

# The Higher Education system in Lebanon



## National Report

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# 1. Introduction

## Overview of the education system

Education in Lebanon is regulated by the Ministry of Education and Higher Education (MEHE). In Lebanon, English or French with Arabic are taught from early years in schools.

Freedom of Lebanese higher education is guaranteed by the Constitution. According to the Lebanese Constitution, "Education shall be free" and every religious community has the right to have its own schools or universities.

As far as private higher education is concerned, up to 2014 the sector had been governed by a law which dates back to 1960. A new law regulating the Lebanese private higher education sector was adopted by the Parliament on 30 April 2014 and it is now in the implementation phase. The sector is supervised by the Directorate General of Higher Education (DGHE) in the Ministry of Education and Higher Education (MEHE).

The public higher education sector, represented by only one higher education institution named the "Lebanese University" (LU), is governed by its own law, decrees and bylaws under the tutorship of the MEHE, but enjoys a high degree of independence and autonomy.

In addition, the Lebanese education is highly influenced by the French education due to the French occupation of Lebanon (1920-1943), and with the English education system due to the American universities presence in the country. Hence, the Lebanese educational system is a mixture of many characteristics coming from different educational models:

### • Anglo - American model:

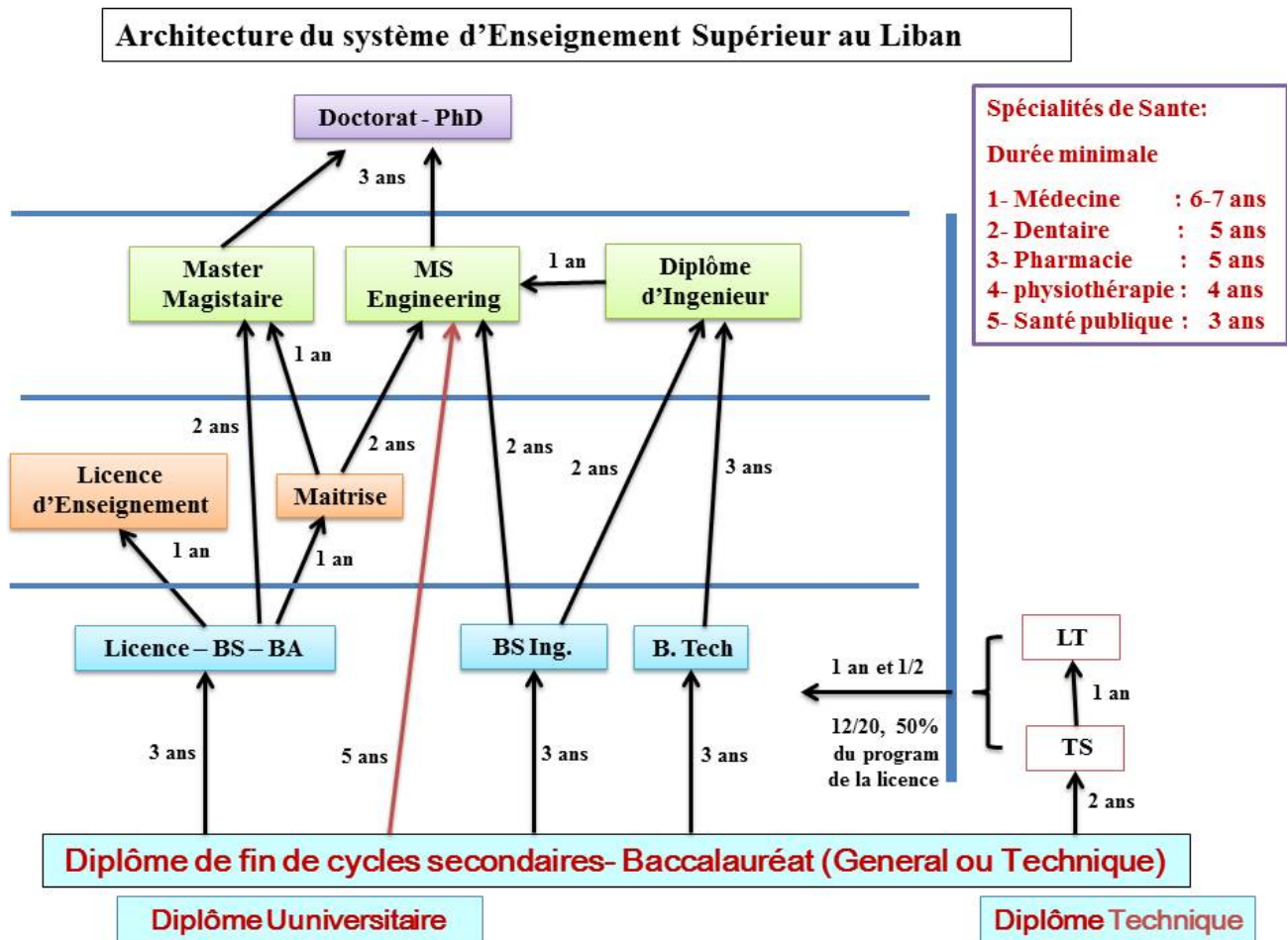
- based on the medieval system with respect to courses of study (Bachelor, Master, and Doctorate),
- access to higher education must be given to all students according to their skills and disciplines can be studied at different levels depending on individual skills.

### • Napoleonic model:

- decentralised universities with faculties in different parts of the country,
- each higher education institution has its own admission and access standards, but they are all highly selective.

• The Lebanese higher educational system is in line with the Bologna Process since 2014, after adopting the new higher education law 285, including LMD system.

## 2. Education system: Diagram



### 3. Tertiary Education

Higher education in Lebanon is based on a binary system which means that it is composed of Universities, University colleges, technical and vocational Institutes. The Ministry of Education and Higher Education administrates public and private sectors. The Lebanese University is the only public Higher Education Institution. The Directorate General of Higher Education has responsibility for private Universities and university colleges while technical and vocational institutes are under the responsibility of the Directorate General of Technical and Vocational Education.

