

## **Part One: Overview of Lebanon's Educational Landscape (National Report)**

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### **Introduction**

Lebanon's higher education sector is the oldest<sup>1</sup> in the region, dating back to 1866 when the American University of Beirut (AUB) was founded under the name of the Syrian Evangelical College, followed by the Saint Joseph University (SJU) in 1875. The Lebanese University (LU), the only public university in the country, was established in 1951. Until 1975, when the fifteen-year civil war began, only around ten higher education institutions had been recognized by the state. At the time of this study, the number of certified Lebanese higher education institutions stands at forty-five (four of which have not opened yet, pending government approval).

This two-part study aims to examine the state of the Lebanese higher education sector, specifically in terms of governance. Part one provides an overview of the sector, based on the analysis of information gathered from the following sources:

- Studies on Lebanese higher education, including those published by the EU Tempus program in 2010 and 2011.
- Data collected at LU, the Center for Educational Research and Development (CERD), and from relevant websites.
- Interviews with the staff at the Directorate General for Higher Education (DGHE) and several experts.<sup>2</sup>
- A set of bylaws and decrees regulating higher education in the country.

Any study of the current situation of governance of Lebanese universities faces two major difficulties: the multidimensional diversity of the system and the lack of consistent, updated, and reliable data that would allow for a precise description of the situation at a particular moment. The question remains whether the governance systems in Lebanese higher education meet the challenges facing the sector in terms of market economy, knowledge society, and globalization, in addition to sociopolitical and cultural issues.

## **National Model**

### ***The Institutional Landscape***

The long history of higher education in Lebanon distinguishes it as a phenomenon in the region that deserves to be looked at closely. It is so diverse that it is almost impossible to draw one single model to describe it. It is also rapidly expanding and its pursuit of a modernization agenda has become an issue of high interest for all stakeholders.

Out of the forty-five recognized higher education institutions, thirty-three are full universities,<sup>3</sup> eight are university colleges or institutes, three—institutes or faculties of religious studies, four—certified universities or university institutes and pending permission to begin operations, and one, LU, is public.<sup>4</sup> The four institutions awaiting approval were all certified in 2009. After certification they have two years to start delivering courses; failing to meet that deadline obliges them by law to reapply for certification. The certification of new higher education institutions in Lebanon is regulated by the 1961 law<sup>5</sup> and its subsequent decrees. Corporate universities or American-style institutions do not exist in Lebanon, at least not in the terminology used by the certifying authorities. Private higher education has greatly expanded over the last two decades and has become a profitable venture, usually run as a family business.<sup>6</sup>

There is no official status hierarchy between universities in Lebanon. However, people can easily make some distinctions between them. Old institutions like AUB and SJU are renowned and in demand; they are also among the most expensive. The job opportunities that their graduates have made them more attractive and sought-after. Other universities like the Beirut Arab University, the University of Balamand (UoB), the University Saint Esprit–Kaslik, and the Lebanese American University also have some presence in the higher education landscape. LU represents a special case in the sense that it provides free education, has the highest number of students, has opened branches all over the country, and, paradoxically, is both highly autonomous yet highly centralized institution in terms of governance. Despite the fact that it recruits the best faculty members, it is still struggling to establish a good place among the top performing universities.

The balance between LU and private institutions in Lebanon is not reflected simply by the number of institutions in each sector; rather, the numbers and distribution of students enrolled in each is a better metric. There is no reliable information in this regard, but according

to data gathered from the DGHE, LU, and the CERD for the academic year 2009/2010, one can conclude a ratio of 40% of students in LU and 60% in the private sector.<sup>7</sup>

In the years 1961, 1988, 1996, 2000, 2006, and 2009 new universities were certified or new programs were licensed within existing institutions (and in a few cases institutions and programs were certified individually with a special decree). Since 1996, new programs in engineering, applied sciences, technical, and professional disciplines have been certified. Almost all higher education institutions have faculties or departments of arts, humanities, and business studies. The balance between the institutions whose curriculum focuses on the liberal arts and those focusing on technical and professional fields can only be demonstrated by investigating the enrolment numbers of students across the disciplines. Further studies should be conducted to determine this.<sup>8</sup>

During the last decade, new institutions were established in Lebanon, new faculties created, and faculties or institutes were transformed into full universities. Higher education institutions are in the process of accreditation by international bodies of quality assurance. For Lebanese universities with a long history, like AUB, SJU, and the Lebanese American University, this process has already been completed and they are now seeking accreditation for their programs. Encouraged by a number of international cooperation projects, such as the European programs Tempus and Erasmus Mundus, some Lebanese institutions have established internal quality assurance units.<sup>9</sup>

Apart from the procedures and preconditions that higher education institutions have to follow in order to complete the organizational audits at the certification or licensing phase, there are not accreditation mechanisms implemented in the country. A new law for higher education, still pending ratification by the government, encourages higher education institutions to start the process of accreditation either through a national agency (whose establishment is underway) or through internationally recognized bodies of accreditation. In the absence of a national accreditation mechanism or national procedures for quality assurance, many universities seek accreditation abroad.

The government has issued many decrees outlining the minimum requirements for an accreditation of a university campus. Campuses differ considerably from one university to another. For example, only fourteen have student residences; collectively, they currently account for more than 45% of the overall university student population in the country. Building student

residencies is still a new trend—before 2000 only a couple of universities had them. It is worth mentioning that housing facilities are often located in the areas surrounding the university campuses and are managed by private businesses, which have concluded some sort of agreements with the neighboring universities to meet the minimum requirements.

One of the impacts of universities on their surrounding areas is the proliferation of off-campus student services. Before the civil war, almost all higher education institutions were based in Beirut and although they offered good employment opportunities, they couldn't be considered as major employers in their local region. The fifteen years of war, with all the security problems that it has created as far as students' mobility is concerned, have forced several higher education institutions to open branches in different Lebanese regions; the more the region is remote or economically weak, the more these university branches can be regarded as important employers in these areas. The services that grew around the campuses vary considerably depending on the size of the campus; besides residencies, they include cafeterias, stores, and bookstores.

### ***The Economy of Higher Education***

Reliable and accurate financial information about Lebanese higher education institutions is unavailable. According to the latest *Country Partnership Strategy* paper for Lebanon published by the World Bank in July 2010, “financing of the education sector is highly fragmented and inefficient, and leads to inequities. Government budget statistics do not allow resource allocation to be analyzed by level of education, region, learning outcomes, or socioeconomic groups of beneficiaries” (7). Charbel Nahas explains some of the gaps in the government's budget statistics by noting that “it is a fact that spending on higher education can, broadly speaking, be divided into government spending, household spending and external or private grants” (2009, 5).

Direct government spending on higher education does not exceed 0.5% of the GDP, which is below the average levels for OECD countries and countries of lower-middle income, both of which spend 1% of GDP. The main direct government spending is channelled to LU, the Ministry of Education and Higher Education (MEHE), the National Council for Scientific Research (CNRS), and to cover Lebanon's contributions to bilateral programs, such as CEDRE with France. Indirect public spending is used mainly for educational allowances and transfers to government employees (working at specific levels of government) for the tuition of their children studying in private universities. Around 75% of civil servants receive financial aid to

support the enrolment of their children in private universities, which are considered to provide better quality education. Financial assistance to parents of university students is paid to state employees as well as employees in the private sector. These allowances make up a large portion of government spending on education. Due to the strong presence and rapid development of private education, household spending on education in Lebanon far exceeds that of government spending at all levels of schooling.

In addition to government and household expenditure, a third source of funding for education comes from external or private grants. This is not insignificant, especially at the postsecondary level. Some universities that follow the American model (mainly AUB and UoB) benefit from endowments and gifts used to finance buildings, equipment, programs, and scholarships. For AUB, whose accounts are publicly available (see AUB 2010), the amount in 2009 reached US \$30 million out of an operating budget of US \$254 million. Foreign governments offer support to some universities and schools by providing professors to work in Lebanon, supplying teaching material, or supporting joint programs. This is particularly the case with France. Many charitable and/or political foundations and some foreign governments grant scholarships to Lebanese students.

At least five higher education institutions, which collectively host around 15% of Lebanese students, belong to religious communities that provide not only the land for the buildings, but also university personnel—members of the religious order (for example, priests and nuns) work as teachers or administrative staff. It is not easy to assess the value of this complementary financing due to difficulties in collecting the relevant data for this type of contribution.

According to Nahas (2009), when the three sources of financing of education described above are combined (calculated here for the academic year 2004/2005 because of the availability and representativeness of data), one can assert that around US \$933 million are spent on higher education every year representing one third of the total expenditure on education. Public expenditure counts for only 16% of this amount, complementary assistance accounts for 9%, and the rest is private expenditure. Taking into account the age structure and the levels of enrolment, the average yearly cost per student in higher education is \$4,500 or 84% of the GDP per capita.

LU is funded by the government with a moderate contribution from students—fees cover only 6.5% of LU's total budget. On the other hand, the main source of funding for the private

sector comes from tuition fees and donations. The rapid expansion of the sector has not only responded to the high demand for postsecondary education, but has also proved a profitable and attractive business venture. Private higher education, in the Western or American style, is a recent phenomenon in Lebanon, which flourished during the last decade when higher education institutions began operating as for-profit organizations. The majority of these non-state higher education institutions are owned either by religious establishments or by charitable organizations with non-profit objectives. Apart from these new business-oriented institutions, no major recent changes have taken place in the way universities are funded.<sup>10</sup>

Until the civil war, student aid had been offered in some of LU's faculties in the form of direct grants to top-performing students. Due to LU's difficult financial situation since then, this granting scheme is not practiced at the moment. In the private sector, student aid and scholarships are offered either directly or in the form of assistantships, depending on the student's social situation. Another form of aid are fee exemptions, based on the number of students and on social considerations; some exemptions can be offered to students who work at the university.

According to the World Bank, the International Finance Corporation will explore possibilities for developing student lending programs delivered through the banking sector, targeting low- and middle-income students, drawing on the experiences of its student loan programs in other countries in the Middle East and North Africa (MENA) region. A student lending program was launched by Byblos Bank in collaboration with the Agence française de développement, through a credit line of € 25 million (US \$32 million). For the time being, these loans are offered to students of nine partnering Lebanese private universities starting in their first academic year. Other banks like SGBL, the BLF, and Audi already have student loan schemes in place, but these are different from the standard low-interest student lending programs known internationally.

### ***Regional and Global Dynamics and Relationships***

Apart from the League of the Lebanese Universities, which only recently became more active, there are no interinstitutional networks in the Lebanese higher education sector. However, Lebanese universities have a long tradition of cooperation with international institutions. Partnerships are established on the basis of joint programs and special conventions. Thanks to

international programs and schemes like Tempus, FP7, CEDRE, and Erasmus Mundus, consortia of higher education institutions are beginning to cooperate in several joint projects. For example, as part of the project TransMedEAST, nine institutions from Lebanon, Egypt, Tunisia, France, Italy, and Greece have partnered to offer a trans-Mediterranean interuniversity diploma in endoscopy and microsurgery in neurootology. Another project called TIES, funded by Tempus, brings together fifteen institutions from Lebanon, Jordan, Egypt, Tunisia, Algeria, Morocco, Spain, Italy, and France to work out a network for the Southern Mediterranean region based on an internationalization scheme of higher education. Many other initiatives are underway, but a critical evaluation of these ventures would find that a sustainable cooperation and relationships are far from being a reality yet (Tempus 2010).

