students in recent years (World Economic Forum, 2009).

Education in Morocco is free and compulsory during primary school. Although the literacy rate is still not enough high, UNESCO awarded Morocco with UNESCO 2006 Literacy Prize for its efforts to tackle the problem. The al-Qarawiyyin University, founded as a madrasa in the city of Fez in 859, is considered by some sources, including UNESCO, the oldest university in the world.

Although adult illiteracy is a notable problem in all South Mediterranean participating countries, the intensity of the problem varies roughly from one country to another: Over 30% in Morocco, over 20% in the cases of Morocco, Algeria and Tunisia and over 10% in the case of Lebanon (UNDP, 2013).

The gender breakdown of literacy is still quite big high in the case of the three Maghrebian countries: in Algeria the literacy rate is 87.2% for males and 73.1% for females (14.1% of gender breakdown rate), in Morocco 82.7% for males and 62.5% for females (20.2% of gender breakdown rate) and Tunisia 89.6% for males and 74.2% for females (15.4% of gender breakdown rate). In the case of Lebanon, the equality is much lower, showing a literacy rate of 96% for males and 91.8% females (4.2% of gender breakdown rate).

Regarding the years of schooling, the situation does not differ in a relevant way among the partner countries: the average goes from 11.6 years in the case of Morocco to 14.6 years in Tunisia (UNDP, 2013). In relation to the public funding for education, the situation of Lebanon contrasts with the rest of the countries. Lebanon is one of the most liberal countries worldwide and its public funding for educational policies does not even reach 1% or of the GDP (0.76%). The public funding in the case of the other partner countries goes from 4.3% in Algeria to 6.2% in Tunisia, reaching 5.4% of the GDP in Morocco (UNDP, 2013).

Vis-à-vis to the enrolment on tertiary education, we can observe several differences among countries (UNDP, 2013). Morocco's rate is the lowest, only 16% of the schooling-age individuals follow university studies. Algeria and Tunisia have a similar ratio 31% and 35%. Higher than the former cases and close to 50%, Lebanon's ratio reaches 46%. The data, even in the case of Lebanon, are very far away from EU's standards and show that university in these countries is still not accessible for people coming from modest backgrounds.

Concerning the development of a public university system, the liberal Lebanon is still an exception among the partners. While a public university system is widely spread over the other three countries, Lebanon counts with only one public university with several financing problems. On the other hand, the private universities in Lebanon are widely internationalized with a big presence of American and French universities, as well as private catholic universities, complementing the network in primary and secondary school centers.

2.3. Lifelong Learning on the regional context

Within this context of the general evolution of the education system approached in the previous section, it is not difficult to understand the poor development of Lifelong Learning in these countries. The policies are scarce and depend mainly on individual initiatives. Furthermore, the information on LLL policies and progresses within the Maghreb and Middle East regions are still very limited. Even on UNESCO's Lifelong Learning Policies and Strategies report, probably the most comprehensive report worldwide on LLL, there is not a single data about any Maghreb or Middle Eastern country

which may help us to insert the case of EU-MILL partner countries and partner universities properly within their regional context.

In the framework of Work Package 1 (WP1), Diagnosis of LLL, it has been performed an extensive analysis concerning the legislation and the existing practices of LLL in the partner countries, bringing over some reliable information about the current situation.

Morocco

With the approval of the National Charter for education and training in 1999, Morocco rooted profoundly LLL and continuing education within its education system. The charter dedicates several articles to this type of offer, such as articles 51 (roles and missions of the LLL), 53 (target audience of the LLL) or 59 (establishing that a minimum of 20% of workers, employees and officials must receive continuing training). In 2000, the Law 01-00 regulated precisely the implementation of LLL learning in articles 3, 8, 12 and 18.

In the Moroccan case, the level of awareness regarding the necessity of involving private sector actors in the design of LLL university programmes is very high. In fact, direct links between universities and enterprises have been fostered, orienting research activities towards the specific needs of business world and society.

The current innovation policy is based on the creation of technological networks built around enterprises and universities. Within this context, two initiatives have been launched by the Ministry of Education, the establishment of centres of excellence and the creation of interface and technology-transfer structures. 18 centres of excellence have been created, which cover various fields- arts, biology, environment and quality – and bring together a wide number of partners – (EACEA, Tempus Country Fiches Morocco).

The public instrument that was established to promote innovation, business start-ups and technological cooperation includes university-enterprise interface structures, the Moroccan Incubation and Spin-off Network (Réseau Maroc Incubation et Essaimage), the Technology Dissemination Network (Réseau de Diffusion Technologique), the Industrial Engineering Network (Réseau de Genie Industriel) and the Moroccan Institute of Scientific and Technical Information (Institut Marocain D'Information Scientifique et Technique).

Concerning the legal framework in Morocco, the State upholds the responsibility of the planning, organization, development, regulation and guidance of the Higher Education system, as it is established in Law No 01-00 of May 2000.

Law No 01-00 reinforces the autonomy of the universities at the educational, administrative and financial levels. In order to implement these provisions, universities should broad in the framework of a reorganized educational structure. There is also a consideration for vocational courses, establishing an evaluation and an accreditation system for these courses, as well as a system for auditing institutions.

Law No 01-00 foresees the creation of a National Coordination Committee for Higher Education and a National Evaluation Authority, so as to accelerate the rhythm of the implementation of the reforms. Within this framework, an emergency plan for 2009-2012 was adopted in June 2008.

The legal framework is completed with The National Education and Training Charter of 1999 which was settled on the principles and guidelines for the reform of the education system of Morocco (EACEA, Tempus country fiches: Morocco).

Lifelong Learning is considered in several articles of the main legal reference documents:

- National Charter for education and training: article 51 on roles and missions of the LLL, article 53 on target audience of the LLL, article 59 establishing that 20% of workers, employees and officials must receive continuing training.
- The letter of Minister of Finances No. 8784/E of 10/02/2003 to the Minister of Education on the development of scientific and technical research in the universities.
- Law No 01-00: article 3 where the initial training and continuing training is specified among the main missions of the University; article 8, establishing University graduates in the field of initial training and continuing education; article 12 where the supervision of University continuing education or art is established among the responsibilities of the Board of the University, and article 18 establishing that the budget of the University includes State grants and fees in respect of continuing education.

The Ministry of Education defines and implements the government policy on Higher education and scientific research in keeping with other related ministries; it is also responsible for the planification, coordination and evaluation of HEI activities related with the training of future executives.

A recently created National Coordination Committee for Higher Education is empowered to accredit Master degrees, courses and centres for doctoral studies of these institutions.

The Conference of University Presidents is a national body comprising all the heads of universities. It serves as their mouthpiece and represents their interests. Created and working informally since 1989, its tasks and structures have been clearly defined in 2002 under Law No 01-00 (EACEA, Tempus country fiches: Morocco).

Lifelong Learning at Abdelmalek Essaâdi University (UAE) exists since 2003-2004. Statistics show optimism in the area of LLL, as 182 national courses were planned in 2012-2013 and 13 new courses were submitted for accreditation in 2012-2013.

This university offers two different types of LLL certificates: Diplôme du cycle d'approfondissement (DCA) and Diplôme du Cycle des Etudes Supérieures Spécialisées (DCESS) not accredited at a national level, but at an institutional level.

27

Lebanon

Lebanon is a particular case; there is no formal system for Lifelong Learning in the country and no formal legal framework for LLL despite the fact that the first vocational school in Lebanon was founded in the 1860s by western religious missionaries (Ramadan, 2002).

Concerning the legal framework for the development of Lifelong Learning, LLL as well as all Higher Education related issues is under the responsibility of the Ministry of Education and Higher Education (MEHE). Nevertheless the Lebanese universities have an autonomous structure and a high level of independence. The Council for Higher Education, created in 1961, has the means for licensing new private Higher Education Institutions.

In recent years, many regulations have updated the 1961 decree, aiming to modernize the university institutions. The most important decrees were approved in 1996 setting out clear criteria for the new institutions to be created, regulating special technical auditing committees to control these criteria are properly met. One of these decrees set out the conditions for establishing a sort of “University Institute of Technology”(EACEA, 2012a).

A Directorate-General for Higher Education (DGHE) was established in 2002 to regulate the huge private higher education sector (currently 41 private higher education institutions), supervising and coordinating all actions related to it. The only public university, Lebanese University (LU) has as well a great level of autonomy and self-government. The student population in higher education is around 195,000 according to figures for the academic year 2010-2011. 39% of the students are enrolled in the Lebanese University and 61% in private centers. Regarding the gender perspective, up to 53% of the student university population is female.

A recently drafted law, submitted to the government for approval, calls for the implementation of quality assurance procedures in the institutions, leading to a sort of accreditation. Another law for the creation of a Quality Assurance Agency has recently been drafted and submitted to the government (EACEA, 2012a).

The reform plans to modernize the public school were essentially based on training the administrative staff, and preparing frames to develop the public school on bases of planning and development, emanating from leadership skills acquired through training. Non-formal education has surfaced as an option to train schoolteachers in the private sector to adapt to the changes in content and styles of pedagogy requirement of the new national curriculum. Training took the form of sporadic piecemeal initiatives that lacked sustainability and continuity and thereby, lacked Lifelong Learning opportunities and frameworks. Training sessions were held only once and were specifically conducted for the purpose of familiarizing teachers with the new curricula. The scope of training expanded at times to address emerging educational needs such as upgrading schoolteachers’ teaching competencies and skills in subjects that students failed in the national examinations. These non-formal training sessions intended to enhance the performance schoolteachers in their teaching and were not set as perquisites for staff related decisions such as hiring or renewing the contracts of the teachers.

Another scheme of teacher training focused on personnel issues in the public education sector such as appointing schoolteachers in public schools after receiving degree-granting training at the Lebanese University (Decree No. 3335 date 19.02.2010) where Teaching Diplomas were awarded to those who passed the training sessions successfully.

Despite the importance of training offered to schoolteachers in the public sector, LLL is not yet well entrenched in the educational system of Lebanon. There is also a mood of resistance to non-formal means of adult learning and continuing education by the MEHE, which is leery of programs that fall outside the scope of formal education, often equating them with bogus academic degrees and diploma mills.

As alluded to earlier, LLL is left at the discretion of higher education, private fee-paying centers, and NGOs. The main difference between Lifelong Learning in higher education, private fee-paying centers and NGOs lies in certification and types of programs offered. Centers of Lifelong Learning and adult education in private institutions of higher education or in independent private fee-paying centers offer a variety of programs and render opportunities of Lifelong Learning to either unemployed adults, to make them far more employable in the labor market or to those who are already employed but need to upgrade their abilities and skills to capitalize on emerging market demands and changing employment requisites. Other stakeholders are those employed adults who are seconded by their companies to receive training as part of a memorandum of understanding, signed between the company and the Ministry with an institution of higher education. The training is offered for a short time period and results in issuing a certificate of attendance. Further, there is no evidence that training certificates and programs which are provided by continuing education centers in private institutions of higher education or by private fee-paying continuing education centers have been studied and assessed for their quality. Moreover, there are no frameworks for coordinating between the labor market and the providers of continuing education, except for a few individual initiatives.

Regarding Lifelong Learning provided by NGOs, short-term training sessions are offered for adults. The training usually focuses on imparting specific apprenticeship skills needed for capacity building of adults ostensibly to promote self-reliance and community development, particularly in remote areas.

Lebanon public system is in dire need to promoting and implementing Lifelong Learning amidst the near absence of a systematized structure and legal frameworks that would provide opportunities for adults and engage them with Lifelong Learning for economic development and social cohesion in a country marred by fissiparous politics and social divisions meshed with an economy that is becoming increasingly brittle.

It is clear from the institutional analysis presented above that Lebanon lacks a formal LLL qualification framework under the patronage of MEHE whereas MEHE exercises rather a limited regulation on the overall higher education system.

Some university continuing education (CE) programs have emerged over the past years in a separate university division within a university setting. CE divisions at universities grant Certificates / Diplomas in response to the growing needs of the labor market for such concentrations, and as a means to bridge the gap between the traditional academic curricula versus the competitive market (Booz Allen Hamilton, 2006) (both local and regional markets since many young Lebanese ready themselves in Lebanon to join the market in the Arabian Gulf).

Some universities have opened centers in part of the country to deliver CE programs. Some of them have admission requirements such as those associated with post-graduate certificates. Other programs, classified as post-secondary programs, are open to the general public with minimal admission requirements, besides the completion of the high school degree. To date, there is no known established university that grants a BS / BA or Masters degree in CE / LLL beyond the context through which a certificate or a diploma are issued as mentioned above.

However, CE is a growing field in Lebanon (Majdalani, 2012) and many non-formal offerings of LLL are trying to fill the void, both in cities and in rural regions of the country. There are recognized junior universities, for-profit private training companies, vocational schools (public, semi-private and private), Lebanese NGO companies, funded Agencies (CNAM, USAID), the training arms of Orders/Chambers/Syndicates, internal corporate training at large institutions and others.

Although no formal system for Lifelong Learning in Lebanon is in place and no formal legal framework for LLL, the state has historically associated vocational training and vocational schooling with

the ability to feed laborers into the labor market. No pathway was ever created by the State for individuals with a technical baccalaureate BT degree to be able to join the university and get a traditional BS / BA degree, since the pre-requisite to enter a university is to have a traditional high school degree, called the Lebanese baccalaureate. Therefore, students who have a vocational / technical secondary education practically get a technical Baccalaureate degree with no further career path. A new ministerial decree was issued in the year 2000 (decree 31/2000 by the Council of Ministers) to modernize and establish new educational structure for vocational education and training, leading to technical higher education under the auspices of the higher education framework (3 years for Technique Supérieur TS, Diplôme Technique (TS+2 years), and a Masters degree).

However, no practical steps for implementation ever took place since. In addition, no credit transfer or consistency in documentation or transcripts exists between the general education system and the vocational and technical education system. The Lebanese Vocational and Training Education (VTE) system may have served Lebanon well in the past, but it is now facing major challenges in order to prepare future generations for life and for work in the 21st century, in the context of World Trade Organization (WTO) requirements for full economic partnership with the European Union.

In this context, the Lebanese American University (LAU) conceives Lifelong Learning and continuing education as a two labelled sides of the same coin. The underlying philosophy is rooted in the paradigm that the continuous investment in education or human capital is an important source of continued economic growth (Dickens et al., 2006).

The Continuing Education Program (CEP) at LAU (www.lau.edu.lb/cep) has its own CEP mission and vision and reads the following: "CEP marshals LAU by encompassing all schools in reaching out to communities for the purpose of adult education, professional enhancement, applied research and impact creativity. Through CEP, LAU as an institution of higher learning is committed to community engagement on the broadest scale, in the interest of sustainable knowledge driven by socio-economic developments." As such CEP@LAU strategic goals within the mission and vision are to:

1. Reach out with relevant programs to various communities of practice in the country and in the region

2. Provide a diversity of offerings at multiple levels addressing specific vertical (Para versus professional programs) and horizontal niches in the labor market
3. Address the needs of knowledge industries by adding valued programs to the emerging local and regional economy
4. Offer mid-career educational opportunities for practitioners who, for various reasons, missed out on such opportunities at an earlier stage in their careers
5. Lead innovation in the various trades of human capital investment with a view towards futuristic skill-building in the context of a digital world moving at the speed of thought
6. Utilize a blended program strategy and moving towards a complete on-line program strategy, much in line with the global trend in this domain

32

In practice, CE programs at LAU act as a pathway and comprises of a platform, linking the individual's achievement to date with a chosen career path. In reality, the division of Continuing Education Program, as part of an university setting, maintains partnership with various stakeholders from the professional communities to leverage in the program delivery process. The partnership zone aims at sharing knowledge, experience, ideas and resources, and it focuses on building skills, on increasing knowledge and on developing abilities of the participating individual through specifically designed programs, called continuing education programs. In its entirety, the partner list varies but generally includes links to international organizations, professional associations, industries, businesses, local government, primary and secondary education, in addition to health and social services (Majdalani, 2012).

The Continuing Education Program (CEP at LAU was established in the 1970s as a Center for Continuing Education) CEP started by offering a selection of post-secondary programs such as pre-school education, English and executive management programs. The initial fee base programs attracted distinct and intended clientele.

In addition to its main campus location, LAU has opened 2 new CEP satellite centers, one in North Lebanon (the Safadi Foundation Center in the city of Tripoli), and another one in the Bekaa region (at the Chamber of Commerce, Industry and Agriculture in the city of Zahle) (Majdalani, 2010).

A growth in the CEP unit has been experimented in the past five years. The CE unit currently offers 30 various professional programs for the different communities it serves. Aggregate key performance indicators have been very encouraging. Overall enrolment doubled over the last four years, new programs have escalated and an unparalleled capacity building in CE faculty support has been provided by the university, along with internal CE quality controls and assurances.

The newly restructured eight cluster classifications pertain to the following (LAU, CEP):

- a.** Aptitude exams, preparatory programs catering to the needs of students to succeed in college admission exams such as SAT, GMAT, MCAT, GE, ILES, TIEF, ...
- b.** Professional workshops/programs intended for early career or mid-career practitioners in specific market demand-driven areas (on an open enrollment or customized basis) such as marketing, sales, accounting, computer technology, nursing, nutrition, and food safety.
- c.** Certification and Diploma programs in various areas for participants seeking para-professional qualifications, extending beyond short-term workshops. These include, but are not limited to, some of the areas listed in the above section b.
- d.** Partnership programs with institutions in the community with a goal to jointly undertake specific professional development programs that serve particular skill sets, markets, or geographical niches. Examples are the Safadi Foundation, Zahle's Chamber of Commerce, Industry and Agriculture, ...
- e.** Two-years Associate Diploma programs in selected areas providing participants with formal Para-professional qualifications that are instrumental for employment purposes or for transitioning towards a Bachelor degree.
- f.** Remedial academic programs, meant to provide academic deficient LAU students with an extensive program to reestablish their academic standing in their respective departments.
- g.** Bachelor or Master Degrees under the auspices of CEP as it is customary for such programs in the U.S.

- h.** Export CEP programs to the region with program design, instruction and assessment exclusively controlled by LAU.

According to the Notre Dame University—Louaize’s mission statement, the University seeks to provide a quality education that promotes scholarship, humanism and “Lifelong Learning”. As such, NDU furnishes Lifelong Learning opportunities formally through its Division of Continuing Education (DCE), administered by a director and three support staff members in addition to faculty members drawn from the University and the community. The main authority tasked with assessing the quality of continuing education at NDU is the Director of the Division of Continuing Education (DCE) who is in charge of managing all staff and administrative issues at the division, undertaking regular analysis of market needs in the immediate environs of the DCE and accordingly suggesting programs of study in collaboration with concerned university constituents and offices.

No data is available on the quality of learning outcomes of DCE’s curricula against national and international standards due to lack of criteria to assess, internally or externally, the quality of the programs offered. In addition, there is a distinct scantiness of follow-up studies that collect and analyze data to improve the educational process and outcome of the DCE programs. However, existing mechanisms for evaluation are in place. These mechanisms focus on teacher performance in class, his/her skills and competencies in the subject matter as well as the views of students and feedback on teaching. The main person in charge of the evaluation is the Director assisted by staff members in the DCE. The evaluation is conducted at the end of each course.

In addition, NDU through its Division of Continuing Education (DCE) offers external programs in English Language, Computer Science and Business Administration, among others. The University has six research centers that perform specialized research, hold workshops, and organize scientific conferences. In addition, NDU has a Division of Audiovisual Services, specializing in the production of documentaries and short movies.

The roster of programs at NDU-DCE shows a clear bias in favor of professional training or “skills update” to help trainees succeed in a tight labor market. To the degree that the philosophy behind Lifelong Learning emphasizes continuous professional development, NDU-DCE fulfills a key aspect of its mission. However, internal analysis also shows a relative weakness in terms of socially tailored programs of LLL, especially in the liberal arts, public service programs such as teacher training and

citizenship and areas of dire need in Lebanon. In this sense, NDU-DCE mirrors the larger, albeit limited, LLL program offering in NDU's immediate context and Lebanon generally.

The DCE offers a variety of programs during five annual sessions covering a range of professional areas that result in certificates issued by NDU-DCE. The following is a list of the certificate-granting programs available to adult learners:

- English Certificate Program
- Business Certificate Program
- Computer Certificate Program
- Practitioner in Insurance Certificate
- Professional Information Technology Diploma
- Program in Sport Management

Tunisia

Lifelong Learning is still seen as a marginal activity in many universities in Tunisia, but there is a certain level of awareness for the need of its development among academic staff and there are embryonic or developed structures for its provision. The number of recipients is still very low compared to the number of students enrolled in initial learning system.

Concerning the legal framework, LLL in Tunisia encloses three main dimensions: the field and the concepts of continuing education, the management of the tax of the vocational training (TFP) and the approval of certificates and diplomas of continuing education. The main legal texts are:

- Law No. 93-10 of February 17th 2001, bearing guidance law of the vocational training, particularly the chapter V emphasizes in continuing education and professional adaptation.
- Decree No. 9-1397 of 20th June 1994, setting up the national classification of jobs as well as the conditions of ratification of certificates and diplomas of initial and continuous vocational training.
- Decree No. 2372 of 21th November 1994, fixing the schedule of granting of discounts on the tax of professional training.

- Decree No. 93-696 of 5th April 1993, fixing the criteria and the modalities of granting of discounts related to the tax of the vocational training.

The Legal framework of continuing education suggests a set of concepts and definitions and clearly distinguishes between several forms of training.

The orientation law provides the following declared objectives:

- Continuing training aims to consolidate general knowledge and professional skills and adapt them to the technological evolution. It is also intended to provide other skills and qualifications in order to prepare workers to practice new tasks in order to ensure social and professional promotion of workers.
- Vocational training is intended to facilitate the integration of young seeking a first job.
- Career development aims to assist workers in acceding to educational levels, which may allow an improvement of their professional situation.
- Vocational retraining aims to allow workers whom, for economic, technological or health reasons, have lost their jobs or are threatened to lose it or for the ones who need to gain other qualifications to accomplish new professional tasks.

Vocational training was regulated in the law 2008-10, with the aim of assuring integration of all categories of professionals in active life, with a special emphasis on youth risking social exclusion. Some of the measures implemented to reduce failure and dropout rates are the establishment of training sessions leading to a certificate of competence for young people as well as a validation system for previous experience in order to open tracks on the qualification scale, with flexibility to adapt to anyone wanted to improve his/her career (UNESCO, IBE).

The Ministry of Education and Training in keeping with all related ministries is leading a new quality approach also applicable to Lifelong Learning. They are currently working on the implementation of National Qualification Scale, which is a framework that defines the qualification levels required on the labor market through learning outcomes, linking these levels with the certificates provided by the human resources department.

Regarding adult Lifelong Learning, it exists an extensive training offer moving from the most traditional formats to the totally informal formats, arranged by training centers as well as by universities. This offer is mainly available in urban areas and is mostly focused to a population that has already achieved a certain level of education. In most cases, the individuals pay for themselves, but it is also frequent that employers play the training of their employees. In Tunisia training is available to individuals wishing to improve their competences and looking for recognition on their qualifications. The Ministry of Employment and Labour Market Integration is responsible for all continuing education and training programmes in Tunisia (Gordon, 2009) implemented through the *Centre National de la Formation Continue et de la Promotion Professionnelle* (CNFCPP) for industrial and services sectors. Therefore, CNFCPP is focused on the implementation of training programmes to support professional development, in order to allow people to progress into a higher level of training, to help reconversion of employees who have lost their jobs or are likely to do so and to support enterprises through programmes to enhance training and quality. This body works with both, the public and private sectors, making available a number of funding instruments coordinated through the central services and regional offices, through the IPST and through partnerships with other organizations. Other government departments presented below, are also responsible for training in their different domains:

- The Centre National de la Formation Continue et de la Promotion Professionnelle (CNFCPP)
- Agence de la Vulgarisation et de la Formation agricole
- The National Tunisian Tourism Office

Besides, a big priority for the adult education and training program is the unemployed people, especially, young people who have completed higher education but still has problems to access the job-market.

The training offer for first job seekers and long-term unemployed is provided by public and private organizations. This offer is coordinated by the Ministry of Education and Training and count with the participation of several ministries also organizing the specific training offer for job seekers in their sectors. The main public provider is the Agence Tunisienne de Formation Professionnelle (ATFP) in particular for the industrial sector. Additionally, other bodies, such as the Agence Tunisienne de l'Emploi et du Travail Indépendant, also organize training sessions for job seekers (Gordon, 2009).

Four main types of programmes are organized to address the issue of youth unemployment:

1. Training for university graduates to improve their chances of labor market integration (CIES).
2. Labor market integration contracts for university graduates and long term unemployed that give them the possibility of retraining.
3. Qualification contracts that enable job seekers to train in the field in which skilled employees are needed (CIAP).
4. Training for enterprise creation and other technical training needed for setting up an enterprise.

Regardless all of the above centers are predominantly focused on initial training, they also provide adult-oriented training. The number of trainees in training centers (all types) is growing regularly and has increased from 61,377 in 2006 to 76,223 in 2008. For public sector training, the trainees only have to pay a registration fee to be able to access to different programmes. Private providers charge fees but they can be covered by the “training cheque” system which was introduced in 2007 and allows some of the costs to be covered for the sectors.

In some cases, if the trainees do not have the required level to follow a cycle to a Diploma level, a certificate of competence can be delivered. All adult training certificates and Diplomas are part of the national qualification classification and therefore the assessment of the trainees is part of the regular procedure and the qualifications are fully recognized and progression is within the classification system, following a competence-based approach (Gordon, 2009).

The number of enterprises having adhered to continuous training programmes for their staff and the number of participations of individual learners has increased between 2003 and 2008. However, the mean participation number of individuals per enterprise has sharply declined during the same period.

The University of Sousse develops several training areas of study, which are computing, electrical engineering, information system development and management. The High Institute of Technological Studies (ISET) organizes the programmes and all the courses are attended in the evening.

The programmes are initiated by both the ISET and the Institute de Promotion Supérieure du Travail (IPST) attached to the CNFCPP. The IPST supports the training expenses. The activation of these programmes is subject to the formal approval of the Ministry of Higher Education. The recipients follow the same education programmes and study components of the initial education programmes and are subject to the same rules and regulations.

The recipients of these programmes may be categorized into two groups: applicants with a baccalaureate diploma who follow a three year training schedule and applicants having a bachelor degree for which the training period is one year. Applicants in the two groups have to prove that they have job and a certificate of employment is required for the admission.

This training offer, except the management programme, use face-to-face teaching. This model enables students not only to meet and interact with university teachers but also with fellow students.

Applicants are evaluated through theoretical and practical exams during the period of training. A final evaluation is based on a compulsory six months internship in an enterprise.

The main purpose of LLL at the University of Gabes, is to upgrade staff (administrators, managers, etc.) in specified disciplines. A Diploma, supervise this training or certificate (recognized by the State) is delivered to the learner who has passed the examination sessions or certification.

Training at the University of Gabes, is basically done through agreements between academic and socioeconomic and cultural organizations:

- A - Higher Institute of Management: Training in "computer science applied to management"
- B - Higher Institute of Languages: Training in "Business English"
- C - National Center for Continuing Education and Professional advancement

LLL offer is also available to individuals who wish to improve competences and have recognized qualifications especially through specific institutions such as:

- Virtual University of Tunis, a public institution created in January 2002, has as principal mission the development of courses and programmes of university education online for Tunisian universities.
- The Institut Bourguiba des Langues Vivantes is attached to the University of Tunis and proposes language courses in a number of different languages for adults in 15 regional centers.

Algeria

Algeria's educational system has grown rapidly since the country's independence in 1962, doubling the number of students in the last 12 years, reaching currently more than 5 million students. Despite the allocation of substantial educational resources, the government has been overflowed by the demand not being able to compensate the serious shortage of teachers as well as dealing with terrorist attacks against the educational infrastructure during the 1990s. In 2000, the government launched a major review of the country's educational system to improve these shortages.

Higher Education in Algeria is regulated by the Act of 25 February 2008, which enshrined the reforms that had recently been implemented in the sector, such as the establishment of the three cycle-degree system of the Bachelor degree (al-Ijaza), the Master degree (al-Magistir) and the Doctorate (al-Dukturah), or the reform of university governance or the establishment of quality assurance systems. Algerian Higher Education has launched a profound renovation system connected with the reforms of the degree structure. The reform introducing the Bachelor degree has now been completed, following a three-phase process (Ministère de l'enseignement supérieur Algeria, 2009; EACEA, 2012b).

Most of the regulations are primarily by executive decrees. The main legislation related to continuing education in Algeria is the following:

- Executive Decree No. 91-141 of 11 May 1991, laying down the conditions for the creation and control institutions accredited training.

- Executive Decree No. 99-77 of 25 Dhul Hijjah 1419, corresponding to 11 April 1999, on the organization and sanction training and examinations professionals.
- Executive Decree No. 01-419 of 20 December 2001, laying down the conditions for the creation, opening and inspection of private schools for vocational training.
- Order of 25 Jumada Al Awwal 1423, corresponding to 4 August 2002, fixing the specifications related to the creation, openness and control private training establishments.
- Order No. 015 of 30 January 2003, concerning the technical and pedagogical inspection private institutions of vocational training.
- Order No. 068 of 15 April 2003, laying down the terms and conditions of participation, trainees private institutions of vocational training, State graduation exams organized by the Ministry of Training and Vocational Education.
- Executive Decree No. 07-140 of 2 Jumada I 1428, corresponding to 19 May 2007 establishing the organization and functioning of institutions public hospitals and public health facilities nearby.
- Executive Decree No. 09-316 of 17 Shawwal 1430 ,corresponding to 6 October 2009 establishing the status of National Institute of Training and Education professionals (INFEP).
- Executive Decree No. 12-108 of 12 Rabie Ethani, corresponding to 5 March 2012 approving the blueprint for training and vocational education.

There is no text giving equivalence to distance training as well as no specific text on copyright and neighboring rights for courses deposited on distance learning platforms.

Public Higher Education in Algeria is delivered by institutions that are directly and exclusively dependent on the state within a framework of autonomy (administrative, academic and financial) and participation (direct implication on the countries life and its socio-economic field).

The training or LLL in Algeria is mainly developed under the Ministry of Vocational Training as private training. The development of LLL entails five different types depending on the level of the candidates:

- 1 - National Educational Centre (NEC) or distance education r (DENC): settled in the 48 provinces (departments) of the country, under the supervision of the Ministry of Education (primary and secondary). It is oriented to people excluded from the formal education system (for various reasons) to help them continuing their education.

2 - Public vocational training Centers, under the Ministry of Vocational Training, these centers are oriented for young people and they allow them to acquire professional qualifications to access to the job-market. These centers are characterized by a strong demand.

3 - Private training centers (or "schools"), under the Ministry of Vocational Training, they offer two categories of training programmes with no age limitation: Qualifying training period of 3, 6 or 12 months, to gain a professional qualification and Diploma courses of 18, 24 or 30 months. In the latter case, there is an additional professional course (6-months) and defense.

4 - The College of Continuing Education (CE) is independent and active in supervision of the Ministry of Higher Education and Scientific Research. Located across the country, they are especially designed for active people. The Training takes place mainly: meetings in the evening from 5:30 pm to 8:30 pm and Saturday from 8:30 am to 1 pm. Thus, it is also referred as evening university (in contrast to the university during day time) because lessons use to take place in the evening and because it uses the same premises (classrooms and Tutorial) as traditional university and wherever there is a college or a university, there is a center of the College of Continuing Education.

Universities have a centralized architecture. Therefore, in addition to its own continuing education program (by its own or in partnership with the socio-economic sector that has a legal obligation to ensure regular training for its staff) it is required that each university or university center of the country to host a College of Continuing Education.

The University Constantine 1 (ex University Mentouri Constantine), through the College of Continuing Education distinguishes two main pillars of training:

- Classical and general training: which prepare a license during the evening, in various fields, and which contents are set at national level by the authority. It is currently experiencing 100% training on site and distance and hybrid formations. They are all leading to an on-site exam at the end of each semester.

- Training on demand: the content is agreed in partnership with the applicant organization training. The duration varies from three months to one year. This typology allows several training models: on-site, extended on-site and blended learning.

Specific training provided at the UMC:

- Training at the evening college:

On site Learning:

- General computing
- English, French
- Psychology: Educational and Vocational Guidance
- International Trade
- Technical & bank money, accounting and financial audit
- Public Management
- Real Estate Law, notaries, business law, law of economic relations international

Distance Learning:

- The courses are the same as those of classroom training
- No use of platform
- Students receive the DVD content of the 3 years, organized per semesters
- The grouping is done one time per week

Open distance learning:

- Use of the Moodle platform "ead.ufc.dz"
- Beginning: 2012-2013 academic year
- Business Law and International Relations Law

Training on demand:

- Teachers training: 7 specialties: Technology (physics and chemistry), Mathematics, English, French, Arabic literature, Social Sciences (History and Geography), Natural Sciences.
- Training of staff at universities
- Training for permanent staff for promotion.

- Blended learning - group every 15 days
- Training of administrative "new" staff
- Teacher Training in French Language

The University AbouBekrBelkaid de Tlemcen (UABT) does not offer a very extensive catalogue of LLL training. At the request of the socio-professional sector, it organizes a post graduate specialized training called PGS, issuing a National Diploma DGPS. It also includes the Intensive Language Teaching Centre with a transversal structure within the common services of the University. Specialties offered under the PGS cover the following topics:

- Engineering Management
- Management
- Occupational

This type of training is not very developed; in fact, over the past ten years, the number of staff trained does not exceeds 200 participants belonging to local and regional businesses.

Currently at the UABT, continuing education is most developed at the "Intensive Language Teaching Centre". Two sessions are open to applicant students each year. Each session is evaluated by a placement test and a certificate is issued to students who passed the examination.

In addition to the main task assigned to it, the ILTC provides training in French and Arabic to African students.

The training should have been implemented at Algerian universities, not in direct competition with those training provided by other institutions, but rather as a parallel offer. Also, data collection for this type of training is difficult to find, as sources of information and dissemination are rare or incomplete. Only field investigations extending over a long period would raise more data and awareness of this type of training. Given the number of graduate trained each year by this university, it is quite clear there is a real potentiality for the development of Lifelong Learning studies.

2.3.1 Summary of the analysis.

The concept of Lifelong Learning in the partner countries

Most partner countries are experiencing a shift of focus related to education, witnessing an evolution from more formal education and training system, especially focused to children and young fellows, towards a more individualized, less formal and specialized training related to adult individuals.

This change of focus is consequence of many combined factors (European Commission, 2001; EUA 2008b):

- Changes in the demographic structures in all southern Mediterranean countries with an increasing number of adult and elderly people.
- Changes in the economic structures, knowledge-based enterprises are overtaking the position of the traditional industries.
- Changes related to technological factors, which has made viable reaching out remote areas and communities, giving its inhabitants the possibility to resume studies through distant learning.

These changes claim more emphasis on how it is possible to integrate these types of education in the formal educational structures.

Lifelong Learning is a process of continued education that has been defined as: "all learning activity throughout life with the aim of improving knowledge, skills and competences within a personal, civic, social or job-related" (European Council, 2000). This definition confirms that in the society of information and communication, education is a strategic element of innovation and productive development, by its clear implication in human capital growth and quality of life.

Based on discussions during the development of the first stage of the project, there were identified three cross-cutting issues based on this definition: student-center learning, widening participation and the regional role played by the universities. Apart from this perspective, all partners agreed with the two main pillars of the Lifelong Learning: widening participation and learning throughout life.