#### 3.1. Degrees awarded by Higher Education institutions

According to the higher education law 285/2014, Higher Education institutions award the following degrees:

1. **Bachelor (License, إجازة):** first level degree, which requires at least three academic years of study or their equivalent in semesters. In each case, the minimum study duration can be no less than two and a half academic years; in addition to the total number of credits required to receive the degree. High-school degree holders or equivalent can enrol in this type of degree;
2. **Master (ماجستير):** a second level degree, which requires at least two academic years of study for the holders of first level degrees. Bachelor's degree holders or equivalent can enrol in this type of degree;
3. **PhD (Doctorate, دكتوراه):** a third level degree, which requires at least three academic years of study for the holders of second level degrees. Master's degree holders or equivalent can enrol in this type of degree;
4. A university degree leading to practice a particular job such as Engineering, Architecture, Pharmacy, Medicine, Dentistry, Physical therapy, etc... In this case the name, the duration of the study and the academic and professional conditions are defined by a decree that shall include special regulations relative to the second and third levels.
5. **Specialized Technical Diploma (TS, امتياز فني):** a certificate issued by the Ministry of Education and Higher Education, which requires at least two academic years of study in technical institutes after obtaining the high school certificate;
6. **Educational Degrees leading to teacher training:**
  - Bachelor of Education which falls under Bachelor regulation,
  - Teaching Diploma - a one-year-studies period subsequent to a bachelor's degree - specialized in one teaching major area of the curricula. Teaching Diplomas can be offered in parallel with the courses of bachelor's degree, provided that the studies

duration for both degrees is not less than four academic years or their equivalent in semesters,

- Master's Degree in Education, which falls under master's regulation. Its studies conditions and majors are academically and technically defined by decree.

**7. Lebanese bachelor's in law (الاجازة اللبنانية في الحقوق):** it is awarded exclusively by the Lebanese government with supervision and regulation over the curricula and examinations, specific for this course of study.

### **3.2. Access to Higher Education / Admission requirements**

#### **First Cycle Programmes:**

There are two types of first cycle programmes; one is leading to a bachelor's degree after 3 to 4 years (180 - 240 ECTS) and another one leading to a Bachelor of technology after 3 years of studies (180 ECTS).

#### **Admission Requirements:**

The Lebanese General Secondary Certificate, commonly known as Lebanese Baccalaureate, or any equivalent, is the basic requirement for a student to enter a first-year university programme. The Lebanese Baccalaureate is considered as Grade 13 in the pre-university education system.

Specialties, like Engineering, Medical and Health sciences in all higher education institutions, and Fine Arts and Business Administration at the Lebanese University require an entry exam or a *numerus clausus* set by each institution on the basis of its capacity to host a maximum number of students.

Some American style institutions require additional qualifications like SAT1, TOEFEL or IELTS with a scoring threshold as a pre-condition to enter the first year of the university.

Some francophone universities require its students to be awarded the DELF and DALF diplomas in order to access to their faculties.

All higher education institutions impose additional preparatory courses in a foreign language (English or French) or in Maths, Physics and Chemistry for those students holding a Baccalaureate from Technical and Vocational secondary schools.

Foreign students or Lebanese nationals who had spent more than 3 years abroad, can apply during the secondary school to follow a foreign programme leading to an equivalent to the Lebanese Baccalaureate like the International Baccalaureate, the French Baccalaureate, the German Baccalaureate and can be admitted to higher education on the basis of this equivalent baccalaureate. Students following the American high school system have to

obtain Grade12, SAT1 and SAT2 (with a certain score) and a Freshmen (1-year study of 30 credits) in order to enter into higher education institutions.

Concerning the UK system, international students or Lebanese students, living outside Lebanon, can apply to the relevant equivalence committee to get an equivalent to the Lebanese Baccalaureate. They need to have obtained G12, 5 O levels and 4 AS levels or 2 A levels.

### **Second Cycle Programmes:**

Master's degrees are delivered in Lebanon by all types of higher education institutions and in all branches of study. These are organised over a length of 1 or 2 years with 60-120 ECTS or 30-39 American credits.

### **Admission Requirements:**

In order to enrol into master's degree programme, a student should have completed a Bachelor programme with at least 180 ECTS or 240 ECTS, depending on the length of the bachelor's degree obtained.

Additional requirements are also in place for admission to second cycle programmes like a 75% GPA at institutions following an American system or 12/20 at other institutions. Some institutions ask for proficiency in English or French and some organise an entry exam.

Other professional masters, like the Master of Business Administration (MBA) and the Executive MBA (EMBA) require 2-4 years' work or practical experience.

Some ask for international exams like the Medical College Admission Test (MCAT) for medical studies and the Graduate Management Admission Test (GMAT) for business schools, in addition to proficiency in foreign languages.

### **Third Cycle (PhD) Programmes:**

According to the law for the re-organisation of private higher education, only universities and university colleges can organise doctoral studies. However, the decree 10068 of 2013 establishes more conditions for the opening of such programmes in order to regulate the PhD much more. Up to now, only 9 universities - of 47 higher education institutions - offer doctoral studies in Lebanon. The minimum duration for a PhD is 3 years after the master's degree and 5 years after the bachelor's degree, including master's degree courses.

### **Admission Requirements:**

As long as they comply with the general requirements of the decree on the organisation of doctoral studies, Lebanese higher education institutions individually determine their PhD enrolment in line with their strategic plans and taking into account their capacities in terms of technical and human resources.



Therefore, admission requirements include:

- study in at least one course in a foreign language, in case the student does not master any foreign language;
- the student's average grades in the master's degree as set up by the institution's own rules;
- special additional requirements in case the student is admitted to the doctoral programme right after the bachelor's degree.

### **3.3. Teacher training**

There is no special program for initial education or for the continuing professional development (CPD) of academic staff in higher education neither at national nor at institutional level. Therefore, the CPD remains optional and mainly pushed by the wish of each member of staff to improve his/her scientific background and to increase the chances for career advancement.

The CPD of academic staff is in most cases based on teaching experience and scientific work and research. It can be organised in the form of courses, congresses, seminars, conferences, publication of papers and similar activities.

Recently, some private higher education institutions which were engaged in an accreditation process had to envisage a scheme of initial education training. Such training, lasting for 1 up to 2 semesters and it normally covers teaching methodologies and didactics. These accreditation processes together with the implementation of QA procedures have pushed some private higher education institutions to foresee internal professional development schemes for their academic staff.