Despite the fact that Lebanese universities are attractive to foreign students, particularly from Arab countries, the sector has not expanded outside Lebanon, except the Lebanese International University. Another exception is AUB, which has training programs in the Gulf and a strong cooperation program with the American University of Dubai. In 1976, AUB created its Regional External Programs office to consolidate the academic and professional experience of its faculty and staff and to provide rigorous consulting and technical assistance throughout in sciences in the MENA region.

The following table shows how many foreign students were studying in Lebanon between 2000 and 2010 (the figures for 2008/2009 are missing):

**Table 1. Foreign students enrolled in Lebanese higher education institutions between 2000 and 2010**

Academic Year	Total Student Enrolled	Foreign Students Enrolled
2000/2001	11,9487	14,043
2001/2002	12,4730	13,364
2002/2003	12,3371	11,176
2003/2004	13,2645	12,839
2004/2005	14,1479	12,860
2005/2006	14,6961	15,891

2006/2007	16,0364	21,339
2007/2008	16,7165	23,874
2008/2009	N/A	N/A
2009/2010	18,0850	29,361

Many Lebanese students opt to study abroad, especially in countries where higher education is free. Opportunities for this have always existed either through scholarships offered by foreign states as part of exchange programs or through international granting schemes. But the majority of Lebanese students studying abroad use their families' resources to pay for their studies. A survey carried out by SJU in 2002 estimated that 12,500 students were studying abroad, with 37% opting for Western Europe, 30% for North America, and 20% for Eastern Europe. These represented more than 10% of the total number of higher education students enrolled in the country.

### ***State Legislation Governing Higher Education***

The freedom and independence of Lebanese higher education are protected by the country's constitution. The MEHE has jurisdiction over non-vocational higher education. Article 2 of Law 247/2000 established the DGHE, operating within the MEHE, to regulate, supervise, and coordinate all actions related to private universities. Apart from the licensing of postsecondary degrees and programs, which must be validated by the DGHE, all other responsibilities of private universities are in the hands of each institution's governing body. The public LU enjoys a clear autonomy with its own system of governance where the University Council manages university affairs and deans manage the university faculties in the different LU branches across the country.

The main law regulating the private higher education sector was passed in 1961, whereby a Council for Higher Education was established with the power to license new postsecondary institutions. At that point, the eleven original universities were judged to meet the criteria and received a license. A detailed account of the debates surrounding the passing of the 1961 law is told by Henri Awit in his article published by the Lebanese Association for Educational Studies (LAES) in 1997 as part of a comprehensive study on Lebanese higher education. According to Awit, the absence of decrees that regulate the expansion of the sector, and that should have been

included in the initial legislation, has been very damaging to the general state of higher education in the country.

Such decrees were subsequently passed. The most important one, in 1996, modernized the 1961 law and set out the conditions and criteria for the legalization and licencing of higher education institutions and their audits by special technical committees. One of these decrees set out the criteria for establishing what could be termed an “university institute of technology.” Another decree set up the Equivalence Committee for the recognition of diplomas—an exercise that had been in place since 1957 through a joint committee in charge of the equivalence of all qualifications in both pre-university and higher education. Other laws governing some professional practices, such as in medicine and engineering, have existed since 1957. In general, one can observe that there is no systematic or logical evolution of the legislation process and that laws and decrees have been passed rather chaotically.

The 1996 decree was intended to tighten the rules and, especially, to bring into line any unregulated institutions. It required, for example, that the number of academic and administrative bodies in each institution is proportional to the number of students enrolled. It also required documented proof of ownership of the land on which the university is to be built. Furthermore, it stipulated that university campuses cannot occupy buildings that also have residential or commercial function. The impact of this decree on the governance of Lebanese higher education has been weak. It falls short of shaping the ways and the mechanisms by which higher education institutions are governed. New institutions continued to open and be certified without meeting the minimum requirements of an institutional governance structure.

Apart from these regulations and conditions that must be fulfilled at the licensing stage, neither the national government nor any local authority are involved in the founding, the governance, and the operation of private institutions. The power of licensing or governing higher education by the state is loose and subject to many political and sectarian constraints. It failed to provide a consistent, regular, structured control over a sector that, despite being independent, as stipulated in the constitution, remains a public good under the purview of the state.

A modest progress was made after the creation of the DGHE in 2002. The Ministry, without any legal basis, and by using only its authority in licencing new institutions, validating new programs, and recognizing diplomas, has managed to enforce some changes and reforms in the sector. These can be seen in the formation of boards of trustees, university and faculty

councils, and the appointment of university presidents. Two other institutional bodies have contributed to this progress: the Technical Committee and its specialized subcommittees, functioning as a technical arm for the Council of Higher Education, and the Equivalence Committee responsible for the recognition of all diplomas received in or outside the country.

Many stakeholders are calling for a review of LU's structure (the university is a self-governing institution with its own autonomous status). Recent attempts by the Ministry to initiate a debate on a new law for the restructuring of LU have faced difficulties and resistance, given the extreme political and social complications that govern any change in this huge public institution. It should also be noted that new legislation for the reorganization of private higher education has been proposed and awaits the approval of the relevant parliamentary committees. This is the first such proposal concerning higher education drafted after the 1961 law and the subsequent decrees.

In Lebanon, freedom of speech is protected by law and so is academic freedom in terms of research, mobility, or speech. However, the law imposes some restrictions on LU employees as they are considered civil servants, although these restrictions have never been very effective. The freedom of LU staff is protected by their League, a body that has proved to be powerful and efficient in defending the rights of its members. Surprisingly, the staff at private universities, who are not considered civil servants, do not enjoy the same freedom as their counterparts at LU to establish or join associations. The fear of losing their job prevents some people from expressing their views freely and openly. Academic freedom is about creating, disseminating, and transmitting ideas. The sensitive and exceptional situation prevailing in the country has imposed a kind of self-censorship on what one says and does. Even AUB, considered by many as the most liberal institution in the country, has taken measures for diffusing conflicts among students. In the Van Dyke student lounge at the university, a poster on the wall reads: "Public political discussions should not be take place anywhere on campus." An area for future research would be to identify the international agreements on academic freedom that Lebanon has signed.

### ***Reforms***

The LAES, in collaboration with a special committee and upon the request of the MEHE, drafted the national strategy for education, including higher education. The document was approved by the MEHE and is pending ratification by the government and the parliament. It calls for the

reinforcement of accessibility, the creation of a modern system of accreditation, the setting up of national standards for evaluation and quality assurance, the implementation of a national policy for the recognition of diplomas, enhancement of the quality of teaching at LU, reform of tertiary vocational education, diversification of programs, promotion of cooperation between universities and businesses, support for research, and reinforcement of the institutional capacities of the public sector. This strategy for higher education needs to be complemented by a series of timely action plans. Furthermore, another document entitled *Quality Education for Growth* set a five-year plan for the general education sector—excluding higher education; it has been approved by the government.

One can mention two other initiatives as part of the reforms, or attempts at reform, in higher education. A special committee was set up to draft legislation for the establishment of a national agency for quality assurance. The law was approved by the government and is awaiting ratification by the General Assembly of the Parliament. This is a project funded by AMEDEAST and is conducted under the supervision of LAES. Another committee was set up in collaboration with the European Training Foundation, which provided funding. Its aim is to lay the foundations for a Lebanese national qualifications framework. The deadline for the completion of this phase of the project was the end of 2011, followed by a second phase, from 2012 to 2015, funded by the World Bank.

International support and reforms in higher education also affect Lebanon's modernization agenda. The country participates in many cooperation programs that have led it to reorient its structures and systems to converge with the current international trends. The openness of the Lebanese higher education system to the outside world makes harmonization and convergence more than necessary. Like the Lebanese higher education system itself, international programs that involve Lebanese universities are also diverse and vary according to the style of each institution whether it be American, European, or Arabic. However, programs like Tempus and Erasmus Mundus have proved to be important vehicles and instruments for reform and modernization. Some of the issues that they have strongly put forward are quality assurance, qualifications frameworks, governance, university-business cooperation, mobility of students and graduates, and recognition of diplomas. Tempus has encouraged the MEHE to form a team of reform experts, called HERE, within the ministry to assist with the attempts to modernize the sector and to provide counselling to higher education institutions in their effort to

converge with the European development agenda. These international programs have also pushed the ministry and the higher education institutions to define their national priorities; respecting these is a precondition for any eventual funding or assistance.

Despite the fact that Lebanon is not a signatory country of the Bologna Declaration,<sup>11</sup> many universities, including SJU and the mighty LU, have begun implementing the Bologna principles such as the three-cycle LMD (bachelor-master-doctorate) system and the ECTS. With Presidential Decree No. 14840 from June 28, 2005, the LMD system was adopted at LU as a semester system based on modules and credits. Decree No. 2225 from June 11, 2009 put the general rules of this semester system at LU. It has to be noted that the chaotic implementations of the Bologna principles at LU have led to some practical difficulties and misunderstanding of the philosophy of this process, and need to be deeply reviewed and revised.

The political system of the country based on sectarianism, the loose state control over higher education, and the chaotic and rapid expansion of the sector remain the major obstacles for the development and implementation of reforms. No formal incentives for reform exist, but the competition among the numerous higher education institutions—some of which with long histories, others just emerging—is very strong. Addressing market demands and improving graduates' employment opportunities are also pressing issues prompting the need for reform.

### **Internal University Structures**

LU is a large centralized public institution headed by a president and governed by a University Council. By law, members of the council should be the deans of all faculties, one faculty member from each faculty elected by the teaching staff, two student representatives, two government representatives, and three independent experts chosen by the government. The president's authority over the management of the university is shared with the Council and the deans. Each dean manages the branches of his/her faculty with a director of the branch. Thus, LU governance is centralized following a strict hierarchy. However, in reality things are different, for two main reasons. First, as a public organization, LU exhibits all the weaknesses of state-run institutions, and second, because the university is geographically spread all over the country, actual control is less efficient. It is a mixture of a strict hierarchy in terms of financial and administrative management and of greater freedom in terms of decision making on the level of faculties and departments. Furthermore, for a long time the political situation in the country

undermined the reestablishment of the student unions at LU, thus preventing students from being duly represented in the University Council.

Governance in the private sector is not much different in the sense that it too is based around a centralized system of authority. The majority of universities started with a main campus in Beirut or in Mount Lebanon. Others, such as the UoB, Al Manar University, University of Tripoli, Al Jinan University, Université libano-française de technologie et des sciences appliqués in Tripoli, and the Hariri Canadian University in Mechref, opened outside Beirut.<sup>12</sup> Due to the increasing demand for higher education, universities started opening branches in other Lebanese regions, managed by academic staff reporting directly to the central administration of the university. This has created legal problems with the Ministry, which requires that each branch has to meet a minimum of standards and criteria in order to be recognized by the state. As mentioned above, the MEHE via the DGHE requires that every private university has a board of trustees where two-thirds of the members are people outside the owners' circle and family as a guarantee of a degree of independence. University colleges or institutes should have boards of directors. Universities should also have councils, including on faculty and departmental levels, and all councils should have student representatives.