The definition of learning throughout life, as described has a double dimension: throughout lifetime, from pre-school to post-retirement, and wide, covering the entire spectrum of formal, non-formal and informal. Furthermore, Lifelong Learning has two basic objectives that are considered important as well: social cohesion (active citizenship, personal fulfillment and social integration) and employability. Two aspects have been identified in LLL, a social and a professional aspect.

From the reports of the participating institutions, it has been generally perceived that universities tend to provide services to target groups in order to cover certain demands but lose sight of the importance of providing quality-assured and research-based education.

Our analysis shows that no clear definition of LLL has been established among these countries. In most cases, the definition remains more or less implicit and, therefore, this fact has constituted a real challenge to tackle the issue of the design of a common framework for LLL in the region.

Legislation for Lifelong Learning in the partner countries

The comparative analysis of national LLL policies in the Mediterranean region (Morocco, Tunisia, Lebanon and Algeria) and the European Union shows that Lifelong Learning as a solution has mainly been coupled to a process of increased globalization. The amount of legislative work on LLL is still modest in all four partner countries; within this context Tunisia and Algeria are showing more progress on its regulations.

In all of the partner countries the Ministries of Education or Higher Education are responsible for Lifelong Learning and in some of other countries, also other national ministries are playing an active role in its implementation in LLL.

The focus on vocational education and training and the attempt of finding a way of recognizing and valuing non-formal and informal learning in relation to the formal educational structure is seen in every country.

When it comes to investment in adult education and training, it is more doubtful that the Southern Mediterranean countries policies and legislation is along the same line with the EU policy.

A cost-sharing scheme exists

- Public expenditure, corporate involvement, and individual contributions
- Ministry of Education versus other ministries
- National government versus local governments

On one side, taking into account historical and political aspects, all evidence support the idea that it is possible to describe a co-operation between all the countries. It would be possible to join together the four countries into a homogeneous area or region.

But on the other side, policy-making, legal framework and definitions do not show that conclusion. The results of the national overviews do not give any support to the argument, as there has not been neither a definition nor a type of legislation adopted for the region.

Furthermore, several EU strategic documents point out that the Southern Mediterranean countries legislation is basically focused on vocational training instead of LLL.

The participating institutions in the EU-MILL project have experienced that there is not an understanding of the main role of LLL in the national and regional development. The main challenge for the future is, therefore, developing recommendations supported by a solid sample of best practices, focusing on working methods and tools. The work developed through inter-regional cooperation and exchange of experiences illustrates in practical terms, how regions can work in a more coordinated and structured way, as well as how LLL can be empowered as an important factor for regional development.

By bringing LLL policies such as quality assurance, pathway linkages or education accessibility, EU-MILL will contribute to create zones of mutual trust that will enhance, through the mobility factor, the employability of individuals within the country and across the European landscape with mutual benefits to the respective economies.

3

General Methodology

3.1. Diagnosis of LLL in Partner countries and identification of best practices

On the following pages, it will be analyzed the situation of LLL on all partner countries, the integration of LLL policies within their legal frameworks, as well as some examples of good practices in LLL on the partner countries, identified and learnt after the study visit to HEI in the European shore.

We have performed a comparative policy analysis extracted from the country reports on LLL delivered in the beginning of project in the four southern Mediterranean partner countries (Morocco, Tunisia, Lebanon and Algeria) and in the European Union. The expected aim was to compare the different policies of these countries for implementing Lifelong Learning, in order to provide basis for a further development of Lifelong Learning policies in the four countries.

The analysis provides the necessary base for introducing a framework and guidelines on behalf of establishing, assessing, accrediting and running LLL study programmes in higher education (HE), conducting projects and providing a firm and stable infrastructure for LLL.

3.1.1. European Framework of Lifelong Learning

Lifelong Learning or Continuing Education has been a major reference in the European Union since the establishment of European Higher Education Area (EHEA). Arguably, the first mention of this issue by the European Council took place on the Lisbon meeting in 2000, expressing the necessity of ensuring access to training throughout life, in line with the growing importance of Information and Communication Technologies (ICT). The evolution of the Lifelong Learning commitment in Europe has been taken as a reference by the neighbor countries, including the South Mediterranean ones.

The importance of Lifelong Learning and its full incorporation into higher education has arisen from the Bologna Declaration in 1999. LLL has been present in different biennial meetings of Ministers responsible for Higher Education in the European Union in Prague (2001), Berlin (2003), Bergen (2005), London (2007) and Leuven (2009) emphasizing the need for exchange of best practices and promoting the role of higher education in Lifelong Learning, as well as improving the recognition of prior learning in higher education. At each meeting, it is declared the need to establish partnerships and cooperation systems such as Lifelong Learning to develop political strategies of mobility, social inclusion, employability and personal development (Consejo de Universidades, 2010).

In the meetings of the European Ministers of Education and Training, European Commission and social partners, relief is given to training throughout life, taking into consideration the need of promoting cooperation with all stakeholders.

The most important step was taken by the European Commission (2001) when it proposed the creation of a European area of Lifelong Learning and designed some strategies: cooperation between governments, educational and social services, identification of needs, identification of funding sources or given accessibility to learning opportunities, fostering a culture of learning, implementing quality assessment mechanisms. Likewise, it also settled some priorities: education and training values, strengthen guidance and information services, investing more time and money in education and training, educational opportunities closer to the public and provide new training methodologies. These actions began its implementation in 2005 with the objective of making Lifelong Learning a reality, stating that Lifelong Learning strategies should aim to ensure all citizens

to acquire basic skills they need in a knowledge society , and to create an open learning environment (OJEU, 2006). Despite previous efforts, in an analysis completed by the European Center for Development for Vocational Training (CEDEFOP, 2008) based on a research regarding the development of continuing education in 17 European regions, it was highlighted that a third of the regions had not reached the average expected participation of adults in training programs over a lifetime (9.6%, almost three points below the 12.5% established in the Lisbon objectives).

The European University Association (2008b), in relation to learning throughout life in universities, identified a number of commitments to be achieved by themselves and by governments:

Universities Commitments:

- Include in the institutional strategies the concepts of expanding the access to the college and Lifelong Learning.
- Provide education and training to student population of diverse background.
- Adapt the curricula designs to ensure the participation of students and adults and to attract new students.
- Provide guidance services for students.
- Recognition of prior learning.
- Adopt Lifelong Learning in the internal quality culture.
- Reinforcing the relationship between research, education and innovation from the perspective of Lifelong Learning.
- Consolidate reforms to create a creative and flexible framework for learning.
- Develop partnerships locally, regionally and nationally to offer attractive and relevant programs.
- Act as a model institution oriented to Lifelong Learning.

Government commitments:

- Recognize the contribution of universities to training throughout life as an important benefit for people and society.
- Promoting social equity and global learning.
- Include objectives concerning Lifelong Learning in the mission and functions of the national quality agencies.

- Support the creation of appropriate guidance for the student.
- Recognition of prior learning.
- Removing legal obstacles that prevent the return or the access of potential students to higher education.
- Ensuring autonomy and develop incentives for Lifelong Learning in universities.
- Strengthen regional partnerships at local authorities, employers and agencies.
- Inform and encourage citizens to take advantage of the benefits of Lifelong Learning, which is offered by the universities.

3.1.2. Methodological approach to LLL situation in the SM partner countries

In order to get to know the current situation of LLL in the partner countries, a SWOT Analysis was implemented as a methodological strategy. SWOT is used as a planning tool to understand the Strengths, Weaknesses, Opportunities and Threats involved in the EU-MILL project partners.

During the Kick-off meeting of the project in Rabat (Morocco), a discussion took place in order to make a comparison and analysis of the current situation of development and implementation of national Lifelong Learning strategies in the partner countries, clarifying and defining the detailed tasks of this WP. These discussions were the basis for the following step, the implementation of a SWOT analysis of the national LLL Strategies and about the status of the implementation accomplished in every partner country. The SWOT analysis for each partner country was executed at the national level (self-assessment).

The SWOT analysis is taken as a basis for the preparation of study visits of a cross border peer learning team, directly involved in the development of the national LLL strategy. During the study visits, the process of the development of the national LLL strategy and the status of implementation was discussed. Study visit reports summarized the key findings for all partner countries and are the basis not only for the development of recommendations to improve the national LLL strategies in the partner countries, but also to progress on the cross-border strategy and at the EU level.

Table 1. The SWOT Matrix Model

Positive	Internal		Negative or Potential to be Negative
	Strengths	Weaknesses	
	Opportunities	Threats	
	External		

Source: Authors elaboration from Humphrey (2005)

The model of SWOT analysis was used to reflect the national situation and to make use of the results for further development.

The following pages will summarize the main findings of the SWOT analysis partner per partner.

Table 2. SWOT Analysis on the National Strategy in LLL in Algeria

Strengths	Weaknesses
<ul style="list-style-type: none">- Open to anyone who would want to enhance their skills and professional experience either at school or university levels: employees, job seekers and professionals can enroll at the university- At the request of socio-professional sector- National accreditation- Abundant human resources- Relatively advanced technology- Popularity of university- Extremely strong technical expertise on staff in key areas- Desire of experts on staff to make quantum improvements (and the skills needed to do so)	<ul style="list-style-type: none">- LLL is not developed. In fact, over the past ten years, the number of staff trained did not exceed 200 belonging to local and regional businesses- Lack of global advanced technology- Relatively less developed IT infrastructure- Lack of a coordinated, articulated and documented long term strategy- Poor capacity in relation to data collection, analysis, dissemination, maintenance and updating has resulted in lack of data or out-of-date data.

<ul style="list-style-type: none">- Given the number of graduate trained each year it is quite clear that there is a real potential candidate for the development of LLL- Management and centralized decision-making- Operation and national programs (determined by the Rector)	<p>This weakens the capacity for an accurate monitoring activity, evaluation and research</p> <ul style="list-style-type: none">- High cost considering the infrastructure
--	--

Opportunities	Threats
<ul style="list-style-type: none">- LLL is provided by several public and private institutions- Vast domestic market- Reforming education- There is no text giving equivalence for training completely remote- There is a text (ministerial order) linking incentive pay for teachers to use IT in teaching	<ul style="list-style-type: none">- Accelerated expectations vs. capacity- Inconsistencies in keeping up- Direct competition with LLL provided by other institutions as a parallel offer- There is currently no specific legislation on copyright and related rights for courses deposited on distance learning platform.

Source: EU-MILL Consortium (2016)

Table 3. SWOT Analysis on the National LLL Strategy in Lebanon²

Strengths	Weaknesses
<ul style="list-style-type: none">- Unique provider (access)- Geographic location- Certificate-based/Professional orientation- Faculty/staff- Growth has been increasing over the past five years- Aggregate key performance indicators have been very encouraging- Overall enrolment doubled over the last four years, new programs have escalated- Unparalleled capacity building in LLL faculty support has been provided by the university, along with internal LLL quality controls and assurances- Some university style LLL programs have emerged over the past years with a separate university division within an university setting- LLL divisions at universities grant Certificates / Diplomas in response to the growing needs of the labor market for such concentrations, and as a means to bridge the gap between the traditional academic curricula versus the competitive market (both local and regional markets since many young Lebanese ready themselves in Lebanon to join the market in the Arabian Gulf)	<ul style="list-style-type: none">- There is no formal system for Lifelong Learning in Lebanon and no formal legal framework for LLL- There is not known established university that grants a BS / BA or Masters degree in CE / LLL- Breadth/variety of programs- Inadequate quality control assessment system- Deficient distance/online platforms- Recent studies conducted by AbouRjeili / Abouchedid on Higher Education and the Labor market in Lebanon revealed that more than half of university graduates in Lebanon end up with careers that have no relation with their respective university majors. This has created many informal training centers in the country.- Non-formal education has surfaced as an option to train schoolteachers in the private sector to adapt to the changes in content and styles of pedagogy required by the new national curriculum- Despite the importance of training offered to schoolteachers in the public sector, LLL is not

² The SWOT is university based and it cannot be generalized into the country as a whole

- The demand for programs from the private sector requires programs such Soft skills, English, Engineering, Technology, entrepreneurship which prompted some LLL units, including universities, to develop programs to help bridge the knowledge gap

- Establishing separate entities dedicated to continuing education demonstrates the importance that major private universities in Lebanon such as the American University of Beirut, the Lebanese American University, Haigazian University, St Joseph University and others to bridge the LLL gap. However, the LLL unit is to respond quicker to market needs, is more responsive to local culture and habits with a dedication for service, has flexibility in making decisions on the ground, is more entrepreneurially oriented and must have its own capacity (physical, space, financial,...), in addition to new features including new opportunities for the university (new professional figures, new demands of training processes of re-qualification,...)

- Above all, it must expand the partnership zone aiming at sharing knowledge, experience, ideas and resources as well as focusing on building skills, on increasing knowledge and on developing abilities of the participating individuals through specifically designed programs

yet well entrenched in the educational system of Lebanon

Opportunities	Threats
<ul style="list-style-type: none">- Non-saturated market for LLL- Partnership opportunities- LLL is a growing field in Lebanon and many non-formal offerings of LLL are trying to fill the void, both in cities and in rural regions of the country. It is recognized junior universities, for-profit private training companies, vocational schools (public, semi-private and private), Lebanese NGO companies, funded Agencies (CNAM, USAID,,), the training arms of Orders / Chambers / Syndicates, internal corporate training at large institutions and others- At the corporate level, corporate strategists generally associate a more educated, a more knowledgeable and a more skillful workforce with mobility, adaptability and better disposition to changes necessitated in the workplace- For students, LLL is associated with job entry level positions, whereas for the unemployed, it is a mean to match newly acquired skills with job requirements. From these basic identifiers, we can infer that LLL is closely associated with economic and social issues concerning society at large- The state has historically associated vocational training and vocational schooling with the ability to feed laborers into the labor market- A new ministerial decree was issued in the year 2000 (decree 31/2000 by the Council of	<ul style="list-style-type: none">- Political instability- Institutional 'stigma'- Capacity/resources- A new ministerial decree was issued in the year 2000 (decree 31/2000 by the Council of Ministers) to modernize and establish new educational structure for vocational education and training leading to technical higher education under the auspices of the higher education framework. However, no practical steps for implementation ever took place since- No credit transfer or consistency in documentation or transcripts exists between the general education system and the vocational education system- Lack of adaptability of curricula to the job market requirements. Indeed the VTE planning, management and organization is supply-side oriented that has not consider enough the demands side of the market- Outside the government's legal education box, informal and/or non-formal education programs and opportunities are left at the discretion of either institutions of higher education that have centers of continuing education, Non-Governmental Organizations (NGOs)

<p>Ministers) to modernize and establish new educational structure for vocational education and training leading to technical higher education under the auspices of the higher education framework (3 years for Technique Supérieur TS, Diplôme Technique [TS+2 years], and a Masters degree)</p>	<p>that implement literacy programs and training that often target the disadvantaged in rural areas. It also exists other types of NGOs also which appeals to government organization or to other NGO for training (For example, CEP@LAU has a Leadership program for Municipalities in Lebanon in partnership with another NGO organization. Also, CEP@LAU offers a Diploma in NGO capacity building) or private fee-paying centers that provide training courses to adults</p> <p>- Lack of internal institutional recognition of the merit of Lifelong Learning and the central role that continuing education centers play in promoting learning for life, a major threat affecting everything from administrative support to financial capacity</p> <p>- Limited resources: unsustainability over the long term, which affects planning and quality enhancement. This requires an internal education campaign to strengthen the support for LLL programs</p>
--	---

Source: EU-MILL Consortium

Table 4. Analysis on the National LLL Strategy in Morocco

Strengths	Weaknesses
<ul style="list-style-type: none">- Accessible to those who would want to enhance their skills and professional experience either at school or university levels: employees, job seekers, professionals, etc can enroll at the university.- At the request of the socio-professional sector- National accreditation- Abundant human resources- Relatively advanced technology- Two types of Continuing Education diplomas: DCESS (diploma of Cycle of higher studies specialized) and DCA (diploma of Cycle of deepening)- Established and differentiated methodology for LLL courses- Accreditation form report on progress (If renewal)- Established process of validation by CPU taking into account the value of the proposal and if deadlines have been respected- Accreditation by the University Council	<ul style="list-style-type: none">- Lack of involvement of the educational commission- Submission of the same theme by several teachers- Training courses not adapted to reality context- Few reporting lines to the Presidency- Lack of coordination among experts- No e-learning- No national diploma- No recognition of non-formal and informal learning- Breadth/variety of programs- Lack of distance/online platforms- Lack of staff trained on LLL- Lack of global advanced technology- Relatively less-developed IT infrastructure- Lack of a coordinated, articulated, documented long term strategy- Poor capacity regarding the data obtained, no data regarding analysis, dissemination, maintenance and updating

Opportunities

- The rapid development of the region
- Diversification of sectors
- Law 01-00
 - Article 3: among the main missions of the University, initial training and continuing training
 - Article 8: universities may under the conditions laid down in their rules of procedure, establishing University offers in the field of initial training and continuing education. These graduates may be subject to accreditation by the Government authority of guardianship after the opinion of the national commission for the coordination of higher education above. Accredited diplomas can be recognized equivalent to national diplomas
 - Article 12: among the responsibilities of the Board of the University the supervision of University continuing education
 - Articles 18: the University's activities budget include State grants; fees for continuing education
- LLL is a growing field in Morocco and many non-formal offerings of LLL are trying to fill the void, both in cities and in rural regions of the country
- The purpose of LLL is to set a programme that enables individuals no matter at what level of their lives they are to continue their learning process throughout all their life
- Understanding of Lifelong Learning as the one proposed by the EU
- The authorities in Morocco are aware of the importance of Lifelong Learning

Threats

- Illiteracy
- Low qualifications
- The training is not adequate to the necessities.
- Gender male / female
- There is a lack of adaptability of the curricula to job market requirements. Indeed the VTE planning, management and organization is supply-side oriented that has not kept pace with the needs/demands side of the market
- No credit transfer or consistency in documentation or transcripts exists between the general education system and the vocational and technical education system
- Lack of internal institutional recognition of the merit of Lifelong Learning and the central role that continuing education centers play in promoting learning for life, a major threat affecting everything from administrative support to financial capacity

Table 5. Analysis on the National LLL Strategy in Tunisia

Strengths	Weaknesses
<ul style="list-style-type: none">- The IT strategy is seen as a driving force for development processes, innovations and quality enhancement in all areas of the education system- Widening access: creating provision for new target groups- Formal recognition- Regarding quality assurance, a Référentiel National Qualité de la Formation Professionnelle has been developed and is currently being used- The number of enterprises having adhered to continuous training programmes for their staff and the number of participations of individual learners increased between 2003 and 2008	<ul style="list-style-type: none">- The capacity looks scarce regarding humble to the data collection, analysis, dissemination, maintenance and updating. This weakens the capacity for precise monitoring, evaluation and research- Lack of capacity for using accurate research results to favour certain policies, despite the recognition of a higher demand of data by the policymakers in order to justify investments in LLL- Lack of implementation of basic competences in all curricula- Lack of professionalization of counselors, trainers and staff on LLL- Quality assurance and evaluation of provision, processes and structures: in order to create an efficient lifelong guidance system it is necessary to systematically analyze and further develop the quality of provision, processes and structures in the field of LLL- The number of enterprises having adhered to continuous training programmes for their staff and the number of participations of individual learners has decreased during the same period- The majority of implemented LLL programmes uses face-to-face teaching rather than distance education

	<ul style="list-style-type: none">- Lack of global advanced technology- Relatively less-developed IT infrastructure- Lack of a coordinated, articulated, documented long term strategy
<div>62</div> <div><h3>Opportunities</h3><ul style="list-style-type: none">- Understanding of Lifelong Learning as the one proposed by the EU. The purpose of Lifelong Learning is to set a programme that enables individuals, regardless their personal situations, to continue their learning process throughout their entire lives- In Tunisia, Lifelong Learning is seen as an essential tool for the future. The authorities in Tunisia are aware of the importance of Lifelong Learning- It is a necessary tool for modernization to occur- Legal framework of continuing education encloses three main dimensions: the field and the concepts of continuing education, the management of the tax of the vocational training (TFP) and the approval of certificates and Diplomas of continuing education- The Ministry of Education and Training is currently working in building a national qualification scale in partnership with the other related ministries and social partners</div>	<div><h3>Threats</h3><ul style="list-style-type: none">- Lifelong Learning is still seen as a marginal activity in many universities but there is an awareness for the need of its development amongst academic staff and there are embryonic or developed structures for its provision- Structural problems of the education and training system are its initial-oriented nature. The possibility of reintegrating the system combining access to employment and further training is still very difficult to achieve- The individual right to training in the Tunisian labor law is not still embedded in terms that favor the Lifelong Learning. Therefore, Lifelong Learning is not yet embodied in the institutional setting of the system of education and training</div>

Discussing and clarifying the different reports and surveys performed in every country, makes possible a comparison and analysis of the current situation of development and implementation of national Lifelong Learning strategies in each of them. Taking into consideration these discussions, SWOT analyses have been performed regarding the national LLL strategies and its status of implementation processes in the partner countries. EU-MILL project partners have made an effort to find common situations among the partner countries. However, not all the strengths, weaknesses, threats and opportunities listed below are presented evenly in all partner countries.

In keeping with Smidt and Surkock (2011), the results of our analysis suggests that there are many different ways to embed LLL at the university and that there are supporting factors facilitating a potential strategic development of the LLL agenda, within an institutional, national or regional agenda.

For example, according to the recent publication of the Lebanese National Qualification Framework (LNQF), Lebanon has aligned its LLL policy with that of the EU qualification framework (EQF) by referencing the LNQF to the EQF. Therefore, there is a shared understanding of the wider implication of LLL on the local economy, on pathway linkages, on workforce mobility, on sharpening job skills, on quality assurances, on credibility of deliverables and on other factors. Furthermore, it would level the division between vocational training and the general higher Education system.

Also, according to the survey conducted by the University of Seville to EU-MILL partners during the study visit programme, it was shown that by adopting LLL policies such as quality assurances, pathway linkages, and education accessibility, Lebanon would be creating zones of mutual trust that would enhance the employability of individuals through the mobility factor within the country and across the European landscape with mutual benefits to the respective economies.

Other Southern Mediterranean countries have already recognized the influence of the EU Lifelong Learning experience. For example, countries like Morocco and Tunisia are developing qualifications in two economic sectors: construction (occupation: bricklayer and site supervisor) and tourism (occupation: waiter and hotel receptionist).

Nevertheless, the most challenging elements to overcome as identified by the participating institutions included:

1. Introducing concepts like Lifelong Learning and wider access in institutional strategies.
2. Adapting traditional curricula and redesign them to widen the target to include and attract returning adult learners.
3. Recognizing prior learning.
4. Establishing sustainable external partnership with stakeholders and business organizations.

In keeping with Knight (2003), these elements are related with two new perspectives:

- a. Bringing functions together, transversely through the different departments and services of the institution, including admission and student services, in order to obtain the maximum added value to the Lifelong Learning agenda.
- b. Operating more formally and strategically as an institution, adopting a proactive rather than responsive stance to engagement. The need to align Lifelong Learning activities and engagement vertically, from the level of individual academics, through departments, schools and faculties, to the central level.

The reports from each university concerning the current practices for LLL in the partner countries have showed that most of them are developing some LLL offers at their institutions, but none of them have adopted a LLL or continuing education strategy. Nonetheless, some interesting initiatives have been detected in some of the participating universities, introducing more flexible learning path oriented to a more diverse populations. As conclusions of the SWOT analysis we identified:

Strengths

- Ongoing process of developing national LLL strategy involving all relevant stakeholders, policy makers governmental, social partner, institutions etc., also at regional and local level.
- Consultation process regarding national LLL strategy, responses, synopsis, reflection as base for further common strategy and policy processes.
- Increasing common understanding of main principles criteria and core strategy lines of the national LLL strategy.

Weaknesses

- No existing, formal decided national LLL strategy.
- Long lasting process of development of papers, consultation, synopsis, reflection, communication etc.
- No common coherent concept of a national LLL strategy, still existing misunderstandings of terminology and strategic approaches, e.g. between the term “Lifelong Learning” and “Adult education”.
- Deficits in special areas of educational and strategic processes, e.g. for employed people, older workers, special groups at risk etc.
- Missing links between the fields of education, employment and labor, economics and social affairs.
- Lack of resources in some core strategic fields (e.g. guidance etc.).

Threats

- Process runs too slowly.
- Complexity in governmental structures and procedures.
- Lack of evidence and data, lack of available data of national and transnational sources.

65

Opportunities

- A strong opportunity is to use transnational and EU processes to give initiatives at national level through networks, projects, common conferences and interactive reflections to learn from each other.
- The crises could help finding some core approaches to the real essential aspects for future development and LLL must be an essential part of it.
- Use the increasing commitment about the importance of LLL and common processes as a base for common national Lifelong Learning strategy processes.
- Make visible the ongoing activities in several fields of LLL as existing elements of a possible common LLL strategy.
- Use of processes in the field of education like the NQR development as a stimulating part for establishment and improvement of national LLL strategies.

To sum up, this general situation represents a general discrete development of LLL. Instead, we have observed an improvement on the awareness level of all governments bodies participating in EU-MILL activities throughout the project's lifetime. The ministerial representatives have shown a big interest on the LLL promotion and have understood the added value of these policies, especially those related with the development on the socio-economic field. We are aware that a new impulse on LLL is expected on their following reforms, in progress in some of our partner countries.

3.1.3. Best practices in LLL through the study visits to EU High Education Institutions

The study visit to the three European universities implicated in EU-MILL project has been a great opportunity to get to know the activities and procedures of three HEIs deeply committed with LLL. These study visits has been valued very positively by all South Mediterranean universities on the feedback surveys.

The study visits are included in the methodology of the EU-MILL project as an opportunity to discuss the project WP2 on methodological framework for LLL curricula and projects.

Some of the main objectives of the study visits were to have a better mutual understanding of the implementation in LLL, as well as the identification of synergies and opportunities.

University of Lapland (Finland)

The first study visit took place in Rovaniemi city where the University of Lapland is located on the 6th and 7th of June 2013.

The objective of the study visit to the University of Lapland was to elaborate the factors favoring the development of LLL at EU-MILL project partner universities, developing strategies, getting to know organizational structures, LLL policies and practices, etc.

The visit was based on a free format and covered the following points:

- Overview of LLL implementation at the University of Lapland
- The structure and management of LLL
- A study case: BART (Public Private Partnership in Barents Tourism) and Netour (Network for Excellence in Tourism through Organization and Universities in Russia)
- The perspective of e-learning
- EU-MILL project implementation

The presence of University of Lapland LLL experts raised awareness and favored the internal recognition of the people and activities in Lifelong Learning as well as promoted an interesting debate among the participants.

More generally, the study visit to the University of Lapland, gave to project partners awareness on new LLL conceptions previously unknown or not taken into consideration into their perspective.

The visiting partners pointed out that the university rulers were not particularly reluctant to LLL, but more likely unaware of singularities of these activities and of the potential contribution that Lifelong Learning can make to the university overall.

67

University of Sevilla (Spain)

The study visit to University of Seville took place on the 7th and 8th October of 2013.

The main objective of the study visit to the University of Seville was getting to know the Lifelong Learning Center, its academic structure, administrative system, economic management and its Quality Assurance System.

During this visit, the partners had the opportunity of visiting the LLL Center, the International Center and the Presidency building of the University of Seville.

We can remark some of the following achievements:

- Definition of the strategy
- Academic structure
- Administrative structure
- Types of training offered
- Administrative procedure to create new courses
- Definition of a Quality Assurance System for LLL based on the EFQM
- Definition of the academic functioning of the Center
- Presentation of the main academic and economic data of the Center
- Presentation of the tools for the academic management of the LLL training sessions

The results could be considered highly interesting for the visiting partners because they were able to find common approaches to interesting subjects such as the analysis of the LLL in all SM countries. The visit was certainly enriching for the visitors as well as for the USE professors.

Deepening on the LLL analysis, it was quite interesting to see how the LLL training is approached on the different countries from highly centralized models on the State to more European decentralized models where LLL training is offered by universities.

Finally, the discussion on the Methodological Framework was enriching and showed, one more time, the different approaches coming from every national context. Frequently, these different methodologies emerge directly from the diversity of the legal framework, regulating education or high education in every participant country. This debate generated positives synergies. At the end of the visit, a survey was conducted and the evaluation of this one was a basic element for the subsequent definition of a common Methodological Framework.

Nova University of Lisbon (Portugal)

The objective of the study visit to the University NOVA of Lisbon was to collect NOVA's experiences on Lifelong Learning, in particular its experience with distance learning programmes. Collaterally, the fundamentals of a credit system for future implementation at EU-MILL project partner universities were introduced as well.

The visit was based on a free format and covering the following points:

- Strategy on NOVA's international cooperation
- Extent of implementation of NOVA's e-learning strategies
- Implementation of a system of credits and competencies for future mutual recognition
- Identification of possible media and special formats that can be used for Lifelong Learning purposes
- Analysis on EU funding opportunities for capacity building
- Development of entrepreneurship strategies

The presence of NOVA's experts in charge of NOVA strategy and some LLL programmes kicked the debate off on the necessary framework to implement similar programmes at partner countries universities.

More generally, the study visit to the NOVA University gave the project partners the opportunity to look at a well-succeeded experience in LLL projects they had not previously experienced and integrated into their perspective or projects.

The representatives of the partner countries found the study visit to NOVA University of Lisbon a learning process, mainly based on an established strategy for LLL.

3.2. Institutional capacity building measures in partner countries HEIs

Throughout the lifetime of EU-MILL project, there have been several activities developed in order to reinforce the partner countries universities capacity building in the field of LLL.

Within this context, we can remark the following activities as the most relevant and with a higher level of impact:

- Workshops and training sessions
- Elaboration and implementation of pilot courses

3.2.1. Workshops and training sessions

The workshops and training sessions have been a vital part of the functioning of EU-MILL Project. There are two categories of workshops: the Consortium workshops, organized to train the EUMILL consortium members and the partners' workshops, organized on the South Mediterranean partner universities with the aim of extending these methodologies to their academics following a training for trainers' approach.

a) WP2 and WP4 Workshops. WP2 was devoted to design a common methodological framework for prototype models of LLL short curricula and projects, workload and learning outcomes to be implemented in the SN area.

The methodological framework used a bottom-up approach, starting from the needs identified and specific target groups to meet them through the LLL curricula and projects design, being strongly connected with the following WP's: WP5, WP7 and WP8.

Several seminars and workshops were carried out in the context of WP2. There were two consortium workshops held in Rabat and Seville during 2013, followed by training workshops replied in the

partner universities, in most cases together with a workshop for WP4 taking advantages of the synergies among both Work-Packages. A template presentation for both workshops was prepared in English and French by the EU-MILL coordination team.

These sessions succeeded in extending the impact of the methodological framework. The training sessions achieved a total number of 238 trainees.

WP4 was devoted to the design and establishment of a common system of credit validation, recognition and accumulation, paying specific attention to ensure a shared criteria based on skills, knowledge and competences acquired.

WP4 was strongly connected with the following WP's: WP2, WP5, WP7 and WP8.

Several seminars and workshops were carried out in the context of WP4, as the workshop organized during the study visits in Lisbon, Portugal (2013) and in Constantine, Algeria (2014).

The results achieved of these workshops succeeded in extending the Credit & Competences system to the design of the courses. Most universities implemented training for trainers' workshops, achieving a total number of 283 trainees.

b) WP7 and WP8 training sessions. As part of the project EU-MILL, Quality Assurance in the implementation and teaching of courses created on the EU-MILL platform remains a crucial and fundamental activity for the success and relevance of the training LLL.

Within this framework, a quality assurance manual was created for LLL pilot courses. This manual describes step-by-step the development of various tools for assessing quality.

Trainers training sessions have been scheduled throughout the project in parallel with the other project activities.

These sessions aim to train teachers for each partner university on the importance of quality assurance in such a field and on the means and procedures to be used to guarantee and ensure the

quality of pilot modules as well as the internal and external valuation techniques throughout the teaching process.

Several seminars and training for trainers' sessions have been carried out in the context of WP7.

Two face-to-face consortium workshops by Prof. Mariano Aguayo were held in Seville (Spain) in 2013 and in Djerba (Tunisia) in 2015.

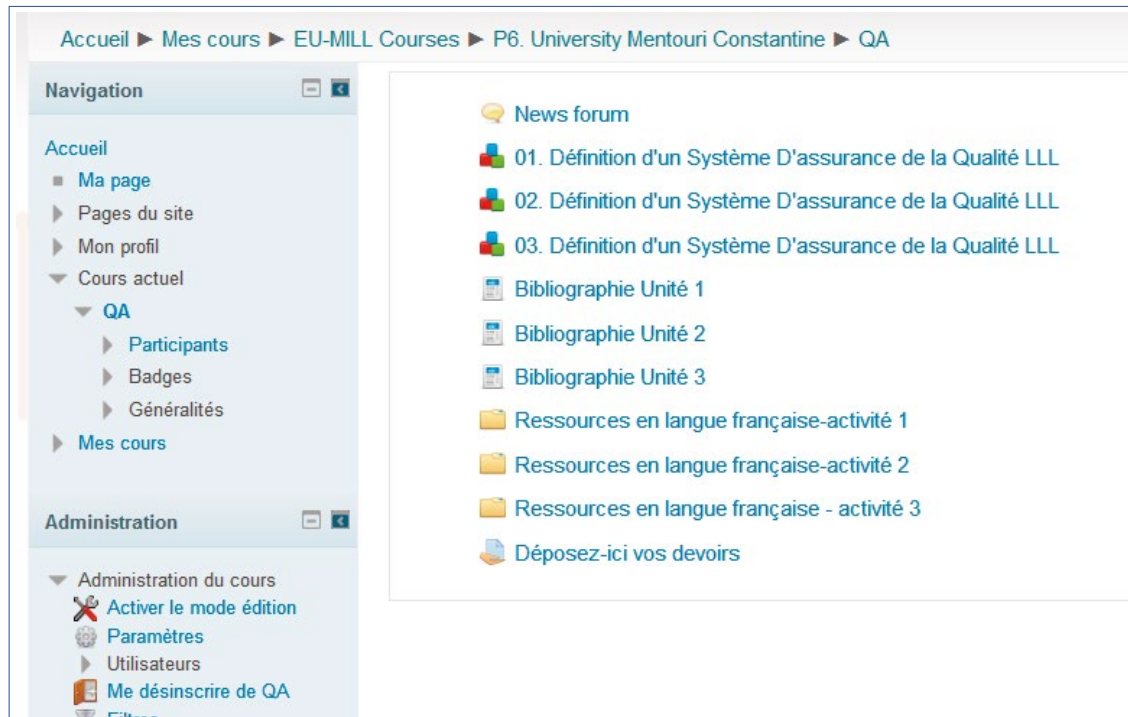
A training program for trainers was designed by Prof. Carlos Marcelo (University of Seville) and was made available for all SM partners, through the Project's Moodle platform in order to be used for the training for trainers' sessions at their universities.

Summary of the training modules:

- Quality Assurance in University LLL training programmes
- Quality Assurance in University education
- Quality Assurance system into practice

The objective of this training activities is to train professors of all partner universities in Quality Assurance, as well as to the professors developing pilot courses on the framework of WP5. These training for trainers' method in Quality Assurance has been delivered in English and French.

Figure 1. Screenshot of the index of the Quality Assurance online course at the EUMILL Platform (French version)



Source: EUMILL Consortium (2016).