A good practice has been noted recently: the Holy Spirit University of Kaslik USEK is the first private higher education institution in Lebanon to commit itself to staff professional development initiatives and faculty development programs, such as the delivery of Post Graduate certificate in Teaching and Learning in Higher Education with UK and US universities; thus, playing a key role in training highly-qualified academic staff.

In addition, an Erasmus+ plus project on teaching and learning, coordinated by USEK, is running and involving a large number of higher education institutions. This will lead to the development of Lebanese professional standards for teaching and learning as well as the delivery of Post Graduate certificate in Teaching and Learning in Higher Education at national level.

## 4. Higher Education Institutions

Higher Education institutions are the relevant body competent to teach, to conduct scientific research and to do community services in relevant fields. They are divided into three types of institutions: university, college and higher vocational institute.

**1. University:** any higher education institution that meets the main following conditions:

- Including at least three faculties, each of which is specialized in one of the major academic fields recognized by international organizations, in particular UNESCO,
- Providing at least nine majors leading to first level degree (Bachelor's degree).

**2. University College:** any independent higher education institution, which is concerned with one or two of the mentioned academic fields. The college may offer a teaching of an academic or technological nature; the programs offered by college aim at the applications of basic or engineering sciences, medical or nutrition sciences or any information technology. Colleges that provide exclusively technological education shall award degrees of the first and second level only in the majors officially licensed.

**3. Higher vocational institute:** any higher education institution devoted to instructing middle cadres, and whose programs are specialized in one of the technical fields such as industry, agriculture, water, administrative, or human services.

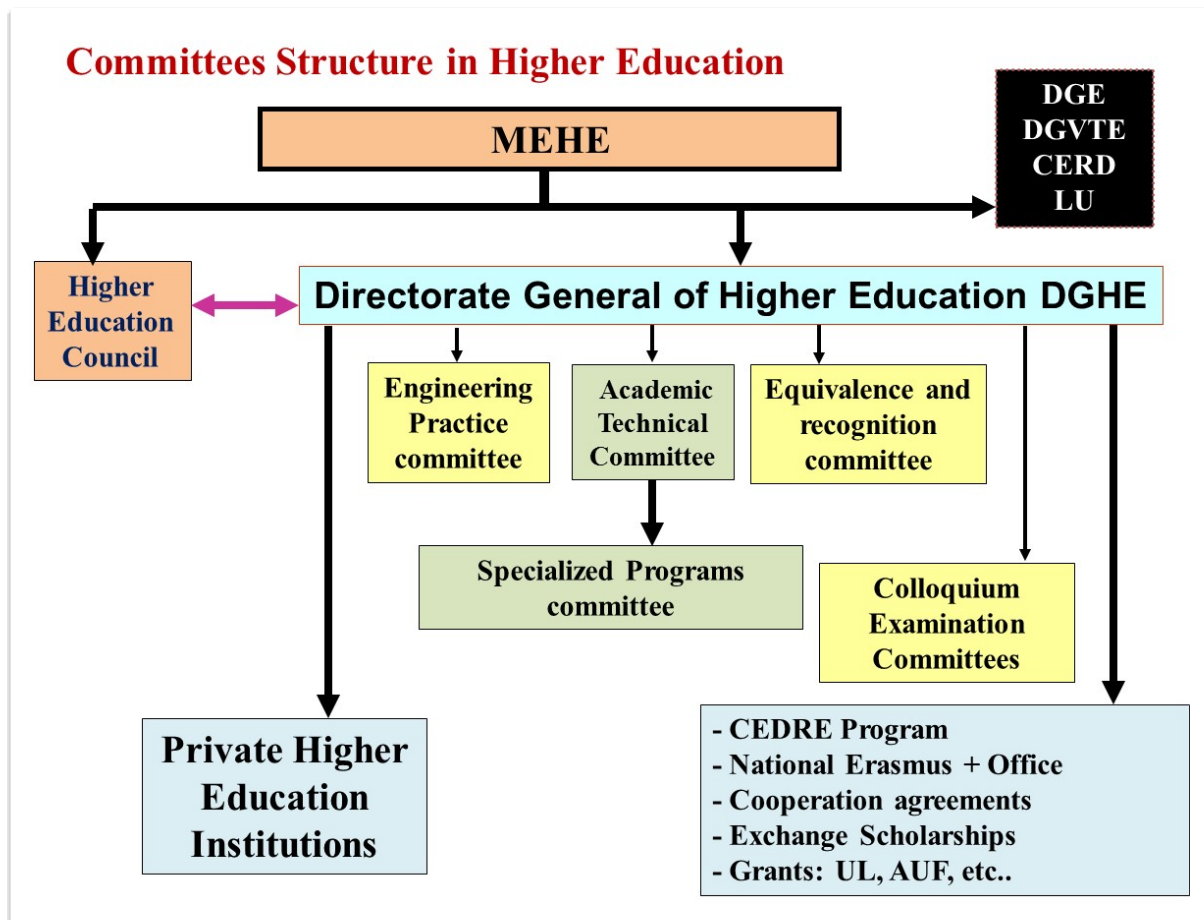
All these institutions are under the control of the Ministry of Education and Higher Education.

### 4.1. List of Higher Education institutions

The list of higher education institutions is available on the Directorate General of Higher Education website on the following links:

- For the public university: [http://www.higher-edu.gov.lb/arabic/lebuniv/Leb\\_Univ.html](http://www.higher-edu.gov.lb/arabic/lebuniv/Leb_Univ.html)
- For the private higher education institutions: [http://www.higher-edu.gov.lb/arabic/privuniv/personal\\_univ.html](http://www.higher-edu.gov.lb/arabic/privuniv/personal_univ.html)

## 5. Governing bodies of the Higher Education sector



The Ministry of Education and Higher Education in Lebanon has an overall responsibility for all levels of education in the country. In the application of the law 247/2000 a Directorate General for Higher Education (DGHE) was established in the MEHE to regulate, supervise and coordinate all actions related to the private higher education sector. The DGHE has since been operating within the MEHE and it is now in charge of the 46 private higher education institutions currently in operation in the country. The DGHE manages the licensing and the starting up of new higher education institutions, the validation of the programmes offered and the recognition of the degrees. All other responsibilities are in the hands of each institution's governing body.