The importance of implementing the governance hierarchy efficiently varies from one institution to another. In most Lebanese higher education institutions, other stakeholders such as students, alumni, representatives of civil society organizations, industry, and professional associations, are absent from the governing bodies. The institutions with religious background, normally founded by the church or other denominational authorities, are subject to a special, clerical, type of governance.

### ***Internal Legal Statues***

The only nation-wide legislation that governs the higher education sector is the law of 1961 and the subsequent decrees; LU is governed by special legislation. These laws and decrees ensure a great degree of independence and autonomy in terms of governance. With more recent decrees and with the new law awaiting ratification, some criteria on the governing structures of higher education institutions are imposed. However, there is not a strict legislation targeting the internal structure of Lebanese universities; each institution follows its own bylaws, managed according to established administrative policies and procedures. The quality of these policies and procedures

differs from one institution to another, depending on the organization's historical background, tradition, and type of institution.

The way internal regulations and laws are produced, revised, or amended varies from one institution to another, but one can draw up a few models by which all higher education institutions can be categorized. LU's model is, again, unique in the country in that it requires that every internal bylaw or regulation be approved by the government through the minister of higher education. The University Council decides a great number of academic issues. The model of institutions owned by religious orders (hosting around 18% of the student population in the country), can be described as a hybrid, secular and clerical, system. Another model is characteristic of institutions affiliated with external organizations (this group of universities hosts around 26% of the student population). The majority of them are based on the American style of education and have long traditions of being governed by a board of trustees. Among these is also the Beirut Arab University, which is affiliated with Alexandria University in Egypt and based on the Egyptian system of governance. The model of the business-oriented institutions (representing 16% of the student population), is more recent and includes universities as family businesses and self-proclaimed charity or cultural organizations.<sup>13</sup>

### ***University Administration***

As mentioned, the Ministry, via the DGHE, requires that every university has a board of trustees, but according to the decrees issued after 1996, a higher education institution should have an executive board and a scientific board with internal bylaws and regulations. At LU, the heads of departments are elected by faculty members. A 2009 law regulating all governance bodies also instituted a complicated process for the election of deans. In the private sector, the situation is so diverse that one cannot draw a single pattern of how the participatory structures are constituted. Apart from AUB, the Lebanese American University, and UoB, which follow the American style of governance, student participation in the governing bodies is almost non-existent. At AUB, in contrast, a student government is elected every year. University administrative bodies rarely include students, with the exception of LU's University Council, which, as mentioned above, is required by law to include two student representatives. Despite the good intentions however, this has not been practiced since the beginning of the civil war when the election for the students'

union was suspended; this state of affairs continued after the war due to the very sensitive political situation prevailing ever since in the country.

### ***Research and Knowledge Production***

It is difficult to know how much funding the universities allocate to research (see Technopolis Group 2010). In general, research is weak in the country and needs to be restructured along national and strategic lines. The National Council for Scientific Research (CNRS) is the only publicly funded source for research grants at the national level. All other research activities are undertaken by the universities themselves. Research projects are carried out in doctoral programs or in the framework of special exchange schemes or bilateral agreements between Lebanese institutions and international partners. Apart from the three doctoral schools established at LU in 2008, there are no special research institutes in the country, and only five universities provide recognized doctoral studies (LU, SJU, AUB, University Saint Esprit–Kaslik, Beirut Arab University). Individual researchers also benefit from funds provided by the CNRS, CEDRE, FP7, or the Agence universitaire de la Francophonie to conduct research or to participate in conferences and seminars. LU's doctoral school for science and technology has started to support research groups in different faculties and in special disciplines like the Centre for Research in Biotechnology in Tripoli, North Lebanon. Many researchers believe that research should be conducted on national level and by federating the efforts and resources of both public and private sectors.

According to a report of the project Estime (Evaluation of Science, Technology, and Innovation Capabilities in Mediterranean Countries) (see Gaillard 2007), Lebanon's publication output is still modest, but has significantly increased in the recent past, and the number of publications indexed in international databases registered an almost five-fold increase between 1995 and 2005. The country's scientific production is highly specialized in the medical field, while its research capacity and activity are concentrated in three universities, with the top and most visible science producer being AUB. Apart from the fact that it is the oldest university in the country, its success is mainly due to a favorable internal research environment discussed in detail in the Estime report. Two other universities, LU and SJU, play a significant role. LU has, by far, the greatest human capital of the three, but it is confronted with a number of lingering structural problems that prevent its staff from engaging in research more actively and with

greater results. These problems have been recognized and a number of targeted actions have been proposed. Most of them have not yet been fully implemented (Gaillard 2007).

The CNRS is leading four research centers located in different parts of Lebanon:

- National Center for Geophysical Research (with staff of six people)
- National Center for Marine Sciences (thirteen researchers and staff of three)
- National Center for Remote Sensing (eight researchers and staff of four)
- Lebanese Atomic Energy Commission (thirteen researchers and staff of eleven)

It is only recently that higher education institutions have started to appreciate the links between universities, NGOs, and civil society at large. A new Tempus-funded project called SLACE (Developing Service-Learning and Civic Engagement Partnerships across the Curriculum) is being implemented in the AUB and the UoB. Another collaboration project called LIRA is one of the few joint activities between academia and the business world. Its annual conference makes connections between university research programs and the Association of Lebanese Industrialists.

### ***Public and Social Participation***

In Lebanon, no nation-wide student bodies or faculty unions exist except in some cases of disciplinary alliances as in the field of IT, for instance. However, it is worth mentioning that until the civil war, Lebanese universities were active and dynamic centers for defending national issues where students formed a considerable pressure force in a highly politicized society. Since the end of the war, the university community has been influenced by a politically divided society, which has hindered to a great degree the role of universities in social mobilization. Before, LU students were organized in an elected union and most of the private higher education institutions also had elected student bodies. Without an overarching, nationally representative organization, in many instances some of these unions supported each other during particular campaigns (such as the 1973–1974 push against fees increase at AUB). After the civil war, the picture changed. The political division in the country is so sensitive and fragile that LU has considered it safer to suspend elections for student unions. Private universities still organize such elections and student unions still have a say in many university issues, but without being integrated into the governance system. The situation at AUB is different in that the student union there has more influence over issues concerning their interests. Universities like AUB, SJU, the

Lebanese American University, Notre Dame University, UoB, Antonine University, together with the different faculty branches of LU representing more than 80% of the student population, all have students unions. Their powers differ from one establishment to another.

Any links between universities and NGOs are based on a deep understanding of the strategic role that universities should and can play in social change and in the economic development of any country. In the absence of a strategy for higher education in Lebanon, a structured relationship between the sector, NGOs, and civil society is also missing. However, the situation is not entirely gloomy. An unstructured wave of joint activities on university campuses that address social issues and civic engagement is growing. It differs from one university to another, but some campuses host numerous social activities such as musical events, exhibitions, conferences, sports events, et cetera.

## **Student Experience**

### ***Access and Equity***

The number of people in Lebanon with a university degree is unknown, but the following figures give us some idea about this. In 2007/2008 academic year, 26,622 students, 54.6% of whom were women, graduated from Lebanese institutions of higher education. In 2008/2009, there were 29,747 graduates, 55.8% female.

The archives of the DGHE's Equivalence Committee show that 8,000 requests for diploma equivalence are received per year. An investigation<sup>14</sup> by Chafic Mokbel, a member of the Tempus team HERE, on one semester's worth of files at the Equivalence Committee (for 2009) has shown that 67% of the requests are for diplomas earned in Western countries, 19% from Eastern Europe, and 12% from Arab universities. 31% of these requests have been submitted for degrees earned abroad by Lebanese students; 56% are for bachelor's degrees, 21% for master's, and 23% for PhDs.

In terms of student admission, one needs a baccalaureate (in Lebanon, a secondary school diploma), or equivalent to be admitted to a higher education institution. Some universities require language proficiency and enforce preparatory courses in language and mathematics. Entry exams are conducted in specific faculties of LU, which have admission quotas (in the medical disciplines, engineering, business administration, architecture and fine arts, and public health). Some private institutions require an entry exam in medicine and engineering. LU is open

to all Lebanese citizens and to foreigners who are legal residents in the country. Foreigners enrolled in LU pay a higher fee of US \$600 than Lebanese citizens (US \$250).

The Lebanese higher education system can also be described as diverse in terms of the fees charged by the different institutions. In general, fees at a private university or institute start at US \$3,500 and can reach US \$25,000 per year. This excludes living expenses and other relevant costs like books and course packs. Table 2 shows differences in tuition fees charged in some higher education institutions:

**Table 2. Tuition fees in seven Lebanese higher education institutions, in US dollars**

Lebanese University	\$250 for Lebanese nationals and \$600 for foreign students
American University of Beirut	from \$10,242 up to \$14,476 per year for undergraduate studies
Lebanese American University (LAU 2009)	from \$5,800 up to \$7,100 for engineering and up to \$12,250 for medical studies per semester
Beirut Arab University	Full engineering degree: 150 credits x \$227 Full medicine degree: 204 credits x \$333
Lebanese International University	\$115 per credit for a bachelor's degree \$210 per credit for master's from \$150 up to \$270 per credit in engineering \$195 per credit in pharmacy
Haigazian University	\$227 per credit hour for undergraduate studies \$310 per credit hour for graduate studies
Notre-Dame University	\$300 per credit hour for undergraduate studies \$400 per credit hour for postgraduate studies

The majority of higher education institutions offer financial aid and scholarships. At AUB for instance, US \$7.5 million were allocated to scholarships and awards in addition to US \$3.9 million to graduate assistantships.

### *Student Life*

45% of university students in Lebanon attend campuses with decent infrastructure<sup>15</sup> and another 20%—campuses with acceptable services.<sup>16</sup> The remaining 35%, the majority of whom are at LU, study in buildings that resemble ordinary high schools. The larger the campus, the more non-academic activities it offers. One can hardly find a website of a private university, which does not feature a package of student activities ranging from sports and a variety of clubs to music and theater, entertainment, group activities outside the campus, and events for alumni in addition to all kinds of non-academic social activities; many universities also send newsletters, leaflets, and posters. Given the sensitive political situation in the country, many institutions have downplayed the existence of student government or any engagement in political activities both on campus and off. This policy of neutrality and indifference has had the greatest impact on student life at LU.

As mentioned above, fourteen higher education institutions have dormitories: AUB, SJU, LU (Hadath), Lebanese American University, UoB, Al Jinan University, University of Tripoli, Beirut Arab University, Modern University for Business & Sciences (for women), Antonine University, Notre Dame University (Keserwan), American University of Science & Technology, Lebanese German University, Holy Family University–Université Sainte Famille. They are able to accommodate only a small fraction of the actual student demand. More research is needed to measure the capacity of these residencies to meet the demand of enrolled students, but surely the dormitories flourishing around campuses and managed by private businesses are filling the gap. Apart from the newly established dormitories at LU's Rafic Hariri campus, no residencies are funded by the state or by municipalities and the local public administrations.