All partners have developed these sessions on the EU-MILL platform or in their own platform after replicating the courses, with the only exception of Tunisian universities which due to legal requirements have implemented their courses through the Tunisia Virtual University platform.

Due to the close relation between WP7 and WP8 (Enhancing an advanced distance learning model), most partners celebrated the WP7 and WP8 on-site sessions together to explain the methodology of both online trainings.

The results of the achievement of those training programmes have succeeded in improving the level of awareness of the professors organizing the pilot courses (WP5) and also to make them aware of the importance of quality assessment inside a Global Quality System. The training for Quality Assurance reached a total number of 236 trainees.

Deeply related to WP7, WP8 aims to improve the access to LLL through e-learning. In this sense, e-learning provides a more flexible, cost-effective and educationally powerful alternative, especially for workers that have to share work and training.

This work-package aims at addressing the demotivation of the students due to the lack of time of the employed and distance from the High Education Institutions. The use of Information and Communication Technologies (ICT) is a powerful alternative to on-site training: E-learning and blended learning educational paths by creating the tools, methodologies and techniques to support a distance learning, providing e-learning and blended learning modules aside contact-hours courses. The major result has been an open source platform where deliver the LLL modules and a series of web aiming at enhancing the interaction among participants and teaching staff.

Three consortium workshops have taken place during the lifetime of the project: in 2013 by Prof. Hugo Perera and e-learning expert Mrs Carmen Talavera at University of Seville (Spain), in 2014 by Profs. Hugo Perera and Ahmed Belhani at University of Constantine 1 (Algeria) and in 2015 by Prof. Belhani in Djerba (Tunisia) under the organization of University of Gabes.

The results achieved of these trainings sessions succeeded in extending the design of the courses in an open source e-learning platform.

- Introduction to e-Learning
- E-learning methodology
- Practices on e-learning
- Evaluation in e-learning

All the universities implemented training for trainers workshops, achieving a total number of 252 trainees.

3.2.2. Elaboration and implementation of pilot courses

The implementation of LLL curricula as piloting models pretended to achieve a mutual understanding and methodology on the design, implementation, evaluation and promotion of LLL curricula and projects as well as their permanent inclusion in the didactic offer of the PCs HEIs. The transferability of the implemented pilot projects will contribute to a long-term sustainability of the project. The proposed programs aimed to foster dialogue among local realities (universities, regional and local governments, entrepreneurs, etc.) on entrepreneurship and local development.

The development of online courses was preceded by training courses for teaching staff. Training sessions were held by every university in order to familiarize trainees with the Moodle platform, the platform adopted by the project for the delivery of the training.

Trainees got familiarized with the importance of online courses for enhancing their professional skills and competences, a key element for the Lifelong Learning methodologies. Hands-on applications on the use of Moodle were provided during the training. Overall, the training gave partners confidence that online courses could yield positive models as well as examples which might be of help in promoting Lifelong Learning opportunities to employees in specified productive sectors in partnering countries.

The trainers developing the pilot courses have been chosen in every university among the participants of the four training sessions previously mentioned (WP2, 4, 7 and 8 in their own universities). Guidelines and a structured course-development template have been designed to ensure consistency in the design and delivery of online courses by and across partner universities and it was used in the training sessions.

Partners reported the development of a total of 33 LLL pilot courses with a total enrollment count of 761 participants.

NDU as the WP team leader was granted access to all courses that were either found on the EUMIIL provided platform or on platforms serving selected partner institutions. NDU evaluated LLL curricula according to the guidelines established by the project, bearing in mind the pilot nature of these

courses and the different levels of prior technical knowledge for this type distance learning model. The purpose was to generate information that would help assess the overall experience of each participating university. Most partner universities were able to implement the technical design of the courses even though not all conform to the general guidelines issued by the WP5 leaders. The information provided in the various appendices gives further evidence of the extent of design and level of completion during this piloting process.

While analysis of the LLL courses developed by project partners found wide variation in their design, content and evaluation, a range of pilot courses exhibited can be considered as “best practices” in their design and subsequent development. Four courses have been selected, designed by the Lebanese American University, Notre Dame University—Louaize, University of Gabes and University of Sousse (Annex II).

3.3. Extensive & multi-level networking, dissemination and exploitation of project results

At the beginning of the project, USE and UM5 experts have designed a dissemination and exploitation strategies. The purpose of these documents was to clearly define dissemination and exploitation objectives for the entire duration of the EU-MILL project, determining dissemination channels, tools and the activities required to achieve the sustainability objectives.

Several dissemination activities have been performed:

- Establishment and maintaining of an interactive permanently updated project website (www.tempus.us.es/eumill).
- Preparation and publication of three joint annual reports.
- Printing and distribution of project promotional materials.
- Organization of meetings and workshops in order to present the project results.

There are several actions implemented to involve the different target groups in order to achieve project sustainability such as workshops and meetings with active participation of entrepreneurs,

awareness campaigns to promote results and benefits in society or the cooperation with Ministries and government bodies, etc.

During the first year of the project, the methodological design was oriented towards self-assessment production.

EU-MILL has produced useful documents to implement LLL programmes, which have been distributed among the target stakeholders to promote the design and development of LLL programmes in the future (Best practices handbook on e-learning practices, a Credit and Competencies user's guide, a handbook on Quality Assessment for LLL courses, a guideline to implement the LLL pilot courses).

Ministries of Education and senior partner university management staff have supported the project, helping to resolve the appearing problems: potential security problems in the PC (in case of difficulties, activities were relocated or implemented via video-conferences), commitment and interest of PC staff (project activities are developed in cooperation with PC institutions according to their needs).

The different meetings, activities and conferences organized through the lifetime of EUMILL have had a wide impact on the regional press.

Different dissemination documents have been produced to disseminate the results contributing to the sustainability of the project:

- Two exploitation brochures
- Three annual reports
- Different Executive summaries for exploitation
 - The Lifelong Learning in the Mediterranean Region Policies and Practices
 - University Enterprise Conferences
 - Summary main Outputs and Results
 - Conclusions, Trends and Recommendations
- Regular Newsletters

The partner universities have a strong commitment with the sustainability of the project achievements. Thus, LLL centers have been created in Morocco and Algeria.

Furthermore, the transferability of the implemented pilot projects will certainly contribute to a long-term sustainability of the project.

In order to impulse a sustainable partnerships with a wide range of enterprises and to enhance awareness of university-enterprise partnership globally into society, different activities have been developed such as the organization of high impact activities. A good example for this approach, it has been the organization of five conferences entitled “Enterprise- University Cooperation: Knowledge and Practice” held during 2014 and 2015 and two roundtables with ministerial representatives, contributing to introduce the LLL perspective in the academic culture of the countries. These two activities have been especially relevant for the project impact, thus a full report of University-enterprises Conferences is included in Annex III of this book.

Moreover, an international Final Conference was carried out in 2016 with the objective of communicating results and outcomes, to present the recommendations and share the whole experience and lessons of the 3 years of the project. Participants have been project partners, Ministerial representatives, professors, academic and administrative staff, heads of communication departments, students, enterprises representatives, chambers of commerce representatives, etc.

This conference counted with the presence of the Minister of Higher Education and Scientific Research of Morocco, Mr. Lahcen Daoudi, the President of the University Mohammed V in Rabat, Prof. Saaid Amzazi as well as the Presidents of both Tunisian universities, Prof. Mohammed Mars from the University of Gabes and Prof. Faysal Mansouri from the University of Sousse.

Project sustainability was ensured by the creation of a database of enterprises. Also, a catalogue of training courses tailored to the enterprises needs has been disseminated among enterprises, ensuring the future collaboration between the enterprises and the HIEs, contributing to ensure the regional impact of the project.

4

Towards recognition of Lifelong Learning

The recognition of LLL programmes by educational institutions is a cornerstone of the EU-MILL project.

In this chapter, we summarize the project approaches towards the recognition of LLL, including the implementation of a Methodological Framework, a Credit and Competences system, Quality Assurance assessment and Regional and National Qualification Frameworks. The development of these instruments is a key aspect to assist recognition and increase transparency and comparability, providing great benefits to lifelong learners. Taking into consideration the importance of the European Credit Transfer and Accumulation System (ECTS) as a reference in the south Mediterranean context, an extensive summary of the main elements of the ECTS user's Guide (European Commission, 2009, 2015a) is present in the current chapter.

79

4.1. Methodological framework

As a first approach, it is necessary to consider that all learning activity developed throughout life has as aim the improvement of knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective (European Commission, 2001). The acquisition of competences is probably the main axis of a Lifelong Learning process; in keeping with this approach, a recommendation of the European Parliament and of the Council of December 2006 on key competencies for Lifelong Learning, stated:

“key competencies in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. They provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation” (cited on Duvekot et al., 2007).

A key objective established by the consortium is to develop a general methodological framework for LLL programmes offered by Higher Education Institutions. In the context of the WP2 of EUMILL project, a methodological framework has been designed as a prototype model for Lifelong Learning (LLL) short curricula and projects, including the workload and the expected learning outcomes to be implemented in the South Neighbouring area. For its design, a bottom-up approach was conducted, starting by identifying the needs of the target groups in order to meet them through the LLL curricula and projects design.

Taking into account, the field of advanced continuing education is at the intersection between university, professional practice and general vocational, these programmes are characterized by features, which quite frequently, differ substantially from mainstream courses. Therefore, there is clear evidence on the necessity of developing and sharing specific tools in an international perspective (Field, 2006; Pastore, 2007).

The current chapter specifies the key elements to develop a specific methodological framework appropriate for the implementation of LLL courses.

4.1.1. Aspects for the development of a Lifelong Learning methodological framework

Training nowadays is primarily assumed as a process that allows us to better position ourselves in this complex and competitive world, guaranteeing the acquisition of personal, social and professional skills. Nonetheless, in order to acquire those skills, it is necessary that the procedures and methodologies are adapted to the learners' necessities.

Within this context, it's unavoidable to approach concepts like flexibility deeply related to open learning. The capacity of being flexible or adaptable to the student or the labour market's requirements is not incompatible with the necessity of receiving a proper recognition in the own country as well as in the others, something that has been pointed out by Werquin (2010) on his interesting study about recognition of Lifelong Learning in 16 OECD countries.

A. Designing the training

Training, regardless of its modality, should be planned or designed in order to ensure that the processes are not improvised and they have the aim to improve the recipients' skills for a better professional development. The training design should begin with the study of the current situation of acquiring competence by the participants in the training programme. To meet these requirements, a specific structure will be designed to allow the development of the learning as described in programme's learning outcomes. The design of Lifelong Learning training activities has some special characteristics.

As previously stated, a training course planning and design should always include the following elements: analysis of training demands, project design, coordination and implementation of a monitoring system and finally an evaluation of training impact (CEDEFOP, 2011).

A.1. Recipients: The design of a training activity, whether it will be developed on site or online, must bear in mind to whom is this action is addressed to. Sometimes the recipients are clearly known, because they are part of an organization or company. On many other occasions, training offers are open and are eligible to benefits from a wide variety of people in very different situations and conditions. This aspect, which makes the design process more difficult, must be taken into consideration, so as to the final product is flexible and can conform to different recipients such as people coming from a variety of socio-demographic conditions, with a variety of prior knowledge and experiences, different levels of use of technology, different levels of motivation or the diversity of skills.

In the moment it is approached the planning of a training course, the participation of stakeholders must be considered, especially on the study of the training demand. Nonetheless, the active participation of stakeholders may be desirable on the planning and implementation of the course as well.

The settlement on the territory can be revealed in different aspects:

- a) Answering specific demands of local stakeholders from public or private sector (enterprises, associations, local entities, etc.)
- b) Shared individualization on training itineraries tailored out of the application of sectorial or general political priorities.
- c) Shared individualization on training itineraries tailored out of the study of the specific needs on the territory, which are not the application of political demands.

A.2. Objectives of the Programme: Lifelong Learning must specify learning goals (general and specific) to be pursued. It is agreed that the most effective training programmes are those that clarify their objectives in terms of teaching skills and learning outcomes of students.

- The objectives must be expressed in terms of professional skills for the students to acquire.
- The objectives of the programme must promote values and attitudes of Lifelong Learning.
- The objectives of the programme have to be consistent with existing regulations and legislation.
- The objectives of the programme must bear in mind the labor market requirements.
- The objectives of the programme must be related to the training needs identified by business organizations and unions.

A.3. Teacher oriented: Lifelong Learning can take different consistent models with different approaches on how to learn to teach. We can identify from more transmissible models in which professors learn contents already designed to collaboration and research based models. Research tends to evidence that training is most effective within contexts of collaboration among professors, applying the training contents in the classroom leaving spaces for feedback and reflection.

- Based on the acquisition of information: students are expected to study, internalize knowledge and learn through interaction with course materials usually presented on physical formats, including the punctual use of multimedia supported materials.

- Based on self-learning: the student is expected to learn independently, organizing their own learning pathway throughout the programme. In order to achieve this, material resources are provided and students are encouraged to research some of the contents to fulfill all the programme outcomes. The tutor role is being facilitator of an open process.
- Based on the collaboration among students: learning is expected to be supported mainly on the process of collaborative work. A problem-solving group approach is promoted as primary form of learning.
- Based on practice: students are expected to demonstrate their competence in the practical application of the programmed contents. It is expected that the tasks to be developed, individually or in groups, will enhance the transfer of learning and reflection on practice.

A.4. Syllabus contents: A Syllabus is what students learn as a result of the training programme. Research has shown that training is only effective in case students get to understand the contents and especially if the contents are presented in a language of practice that responds to the student's learning needs. A syllabus should:

- Introduce multiple perspectives and conceptual approaches to students, based on research findings and practical experiences.
- Present examples and cases of practical application of the knowledge students are expected to acquire.
- Be open and allow students to deepen their interests and work together to build shared knowledge. So, the training materials must offer links to additional information to fulfill this aim.
- Promote consideration on values like equality, equity, social justice, tolerance and coexistence in contemporary societies.
- Be consistent and relevant to the competencies required by the labour market and the requirements detected on the analysis on professional qualifications.
- Promote reflection and critical thinking by students.

A.5. Learning Strategies: The training models are specified in learning strategies, involving students in performing different tasks and learning activities. The impact of these tasks on the

students' outcomes differs according to the significance, activity orientation, collaborative environment and transferability of the learning outcomes to a job position.

Lifelong Learning has its own specific strategies applicable to all kind of profiles of learners and is has become one of the main exes of the European High Education Area (EHEA).

Learning strategies:

- Are consistent with the objectives and contents of the programme, to facilitate the achievement of the programme's objectives through them.
- If applicable, they provide an appropriate combination of classroom and online strategies to promote student learning.
- Provide flexibility to develop a wide variety of learning paths throughout the training programme.
- The design offers a suitable justification on the adequacy of the teaching strategies with the expected learning goals of the programme.
- The complexity of the tasks is appropriate to the content addressed in the training programme: not too easy or simple, not too complex.
- The time devoted for the development of tasks (depending on their complexity) is appropriate.

A.6. Teaching resources: Training requires access to resources accompanying the process of the student learning. Lifelong Learning programmes for adults should ensure at least:

- A variety of resources: textual, graphic, multimedia.
- There is coherence between the resources used and the programme contents.
- Allow adequate interaction among students.
- Provide motivational skills to students.

B. Design of the training. Optional in case of face-to-face or blended training models.

When a training programme is developed through an e-learning or blended mode, the designed process requires the use of a virtual learning environment. This design process results in determining

which technology platform will be used and its characteristics. This procedure, logically, requires internet accessibility conditions to allow distance learning.

A virtual learning environment provides a teaching-learning space, where educational materials and communication tools are integrated in the same virtual space (Hercules, Portal de E-learning, 2015).

These environments must support the training process by a friendly interface between people and computers. In addition, they should provide adequate flexibility understanding, as the ability of the learning setting space to be sensitive to different motivations, interests and learning styles.

The e-tutors have to be familiarized with the virtual environment, being capable to elaborate accessible teaching material to orientate the students in the optimal use of the course resources and to communicate with the students through the platform (Blazquez and Alonso, 2009).

Internet learning is developed nowadays through 'technological platforms' or 'Learning Management Systems (LMS)'. These technology platforms are software hosted on Internet servers, allowing individuals with an Internet connection to access these spaces. Access is generally protected by a password students receive from the training organization. The platforms include tools to design different training models from transmissible collaborative models.

- The technology platform used is adequate and appropriate for the target as well as the learning objectives.
- The technology platform allows students to customize some elements (Calendar, Schedule, color of modules).
- The technology platform used has an intuitive interface and it is easy to understand for users.
- The technology platform offers various communication tools: email, forums, chats.
- The technology platform has tools for managing and monitoring the student progress.

C. Set up of the training programme.

Once the training programme has been designed, it is required to set up a management procedure, including the quality of the information provided on the programme, the availability of access to

teachers and the guidance provided. Similarly, at the end of the training programme there are management issues to be considered, as they are important to ensure the quality.

C.1. Information and guidance on the course syllabus: The accuracy of the information provided to students before the programme constitutes a key element to ensure the clarity of a training programme. Students must receive as much detailed information as possible to enable them whether to participate in the programme or not. This information has to include the programme itself, technical requirements as well as the type of activities and expected workload.

- Adequate information concerning the target student profiles
- Information about the teachers of the course: qualifications, experience, type of tutoring along the course, etc.
- Information about the period of development of the programme.
- Clear and concise information on the training programme: files, programmes, duration, etc.
- Information for students about the type of assessment to be conducted in the course: individual work, group work, exams, term paper, etc.
- Information about possibilities to continue the programme in case it is not concluded in the expected period.
- The communication of the administration of the programme with students before the course starts has to be fast and efficient.
- Use of e-management for all documents related to the course.
- Information on funding opportunities for students about programme costs, fractionation payments, etc must be provided.
- A Quality commitment with the students exists and it is public.
- Information on claims and problem resolution have to be available to students.

C.2. Enrolment, selection and certification: For the implementation of a training programme it is necessary to provide students adequate and reliable information regarding the entry requirement, selection and accreditation processes.

- Facilitate students clear and accurate information on the registration process: documentation to submit, deadline for submission of documentation, etc.
- If the programme requires selection of candidates, information about the selection criteria is provided, including selection committee, deadlines and appealing forms.
- Information is provided to students about the process of accreditation of the course if any, as well as about the procedure.
- The organization of the programme will send diplomas and certificates on the expected time, evidencing completion of the programme.

D. Implementation of the training programme

For a proper implementation of a programme for adults, it is essential the support and motivation efforts made by trainers as well as the use of technical and human resources. Finally, evaluation must be present at all stages of development of the training plan.

D.1. Trainers: In adult education, a key element is the quality of trainers. It is, therefore, necessary to ensure that the people performing functions in training for trainers possess the necessary qualifications not only as specialists in the content they teach, but also in teaching methodologies for a proper development.

- Trainers of the programme have adequate skills: know the characteristics of adult learning, have competencies to perform group dynamics, etc.
- Trainers have a proper level of competence in keeping to the contents of the training programme.
- Trainers programme demonstrate competence in managing the collaborative work of students.
- The organization of the programme counts with mechanisms to ensure coordination among the trainers of the course, so that there is congruence between their units and evaluation tasks developed by the students.
- Trainers programme show high quality in relation to assessments made on the tasks performed by the learners either individually or in groups.
- The programme incorporates different teaching systems: various trainers depending on the specialty of the contents and the different functions expected to be performed (dynamic, evaluator, etc.).

D.2. Learning processes: Any Lifelong Learning programme aims to make adults gain the personal or professional qualifications indicated in the objectives. In order to achieve this, it is important that throughout the training process, the adults get involved in learning situations leading to understanding of contents, inquiries, reflections and practical experimentation.

Learning of adults is caused by the involvement of these ones in planned situations that allow them to acquire and/or develop new skills. To accomplish this aim, there are some principles that research on training has been developing to help establishing clear criteria regarding the quality of them. Among these principles we can remark the following:

- Participation: the programme allows students to make proposals in relation to the learning activities in which they are involved.
- Practical implementation: Learning situations are oriented to facilitate students to apply the course contents to their own professional or personal pathway.
- Inquiry: All through the programme students are encouraged to research in keeping with the contents of the training program.
- Interaction: The programme promotes a wide communication at all levels: students with trainers, student-student, etc.
- Collaboration: The programme promotes opportunities for collaborative work. Trainers must provide adequate and constructive feedback.
- Reflection: The programme promotes individual and collective reflection by the students.
- Comprehension: The contents and strategies of the programme encourage a deep comprehension of the contents.
- Coherence: The programme bears in mind the existence of an appropriate coherence between objectives and contents and the learning situations proposed by the students.
- Flexibility: The programme promotes the use of flexible learning situations that may be composed by a balanced combination of face-to-face and online strategies, or the application of different online situations.
- Belonging: The programme promotes the development of a “belonging feeling” among the students group. In order to do so, different activities are designed to favor social spaces and interaction.

E. Evaluation of the Programme and Students

A training programme should incorporate evaluation as an essential element that has to be present in each one of the development phases. The assessment helps design and redesign programmes in order to improve processes. Similarly, the evaluation provides credibility to the training and promotes better student involvement.

Evaluation is a process to be developed throughout the training process. Formative evaluation helps improve the functioning of the programme. To this end, this evaluation should not be only based on the student learning, but also in relation to the programme, content, tutorials, tools, etc. Within this logic assessment occurs:

- Throughout the programme: learners are expressly asked to evaluate the quality of the contents, learning tasks, work developed by the trainers or resources used.
- Upon completion of the training: students have the opportunity to express their satisfaction with the quality of the programme.
- Upon completion of the programme: the student learning is evaluated in keeping to programme contents. This evaluation can use a wide variety of assessment techniques.

89

F. Monitoring results and alumni

One of the characteristics of effective training programmes is related to the time of contact between the students and the organization after the formal ending of the training activity. The ability to receive advice and support from instructors or other students participating in the program constitutes one of the most important elements to ensure that the learning is consolidated and overcoming the difficulties of practical application.

F.1. Evaluation of results:

- Upon completion of the programme, the degree of practical application of learning is evaluated.
- A deferred assessment of the training programme is conducted.

F.2. Tracking graduates:

- Forums, collaborative tools, sharing tools, etc

- Creating a network of students involved in the training programme using technology resources is promoted: forums, collaborative tools, sharing tools, etc.
- Students advice and information is offered to facilitate job finding.
- The organization promotes and manages an employment exchange service for students once the training program is completed.

4.1.2. Template for the design of LLL programmes

The proposal of a LLL programme should include a description of different general characteristics as indicated below, as well as other elements each hosting university may consider necessary.

- **Description:** Each proposal must include an adequate and consistent description with the type of course offered that should not lead to confusion towards its content, professional aspects and/or external entities involved in the proposal.
- **Organization:** Identification of the LLL Unit or LLL Center responsible of the organization and management of the course.
- **Coordination of the course:** The coordinator of the course must be a member of the academic staff of the hosting HEI.
- **Dates:** The key dates for the development of the course must be clearly identified.
- **Justification:** Every programme must include a description of the singularities and relevance in case of the novel programmes and information supported by the appropriate references.

Each course proposal must be relevant according to the training and/or research experience, appropriate to the academic field referenced and/or in accordance with existing similar studies. The proposed course should be reasonably introduced to society and the academic community. The references or evidence accompanying the proposed course should provide academics, scientific and/or professionals arguments to support it. Companies can offer courses in collaboration with the universities, agreeing the contents, competencies, etc.

- **Objectives, competencies and workloads:** Each course must include specific objectives or training goals to be achieved, whether its profile is professional, scientific, cultural

or personal. As well, it must include specific competences and skills that students will acquire upon the completion of the studies and the expected workload. The skills will be evaluated and must be consistent with the objectives previously stated in order to grant the course Certificate.

- **Entry and admission requirements:** The course will define the profile of the target student (High School or University degree).

Additionally, the course must ensure transparency in the admission process based on merit, equal opportunity and capacity of the candidate. The candidates are required to provide their CVs and there will be an evaluation process based on several elements, including a personal interview. There will not be any kind of discrimination based on sex, disability, ethnicity, religion or any other personal consideration.

- **Programming of courses and schedule:** The curriculum must have a computed modular structure equivalent to the Credits (1 Credit = 27 hours), consistent with the overall objectives, competencies defined and expected workload. Credits have to consider the time students spend on the course including either face-to-face, online training or home-working; including participation in seminars, lectures, activities, preparation of reports, etc.
- **Academic staff:** In LLL programmes is recommended to have a fixed number of professors from the hosting university as well as the external academic or professional staff hired for every course.

Every training programme should add to the university professors, other external professionals enriching the training offer with their daily working experience. The course outline shall determine the percentage of professors per typology and it must be clearly specified the percentage of academic doctors involved in every training programme. It also has to be specified the profile of the training tutors.

- **Evaluation system:** The courses are designed based in a competence acquisition system, what implies a non-conventional evaluation, in order to assess not only the knowledge of the student, but also his/her ability to apply this knowledge in different contexts. Therefore, the assessment must be focused in showing the capacity to achieve the competences, according to the results of the learning. This approach is proactive and aims at designing a personal learning and development path. In order to do so, several assessment tools are required to be used and indicated in the proposal.
- **Material resources and services:** Each course will describe the learning spaces to be

used in case the nature of the course requires special material resources. In the case of online learning, the availability of the platform for future re-editions will be assessed. Likewise, the tools that will allow contact between teachers and students will be introduced. As well, distance learning platforms will be used in a free sources manner in order to ensure the continued use over time.

- **Internship periods:** In case a compulsory period internship in enterprise is established, it must be clearly defined the conditions and the offer of internship available.
- **Quality Assurance System:** The course proposal must include a Quality Assurance System to ensure control, review and continuous improvement. This Quality Assurance System will be based, among others, on the evaluation of the programme performed by the students and professors.
- **Financial report:** The course proposal must be accompanied by a financial report proving the capacity of self-funding.

4.2. Implementation of a Credit and Competences System

Credit Transfer and Accumulation System (CTS) is a learner-centered system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes as well as student mobility by recognizing learning achievements and qualifications and periods of learning (European Commission, 2015a).

In Europe, ECTS (European Credit Transfer and Accumulation System) was introduced as a pilot scheme in the Erasmus programme in 1989. Its primary objective at that stage was to facilitate academic recognition for Erasmus students by providing instruments for increased transparency and comparability, to assist recognition and portability of credits obtained in partner institutions.

The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe. Its use expanded from institution to institution and from country to country.

4. TOWARDS RECOGNITION OF LIFELONG LEARNING

In the Bologna Declaration of June, 1999, it was recognized the usefulness of a system like ECTS for mobility and lifelong Learning (recognition of prior learning).

In 2003 it was stressed the important role played by ECTS in facilitating student mobility and international curriculum development.

It was noted that ECTS was increasingly becoming a generalized basis for national credit systems, and they encouraged further progress towards the goal that ECTS becomes not only a transfer but also an accumulation system, to be applied consistently within the emerging European Higher Education Area.

Nowadays, most students use ECTS for local accumulation of credits, moving from a bachelor to a Master or from one learning environment to another.

In 2005, the ECTS system was identified as one of the key elements of the Framework for Qualifications of the European Higher Education Area (Bologna Qualifications Framework), attaching credit ranges to first and second cycle qualifications (bachelor, Master).

In London, in May 2007, it was stipulated, "Efforts should concentrate in future (...) on proper implementation of ECTS based on learning outcomes and student workload."

ECTS Users' Guide, in which this section is based on, stresses the importance of guidance and counseling staff and the importance of documentation produced in a standard and consistent manner.

While the whole process was designed for the benefit of students, it also increased mutual understanding and communication between individual academic staff and institutions.

In summary, ECTS makes study programs easy to read and compare. It can be used for all types of programs, regardless their mode of delivery, including lifelong learning ones.

As part of the implementation of EU-MILL project in partner country universities, University NOVA of Lisbon as WP4 leader, put in place a set of activities to ensure the design and implementation of

a system for validation, recognition and accumulations of credits based on skills, knowledge and competencies in the online courses developed by partner universities. The aim was to facilitate the fulfillment of the EU-MILL strategy to support universities in the Southern Neighbouring Area (SNA) by establishing a common framework for LLL.

The goal was to contribute to the mutual understanding of easily readable vocational qualifications providing a greater control over the individual learning experiences, being easier for students to move between different countries and different learning environments.

The credit system is designed to be flexible enough to follow individual's learning outcomes. According to this approach, learners will be able to accumulate learning outcomes during their lifetime from different countries and situations.

This process was developed by using both ECTS and European Credit system for Vocational Education and Training (ECVET) as a role model. Within this context, a methodological base has been put in place in order to be able to convert all the partner countries study programs to the credit framework and assignment of credits to course modules.

The implementation of a Credit and Competences system has constituted a key activity of the project and documents the existing systems of credit validation, recognition and accumulation in every partner country as well as the set of identified good practices based on surveys and analysis of several documents. The first stage of the WP was a report on the systems of credit validation at each one of the participating countries, focusing especially on the best-practice models identified in every country. The situation of the SNA can be described as follows:

- All partners are non-Bologna signatory countries, but all have decided to officially embed Bologna Process in the education system; its introduction has been gradual depending upon the different structures created to support the process; so far, Tunisia and Algeria fully implemented in almost all fields of study.
- All partners have in place a three-years academic structure for bachelor programmes and a two-years academic structure for Master programmes corresponding to 180 and 120 ECTS, respectively.

- Tunisia and Lebanon did not have in place a definition of learning outcomes at national level, but a large number of institutions and programmes are using ECTS for both, transfer and accumulation purposes. In the particular case of Tunisia, the allocation of ECTS is based on contact hours or a combination of contact hours and student workload. In Lebanon, several references are used to define the credits.
- Specific bodies are in charge of quality control.
- All partner countries have started the process of implementing a National Qualifications Framework (NQF), despite being in different stages of development.
- A considerable amount of work is still needed to ensure recognition at international level.

Different training activities have been designed related to qualification recognition, credit accumulation and awarding and related concepts (skills, competences, learning outcomes, learning activities, etc.). It was possible to set up a joint credit model that was implemented by in training sessions in every partner country at the next stage of the WP4, using ECTS as role model to record learning as well as to facilitate individual learning paths. Indeed, it was possible to set up the third stage devoted to the implementation of the developed credit system in pilot LLL programmes specifically carried out under a common framework.

The project has contributed to the design of a Credit and Competencies User's Guide providing guidelines for the implementation of a Credit Transfer and an Accumulation System (CTS). The Guide is offered to EU-MILL partner's staff, both academic and administrative, in higher education institutions as well as in other interested parties. The User's Guide elaborates on the version of the ECTS User's Guide published by the European Commission in 2009. It was designed to assist the growing importance of lifelong Learning (LLL), the formulation of qualifications frameworks and the increasing use of learning outcomes.

The process of credit system development was based on the European Credit Accumulation and Transfer System (ECTS) and European Credit system for Vocational Education and Training (ECVET) as role models, model also developed at the European project Be-twin .

The use of CTS, in conjunction with outcomes-based qualifications frameworks, makes programmes

and qualifications more transparent and facilitates the recognition of qualifications. A CTS can be applied to all types of programmes, whatever their mode of delivery (school-based, work-based), the learners' status (full-time, part-time) and to all kinds of learning (formal, non-formal and informal) (European Commission, 2015a).

To aid partner country universities to implement the credit system, a guidance note template for development of LLL programmes was crafted. The main topics subjected to assessment were:

- Total duration of the programme: whether it is present or not and if it is, whether it accounts for total student workload.
- Course description: whether it is present or not.
- Student learning outcomes at programme level: whether they are present or not and if they are how precise and concise they are.
- Educational components: student workload, learning activities and learning outcomes.
- Credit system: whether it is present or not and if it is, the justification for the number of credits.

According to the European Commission's ECT user's guide (2009, 2015a), for implementing a credit system in Higher Education Institutions several aspects have to be considered:

Credit allocation

Credit allocation is the process of assigning a number of credits to qualifications/programmes or to educational components. ECTS credits are allocated on the basis of the typical workload necessary to achieve the required learning outcomes (organized in learning activities).

The main element determining the number of credits is the estimated workload needed to achieve the expected learning outcomes. The number of contact hours alone must not be used as a basis to allocate credits since contact hours are only one element of students' workload. Proper credit allocation should be part of the internal and external quality assurance for higher education institutions.

Monitoring credit allocation

The credit allocation to a new programme or component should be validated according to national and/or institutional rules. During the programme delivery, the credit allocation should be regularly monitored to establish whether the estimated workload is realistic. Both validation and monitoring of credit allocation, like other aspects of a credit system, should be part of institutions' internal quality assurance procedures.

Awarding credits

Learners are awarded credits only when appropriate assessment has shown that they have achieved the required learning outcomes for a component of a programme or for the qualification. Credits are awarded by authorised awarding institutions. If the required learning outcomes are achieved in non-formal or informal contexts, the same number of credits as foreseen in the formal programme is awarded following the appropriate assessment. To validate non-formal or informal learning, higher education institutions can put in place different forms of assessment than those used for learners enrolled in the formal programme.

It is a fact that not all learners are full-time students enrolled in regular learning programmes. A growing number of adult learners follow 'stand-alone' training, without necessarily pursuing a specific qualification. Higher education institutions face increasing demands to satisfy the needs of adult learners and/or employers to provide individual learning pathways. When using ECTS for continuing education, the same principles are applied for credit allocation, award, transfer and accumulation. Like for credits allocated to components, which are part of programmes, credits allocated to continuing education are based on the workload typically needed to achieve the expected learning outcomes.

The Credits awarded for continuing education may be recognized and accumulated towards a qualification or not, depending on the desire of the learner and/or the requirements for the award of the qualification. Some learners may only be interested in following a particular educational component without wishing to obtain the qualification.

People often possess valuable competences acquired outside higher education institutions, through other types of learning activities, work or life experience. There is no reason why non-traditional learners should not benefit from the transparency and recognition which institutions can provide by using ECTS.

Recognition of non-formal and informal learning opens up the possibility to achieve a higher education qualification to those who did not have the possibility or desire to do so in the traditional way.

Higher education institutions should have the competence to award credits for learning outcomes acquired outside the formal learning context through work experience, hobbies or independent study, provided that these learning outcomes satisfy the requirements of their qualifications or components. The recognition of non-formal and informal learning should be automatically followed by the award of the number of ECTS credits attached to the corresponding part of the formal programme. The number of credits awarded should be the same as the credits allocated to formal educational components with comparable learning outcomes.

98

As with formal education, the award of credit is preceded by an assessment to verify the achievement of learning outcomes. The assessment criteria and associated methods should be constructed so as to measure the achievement of the required learning outcomes at the appropriate level, without reference to specific learning activities. For example, classroom discussion of the subject matter would no longer be considered in assessment, whereas the corresponding learning outcome of constructing arguments while interacting with a group would become relevant.

It is vital not to lose the human factor, the case-to-case approach, the capacity of adaptation when approaching LLL assessment. Authors like Postlethwaite (1992) express his concern about the possibility of statistics and other formalized systems replacing the human element and about an excessively formalized credit for competence conception replacing the necessary credit for knowledge; the author fears about certification becoming more important than the human factor.