The recommendation to legalise an institution is taken by the Council for Higher Education while the final decision remains in the hands of the Council of Ministers. In granting the licensing of an applicant institution, political and sectarian considerations are taken into account.

According to the new law, the licensing process includes two phases:

- a decree issued by the council of ministers,
- a starting up resolution from the higher education council, based on the recommendation of the technical academic committee.

As for the recognition of degrees, it will be granted 3 years after the starting up. The recognition (program's accreditation) will not be given for ever as it had been done before. After 3 up to 6 years, the institution and its programmes shall be subject to a new audit and review process.

The only exception is represented by the public Lebanese University (LU) which enjoys a clear autonomy with its own system of governance. Most of the faculties of the LU have branches spread all over the country. The responsibility of managing the faculties relies on the Deans while the management of the university relies on the University Council is headed by the Rector.

### **5.1. Fees, Finance, Scholarships**

As for the private sector, it is a very developed and significant one. It represents more than 60% of the total student enrolment in higher education. Private higher education institutions do not receive direct public funds in Lebanon. All direct public funds in higher education go to the Lebanese University.

### **5.2. Public Education**

The public Lebanese University is funded by the Government via the MEHE with a moderate contribution from the students (about 100 Euros, per year). Any other funding, like donations or else, must be approved by the Council of Ministers. The budget allocated to the LU does not follow any performance-based funding.

Concerning the fees within Public Higher Education, education at the Lebanese University is almost free and fees contribute only for 6.5% of its total budget.

The public Lebanese University is open to all Lebanese and to foreigners who are legally resident in the country. An international student enrolled in the LU has to pay a higher moderate fee than the one paid by a national student (500€ for undergraduate level and 750€ for postgraduate level). The fees are directly paid to the Ministry of Finance.

### **5.3. Private Education**

Private higher education institutions do not receive any direct support from the State. The main source of funding for the private sector comes from tuition fees and different types of resources and donations.

Some universities that follow the American model, like the American University of Beirut (AUB), benefit from endowments and gifts that finance buildings, equipment, programmes and scholarships.

Foreign governments provide support to some universities and schools through the provision of professors or teaching material, or the support to joint programmes. This is particularly the case with France.

Many charitable and/or political foundations and some foreign governments grant scholarships to Lebanese students attending private institutions in Lebanon.

Concerning the Financial Autonomy and Control, private higher education institutions are independent from the State in terms of managing their financial affairs and resources and no control by the government is in place. They are only accountable to their respective founding bodies and organisations. However, new obligations concerning the different spending areas (staff, equipment, libraries, etc) have been defined particularly focused at the level of spending on research and support to students' services.

The diversity of the Lebanese higher education system can also be reflected in terms of the cost of study at the different institutions. In general, the fees for studying at a private university or institute start from € 3,000 and could reach € 25,000 per year. An amount covering the cost of living and other relevant expenses like books and courses should also be added. In the private sector, the fees are directly paid to the higher education institutions.

Regarding the financial Support for Learners, generally, no national scheme of financial support to learners is in place. However, at the public Lebanese University, a limited number of merit-based grants are awarded to students on the basis of academic performance at the end of their bachelor's degrees with the aim of supporting these students in continuing their studies inside Lebanon or abroad. No public lending programme exists for students in higher education.

In the private sector, student aid and scholarship are offered either directly according to the social situation of the student or in the form of assistantships. Another form of aid is fee exemptions, based on the number of students and social considerations. Some exemptions can be offered to students carrying out some work inside the university.

A student lending programme has been launched in Lebanon since 2010 by Byblos Bank in collaboration with the Agence Française de Développement (AFD), through a credit line of € 25 million. For the time being, these loans are proposed to students of 9 partner Lebanese private universities, from their first academic year. Other banks like SGBL, the BLF and Audi had already been offering studentship loan schemes, but these remain far from the standard low interest student lending programmes as known internationally.

#### **5.4. Organisation of the academic year**

There is no national rule for the definition of the academic year. However, it is generally organised by higher education institutions and it normally starts between September and October. An academic year may be divided as follows, according with the education system of reference:

- At the institutions following the American system, students generally attend two semesters per year, each lasting 15 weeks with the possibility of including one or two summer short semesters of 6 up to 9 weeks each;
- At the institutions following the European system, students commonly attend two semesters per year, each lasting 15 weeks of 30 ECTS per semester.

## 6. Accreditation and Quality Assurance

There is no national quality assurance system in Lebanon. However, a law for the creation of a **national agency for Quality Assurance in HE** has been approved by the government and has been stuck in the Parliament for ratification since 2012.

The new law for private higher education (285/2014) requires each institution to start its own internal quality process and to prepare themselves for external evaluation either by the future national QA agency under creation or by international QA agencies. The only quality control currently conducted in the higher education sector is the audit and monitoring that the Ministry is carrying out at the licensing, starting up and recognitions stages. This is done by the technical academic committee, Programs' specialized committees and the higher education council. Since 2002, the DGHE has introduced in its audit procedures several quality criteria, but these still fall short of a standard quality assurance process. One of the criteria added to the auditing process concerns the periodicity of the evaluation and that certification of any study programme is no longer granted for ever. Many Lebanese universities have already established their internal quality process, some with the help of EU Tempus projects, mainly QAHEL, LEPAC and TLQAA. Many have already sought accreditation and evaluation by internationally recognised agencies and bodies (NEASC, MSCHE, EVALAG, FIBAA, AQUIN, HCERES, QAA, ABET, RIBA, AACSB, etc....).

Regarding the approaches and methods for quality assurance, with the absence of a national QA agency whose standards for evaluation would be public and valid for all, each higher education institution is following a set of standards mostly in line with those of the external body that is going to evaluate the institution.

