



**DISTANCE
LEARNING AND
PEDAGOGICAL
INNOVATION**

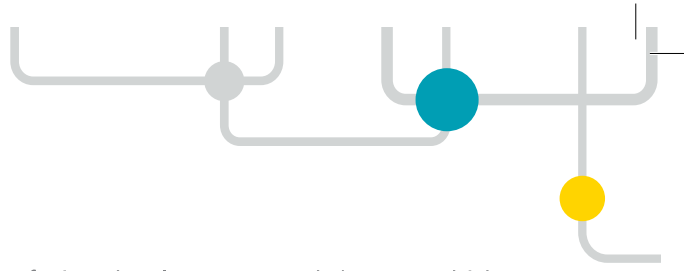
ADIP

2013-2017



Co-funded by the
Tempus Programme
of the European Union





PREFACE

Universities, as well as the rest of the educational sector, are facing developments and changes which are impacting our modern societies. Many factors are currently disrupting habits and practices and universities are - or will be -confronted with major challenges on the short term, namely:

- The ever-increasing number of learners and students who are joining universities with the legitimate expectation to acquire sound competencies, qualifications and aptitudes in view of their professional integration
- The rapid growth of the knowledge-based economy and the increasing impact of the new information and communication technology which are imposing an in-depth reform of the methods and objectives, especially with respect to the learning outcomes
- The globalization of practices and exchanges, distance learning, life-long learning and the openness to networks and to the international world, which compel us to reconsider our operating and governance rules.

These far-reaching challenges, which are common to all the educational systems in the world, are placing increased responsibility on universities in order to initiate or accompany change. Building on a collective thinking conducted in several universities in Lebanon and Egypt on the necessity to adapt their educational methods to the new challenges of higher education, the European program ADIP (Distance Learning and Pedagogical Innovation), which was designed and coordinated by AUF Regional Management in the Middle East, was developed in 11 universities in Egypt and Lebanon in partnership with the Ministries of Higher Education and the chambers of commerce in these two countries, in addition to several European institutions from France, Romania and Belgium. This program suggests a concrete approach in order to face the issues at stake, which translates, inter alia, in the following:

- The development of new educational methods by using competency-based education and Open and Distance Learning, and applying these methods to curricula reform
- Raising awareness on lifelong education, especially through the validation of prior experiential learning
- The permanent installation of these systems in universities through the creation of pedagogical innovation poles
- The perpetuation of these systems on the national level through the adoption of a legislative statutory framework

In light of the foregoing, we thought that it would be useful to propose this document which will try, through its different stages, conceptual guidebooks or feedback, to trace the main thread of this ambitious up-and-coming initiative.

This program, which could not have been executed without the financial support of the European Commission, led to outstanding results especially given the exceptional involvement of all teams from the Middle East, France, Romania and Belgium, as well as the presence and active participation of the Lebanese and Egyptian Ministries of Higher Education in Lebanon and Egypt. It will remain a beautiful example of what international cooperation can yield when it is the fruit of a big human and collective adventure.



ACKNOWLEDGEMENTS

- Our deep gratitude goes, first and foremost, to the European Commission and to its executive agency, the EACEA. Tempus programs have often contributed to the modernization of university systems in this region. In keeping with tradition, they have given birth to ADIP
- Our thanks to the representatives of the Ministries of Higher Education in Egypt and Lebanon for their continuous involvement in the program activities and for their unremitting institutional support
- Our heartfelt thanks and congratulations to all of the academic and non-academic partners from Egypt and Lebanon, to the heads of universities or chambers of commerce, to the persons in charge of ADIP on the local level for their determination and motivation, as well as to all those who participated in the program activities, each according to his/her respective tasks
- Our appreciation to the European partners for the quality of their interventions and for their high-level commitment throughout the program.
- Our thanks to the team of AUF Regional Management for having competently led and articulated the program in the region, without forgetting the CNF of Alexandria and its major role in Egypt.

Hervé Sabourin
AUF Regional Director in the Middle East

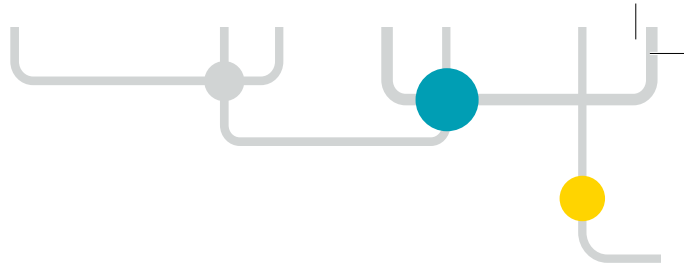
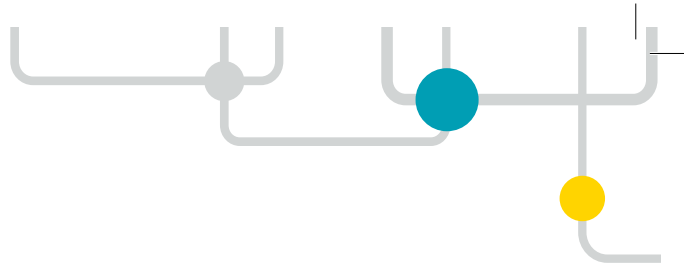