Institutions are encouraged to publish prominently their recognition policy and practices for non-formal or informal learning on their website. These policies should include elements such as feedback to learners on the results of the assessment or the possibility for learners to appeal. Institutions are also encouraged to create 'assessment facilities' for advice, counseling and recognition of non-

formal and informal learning. These may take different forms depending on national and institutional practices (e.g. they may exist within single higher education institutions or as joint centers for several institutions). By implementing procedures for the recognition of non-formal and informal learning, the social dimension of higher education institutions is strengthened. Institutions fulfill the objective of facilitating access to learners from professional life and a range of non-traditional learning environments and, thus, contribute to making lifelong learning a reality.

In any case, the assessment methods should be publicly available.

The award of credits certifies that a learner has complied with the requirements of the component. The number of credits awarded to the learner is the same as the number of credits allocated to the component. The full number of credits is always awarded if the student achieves a passing grade; it is never adjusted according to the learner's level of performance. ECTS credits do not express how well the learner performed in satisfying the requirements for the award of credit. The quality of the learner's performance is expressed by the institutional or national grading system.

Individual learners may be awarded more or fewer than 60 ECTS credits per academic year if they successfully undertake more or fewer educational components than those scheduled in the learning programme.

Credit accumulation, progress and transfer

At national or institutional level, progression rules or programme requirements enable learners to progress within a given cycle in order to obtain a specific qualification. These elements stipulate the credits to achieve for learning outcomes, at what level can be accumulated and how. Progression rules may be expressed in terms of the numbers of credits or credit ranges required at different stages within a programme of study (e.g. a minimum number of credits required to pass from one academic year/semester to another). They may also be formulated in terms of detailed rules on what components must and/or can be taken at what stage and of what level (e.g. compulsory courses, optional courses and prerequisites). The rules may be formulated as a combination of the above.

Progression rules also relate to the number of credits to be obtained at different levels within the National Qualifications Framework. Some qualifications frameworks are also credit frameworks,

meaning that they define the number of credits per type of qualification (e.g. master). Such as credit frameworks, which set the number of credits to be awarded after the achievement of the required learning outcomes. Progression rules define how learners progress within the learning pathway to achieve this number of credits in a progressive manner.

Accumulation of credits is documented in an official institutional Transcript of Record, so that learners can have a record, proof or confirmation of what they have achieved at each stage of their educational pathway.

Successful credit transfer requires academic recognition of credits. Recognition of credits is the process through which an institution certifies that certain learning outcomes, achieved and assessed in another institution, satisfy the requirements of one of the programmes they offer. Given the diversity of programmes and higher education institutions, it is unlikely that the credits and learning outcomes of a single educational component in different programmes will be identical. Therefore, a flexible approach to recognition of credits obtained in another context is recommended. 'Fair recognition' rather than perfect equivalence is to be sought. Such 'fair recognition' should be based on the learning outcomes – i.e. what a person knows and is able to do - rather than on the formal procedures that have led to the completion of a qualification or its component. The recognition process should be transparent.

The recognition of foreign qualifications should be granted unless a substantial difference can be demonstrated between the qualification for which recognition is requested and the relevant qualification of the State in which recognition is sought. In applying this principle, the assessment should seek to establish whether the differences in learning outcomes between the foreign qualification and the relevant qualification of the country in which recognition is sought are too substantial to not allow the recognition of the foreign qualification as requested by the applicant.

Recognition means that the number of credits gained for suitable learning outcomes achieved, at the appropriate level, in another context will replace the number of credits that are allocated for these learning outcomes at the awarding institution. For example in practice a 4 ECTS credit component in one institution can replace a 5 ECTS credit component in another institution if learning outcomes are equivalent. The student will be then awarded 5 ECTS credits.

Decisions on credit recognition and transfer are taken by the qualification-awarding institution on the basis of reliable information on the learning outcomes achieved, as well as on the means of assessment and their validation. Institutions should make their recognition policies known and easily accessible.

In ECTS, credit recognition for the purpose of accumulation and transfer are facilitated by ECTS key documents.

In the case of agreed student mobility, the three parties involved – the home institution, the host institution and the student – should sign the Learning Agreement for mobility prior to the mobility period. In such cases, recognition of the credits by the home institution is automatic if the conditions stipulated in the learning agreement have been fulfilled.

All learning components to be followed abroad should be listed in the Learning Agreement. In case a student is awarded credits for learning components other than those specified in the Learning Agreement, it is up to the home institution to decide whether or not to recognise these. In case of changes to the programme of study agreed with the learner, the Learning Agreement may be amended, but the amended version must be signed again by the same three parties concerned within an agreed period of time.

The recognition of credits in the framework of joint programmes is stipulated in the regulations of the programme. There may be no need for Learning Agreement in the case of joint programmes, as the credits achieved in the partner institution are automatically recognised if the rules of the joint programme are followed and the conditions are satisfied.

To valorize the work of the partner country universities, four different criteria were set up to select some pilot courses which can be named as "best practices" in their design and subsequent development. The four criteria are:

- a) Adherence to the project's over-all goals and objectives.
- b) Adherence to the project's methodological framework, including the implementation of credit system.
- c) Close following of the Guidelines articulated by the WP 5 leading partner (NDU).
- d) Innovative approaches to targeting adult trainees over a distance-learning model.

4.3. Quality Assurance System

Nowadays, in every field, it is common to hear about quality and quality assessment. In education, at all levels, including Lifelong Learning, quality control must be supported by a Quality Assessment System in order to guarantee the excellence of the training as well as its capacity to fulfill the users' needs and expectances.

According to Van Kemenade et al. (2008), for many academics, quality is a difficult concept to translate to education, due to the difficulty of finding out what is the product, the customer, the manufacturing process in a university?. Also Harvey and Green (1993) considered this concept as slippery, stating that quality can be viewed as exceptional, as perfection (or consistency), as fitness for purpose, as value for money and as transformative. Especially the last definition does more justice to education as a process wherein learners are the centre of the action: they get the added value, are the added value, transform.

Thus, it is important to develop processes to analyze and revise the quality of the training programs. It should be taken into consideration relevant elements such as the connection of the contents to the job market demands or the students' profile: mainly professional adults, frequently with dependents. The commitment of the educational institution with the quality of the training programs requires a systematic approach, based on tools and procedures. It is essential to assert that quality is not the final issue, but an element that must be present throughout the whole decision-making process.

The consortium has developed a common quality assurance system specific for LLL programmes, comprising the definition of mechanisms, tools and indicators for quality assessment of those programmes. It is a multidimensional system covering all phases of the program:

1. Training design (target population, objectives, training model, contents, learning strategies, teaching resources)
2. Training production (characteristics and virtual environment)
3. Start-up of the training Program (information and orientation on the course program, enrollment, recruitment process and certification)

4. Implementation of the training Program (trainers, learning processes)
5. Program and Students' assessment
6. Evaluation results and follow-up of the trainee.

The system aims to be precise, using the valuable indicators to obtain relevant information in order to improve the quality of the training activities.

Following , you will find a summary of the main elements of the QA system.

CODE P01: Measurement and analysis of academic performance

Objective: The purpose of this procedure is to analyze the expected results on the training course regarding their graduation and dropout rate, as well as other supplementary indicators to contextualize the results of the programme.

Scope: This is a common procedure for all training courses implemented in the HEI.

Definitions

- Graduation rate: The percentage of students who complete the course on schedule related to the number of students enrolled.
- Dropout rate: The percentage of students who, should have obtained their certificate the former year and didn't succeed and decided not to enroll in the current year.

Development: The Quality Assurance Committee will gather the relevant information concerning the results obtained in every course. The committee will then proceed to analyze the results including a comparison with historical data from the LLL Center in previous years.

The report shall recommend an improvement plan intending to solve the identified problems, highlighting to those responsible for its implementation, the mechanisms to carry out the action, the monitoring indicators and established benchmarks, as well as the level of priority to be given (low, medium, high).

Proposed tools to be used:

- T01 -P01: Historical data of the training course (academic results of the course in the recent three editions (if any).
- T02- P01: Improvement Plan for the training course.

Measuring and monitoring: For the measurement and analysis of the results the following indicators, amongst others, must be taken into consideration:

- I01 -P01: Graduation rate for the training course.

Responsible bodies:

- Committee on Quality Assurance
- Centre of Unit responsible of Lifelong Learning

Results management: The Lifelong Learning Centre's management will be responsible for the annual preparation and online publication of an Annual Quality Report on the conclusions of the analysis.

The report has to be accessible to the students, academic and administrative staff, and the general society, thus ensuring transparency of information regarding the training course.

CODE P02: Evaluation and improvement of the quality of teaching and teachers

Objective: The purpose of this procedure is to obtain information on the different aspects regarding the teaching activity, allowing its evaluation and providing indicators to continuously improve the quality of teaching.

Scope: This is a common procedure for all training courses implemented in the HEI.

Definitions: Not applicable.

Development: Data collection system: The following data will be collected:

- Results of student surveys on teaching activity

Quality Commission will analyze all the information detailed in the previous section, and prepare the final evaluation report which will include as much details as possible on the current situation and, where appropriate, suggestions and recommendations on the appropriate training course, which must be accompanied by measures aiming to address identified deficiencies.

Tools: T01-P02 Student's surveys on teaching activity

Measuring and monitoring: For the measurement and analysis of the results the following indicators, amongst others, must be taken into consideration:

- I01 -P02: Level of student satisfaction with teaching quality.

Responsible bodies:

- Quality Assurance Committee.

Results management: The Centre's management will publish on the web site an improvement Plan for the training courses and must report the annual monitoring of this improvement Plan.

CODE P03: Evaluation of external internships

105

Objective: The purpose of this procedure is to ensure the quality of external internships.

Scope: This is a common procedure for all training courses implemented in the HEI.

Definitions: Not applicable.

Development

Data collection system: The Quality Assurance Committee, or the commission unit, must monitor and evaluate students' internships and employment.

Tools:

- T01 -P03: Final Student Survey
- T02 -P03: Report from the enterprise/institution where the internship was carried out.

Measuring and monitoring: For the measurement and analysis of the results, the following indicators, amongst others, must be taken into consideration:

- I01 -P03: Satisfaction level of external tutors who have participated in internship programs.
- I02 -P03: Level of satisfaction of graduate students who have participated in internships programs.
- I03 -P03: Number of companies with an agreement for internship development.

Responsible bodies: Quality Assurance Committee for training course

Results management: The Lifelong Learning Centre's management must be responsible for the annual preparation and online publication of an annual quality report on the center's website.

CODE P04: Evaluation and analysis of overall training course satisfaction of the various groups involved

Objective: This procedure is intended to analyze the overall level of satisfaction of the various groups actively involved in the training courses (academic and administrative staff and students) concerning to the orientation and reception, planning, development, and results of the programme.

Scope: This is a common procedure for all training courses implemented in the HEI.

Definitions: Not applicable.

Development: Data collection system: Information must be gathered concerning the various groups actively involved in a training programme (academic and administrative staff and students).

Although particular surveys will be conducted for each group involved, many of their items are similar, which will allow for an adequate contrast of different opinions.

The surveys for academic and administrative staff and students will use a scale of 0-10. With these tools, information on the following items will be collected:

- 1) Socio-demographic variables (age, gender, degree, year, sector).
- 2) Satisfaction with guidance systems and advertising to facilitate their incorporation into the training course.
- 3) Overall satisfaction with training course planning and development of teaching:
 - Timing and coordination of modules or subjects.
 - Adapting schedules, shifts, balance of theory-practice, group size.
 - Satisfaction with the methodology used (variety, innovation, etc.).
 - Satisfaction with external internships.
 - Availability, accessibility, and usefulness of information on training course (level of satisfaction with the training course website and other media, as the Web Portal).
 - Satisfaction with Human Resources: Academic and Administrative Staff, Director of the training course, and the person managing the training course.
 - Satisfaction with material resources and infrastructure of the training course.
 - Satisfaction with the University's virtual platform.
- 4) Degree of satisfaction with the results:
 - Satisfaction with assessment systems.
 - Satisfaction with attention given to suggestions and complaints.
 - Satisfaction with training received (overall score).
 - Fulfilment of expectations concerning the training course.

The Quality Assurance Committee will analyze the data on the various groups' satisfaction with the training course considering all variables included in the survey.

The data analysis will be divided by the group involved, presenting both descriptive data and comparative analyses based on different grouping variables (group, course, age, gender).

With this information, the committee will prepare a final evaluation report including proposals for improvement, suggestions, and recommendations for the training course.

Tools:

- T01 - P04: Opinion survey on overall student satisfaction with the training course.
- T02 -P04: Opinion survey on overall academic staff satisfaction with the training course
- T03 -P04: Opinion survey on overall administrative staff satisfaction with the training course.
- T02- P01: Improvement Plan for the training course.

Monitoring and measurement: For the measurement and analysis of the results, the following indicators will be taken into consideration:

- I01-P04: Level of student satisfaction with the training course.
- I02-P04: Level of academic staff satisfaction with the training course.
- I03 -P04: Level of administrative staff satisfaction with the training course.

Responsible bodies: Quality Assurance Committee for training course

Results management: The Lifelong Learning Centre's management must publish the training course improvement Plan on its website and will report on the monitoring , conducted on an annual basis, of the improvement Plan. Both elements will take part of the annual Report on Quality.

CODE P05 Management and support for complaints, suggestions & troubleshooting

Objective: The purpose of this procedure is to establish a flexible system that can address the suggestions, incidents and complaints from various stakeholders involved in the training course.

Scope: This is a common procedure for all training courses implemented in the HEI. This procedure is related with a general procedure of the HEI on the management of suggestions, incidents, complaints and compliments.

Definitions: Not applicable.

Development

Data collection system: The Lifelong Learning Centre, as well as having a physical mailbox for complaints and suggestions, must also design an electronic mailbox through which complaints,

suggestions and incidents related must be forwarded to each training course that are conducted at the Lifelong Learning Centre.

A link to this mailbox must be available on the Lifelong Learning Centre's website and in the factsheet of every training course.

System for analysis of information: The method for studying the complaint, suggestion or incident must be subject to the principles of transparency, speed and efficiency, and must be promoted in its procedures as well as must respect the general rules on complaints and suggestions established by the University.

Tools: T02- P01: Improvement Plan for the training course.

Measuring and monitoring: For the measurement and analysis of the results the following indicators, amongst others, must be taken into consideration:

- I01 -P05: Number of suggestions received.
- I02 -P05: Number of complaints received.
- I03 -P05: Number of incidents received.

Responsible bodies: Department in charge for complaints and suggestions of the Lifelong Learning Centre and the Commission for Quality Assurance of the training course.

Results management: The Lifelong Learning Centre's management must be responsible for the annual preparation and publication of an annual quality report which will be published on the center's website.

4.4. Towards Regional and National Qualification Frameworks

The development of Qualification Frameworks constitutes a key element in the establishment of a strategy for LLL. NQFs have been found to establish a basis for educational program quality improvement, accessibility and linkages. According the International Labor Organization guide on NQF (Tuck, 2007), NQFs help facilitate the labor market recognition of qualifications within a country and internationally. Moreover, the NQF establishes a single system of levels for all qualifications,

based on standards and outcomes, assessment based on explicit criteria, national system of accumulation and transfer, a common approach to describing qualifications and a common classification system for occupational sectors (Tuck, 2007).

The aim of WP6 was to encourage the SNA partner countries into the building of NQFs and working towards a future regional one (RQF), taking into consideration and having in mind the achievements of EQF that a RQF will be a proper framework for improved recognition and transfer learning outcomes for easing learners mobility.

The NQF proposes qualifications based on learning outcomes with assessment based on explicit criteria in a common approach to describing qualifications. The importance of a NQF resonates in its relevance for the creation of career pathways that would facilitate learner's progression such as the recognition of prior learning and fast-tracking. By including the knowledge and skills that are a pre-requisite for the next level qualification, we are in fact creating incentives for participation in education, improving a learner's career mobility and improving access to education. In that context, the validation of qualifications provides quality assurance of assessment that would lead to the award of the qualification. As such, NQFs are a practical way to manage the country's qualifications. Concerning the linkage between NQF and Lifelong Learning, OECD (2006) asserts that the establishment of NQFs has a positive effect on the volume, distribution and quality of Lifelong Learning. The outcomes are intended to be practical and inform decision-makers about possible policy actions based on the national qualification system that can promote Lifelong Learning for all.

In keeping with Tuck (2007) a NQF may include:

Validation of qualifications

- Ensuring that the qualification is designed so as to meet certain agreed criteria

Accreditation and audit of education and training providers

- Ensuring that education and training providers have the resources and arrangements to deliver programs leading to NQF quality and standard

Quality assurance and assessment

- Including direct approaches such as testing and examinations, indirect approaches such as monitoring and moderation of providers

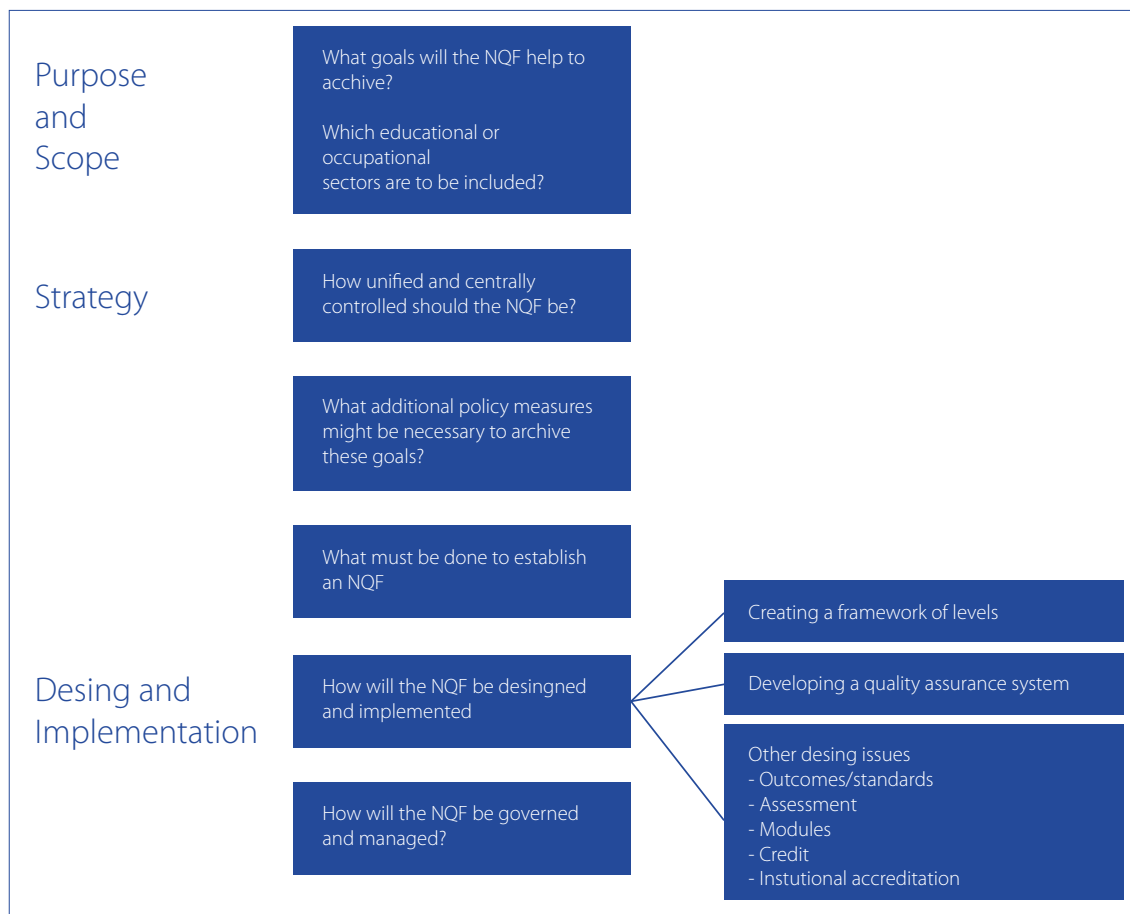
Securing international recognition for national qualifications

- Education and training standards are defined by learning outcomes and applied consistently
- Education and training providers meet certain quality standards

In general, NQFs are used to increase the influence of stakeholders in the development of qualifications so that the system is more responsive to the needs of the labor market. This means employers and workers organizations have an important role in developing agreed learning outcomes for qualifications.

On Figure 2, you can see the working proposal on NQF developed by the WP6 leader (LAU) and developed throughout the project.

Figure 2. Pathway to NQF



Source: Tuck, 2007.

National Qualification Framework (NQF) and European Qualification Framework (EQF): Logically the EQF is a reference framework for the development of such a policy. The EQF entered into force in 2008 with the aim of making the national qualifications comparable throughout the European Union, allowing and promoting the mobility for workers and learners among countries. This fact has facilitated the freedom of movement of working forces and the free development of Lifelong Learning transnational paths. In 2012 all qualifications carried a reference on the EQF.

One of the virtues of EQF is that it can be applicable to all types of learning, including vocational and Lifelong Learning, thanks to a shift in the focus towards the learning outcomes.

By linking the NQF to the EQF, the EQF acts as a reference to different national qualifications systems as it takes into account the diversity of national systems. EQF acts as a facilitator for the translation and comparison of qualifications between various educational institutions in several countries, therefore establishing zones of mutual trust across countries. The EQF uses generic descriptors than most national, regional and sectorial frameworks. The meaning of learning outcomes includes then the knowledge, skills and competence collectively acquired. This parity of esteem between academic, vocational or higher education routes help identify differences in the process of assigning qualifications. The 8 levels of the EQF climb from level 1 to 8 as the learning outcomes become more complex (Table 6). However, countries are not required to develop NQFs and can directly relate their qualifications levels to the EQF by shifting to assessment based learning outcome. An explicit listing of qualifications levels could be seen as a de-facto NQF.

Table 6. Descriptors defining levels in the European Qualifications Framework (EQF).

EQF Level	Knowledge In the context of EQF, knowledge is described as theoretical and/or factual.	Skills In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and ins- truments)	Competence In the context of EQF, competence is described in terms of responsibility and autonomy.
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and prac- tical skills required to use relevant information in order to carry out tasks and to solve routine pro- blems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, prin- ciples, processes and ge- neral concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selec- ting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstan- ces in solving problems

EURO-MEDITERRANEAN INTEGRATION THROUGH LIFELONG LEARNING (EU-MILL)

Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

Level 7	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>
Level 8	<p>Knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p>	<p>The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p>	<p>Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p>

Source: European Commission, Directorate General for Education and Culture (2010)

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle (European Commission, 2008a, 2008b, 2013, 2015b).

- The descriptor for the Higher Education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.
- The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 6.
- The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 7.
- The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 8.

As a result, it was recognized by all partners the European qualification framework (EQF) as a model to consider in the development of QF in the region and in the formation of an RQF. Specifically, some of the major outcomes to consider from EQF were the following:

- Capacity for strengthening mutual trust and cooperation between the different stakeholders in LLL
- Reduce barriers to recognition of learning and enable learners to make better use of available knowledge, skills and competences
- Enable and promote mobility of learners and labor across borders
- The relevance given to sectoral framework for improved recognition, and the transferability of learning outcome for ease of learners mobility

However, the reference of the EQF it doesn't have to be an absolute objective to be pursued, but a valuable reference. In keeping with the International Labor Organization NQF guide (Tuck, 2007), the value of an NQF is closely related with its possibilities to achieve their policy goals, such as developing Lifelong Learning or improving the quality of education. Therefore, its design should be conceived in coherence with the expected goals and taking into consideration the context in which

it will operate. Thus, it is unhelpful to think of the NQF as an entity with fixed or universal characteristics. The characteristics of the NQF should be selected because they are deemed to be the most effective way of achieving objectives and therefore deeply adapted to the context. This point, concerning to the need of adapting the model to be effective to the political and economic context, is also remarked by Young (2003, 2005) who considers the issue as a vital element for its future success.

Several examples from around the world on QF have been examined and facilitated the dialogue among participants on the promise and potential of NQF and RQF. After this analysis, the consortium has agreed some common objectives for advancing towards the RQF, that will be explained in detail in the following pages:

Objective 1: To bring together key players in the VET and Higher Education sectors in the Southern Partner Countries and EU members of the consortium to exchange ideas on the promises and potentialities of National Qualification Frameworks and a Regional Qualification Framework as well as about how to apply them in the Southern Neighboring context.

118

From the first conference on the WP6, the presentation focused on the objectives of designing a qualification framework, starting with the basic definition of a NQF, the value of an NQF, its goals and objectives, the needs for quality assurance and the stages in developing the system of levels. The “Design of a Qualification Framework” presentation was submitted during the Kick off conference on “Euro-Mediterranean integration through LLL” in Rabat between January 17 and 20, 2013. It was met with great interest and enthusiasm by all participants as it was witnessed by the lively discussions that followed the presentation.

The seminar focused on the complexity involved in the design stages of a NQF and a RQF. It showed examples from around the world on QF. The presentation highlighted steps to be taken in the design of a NQF and stressed on other considerations such as the creation of zones of trust. As such, it was agreed that EQF is a means to make comparisons, not an agent of harmonization. We also introduced the European Qualification Framework’s impact on quality assurances and institutional accreditation.

After much deliberations and exchange of ideas on the promises of NQFs and a RQF among all key players in the VET and Higher Education sectors in SN PC and EU members of the consortium, we concluded on the need to have a consensus building mechanism for the development of NQFs in the regions, the stages for such development and about how to apply them in the Southern Neighboring context.

Objective 2: To contribute to building internal government consensus in the Southern area on Qualification Framework.

This objective was achieved through the presentation and subsequent deliberations at the University of Nova Lisbon in October 2013, where we built on learning lessons from the Morocco and Finland case studies. We then demystified the European Qualification Framework as we looked into the benefits and versatilities of referencing programs to the EQF through the National Qualification Framework on the respective countries, or if the case arises and under certain criteria and considerations, to reference programs to the EQF directly. A full case study was presented on the Lebanese National Qualifications Framework. After several discussions and deliberations among group members, it was concluded on the emerging needs for building consensus on Qualifications Framework in the SNA and the urgency to contribute to building internal government consensus on Qualification Framework through the creation of a Regional Qualification Framework community.

Objective 3: To start creating a Regional Qualification Framework community

A regional qualification framework or RQF based on the EQF framework introduces a common language at the regional level (of levels, outcomes, credits, award types, etc) among employers and the education world. This would indeed lead to a shared understanding of concepts and the better implementation of regional policies and strategies.

This objective was met through the virtual Regional Qualification Board (the RQ Board) that was established with a SN representation of one selected member from each of the participating universities in the consortium and two selected members from the team leaders, namely the University of Seville and LAU. The aim of the RQ Board is to evaluate industry specific program qualifications emanating from the SN region against the respective NQF of the country, and to review the linking

of that program to the EQF through the existing mapping between the country NQF and the EQF. If no NQF is available in that particular country, then the program qualification would be directly mapped and linked to the EQF and submitted to the RQ Board for review and assessment.

For the establishment of the RQ Board, every university was required to submit the name of its representative to the RQ Board. The University Project leaders would submit 2 names. The aim of the RQ Board is to evaluate the proposed program qualifications once submitted by each university to the RQ Board.

To initiate a project on a regional qualifications framework: a guide.

At the university level, each university selected one industry from the tertiary economy (specifically the banking sector, the health sector or the hospitality sector) in order to come up with an industry specific qualification program.

The project entailed the following guidelines:

- Run an industry specific survey to include employees, business owners, syndicates, and associations. The objective of the survey is to determine key parameters from the selected qualification with an emphasis on market needs. The CEP@LAU provided a sample of survey based on a 2015 study that was done by themselves and the Syndicate of Hospitals in Lebanon.
- Analysis of the qualification including institutional environment analysis, pedagogical and administrative of the qualification, analysis of the qualification content and analysis of the type of information provided. Level of knowledge, skills and competencies needed to obtain that specific qualification –i.e., the learning outcomes in order to align with the NQF or EQF topology and the quality of program qualification management.
- Compare and match of qualification contents to the NQF. Analyze the content indicators with respect to the taxonomy of the three descriptors of the NQF (Knowledge, skills and abilities). Comparative reading of the contents and of the NQF descriptors to check the level defined a priori by the institution delivering the qualification or the level usually associated to that specific qualification in your country. Then cross compare your NQF

program selection against the EQF. Evaluate each of the qualification programs directly against the EQF by selecting the proper EQF level according to each program parameters as described above.

- Final submission of the program file, including the industry survey results, the quality control parameters and the program evaluation to the RQF Board for proper comments, valuation and final review and approval.

Meeting Excellence in LLL delivery: Challenges along the way

The RQF Board had to naturally overcome real challenges along the way of sharing learned lessons with related observations. We list some of them:

- Cultural barrier in communicating between RQF members
- Proper budget allocation considerations of the project
- Meeting the challenges of an objective multi-layer industry analysis in third world countries where relevant information may not be available at your disposal
- Access to promoting and developing partnerships with enterprises
- The difficult choices of making decisions that would sustain quality assurances of the program all throughout
- Finding training faculty with the right mix between academic and relevant industry experience for the proper LLL curricula design

In conclusion, we believe that while the objective of initiating a project on regional qualifications framework has been achieved, it is more than just mapping the relevant program to the EQF through the RQF community. Rather, it is a serious, thorough and time consuming process that, with proper guidance and detailed analysis will result in finding the right common denominators among the RQF community members, as relevant quality assurance concerns are properly addressed. This has proven to be a full project with its own merit.

5

Enhancing an advanced distance learning model

5.1. The role of ICT in Lifelong Learning

The role of the ICT in the design and development of the LLL Programmes is becoming a key issue in anyone's academic training at any moment of his/her life (Laal, 2011). Thus, it is intended to promote an efficient use of learning methodologies as an essential resource, with the aim of offering a highly qualified education in order to respond to the demand related to LLL demand, through a training offer capable to face the need of permanent updated knowledge claimed by a large part of the population in a changing society.

Higher Education Institutions highlight the following objectives, namely:

- To expand and promote the use of the ICT to facilitate people the opportunity to participate in teaching-learning processes: these technologies become the way which allows and facilitates the development of LLL.
- Turning ICT into an additional tool capable to improve the quality of the teaching and services offered by the universities as well as the guarantee of best practices exchange within this area.

Adopting this perspective of LLL means the acceptance of some basic premises as follows:

- The student is the centre of the learning process: the attention is focused on the students' learning and on the acquisition of knowledge (not on the mere transmission of it).
- New demands of the information and knowledge society include the development of the students' crosscurricular competences as well as the use of the ICT, team-work, communication skills, etc.
- Lifelong learning is an essential factor in the improvement of the people's quality of life and personal, social and economic development.
- Students' individual needs and their different learning styles must be taken into consideration. The use of the ICT integrated in the field of education contributes to an increase of different education models, spaces for communication, exchange, etc.

Within this context, the teaching activity requires a high degree of knowledge which must complement the teacher's specific training in the subject he/she is expert on. Therefore, teachers must integrate these technologies in their teaching practices. They must also make use of new pedagogical resources which will allow them to guarantee a highly qualified training. In this way, technologies and the new training scenarios which derive from their use, play an important role in Lifelong Learning (Koper and Tattersall, 2004).

124

Many definitions and synonyms related with the term e-learning are found in the field of literature. We consider the term e-learning as a teaching-learning processes which are developed over the Internet and which is characterized by a physical separation between teachers and students, but in close communication with each other through an electronic-based didactic interaction. Therefore, students become the centre of interest in the educational process because they have to manage themselves with their own learning path with the help of tutors and classmates.

According to specialised literature, these technologies help to overcome many limitations in favour of a highly qualified education (Thorpe, 2000).

The application of these technologies to LLL programmes presents characteristics which can directly affect the improvement of the teaching process as follows:

5. ENHANCING AN ADVANCED DISTANCE LEARNING MODEL

- Time-space barriers disappear. Students are able to take a course at home or at the work-place, making use of the available contents any day at any time. Therefore, they optimise the time dedicated to their training, which becomes an advantage for students, contributing to favour the teaching's internationalisation.
- Interactive and flexible training. The wide variety of methods and resources facilitates the students' active learning and the interaction with contents, classmates, teachers, etc.
- The teacher is not a mere transmitter of contents but a tutor who instructs, guides, helps and facilitates the educational process.
- Updated multimedia contents, which are based on tasks/activities. Innovations and resources related to this area, can be rapidly inserted with the contents in a way that the teaching is completely updated and adapted to make easier its comprehension through the development of tasks/activities (we learn as we make), together with the support of resources available in the Internet (access to research centres, worldwide prestigious magazines, study of cases, problem-based learning processes, etc.)
- Constant communication between participants, by means of tools incorporated by e-learning technological platforms (forums, chats, social networks, etc.)
- Internationalisation: possibilities for students, professors and experts from different places and social backgrounds to participate, breaking barriers, promoting interculturality, sharing experiences and establishing professional and human relationships worldwide.
- Mentoring system by means of forums, e-mails, these tools allow students to contact their teachers as well as a direct exchange of doubts and ideas with their classmates.
- Practical cases: training based on real cases and problems according to the principles of adult learning (adults learn better when the content is closely related to practical situations, solving problems, etc.) and on the search for solutions in groups (collective structuring of knowledge).
- Access to a wide variety of support resources for students: lectures, forums, videos, specialised articles, video conferencing with experts from any university.
- Continuous evaluation of the learning process by means of different methods, assignments, self-assessment, etc.

5.2. E-learning Methodologies: a splash at the recent history

Most teachers who serve as such today have been trained in traditional education systems with the physical presence of a teacher, whose main role was to organise and direct the entire process. Students assume a passive role just taking notes during class time. The evaluation is understood as a summative assessment based on accountability, giving a final result at the end of the process.

Besides, there are other methods where the student does assume a more active role, from individual to group work, problem-based and project or cooperative work. The ICT have joined these methods in the last 15 years. In classroom environments, the use of ICT began to be used combined as a support to onsite methodological strategies. This has been known as blended learning methodology in recent years. In this particular case, different strategies are combined in different learning environments with strong support in ICT. These are, therefore, the first evidences of what is now known as e- Learning.

Since 2000, e-learning platforms begin to spread worldwide. This prompted the first teachers to become familiar with e-learning and to read, innovate, prove or research different methodologies. Many of them came, as we have said, from onsite systems. The difference now is that they adapted it to the new non-contact contexts, in mixed (blended learning) or completely online training.

Considering this historical perspective, we can assume that teachers do not currently start from zero regarding methodological knowledge. Another issue is to deepen the main approaches about how to teach and learn via online systems, and the different ways to do it. This is known as e-learning methodologies.

5.2.1. e-learning platforms

E-Learning technological platforms are an integrated set of interactive online services where new learning processes are developed: it allows a good management of training courses via the Internet. By means of a password, the user accesses to a private site where the teaching-learning processes are developed.

Moodle, a virtual learning platform, is one of the most used worldwide because of its benefits, and the wide variety of tools it included, which are mainly student-centred and are designed to promote an active learning.

This platform includes the following advantages:

- Ease of use and user-friendliness.
- A wide variety of tools for teachers and students, used to express themselves, collaborate and control teaching-learning processes.

Ultimately, the e-learning technological platform helps us to offer learning atmospheres which are already designed and integrated.

The synergies in the student-teacher relationship are fluid due to the possibilities offered by the e-learning platforms that also create a real teaching-learning environment, sharing questions, ideas, topics of interest, etc. and helping to mitigate some of the drawbacks of traditional distance education, as the feeling of isolation and loneliness in the student.