The law which is waiting to be ratified by the Parliament calls for the creation of an autonomous **Lebanese QA Agency** (LQAA), academically, administratively and financially independent. It aims at periodically evaluating all higher education institutions according to transparent set of standards and criteria. The Agency itself will also be subject to an external evaluation by competent agencies. The evaluation process will be based on the internal self-assessment of the institution itself and will cover fields like the mission and vision of the institution, its governance and management, human resources, academic programmes, teaching staff, learning resources, students, services, infrastructures, financial resources, institutional integrity, scientific research, civic engagement and quality of its management system. The LQAA would have a Board of Trustees, an executive Council in addition to administrative and technical committees. Representation of the different higher education stakeholders will be respected according to international standards.

### 6.1. Accredited courses/programmes

According to the new law, the licensing process consists of many phases including verification and audit and recognition of degrees after 3 years from the starting up process.



The license will not be given for ever as it used to be done before. After 3 up to 6 years, the institution and its programmes shall be subject to a new audit and review process.

All accredited programmes are available on the DGHE website:

- For public university: [http://www.higher-edu.gov.lb/arabic/lebuniv/Leb\\_ Univ.html](http://www.higher-edu.gov.lb/arabic/lebuniv/Leb_ Univ.html)

- For private higher education institutions:

[http://www.higher-edu.gov.lb/arabic/privuniv/personal\\_univ.html](http://www.higher-edu.gov.lb/arabic/privuniv/personal_univ.html)

## **6.2. Credit system**

The credits systems for higher education in Lebanon vary from one institution to another. There are two credits' systems: the American Credit system and the European Credit Transfer and Accumulation system (ECTS). The American credits are based on contact-hours, while ECTS is student-centred and accounts the relative workload of the student in average.

## **6.3. Grading system**

The grading system is directly related to the credit system.

For universities applying the American credit hour system divided into semester, the most common grading system is the assignment of a numerical or alphabetical letter score the results of examinations or submitted reports, projects, and papers. Numerical grading systems usually are arrayed on a scale running from 0 to 4, with 4 representing outstanding work. Letter systems generally run from A to F, with A representing outstanding work and F representing failure.

For universities applying the European Credit Transfer System ECTS, the system initially divides students between pass and fail groups, and then assesses the performance of these two groups separately.

Those obtaining passing grades are divided into five subgroups: the best 10% are awarded an A-grade; the next 25% a B-grade; the following 30% a C-grade; the following 25% a D-grade; and the final 10% an E-grade.

Those who have not achieved a performance sufficient to allow a passing grade are divided into two subgroups: FX (Fail – some more work required before credit can be awarded) and F (Fail – considerable further work is required).

## 7. Qualifications Framework

The need to establish a Lebanese national qualification framework (LNQF) has been addressed as one of the major components of the MEHE strategy in 2007. A decision by the Ministry to start the process was taken in 2010. This came as a result of a grant for over 2 years, offered by the Italian government, by implementing a project led by the European Training Foundation (ETF). A draft of LNQF based on 8 levels was proposed and was strongly inspired by the European QF.

An attempt to complete the creation of the LNQF took place in 2013 but was stuck by the unstable situation in the country and by the lack of a strategic vision at the MEHE. No further progress towards the establishment of Lebanese NQF has been made since then.

| <b>LNQF Level</b> | <b>Qualification</b>   |
|-------------------|--|
| 1                 | First cycle: Children's Garden/pre-school: small, medium and large kindergarten  |
| 2                 | Second cycle: primary: from EB1 (Basic education 1st year = CP) to EB6 (corresponding to the 6th, but attached to primary) |
| 3                 | Third cycle: complementary: from EB7 to EB9 (5th to 3rd)   |
| 4                 | Secondary School   |
| 5                 | TS   |
| 6                 | Bachelor-license   |
| 7                 | Masters  |
| 8                 | Ph.D. Doctorate  |

## **8. Enterprise-university relation**

According to EDUCATION & BUSINESS LEBANON (ETF reference), cooperation between higher education and business is very limited. While university policies appear to favour participation, there are no frameworks in place to foster such cooperation. Some of the well-established private universities, such as the American University of Beirut and Saint Joseph University, do have frameworks that support cooperation with enterprises. However, these tend to be vague, and cooperation remains selective. Nevertheless, the strategic plan for higher education did refer to such cooperation, and one of its major objectives was to enhance cooperation between businesses and higher education.

In this regard, a tempus project (IDEAL) was funded and coordinated by AUB. The project objectives are the development and building of capable research support systems within Lebanese Universities; the creation of networks to transfer innovation from academia to industry; and the establishment of professional structures between government, academia, and industry for long-term management of Research Development and Innovation outcome for Lebanon.

On the other hand, in the framework of quality assurance, the final outcome is to strengthen the university- enterprise relation and to enhance employability and career guidance. Some universities exert real efforts to establish careers centres to help students in their research for work and increasing their chances of finding a job. This can be provided to students under different forms, namely by direct access to career centres where information is available and counselling can be offered; information events in which lectures and printed materials are distributed; job fairs where students are put in direct contact with the world of business and enterprise; visits to enterprises to introduce students to the world of work; finding internships for students.

## 9. System of Research

In general, research needs to be enhanced at national level. The CNRS (*Conseil National de la Recherche Scientifique*) is the only state-funded source for funding research at national level. All other research activities are undertaken by the private institutions themselves. Research is undertaken within the doctoral programmes that exist in the higher education institutions or with a special exchange scheme or bilateral agreements established between Lebanese institutions and international partners. Individual researchers also benefit from funds provided by the CNRS, CEDRE (*a French Lebanese agreement between MEHE and French government*), European projects or the AUF (*Agence Universitaire de la Francophonie*).

The decree 10068 of 2013 sets the conditions of PhD studies and opening of such programmes. Up to now, only 9 universities (out of 49 higher education institutions) offer doctoral studies in Lebanon.

The main conditions are:

- The HEI should have organisational infrastructure for conducting research;
- The HEI should have an institutional research plan;
- The HEI should have research plan in the subject of requested doctoral programme;
- Appropriate human and financial resources

In 2014, with the new law for the organisation of private higher education, the government set out some guidelines to enhance research by allocating 5% minimum of its annual operating budget to scientific research and its own requirements.

On the other hand, the promotion of academic staff in HEI is mainly based on research activities and publications in international journals.

Recently, the association of Lebanese university in collaboration with DGHE and in line with the developed standards in the quality assurance law, developed a set of standards on research.