## **Graduates**

Employability is one of the greatest challenges facing higher education institutions. According to Index Mundi, the unemployment rate in 2007 in Lebanon was as high as 9.2%. The figures of the Central Administration for Statistics show that the 2007 unemployment rate was 20.7% for those 20–24 years of age, 12.1% for the 25–29 year-olds, and 6.7% for ages 30–34. Traditionally, the majority of the population has been employed in the public sector or in a service-based economy where tourism, banking, and other light industries have been the main pillars. A large portion of Lebanese graduates find employment in pre-university education as school teachers and instructors.

For the first time in a long time professional associations like the Order of Engineers and the orders of medical professions have complained of the excessive number of students graduating in these fields, and have called for greater restrictions on the ways the state is licensing new institutions or programs. This is a phenomenon, which makes the need to address the employability of new graduates even more pressing.

Statistics on the mobility of Lebanese graduates are scarce. Precise national data on the number and distribution of doctoral candidates in the country does not exist, but figures from the Central Administration of Statistics estimate their number to be 2,100, and growing. The figures for the 2007/2008 academic year show that 10% of the students go on to pursue master's degrees.

Migration is a true phenomenon in Lebanon—the number of people in the Lebanese diaspora is equivalent to three times the population living in the country. In this context, the fact that graduate students go abroad to find jobs, is not surprising. The preferred destinations are the Gulf and European countries, the United States, Canada, and Australia. More research is needed to determine the distribution of Lebanese graduates in institutions in these places.

## **Faculty Experience**

### ***Faculty Mobility and Promotion***

For recruitment at LU, an annual call for candidates is made and applications are accepted at the faculty level, based on the needs for new hires identified by the departments. The selection process is not uniform among faculties, and the way selection committees are formed does not respect a transparent set of standards. Procedures for hiring candidates on a contractual basis for a set number of working hours are also not transparent, and many factors intervene in the selection process. It is worth mentioning, however, that to be offered a position at LU, candidates need to hold a PhD degree from a recognized higher education institution. The academic staff at LU is known to be among the best qualified and always in demand to be recruited by other universities in the country. In some cases, like in the Faculty of Medicine or that of Public Health, it is possible to recruit teachers from the medical profession with less than a PhD. The overall higher education teaching charge is ensured by an equivalent of 16,387 staff members, 32% of whom are recruited by LU. The same proportion applies for administrative personnel. Gender is not an issue in this regard.

Faculty recruitment in private universities is subject to different criteria defined by each institution. The required qualifications are more flexible and conditioned by the academic level of the recruiting institution. The new law for higher education puts more emphasis on the minimum qualification of teaching staff needed for each degree program.

As part of a growing wave of universities opening in the different Gulf states, more Lebanese academics have been recruited there. In the past, LU used to be very attractive to PhD graduates, because it offered stable employment (never a member of staff had been dismissed) and a less demanding workload. But with the expansion of the private sector where salaries are higher, the state of affairs has been reversed and private universities have become more attractive.

### ***Social Status and the “Academic Class”***

Despite the devaluation of salaries in Lebanon caused by inflation, professors are still considered as part of the middle class and highly regarded as intellectuals and well-educated citizens. LU faculty are considered civil servants; they enjoy better health services and better school allowances for their children. The social perception of a “university professor” is still positive, but with the economic situation in recent years affecting mostly the Lebanese middle class, this prestige is gradually diminishing.

### **Conclusion**

The Lebanese higher education sector, whose independence is protected in the constitution, is characterised by its multidimensional diversity, and not one single model can describe its governance system. The Lebanese University, the only public university in the country, enjoys a high degree of autonomy with no efficient accountability procedures in place. It has opened branches all over the country and yet, in terms of governance, it is a very centralized institution. A special law governs private higher education, yet the control of the state on this sector is loose. The dependency of institutions for postsecondary education varies according to their type, whether they are religious, secular, or family-based. Prestigious universities have a better structured institutional approach to governance and management. Higher education institutions self-declare as non-profit organizations, but universities that are run as family businesses are flourishing throughout the country.

## Notes

1. Not counting the University of Al-Karaouine located in Fes, Morocco, which was founded in 859, and Al-Azhar University in Egypt, founded c.970–972 as a *madrassa* (educational institution) and as the chief center for Arabic literature and Sunni Islamic learning in the world. It is the oldest degree-granting university in Egypt after Cairo University, its establishment date may be considered to be 1961 when non-religious courses were added to its curriculum.

2. The following people were interviewed:

Ahmad Jammal, Director General for Higher Education

Mohsen Jaber, Minister's Advisor for the Lebanese University

Chafic Mokbel, Research Council at the University of Balamand

Pierre Gedeon, President of the AUCE

Amer Helwani, Minister's advisor for the CRDP

Sobhi Abou Chahine, Beirut Arab University

David Boutros, Master's student, USEK

Chadi Helweh, Undergraduate student, NDU

3. A “full university” has at least three faculties at the certification stage.

4. See Appendix 1 for a list of all Lebanese higher education institutions and their official acronyms.

5. See Appendix 4.

6. An in-depth investigation should be conducted into how non-profit or charity-led institutions make profits.

7. See Appendix 6.

8. However, the tables in Appendices 6 and 7 showing the distribution of Lebanese students in different disciplines in public and private universities, shed some light on the current trend.

9. See Appendix 2.

10. Under the recently-approved law for higher education, it is now possible for institutions to operate on a for-profit basis. This was not allowed under the law, which was in

place at the time of this study; in the years that preceded the drafting of the new legislation, very few universities made profit.

11. The Bologna Declaration was adopted by the education ministers of twenty-nine European countries at a meeting in Bologna in 1999. It proposes the establishment of a European Higher Education Area with common terminology and standards and the adoption of an educational system based on two main cycles, undergraduate and graduate.

12. See Appendix 3 for a list of universities outside Beirut and those with branches outside their main campuses.

13. The four universities (LU, AUB, SJU, and BAU) examined as case studies in the second part of this study provide an in-depth look into these different models.

14. The study was presented in Tallinn, Estonia as part of a seminar entitled “Recognition in Higher Education: How to make it work!,” organised by UNICA in the framework of the EU Tempus program.

15. By this I mean that campuses are built on large areas, have green spaces, stadiums and sports facilities, conference rooms, dormitories, restaurants, student services. Students at LU’s Hadath campus are counted in this category.

16. Campuses with acceptable services have average spaces, sport rooms, cafeterias, student services.

## Appendix 1

### Lebanese universities

	<b>Institutions</b>	<b>Acronym</b>	<b>Nr of students</b>
1	Lebanese University	LU	72813
2	American University of Beirut	AUB	7523
3	Saint Joseph University	USJ	9331
4	Beirut Arab University	BAU	16124
5	University Saint Esprit - Kaslik	USEK	6805
6	Lebanese American University	LAU	5450
7	Haigazian University	Haigazian	581
8	University of Balamand +Académie Libanaise des Beaux Arts	UOB (ALBA)	3864
9	La Sagesse University	ULS	2650
10	Middle East University	MEU	178
11	Notre Dame University	NDU	5699
12	Al Makassed University	MU	183
13	Lebanese International University	LIU	13706
14	Arab Open University	AOU	4075
15	Global University	GU	
16	Beirut Islamic University	BIU	532
17	Islamic University in Lebanon	IUL	5546
18	Antonine University	UPA	2039
19	Al Jinan University	JU	1626

20	Al Manar University	MUT	380
21	Hariri Canadina University	HCU	1038
22	American University of Technology	AUT	772
23	American University of Science & Technology	AUST	2055
24	Modern University for Business & Sciences	MUBS	1521
25	Al-Kafaat University	Kafaat	948
26	University of Tripoli	UT	266
27	Lebanese Canadian University	LCU	1117
28	Arts, Sciences & Technology University in Lebanon	AUL	3363
29	American University of Culture and Education	AUCE	2993
30	Lebanese German University	LGU	369
31	Université Libano-Française de Technologie et des Sciences Appliqués	ULFTSA	1106
32	Holy Family University - Université Sainte Famille	USF	335

### Faculties/university colleges or institutes

33	Saidoun University Institute of technology	SUIT	
34	Matn University Institute of Technology	MUIT	
35	Ecole Supérieure des Affaires	ESA	
36	Jwaya University Institute for Technology	JUIT	
37	معهد الرسول الأعظم الجامعي للعلوم الصحية		

## University institutes of religious studies

38	The Faculty of Theology in the Near East	NEST	
39	Saint Paul Institute for Philosophy and Theology		
40	Allmam Al Ouzai Faculty	OUC	
41	Al Daawa University Institute for Islamic Studies		

## Institutions that have been certified, but not yet operating

42	جامعة الشرق		
43	جامعة الآداب والعلوم الإنسانية		
44	معهد الصليب الأحمر اللبناني الجامعي للتمريض		
45	معهد الإدارة والأعمال ومعهد جامعي للتكنولوجيا الترخيص للجمعية الخيرية الثقافية		

## Appendix 2

### Tempus projects targeting modernization issues

Title	Selection Year (Duration)	Beneficiary Institutions	EU Partnership
Evaluation de la qualité - région MEDA (EvQuaMeda)	2002 (2 years)	LU, USJ	France, Denmark, Germany
Conférence des secrétaires généraux des universités méditerranéennes	2002 (1 year)	LU	France, Spain
Higher Education for Good Governance: Inventory of Academic Resources	2002 (1 year)	LU, AUB	Spain, Netherlands
Benchmarking International Relations Offices for Development (BIRD)	2005 (1 year)	AUB, MUBS, Middle East	Spain, Germany
Quality Assurance for Higher Education in Lebanon	2005 (1 year)	MUBS, AUB, BAU, HCU, MEHE	United Kingdom, France, Italy
Creation of a Lebanese Engineering Programs Accreditation Commission	2006 (1 year)	MEHE, LU, UOB, BAU, HCU, Lebanese Orders of Engineers and Architects of Beirut and Tripoli	FEANI, France, Germany, Italy
Assurance de la Qualité dans le système Universitaire Libanais	2006 (1 year)	USEK	UNIMED, Spain, Italy
University Chair on Innovation	2008 (3 years)	USJ	Austria, Netherlands, Italy
Strengthening Institutional Capacity in Arab countries	2008 (3 years)	BAU, MUBS	Spain, Germany, United Kingdom
Leadership in Higher Education Management	2009 (3years)	BAU, MUBS, MEHE	United Kingdom, Italy, Greece
Towards an Internationalisation of Higher Education Network for MEDA Region	2009 (3years)	BAU, MUBS	Spain, Italy, France
Promoting the modernization and strengthening of institutional and financial autonomy in Southern Neighbouring Area	2010 (3years)	BAU, MUBS	Spain, Italy, Austria, Germany

## **Appendix 3**

### **Geographical distribution of Lebanese institution of higher education**

#### **Universities founded outside Beirut:**

Tripoli: UOB, MUT, UT, JU, ULFTSA, LGU Jounieh

Jounieh: LGU

Kaslik: USEK

Aintoura: LCU

Mechref: HCU

Louaizeh: NDU

Bekaa: LIU

Batroun: USF

Jwaya: JUIT

South: Saidoun

Maten: MUIT, MEU

#### **Universities with branches outside of their original campuses:**

LU, USJ, UPA, BAU, UOB, LAU, NDU, LIU, MUBS, AUL, AUT, AUST, AUCE, HCU, JU, USEK

#### **Universities that have not opened branches outside of their original campuses:**

AUB, Haigazian, ULS, MEU, MU, AOU, GU, BIU, IUL, MUT, Kafaat, UT, LCU, LGU, ULFTSA, USF

## Appendix 4

### The 1961 Law

قانون التعليم العالي الخاص  
قانون صادر في 26 كانون الاول سنة 1961  
تنظيم التعليم العالي الخاص  
معدل بموجب: القانون رقم 63/36 تاريخ 25/11/1963

أقر مجلس النواب  
ونشر رئيس الجمهورية القانون الآتي نصه:  
المادة الأولى: تخضع مؤسسات التعليم العالي الخاص للشروط المحددة في هذا القانون.