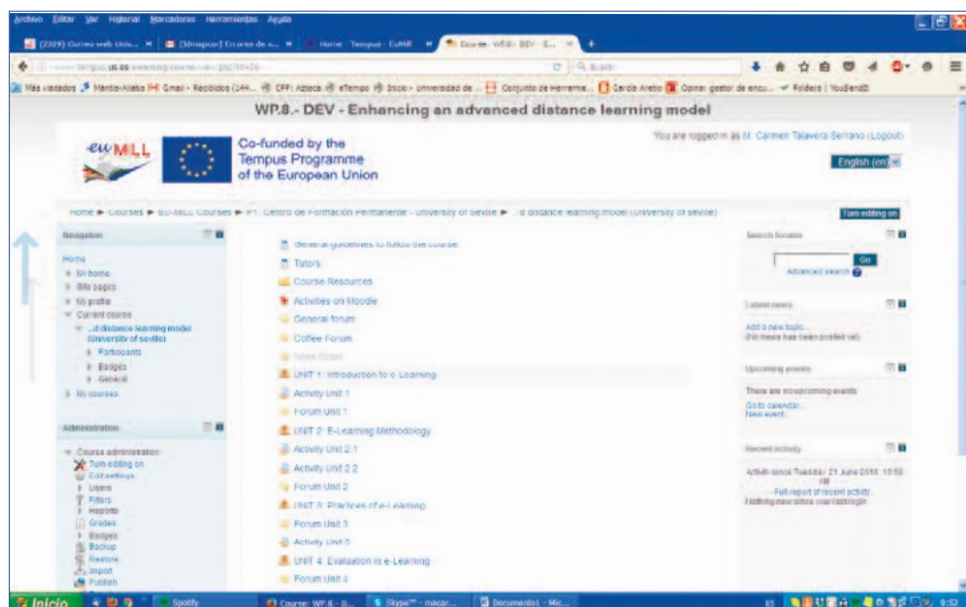
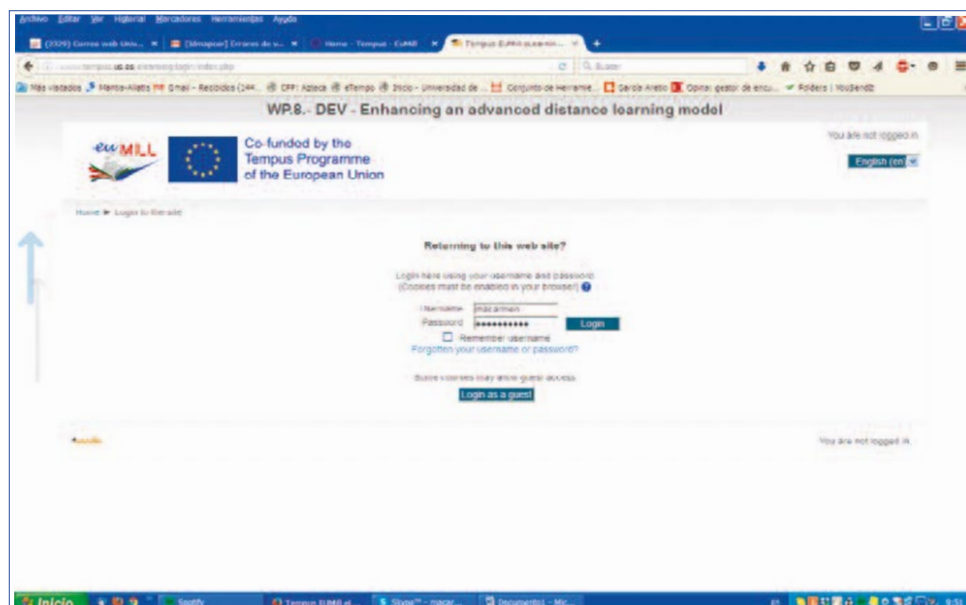
In this way, universities can provide an excellent service, based on a commitment to continuous improvement, providing a qualified, modern, updated and flexible training as well as a personalised service.

E-learning platforms are applications used for the creation, management and distribution of training via the Internet, used for producing and sharing teaching through virtual learning environments, integrating learning materials, tools for communication, collaboration, educational management, etc.

Despite the advantages offered by these platforms, there must also be taken into account some drawbacks: those platforms are closed sections where only registered students are allowed. Thus, only this particular group of students can access the information available for a specific period of which limits the concept of open learning community.

EURO-MEDITERRANEAN INTEGRATION THROUGH LIFELONG LEARNING (EU-MILL)

Figure 3. EUMILL Platforms



Source: EUMILL Consortium (2016)

5.3. Implementation of distance and blended programmes through the use of ICT. Training experience

5.3.1. Background

The introduction of the e-learning perspective in the LLL programmes provides a more flexible, cost-effective and educationally powerful alternative. Accompanied by an effective professional development and curriculum resources, e-learning makes technology an usual section of the educational experience.

In the context of EU-MILL project, the consortium is intended to improve the access to LLL, enhancing the use of the ICT, e-learning and blended learning educational paths by creating the tools, methodologies and techniques to support a distance learning providing e-learning and blended learning modules aside contact-hours courses.

5.3.2. Aims

- To coordinate and define the e-learning strategy to address target groups.
- To elaborate tools, methodologies and techniques to support distance learning modules.
- To adopt best practices of innovative didactic methodology in e-learning environments.

5.3.3. Development of the experience

Initial awareness towards the design and implementation of the online training

The development of this experience begins with a face-to-face session, attended by participants to whom this training is targeted. This session was held at the University of Seville. The training's schedule was provided as follows:

- e-learning teaching department at LLL Centre of University of Seville CFP-US
- IT Teachings

- e-learning study case: Usaylt
- Introduction to a Moodle course
- Enhancing an advanced distance learning model
- Development of the experience

At a later stage, an intensive technical session was developed at the University of Constantine 1 (Constantine, Algeria): its main purpose was to deepen on the organisational and structural elements for the development of an e-learning training course.

The training session has a mainly practical approach, supported by reinforcement activities and examples used as a basis to facilitate the achievement of the proposed learning goals.

Implementation of training for trainers workshops

An online course was designed within the framework of WP8 and it has been replied following training for trainers in logic in all partner universities. The course entitled Enhancing and advanced distance learning model was addressed to the e-learning responsible staff in partner HEIs.

The experience concerning the planning and design of a training course for teachers and managers in e-learning followed several phases:

a) Planning phase of the training

In this phase, the training's bases and foundations were taken into account. The use of Information Technology (IT), and the Internet in particular, applied to teaching, allows us to:

- A completely distance training, e-learning

Students can have access to contents, activities, assignments, course tutors, etc. through the Internet. Students and teachers do not share the same physical space within this training option.

- A blended learning, b-learning.

E-Learning is a resource used to reduce onsite training courses. Students attend some onsite sessions to solve some questions, to observe, to practice, etc, and some distance learning, using Information and Communication Technology (ICT) tools.

- An innovative training with the support of the Internet to onsite teaching.

The use of online services allows a more agile, innovative and flexible learning thanks to the variety of tools that can be found (communication, downloading of materials, web links, etc), that enriches and enhances the resources and possibilities of traditional education.

Firstly, we decide how we make use of the ICT tools. In this way, the course was developed as follows:

- Online: e-learning. To successfully implement this method, it will be required the use of all the platform tools: contents, communication, tasks, etc.
- Blended (b-Learning): distance learning via the Internet, flexible, combined with sessions. In this way, the use of tools will depend on how sessions are organised and distance is set (for example, you can choose between giving the content in sessions and work working tasks remotely or vice versa, etc.).

131

Advantages of e-learning:

- Eliminate physical distances
Anyone can access training, regardless location, time, etc. Emails and chat forums tools are used to establish fluid communication between the participants?
- Diversity of teaching techniques and strategies
Participants can work at distance, individually, in groups, etc.
- Flexible hours
The student will have the chance to combine training with other individual obligations (family, work, etc.).
- Increased number of recipients
This type of training can lead to more viewers, from different places of origin, cultures, etc.

Disadvantages of e-learning:

- Greater effort and dedication
It requires more work and dedication from both, the teacher and the student.
- Appropriate instructional design
Instructional design and a good organization of contents are required.
- Students fear of losing human contact
Students sometimes experience feelings of isolation and loneliness.
- Problems with technology
Sometimes students may have technical problems that make it difficult to continue with the course.
- Type of content
Some contents are more difficult to be taught: not all materials can be delivered through the Internet, for example, certain laboratory practices, etc.
- Working Methodology
Students and teachers must change their usual way of working.
- Dropout Rate
When experiencing certain drawbacks, (not following the rhythm of the course etc.) the student can choose to leave the course.
- Remote Examinations
The true identity of the person performing remote examinations is not guaranteed.

Setting Moodle's work environment

After creating the course and relating the users through the designer profile, the workspace is set and the tools needed to set the environment are chosen. In order to achieve this, we should be familiar with all the possibilities offered by the platform.

The selection and use of tools will depend mainly on the teaching-learning model we want to follow, as well as on the objectives of the course.

Teaching-Learning Model

From our experience, the teaching-learning model in which we must concentrate on will consider the following key areas, including:

- Student as the centre of the process, becoming the principal agent in the creation of his/her own learning.
- Active methodologies, use of case studies, problem-based learning, group work, peer tutoring, etc.
- Teacher/tutor as a facilitator and guide of the process.
- Tasks/activities as key elements to interact with the contents. Different types of dynamics may be programmed: individually, in groups, etc.
- Use of ICT and the different communication tools (emails, forums, chats) to answer questions, foster relationships between all participants (students and teachers) during the training process in order to create a true learning community.
- Flexibility: teaching is adapted to the pace of the student learning.

133

What are the theories of learning?

'Theories of Learning' refer to those theories that attempt to explain how we learn, that is, how we acquire new skills and knowledge, trying to systematise the mechanisms associated with mental processes that make learning possible.

What are they and how many are there?

The purpose of these theories is to understand and identify learning processes, trying to describe methods for a more effective teaching.

For practical purposes, a detailed classification of all theories and authors will be shown, from which the most significant and those with a more direct involvement will be reviewed.

There are four different theories which will be presented:

1. Behavioral Theories

According to behaviourism, our mind behaves as a black box where knowledge is perceived through behaviour. This theory starts from the assumption that knowledge basically consists of a passive and automatic response to environmental external factors and stimuli. Every single step forward enables the subject to deal with the following one, fact which implies that the material must be developed in small stages, thus allowing numerous responses which must be appropriately reinforced. In this way, the sequence of the material submitted will be linear. We start from the assumption that the subject may not have any difficulty if the material has been well-designed.

From the point of view of these theories, an e-learning course would include study material whose organization of contents would be presented in a linear and sequential way, through a structured system in which concepts are presented in a logical manner, one after another. The student evaluation would be focused on testing, by means of a final exam, if the student has learned all the contents.

2. Cognitivist Theories

This approach is focused on the internal process of the individual, the way of gathering information through perception, understanding, language, elaboration through reasoning, etc. As well as in behavioral theories, the objective knowledge continues to be the centre of learning which must be made by the student. However, the difference is in the fact that this knowledge is not acquired in a passive way, but it is interacted with contents in a way that the subject participates actively in his/her learning, relating the information presented with his/her previous knowledge.

Regarding this perspective, an e-learning course would consist of a series of established contents, being able to access to the part which is more interesting for them according to their needs and previous knowledge.

Simultaneously, they can develop different types of activities which allow them to know if they have understood the content. The course would be organized in a way that participants would mainly learn individually.

3. Constructivist Theories

Although the term constructivism includes a significant number of perspectives about learning, they share the common theme that learning is a process of development of meaning. Unlike Behaviourism, which consists of a series of stimuli-response, Cognitivism, consists of the integration of new information in the current cognitivist scheme, or Constructivism, where learning takes place when a person interprets or extracts the meaning of his/her experience. A person obtains the meaning of his/her dialogue in contact with culture and people.

Under this influence, an e-learning course would take into account that contents must be related through links which allow students to move from one place to another according to their needs and interests. Moreover, those contents and activities to be developed by the student are equally important and require an active implication on the part of the student. At the beginning of the course, an inquiry would be made through an activity, questionnaire, brainstorming, etc., in order to test the participants' previous knowledge and their expectations. From that moment onwards, students are involved in the development of course's contents and they are inquired about the way they would like to learn contents.

4. Connectivism

In recent years, technology is changing the way we live, communicate and learn. The way people operate and work is altered when new tools are used. Important learning theories used in the creation of learning environments, namely: Behaviourism, Cognitivism and Constructivism are being revised according to the new conditions which define the digital age.

This new learning approach proposed by George Siemens in 2004, is articulated according to a set of principles which consider the individual as a starting point. Learning is a complex process which takes place in a changing reality and consists of connecting different sources of information generating, nourishing and updating knowledge with a practical and useful sense.

During an e-learning course, students must be offered opportunities in order to develop personal learning atmospheres by means of social web tools. Group learning also becomes the center of the teaching-learning processes. And regarding evaluation, the approach of the true assessment is assumed, as it is the Learning-Oriented Assessment. The term "student-like" is not used in

e-learning. Given the possibilities offered by the Internet, as well as the promotion of training to over a lifetime, there is a wide variety of participants' profiles: practitioners, unemployed, teenagers, adults, etc.

There are some features students should take into account to ensure the success of the training as follows:

- To develop basic computer skills as well as having a computer with Internet access.
- To be able to plan time and tasks.
- Flexibility to be adapted to new ways of learning.
- Willingness to participate and to be integrated within the learning group (classmates).
- Technical skills in the management and use of technology and a favourable attitude towards them.
- Availability of time for training

As for the teacher, a new training model requires new trainer functions as a guide, facilitator, monitor, etc. (and not a mere communicator of contents).

Taking this into account, there is not a theory that contains all the knowledge required to explain learning. This makes it possible to act applying concepts and other theories depending on the situations and purposes pursued.

The goal was to raise awareness of the influence of these theories in practice and the implementation of principles in the design of e-learning training.

From our point of view, the teaching-learning process cannot be considered from a single perspective, but from the position of sharing and combining different approaches that will be adapted to the contents, students, availability of time, etc.

According to other authors' conclusions, when designing a e-learning course, it is convenient to select principles and techniques from multiple theoretical perspectives, as much as students' characteristics and learning styles, variety of contents, contexts, etc.

Thus, various theories must be considered and according to the purpose of our training activity, the content, the time used, the methodology taught and especially the students' background (number, characteristics, needs, etc.), are essential for the planning and design of the course.

Every theory and every author makes their contribution on how to understand learning and explain different concepts. In short, for some of them, a change in behaviour is considered; for others, a new way of adapting and some others, explain it as a personal experience and as a development of their own learning. Human beings are constantly learning, and previous studies show that in order to achieve these learning, different strategies are individually implemented, both internal and external.

Authors point out that there are certain key factors affecting the learning process which are considered in the already mentioned theories:

- Biological component.
- Intelligence: to understand and process information and to develop responses and thoughts.
- Motivation. This is a dynamic element of building momentum. Interest of the individual to meet certain needs.
- Experiences of the individual. The individual's experience with the world learning as feelings.
- Social context, which is immersed in the subject: the immediate social circle, mainly the family.

b) Design phase of the training

Planning and implementing a remote training, via the Internet, is not a simple task. To this extent, a series of steps is presented, in order to achieve a proper conduction of courses in e-learning or blended mode.

Taking this into consideration, the next step is to start designing the training activity making use of the following elements:

- Objectives: generals and specifics.
- Contents: selection of content of interest to students, format and structure.
- Methodological strategies: techniques used for students to learn, such as case studies, flexible grouping, various assessment techniques, etc.
- Tasks: selection of different types of activities, depending on the purpose, the number of participants, the venue, the evaluation, etc.
- Tutorials: define communication tools in order to carry out the tutorial (forums, chats, etc.).
- Timing: timing specification for each module / topic schedule for homework, tests, etc. A blended format should also detail the sessions.
- Resources: bibliography, articles, links, software, etc.
- Assessment to answer the questions of what, how and when to evaluate.

Objectives: several main objectives were proposed for the course entitled *Enhancing an advanced distance learning model* as follows:

- To know the training basis via the Internet or e-learning.
- To understand the technological platforms for e-learning.
- To comprehend organizational implications of the implementation of e-learning projects.
- To become familiar with the characteristics of the learning processes of e-learning.
- To implement design processes about e-learning formation.
- To develop capacities in graphic design, web and multimedia for e-learning.

Contents: The contents included the following units:

Unit 1: Introduction to e-learning

Unit 2: E-Learning Methodology

Unit 3: Practices of e-learning

Unit 4: Evaluation in e-learning

Methodological strategies: among the methodological aspects based on e-learning that must be considered for a successful implementation of a learning processes can be highlighted the following:

1. Although we come from a classroom experience, now we are working with e- Learning. This must lead us to plan, communicate, teach, learn, share and evaluate in a different way. The aim is not comparing onsite and online learning, but adopting a global approach considering the possibilities the tools can offer.
2. We should recommend a complete restructuring of the previous work, as an exercise in setting and putting in context the new variables of work and communication.
3. Creativity and innovation are two key variables to succeed this adaptation. A clear concept of change and innovation will be worth it in order to walk on stable ground. We need to reflect IN and FROM the practice (praxis) to understand the new reality.
4. Some of the methodological strategies used in onsite learning are also present in e-learning. Thus, not everything must be invented from scratch in e- Learning. What we must know is how to understand the contexts and what is necessary or appropriated every time, and the fact that what we were doing cannot be necessarily applied within a new context. Thus, it is undoubtedly, necessary to have awareness about the necessity of learning new approaches.
5. Even though there are various methodological strategies, there is no need to apply standardised or stick in certain positions, but, contrarily, keeping an open mind to any adjustments that may be necessary regarding the context.
6. To sum up, the methodology invites us to know the how. It should facilitate the task of the student's learning. The professor, who thinks about methodology and provides ad hoc aid, will have greater success in the learning process of their students, being also part of that learning.

Baseline of the e-learning methodologies

- Technology is only a tool
- It is not necessary to have the latest technology
- Adapting to the context and possibilities
- Higher initial commitment (tutoring, monitoring, implementation of learning materials, etc.)
- Create learning communities
- Provide learning opportunities
- Always think of learning

Some methodological strategies used were related to:

1. Guiding students to become familiar with the learning environment.
2. Making students understand the way to work in the course.
3. Motivating students to use different communication tools and participate using them.
4. Solving technical or educational problems students can be asked.
5. Achieving a degree of socialization among the students of the course.

Tasks: several learning practices were proposed according to the training objectives. Specifically, five activities were presented during the development of the four modules of the course:

Activity 1: Analyse the pedagogical structure of the course.

Activity 2: Send an abstract highlighting one of the methodological strategy used.

Activity 3: Proposal for the educational use of Web 2.0 applications.

Activity 4: Design of a rubric for the assessment.

Tutorials: Different communication tools were selected in order to carry out the tutorial (forums, chats, etc.). Within the platform's communication spaces, different methodological strategies were carried out, mainly focused on the online forum.

During the development of a training course in e-learning, we tested different techniques and strategies for working aspects linked to the training process. Once the areas useful to work are known, this tool would increase its value in the teaching process.

The integration of online e-learning forum has raised several issues related to the type of strategy that should be used for a particular type of learning. In this sense, we propose a set of strategies that could be employed to work with on the online forum:

a) Strategies for building groups and socialization

- To share bibliographic information and stories. This activity is designed so that students can learn from each other by sharing information through the professional development of personal stories. The approach of this type of activity can help the tutor for students to build a group at the beginning of the course.
- To share coursework. This type of activity suggests that students develop a paper on a topic related to the course content and share these documents with the other peers for analysis and critique. This task helps to build the group and allows students to access to other students' knowledge and experience.
- To create a social space. A social environment offers students an informal way to meet the interests and goals of the other fellow students. This activity generates an environment for socialization, where the tutor and students can share personal experiences and information on social events that may relate to the course.
- To involve students in team projects. The team project gives students the opportunity to practice social skills group, acquiring skills and management of time and experiences in real life situations. These tasks are effective when accompanied by a very clear guide that can be performed in asynchronous environments.

b) Strategies for group discussion

- To develop asynchronous group discussions. This type of activity can be used in those courses that prioritise the content focused on the issues and where the tutor assigns specific readings on them. The tutor could ask students to complete the assigned readings and actively participate in online debates or may require students to answer questions posed by classmates. These types of online debates allow students to expand their knowledge through interaction with other group

members and to understand some of the main concepts in the readings.

- To teach and moderate the discussion. This activity is based on the principle that students can actively learn while helping and moderating group discussions. This activity positions the student as a moderator of the discussion, allowing to better understand what you are learning by teaching others. The student must propose new questions to originate and maintain active and specific data related to the discussion discourse.
- To provide feedback. This activity requires students to encourage the continuation of the discussion about an issue replicating comments from his classmates. It is based on an active discussion to stimulate thinking, where students made comments to issues, and raised reactions or responses from peers about the opinions stated.
- To summarise information. The objective of this activity is to find the key issues that arise in the conversation and clarify areas of agreement and disagreement among members of a group. When the summary of the discussion is presented, the student is responsible for the overall discussion and provides peer review of the main issues as well as the views of key participants and makes some conclusions that arise from group participation.

c) Strategies for research and critical thinking

- To promote critical thinking. Given the amount of information available, the student needs to know how to think critically. This type of activity raises the need for students to be able to assess the quality of the materials reviewed to connect and compare them with other information. This involves assessing, analyzing and connecting information. This activity involves students in making decisions by contrast with a standard, determining criteria for judging merits and ideas, prioritizing choices, annealing errors by reasoning and verifying arguments and hypotheses through actual tests.
- Recognizing patterns of organization; classifying objects into categories based on common attributes; identifying assumptions (assumptions and beliefs) that are the basis of the positions; identifying the idea to focus on a text; sequences in order to find and organise information, etc.
- Committing to compare and contrast similarities and differences between objects and events in the development or testing of an argument or conclusion and providing support for their assumptions. Students will be able to identify causal relationships between events and objects to predict their possible effects.
- Investigating and exploring issues. This type of activities involving interactions through discussion

and discovery helps students to construct their own meanings and to connect the content to their personal experiences. It is necessary that the discussions are not too structured for students to make important connections.

- Using case studies. A case-study is an activity that can be used to initiate the discussion. The case studies are similar to the problems in real life. By understanding how to solve them or make a decision through the case, students can improve their ability to apply knowledge to everyday life.

d) Strategies to manage information and build knowledge

- To use communities, people and external resources to build knowledge. This activity invites outside experts to participate in the course discussions. Students can interview a professional specialist for issues related to their practice field.
- To manage information. This activity asks the student questions to be resolved, abundant resources managing text-based hyperlinks through Internet-based or web-procedures, and self-management of this information.

Timing: Timing specification for each module: 2 weeks/topic schedule for homework, tests, etc.

This course started in October 2013 and finished in November.

Resources: mainly forums, videos, bibliography, etc.

Assessment: to answer the questions of what, how and when to evaluate.

A system of continuous assessment was taken into consideration from an approach of the genuine evaluation with the aim of providing feedback and feed forward, according to the rate at which participants are progressing.

c) Conclusions: Impact of training

Training expected results

To sensitise and raise awareness among the participants of the training experience about the potential of the e-learning processes as well as of the own training managers must acquire. The course given was considered a model in its planning stages and training design, as well as in its phase of development. This course pretended to be an example of best practices related to didactic methodology in the e-learning training area.

Learning evidence

The evidence of learning leaded us to check the proficiency in the application of criteria to analyse the pedagogical structure of an e-learning course.

Similarly, they have to show their knowledge in the planning and the design of the methodological approach of an online training process. This aspect made the participants to consider the following:

- The teacher as a facilitator.
- Students as responsible for their own learning (constructivist approach).
- Design of several tasks or activities to be developed during the study of the subject.
- The implementation of strategies for group learning.
- The use of several communication tools.
- The use of social tools (web 2.0) whose goals are oriented to the acquisition of a specific skill or the learning of a particular aspect.
- The creation of resources and materials ad hoc in its area of knowledge.
- The design of a training evaluation process, using efficient technics and resources in e-learning environments.

6

6. Summary of main Outputs and Results

The EU-MILL project has pursued a lifelong Learning approach. During the three-year lifetime of the EU-MILL project, partners have tackled different issues through the various activities indicated in the previous chapters, including participation in training seminars and workshops; sharing best practices; implementing pilot courses focusing on particular interests and relevance to the socio-economic context of the participant partners; promoting LLL curricular design, implementation, monitoring, evaluation and promotion and organizing study visits to EU partner universities. All outcomes and results summarized in this chapter have been discussed among the project partners and representatives of Ministries of Education on the different events organized during these three years.

145

Main outputs

- A transversal analysis of the national LLL legislation in the Mediterranean region.
- A transversal analysis on existing LLL practices on the participating countries' HEIs.
- A common methodological framework as a prototype model for lifelong learning (LLL) short curricula and projects, including the workload and the expected learning outcomes.
- A common system of credit validation, recognition and accumulation, paying specific attention to ensure shared criteria based on skills, knowledge and competences acquired. This approach has contributed to a mutual understanding of easily readable vocational

qualifications providing a greater control over the individual learning experiences being easier, facilitating mobility among students from different countries and learning environments.

- A common quality assurance system specific for LLL programmes has been developed.
- A collaboration framework with enterprises in the context of LLL among the partner countries has been established.
- A database of LLL projects including curricula tailored to the needs of professionals of the partner countries has been created.
- Supporting tools to implement LLL programmes. Four best practices guidelines have been designed to assist HEIs to implement LLL programmes. These documents are the outcomes of the experience of the partner universities and the lessons learned throughout the project activities:

- Best practices handbook on e-learning practices
- A Credit and Competencies user's guide
- A handbook on Quality Assessment for LLL courses.
- A guideline to implement the LLL pilot courses

- A roadmap for designing a regional qualification framework through initial development of national qualification frameworks in each one partner country, using the European qualification framework as a reference.
- A Training for trainers' on e-learning guideline has been delivered online and on-site in every partner country for staff. The training events have created opportunities of collaboration between researchers and practitioners, as academic experts on e-learning have actively participated in the trainings. Useful teaching material has been produced.

Summary of the training modules:

- Introduction to e-learning
- E-learning methodology
- Practices on e-learning
- Evaluation in e-learning

- Training on quality assurance has been delivered online and onsite in every partner country for staff. Useful teaching material has been produced.

Summary of the training modules:

- Quality Assurance in University LLL training programmes
- Quality Assurance in University education
- Quality Assurance system into practice

Main Results

a) Legislation for LLL in the participating countries. An assessment on policy and legislation on LLL on the four countries was performed

The starting point of the EU-MILL project was to obtain a global understanding of the context in which the partners were working.

The analysis shows the evolution of LLL policies, the differences and similarities on different national levels, and the differences with the European legislation.

The comparative analysis of national LLL policies in the target region (Morocco, Tunisia, Lebanon and Algeria) and the European Union shows that Lifelong Learning as a strategic choice has mainly been coupled with a process of ever-increasing globalization. The legislative framework is still modest in all four-partner countries. Within this context, Tunisia and Algeria are making some legislative progress in this domain.

In all the partner countries, the Ministry of Education or Ministry of Higher Education is responsible for lifelong learning, while, in some of them, other national ministries play an active role in the implementation of LLL as well.

The focus on vocational education and training is found in every country.

When it comes to investment in adult education and training, it is not clear that Southern Mediterranean countries are progressing in the development of policies and legislation in line with EU policy.

Furthermore, EU strategic documents point out that lifelong Learning is both about education and training related to the labor market and about social cohesion. However, Southern Mediterranean countries legislation is almost exclusively focused on vocationally oriented adult education and training.

The regional work within LLL is not seen by partner countries as a holistic strategy, and there is no fundamental understanding of how relevant LLL is for overall regional development.

b) Existing practices for LLL in participating countries' HEIs

The analysis of the existing LLL practices in the participating partner HEIs show that most of them are developing LLL activities within their institutions, but none of them have adopted yet a LLL strategy. Furthermore, they have not adopted a clear definition of LLL; in most cases, the definition remains more or less implicit.

Despite this fact, relevant initiatives are found in some universities favoring the access to a wider heterogeneity of learners, such as the offer of more flexible specific programmes or the introduction of flexible learning pathways. The analysis shows that there is no clear definition of LLL that expresses its richness, diversity, and modes of organization. However, based on the discussions during the first stage of the project, three cross-cutting issues are proposed based on a common definition: student-centred learning, widening participation, and the regional role played by the HEI. Apart from this perspective, all partners agreed with the two main pillars of Lifelong Learning: widening participation and learning throughout life.

In summary, the overall situation represents a non-continuous development of LLL in global terms, but, instead, we have observed an improvement in the awareness level of all governments partici-

participating in EU-MILL activities throughout the project's lifetime. The ministerial representatives have shown an important interest in LLL promotion and recognized the added value of these policies, especially in relation to the development of the socio-economic field. We are aware that a new impetus on LLL is expected.

c) A collaborative network of participating Mediterranean universities with enterprises

This partnership has enhanced the relation between HEIs on the local and regional levels, developing collaborative dialogues for providing professionals the required training and at the same time attracting more funding sources from the entrepreneurial environment.

Five conferences titled "Enterprise-University Cooperation: Knowledge and practice" have been organized, one in each country, except Tunisia which held two. The meetings have focused on one strategically pre-selected industry in the tertiary sector. This economic sector has been adopted because it is the main economic sector in all countries, except for Algeria (the 2nd), a sector with a reliable impact on the economic development of all countries involved.

These meetings have succeeded in putting together relevant stakeholders, representatives of enterprises, chambers of commerce as well as political decision-makers. These conventions displayed and disseminated the project's objectives and achievement, in addition to raising awareness on the socio-economic field and political decision makers.

In the conferences, the databases of LLL projects have been configured and revised including curricula tailored to the needs of the professional sector from the partner countries. Moreover, an adjustment of curricular models has been promoted in order to ensure the participation of students and adults (e-learning allows the flexibility needed to do so).

The discussions among the conference participants pointed out the increasing supply of programmes at the intersection of HEIs, professional practice and vocational training in the four countries. However, all participants agreed that there is a weak development in the validation of non-formal and informal learning.

Furthermore, the absence of links between the fields of education, employment and labor, economics and social affairs has been identified. In this regard, as a crucial conclusion of the meetings, the level of awareness about the importance of establishing a close dialogue among all the actors involved in LLL at all levels in society was highlighted. Moreover, all the participants agreed in the need of a reliable assessment system for the LLL programmes.

Finally, all partners collaborated in producing a partnership agreement model document for future conventions between HEI and enterprises. The establishment of such conventions will be a key element for a fruitful collaboration in the future.

d) Design of pilot LLL programmes

EU-MILL has organized 33 pilot course models to achieve mutual understanding and methodology on the design, implementation, evaluation and promotion of LLL curricula and projects to contribute to the future curricular offer of the partner countries HEIs.

The subjects of the pilot courses have been selected by the consortium with the aim of fostering dialogue among local institutions (universities, regional and local governments, entrepreneurs, etc.) on entrepreneurship and local development, having a potential impact on the socio-economic field. In this regard, the following subjects have been selected:

1. Entrepreneurship, such as Introduction to Entrepreneurship or Leadership.
2. Business Strategy, such as Marketing or Introduction to Business.
3. Foreign Languages, such as Business English or English for Science.
4. Social Sector, such as Women and Leadership
5. Training, such as Classroom management for secondary school teachers

A step-by-step guideline has been designed by the WP leader, Notre Dame University-Louaize, in order to design reliable model courses. These guidelines start with the setting up of a Moodle account; continue with the identification of needs for developing the courses, development of premodules and modules, promotion strategies for these LLL projects, acceptance requirements and ends up with the evaluation of the projects.

As result of the implementation of the pilot courses good practices have been identified. Four courses were selected as good practices. These included (a) English for Academic Purposes (Notre Dame University—Louaize); (b) Culture et création des entreprises (University of Gabes—Tunisia); (c) Managing Classroom Behavior and Discipline (Lebanese-American University—Lebanon); and (d) Certificat Informatique et Internet de niveau 1 (University of Sousse—Tunisia). The good practices show a balance between LLL curricula aimed at the private (Computer literacy, Entrepreneurship), the social (Classroom Management), and academic (Collegiate English) sectors. Given the medium of instruction, innovative approaches to teaching and training are apparent in the use of online forums and discussions as engaging pedagogical tools.

Following comprehensive guidelines in the implementation of the online pilot courses, a clear strategy was formulated based on the following instruments:

- Commonly agreed methodological framework.

The methodological framework has been accomplished using a bottom-up approach, which was useful to identify the needs of the specific target groups, working subsequently in the way such needs could be met through the LLL curricula and project design.

Moreover, study visits to three European universities have been included in the methodology portion of the project as an opportunity to identify factors that favor the development of lifelong learning (LLL) at Mediterranean partner universities, helping the elaboration of strategies, organizational structures for the LLL policy and practice.

As a result, it is important to underline that the design of the activities of lifelong Learning has some special characteristics: training planning and design should always include previous analysis of training demand and needs. During the development, it is necessary to offer permanent coordination and monitoring of the activities and tasks. Once the training is concluded, reliable evaluation of training quality and impact is unavoidable.

- Commonly agreed credits and competences.

To reach consensus on a common system of credit validation, recognition and accumulation, we mapped the systems of credit validation at each of the participating countries, focusing especially on the good-practice models existing in every country. The analysis shows a very heterogeneous situation on all levels among the different partner countries, confirming the need for designing an approach tailored to the real situations.

The project has contributed to the design of a Credit and Competencies User's Guide providing guidelines for implementation of a Credit Transfer and Accumulation System (CTS).

The process of credit system development was based on the European Credit Accumulation and Transfer System (ECTS) and European Credit system for Vocational Education and Training (ECVET) as role models.

The Guide is offered to EU-MILL partner staff, both academic and administrative, in higher education institutions as well as to other interested parties. It was designed to assist the growing importance of lifelong Learning (LLL), the formulation of qualifications frameworks and the increasing use of learning outcomes. The use of CTS, in conjunction with outcomes-based qualifications frameworks, makes programmes and qualifications more transparent and facilitates the recognition of qualifications. A CTS can be applied to all types of programmes, whatever their mode of delivery (school-based, work-based), the learners' status (full-time, part-time) and to all kinds of learning (formal, non-formal and informal)(European Commission, 2009).

- Commonly Agreed Quality Assurance System. A general framework for Quality Assurance (QA) for Continuing Education programmes has been developed. This framework has been adapted to the specific LLL features and needs, and it comprises the definition of mechanisms, tools and indicators for quality assessment of those programmes.

All partners agree on a multidimensional system covering all phases of the program:

1. Training Design (target population, objectives, training model, contents, learning strategies, teaching resources)

2. Training production (characteristics and virtual environment)
3. Start-up of the Training Program (information and orientation on the course program, enrollment, recruitment process and certification)
4. Implementation of the Training Program (trainers, learning processes)
5. Program and Students' assessment
6. Evaluation results and follow-up of the trainee

e) Practices on e-learning

In the LLL context, it is unavoidable to approach concepts like flexibility deeply related to on-line learning, something that has been slowly introduced in the educational discourse and that suggests the necessity of prioritizing learners instead of teachers: their training necessities rather than the established curricula, and open training opportunities instead of closed formats. Flexibility cannot be conceptualized anymore without taking into consideration new information and communication technologies (ICTs) (Harasim et al., 2000).

In the LLL approach, distant training has been developed mainly through ICT, with the aim of bringing closer the training offer to all types of people, regardless of their age or previous formative background. The application of ICT to this type of learning brings a new training model regarding the professor-student relationship in a more flexible environment, with specific tools developed to allow online interaction and collaboration. In conclusion, we are talking about a knowledge-based system, where the student is not just a passive receptor, but also an active actor in his/her knowledge building (Horton, 2000).

