

Open Education for Lifelong Learning

The Journey of OER in Lebanon and the MENA Region

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Context: Spread of Higher Educational Institutions in the Region

The Middle East and North Africa (MENA) region hosts a significant geographical spread of higher educational institutions (HEIs). This landscape is characterized by an impressive array of diversity, differing across three core pillars.



Structural & Operational

Sector:

Public Non-public-non-profit

Non-public-profit

Status:

Universities Independent colleges

Technical institutes Community colleges

Type:

Traditional Open Virtual universities



Identity & Origins

Nationality:

National Regional

International branches

Model:

American French German Etc.

Cultural Reference:

Islamic Christian Non-religious



Governance & Compliance

Affiliation:

MOHE Other ministries

Recognition:

Licensed Accredited Assured

Legality:

Effective institutions Diploma-mills

The Open Educational Resource Deficit in the MENA Region

While Open Educational Resource (OER) initiatives flourish in the English-speaking developed world, the MENA region continues to lag significantly behind.



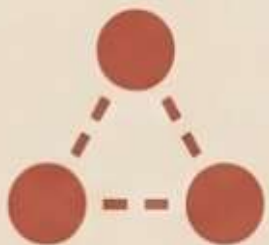
The Data Void

Data on OERs in MENA Higher Education Institutions (HEIs) is distinctly scant, offering only a **superficial picture** of users, content, adoption, and producers.



The Awareness Gap

Little information exists regarding the awareness of the **perceived utility** of OERs in teaching, learning, and research.



Institutional Silos

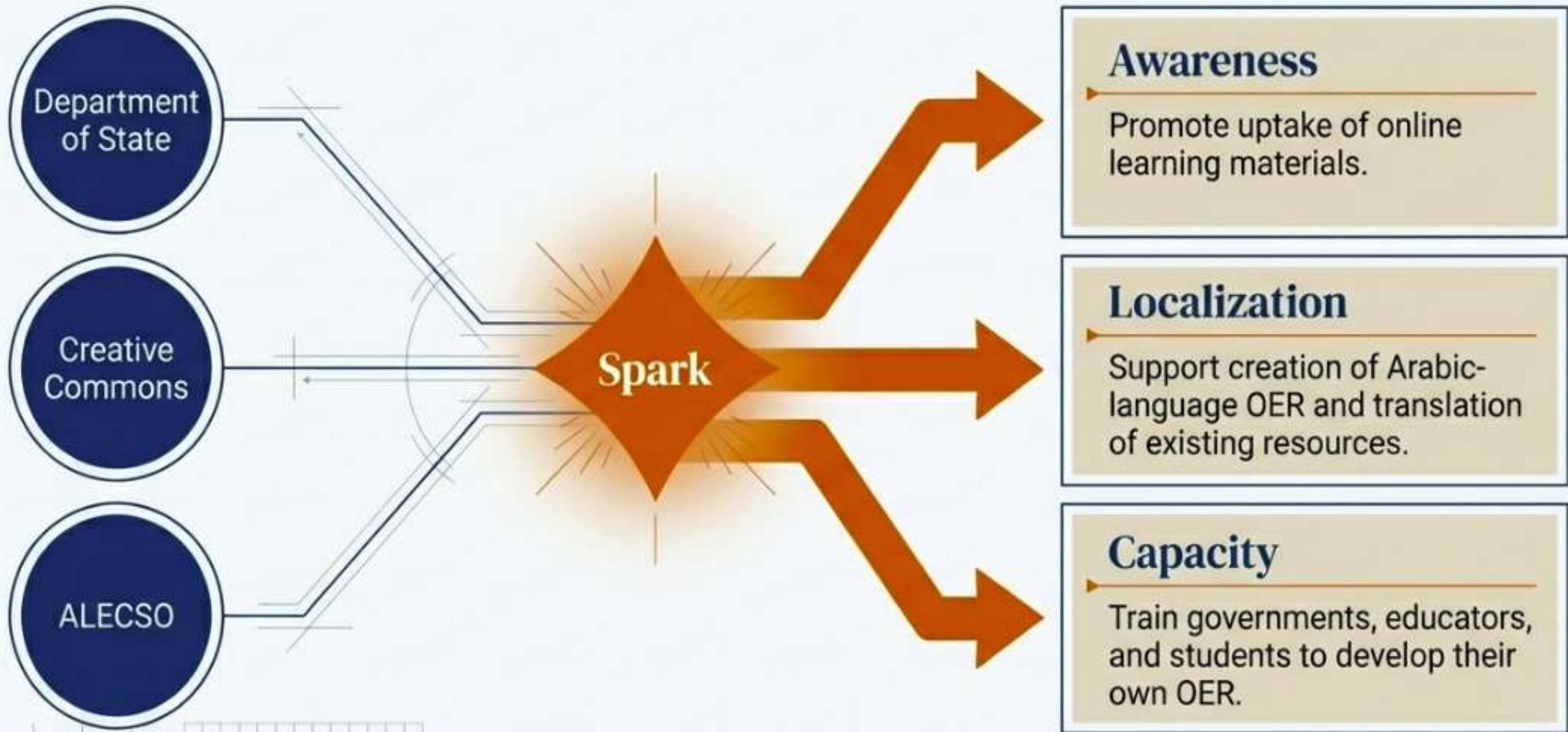
The region suffers from a distinct lack of **inter-regional collaboration** and meaningful information exchange.