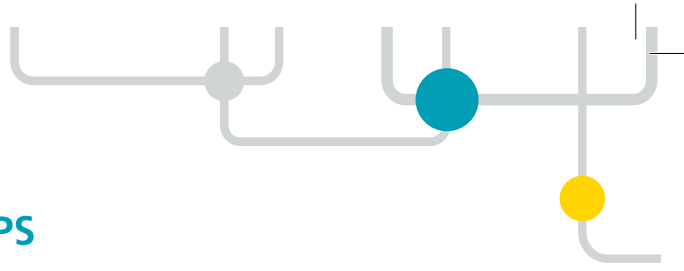
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INTRODUCTION



ADIP PROGRAM OBJECTIVES, ACTIONS, PARTNERSHIPS

OBJECTIVES AND IMPLEMENTATION

In order to meet the challenge of employability and education, including the education of isolated persons and lifelong education, this project was designed as a global and integrated process contributing to the modernization of higher education institutions. ADIP program aims at reforming teaching methods through pedagogical innovation, including digital innovation, for a better adequacy between education and jobs.

It is increasingly necessary to integrate the competency-based approach in the Middle East not only in the culture of higher education institutions but also in that of the socio-economic world. In order to be effective, it should translate in new models and through innovative pedagogical tools such as digital tools.

Setting a distance will permit learner-centered education and respond to the massification and unequal access to education, which represents a real challenge for the region. In order to perpetuate the project and enable the creation of a true culture of partnership between firms and universities, the recognition of prior experiential learning (RPEL) is introduced as a tool for the mutual recognition of the competencies of the two partners and as a means of lifelong education allowing the promotion and retraining of the active population.

In order for the reforms to be structural, pedagogical innovation poles were created within higher education institutions and a private bill on distance learning was drafted at the national level which would pave the way for a real structural change in higher education in the two countries, if adopted.

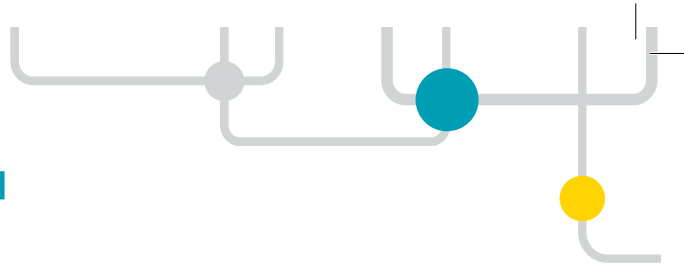
The described approach was initiated on the basis of practical cases which were applied to first year Master's degree students in the following fields: "Banking and Finance", "Information Systems", "Hotel Management" and "Hospital Management".

The results will be an encouragement to extend the project to other fields.

THE IMPLEMENTED ACTIONS

The following actions were implemented within the scope of the project:

- Overhaul of the curricula through pedagogical innovation
- Drafting of a competencies framework for each one of the chosen fields
- Reform of the pedagogical models in line with the competencies-based approach
- Production of distance learning materials
- Setting up of mechanisms for the development of lifelong education
- Recognition of prior experiential learning
- Bills and regulations for the recognition of open and distance learning
- Creation of pedagogical innovation poles



PARTNERSHIPS AND COORDINATION

PARTNERS

MIDDLE EAST

Egypt:

Ministry of Education and Higher Education
Egyptian e-Learning University
University of Alexandria
Mansoura University
Senghor University
French Chamber of Commerce in Egypt

Lebanon:

General Directorate of Higher Education
Higher Institute of Applied Sciences and Economics (ISSAE, CNAM Lebanon-UL)
Arab Open University
Arts, Sciences and Technology University in Lebanon
University of Balamand
Notre-Dame University
Holy Spirit University- Kaslik
Saint Joseph University
The Chamber of Commerce, Industry and Agriculture of Beirut and Mount Lebanon

EUROPE:

Belgium:

University of Liège

France:

Conservatoire National des Arts et Métiers (CNAM)
Pierre and Marie Curie University

Romania:

The Association for the Transfer of Knowledge in Romania
The Bucharest University of Economic Studies

COORDINATOR:

This project is coordinated by AUF Regional Management in the Middle East

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