In this regard, a handbook was designed on best practices on e-learning to assist instructors to develop content for conducting a training activity via the Internet (distance/e-learning or blended learning). It offers guidance on content structure, wording, including recommendations of interest that may assist with content design as well as with content development and implementation. In order to successfully launch an e-learning course, a great deal of care must be taken to adequately structure the interaction systems to favor the students' pathway.

The EU-MILL project has created an open source platform where LLL modules have been delivered using a series of web 2.0 tools (forum, blog, wiki, podcasting) in order to enhance the interaction among participants and teaching staff. This platform offers e-learning training for trainers' courses developed on Moodle as well as other courses related to Quality Assurance training for trainers.

All pilot courses developed present learning material in a way that is largely consistent with the required content and structure, such as common course descriptions, well developed modules, student support information, etc.

f) Qualification Frameworks

The project has designed a road map to contribute to building internal consensus in the SM area to help design National Qualification Frameworks (NQFs). The goals are improving the understanding of learning routes and qualifications and how they relate to each other, as well as increasing and improving credit transfer between qualifications and the scope of recognition of prior learning (RPL).

NQFs have been found to establish a basis for educational program quality improvement, accessibility and linkages. NQFs help facilitate labour market recognition of qualifications within a country and internationally. The NQF proposes qualifications based on learning outcomes with assessment based on explicit criteria in a common approach to describing qualifications (Tuck, 2007).

In the project, the European Qualification Framework has acted as a reference, taking into account the diversity of the different national systems. A virtual Regional Qualification Board (the RQ Board) has been established to evaluate industry specific program qualifications emanating from the SM region against the respective NQF of the country and to review the linking of that program to the EQF through the existing mapping between the country NQF and the EQF.

In the lenses of positive transformations, the minimal experience among group members of the virtual RQF Board showed that good board governance, sound scientific objectivity and respectful cultural understanding is within reach and can well produce regional cooperation, positive inter-country group dynamics as well as cross-cooperation that could well lead to consensus results among all board members. The final results showed the need to work more on industry linked pro-

jects with practical research in targeted fields like energy, entrepreneurship, real estate and health care. It was discovered there is a need for capacity building for group members in certain critical skills ranging from curriculum design skills to financial budgetary skills passing by project management skills, communication skills and professional management skills.

The statistics from the conducted survey regarding training resources and distribution in the healthcare from the various countries (Morocco, Tunisia and Lebanon) favored the promotion of continuing education as a mode of learning over private consultants, online courses, on-the-job training.

7

7. Our guiding vision: Trends & Recommendations

On the basis of the findings of the EU-MILL project, conclusions, roadmaps and recommendations have been articulated in order to assist in the implementation of LLL strategies in the target region and are summarized in this chapter.

Conclusions

157

A number of conclusions emerge from the results of this project:

- Most partner countries are experiencing a shift of focus related to education, both on the national as well as the international levels, witnessing an evolution from more formal education, especially concerned with children and young fellows, towards a more individualized, non-formal and specialized adults oriented training.
- From the European perspective, Lifelong Learning is both about education and training to labor market and social cohesion. However, in the Southern Mediterranean countries, continuing education legislation is almost exclusively focusing on vocationally oriented adult education and training. Links between the fields of education, employment and labor, economics and social matters are somehow still missing.

- The amount of legislative work on LLL is still modest in all four-partner countries, within this context; Tunisia and Algeria are showing more progress on their regulations.
- Our analyses show that a clear definition of LLL has not yet been established in these countries. In most cases, the definition remains more or less implicit and therefore constitutes a real challenge to tackle the issue of the design of a common framework for LLL in the region.

On one side, taking into account historical aspects, all evidences support the idea that it is possible to describe a co-operation between all the countries, joining together the four countries projects into a homogenous regional project. On the other side, policy-making, legal framework and definitions do not support this conclusion. The results obtained in the national surveys do not give any support for this idea, as no definition or no type of legislation has been adopted for the region.

- The LLL strategies do not seem to be as a priority in national policies and they are not integrated into the missions and strategies of the educational systems; they come mainly from individual initiatives in collaboration with different stakeholders.
- The national reports concerning the LLL policies and practices show differences within the countries taking into account national context, and diversity of implementation of LLL within partner institutions. However, they all shared common challenges such as the implementation of an integrated LLL strategy, strengthening the synergies between various actors, the introduction of flexible learning pathways or the promotion of funding sources.
- General situation in the target region indicates a discrete development of LLL in global terms. Nevertheless, we could observe an improvement on the awareness level of all governments participating in EU-MILL activities throughout the project's lifespan, having understood the added value of these policies, in relation to socio-economic development.

7. CONCLUSIONS OUR GUIDING VISIÓN: TRENDS & RECOMMENDATIONS

- In the Mediterranean target region, the LLL activities fall within the domain of various Ministries, such as the Ministry of Education, Higher Education and Employment and Labour Market or Vocational Training.
- Universities tend to provide services to target groups in order to satisfy demands and needs, but lose sight of the importance of providing quality-assured and research-based education.
- Also, there is not uniformity in the implementation of credit and competences systems in the educational systems of the target region. However, there is a need to establish a common system of credit validation, recognition and accumulation to ensure a shared criteria based on skills, knowledge and competences acquired in the LLL programmes. Although the agreed system cannot be integrated immediately in partner's legal system, it was recognized its informal implementation is raising awareness on the urgency of a future regional area where skills and competences may be object of mutual recognition.
- An exhaustive analysis was completed in every partner country using a bottom-up approach, starting from the needs identified in specific target groups and the way to implement them through LLL curricula and projects design. This process included methodology study visits to the three European universities and the analysis on strengths, weaknesses, opportunities and threats and shared the results. Both activities were very useful to design a common methodological framework as a prototype model for lifelong Learning (LLL) short curricula and projects in the South Neighbouring area.
- The analysis performed in the field of advanced continuing education indicated these programmes are characterized by specific features, which frequently differ from formal courses. Thus, the common implemented methodological framework includes an analysis of training demand and needs, project design, as well as evaluation of training impact.

- There is no uniformity in the implementation of the e-learning methodology in the target Mediterranean region. However, there is a consensus about the opportunity to introduce new information and communication technologies (ICTs) as crucial elements for learning flexibility, implementing open training programmes instead of closed formats.
- Regarding investment in adult education and training, it is not clear that Southern Mediterranean countries policies and legislation are progressing steadily towards the European policy process. Factors such as the lack of resources in some core strategic fields as the guidance has been identified. Also there is a lack of a proper guidance for employees and employers to be engaged in lifelong Learning, as a way to improve their business perspectives. Further development of LLL programs that promote social cohesions in the respective countries along with socio-economic engagements, proper funding is the key issue for such developments and for their successful viabilities.
- The development of Qualification Frameworks constitutes an element of weaknesses at national level and almost nonexistent at the regional level. Given that the Qualification Framework final project in the health care sector has been initiated in the EU-MILL project but is not finished, it could well serve as a basis for developing another funded project with a focus on this aspect in the health care sector.
- There is an increasing supply of programmes at the intersection between HEIs, professional practice and vocational training in the four countries. However, all partners agreed that the programmes are no practice-oriented and there is a weak development in validation of non formal and informal learning.
- Lifelong Learning curricula developed by project partners showed wide variation in their design, content, and evaluation. This was compounded by the lack of a regional Qualifications Framework that would guide the development and sharing of such curricula. Nonetheless, the pilot courses that were developed exhibited selected “best practices” in their design.

7. CONCLUSIONS OUR GUIDING VISIÓN: TRENDS & RECOMMENDATIONS

- One of the key achievements is the creation of a successful network composed of the participating universities which will certainly enhance the relationship between universities and local and regional contexts, providing professionals the required updated training and attracting more sources of funding from the entrepreneurial context.

Our guiding vision. Trends & Recommendations

The results of EU-MILL combine the experiences of different HEIs of the Mediterranean region, stakeholders (enterprises, professional associations, trade unions, associations active in the voluntary sector, etc.) and the expertise of European universities, providing key elements for the accomplishment of a LLL strategy in the region. This was done following the path of lessons learned from experience and the vision of developing a sustainable cooperation for stepping up national and regional LLL programmes in the framework of real and coherent LLL strategies.

In the Mediterranean region, LLL activities fall within the domain of the Ministries of Education or Higher Education. In some countries, other national ministries also play a complementary role.

On the basis of the outcomes, results and conclusions of the EU-MILL project, including comparative overviews and technical reports, several recommendations for relevant institutions and stakeholders are suggested for improving LLL related strategies, steps that include:

Invite the Ministries of Education of the partners countries to:

- Fully insert LLL on HEIs curricula with all legal guarantees.
- Promote the development and implementation of coherent national strategies for LLL. The strategies will cover all forms of education and learning at work and in other aspects of life contributing to social cohesion.
- Promote the coordination among the Ministries involved in LLL in order to facilitate LLL activities.

- Remove any barrier that may exist (legislation, incentives, and assessment systems and practices) to the development of sustainable partnerships among HEIs and other training institutions with relevant stakeholders taking co-responsibility. This will help different actors to work in a more coordinated, strategic and holistic way.
- Promote platforms for the mutual dialogue between the institutions and the relevant stakeholders at the national and regional level. This cooperation will encourage the exchange of good practices and mutual learning in offering attractive and relevant programs.
- Promote connections between education and working life. There is a shared responsibility to ensure that individuals in the labor market are engaged in lifelong Learning.
- Facilitate the development and access to e-learning platforms to allow the full development of open learning.
- Consider the guidance for employees and employers to be engaged in lifelong Learning, not leaving the responsibility of constructing learning pathways only to individuals.
- Increase financial support to improve LLL projects. Consider the creation of incentives focused on encouraging employers to provide support to the education and training institutions. These partnerships could be created in the framework of corporate social responsibility strategies of the companies.
- Promote and progressively implement common regional tools to implement national LLL strategies and initiatives (credit system, quality assurance system and recognition of prior learning). The EU-MILL consortium has provided a good collection of reference documents that may be useful for this.
- Implement legislation on increased recognition of prior learning in the context of LLL programmes by educational institutions, thus removing obstacles for credit recognition and transfer. This will provide great benefits to lifelong learners.

7. CONCLUSIONS OUR GUIDING VISIÓN: TRENDS & RECOMMENDATIONS

- Strengthen the relationship between research, education and innovation from the perspective of LLL.
- Promote the development of National Qualification Frameworks as a useful instrument building consensus between ministries and stakeholders. The competences needed from the labour market and also the individuals have to be taken into account to develop the vocational qualifications system.
- Work in cooperation with other regional governments in the development of a Regional Qualification Framework based on learning outcomes, allowing recognition and mobility for learners within the region and internationally. For this mission, the European Qualification Framework may be a valid reference.

Invite the Higher Education Institutions (HEIs) to:

- Fully integrate LLL into the strategy and mission of their institutions to change the perception of lifelong Learning. In order to achieve this mission, a key element is to introduce the LLL perspective in all internal and external debates, creating a common culture and adopting a pro-active approach. Other training institutions should be invited to implement their strategies in tandem with HEIs. In order to reach this objective, it is vital to work simultaneously at three levels: administration, organization and pedagogy.
- Create specific units or autonomous LLL Centers to provide LLL programmes devoted to a student population of diverse background. It is clear that the existence of LLL centers show an improvement in the implementation of LLL programmes.
- The EU-MILL project contemplates activities devoted to institutionalizing LLL procedures within the continuing education units. The consortium has a strong commitment to promote the implementation of specific academic structures to carry out the LLL activities. The implementation and support of these specific structures is a cornerstone of the EU-MILL project.

- Strengthen the interaction between HEIs and the labour market, promoting LLL programmes and taking into account not only the interest of the HEIs that promote the program but also the economic, social and cultural context. HEIs are invited to consider the needs of society and the labour market, taking into account both, the existing situation and any expected changes to these, when designing and implementing continuing education programmes. LLL programmes have an important role in serving their societies by meeting the specific training requirements of the socio-economic sector.
- Promote LLL programmes providing added value to the students in their professional practice and having a positive impact on their career. Programmes which are geared towards professional practice are highly recommended and should take into account practical components adapted to the needs of the labor market when defining learning outcomes and course contents. Moreover, these programmes also have the key goal of giving individuals the possibility to acquire his/her full potential and achieving personal fulfilment in all aspects of their lives.
- Promote LLL programmes based on credits calculated on the students' workload. Credits allow flexibility in the way the education paths are built.
- Promote recognition of LLL training and a rigorous quality assessment system.
- Promote student mobility at the national, regional and international levels among LLL programmes.
- To move from LLL programs more focused on content and disciplines to programmes more focused on learning outcomes, what a learner is able to demonstrate at the end of a learning process.
- Promote LLL programmes focusing on the competences to be developed and the impact goals. Moreover, the acquisition of transversal key competences useful in professional life (such as decision taking, communication and organizational skills, etc.) should be actively

7. CONCLUSIONS OUR GUIDING VISIÓN: TRENDS & RECOMMENDATIONS

encouraged. Key qualifications obtained in the LLL programmes allow people to shape their personal and working lives, thus strengthening social cohesion.

- Deeply analyze the effectiveness of LLL programmes (learning outcomes and participant satisfaction levels). The project has analyzed different assessment methodologies, and the approach recommended for the LLL programmes is the use of a multidimensional system covering all phases of the program from context analysis to affect evaluation, taking into account the specific traits of LLL. The results of the evaluations are recommended for analysis and taken into account in improving programmes. In this sense, HEIs have the responsibility for the quality of the programmes they provide. Adequate training of personnel in guiding activities is extremely important in order to implement these quality systems.
- Promote guidance services for students and academics (professors involved on the design and teaching of LLL programmes), supporting a learner-based perspective. Thus, efforts have to be made to provide an institutional answer to the students to build up their learning pathways. Greater flexibility is needed for implementing the construction of creative learning pathways.
- Promote collaboration with employers and other relevant stakeholders for the recognition of learning outcomes in formal, non-formal and informal learning environments through the validation of acquired skills and competences. Our analyses indicate there is a weak development in validation of non-formal and informal learning.
- Encourage the use of ICT tools to allow e-learning to be effective for LLL training programmes. ICTs must be applied to take advantage of the modern and innovative technologies developed today as an effective way to respond to individual learner necessities and expand access to the LLL programs to professionals needing a more flexible use of time.

8

8. Concluding remarks

Different changes are taking place in our common environment like the globalization, demographic changes or technological development leading to significant challenges in the educational systems. Nowadays, individuals need to cope with constant changes. Thus, each individual should be permanently involved in a learning process so as to continuously improve his/her competences and adaptability in the labour market. Therefore, the education systems share a responsibility to promote a culture of learning to ensure the competitiveness and cohesion of the societies.

In Europe, in the last decade, the new educational parameters have been moving towards the creation of an European, framework for education and training in which the Lifelong Learning plays an essential role to promote the active citizenship, social cohesion and employability. The LLL strategies have turned into priorities of European education policies. The "European Universities' Charter on Lifelong Learning" published by the European Universities Association (EUA) has been adopted in 2008 by European universities as the basic outline for the implementation of LLL strategies.

The European framework promotes concepts such as flexibility, logically related to online learning approaches. The use of Information and Communication Technologies (ICT) is the cornerstone to make this training offer accessible to people of all ages and previous formative backgrounds. These novel methodologies point to a new education model that priory the learners over the teacher, more focused on learning than teaching. Students are not just passive recipients of information, but are involved in the construction of their own pathways in a more flexible environment, provided by open training methodologies instead of classic closed formats (Harasim et al., 2000).

In the European context, there are successful experiences of implementing LLL strategies in Higher Education Institutions (HEIs). However, in the Mediterranean region, which has been the key focus of the project, the LLL strategies are not observed as a priority at the national levels and they are not integrated into the missions and strategies of the educational systems, beyond individual initiatives in collaboration with different stakeholders.

The concept of Lifelong Learning is far wider than continuous education commonly used on the Mediterranean shore. While continuing education implies the offer of different training programmes to adults as open and evening courses organized by various institutions (including HEIs) separately from the formal training and with specific Diplomas, Lifelong Learning adds a more global dimension including all the ages of the individuals, implying an integration of the learning pathways followed by the individuals (including non formal and informal learning) at any type of institution (Smidt and Sursock, 2011).

According to the lessons learned in the European project “A Lifelong Learning University Model for Europe” (ALLUME, 2011), a LLL university is *“an open system - accessible, supported, flexible, permeable at the boundaries, operating with a range of different rhythms, acting as or becoming a learning organization”*.

The socio-political context of the partner countries is moving forward to open LLL perspectives in these countries. This means a change of mindset to implement an explicit strategy and to involve all actors in this change of educational culture, although the political context and the level of awareness vary from one country to another.

In this regard, EU-MILL project has been important to increase the level of awareness of all implicated actors. The project activities have worked profoundly on the different necessary profiles: enterprises with the university-enterprise meetings; civil society organizations and universities by its active integration on the consortium from the very beginning or the political level. Ministries have kept permanent links at the national level with the partner universities and have been actively participating on the round tables hosted by the EU-MILL consortium.

The Project has been focused on several dimensions in the context of LLL in the Mediterranean target region, such as the diagnosis of policies and practices, progresses in the development of e-learning LLL programmes, as well as an approach towards recognition of LLL, including quality assurance assessment, implementation of Credit and Competences system as well as regional and national qualification frameworks.

In the EUMILL project, we shared the experiences acquired in the field during the three-year long project, identifying policies and practices sketched in the different reports and documents, which also highlight pilot experiences in order to create a sustainable platform for sharing best practices in the context of LLL.

The project presents and compares the evolution of LLL in Europe and the target Mediterranean region. The national reports concerning the LLL policies and practices produced showed differences within the countries, taking into account the different national context and diversity of the partner institutions. Although they all shared similar challenges as the implementation of an integrated LLL strategy, they strengthen the synergies among the different actors, the introduction of flexible learning pathways or the promotion of novel funding sources.

One of the main principles of LLL is its capacity of adaptation to the environment: it is unlikely to succeed the implementation of LLL in a certain context if we import the preconceptions of our national/European experience, hence it is vital to know the context of every one of the partner countries. EU-MILL has worked in a wide and heterogeneous geographic region and we are conscious that this diversity is a value to preserve in order to empower the project achievements. On the other hand, the diversity has been an enriching factor for the consortium itself, that included professional associations, European student associations and different catholic, private and public universities, etc.

As crucial result, it is worth to mention the establishment of a common methodological framework on LLL. The document has been agreed by all partners after a conscious bottom-up approach to analysis of LLL at all national contexts. This common methodological framework includes vital elements for making the project reliable through different supportive tools progressively implemented, such as a credit and competence system based on workload and acquisition of learning outcomes.

HEIs are key actors in promoting and supporting LLL. In the global context, they have the responsibility to guarantee the quality of their LLL offer, as well as the need to assess its quality just like for higher education mainstream courses. Thus, it is not enough to implement the LLL programmes; measures are also needed to improve quality, matching and efficiency. Therefore, there is a clear justification for creating and sharing specific tools in the quality assurance field. A multidimensional quality assurance system specific for LLL programmes has been developed.

Within this context, it is extremely important to establish mechanisms for validation of non-formal and informal learning. One obstacle to overcome is the weak development of validation for this type of learning.

For the implementation of a LLL strategy, it is imperative to count with the university staff. Thus, EU-MILL project has developed during the last three years different training for trainers courses covering all the basic elements for developing a proper LLL offer. An example of this has been the different workshops on methodological framework and credit and competences or the training sessions on quality assurance or design of e-learning courses. These programmes, received enthusiastically by the learners, have allowed us to train a relevant number of trainees in the partner universities.

A permanent guidance on the introduction of the LLL perspective has been developed by the coordination team at the University of Sevilla as well as from the two others European universities, remarkable on the study visits to the universities of Seville, Lisbon and Lapland where they succeed in having an overview of the LLL experience on these contexts and share best practices with experts from these universities. These best practices when applied to the local context normally worked as a cohesion factor.

In conclusion, EU-MILL results prospered to introduce the LLL perspective in the culture of the countries as an important factor for social cohesion and economic development. However, we are aware that all evolution needs time, and the implementation of extensive reforms as a strategy for lifelong Learning in the target Mediterranean region has to be based on the contribution and co-responsibility of all relevant actors, including governments, social partners, educational institutions, enterprises, providers, voluntary organizations, etc.

It is relevant highlighting the level of awareness about the importance of establishing a close dialogue among all actors at all levels in society. We expect the reflexive recommendations generated from the EU-MILL project will be taken in consideration by the decision-makers in the national context as well as the managers and staff of HEIs and target practitioners in general.

9

9. References

ABOURJEILI, A. (2006). "Higher education and employment market in Lebanon. Preliminary results of Higher Education in the Arab World". IFPO Congress, Morocco, Nov 2006.

ALLUME (2011). A lifelong Learning University Model for Europe. EUCEN Publications.

AYYASH-ABDO, H., BAHOUS, R. and NABHANI, M (2009). "Educating young adolescents in Lebanon" in MERTERS ET AL. (Eds). An international look at educating young adolescents, Information Age Publishing, Portland: Portland State University, pp 25-46.

BE TWIN PROJECT -Building Bridges and Overcoming Differences, web site, available at: <https://www.be-twin2.eu/en/> (last checked: May 2016).

BLAZQUEZ, F. and ALONSO, L. (2009). "Funciones del profesor de E-learning". Pixel-Bit. Revista de Medios y Educación, 34, 205-215.

BOOZ ALLEN HAMILTON (2006). "Towards More Effective Regulation. Unlocking the Value of Telecom Markets in the MENA Region". World Economic Forum for the MENA region.

CENTRAL INTELLIGENCE AGENCY - CIA (2014). CIA World Factbook. Washington DC: CIA Press.

CENTRAL INTELLIGENCE AGENCY - CIA (2015). CIA World Factbook. Washington DC: CIA Press.

CONSEJO DE UNIVERSIDADES (2010). La Formación Permanente y las Universidades españolas, Comisión de Formación Continua. Madrid: Consejo de Universidades.

DICKENS, W., SAWHILL, I. and TEBBS, J (2006). The Effects of Investing in Early Education on Economic Growth. New York: The Brookings Institution.

DUVEKOT ET AL. (2007). Managing European Diversity in Lifelong Learning. HAN University, Amsterdam: Foundation EC-VLP & Hogeschool Van Amsterdam.

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY - EACEA, Tempus country fiches: Morocco, available at: http://eacea.ec.europa.eu/tempus/participating_countries/overview/morocco_tempus_country_fiche_final.pdf (last checked: May 2016).

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY -EACEA (2012a). Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean, A Tempus Study, No 14, Brussels: European Commission.

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY -EACEA (2012b). Higher education in Algeria, Brussels: European Commission.

EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING - CEDEFOP (2008). Assuring the quality of VET systems by defining expected outcomes. A cross-country analysis in seven Member States. Cedefop Panorama series.

EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING - CEDEFOP (2011). Quality in education and training: Glossary. Luxembourg: Publications Office of the European Union.

EUROPEAN UNIVERSITY ASSOCIATION - EUA (2008a). Annual report, Brussels: Brussels: EUA.

EUROPEAN UNIVERSITY ASSOCIATION, EUA (2008b). European Universities', EUA Charter on Lifelong Learning, Brussels: EUA.

- FIELD, J. (2006). Lifelong Learning and the New Educational Order. Staffordshire, UK: Trentham Books.
- GORDON, J. (2009). Adult Learning in the MEDA Region- Synthesis Report, MEDA-ETE project. Brussels: European Training Foundation.
- HARASIM, L., HILTZ, S.R., TUROFF, M. and TELES, L. (2000). Redes de aprendizaje: guía para la enseñanza y el aprendizaje en red. Barcelona: Gedisa.
- HARVEY, L. and GREEN, D. (1993). "Defining quality". Assessment & Evaluation in Higher Education, 18, 9–34.
- HERCULES, Portal Andaluz de E-learning, proyecto Prometeo. Universidad de Sevilla. Available at: http://prometeo3.us.es/publico/es/quienessomos/MS_33.html (last checked: February, 2015).
- HORTON, W. (2000). Designing Web-Based Training: How to Teach Anyone Anything Anywhere Anytime. New York: Wiley.
- HUMPHREY, A. (2005). "SWOT analysis for management consulting". SRI Alumni Newsletter (SRI International), 1.
- KOPER, R. and TATTERSALL, C (2004). "New directions for lifelong Learning using network technologies". British Journal of Educational Technology, 35(6), 689-700.
- KNIGHT, J. (2003). "Updating the definition of internationalization". International Higher Education, Vol. 33.
- LAAL, L. (2011). "Impact of Technology on Lifelong Learning". Procedia -Social and Behavioral Sciences, 28, 439-443.
- LEBANESE AMERICAN UNIVERSITY, Continuing Education program – LAU, CEP, available at: <http://cep.lau.edu.lb> (last checked: December 2016).

MAJDALANI, M. (2010). "The role of continuing education in post-war era". XIV Word Congress of Comparative Education Societies, WCCES, Istanbul, Turkey. June, 2010.

MAJDALANI, M. (2012). "New challenges and opportunities of Continuing Education in Lebanon". American Academic & Scholarly Research Journal, 4, No. 5.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT - OECD (2006). Education at a Glance 2012: OECD Indicators, Paris: OECD Publishing.

PASTORE, G. (2007). "Un'altra chance. Il futuro progettato tra formazione e flessibilità", in Mario Aldo Toscano: Homo instabilis. Sociologia della precarietà, Milan, Italy: Grandevetro/Jaca Book.

POSTLETHWAITE, T. N. (1992). "Education at a Glance: OECD Indicators". Book Review, 1992.

RAMADAN, B. (2002). "Towards a more demand driven system of vocational and technical education in Lebanon. Republic of Lebanon update". World Bank Fourth Quarter, 2-6.

SMIDT, H. and SURSOCK, A. (2011). Engaging in Lifelong Learning: Shaping inclusive and Responsive University Strategies. Brussels: EUA Publication.

SIEMENS, G. (2004). "Connectivism: Learning as network-creation", ASTD Learning News, Vol 10, issue 1.

SLACKMAN, M. (2007). "A quiet revolution in Algeria: Gains by women". The New York times, May 26th.

THORPE, M. (2000). New Technology and lifelong learning, Open University Institute of Educational Technology, UK, (ED 445187). Retrieve from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.592.9587&rep=rep1&type=pdf> (last checked: May 2016)

TUCK, R. (2007). An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers. Geneva: ILO publications.

VAN KEMENADE, E., PUPIUS, M. and HARDJONO, TW (2008). "More value to defining Quality", Quality in Higher Education, 14, issue 2.

WERQUIN, P. (2010). Recognizing Non-Formal and Informal Learning: Outcomes, Policies and practices. Paris, France: OECD.

YOUNG, M. (2003). "National Qualifications Frameworks as a Global Phenomenon: a comparative perspective". Journal of Education and Work 16(3), 223 – 237.

YOUNG, M. (2005). "National Qualifications Frameworks: Their feasibility for effective implementation in developing countries", EMP/SKILLS Working Paper No. 22, ILO.

Institutional and Legal References

European Union

BOLOGNA DECLARATION (1999) – Joint declaration of the European Ministers of Education, 19 June 1999.

BOLOGNA PROCESS - EUROPEAN HIGHER EDUCATION AREA (EHEA), Official website, available on: <http://www.ehea.info> (last checked, February 2015).

EUROPEAN COMMISSION (2001). Communication from the Commission of 21 November 2001 on making a European area of lifelong learning a reality Doc: COM (2001) 678 final.

EUROPEAN COMMISSION (2008a). The European qualifications Framework for lifelong Learning (EQF). Luxembourg: Office for Official Publications of the European Communities

EUROPEAN COMMISSION (2008b). Explaining the European Qualifications Framework for Lifelong Learning. Luxembourg: Office for Official Publications of the European Communities

EUROPEAN COMMISSION (2009). ECTS Users' Guide. Luxembourg: Office for Official Publications of the European Communities.

EUROPEAN COMMISSION (2010). Descriptors defining levels in the European Qualifications Framework. Directorate General for Education and Culture, available at: <https://ec.europa.eu/ploteus/en/content/descriptors-page> (last checked: May 2016).

EUROPEAN COMMISSION (2013). Referencing National Qualifications Levels to the EQF – European Qualifications Framework Series: Note 5. Luxembourg: Publications Office of the European Union.

EUROPEAN COMMISSION (2015a). ECTS user's Guide, available at: http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf (last checked: May 2016).

EUROPEAN COMMISSION (2015b). Descriptors defining levels in the European Qualifications Framework (EQF). Luxembourg: Publications Office of the European Union.

EUROPEAN COMMISSION, Education and training site, available at: http://ec.europa.eu/education/node_en (last checked: May 2016).

EUROPEAN COUNCIL (2000). Presidency conclusions, Santa Maria de Feira. Doc ref: Press 00 2000.

EUROPEAN PARLIAMENT AND EUROPEAN COUNCIL (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong Learning, OJ L 394, 30.12.2006, p. 10–18.

EUROPEAN MINISTERS FOR HIGHER EDUCATION (2003). Communiqué of the Conference of European Ministers Responsible for Higher Education, Berlin.

EUROPEAN MINISTERS FOR HIGHER EDUCATION (2005). Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen.

EUROPEAN MINISTERS FOR HIGHER EDUCATION (2007). Communique of the Conference of European Ministers Responsible for Higher Education, London.

EUROPEAN MINISTERS FOR HIGHER EDUCATION (2009). Communique of the Conference of European Ministers Responsible for Higher Education, Leuven.

OFFICIAL JOURNAL OF EUROPEAN UNION – OJEU- (2006) J L 394, 30.12.2006, p. 10–18. Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning

Other international organizations

INTERNATIONAL MONETARY FUND – IMF (2014). IMF Country Report No. 14/238, Lebanon selected issues, July 2014, Washington DC: International Monetary Fund Publication Services.

UNESCO, International Bureau of Education -IBE, available at: <http://www.ibe.unesco.org/> (last checked: June 2016).

UNITED NATIONS DEVELOPMENT PROGRAMME - UNDP (2013). Human development index 2013. New York, US: UNDP.

U.S. DEPARTMENT OF STATE (2010). 22 March 2010 resolution. Retrieved 4 October 2010.

U.S. LIBRARY OF THE CONGRESS (2008). Federal Research Division Country Profile: Algeria

WORLD ECONOMIC FORUM (2009). The Global Competitiveness Report 2008-2009, available at: <https://web.archive.org/web/20090625143437/http://www.weforum.org/en/initiatives/gcp/Global+Competitiveness+Report/index.htm> (last checked: June 2016)

Lebanon

DECREE (2000). Decree 31/2000 by the Council of Ministers to modernize and establish new educational structure for vocational training and training leading to technical Higher Education.

DECREE (2010). Decree No. 3335 dated 19/02/2010 (considering the graduates of the Faculty of Education at the Lebanese University appointees at Ministry of Education and Higher Education as secondary education trained teachers).

Tunisia

DECREE (1993). Decree No. 93-696 of 5th April 1993, fixing the criteria and the modalities of granting of discounts related to the tax of the vocational training.

DECREE (1994). Decree No. 9-1397 of 20th June 1994, setting up the national classification of jobs as well as the conditions of ratification of Certificates and Diplomas of initial and continuous vocational training.

DECREE (1994). Decree No. 2372 of 21th November 1994, fixing the schedule of granting of discounts on the tax of professional training.

LAW (2008). Law No. 2008-10 of February 11th 2008 relative à la formation professionnelle.

LAW (2010). Law No. 93-10 of February 17th 2001, bearing guidance law of the vocational training

NATIONAL STATISTICS INSTITUTE OF TUNISIA (2014). Statistics on population in 2013, Government of Tunisia.

Morocco

CHARTER (1999). National Education and Training Charter.

HAUT COMMISARIAT AU PLAN DU MAROC (2015). Population légale au Maroc 2014, available at: <http://www.hcp.ma/> (last checked: May 2016).

LAW (2000). Loi n° 01-00 portant organisation de l'enseignement supérieur.

LETTER (2003). Letter of Minister of Finances No. 8784/E of 10/02/2003 to the Minister of Education on the development of scientific and technical research in the universities.

Algeria

EXECUTIVE DECREE (1991). Executive Decree No. 91-141 of 11 May 1991, laying down the conditions for the creation and control institutions accredited training.

EXECUTIVE DECREE (1999). Executive Decree No. 99-77 of 25 Dhul Hijjah 1419, corresponding to 11 April 1999, on the organization and sanction training and examinations professionals.

EXECUTIVE DECREE (2001). Executive Decree No. 01-419 of 20 December 2001, laying down the conditions for the creation, opening and inspection of private schools for vocational training.

EXECUTIVE DECREE (2007). Executive Decree No. 07-140 of 2 Jumada I 1428 corresponding to 19 May 2007 establishing the organization and functioning of institutions public hospitals and public health facilities nearby.

EXECUTIVE DECREE (2009). Executive Decree No. 09-316 of 17 Shawwal 1430 corresponding to 6 October 2009 establishing the status of National Institute of Training and Education professionals (INFEP).

EXECUTIVE DECREE (2012). Executive Decree No. 12-108 of 12 Rabie Ethani corresponding to 5 March 2012 approving the blueprint for training and vocational education.

MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR (2009). Rapport "l'enseignement superieur en Algerie"

ORDER (2002). Order of 25 Jumada Al Awwal 1423, corresponding to 4 August 2002, fixing the specifications relating to the creation, openness and control private training establishments.

ORDER (2003). Order No. 015 of 30 January 2003 concerning the technical and pedagogical inspection private institutions of vocational training.

ORDER (2003). Order No. 068 of 15 April 2003 laying down the terms and conditions of participation, trainees private institutions of vocational training, State graduation exams organized by the Ministry of Training and Vocational Education.

Other References Consulted

ANFA, Service de l'automobile et de la mobilité, Available at: <http://www.ecvet-team.eu/en>. (last checked: May 2016).

BAUR, P. (2013). "The relationship between Education and the Labour Market: The cooperation between Higher Education and Business". NOKUT Congress, Oslo, 7 November 2013.

BILBAO-OSORIO, B., DUTTA, S. and LANVIN, B (2013). The Global Information Technology Report 2013, Geneva: World Economic Forum.

BILLING, D. (2004). "International comparisons and trends in external quality assurance of higher education: Commonality or diversity?". Higher Education, 47(1), 113–37.

BOGUE, E.G. and SAUNDERS, R.L. (1992). The evidence for quality. San Francisco, CA: Jossey-Bass Publishers.

BRENNAN, J. and SHAH, T. (2000). Managing quality in Higher Education: An international perspective on institutional assessment and change. Buckingham, UK: Open University Press.

CURRIE, J. and NEWSON, J. (1998). Universities and globalization: Critical perspectives. Thousand Oaks, CA: Sage Publications.

GANDOLFI, A. and VON EUW, T. (1996). Outcome of a survey on quality management in European universities. Zurich: Swiss Federal Institute of Technology.

GARVIN, D. (1984). "What does "product quality" really mean?". Sloan Management Review, October 15.

HARVEY, L. Quality Research International: Quality glossary, available at: <http://qualityresearchinternational.com/glossary/quality.htm>? (last checked: July 2016).

HARVEY, L. (2005). "A history and critique of quality evaluation in the UK". Quality Assurance in Education, 13(4), 263–276.

HOFSTEDE, G. (1994). Cultures and organizations. London, UK: Harper Collins.

