MIMI
Final Conference

"*Modernisation of Institutional Management of Internationalisation in South Neighbouring Countries, MIMI*"
"*coordinated by Barcelona University* "

Ministry of Education and Higher Education-Lebanon(MoEHE)
11 October 2016- Amman-Jordan

- The higher education systems around the world have presented a propensity for internationalization.

- **Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service elements of an institution (Jane Knight & International Association of Universities, 2006).**

- Nowadays, governments emphasize on internationalization of higher education through international co-operation and exchange, mobility and exchanges for students and teachers, teaching and research collaboration, academic standards and quality, cooperation and development assistance, curriculum development, international and intercultural understanding, and so on..

- Two of the main policies in the strategic plan of the Ministry of Education and Higher Education of Lebanon are the internationalization of higher education and the implementation of international standards for managements and quality assurance in higher education. This means to embed a quality culture within the structure of higher education, which must be an essential part of a long term policy.

- To internationalize higher education and to achieve the broad and composite process of management and quality assurance, the Ministry decided to be a partner in European and overseas projects related to these issues, one of these projects was MIMI.

- **Commonly Used Strategies for Writing Project Objectives**
  - **SMART:**
    - ❖ Specific
    - ❖ Measurable
    - ❖ Achievable
    - ❖ Realistic, and
    - ❖ Time Specific
- For writing the objectives of any project generally we use action verbs such as: to measure, to assist, to provide, to improve, to develop, to create, to facilitate, to strengthen, and so on…

- *The objectives of MIMI:*

- **Wider objective: is** to favour HE internationalization in south area by the adoption of an approach that is compatible with European standards and practices and enables development of regional linkages and relations in the region.

- **Specific Objectives**

  1. **Measure** internationalization in partner universities, provide comparative analysis to international processes, identify areas for **change** and **assist** in setting targets for improvement,

  2. Develop an internationalization management model in partner institutions and **provide appropriate knowledge and means to improve internationalization actions** that contribute to the sustainability of the international dimension,

  3. **Improve** governance procedures to **enhance** internationalization within university hierarchy, set guidelines to **establish** an appropriate legal framework for internationalization, **create the required infrastructure** for implementation of internationalization,

  4. **Utilize** virtual tools **to enhance** internationalization,

  5. **Disseminate good practices and share practical** experience in benchmarking analysis applied to university international relations.

- **Role of MoEHE in MIMI:**

- The role of the MoEHE will, in general, be restricted to give support and participate in the discussion without interfere with the autonomy of partner institutions, and will mainly have organizational responsibilities. MoEHE will receive the visiting EU team to assist in scoping and need analysis and SWOT analysis tasks, attend the kick-off and all other meetings and participate in project activities, particularly the two dissemination and promotion networking events and the final dissemination conference.

- *As a partner and according to our role we have participated in most of the activities and workshops.*

- **In terms of evaluation/feedback…** Many types of evaluation procedures may be done. Evaluation outcomes, evaluation impacts and so on …

Our feedbacks are:

We can conclude them in Four Levels of Evaluation

- **Level 1. Reaction – What is the partners'/ participants' response to the project or activity?** Reaction evaluation measures the partners'/ participants' immediate positive or negative response to the project or learning experience (**partners' satisfaction**).   **Staisfied**

- **Level 2. Learning – What did the participants learn?** Learning evaluation measures whether participating in the project increases the participant's knowledge and awareness of the issues addressed. Learning evaluations measure the level of knowledge or skills of participants at the time the test is administered. These evaluations do not measure long-term knowledge or skill retention.   **We have learned a lot.**

- **Level 3. Behavior or Application – Did the participants' learning affect their behavior?** Application evaluation measures if the participant has been **able to use the new knowledge and skills learned**. It is important to know not only that participants understood the material during the learning experience, but that they were then able to go back to their homes, communities or jobs and apply it. This level of evaluation provides evidence of whether transfer of learning has occurred. **Yes we are able to use the knowledge we have learned.**

- **Level 4. Results – Did participants' behavior change move the original situation towards the objective (desired outcome)?** Results evaluation measures the degree to which any behavioral changes have impacted on the environment or partners'/ participants' lives. **That is, the application of new skills and knowledge leads to the desired result or impact on an partners. This level of long-term feedback is becoming increasingly important. Future feedback**

- As a conclusion for impact evaluation we can say that for the moment and for long term consequences, the project is fruitful.

- During meetings and training workshops we have learned from a number of experts with varied and extensive experience in internationalization. These meetings provided many opportunities for partner members to learn from one another.

- The project was provided guidance to institutions about practical measures that can be developed for the purposes of institutional improvement and accountability.

- In terms of capacity building:

  1) we can say that inputs and activities not only result in capacity-building outputs (in the form of new knowledge, skills and management capabilities). Moreover, the capacity improvements generated within this project can be used in subsequent projects to generate further deliverables.

  2) human capacity building can directly benefit trained individuals and the organization that they work for. This is reflected in increased efficiency in the provision of services or outputs; innovations in the type of services or outputs delivered and in the delivery process at the level of institutions and Ministry.

- The project coordinator well organized our meetings and training sessions and facilitated communication among partners.