**المادة 2:** يقصد بمؤسسة التعليم العالي كل مؤسسة تعليمية يفوق مستوى التدريس فيها مرحلة الدراسة الثانوية ويشترط لقبول الطالب فيها ان يكون حائزا على البكالوريا اللبنانية - القسم الثاني - او ما يعادلها. يوضع نظام لجنة المعادلات والقواعد العامة الواجب مراعاتها لاعطاء المعادلات بمرسوم يتخذ في مجلس الوزراء بناء على اقتراح وزير الثقافة والتعليم العالي في مهلة لا تتجاوز الثلاثة اشهر من تاريخ نشر هذا القانون.

**المادة 3:** تؤمن التعليم العالي الخاص مؤسسات لبنانية أو اجنبية يتولى شؤونها اشخاص معنويون باشراف الدولة وفاقا للشروط التي يحددها القانون.

**المادة - 4:** مؤسسات التعليم العالي على ثلاثة انواع:

- المعهد.
- الكلية.
- الجامعة.

أ - فالمعهد يتولى تدريس فرع معين من فروع الدراسات العالية ويعمل مرتبطا بكلية او جامعة او مستقلا عنهما.  
ب - والكلية تتولى تدريس نوع معين من انواع الدراسات العالية وتكون مرتبطة حكما بجامعة.  
ج - والجامعة تضم عددا من المعاهد أو من الكليات التي تتولى لتدريس في مختلف الدراسات العالية على ان يكون في منهاجها ثلاث كليات على الاقل تتولى تدريس العلوم (طب، هندسة، فيزياء، رياضيات، كيمياء الخ...) والعلوم الإنسانية (أدب، فلسفة، تربية، حقوق، علوم اقتصادية، علوم اجتماعية الخ...).  
**المادة 5:** يتولى ادارة الجامعة رئيس يعاونه مجلس ادارة مؤلف من عمداء الكليات او المعاهد ويتولى ادارة المعهد او الكلية عميد يعاونه مجلس ادارة مؤلف من ثلاثة اساتذة على الاقل.

**المادة 6:** يشترط:

- 1- في رؤساء الجامعات او عمداء الكليات او المعاهد ان يكونوا حائزين دكتوراه دولة او ما يعادلها، او الاجازة الجامعية ومارسوا التعليم العالي مدة خمس سنوات على الاقل.
- 2- وفي اساتذتها ان يكونوا حائزين على الاقل الاجازة الجامعية او ما يعادلها.

ويستثنى من أحكام هذه المادة رؤساء واساتذة المؤسسات التي تقوم بتدريس مواد لا تقترب نهاية مرحلتها الدراسية العالية

بديكتوراه دولة او اجازة جامعية وفي هذه الحالة فقط، يكتفى بحيازة دبلوم دراسة نهائية من معهد للتعليم العالي معترف به شرط ان توافق على ذلك لجنة معادلة الشهادات.

**المادة 7:** يشترط في الشخص المعنوي طالب الترخيص :

- 1- اذا كان لبنانيا ان يكون جمعية او هيئة مجازة على وجه قانوني من اهدافها نشر التعليم العالي.
- 2- اذا كان غير لبناني، ان يكون صاحب مؤسسة للتعليم العالي في البلد الذي ينتسب اليه أو من اصحاب الحقوق في بلده لانشاء او ادارة مؤسسة مماثله.

**المادة 8:** لا يحق لاية مؤسسة للتعليم العالي ( معهد او كلية او جامعة) ان تمارس عملها قبل حصولها على ترخيص مسبق.

**المادة 9:** ينشأ في وزارة الثقافة والتعليم العالي مجلس يدعى مجلس التعليم العالي مؤلف من :

- وزير الثقافة والتعليم العالي رئيسا
- مدير عام وزارة الثقافة والتعليم العالي نائبا للرئيس
- مدير عام وزارة العدلية عضوا
- رئيس الجامعة اللبنانية عضوا
- رئيس النقابة او رؤساء النقابات المختصة في الموضوع اذا كانت المؤسسة المنوي فتحها تهيء لاعطاء شهادات تخول حاملها حق الانتساب الى النقابة المعنية عضوا
- ينظر هذا المجلس :
- 1-بطلبات الترخيص المحالة اليه لجهة توفر الشروط القانونية وذلك بعد استطلاع رأي رؤساء الجامعات القائمة حين النظر بطلب الترخيص.
- فاذا قضى برد الطلب عليه ان يصدر قرارا معللا يبلغ لصاحب العلاقة وفقا للاصول واذا قضى بقبول الطلب يرفع الامر لمجلس الوزراء لاخذ القرار النهائي.
- 2-بجميع شؤون المؤسسات الخاصة للتعليم العالي المنصوص عليها في هذا القانون.
- يحدد النظام الداخلي لهذا المجلس بمرسوم يتخذ في مجلس الوزراء.

**المادة 10:** على كل راغب في فتح مؤسسة خاصة للتعليم العالي ان يقدم طلبا لوزارة الثقافة والتعليم العالي مرفقا بجميع الاوراق الثبوتية التي تحددها القوانين والانظمة النافذة.

**المادة 11:** تحدد بمرسوم يتخذ في مجلس الوزراء بعد استطلاع رأي مجلس التعليم العالي :

- 1- المستندات التي يجب أن يحتويها طلب الترخيص.
- 2- الشروط التي يجب أن تتوفر في أبنية المؤسسة وتجهيزاتها العلمية والفنية والإدارية.
- 3- مواد المنهج الدراسي وكيفية إجراء الامتحانات وإعطاء الشهادات وجميع التعديلات التي قد تطرأ عليها.
- 4- المستندات المفروضة على طالبي الترخيص.
- 5- الضمانات التي يجب أن توفرها المؤسسة للأساتذة اللبنانيين فيما يختص بشروط التعيين والصرف من الخدمة وتعويض الصرف.
- يتخذ هذا المرسوم بمهلة أقصاها سنة من تاريخ نشر هذا القانون في الجريدة الرسمية.
- 6- المهلة التي يجب أن تباشر فيها المؤسسة طالبة الترخيص عملها على أن لا تتجاوز السنتين من تاريخ الترخيص.

**المادة 12:** يسجل طلب الترخيص بفتح مؤسسة خاصة للتعليم العالي في ديوان وزارة الثقافة والتعليم العالي لقاء إيصال باستلامه.

ولصاحب العلاقة أن ينال خلال مدة ستة أشهر من تاريخ التسجيل جواباً بالموافقة أو بالرفض وإلا اعتبر الطلب بحكم المرفوض قانوناً.

**المادة 13:** يعطى الترخيص بمرسوم يتخذ في مجلس الوزراء.

**المادة 14:** تخضع المؤسسات الخاصة للتعليم العالي لرقابة وزارة الثقافة والتعليم العالي وتتناول أعمال الرقابة التثبيت من أن التعليم غير مخالف للانتظام العام والآداب العامة ويمنع على المؤسسة القيام بأي نشاط سياسي. وتحدد بمرسوم يتخذ في مجلس الوزراء طرق ممارسة هذه الرقابة.

**المادة 15:** تحدد شروط الاعتراف بالشهادات التي تمنحها المؤسسة وبكيفية إعطاء الشهادات الجامعية ودرجاتها وتوقيعها والتصديق عليها بمرسوم يتخذ في مجلس الوزراء في مهلة أقصاها سنة.

**المادة 16:** كل مؤسسة تباشر عملاً قبل الحصول على الترخيص المنصوص عليه في المادة 8 من هذا القانون تقفل بمرسوم يتخذ بناء على اقتراح وزير الثقافة والتعليم العالي وينفذ هذا المرسوم بالطرق الإدارية.

وتعتبر ملغاة حكماً الرخصة المعطاة للمؤسسة التي لم تتقيد بالمهلة المنصوص عليها في الفقرة (6) من المادة الحادية عشرة.

وإذا ثبت أن صاحب الترخيص أو أحد أعضاء مجلس الإدارة أو أحد الأساتذة فقد شرطاً من الشروط المفروضة في القانون أنذر صاحب الترخيص بوجوب إزالة المخالفة خلال مهلة تحددها الإدارة على أن لا تتجاوز السنة الدراسية الجارية، وإذا لم يصلح الخطأ الحاصل عند انقضاء المهلة تقفل المؤسسة بصورة مؤقتة. أما إذا استمرت المخالفة أكثر من سنة واحدة فتعتبر الرخصة بحكم الملغاة قانوناً.

**المادة 17:** تعتبر مرخصة قانوناً المؤسسات الخاصة للتعليم العالي القائمة في لبنان والتي تمارس عملها ممارسة فعلية قبل نشر هذا القانون شرط أن تقدم تصريحاً خاصاً لوزارة الثقافة والتعليم العالي عن اسمها وفروعها وإدارتها ومنهجها والهيئة التعليمية وسائر المعلومات الأساسية اللازمة وذلك ضمن مهلة ثلاثة أشهر من تاريخ نشر هذا القانون في الجريدة الرسمية وألا تصبح خاضعة لمعاملات الترخيص القانونية النافذة.

وعلى المؤسسات المذكورة المعتبرة مرخصة حكماً بحكم الفقرة الأولى من هذه المادة أن تصحح عند الاقتضاء أوضاعها وفاقاً لأحكام هذا القانون ضمن مهلة تحددها وزارة الثقافة والتعليم العالي بعد استطلاع رأي مجلس التعليم العالي على أن لا تتجاوز هذه المهلة السنة الواحدة.

### أحكام خاصة

**المادة 18:** للدولة اللبنانية وحدها الحق بمنح شهادة الإجازة أو غيرها من شهادات التخصص في الحقوق اللبنانية وباقرار ومراقبة مناهج دروس هذه الشهادات وامتحاناتها.

**المادة 19:** يشترط لقبول الطالب اللبناني في السنة الأولى من معاهد الحقوق الحكومية والخاصة في لبنان أن يكون من حملة القسم الثاني من البكالوريا اللبنانية دون سواها من الشهادات المعادلة.

**المادة 20:** تفرض الإجازة في الحقوق اللبنانية المبنية على البكالوريا اللبنانية القسم الثاني على اللبنانيين الراغبين في ممارسة مهنة المحاماة أو طالبى الانتساب إلى السلك القضائي أو الوظائف العامة في الحالات التي يشترط فيها القانون إجازة في الحقوق.

ألغيت الفقرة 2 من المادة 20 بموجب القانون رقم 63/36 تاريخ 1963/11/25 واستبدلت بالفقرة الجديدة التالية: ويعفى من أحكام الفقرة الأولى المتعلقة بجائزة البكالوريا اللبنانية القسم الثاني جميع الذين انتسبوا أو ينتسبون إلى معاهد الحقوق قبل أول كانون الثاني سنة 1964 ويحملون شهادة معادلة للبكالوريا اللبنانية القسم الثاني.