HOUSTON, D. (2008). "Rethinking quality and improvement in Higher Education". Quality Assurance in Education, 16(1), 61–79.

HUMPHREY, A. (1974). "MBO turned upside down". Management Review, 63(8), 4-8.

JUNCKER, JC. (2014). A New Start for Europe: My Agenda for Jobs, Growth, Fairness and Democratic Change - Political guideness for the next European Commission. Brussels: European Commission.

KELLS, HR. (1999). "National Higher Education evaluation systems: methods for analysis and some propositions for the research and policy void". Higher Education in Europe, 20 (1-2), 18–26.

LIM, D. (2001). Quality Assurance in Higher Education. Aldershot, UK: Ashgate.

LIM, D. (2009). "Testing the effectiveness of a quality assurance system: the example of Hong Kong". Journal of Vocational Education & Training, 61(2), 183-202.

MAJDALANI, M. (2009). "Providing continuing higher education programs in the MENA region", in University Professional Continuing Education Association, The UPCEA Workforce Development Forum, Clearwater Beach, FLA.

MOK, K-H. (2005). "The quest for wold class university: Quality Assurance and international benchmarking in Hong Kong". Quality Assurance in Education, 13(4), 277–304.

NOBEL PRIZE ACADEMY (2015). The Nobel prize for peace 2015 Press release.

PIRSIG, RM. (1974). Zen and the art of motorcycle maintenance. New York, Bantam Books.

Institutional and Legal References

DANISH MINISTRY OF EDUCATION (2007). Denmark's strategy for Lifelong Learning Danish Ministry of Education, Department of Adult Vocational Training, Division for Lifelong Learning.

EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING (CEDEFOP) (2015). Encouraging adult learning. Briefing note.

EUROPEAN CIVIL SOCIETY PLATFORM ON LIFELONG LEARNING (EUCIS-LLL) (2011). Social Inclusion in Education and Training. Best practices in Lifelong Learning. Brussels: European Civil Society Platform on Lifelong Learning.

EUROPEAN COMMISSION (2010). European Qualifications Framework Series: Added value of national qualifications frameworks in implementing the EQF. Luxembourg: Publications Office of the European Union.

EUROPEAN COUNCIL (2001). Presidency conclusions, Gottemburg. Doc ref: SN 200/1/01 REV 1.

MINISTRY OF EDUCATION OF FINLAND. (2008). Education and Research 2007-2012 Development Plan. Ministry of Education of Finland.

SWISS UNIVERSITY CONTINUING EDUCATION (SWISSUNI) (2009). Recommendations for quality development in university continuing education programmes. Swiss University Continuing Education (SWISSUNI) in partnership with the Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ).

WORLD BANK, institutional site: <http://www.worldbank.org/> (last checked: May 2016).

WORLD BANK (2015). Tertiary enrolment ratio 2014, available at: <http://data.worldbank.org/indicator/SE.TER.ENRR> (last checked: May 2016).

References of Lifelong Learning projects

ALLUME Project. A Lifelong Learning University Model for Europe. <http://www.allume.eucen.eu> (last checked: June 2016).

ALLUME (2011). Final Report: Pathways for Lifelong Learning Universities. EUCEN Publications.

BEFLEX (2007). Progress on Flexibility in the Bologna Reform. <http://www.eucen.eu/beflex> (last checked: June 2016).

BEFLEX (2007). Progress on Flexibility in the Bologna Reform. At EUCEN Workshop Report and Recommendations, Quality in University Lifelong Learning (ULL) and the Bologna process. Conference Spring 2007.

BETTI, M., KAECHLE-OBREQUE, M., MOUSALLI KAYAT, G. and RIVAS ECHEVERRÍA, F (Eds.). (2014). Aprendizaje a lo largo de la vida: Realidades, Desafíos y Oportunidades de la Educación Superior en América Latina www.alfa-trall.eu (last checked: June 2016).

COLLABORATION ON MODERN(ISING) POLICIES AND SYSTEMATIC STRATEGIES ON LLL- COMPASS LLL (2009). Trends & Recommendations of the COMPASS project. <http://compass.eucen.eu> (last checked: June 2016).

CREMOLE Project. Motivating adult learners' participation and persistence in lifelong learning processes. <http://www.cremole.eu> (available June 2016)

DE VIRON, F. (2014). Bridges between Research and Practice in University Lifelong Learning: Policy Report and Recommendations. EUCEN Publications.

DE VIRON, F. (2010). A LLLU shared vision or single university approach? Networked University? Collaboration and Networking? EUCEN Conference (2010).

DIALOGUE project. Bridges between Research and Practice in ULLL. <http://www.dialogue.eucen.eu> (available June 2016)

EUREQA project. Empowering Universities to fulfil their responsibility for Quality Assurance. <http://www.eua.be/activities-services/projects/past-projects/quality-assurance-and-transparency/EUREQA.aspx> (available in June 2016).

GOVER, A. and LOKKOL, T. (2014). EUREQA Moments. Top tips for internal quality assurance. EUA European University Association.

OBSERVAL-NET Project. European Observatory of validation of non formal & informal learning. <http://www.observal.net.eu> (available in June 2016).

VĂCĂREȚU, A. and MARTINEZ ASENJO, A. (Eds.) (2009). Training methodologies and learning techniques in adult education – a collection of best practices. CREMOLE project.

WEBER GUIBAN, S., VOIT, J., LENGAUER, S., PROINGER, E., DUVEKOT, R. and AAGAARD, K (2013). OBSERVAL-NET. experts' report on Validation of Non-formal and Informal learning (VNIL).

Annex I

University of Seville (USE)



USE is a Public HEI, founded in 1505 and the 2nd Spanish university by its number of students. It offers more than 67 degrees in Bio-sanitary, Scientific, Technological, Humanistic & Social areas of study; 31 Doctorate programs, 241 Masters, Expert & Advanced training courses. USE currently has more than 70,000 students, a total of 4,119 teachers and 2,477 non-academic staff.

187

Research excellence is fostered by highly advanced services and centers. Over 470 scientific teams of USE work on research projects and almost 50 patents were registered last year. USE has been awarded the campus of international excellence Andalucía-TECH. It has a multidisciplinary focus and promotes research excellence in the areas of aeronautics, biotechnologies, communications, energy and environment, transport, and tourism.

USE also maintains a huge network of exchange and cooperation agreements. In 2007, the LLL Centre was established and it manages the postgraduate degrees, training and in-company courses. The Centre has signed over 200 internship agreements with institutions and companies during the academic year 2014-2015.

University of Lapland (UL)



UL is the northernmost EU University established 1979. Located in the city of Rovaniemi, on the Arctic Circle. UL is an international, multidisciplinary university whose areas of expertise include Arctic affairs and tourism research. UL has 4,376 students, 4,778 adult students, 537 international students, 604 employees, 52 professors, six research professors, 11 assistant professors and 156 docents.

UL is a research-based HEI and the students and scholars have the opportunity to pursue academic excellence all the way up to PhD studies in the fields of arctic issues, art and design, education, law, social sciences and tourism. In addition, UL offers international degree and non-degree programmes. The Arctic Centre conducts internationally recognized, cutting-edge research on the interactions between people and the environment in the Arctic. UL values international cooperation and collaboration and has cooperative agreements with universities in more than 40 different countries.

UL was originally founded to provide higher education opportunities for those living in the far reaches of northern Finland; now the university has become an important educational institution for the whole country. UL graduates occupy numerous positions of responsibility in society and business throughout Finland and the world.

University Nova of Lisbon (UNL)



UNIVERSIDADE
NOVA
DE LISBOA

UNL is identified as an university institution with internationally recognized research and quality teaching, progressively oriented towards second and third cycle education, capable of providing high levels of professional success to its students and providing relevant services to the national and international community.

UNL currently has more than 19,000 students, a total of 1,491 teachers and 804 non-academic staff, distributed through five faculties, three institutes and one school, providing a wide range of programmes in all fields of knowledge.

It offers 25 Bachelor programs (1st cycle), 12 integrated Master programs, 100 Master programs (2nd cycle), 77 Doctoral programs (3rd cycle), besides post-graduate programs.

The application of Bologna Declaration principles to all courses is a clear indicator of NOVA's capacity to position itself as an European Higher Education Institution. The Erasmus Programme stands out as an example of this capacity, in which the UNL has participated with great success since its creation in 1987.

The excellent quality of research in many areas is also a cornerstone in the international culture of UNL. Besides intense exchanges in the European space, UNL also develops cooperation ties with Brazil and other Portuguese-speaking countries. The university is actively involved in cooperation actions promoted by the Portuguese Government, in particular with North-American universities, such as the University of Texas at Austin (UTA), the Massachusetts Institute of Technology (MIT) and the Carnegie Mellon University (CMU), namely in Master's courses and Doctoral and research programmes.

University Mohamed V (UM5R) (ex University Mohamed V–Agdal)

189



Founded in 1957, the UM5R has a significant potential (2,311 professors-researchers, 1,294 administrative and technical staff, 75,600 students in 2015 representing 54% of women and 46% men and including 4,000 foreigners), 19 prestigious academic institutions (8 Faculties, 5 Engineering

Schools, 5 Institutes for research and one antenna at Abu Dhabi created in collaboration with the Abu Dhabi Council for education in the United Arab Emirates).

The UM5R offers 252 Diplomas (of which half are career-centered) in the level of Degree and Master in addition to 41 doctoral programs, and 150 continuous training.

It mobilizes 272 accredited research structures (70 laboratories, 198 research teams and 4 research centers), 9 centers of excellence, 9 centers doctoral, 12 centers of expertise, a city of innovation and a support center for innovation and entrepreneurship. In 2015, the UM5R registered 30 patents nationally and 16 internationally.

The UM5R scientific production covers various fields of science, literature and law in international and/or national reviews (1,321 indexed publications in 2015 representing 28% of the national Moroccan scientific production).

It has developed an efficient worldwide cooperation (240 cooperation agreements in 2015 including 138 with European, 27 with American, 23 with African and 52 with Asian institutions). 37 projects are conducted in cooperation (14 Tempus, 4 Erasmus+, 6 Erasmus Mundus, 1 H2020 and 12 FP7). In this context, 128 theses are conducted under joint supervision.

In the national level, the UM5R developed an excellent partnership with the private sector (50 agreements partnership Public/private, 24 contracts for support and cooperation programs).

University Abdelmalek Essaadi (UAE)



UAE was created in 1989 and covers three main areas: Science and Technology, Arts and Humanities, and Law, Economics and Management.

The university gathers 13 Centers: 2 schools of engineers, 8 faculties and 3 high-schools. The University Abdelmalek Essaâdi is the only university in the northern Region of Morocco "Tangiers-Tétouan Region" which hosts many structural projects and knows a continuous development.

Since its inception, the University Abdelmalek Essaâdi remained faithful to its missions:

- The initial and continuing education and training,
- Scientific research and promotion of results,
- Dissemination of culture and scientific information,
- Cooperation.

The UAE provides curricula leading to higher education degrees organized following the LMD.

It enrolls almost 62,000 students and has 850 professors and 540 staff members. It is spread on eight campuses located in three cities: Tangier, Tetouan and Larache.

University of Constantine 1 (UC1) (ex Mentouri Constantine)



UC1 is the one of the largest institution of Higher Education in Algeria with 36 departments distributed on six faculties and two institutes, offering graduation and post-graduation training with 37 bachelors and 103 Masters. The number of students registered in 2015-2016 turns around forty thousand while the teaching staff equals one thousand and seven hundred.

Several centers are presented in UFMC to ensure a wide training offer and coaching events like: Careers Center, House of Entrepreneurship, Audiovisual Center, High performance computing centre, CNFp (AUF), e-learning center, intensive teaching center and continuing training center.

The research in UFMC is presented by 65 laboratories and two research units working on 108 national projects of research (PNR) and 210 CNEPRU projects.

This university is very opened to the international environment, maintaining about forty agreements with foreign universities, and it cooperates and participate as partner in eight TEMPUS projects, three ERASMUS-MUNDUS projects and two ERASMUS projects.

Furthermore, the university is very opened on national environment and it has agreements with 23 enterprises.

191

University AbouBekr Belkaid Tlemcen (UABT)



UABT was established in 1974. Since then, it continues to grow to become the first university in western Algeria with more than 43,000 enrolled students including 360 foreign students who come from 27 Arab and African countries. The teaching staff consists of 1,690 teachers of which 37% are masterful rank.

The multidisciplinary nature of the UABT is a great asset. More than eighty sections are currently performed. UABT has adopted the Bologna system since 2004 and delivers 8,000 degrees per year across all specialties.

UABT is recognized for the quality of its training and research and can boast an international reputation for the activity of its seventy-six research laboratories.

UABT is built on a set of values and continues today to consolidate in a real performance strategy. It managed to develop internationalization in all its dimensions which gave it a differentiating character and allowed it to affirm a true identity. Indeed, UABT is involved in several cooperation projects targeting the curricula modernization, the organization of the university-industry relationship, the development of Lifelong Learning programs and the implementation of distance learning and quality assurance systems.

UABT implements also a policy of exchange for students and teachers. It registers annually more than 900 outgoing mobilities and around fifty incoming.

UABT is now heavily involved in research partnerships and hosts the Pan African University Institute of Water and Energy Sciences. The University of Tlemcen has two main objectives: academic and professional training, and scientific research. UABT cooperates with several universities and is interested in the professionalization of its curricula to provide more skills for students to increase their employability and to help them in their professional integration.

Notre Dame University-Louaize (NDU)



NDU is a private, Lebanese non-profit Catholic institution of higher education, which adopts the American system of education.

As a Catholic institution inspired by the cultural and spiritual heritage of the Maronite Order of the Holy Virgin Mary, Notre Dame University - Louaize (NDU) seeks to provide comprehensive quality education that fosters excellence in scholarship, Lifelong Learning, enlightened citizenship, human solidarity, moral integrity, and belief in God.

In designing its curricula, NDU is committed to the philosophy and standards of the American model of liberal arts education. Conceiving itself as an authentic academic community, NDU promotes diversity, respect for human dignity and rights, and concern for the common good. Its profound aspiration is to prepare its students to be future leaders who can exercise reason upon knowledge and shape a world of truth, justice, love and freedom.

Lebanese American University (LAU)



LAU is committed to academic excellence, student centeredness, civic engagement, the advancement of scholarship, the education of the whole person, and the formation of leaders in a diverse world. The Vision for LAU will be carried out through:

- Providing access to a superior education for diverse undergraduate and graduate students and lifelong learners
- Attracting and retaining distinguished faculty who excel in teaching research
- Enrolling and retaining academically qualified and diverse students
- Embracing liberal arts in all curricula
- Creating opportunities for rigorous research and the dissemination of knowledge
- Developing a community that excels academically, is intellectually stimulating, and is religiously, ethnically and socio-economically diverse
- Attracting and retaining a highly qualified staff

193

University of Sousse (US)



US is a multidisciplinary public university providing a range of academic and professionalized training in fundamental sciences, computer science, engineering, agronomic, medical, paramedical, juridical studies, economic and management, fine arts and crafts, humanities and social sciences. US offer

Diplomas in 105 Degrees, 91 Masters, 10 engineering Degrees and 10 doctorate Degrees.

The University of Sousse includes 17 Centers, including 4 Faculties, 3 High Schools, 10 Institutes, 33,503 students and 2,000 Teachers. The new LMD Reform (License -Master-Doctorate) has been introduced in the University.

University of Gabes (UNIVGB)



UNIVGB is a public institution, which oversees 15 Centers dedicated to Higher Education and Scientific Research, located in the South-East District of Tunisia. The core of the university is the National Engineering School of Gabes, founded in 1975.

The number of students at the University of Gabes reached 16,031 during the academic year 2015-2016. The number of teaching and research staff is 1,597. University of Gabes provides Diplomas in 68 Degrees in specialties such as science disciplines and engineering sciences, computer science, economics, juridical studies and management, humanities and social sciences, languages, arts and crafts, 43 Master degrees, an Engineering Degree with 5 specialties and a preparatory cycle for engineers. In addition to these Diplomas, Gabes University offers seven doctorate Degrees and one authorization in a doctoral School.

Ministry of Higher Education, Executive Training and Scientific Research (Morocco)



The Ministry develops and implements government policy in the field of higher education academic and scientific research. It ensures and monitors the execution in accordance with laws and regulations. It is responsible also for the planning, coordination and evaluation of management training activities in collaboration with other ministries concerned with higher education institutions, except those that derive their functions from the Ministry of Education.

As such, it is responsible for:

- Elaborating the national strategy to develop the scientific and technical research

- Determining thematic priorities and research needs in terms of programs and projects
- Implementing the required procedures and means for coordination, funding, evaluation and exploitation of scientific research results
- Conduct surveys, assessments, expertise and investigations relating to scientific research and technological development
- Secretariat of the Inter-ministerial Standing Committee for Scientific Research and Technological Development
- Allocating the government's resources aiming to support various research projects and programs defined according to national priorities
- Suggesting laws and regulations related to scientific research
- Promoting the scientific and technical human resources
- Implementing a policy to develop and disseminate the scientific culture and technical information
- Promoting cooperation and partnership in the field of scientific research and technological innovation between public and private research institutions and socioeconomic sectors as well as developing the national and international cooperation

Ministry of Higher Education and Scientific Research (Tunisia)



The Tunisian Ministry of Higher Education initiated the reform (May 2015) on its system by an interdisciplinary approach: training, scientific research and innovation, governance and mapping on the basis of the social cohesion and the employability of the learners.

In this approach, the learner is at the center, being a recipient of training and coaching throughout life, which it is associated with Lifelong Learning (LLL).

This fact shows the interest that the MHESR attributed to this type of training for the future of the country, which has several advantages for learners and society: competence (knowledge, expertise and skills); development; social integration; potential involvement to the professional employability; technological and social development.

Ministry of Higher Education and Scientific Research (Algeria)



and regulations.

As part of the general policy of the Government and its program of action approved in accordance with the Constitution, the Ministry of Higher Education and Scientific Research suggests elements of national policy in the field of higher education and ensure its implementation in accordance with laws

It reports the results of activities to the Head of Government, the Government Council and the Council of Ministers according to the forms, terms and deadlines.

In the framework of laws and regulations and within the limits of its powers, the Ministry of Higher Education and Scientific Research studies and proposes the necessary measures of organization and development of the different levels of higher education, for the establishment of a comprehensive and integrated system.

196

Ministry of Education and Higher Education (Lebanon)



Ministry of Education and Higher Education is a government agency located in Beirut. Among its duties it can be remarked the following:

- Define and organize cycles of higher education whatever the regulator, ensuring implementation and updating based on the general progress of letters, arts, science and technology
- Identify the sectors of higher education, curriculum content, methods of control of knowledge, access conditions, progress, the nature of qualifications and conditions of issue
- Attach the status of institutions of higher education and the conditions for opening and operating thereon
- Determine the status of teachers, including the conditions of their formation, their recruitment, promotion in the career and the conditions of authorization to provide lessons

- Determine the status of administrative and technical staff in specific sectors, including the conditions of their formation, their recruitment and promotion in their career
- Establish the system of studies, including the rights and obligations of students in institutions of higher education.

Maghreb office of the Agence universitaire de la Francophonie (BM-AUF)



Founded in 1961, BM-AUF is an international association comprising universities, grandes écoles, academic networks and scientific research centers that use the French language all over the world. With a network of 812 members in 104 countries, it is one of the world's largest higher education and research associations. Keenly aware of what is at stake where academic knowledge is concerned and its impact on societal development, the AUF has been working with French-speaking academic partners worldwide for over fifty years.

The AUF is the specialist higher education and research agency for the Francophonie. As such, within its scope of competence, it implements resolutions adopted at conferences of heads of state and government of countries where French is spoken (Sommets de la Francophonie).

The AUF has a network of 62 offices, branches and digital campuses in 40 different countries. Its headquarters is in Montreal (Canada), and its central administration is shared between Montreal and Paris (France). Ten regional offices coordinate its field operations in Central Africa and the Great Lakes, West Africa, the Americas, the Asia-Pacific region, the Caribbean, Central and Eastern Europe, Western Europe, North Africa, the Middle East and the Indian Ocean. Its regional operational network also includes eight administrative branches, thirty-seven French-speaking digital campuses, and five Instituts de la Francophonie devoted to training, research, consultancy and expertise.

National Union of Moroccan Women (Union Nationale des Femmes Marocaines) (Tetouan) (UNFM)



The objectives of UNFM Tetouan are to improve the living conditions of urban and rural women, conducting education, awareness and training programmes to motivate women to initiate income generating activities. The association is responsible for mentoring women in order to develop their ability to take charge and improve their standard of living.

The UNFM Tetouan missions are:

Teaching and Education:

- Literacy
- Language courses (French, Spanish and English)
- Non-formal Education Programme
- Computer courses

Training and coaching in income generating activities IGA:

- Hairstyle and Esthetics (School funded by INDH)
- Cooking & Baking
- Cutting, Sewing and Embroidery
- Creation of a traditional fresh Cheese cooperative in the rural municipality of Ain The hssen
- Creation of a cooperative for weaving "Mendil" and other accessories
- Women prisoners training programs within the prison of Tetouan to train them to help them reintegrate into society after completion of their sentence period

Awareness program:

- Legal awareness sessions
- Health awareness sessions
- Environmental awareness

Executives Forum Tangier (FDC)



It is an independent professional, non-governmental organization.

The Association works to contribute and participate, both locally and nationally, to development sites. Among its objectives:

- Develop scientific ingenuity and skills of its members
- To strengthen cooperation and solidarity within the Association and with associations having a common point of interest
- Create a structure allowing executives to implement their energy and skills to serve the public interest

European Students of Industrial Engineering and Management (Spain) (ESTIEM)



Founded in 1990, ESTIEM was established to connect Industrial Engineering and Management (IEM) students all over Europe and provide them with a unique common platform. Nowadays ESTIEM is a strong network represented by 66 Local Groups from Ankara to Zurich. All these independently-functioning

local student associations organize Europe-wide and local activities, and represent ESTIEM in their universities.

ESTIEM is the only Europe-wide organization of students of IEM. Its goal is fostering relations between IEM students across Europe and supporting them in their personal and professional development. ESTIEM organizes a diverse portfolio of activities and events, and by providing a platform for communication and intercultural exchange.

Association of International students of Economic Science (Spain) (AIESEC)



AIESEC is a global, non-political, independent, non-profit organization run by and for students and recent graduates. Its members are interested in world issues, leadership and "management". AIESEC does not discriminate based on race, color, gender, sexual orientation, religion or social origin. It provides an integrated development experience focused on two main centers of activity: provide opportunities for leadership, organization and part working in a local or national committee and International exchanges, with internship programs managed by local committees.

Present in over 110 countries and territories and with over 60,000 members, AIESEC is the world's largest organization run by and for students and recent graduates. Focused on providing a platform for leadership development for youth, AIESEC offers the opportunity to be global citizens, to change the world and to gain experience and skills of great relevance today.

Annex II

Good practices for the design of LLL programmes (EU-MILL project)

We include a selection of good practices of LLL programs, which is the result of the work into training practices carried out within the EU-MILL project.

Best practices are evidenced in the four selected partner universities that have developed online courses. These elements were evidenced in innovative styles of pedagogy targeting adult learners through distance learning. Heightened student engagement through active learning via message boards, forums and the like, which online courses facilitate, are key elements considered good practices in the teaching and learning process. The assessment of learning outcomes clearly facilitates transferability of the training practice, outcomes, and benefits of the training. Key elements of good practices in the design and delivery of online courses adopted by the four partner universities reflect the epitome of a strategic element of innovation and productive development for human capital growth as well as a basis for improving the quality of life through lifelong learning in the Southern Mediterranean region.

The LLL curricula were evaluated according to the Guidelines established by the project, bearing in mind the “pilot” nature of these courses and the different levels of prior technical knowledge with a distance learning model. The purpose was to generate information that would help assess the overall experience of each participating university. It is clear that most partner universities were able to implement the technical design of the courses even though not all conform to the general guidelines issued by the WP5 leaders.

While analysis of the LLL courses developed by project partners found wide variation in their design, content, and evaluation, a range of pilot courses exhibited what might be termed “best practices” in their design and subsequent development. In selecting model courses, the criteria used were the following: (a) adherence to the project’s over-all goals and objectives; (b) adherence to the project’s methodological framework, including the inclusion of European Credit Transfer System calculation per course; (c) close following of the Guidelines articulated by the WP 5 leading partner (NDU); and (d) innovative approaches to targeting adult trainees over a distance learning model. Four courses were selected, designed by the Lebanese-American University, Notre Dame University—Louaize, University of Gabes, and University of Sousse. While there are slight variations in the organization of course material as specified in the Guidelines, all courses present learning material in a way that is largely consistent with the required content and structure of courses, such as course description, well-developed modules, student support information, etc. As distance learning models, they adhere sufficiently to this stage of the piloting process. However, it is worth noting that the ECTS benchmark of 1 credit = 27 hours is still in need of development, as is the over-all evaluation of course impact upon trainees. However, these are a representative model of good practices given the scope and limitation at this stage of the piloting process.

Sample Course 1: English for Academic Purposes. Notre Dame University—Louaize (Lebanon).



 News forum

Instructor's Welcome

Welcome to the course **English for Academic Purposes**, undoubtedly one of the most important courses you will take in preparation for writing at the college level. The course is a writing intensive course (there are frequent writing assignments based on readings that you will have to do) but it also takes a theoretical approach to thinking about writing. Because we are concerned here with **academic** writing, you will be challenged to think about building arguments that are based on evidence, avoid illogical claims or fallacies in your writing, and examine the different forms that a good, solid piece of writing should take at the college level. This is not something that is done overnight: you will need to be a careful reader and even more thoughtful writer when it comes to the assignments to be handed in.

This online course is built around material that is freely available and openly licensed online, what have come to be known as Open Educational Resources (acronym: OER). I am a fan of OER because I believe that promoting a culture of sharing and sustainable resource-management is a key goal of a sound educational experience, and I hope to instill these values in you as well. As an orientation to the course material, Module One examines open educational resources or OER more thoroughly and so you will have the chance to understand more about these shortly.

A note about me: I am Chair of the English and Translation Department at NDU and so you can see that I have a vested interest in promoting student habits that make for good writers. My background is in Literature and so I have a personal bias to getting you to read, read, read. I will do my best to inspire you to become lifelong readers but I will need you to help me by staying on top of tasks and written assignments.

Don't hesitate to drop me a line introducing yourself.

George Abdelnour, Ph.D.

Chair, Department of English and Translation

Notre Dame University--Louaize, Lebanon

E-mail: gabdelnour@ndu.edu.lb

Student Profile

This course is aimed at learners who have achieved upper-intermediate placement in English or its equivalent according to the DCE placement exam, or who have completed all remedial English courses at NDU's before reaching this level. The course prepares adult learners who want to pursue a diploma or certification as part of retraining, or for college-bound adult learners who need the essentials of college writing in order to meet major requirements. Of course, any learner interested in building academic English language skills is invited to join.

Credits

This course (and all other courses at the DCE) follow the European Union Credit Transfer and Accumulation System (ECTS) in order to help you gain recognition should you move or enroll at a different institution that grants similar credit. Under ECTS, credit is granted according to the total number of hours invested in terms of (a) carrying out all activities related to learning, including face-to-face and/or online learning lectures, tutorials, discussions, etc.; (b) carrying out learning tasks; and (c) meeting course outcomes. NDU's program currently pegs the number of credits granted as follows:

1 credits = 27 hours

For this course, by the time you are done completing all tasks and activities and have met the learning outcomes of the course, you will have earned **3 ECTS (81 hours)**. Please note that each module may require different tasks, activities, and assessment practices, and so each one will carry a different number of credits.

Student Learning Outcomes (SLOs)

This course is outcomes-based, meaning that you will be assessed at the end of it according to what you are able to display in terms of knowledge gained and skills developed. An outcomes-based approach to teaching does not merely set out objectives for you to meet, but rather asks of you to display your knowledge and skills through different means, such as writing a strategy document, constructing a business model, or discussing competing definitions of a term or concept.

Expected Course Outcomes

By the time you complete this online course, you should be able to do the following:

- To persuade various audiences of one's position on a debatable topic.
- To apply critical thinking skills in reading and writing.
- To identify arguments, fallacies, evidence and counterarguments
- To compose documented argumentative essays (1200-1500 words) and a documented research paper (1500-2500) according to APA style.
- To engage in academic debates.

Assessment

This course consists of a total of 8 modules. Since this is a writing course, you will have frequent writing assignments that you will hand in online for review and grading. The writing assignments are divided into the following categories:

- | | |
|----------------------------------|-----|
| 1. 5 response papers (1-2 pages) | 50% |
| 2. 1 essay (4-5 pages) | 20% |
| 3. Discussion Forums | 30% |

The total amount of time estimated for meeting these tasks is as follows:

- | | |
|--|----------|
| 1. 5 response papers (1-2 pages). Estimated number of hours to accomplish these tasks: | 10 hours |
| 2. 1 essay (4-5 pages). Estimated number of hours to accomplish these tasks: | 20 hours |
| 3. Discussion Board. Estimated number of hours to accomplish these tasks: | 10 hours |

Readings, videos, and other assignments are estimated at 41 hours.


Tips for Students

Learning Online. As many of you know, learning online is a different experience from traditional, face-to-face contact teaching. For one, your success in this course depends on your ability to be self-directed learner; that is, a learner who takes charge of the direction of his or her studies and manages time efficiently enough to meet each module's specific assignments and outcomes. Although there are many e-learning models, including hybrid (i.e., face to face and online) courses, this course has been designed entirely for an online experience. In addition, as we will not have live chat sessions or conference calls, you will be free to do readings and assignments at times that meet your schedule, so long as you abide by any stated deadlines. This is what we call an asynchronous course.

Technical Support. I know that for many of you this will be your first experience of a fully online course. To that end, there is technical support to help you get started. For technical help on how to get started, contact the university's e-learning division at dce@ndu.edu.lb

Academic Support. There are various sources of academic support available to you. Since the key mode of assessment will be through frequent writing assignments and a major final project, the most important resource available to you will be the Writing Center. The center can help you become a sound, mature writer of business English by providing feedback on your writing assignments, so long as you submit a draft well in advance by careful consideration from one of the writing tutors.

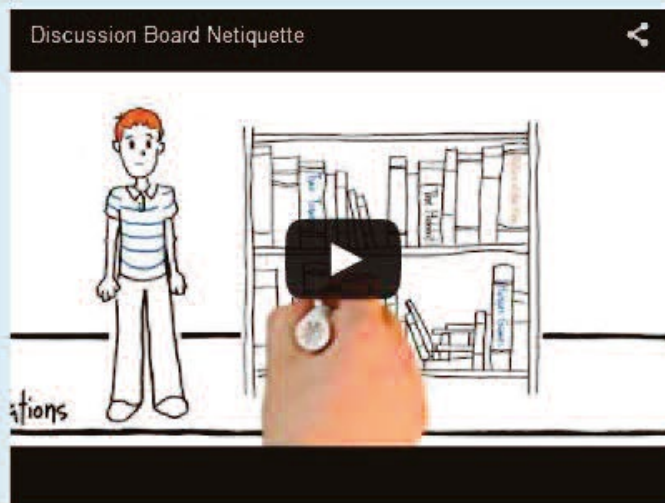
Visit the Writing Center by writing them at writingcenter@ndu.edu.lb. As a sample of the type of support that the Writing Center provides you:

 GetFileAttachment.png

Here you will find instructions on how to receive information about its services and how to submit an assignment for constructive feedback.

Netiquette. Unlike in brick and mortar settings, online learning is a provides a different environment in which your range of options for learning and interaction are multiple. This means that your traditional learning model needs to be rethought, and your communication skills altered somewhat. For one, just because you are in an online environment does not mean that you let go of formalities of communication and exchange. Following netiquette is thus key.

To help you think through the importance of this, take a few minutes and view this important video about interacting online:



Module One: What is OER?

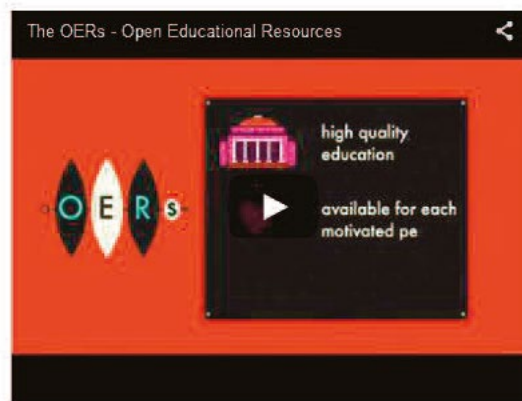
During this module you will be introduced to the concept of Open Education and Open Educational Resources.



Assignment 1. Estimated Time: 2 hours

Read the assigned article on the definition of Open Educational Resources (OER) found below and then watch the accompanying video. Your assignment is to write a short response paper in which you give your thoughts on the concept of OER.

[Open Educational Resources \(Article\)](#)



Module Two: Women in Science

In this module, you will learn the definition of rhetoric and argumentation and how to argue in an academic setting, in written or spoken media. You will learn to define tone, audience, voice and other elements related to rhetoric and argumentation.

To successfully complete this module, you will need to read the following OER, which are divided into theoretical and non-theoretical material.

Theoretical Readings:

1. [Introduction to Rhetoric](#)
2. [Definition of Rhetoric](#)

Reading Assignment:

Read the following article about women in science and be prepared to respond to its arguments.

3. [Women in Science](#)

Video:



Assignment 2. Estimated Time: 2 hours

After reading the article and theoretical texts for this module, write a response assignment based on the texts and videos

The response assignment is related to the topic of women's role in today's world (science and business) based on the articles and videos that will be read and watched during the next two weeks.

The assignment is 2 pages long maximum (APA style, Times New Roman, Font 12, Spacing 2.0)



Forum 1: Women in Science. Estimated Time: 2 hours

Module 3: Women in Leadership Roles

In this module, you will work on analyzing and creating arguments.

In order to meet the requirements for this module, you will need to read the texts and watch the video below.

Theoretical Readings:

1. [How to Write a Good Argument](#).
2. [The Toolmin Model of Argumentation \(part 1\)](#).
3. [The Toolmin Model of Argumentation \(part 2\)](#).

Speech Video and Transcript:

4. [Women in Entrepreneurship: Sheryl Sandberg's 2011 Commencement Speech](#).

Video:



Assignment 3. Estimated Time: 2 hours


Write a response assignment on women's role in today's society based on the articles and videos posted for this module.

The assignment is maximum 2 pages long (APA style, Times New Roman, Font 12, Spacing 2.0).

Forum 2: Women and Leadership. Estimated Time: 2 hours

Sample Course 2: Culture et création des entreprises. University of Gabes (Tunisia).

Culture et création des entreprises



Forum des nouvelles

Présentation du cours

Mot de bienvenue...

Bienvenue à ce cours de culture et de création des entreprises, présenté par Said Ettis, Docteur en Marketing, Maître-Assistant au département Gestion et Coordinateur du Mastère Entrepreneurat à l'ISG de Gabès, Tunisie.

Profil cible de ce cours

Ce cours est destiné aux étudiants de première année du niveau Mastère professionnel spécialité Communication culturelle et touristique.

Après ce cours l'étudiant sera capable de...

- Comprendre l'entrepreneuriat et la culture entrepreneuriale,
- Visualiser et assimiler, d'une manière globale et concrète, la démarche globale de création des entreprises,
- Savoir mener efficacement l'étude du marché du projet de création d'entreprise,
- Maîtriser les outils et les mécanismes de vérification de la faisabilité d'un projet de création d'entreprise.

