

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

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

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“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

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

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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 (برغمرلا) 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 (قشرملا) 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.

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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

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.

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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 CNFCCP. 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.