تقدم مؤسسات التعليم العالي الكائنة في لبنان خلال أربعة أشهر من نشر هذا القانون جدولاً بجميع المنتسبين إلى معاهد الحقوق وجدولاً لاحقة قبل نهاية الفصل الأول من كل سنة دراسية بالذين ينتسبون إليها خلال الفترة المنصوص عليها في

المادة الثانية والعشرين .

**المادة 21:** يعفى من أحكام المادة التاسعة عشرة ومن أحكام الفقرة الأولى من المادة العشرين المتعلقة بحيازة البكالوريا اللبنانية - القسم الثاني أولاد اللبنانيين الذين يقيمون بحكم وظيفة أو عمل آبائهم أو أوليائهم أو أوصيائهم المتواصل الدائم خارج لبنان مدة تزيد على السنتين وحصلوا أثناء وجودهم في الخارج على شهادة نهاية مرحلة الدراسة الثانوية المعادلة للبكالوريا اللبنانية - القسم الثاني.

**المادة 22:** ألغي نص المادة 22 بموجب القانون رقم 63/36 تاريخ 1963/11/25 وأبدل بالنص التالي :  
يعمل بأحكام المادة التاسعة عشرة من هذا القانون اعتباراً من أول كانون الثاني سنة 1964 ويقبل حتى 31 كانون الأول سنة 1963 الطالب اللبناني في السنة الأولى من معاهد الحقوق إذا كان يحمل شهادة معادلة للبكالوريا اللبنانية القسم الثاني.

**المادة 23 :** تبقى نافذة ومعمولاً بها الاستثناءات المنصوص عليها في المادة الثالثة من المرسوم رقم 5514 تاريخ 29 آذار سنة 1946 والتي تتناول الطلاب الذين باشرُوا دروسهم الحقوقية قبل أول كانون الأول سنة 1945 وتبقى نافذة كذلك أحكام المرسوم رقم 2516 تاريخ 14 تشرين الثاني سنة 1959 .  
**المادة 24 :** مع مراعاة أحكام المادة السادسة عشرة يعاقب على كل مخالفة لأحكام هذا القانون بالغرامة من مائة إلى ألف ليرة لبنانية وبالحبس حتى ثلاثة أشهر أو بإحدى هاتين العقوبتين وتتناول العقوبة صاحب الترخيص وأعضاء مجلس الإدارة.  
ويجوز للمحكمة أن تقضي بإقفال المؤسسة مؤقتاً أو نهائياً ويكون حكمها معجل التنفيذ .

**المادة 25 :** يحظر على سائر المدارس والمؤسسات التعليمية في لبنان استعمال التسميات التالية :  
معهد، كلية، جامعية، إذا لم تتوفر فيها الشروط المنصوص عليها في هذا القانون وذلك تحت طائلة العقوبات المبينة في المادة 24 منه. يشترط لتطبيق هذه العقوبات توجيه إنذار خطي من قبل وزارة الثقافة والتعليم العالي بوجوب تصحيح التسمية المخالفة لهذا القانون ضمن مهلة أقصاها ثلاثة أشهر. أحكام انتقالية  
**المادة 26:** يمنع الترخيص بإنشاء معاهد أو كليات للحقوق والعلوم السياسية في لبنان لمدة اثنتي عشرة سنة من تاريخ صدور هذا القانون.

**المادة 27 :** تلغى جميع النصوص المخالفة لأحكام هذا القانون أو التي لا تتفق مع مضمونه.

**المادة 28 :** يعمل بهذا القانون فور نشره في الجريدة الرسمية.

الذوق في 26 كانون الأول سنة 1961  
الإمضاء : فؤاد شهاب

## Appendix 5

### The Decree of 1996

صادر في 7 تشرين الاول سنة 1996  
وزارة الثقافة والتعليم العالي  
تحديد الشروط والمواصفات والمعايير المطلوبة للترخيص  
باتشاء مؤسسة خاصة للتعليم العالي او باستحداث كلية او معهد في مؤسسة قائمة.

ان رئيس الجمهورية،

بناء على الدستور،

بناء على القانون رقم 215 تاريخ 1993/4/2 ( احداث وزارة الثقافة والتعليم العالي)،

بناء على قانون تنظيم التعليم العالي تاريخ 26 كانون الاول 1961 وتعديلاته، لا سيما المادة الحادية عشرة منه،

بناء على المرسوم رقم 16676 تاريخ 18 حزيران 1964، ( النظام الداخلي لمجلس التعليم العالي)،

وبعد استطلاع رأي مجلس التعليم العالي (جلسة رقم 24، تاريخ 1996/6/25)،

بناء على اقتراح وزير الثقافة والتعليم العالي،

وبعد استشارة مجلس شورى الدولة (رأي رقم 101 تاريخ 1995/5/24 ورأي رقم 95/179-96 تاريخ 1995/10/15، ورأي  
174 و96-95/198 تاريخ

،(96/7/1

وبعد موافقة مجلس الوزراء في جلسته المنعقدة بتاريخ 1996/7/24،

يرسم ما يأتي:

المادة الأولى: يقصد بالكلمات والعبارات التالية الواردة في هذا المرسوم ، ما يلي:

1- الوزير: وزير الثقافة والتعليم العالي.

2- الوزارة: وزارة الثقافة والتعليم العالي.

3- قانون التعليم العالي : القانون الصادر بتاريخ 1961/12/26.

4- المجلس: مجلس التعليم العالي.

5- المؤسسة: المؤسسة الخاصة للتعليم العالي (جامعة- كلية – معهد) طالبة الترخيص.

6- اللجنة الفنية : اللجنة الفنية المنصوص عليها في المادة السابعة من هذا المرسوم.

7- أمين سر: أمين سر مجلس التعليم العالي.

8- مقررات الاختصاص: المواد المقررة في المناهج وعدد ساعات التدريس المخصصة لكل منها وعدد سنوات التدريس ونظام الامتحانات والشهادات المنوي منحها.

أولاً: احكام عامة

المادة الثانية: على كل شخص معنوي يرغب في انشاء مؤسسة خاصة للتعليم العالي او في استحداث كلية او معهد في مؤسسة قائمة قانونا ان يقدم طلب ترخيص بهذا الشأن الى ديوان وزارة الثقافة والتعليم العالي يرفق به المستندات الآتية:

1- بيان بالمعاهد والكليات المنوي انشاؤها والفروع والاقسام الاكاديمية وبموقعها الجغرافي، بما في ذلك الاختصاصات التعليمية ومناهجها وبرامجها، والشهادات التي يرغب طالب الترخيص في منحها.

2- بيان بالمؤهلات الجامعية والخبرات المطلوب توافرها في رئيس المؤسسة ونوابه والعمداء والمدراء والنظام المقترح لتعيينهم.

3- النظام الخاص بالتعامل مع أفراد الهيئة التعليمية مع شروط التعاقد بالساعة والتعاقد السنوي والتثبيت في ملاك المؤسسة وشروط الصرف من الخدمة وتعويضات الصرف مع ذكر التقديرات الاجتماعية.

4- بيان بالمؤهلات الجامعية والخبرات الأكاديمية والمهنية المطلوب توافرها في أفراد الهيئة التعليمية بالنسبة للاختصاصات المراد تدريسها.

5- نظام قبول الطلاب ونظام التدريس والامتحانات وشروط التخرج التي ستعتمد في كل اختصاص.

6- قائمة بالتجهيزات والمرافق الجامعية، منها: المختبرات والمحترفات والمشاعل والمكتبات والملاعب الرياضية وصالات المسرح والسينما والكافتيريا والملجأ والمرآب والمساحات الخضراء

7- سنداً رسمياً يثبت ملكية طالب الترخيص للعقار المنوي اشادة المؤسسة عليه او يثبت حقه في اقامتها عليه، مرفقاً بخرائط تفصيلية للابنية والمرافق الجامعية حسب الاصول، على ان تلاحظ هذه الخرائط كافة التسهيلات للولوج الى الابنية واستعمال تجهيزاتها، بالاضافة الى تأمين شروط السلامة العامة كافة لا سيما لجهة لحظ مخارج خاصة لحالات الطوارئ وفقاً للنصوص والشروط المعتمدة من قبل التنظيم المدني.

المادة الثالثة:

1- مراعاة احكام المادة التاسعة من قانون التعليم العالي الخاص، يقدم طلب الترخيص لدى ديوان وزارة الثقافة والتعليم العالي حيث يسجل حسب الاصول مع كامل مرفقاته، ويبادر أمين سر مجلس التعليم العالي بعد استكمال المستندات المطلوبة كافة الى عرضه على الوزير الذي يدعو المجلس للانعقاد في مهلة لا تتجاوز الشهر من تاريخ التسجيل.

2- يدرس المجلس الطلب وفق احكام قانون تنظيم التعليم العالي ونظامه الداخلي واحكام هذا المرسوم ، ويقرر الاجراءات التالية:

أ- على المجلس ان يحيل الطلب مع مرفقاته خلال اسبوعين الى اللجنة الفنية الملحوظة في المادة السابعة من هذا المرسوم ويكلفها بدراسة الملف ووضع تقرير باعمالها ومقترحاتها بشأنه ترفعه الى المجلس ضمن مهلة شهر من تاريخ ابلاغها التكليف.

ب- للمجلس، وضمن المهلة المحددة في المادة الثانية عشرة من قانون التعليم العالي بعد الاطلاع على تقرير اللجنة الفنية، ان يتخذ احد القرارات الآتية:

- اما التوصية بالترخيص على ان يحقق طالب الترخيص ما تعهد به في طلبه.

- اما الطلب اليه اجراء ما يلزم من تعديلات قبل التوصية بالترخيص.

- اما رفض الطلب

ج- وفي حال التوصية بالترخيص يعرض الوزير الموضوع على مجلس الوزراء لاتخاذ القرار المناسب. ويبلغ المرسوم عند صدوره الى صاحب العلاقة وفقاً للاصول للتقيد بالشروط القانونية والنظامية كافة.

د- في حال اوصى مجلس التعليم العالي ببرد الطلب، يصدر هذا المجلس قرارا معللا يبلغ لصاحب العلاقة وفقا للاصول.

ه- اذا لم يباشر طالب الترخيص بالتدريس وفقا للمعايير والشروط المنصوص عليها في هذا المرسوم، ووفقا لما تعهد به في طلبه وذلك خلال فترة سنتين من تاريخ صدور مرسوم الترخيص، يسقط حكما الترخيص المعطى له دون الحاجة الى انذار مسبق.

ثانيا في الابنية الجامعية

المادة الرابعة:

يشترط في ابنية المؤسسة :

1- ان تكون مستقلة وغير مرتبطة بأغراض سكنية او اقتصادية او تعليمية غير جامعية او اية اغراض اخرى ليست للتعليم العالي.

2- ان تشاد على مساحات متناسب:

أ- مع عدد المعاهد والكليات المنوي انشاؤها وحاجاتها في ما يتعلق بقاعات التدريس وعدد السنوات المنهجية.

ب- مع نوعية الاختصاصات النظرية والتطبيقية المنوي تدريسها.