## 10. Internationalisation of Higher Education

There are many foreign Higher Education Institutions operating in Lebanon; such as the CNAM which is related to the CNAM France (*Conservatoire National des Arts et des Métiers*). This institution ISAE-CNAM was founded in Lebanon in 1968 and it has been offering formations which are accredited in France and recognized in Lebanon. Another example is The Arab Open University which was founded in Kuwait in 2000. Then it settled other branches in Lebanon, Bahrain and Saudi Arabia in 2002. We have also ESA related to the French Grandes Écoles (*École Supérieure Des Affaires*) graduating students in executive master (EMBA) the students can have a double diploma from Lebanon and France.

### 10.1. Transnational Education

In Lebanon there are many examples of TNE operating abroad. These TNE operate in different forms. Some are programs/arrangements such as the DBA in Balamand, University with University of LYON. An example of the franchise is the MBA in MUBS University from Cardiff Metropolitan University. In Lebanon there are also other forms of TNE which is an International Branch Campus such as USJ in Gulf Region, and Balamand University in Gulf Region. Another example is the partnership between USJ and university Dauphine in Paris.

### 10.2. International Relations and Treaties

Although many agreements have been made at institutional level with foreign higher education institutions, there is no national policy to promote student mobility.

International cooperation is another dimension of Lebanese higher education. The Lebanese higher education has been and is still attractive for a significant set of students from the region. As a matter of fact, several Lebanese universities have opened branches in the Gulf region. At international level, the Lebanese universities have well established cooperation with abroad universities, they also participated actively in Tempus and Erasmus Mundus projects and currently in ERASMUS+ projects.

At research level, the Lebanese universities participated in EU (FP6, FP7) projects and continue to participate in Horizon 2020 projects as well as several USAID projects. CEDRE program has also been supporting research cooperation between Lebanon and France. Several other cooperation programs exist. However, there are no clear policies regarding the organization and development of the international dimension in the Lebanese Higher Education. Although Lebanon is not a signatory to the Bologna Declaration, gradual adjustment stemming from the Bologna process has been made to the bachelor's and master's structure and associated tools within the Lebanese education system. Lebanon has its own credit system, although some institutions use the ECTS system to indicate the study load of programs. This is generally 180 ECTS for a bachelor's program and 120 ECTS for a master's program. Upon request, some institutions also issue a Diploma Supplement

together with the degree certificate. Lebanon has participated in the Tempus Program since 2002.

## **11. Recognition of foreign qualifications and studies**

Within the law 285/2014, a committee for recognition of studies and equivalence of degrees was created to give recognition of degrees or studies from outside Lebanon.

The recognition of degrees and diplomas is crucial in Lebanon. Lebanon established the equivalence committee in 1955 in order to manage the recognition and equivalence of degrees. It is formed by the presidents of the Lebanese University, the American University of Beirut, the Université Saint Joseph, the Beirut Arab University, the Université Saint Esprit Kaslik and the Académie Libanaise des Beaux Arts, and an administrative judge. Its role is twofold; to recognize the diploma of private universities and institutions inside Lebanon and to give equivalence to higher education diplomas from abroad. The Equivalence Committee has complete independence and its decisions can only be discussed by the Council of Ministers. For the equivalence of diplomas, the diplomas of the Lebanese University are considered as reference. The Equivalence Committee processes between 20,000 and 30,000 requests per year, 65% of which are Lebanese degrees. Almost half of the requests for equivalence correspond to degrees in business administration. It is worth noting that there is no unit equivalent to the ENIC-NARIC offices in Lebanon delivering information about degrees and institutions.

Besides the Equivalence Committee, there are profession-based committees that handle the degrees in specific domains. The Colloquium Examination Committee organizes colloquium exams twice per year to authorize the practice of health and medical professions. Students holding Lebanese or foreign degrees in health and medical sciences should pass this exam. For engineering, the Engineering Practicing Committee, established in 1955, advises the Ministry of Public Work about the authorization to practice engineering. The committee currently applies the law 636/97 in order to practice engineering in Lebanon. For degrees from abroad the committee requests the university delivering the degree to be accredited by the competent accreditation agencies in relevant countries (ABET, CEAB, CTI, NAAB).

## 12. Links, contacts and sources of information

National Strategy for Education and Learning in Lebanon, 2007

<http://erasmuspluslebanon.org/sites/default/files/documents/National%20Educational%20Strategy%20Lebanon.pdf>

Law number 285/2014: General provisions for higher education and organisation of private higher education:

[http://www.higher-edu.gov.lb/projects/HE\\_Law\\_No285.pdf](http://www.higher-edu.gov.lb/projects/HE_Law_No285.pdf)

Law number 75/1967: Organisation of the Lebanese University:

[http://www.higher-edu.gov.lb/projects/Law%20LU%2075\\_67.pdf](http://www.higher-edu.gov.lb/projects/Law%20LU%2075_67.pdf)

Project law for the establishment of the Lebanese Agency for Quality Assurance in Higher Education

[http://www.higher-edu.gov.lb/projects/QA\\_law2011.pdf](http://www.higher-edu.gov.lb/projects/QA_law2011.pdf)

Decree 10068 of 11/3/2013 (Organising the licensing of doctoral programmes in higher education institutions)

[http://www.higher-edu.gov.lb/projects/Decret\\_PhD\\_10068.pdf](http://www.higher-edu.gov.lb/projects/Decret_PhD_10068.pdf)

EDUCATION AND BUSINESS STUDY LEBANON Dr Abdul Majid Abdul Ghani,

[http://www.etf.europa.eu/webatt.nsf/0/32B9767DF6FC085BC12578BC00306426/\\$file/E&Bs%20Lebanon%20Final.pdf](http://www.etf.europa.eu/webatt.nsf/0/32B9767DF6FC085BC12578BC00306426/$file/E&Bs%20Lebanon%20Final.pdf)

## 13. Samples of University qualifications

### Holy Spirit University of Kaslik

Holy Spirit University of Kaslik



Upon the Recommendation of the Faculty of

**Business and Commercial Sciences**

The University has, by virtue of the authority  
vested in it by the Lebanese State,  
Conferred upon

**Student Name**

the degree of

**Bachelor in Business Administration**

With all the rights, honors and privileges thereto pertaining,  
Kaslik (Lebanon), on the first of June two thousand seventeen.