Évaluation

- Ce cours se capitalise en 3 crédits qui se répartissent sur un total de 81 heures d'enseignement :
 - Cours : 28 heures
 - Travaux pratiques : 7 heures
 - Devoirs et travaux individuels : 14 heures
 - Recherche bibliographique : 28 heures
 - Examen final : 2 heures
 - Correction de l'examen : 2 heures
- Coefficient : 2

Seront compris dans la note finale, l'évaluation de :

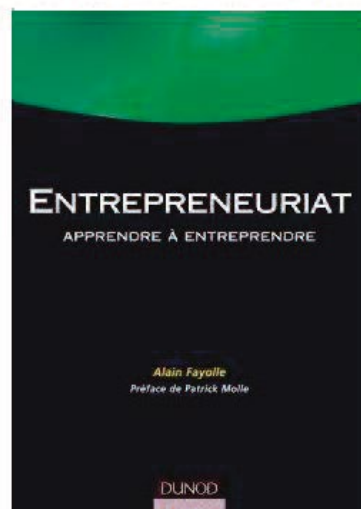
- Contrôle contenu :
 - Des Tests sous forme de Questions à Choix Multiples, questions de réflexion et exercices après chaque chapitre étudié : à préparer et envoyer vis la plateforme ;
 - Des études de cas et applications : à préparer et envoyer vis la plateforme ;
- Examen de fin de semestre : à préparer et envoyer via la plateforme

Conseils pour les étudiants

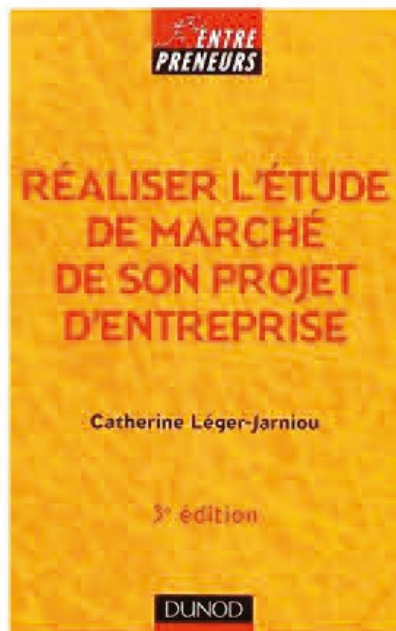
Lectures et bibliographie

Livres

- *Fayolle Alain (2004), « Entrepreneuriat : Apprendre à entreprendre », Dunod*



- *Léger-Jarniou Catherine (2007), « Réaliser l'étude de marché de son projet d'entreprise », édition, Dunod.*



Sites et blogs

- Projet Culture Entrepreneuriale et Création d'Entreprise à l'Université de Sfax: http://www.philadelphia.edu.jo/centers/ties_new/entrepreneurial/Lamallette.htm
- Chefs d'entreprises : <http://www.chefdentreprise.com>
- Futuribles : <http://www.futuribles.com>
- Les échos : <http://www.lesechos.fr>
- Le journal du net : <http://www.journaldunet.com/management>
- Gérer et Comprendre : <http://www.annales.org/gc>
- Gestion : <http://revue.hec.ca/gestion>
- Gestion 2000 : <http://www.gestion-2000.com>
- Revue Africaine de Gestion : <http://www.rag.sn>
- Revue des sciences de Gestion - Direction et Gestion : <http://larsg.over-blog.com>

Support technique et académique

Contacter l'ISG GABES :

- Personne à contacter : ISG Gabès
- Adresse : Rue Jilani Habib, 6002, Gabès, Tunisie
- Tél. : + 216 75 272 280 / + 216 75 276 090
- Fax : + 216 75 270 686
- E-mail : isggb@isggb.mu.tn
- Web : <http://www.isggb.mu.tn/>

Netiquette

Visiter ce site : <http://www.networketiquette.net/>

Plagiat

Regarder cette vidéo explicative :



Noter ce cours

Merci d'évaluer ce cours et votre expérience avec celui-ci en répondant aux petits questionnaires qui vous seront envoyés périodiquement.

EURO-MEDITERRANEAN INTEGRATION THROUGH LIFELONG LEARNING (EU-MILL)

Nous contacter

- Email : said.ettis@gmail.com
- Facebook : <http://facebook.com/ettis.said>
- Twitter : <http://twitter.com/SaidEttis>
- Academia : <http://isaeg.academia.edu/saidettis>

NB.

© Said Ettis

Toutes les photos et vidéos utilisées sont collectées sur Internet pour une utilisation strictement académique dans le cadre de ce cours et demeurent la propriété de leurs auteurs

 [Plan et références](#)

 [Présentation du cours](#)

Sommaire

Chapitre 1. L'entreprise et l'entrepreneuriat : quelques notions de base
Chapitre 2. Un aperçu général du processus de création d'entreprises
Chapitre 3. De l'idée à l'opportunité d'affaire
Chapitre 4. L'étude de marché : présentation générale
Chapitre 5. L'étude de marché : L'étude documentaire
Chapitre 6. L'étude de marché : L'étude qualitative
Chapitre 7. L'étude de marché : L'étude quantitative
Chapitre 8. L'étude de faisabilité
Chapitre 9. Le business plan et son contenu

Lest's discuss...

 [Lest's chat...](#)

 Lest's chat...

Chapitre 1. L'entreprise et l'entrepreneuriat : quelques notions de base

-  Chapitre 1. L'entreprise et l'entrepreneuriat : quelques notions de base
-  Regardez la vidéo : Qu'est ce qu'un entrepreneur ? Entrepreneuriat ?
-  Regardez la vidéo : pourquoi entreprendre
-  Regardez la vidéo : pourquoi entreprendre
-  Regardez la vidéo : les caractéristiques de l'entrepreneur
-  TD 1 - L'entreprise quelques notions de base
-  TD 1 - L'entreprise quelques notions de base - remettez vos travaux ici
-  TD 1 - L'entreprise quelques notions de base Correction
-  Discussion
-  Test 1










Chapitre 2. Un aperçu général du processus de création des entreprises

-  Chapitre 2. Un aperçu général du processus de création des entreprises
-  Discussion
-  TD 2 - Le processus de création des entreprises
-  TD 2 - Le processus de création des entreprises - remettez vos travaux ici
-  TD 2 - Le processus de création des entreprises Correction
-  Test 2

Chapitre 3. De l'idée à l'opportunité d'affaire

-  Chapitre 3. De l'idée à l'opportunité d'affaire
-  Regardez la vidéo : Comment trouver une idée géniale
-  Regardez la vidéo : Comment trouver une idée d'entreprise
-  Regardez la vidéo : Les freins à la créativité
-  Discussion
-  TD 3 - De l'idée à l'opportunité d'affaire
-  TD 3 - De l'idée à l'opportunité d'affaire - remettez vos travaux ici
-  TD 3 - De l'idée à l'opportunité d'affaire Correction
-  Test 3







Chapitre 4. L'étude de marché présentation générale

-  Chapitre 4. L'étude de marché présentation générale
-  Regardez la vidéo : Importance de l'étude de marché
-  Regardez la vidéo : L'étude de marché
-  Regardez la vidéo : Faire l'étude de votre marché
-  Discussion
-  TD 4 - L'étude de marché - présentation générale
-  TD 4 - L'étude de marché - présentation générale - remettez vos travaux ici
-  TD 4 - L'étude de marché - présentation générale Correction
-  Test 4











Chapitre 5. L'étude de marché. L'étude documentaire

-  Chapitre 5. L'étude de marché L'étude documentaire (faire le point sur l'existant)
-  Discussion
-  TD 5 - L'étude de marché - Etude documentaire
-  TD 5 - L'étude de marché - Etude documentaire - remettez vos travaux ici
-  TD 5 - L'étude de marché - Etude documentaire Correction
-  Test 5


Chapitre 6. L'étude de marché : L'étude qualitative (explorer en profondeur la demande)

-  Chapitre 6. L'étude de marché L'étude qualitative (explorer en profondeur la demande)
-  Discussion
-  TD 6 - L'étude de marché - Etude qualitative
-  TD 6 - L'étude de marché - Etude qualitative - remettez vos travaux ici
-  TD 6 - L'étude de marché - Etude qualitative Correction
-  Test 6

Chapitre 7. L'étude de marché : l'étude quantitative (chiffrer la demande potentielle)

-  Chapitre 7. L'étude de marché : l'étude quantitative (chiffrer la demande potentielle)
-  Discussion
-  TD 7 - L'étude de marché - Etude quantitative
-  Formation SPSS
-  Discuter à propos de l'utilisation de SPSS
-  TD 7 - L'étude de marché - Etude quantitative - remettez vos travaux ici
-  TD 7 - L'étude de marché - Etude quantitative Correction
-  TD 7 - Masque de saisie Etude quantitative Correction.
-  TD 7 - Résultats Etude quantitative Correction
-  Test 7

Chapitre 8. L'étude de faisabilité

-  Chapitre 8. L'étude de faisabilité
-  Regardez la vidéo : Comprendre le langage financier
-  Regardez la vidéo : Financer le besoin en fonds de roulement (BFR)
-  Discussion
-  TD 8 - L'étude de faisabilité
-  TD 8 - L'étude de faisabilité - remettez vos travaux ici
-  TD 8 - L'étude de faisabilité Correction
-  TD 8 - L'étude de faisabilité Correction
-  Test 8

Chapitre 9. Le business plan et son contenu

-  Chapitre 9. Le business plan et son contenu
-  Regardez la vidéo : A quoi ressemble le business plan parfait ?
-  Discussion
-  Dossier de Création d'Entreprises
-  Guide Plan d'Affaires
-  Modèle 1 de plan d'affaire
-  Modèle 2 de plan d'affaire
-  Test 9

Examen**Votre feedback de ce cours**

Merci de me répondre à ce petit questionnaire. En vue d'apporter des éléments d'amélioration à mon enseignement, j'aurai aimé, vers la fin de ce semestre, avoir votre avis sur le cours que je vous ai dispensé. Votre évaluation est, bien entendu, totalement anonyme. Les résultats seront analysés globalement.

Sample Course 3: Managing Classroom Behavior and Discipline (Lebanese-University-Lebanon)



Instructor's Welcome

Welcome to the Managing Classroom Behavior and Discipline

My name is Doha Derjawi and I will be your online instructor for this course. This course will help you know more about classroom management. You will be able to indicate the importance of establishing a positive learning environment and discuss practical ways to set up the classroom for success with rules, consequences, signals, and classroom layout.

Instructor's bio:

Doha Yamout Berjawi teaches in the Preschool Program for the CEP. She has also taught practicum courses at the Lebanese University in the Education Department. She has extensive experience in early childhood education, having led workshops, teacher training, and teaching at International College for 27 years. Ms. Berjawi holds a Master in Educational Psychology from the American University of Beirut, and a Bachelor of Arts and Teaching Diploma in TEFL from the Lebanese American University.



Course Description

The classroom has been called the experimental lab of the child. Because children spend a major part of their formative years in school, it becomes vital to examine the roles of classroom management and discipline as an important dynamic in student experience and success. A controlled classroom environment is essential for effective learning, good teacher-pupil relationships, and peer collaboration.



Pre-requisite / requirements

- High school
- English Language



Target Audience

- Education teachers and assistants who want to improve their teaching ability
- Lebanese Baccalaureate holders who are interested in the field of early childhood education and have previous experience dealing with preschool age children
- B.A. graduates who want to make a career change



Student Learning Outcomes

The teacher will:

- Learn what is the difference between classroom management and classroom discipline?
- Discover if there is evidence of either one in my classroom
- Indicate the importance of establishing a positive learning environment
- Discuss practical ways to set up the classroom for success with rules, consequences, signals, and classroom layout.

Module 1



Examine Your Classroom Management Practices

Learning Outcomes:

- Learn Classroom Management vs. Classroom Discipline
- Examine Your Current Practices
- Take the Time to Reflect
- Establish Strategies That Inspire Student Academic Success
- Examine Teacher Conduct



Readings

Attached Files: [Examine Your Classroom Management PracticesModule 1.pdf \(102.035 KB\)](#)

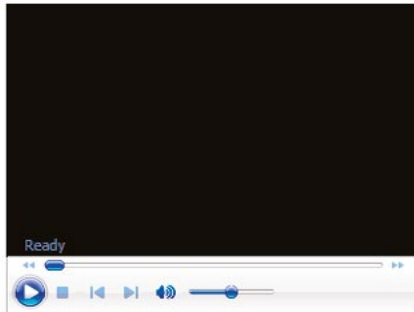


Power Point Presentation

Attached Files: [classroom-management-presentation Module 1.ppt \(573.5 KB\)](#)



Top 10 Proven Classroom Management Tips for Teachers



- Download video file. [Top 10 Proven Classroom Management Tips for Teachers.mp4](#)

Module 2



Providing a Positive Learning Environment

Learning Outcomes:

- Discover The Emotional and Physical Environments
- Connect the Constructed Environment to Instructional Lessons
- Learn How to Help Children Feel Good about Themselves.
- Consider the Affective Filter
- Know What Are Your Expectations
- Know How Do You Create a Peaceful Classroom



Readings

Attached Files: [Providing a Positive Learning Environment Module 2.pdf](#) (96.995 KB)

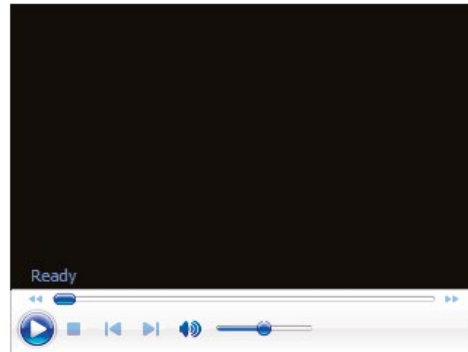


Power Point Presentation

Attached Files: [creating_a_positive_learning_environment Module 2.ppt](#) (691.5 KB)



Creating a Positive Learning Environment



- Download video file: [Creating a Positive Learning Environment.wmv.mp4](#)

Module 3



Preparing Your Classroom for Success

Learning outcomes:

- Establish Initial Expectations in Planning
- Learn the Standards of Conduct
- Establish Standards of Conduct
- Discover the Classroom Rules
- Recognize Logical and Natural Consequences for Student Behavior
- Get Students' Attention With Signals
- Discover Effective Room Arrangements



Readings

Attached Files: [Preparing Your Classroom for Success Module 3.pdf](#) (190.019 KB)



Power Point Presentation

Attached Files: [successful classroom management module 3.ppt](#) (455.5 KB)

Assessment



Assessment

Attached Files: [Case Study 1 Creating a Safe Learning Environment.pdf](#) (102.297 KB)
[Case Study 2 Preparing and Organizing for Successful Teaching.pdf](#) (119.115 KB)

The Assessment will be based on :

- Case Study 1
- Case Study 2

Tips for Students



Learning Online



Technical Support



Academic Support



Netiquette



Plagiarism



Research and formatting of papers



Rate the course

Attached Files: [Evaluation.doc](#) (1.263 MB)



Contact your instructor

Continuing Education Program (CEP)

Tel: 961 1 786456 / 464 Ext: 1390

Email: cep.beirut@lau.edu.lb



References

Textbook: Managing Classroom Behavior and Discipline . Jim Walters, M.A. and Shelly Frel . Publisher Corinne Burton, M.A.Ed

<http://images.pcmac.org/Uploads/JeffersonCountySchools/JeffersonCountySchools/Departments/Documents/Categories/Documents/Managing%20Classroom%20Behavior%20and%20Discipline.pdf>

Power Point Module 2: <https://www.tes.com/teaching-resource/creating-a-positive-learning-environment-ppt-6072994>

Power Point Module 1: https://www.google.com/bs/search?q=classroom+management+filetype%3Applet&oq=classroom+management+filetype%3Applet&aqs=chrome..6969l/431j0j/&sourceid=chrome&es_sm=93&ie=UTF-8

Power Point Module 3: https://www.google.com/bs/search?q=classroom+management+filetype%3Applet&oq=classroom+management+filetype%3Applet&aqs=chrome..6969l/431j0j/&sourceid=chrome&es_sm=93&ie=UTF-8

Contact



Contact your instructor

Doha Berjawi

Continuing Education Program (CEP)

Tel. 961 1 786456 / 464 Ext. 1390




Email: cep.beirut@lau.edu.lb

Sample Course 4: Certificat Informatique et Internet de niveau 1 (University of Sousse-Tunisia)

Certificat Informatique et Internet de niveau 1

Certificat informatique et internet Niveau 1

Présentation du cours

-  [Présentation du cours](#)
-  [Forum des nouvelles](#)
-  [Positionnement anonyme](#)

Se positionner pour mieux s'auto-former !

Domaine D1: Travailler dans un environnement numérique évolutif

**Domaine D1 ; Travailler
dans un environnement
numérique**



- D1.1 : Organiser un espace de travail complexe
- D1.2 : Sécuriser son espace de travail local et distant
- D1.3 : Tenir compte des enjeux de l'interopérabilité
- D1.4 : Pérenniser ses données

Support de cours

-  Compétence D1.1
-  Compétence D1.2
-  Compétence D1.3
-  Compétence D1.4
-  Support de cours D1 (Version Web)
-  Forum domaine D1

Domaine D2 : Être responsable à l'ère du numérique

Domaine D2 : Être
responsable à l'ère du
numérique



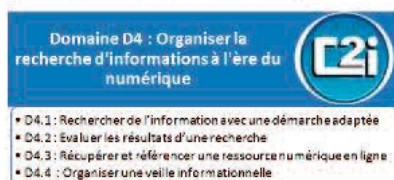
- D2.1 : Maîtriser son identité numérique privée, institutionnelle et professionnelle
- D2.2 : Veiller à la protection de la vie privée et des données à caractère personnel
- D2.3 : Être responsable face aux réglementations concernant l'utilisation de ressources numériques
- D2.4 : Adopter les règles en vigueur et se conformer au bon usage du numérique

Support de cours

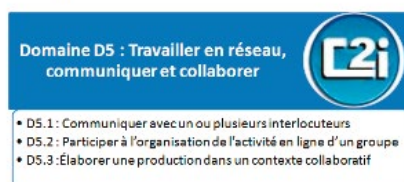
-  Support de cours D3 (Version PDF)
-  Support de cours D3 (Version Web)
-  Forum domaine D3

Activités

-  activités 1 (D3.1)
-  activités 2 (D3.2)
-  activités 3 (D3.3)
-  activités 4 (D3.4)
-  activités 5 (D3.4)
-  activités 6

D4: Organiser la recherche d'informations à l'ère du numérique**Support de cours**

 [Support de cours D4](#)

D5: Travailler en réseau, communiquer et collaborer**Support de cours**

 [Support de cours D5](#)

Questionnaire d'évaluation de cours

Les résultats de cette évaluation permettront au formateur de connaître la façon dont les apprenants évaluent ce cours et de trouver, le cas échéant, des possibilités d'amélioration. Merci de donner librement votre opinion ; Veuillez cocher, pour chaque question la case qui correspond à votre opinion.

 [Questionnaire](#)

Annex III

Report University-Enterprise Meetings

1. Summary of the University enterprise meetings

2. Conclusions

In this report, we summarized the different university-enterprise meetings developed during the last two years of the EUMILL project.

The permanent feedback of universities with the socio-economic field is one of the cornerstones of Lifelong Learning so as to offer specific trainings meeting real enterprises' needs. EU-MILL is not unaware of this; consequently this permanent exchange of our partner universities with their countries enterprises has been one of the most important objectives of the project.

Summary of the university-enterprise meetings

Five meetings have been organized by EU-MILL on the participant countries of the project hosted by our South Mediterranean partner universities.

The first conference took place at the **University of Gabes** in October the 9th, 2014 gathering various stakeholders in continuing education: academics, teachers, heads of departments, and heads of academic institutions, national training centers, enterprises and socio-economic organizations participated in the Conference as well as international representatives were present as well.

On this meeting, several experiences of collaboration between university and enterprises on the framework of LLL were presented, including foreign experiences (from University of Rabat, Morocco and University of Alicante, Spain) and local experiences presented by the National Center for Continuing Education and Career Development, Tunisian Industry Union, trade and Handicrafts (UTICA Gabes), the Tunisian Chemical Group (Great industry), SOHATRAM Corporation (transportation), the Society of Cements de Gabes or the Chamber of Commerce and Industry of South East Tunisia.

This activity led by prof Mohammed Mars, President of University of Gabes, has been succeed in giving birth to new proposals for projects in the partnership between the University and stakeholders of the socioeconomic environment.



University-enterprise meeting, University of Gabès

On December the 3rd 2014, the second university-enterprise meeting was hosted by **University of Sousse** counted as well with relevant personalities from the business world as well as political representation and relevant national and foreign stakeholders, such as Mr. Tawfik Jelassi (Minister of Higher Education, Scientific Research and ICT), the former Tunisian Finance Minister (Mr. Jalloul Ayed) or the Ambassador of the Federal Republic of Germany in Tunisia (Dr. Andreas Reinicke). Prof. Faisal Mansouri (President of the University of Sousse) presented the EU-MILL project and its objectives and he especially emphasized the importance of the university's cooperation with its socio-economic environment and the potential that Tunisian University has to offer customized training needed to the companies.

After a plenary session, the conference was organized in the form of workshops on a number of issues counted with the experience of important stakeholders, such as business leaders, representatives of the National Agency for Employment and Independent Work (ANETI), representatives of the Tunisian Union for Industry, Trade and Handicrafts (UTICA) or Representatives of the National Center for Continuing Education and Professional Promotion (CNFCPP).

The seminar was concluded with a round table, chaired by Prof. Faysal Mansouri, about the role of the University in the field of continuing training and the enterprises skills development in the Sousse region. As a result of the discussions, it was decided to establish a committee within the University composed of socio-economic representatives of the region to strengthen collaborations.

This committee will meet periodically (once each 5 quarter) and will participate in decision making, especially in terms of training and strategic direction of the University programs.



University enterprise meeting at University of Sousse (Tunisia)

The university-enterprise meeting in **Morocco**, organized by the Universities Abdelmalek Essaâdi (Tangier) and Mohammed V Rabat, under the theme: “Long life training for socio-economic world and Sustainable Development”, was held May 8, 2015 at the Chamber of Commerce, Industry and Services of Tangier.

The opening session counted with the President of the University Abdelmalek Essaadi (UAE), Prof. Ameziane Houdaifa; the Dean of the Faculty of Sciences and Technology of Tangier, Prof. Addou Mohammed; the Director Budget and General Affairs, Mr. Afifi Abdelilah, as a representative of the Ministry of Higher Education, Scientific Research and Cadres Training and the Vice Chancellor, Head of International Relations of the University of Seville, Enrique López Lara; Prof. Filali-Maltouf Abdelkarim (University Mohammed V Rabat) and Prof. Bakkali Mohammed (University Abdelmalek Essaâdi).

The first session of the day was "Policies and strategies for Continuing Training and international cooperation" moderated by Prof. Moussaoui Ahmed, Vice President of UAE, counted with the presentation of Ms. Laayouni Loubna from the Direction of Higher Education and Pedagogic Implementation, Mr. Cherradi Toufik, Vice-President CGEM Training Commission.

It was agreed that responses to the LLL challenges should follow a path including the anticipated demand, alignment Offer-Request, the companies involved in the act of training, information, academic and professional guidance, quality assurance of the education and training system, the creation of an inter-institutional cooperation interface (ANAPEC ANPME, MCINT, MENPF, MESRCFC, CGEM, ...) with a collective intelligence, enhancing the action of the public service to citizens profile and the private sector and allowing better positioning in the Regional / Global scale.

The second session "The university offers of Continuing Education", moderated by Prof. Filali Maltouf Abdelkarim, started with a speech of Prof. Hassan Ezebakh that gave an idea about CE in UAE needs. After that, Prof. Mohamed Diouri gave a conference, on "Continuing Education: Status and Future". In his presentation, he defined continuing education, its importance for the university and for the students, the current state of development, its legal status, appointing improvement conditions and requirements.

In the afternoon, the session 3 "The socio-economic sector demand" chaired by Prof. Filali Maltouf Abdelkarim, included 3 communications. SIGMATECOP Company Director, Tarik Safani, based in Tangier, presented a paper on "Lifelong Training for a manager". He explained that a manager should have above all a great ability to anticipate, a good spirit of innovation and especially an emotional intelligence.

In the second conference "Continuing training in the context of management Systems for socio-economic world and Sustainable Development", Mr. Omar Aghzaou, director of ASTS company, based in Tangier, has stressed the importance of continuing education and especially for Management Systems standards to better qualify the company staff and work for its adaptation to innovation, competitiveness and sustainability.

The Commerce, Industry and Services Chamber of Tangier Engineer, Mohamed Yajjou, presented a study that is part a FOREG/GEMM project (Governance for employability in the Mediterranean) carried by the European Training Foundation (ETF) in collaboration with the Moroccan authorities and actors of employment and training in the area of Tangier Tetouan. The project was to bring out ways to improve the training-employment relationship in the automotive industry, currently being developed in the region.

By late afternoon, a round table was chaired by Prof. Filali Maltouf Abdelkarim in which several issues were raised and discussed. For example, what form of Continuing Education at the service of the Moroccan company? What are the real training needs? What are the constraints of companies and universities? What is the level of private sector competitiveness for training? What programs and curricula to focus? The issue of graduation and certification of qualifications took a good part of the discussion.



University enterprise meeting at the Chamber of Commerce, Industry and Services of Tangier (Morocco)

The fourth meeting was organized in Algeria and it took place at **University Mentouri Constantine** during the 6th employment fair celebrated on its campus from the 10th to 12th of June 2015.

After analyzing the component of participants in the 6th edition of the Employment fair, it turns out that there is parity in the 52 represented, between the public (25) and the private (27). In fact these days of exposure and exchange highlighted not only a very high rate of participation of "enterprises" and institutions, but also a great diversity and quality of the presentations. Thus it should be noted that all public stakeholders on the labor market were represented: directorates, inspectorates, agencies, public economic enterprises, etc. In the case of private structures, we counted with the presence of companies of different sectors: health, services, education (schools), laboratories etc.

Regarding LLL component, it has been integrated into throughout the Employment fair and has been prominent in its different activities. So in addition to the first day, which was entirely devoted to it, LLL was also discussed during the days of 11 and 12 of June.

Indeed, during the main presentation on June 10, given by Prof Hamdi, the following topics were discussed: the presentation of the EU-Mill project, "the policies and strategies of the Continuing Education" and "Continuing Education offers in the university". Moreover, a debate was organized on "The socio-economic sector demand", and ending with the recommendations and conclusions.

On subsequent days, after conferences where companies have a presentation in the plenary, very rich debates were committed on continuing education in business, and the role of institutions in the field of continuing education. The recommendations and conclusions can be stated as:

1. The implementation of Lifelong Learning policies requires strong commitment from all stakeholders: government authorities, higher education institutions, students, employers, employees
2. Improve policymaker awareness on LLL and make them see the difference between LLL and continuing education. If the latter is established in the law for public enterprises, the organization of LLL must be support primarily on e-learning, to achieve its main strategic objectives

3. Include LLL concepts on institutional strategies
4. Include continuing education in the mission and functions of national organizations of higher education
5. Consolidating reforms to create a creative and flexible framework for learning and recognition (lobbying if necessary to the implementation of a device based on the skills validation)
6. Adapt models of curricula to ensure the participation of students and adults (the e-learning allows flexibility to do so)
7. Develop partnerships at local, regional and national level to provide attractive and relevant programs



Algeria's university-enterprise meeting at University Mentouri Constantine (2015)

The fifth one of university-enterprise meetings was hold in Beirut Lebanese American University (LAU).

In the opening session, several professors of Notre Dame University (NDU) and Lebanese American University (LAU) addressed the importance of LLL for the socio-economic field industries. Dr. Fawzi Baroud, Assistant Vice President for Information Technology at Notre Dame University—Louaize (NDU), familiarized the audience with the EU-MILL project and its relevance to social and economic development, addressing a strong appeal to the Lebanese Ministry of Education and Higher Education to finalize a National Qualifications Framework (NQF) in the context of Lifelong Learning.



Lebanese's university-enterprise meeting at Lebanese American University (2015)

Dr. Kamal Abou Chedid spoke about the “Labor Market Gap between University and Industry” highlighting research findings showing that the gap between labor market needs and the supply of new graduates is widespread in the region and that the competences demanded by the workplace often misalign with those developed during students’ academic careers. He concluded by emphasizing the role of Lifelong Learning in being a conduit for bridging the gap between HE and the functional requisites of the labor market.

LAU’s Executive Director for the Department of Institutional Research and Assessment, Dr Diane Nauffal stressed on the assessment of LLL programs and the steps for ultimately improving learner’s satisfaction leading to how assessment serves the quest for Excellence. She ended her presentation by offering guidelines to follow.

The roundtable discussion brought together the various speakers to address the key issues to emerge from the day’s conference under the moderation of Dr. George Abdelnour, Chair of the Department of English and Translation at NDU, who synthesized the various themes and posed a number of questions emerging from the conference.

Two parallel sessions were then invoked: One on the banking sector and another one on the healthcare industry.

The banking session, chaired by professor Michel Majdalani, counted with Mr Nassib Ghobril, senior economic researcher at a major Lebanese bank, his wide reputation in the banking sector was emphasized and his appearances on local, regional and international televisions was underlined beyond his active role as a member of the Board for LAU’s Business School, among others. The session was attended by members of the private banking sector, employees from the government sectors as well as faculty and students interested in the subject matter. Mr Ghobril addressed the relevance of LLL for fresh graduating students entering the banking sector for the first time and focused on the missing link between the academic achievements on one hand and the expectations of the banking sector for entry level students on the other.

The second panel session at the conference dealt with the topic: " Healthcare Industry Focus: Current Healthcare Workforce Needs in Lebanon", moderated by Professor Fuad Hashwa, former Dean of

the School of Arts & Sciences at LAU, the panelists were Dr. Nancy Hoffart (Professor of Nursing and Dean of the School of Nursing at LAU), Dr. Nuha Doumit (Professor of Nursing at AUB and President of the Order of Nurses in Lebanon), Dr. Imad Btaiche (Professor of Pharmacy and Dean of the School of Pharmacy at LAU) and Dr. Rabih Hassouna (Pharmacist and President of the Order of Pharmacy in Lebanon).

Each of the panelists presented the status of his/her profession as far as Lifelong Learning needs are concerned. They discussed also the current challenges that their profession faces. It was evident that such Lifelong Learning programs are essential for capacity building and career development of both Nursing and Pharmacy professionals.

Regarding the Nursing sector both Dean Hoffart and President Doumit emphasized the varied and uneven levels of Education of Nurses in Lebanon, as fewer nurses hold University degrees while the majority hold technical education only. Most of the latter work in remote areas and have limited access to medical literature, internet and training workshops. Additionally, many nurses seek employment outside Lebanon due to economic reasons.

In conclusion the four panelists stressed that Lifelong Learning programs are needed in Lebanon, however appropriate resources are lacking to establish and get these programs to all parts of the country and not restrict them only to the capital Beirut and few other cities that have Nursing Schools and large hospitals.

In closing, Mr. Michel Majdalani delivered a presentation entitled: "Toward a Unified Lebanese National Qualification Framework for Lifelong Learning" in which he brought to light the challenges ahead in LLL for Lebanon and how a Lebanese National Qualification Framework can well provide a plausible solution in relation to the shift from competencies to learning outcome, the recognition of prior learning, the need for better qualification framework and issues related to quality assurances.

This conference has big impact in the local press, such as Anwar.

Conclusions

These meetings succeed to gather relevant stakeholders, representatives of enterprises, chambers of commerce as well as political decision-makers. These conventions have been a great display for

disseminating our objectives and achievement, beside to the rising our awareness level on the socio-economic field and the political decision makers.

The meetings have been focused on one strategically pre-selected industry. The tertiary sector has been adopted as it is the first economic sector for all countries, except Algeria (the 2nd), so it is a sector with a reliable impact on the economic development of all countries involved.

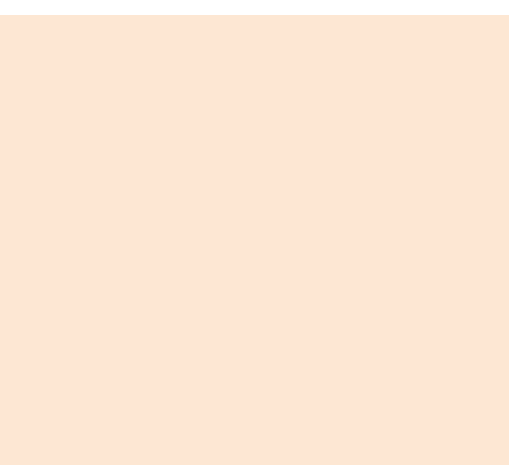
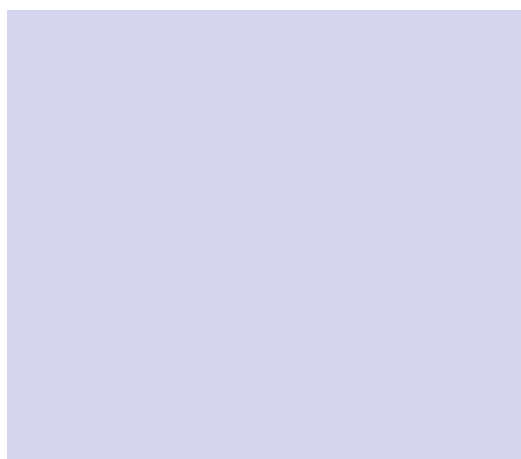
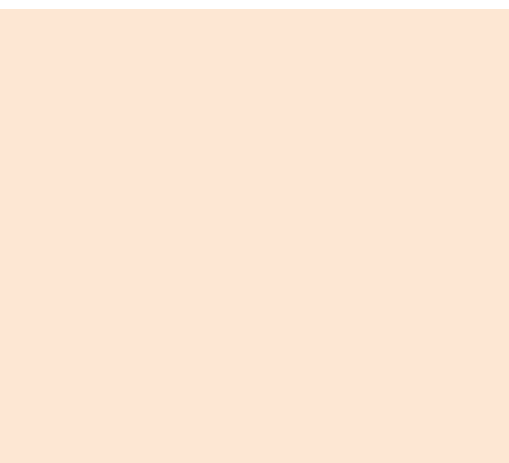
In the conferences have been configured and revised the data bases of LLL projects including curricula tailored to the needs of professionals of the partners countries. It has been encouraged to adapt models of curricula to ensure the participation of students and adults (the e-learning allows flexibility to do so).

Supporting tools to implement LLL programmes have been presented to the conference attendees including three guidelines of best practices designed to assist HEIs to implement LLL programmes. These documents are the result of the experience of the partner universities and the lessons learned throughout the project activities:

- Best practices handbook on e-learning practices
- A Credit and Competencies user's guide
- A handbook on Quality Assessment for LLL courses.

In the discussions among the conference attendees it has been remarked the increasing offer for programmes at the intersection between HEIs, professional practice and vocational training in the four countries. However, all agreed that there is a weak development in validation of non formal and informal learning.

Moreover, missing links between the fields of education, employment and labor, economics and social affairs have been detected. In this regard, as crucial conclusion we highlight the conscientious about the importance to establish a close dialogue among all the actors involved in LLL at all level in society. Moreover, all the participants agreed in the need to assess the quality of the LLL programmes.



Euro-Mediterranean Integration through Lifelong Learning