ج- مع عدد الطلاب المنوي قبولهم، على ان لا تقل المساحة المبنية المخصصة للطلاب الواحد عن اربعة امتار مربعة تضاف اليها مساحة مترين مربعين في الاختصاصات التطبيقية.

1- ان تتناسب هندستها مع مناهج التعليم التي تنوي اتباعها ومع الخصائص البنائية والاقتصادية والاجتماعية للمحيط الذي تنشأ فيه وفقا لقوانين البناء والتنظيم المدني.

2- ان تلحق بها صالة على الأقل للنشاطات الثقافية والترفيهية ( سينما واو مسرح واو صالات عرض)، وصالة كافتيريا واحدة على الأقل، ومساحة مسقوفة واحدة على الأقل، على ان لا تقل المساحة الاجمالية لكل من الصالة الواحدة والمساحات المسقوفة عن /280/ مترا مربعا في ما يتعلق بالجامعات. أما في ما يتعلق بكلية او معهد، تخفض شروط المساحات المذكورة الى الثلث.

1- ان تتوافر لها:

- مساحات خضراء وملاعب رياضية لا تقل عن اربعة امتار مربعة للطلاب الواحد

- مرائب للسيارات وفقا لقوانين البناء على ان تكون قابلة لاستيعاب سيارات 30% من إجمالي عدد العاملين في المؤسسة من أفراد الهيئة التعليمية والموظفين في وقت واحد.

- مراكز اسعاف أولي متناسب مع حجم المؤسسة وتوزيعها الجغرافي.

- ان تستوفي الشروط الفنية اللازمة للتجهيزات الصحية وشبكات الكهرباء ومياه الشفة والهاتف ووسائل الاطفاء ومولدات الكهرباء والمراحيض ومجري المياه المبتدلة وفقا لقوانين البناء والتنظيم المدني.

ثالثا: في التجهيزات العلمية

المادة الخامسة: على المؤسسة ان تؤمن المختبرات والمحترفات والمشاغل اللازمة بحسب مختلف الاختصاصات المنوي تدريسها مع تحديد قدرة استيعاب كل منها بشكل يتناسب مع العدد الاجمالي للطلاب في كل اختصاص.

- على مؤسسة التعليم العالي المنوي انشاؤها ان تؤمن مكتبة متخصصة لكل كلية او معهد ومكتبة متخصصة لكل كلية او معهد ومكتبة عامة جامعية مركزية تحدد مواصفاتها اللجنة الفنية المنصوص عليها في هذا المرسوم ويمكن ضم هذه المكتبات بمكتبة واحدة مركزية اذا كانت الوحدات التعليمية ضمن مجمع واحد.

- يجري تحديد الشروط المطلوبة لانشاء وتجهيز الابنية الجامعية بجدول يصدر عن مجلس التعليم العالي بالنسبة الى كل كلية ومعهد واختصاص.

رابعا: في الهيئة التعليمية والمستخدمين الفنيين والاداريين

المادة السادسة:

على المؤسسة:

- ان تلحظ نظاما خاصا لعمل أفراد الهيئة التعليمية المتفرغين والمتعاقدين بالساعة، مع تحديد الضمانات الواجب توفرها لهم وشروط تعيينهم وصرْفهم من الخدمة.

- ان يكون عدد أفراد هيئتها التعليمية متناسبا مع عدد طلابها الاجمالي: على ان لا تتجاوز النسبة عشرين طالبا لكل فرد من أفراد الهيئة، وعلى ان لا تقل نسبة المتفرغين السنويين الذي يتقاضون راتبا شهريا عن واحد على ثلاثين من مجموع الطلاب.

- ان يكون 50% على الأقل من أفراد الهيئة التعليمية في كل اختصاص تمنح فيه المؤسسة درجة

علمية من حملة شهادة دكتوراه في الاختصاص الذي يدرسه، او أعلى شهادة موجودة في الاختصاص المذكور. وعلى المؤسسة ان تحدد مقررات الدرجات العلمية لهذا الاختصاص على ان لا تقل عدد ساعات التدريس المتصلة مباشرة بالاختصاص عن 40% من مجمل ساعات التدريس المطلوبة لنيل كل درجة علمية في هذا الاختصاص.

- ان يكون 50% على الاقل من أفراد الهيئة التعليمية لديها من حملة الدكتوراه، وان يكون 50% على الأقل من المتفرغين لديها من بين أفراد الهيئة التعليمية من حملة الدكتوراه.

- ان تعين المسؤولين عن المختبرات والمحترفات والمشاعل والمكتبات لديها من بين ذوي الاختصاص ووفق نظام خاص بكل اختصاص.

- ان تكون نسبة تسعين في المئة على الأقل من المستخدمين الاداريين العاملين لديها، الدائمين والمؤقتين، من اللبنانيين.

- يشترط في أفراد الهيئة التعليمية الذين يدرسون مواد الاختصاص في مرحلة الدراسات العليا ومن يشرف منهم على الرسائل ان يكونوا حائزين على الدكتوراه او أعلى شهادة في الاختصاص الذي يدرسه وان يكونوا برتبة استاذ مساعد على الأقل بحسب الانظمة الداخلية لكل مؤسسة والتي وافق عليها مجلس التعليم العالي.

خامسا: اللجنة الفنية

المادة السابعة:

1- يشكل الوزير بقرار منه وبناء على اقتراح المدير العام لوزارة الثقافة والتعليم العالي، لجنة فنية من ثمانية أعضاء ومن ذوي الخبرة في مختلف الميادين التي تشملها الشروط والمواصفات والمعايير الواردة في هذا المرسوم.

2- على كل من الجامعات الخاصة الآتية : الجامعة الاميركية في بيروت، جامعة القديس يوسف، جامعة بيروت العربية، جامعة الروح القدس الكسليك، كلية بيروت الجامعية، جامعة البلمند، بصفتها الجامعات الاقدم في لبنان من حيث نشأتها، ان تقدم للوزير لائحة من ثلاثة مرشحين على الأقل من ذوي الكفاءة من أفراد الهيئة التعليمية لديها على ان يكونوا من حملة الدكتوراه فئة أولى، وبرتبة استاذ بحسب الانظمة الداخلية لكل مؤسسة والتي وافق عليها مجلس التعليم العالي ولديهم خبرة عشر سنوات على الأقل في التعليم الجامعي. يختار الوزير من اللوائح المقدمة، ستة اعضاء من كل جامعة عضوا، ويختار العضوين الباقيين من لائحة مرشحين لا يقل عددهم عن ستة من اصحاب الكفاءة يقترحها رئيس الجامعة اللبنانية من ملاك الهيئة التعليمية فيها على ان يكونوا من حملة الدكتوراه فئة أولى وبرتبة استاذ ولديهم خبرة عشر سنوات على الأقل في التعليم الجامعي.

1- يسمي الوزير ممثلا للوزارة رئيسا للجنة.

1- تحدد فترة عمل اللجنة الفنية بثلاث سنوات من تاريخ صدور قرار تشكيلها، قابلة للتجديد.

2- تتولى اللجنة الفنية بتكليف من مجلس التعليم العالي، المهام الآتية:

أ - الاطلاع على ملفات طلبات الترخيص لإنشاء مؤسسة تعليم عالي أو لاستحداث كلية أو معهد أو اختصاص جديد في مؤسسة قائمة. وتقديم دراسة فنية بشأنها ترفعها الى مجلس التعليم العالي ضمن المهل المحددة في هذا المرسوم.

ب - التحقق من استمرار تطبيق المواصفات والمعايير والشروط المنصوص عليها في قانون تنظيم التعليم العالي تاريخ 1961/12/26 وفي هذا المرسوم وفي سائر النصوص التنظيمية المتعلقة بالتعليم العالي وترفع الى مجلس التعليم العالي تقريراً بالواقع. وفي حال وجود اية مخالفة، يعود الى مجلس التعليم العالي ان يوجه انذاراً الى صاحب المؤسسة يطلب فيه تطبيق الاحكام المذكورة في هذه الفقرة ويحدد له مهلة لذلك اقصاها السنة الدراسية الجارية.

وفي حال مرور المهلة المعطاة دون التزام صاحب المؤسسة بما هو مفروض بحسب القوانين والانظمة المرعية، تطبق احكام قانون تنظيم التعليم العالي على المؤسسة ولا سيما المادة 16 منه.

3- تجتمع اللجنة الفنية بدعوة من رئيسها على ان تبلغ الدعوة خطياً الى سائر اعضائها قبل ثلاثة ايام على الاقل من تاريخ انعقاد الاجتماع مرفقة بجدول الاعمال وبالمستندات اللازمة. تعتبر الجلسة قانونية بحضور ثلثي اعضاء اللجنة وتتخذ القرارات بأغلبية اصوات الحاضرين وفي حال التعادل يعتبر صوت الرئيس مرجحاً، ترفع اللجنة الفنية الى وزير الثقافة والتعليم العالي تقريراً عن عملها في مهلة شهر واحد من تاريخ تكليفها دراسة الملف.

في حال تخلفت اللجنة الفنية لاي سبب يعود للوزير اعادة تكليفها بالمهمة نفسها مع اعطائها مهلة 15 يوماً لتسليم التقرير تحت طائلة حل اللجنة واعادة تشكيلها.

4- يحدد بدل اتعاب رئيس واعضاء اللجنة الفنية عن كل تكليف بقرار يصدره وزير الثقافة والتعليم العالي.

سادساً: احكام انتقالية

المادة الثامنة: تستثنى الجامعات والكليات والمعاهد المرخص لها قانوناً من احكام المادة الرابعة من هذا المرسوم في ما يتعلق بالكليات والمعاهد القائمة قانوناً على ان تصحح اوضاعها وفقاً لسائر احكامه الاخرى في مهلة اقصاها سنتان تسري اعتباراً من اول سنة اكااديمية تلي تاريخ نفاذ هذا المرسوم.

المادة التاسعة: تعطى مؤسسات التعليم العالي المرخص لها قانوناً قبل صدور هذا المرسوم التي استحدثت كليات أو معاهد أو اختصاصات جديدة قبل الحصول على ترخيص مسبق، مهلة سنتين لتصحيح اوضاعها وفقاً لاحكام هذا المرسوم، تسري من تاريخ صدور مرسوم الترخيص الخاص بها.

المادة العاشرة: تلغى نهائياً جميع الاحكام التنظيمية المخالفة لاحكام هذا المرسوم وتلك التي تتعارض معها.

المادة الحادية عشرة: ينشر هذا المرسوم في الجريدة الرسمية ويبلغ حيث تدعو الحاجة ويعمل به فور صدوره.