Registrar  
Joseph Azzi

Dean  
Elie Assaf

President  
Fr. Georges Hobeika



جامعة الروح القدس - الكسليك

بناءً على التوصية الصادرة عن الهيئة التعليمية في كليتنا

إدارة الأعمال والعلوم التجارية

وبموجب الحق الذي أعطتها إياه الدولة اللبنانية  
منحت الجامعة

اسم الطالب

شهادة

إجازة في إدارة الأعمال

مع كامل الحقوق والامتيازات المترتبة عليها،  
الكسليك (لبنان)، في الأول من شهر حزيران سنة ألفين وسبعة عشر.

201300119/20170929/16934/0





### Attestation de pré-obtention de diplôme

Réf. N° : RG/ATTPDIPL/2017/30

Matricule : ID

À qui de droit,

Le Registraire de l'Université Saint-Esprit de Kaslik (USEK), atteste, par la présente, que l'étudiant **Le Nom de l'étudiant**, a validé la totalité des crédits requis pour l'obtention de son diplôme « **Licence en Gestion** ».

Cette attestation, fournie dans l'attente de l'émission du diplôme et/ou de l'attestation officielle de fin d'études, ne remplace en aucun cas les documents mentionnés et ne peut être utilisée pour une demande d'équivalence auprès du ministère de l'Éducation Nationale et de l'Enseignement Supérieur.

En foi de quoi, et suite à la demande de l'intéressé, cette attestation lui a été délivrée pour faire valoir ce que de droit.

Kaslik, le 29 septembre 2017.

Le Registraire

Joseph Azzi



Université Antonine  
Faculté de Santé Publique - Département de Physiothérapie  
كلية الصحة العامة - قسم العلاج الفيزيائي

الجامعة الأنطونية

**Licence en Physiothérapie**  
**إجازة في العلاج الفيزيائي**

LE CONSEIL SUPÉRIEUR DE L'UNIVERSITÉ  
المجلس الأعلى للجامعة

VU LE PROCÈS VERBAL DU JURY D'EXAMENS  
EN DATE DU 8 juin 2017  
بناءً على محضر لجنة الإمتحانات  
المؤرخ في ٨ حزيران ٢٠١٧

DÉCERNE À: [REDACTED] يمنح [REDACTED]

NÉ(E) À Béhanine le 10 novembre 1993  
المولود(ة) في بحنين بتاريخ ١٠ تشرين الثاني ١٩٩٣  
La Licence en Physiothérapie  
إجازة في العلاج الفيزيائي

FAIT À HADAT-BAABDA, LE 7 juillet 2017  
الحدث - بعبدا، في ٧ تموز ٢٠١٧

N° 4685/2017 رقم ٢٠١٧/٤٦٨٥

Le Doyen  
العليا  
Dr Gaby MPOUKARZEL

Le Secrétaire Général  
الأمين العام  
P. Joe BOU JAOUDE

Le Recteur  
الرئيس  
P. Germanos GERMANOS



Nom de l'étudiant(e):  
 Faculté: Santé Publique [FSP]  
 Organisation: Dpt. Physiothérapie [DPHY]

| Semestre           | Code du cours | Titre du cours   | Crédits | Note acquise | Etat |
|--------------------|---------------|--|---------|--------------|------|
| Spring             |               | the Lower Limb and Trunk   |         |              |      |
| 2014 - 2015 Spring | PATH 202-EC10 | Pathology of the Nervous System                                    | 3       | 74           | PASS |
| 2014 - 2015 Spring | EPSP 101-EP00 | Physical Education and Sports                                      | 2       | 78           | PASS |
| 2014 - 2015 Spring | PRAC 102-ES10 | Practicum II   | 1       | 78           | PASS |
| 2014 - 2015 Spring | REHA 105-EA00 | Rehabilitation in Uro-Gynecology                                   | 2       | 76           | PASS |
| 2014 - 2015 Spring | PATH 302-EC10 | Traumatology and Medical Imaging (Lower Limb and Particular Cases) | 2       | 68           | PASS |
| 2014 - 2015 Summer | PRAC 103-ES10 | Practicum III  | 1       | 84           | PASS |
| 2015 - 2016 Fall   | REHA 107-EA00 | Aquatic Physical Therapy   | 1       | 83           | PASS |
| 2015 - 2016 Fall   | DIAG 301-EC10 | Motion Analysis  | 3       | 88           | PASS |
| 2015 - 2016 Fall   | REHA 108-EA00 | Pediatrics and Neuropediatrics Rehabilitation                      | 1       | 78           | PASS |
| 2015 - 2016 Fall   | REHA 106-EC00 | Physical Therapy Management of Burns                               | 1       | 90           | PASS |
| 2015 - 2016 Fall   | REHA 109-EA10 | Physical Therapy Methods for the Central Nervous System            | 3       | 88           | PASS |
| 2015 - 2016 Fall   | REHA 110-EP10 | Physical Therapy Methods for the Musculoskeletal System            | 3       | 90           | PASS |

Nom de l'étudiant(e):  
 Faculté: Santé Publique [FSP]  
 Organisation: Dpt. Physiothérapie [DPHY]

| Semestre           | Code du cours | Titre du cours  | Crédits | Note acquise | Etat |
|--------------------|---------------|---|---------|--------------|------|
| Spring             |               |   |         |              |      |
| 2013 - 2014 Spring | ANAT 401-EC00 | Neuroanatomy and Neurophysiology                              | 3       | 73           | PASS |
| 2013 - 2014 Spring | ANAT 501-EP10 | Palpatory Anatomy   | 1       | 88           | PASS |
| 2013 - 2014 Spring | ETHI 301-EC00 | Professional Ethics And Regulations                           | 1       | 81           | PASS |
| 2014 - 2015 Fall   | REHA 103-EA00 | Electrotherapy  | 2       | 79           | PASS |
| 2014 - 2015 Fall   | DIAG 101-EP10 | Methods of Assessment in Physical Therapy                     | 3       | 75           | PASS |
| 2014 - 2015 Fall   | DIAG 201-EP10 | Methods of Muscle Testing of the Upper Limb                   | 2       | 88           | PASS |
| 2014 - 2015 Fall   | REHA 102-EP10 | Passive and Active Mobilization Techniques                    | 2       | 82           | PASS |
| 2014 - 2015 Fall   | PATH 201-EC10 | Pathology   | 3       | 56           | PASS |
| 2014 - 2015 Fall   | REHA 101-EP10 | Physical Therapy and Rehabilitation Methods                   | 2       | 92           | PASS |
| 2014 - 2015 Fall   | PRAC 101-ES00 | Practicum I   | 1       | 81           | PASS |
| 2014 - 2015 Fall   | PATH 301-EC10 | Traumatology and Medical Imaging (Upper Limb, Head and Spine) | 2       | 74           | PASS |
| 2014 - 2015 Spring | REHA 104-EA00 | Cardiovascular and Pulmonary Rehabilitation                   | 3       | 69           | PASS |
| 2014 - 2015        | DIAG 202-EP10 | Methods of Muscle Testing of                                  | 2       | 80           | PASS |

Nom de l'étudiant(e):  
 Faculté: Santé Publique [FSP]  
 Organisation: Dpt. Physiothérapie [DPHY]

| Semestre              | Code du cours     | Titre du cours   | Crédits | Note acquise | Etat |
|-----------------------|-------------------|--|---------|--------------|------|
| 2015 - 2016<br>Fall   | REHA 111-<br>EA10 | Physical Therapy and Rehabilitation Methods In Sports Injuries               | 3       | 70           | PASS |
| 2015 - 2016<br>Fall   | PRAC 104-<br>ES10 | Practicum IV   | 2       | 81           | PASS |
| 2015 - 2016<br>Spring | INPS 101-<br>EC00 | Introduction to Psychomotor Therapy  | 3       | 79           | PASS |
| 2015 - 2016<br>Spring | GPHY 102-<br>EC00 | Leadership in Physical Therapy   | 1       | 82           | PASS |
| 2015 - 2016<br>Spring | REHA 115-<br>EA10 | Physical Therapy Methods for the Peripheral and Extrapyrmidal Nervous System | 2       | 82           | PASS |
| 2015 - 2016<br>Spring | REHA 112-<br>EA10 | Physical Therapy and Rehabilitation Methods In Rheumatology                  | 3       | 88           | PASS |
| 2015 - 2016<br>Spring | REHA 114-<br>EC10 | Physical Therapy and Rehabilitation Methods In Geriatrics                    | 1       | 88           | PASS |
| 2015 - 2016<br>Spring | REHA 113-<br>EP10 | Physical Therapy and Rehabilitation Specific Methods                         | 2       | 95           | PASS |
| 2015 - 2016<br>Spring | PRAC 105-<br>ES10 | Practicum V  | 2       | 82           | PASS |
| 2015 - 2016<br>Spring | MRCH 301-<br>EC10 | Research Methods I   | 1       | 90           | PASS |
| 2015 - 2016<br>Spring | REHA 122-<br>EC00 | Temporomandibular Joint Disorders And Rehabilitation                         | 1       | 87           | PASS |

Nom de l'étudiant(e):  
 Faculté: Santé Publique [FSP]  
 Organisation: Dpt. Physiothérapie [DPHY]

| Semestre           | Code du cours | Titre du cours                          | Crédits | Note acquise | Etat |
|--------------------|---------------|---|---------|--------------|------|
| 2015 - 2016 Spring | REHA 116-EA10 | Vestibular Rehabilitation               | 1       | 98           | PASS |
| 2015 - 2016 Summer | PRAC 106-ES10 | Practicum VI                            | 2       | 76           | PASS |
| 2016 - 2017 Fall   | LEGL 201-AC00 | Basic Law                               | 1       | 72           | PASS |
| 2016 - 2017 Fall   | REHA 117-EC10 | Biomaterials, Prosthetics and Orthotics | 1       | 93           | PASS |
| 2016 - 2017 Fall   | DIAG 501-EC10 | Clinical Reasoning                      | 1       | 86           | PASS |
| 2016 - 2017 Fall   | REHA 118-EC10 | Ergonomics                              | 3       | 82           | PASS |
| 2016 - 2017 Fall   | REHA 119-EC00 | Evidence Based Practice                 | 1       | 77           | PASS |
| 2016 - 2017 Fall   | GPHY 101-EC00 | Health Management                       | 2       | 69           | PASS |
| 2016 - 2017 Fall   | REHA 120-EA00 | Introduction to Clinical Posturology    | 1       | 92           | PASS |
| 2016 - 2017 Fall   | REHA 123-EP10 | Muscle Energy Techniques                | 2       | 92           | PASS |
| 2016 - 2017 Fall   | NUTR 101-EC00 | Nutrition                               | 1       | 68           | PASS |
| 2016 - 2017 Fall   | MRCH 302-EC10 | Research Methods II                     | 2       | 77           | PASS |
| 2016 - 2017 Fall   | STAT 201-EC00 | Statistics                              | 2       | 92           | PASS |
| 2016 - 2017 Spring | REHA 124-EP10 | Advanced Sports Injuries Rehabilitation | 1       | 84           | PASS |

Nom de l'étudiant(e):  
 Faculté: Santé Publique [FSP]  
 Organisation: Dpt. Physiothérapie [DPHY]

| Semestre           | Code du cours | Titre du cours                       | Crédits | Note acquise | Etat |
|--------------------|---------------|--------------------------------------|---------|--------------|------|
| 2016 - 2017 Spring | STAT 202-EC10 | Applied Statistics                   | 2       | 83           | PASS |
| 2016 - 2017 Spring | SECO 201-EP00 | First Aid                            | 2       | 86           | PASS |
| 2016 - 2017 Spring | MEMO 101-EM20 | Memoir                               | 3       | 83           | PASS |
| 2016 - 2017 Spring | PHAR 201-EC00 | Pharmacology                         | 1       | 84           | PASS |
| 2016 - 2017 Spring | REHA 131-EP00 | Ultrasound Imagery in Rehabilitation | 1       | 61           | PASS |

**Total De Crédits: 129**

**Nombre De Matières: 66**

**Moyenne Generale: 80.81**