بعيدا في 5 تشرين الاول 1996

الإمضاء: الياس الهراوي

نشر هذا المرسوم في عدد الجريدة الرسمية رقم 51 تاريخ 1996/10/8

صدر عن رئيس الجمهورية

رئيس مجلس الوزراء

الإمضاء: رفيق الحريري

وزير الثقافة والتعليم العالي

الإمضاء: ميشال اده

## Appendix 6

### Distribution of Lebanese students by discipline, 2009–2010

Discipline	Male	Female	Total
هندسة معمارية	442	427	869
هندسة مدنية	614	220	834
هندسة ميكانيكية	521	82	603
هندسة كهربائية	127	8	135
هندسة إلكترونيك	524	67	591
هندسة معلوماتية	549	229	778
هندسة زراعية	163	176	339
هندسة داخلية	167	539	706
كمبيوتر برمجة و تحليل	454	318	772
كهرباء والإلكترونيك	139	83	222
طب عام	269	312	581
طب أسنان	61	123	184
كومبيوتر واتصالات	181	71	252
صيدلة	35	203	238
تمريض	163	770	933
علوم مخبرية	19	270	289

علم الحيوان	32	157	189
علم النبات	12	31	43
معالجة فيزيائية	58	208	266
كيمياء	1122	3479	4601
فيزياء	754	507	1261
علوم سياسية	335	383	718
علوم بيولوجية وطبيعية	1010	2546	3556
رياضيات	1130	1309	2439
إحصاء	65	79	144
اقتصاد	160	648	808
إدارة أعمال	1093	1598	2691
معلوماتية إدارية	160	217	377
توثيق	13	83	96
حقوق	2914	2958	5872
علوم إجتماعية	790	4701	5491
تاريخ	2166	1132	3298
جغرافية	822	1546	2368
أدب فرنسي	117	1543	1660
أدب إنكليزي	686	3582	4268
آداب عربية وشرقية	1275	4799	6074

فلسفة	561	417	978
علم نفس	557	2752	3309
تعليم الفرنسية	1	258	259
آثار	127	152	279
قانون عام	11	25	36
فنون	82	294	376
تمثيل	73	118	191
موسيقى	13	22	35
سياحة و سفر	19	173	192
ترجمة	7	238	245
اعلان وتصميم اعلان	93	225	318
انثروبولوجيا	3	13	16
تعليم إنكليزي	2	213	215
تغذية	2	21	23
رياضة	85	67	152
حفظ المواد الغذائية	11	29	40
تربية وتعليم	22	56	78
إقتصاد وإدارة	706	908	1614
معلوماتية صناعية	40	15	55
قابلة قانونية	0	224	224

إرشاد اجتماعي و صحي	3	231	234
تأهيل المعاقين علاج انشغالي	3	36	39
صحافة إذاعة و تلفزيون	17	112	129
صحافة	66	373	439
هندسة ميكانيك وكهرباء	33	5	38
وقاية النبات	3	5	8
انتاج نباتي	5	2	7
انتاج حيواني	3	2	5
هندسة جذع مشترك	778	418	1196
هندسة صناعية	160	7	167
تربية حضانية	0	256	256
إدارة ومحاسبة	276	486	762
علم السكان	0	8	8
إرشاد تربوي	0	37	37
إدارة تربوية	3	40	43
علاقات دولية	23	17	40
طبيب اختصاصي	137	82	219
إدارة وتسويق	85	121	206
طبيب اسنان اخصائي	56	80	136
تقويم النطق	0	93	93

سينما	37	28	65
تصميم مدني	32	18	50
علوم سياسية وإدارية	524	594	1118
صحة	3	51	54
تكنولوجيا هندسة طبية	5	2	7
مرشد سياحي	3	59	62
إدارة فنادق	109	82	191
تعليم العربي	1	147	148
تعليم الفلسفة	1	0	1
تعليم الرياضيات	7	132	139
تعليم الفيزياء	3	4	7
تعليم الكيمياء	1	10	11
تعليم العلوم	4	122	126
قانون العمل	31	71	102
قانون خاص	6	16	22
قانون جزائي	8	13	21
اعلام	24	99	123
هندسة مياه	4	1	5
هندسة أشغال عامة	53	31	84
تنسيق حدائق	16	18	34

## Appendix 7

### Distribution of students in private institutions of higher education, by discipline, 2009–2010

Discipline	Male	Female	Total
Architecture	1281	868	2149
Civil Engineering	1399	271	1670
Mechanical Engineering	1848	115	1963
Electrical Engineering	1154	219	1373
Electronics	116	6	122
Computer Engineering	613	162	775
Agriculture Engineering	208	117	325
Internal Engineering	329	741	1070
Computer Science	2125	589	2714
Topography Engineering	225	37	262
Medicine	1001	828	1829
Dentistry	345	364	709
Computer and Communications	2913	555	3468
Pharmacy	701	1589	2290
Nursery	445	911	1356
Lab Sciences	177	331	508

Life Sciencec	6	6	12
Botany	4	2	6
Physiotherapy	180	191	371
Chemistry	383	661	1044
Physics	158	128	286
Geology	73	50	123
Political Sciences	184	212	396
Biology	661	1117	1778
Mathematics	148	253	401
Statistics	18	33	51
Economy	503	476	979
Accountancy	901	625	1526
Banking	2091	1787	3878
Business Administration	9918	8653	18571
Computer for management	1782	525	2307
Advertising and Marketing	609	570	1179
Archiving	2	6	8
Communication Engineering	283	43	326
Law	4617	1215	5832
Sociology	905	661	1566

History	155	89	244
Geography	107	31	138
French Literature	24	263	287
English Literature	101	423	524
Oriental and Arab Literatures	210	169	379
Philosophy	95	131	226
Psychology	231	711	942
French Language	2	96	98
Archeology	8	7	15
General Law	112	15	127
Arts	149	210	359
Drawing	6	6	12
Theater	17	22	39
Music	125	136	261
Travel and Tourism	17	102	119
Translation	53	729	782
Islamic and Christian Religions	26	12	38
Advertising and design	186	368	554
Anthropology	1	4	5
English Language	13	228	241

Insurance	10	9	19
Christian Sciences	474	115	589
Islamic Sciences	3639	3170	6809
تغذية	47	1645	1692
Sport	98	47	145
Food Science	23	60	83
Education	152	562	714
Economy and management	170	152	322
Industrial Informatics	11	0	11
Electronic and Computer Engineering	32	3	35
قابلة قانونية	0	87	87
Press, Radio and Television	277	438	715
Journalism	53	187	240
Public Relations	33	94	127
Mechanical and Electrical Eng.	130	39	169
هندسة جذع مشترك	2350	293	2643
Industrial Engineering	79	29	108
Management of environmental systems	5	14	19
Nursery Education	6	263	269
Primary school Education	9	235	244

Management and Accountancy	585	460	1045
Educational guidance	4	33	37
Educational management	79	201	280
International Relations	151	233	384
Specialized medicine	390	264	654
Chemical Engineering	39	38	77
جذع مشترك علوم ورياضيات	88	100	188
Biochemistry	94	214	308
Management and marketing	1008	826	1834
طبيب اسنان اختصاصي	5	2	7
تربية مختصة	4	120	124
تقويم النطق	0	62	62
رسم تصويري	416	688	1104
سينما	211	212	423
تصميم مدني	7	12	19
علوم سياسية وادارية	35	74	109
سياسة واقتصاد	7	8	15
فن التعليم	10	231	241
لغات	2	27	29
لغات و ترجمة	13	17	30

بيئة	12	21	33
مرئي مسموع تصوير فنون	65	96	161
علم نفس فلسفة تربية اجتماعية	143	357	500
تكنولوجيا صناعية	25	49	74
سلامة البيئة	25	83	108
دراسة حرة	350	345	695
بترول	28	8	36
صحة	186	576	762
مختبر أسنان	197	133	330
تكنولوجيا هندسة طبية	347	98	445
إدارة فنادق	923	446	1369
سياحة و فنادق	230	224	454
تصوير أشعة	5	8	13
التربة والمكننة	8	4	12
هندسة ادارية	94	42	136
تعليم العربي	0	13	13
تعليم الرياضيات	2	14	16
تعليم الفيزياء	3	1	4
تعليم الكيمياء	1	4	5
تعليم العلوم	1	19	20

قانون العمل	4	6	10
قانون الادارة	5	4	9
تعليم علم النفس	0	9	9
قانون خاص	49	37	86
اعلام	125	382	507
هندسة مياه	6	11	17
هندسة أشغال عامة	79	24	103
تاهيل النفسي الحركي	1	78	79
آداب	7	18	25
علوم	21	16	37
إدارة علم الغذاء	18	73	91
مرشد اجتماعي	13	111	124
مال وجمارك	27	17	44
قانون دولي	22	35	57
معلوماتية جغرافية	17	0	17
قانون معلوماتية	13	11	24
ديانة	38	39	77
الري	2	3	5
التصميم التخطيطي الزخرفي	513	719	1232
إدارة	1794	1467	3261

تعليم الرياضيات والعلوم	3	12	15
هندسة الاتصالات والشبكات	141	19	160
إدارة مالية	804	764	1568
تجارة بنوك مال	16	23	39
قانون مقارن	1	8	9
قانون كنسي	36	28	64
إدارة دولية سياسية	15	2	17
إدارة صحية	43	59	102
دراسة شرق اوسطية	24	27	51
علم الميكروبات	15	32	47
علم مفعول الادوية	2	8	10
علم الاعصاب	2	3	5
تأمين وضممان	42	100	142
ترميز معلومات صحية	4	17	21
قانون المال	3	6	9
تصميم أزياء	1	17	18
تصميم داخلي	391	792	1183
نقل ومواصلات	72	22	94
تكنولوجيا المعلومات	246	39	285
معلوماتية محاسبة	342	120	462

الترميم والحفاظ على الاوابد	5	14	19
هندسة المعلوماتية والكهرباء	5	4	9
اقتصاد الاتصالات والتكنولوجيا	0	7	7
لغات و تواصل	15	175	190
اقتصاد ورياضيات	11	15	26
هندسة تقنيات البيئة	3	10	13
تنسيق حدائق إدارة نظم البيئة	17	84	101
مال و إقتصاد	46	48	94
أرمني	0	1	1
صيانة صناعية	83	0	83
سلكية ولا سلكية	36	18	54
ادارة دولية	698	307	1005
تعليم الفنون	0	1	1
ادارة الموارد البشرية	102	289	391
علوم بصرية	4	7	11
تشريح الاسنان	3	3	6
الاعلام والتواصل	18	37	55
هندسة بحرية	14	0	14
صيانة الطائرات	15	0	15
كيميا غذائية	2	16	18

<b>Total</b>	<b>59369</b>	<b>48668</b>	<b>108037</b>
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عربي اجتماعيات	0	21	21
إلكتروتيك	133	18	151
رياضيات ومعلوماتية	494	241	735
إدارة	142	162	304
تعليم الرياضيات والعلوم	1	59	60
هندسة الاتصالات والشبكات	13	9	22
ادارة مالية	252	538	790
ادارة صحية	3	31	34
طبيب بيطري	47	32	79
لغات و تواصل	3	59	62
اقتصاد زراعي	3	6	9
مال واقتصاد	14	45	59
ادارة مكنتبات	28	239	267
لغة ايطالية	6	46	52
علاقة عامة واعلان	58	456	514
تعليم الاجتماعيات	2	39	41
<b>المجموع</b>	<b>25279</b>	<b>47534</b>	<b>72813</b>

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## **Appendices**

- 1) Tables outlining the higher education institutions in the country
- 2) Tempus projects targeting modernization issues
- 3) Geographical distribution of Lebanese institutions of higher education
- 4) The text of the 1961 Law for higher education
- 5) The text of the 1996 Decree
- 6) Distribution of LU students by discipline, 2009–2010
- 7) Distribution of students in private institutions of higher education, by discipline, 2009–2010