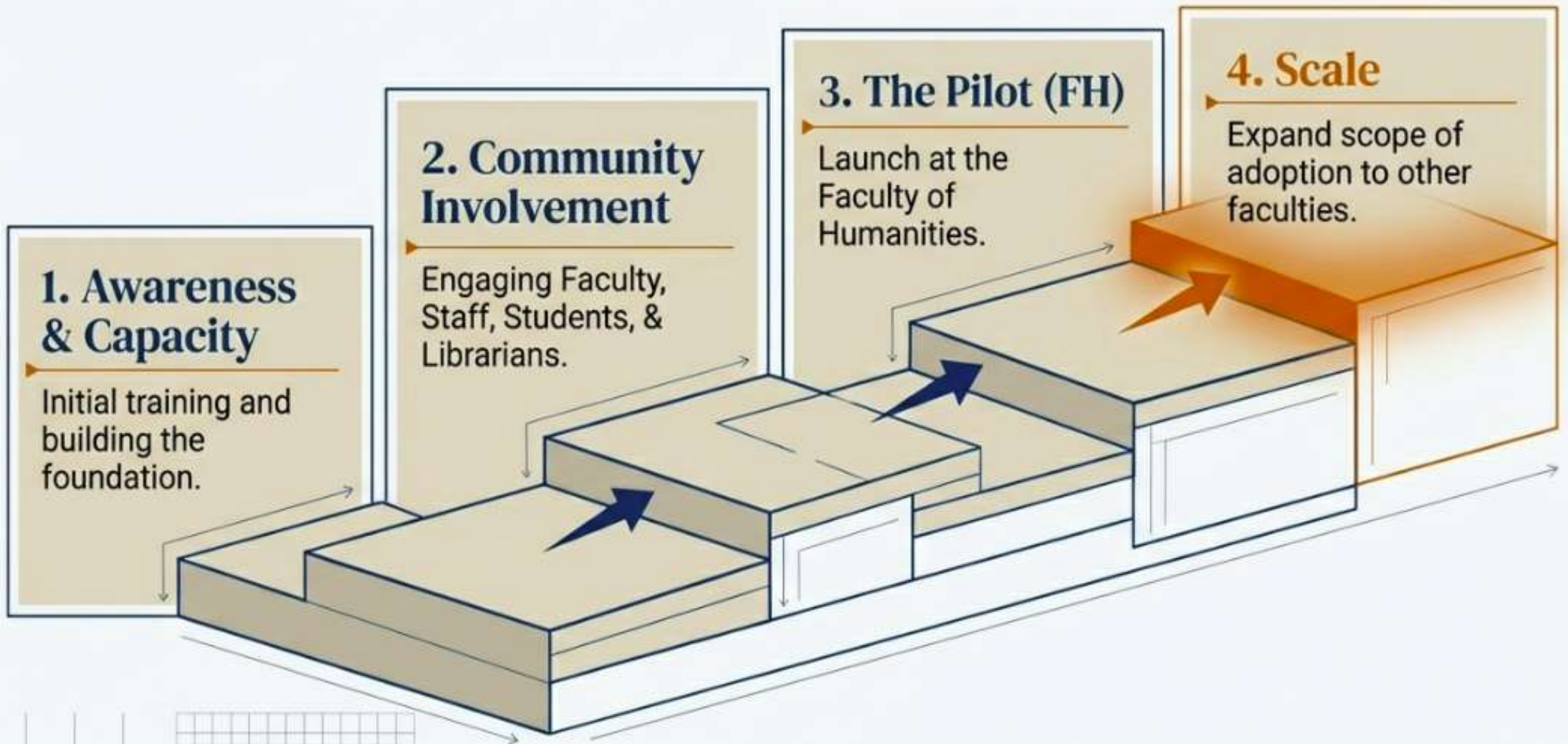
The Walled Garden Culture

The educational landscape is dominated by a culture of protecting learning and teaching resources behind strict **firewalls and passwords**.

The Catalyst: Open Book Project Initiative 2014

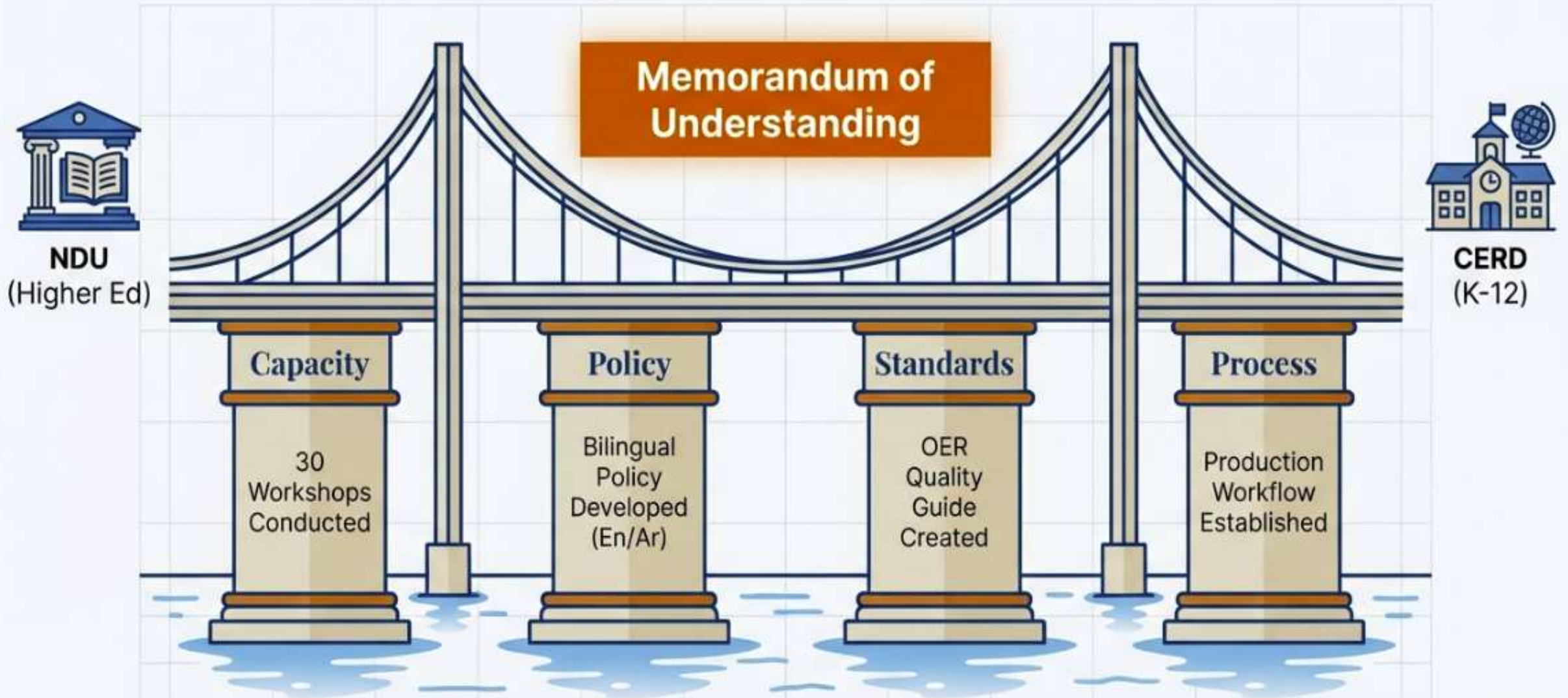


The Pilot: Operationalizing OER at Notre Dame University (NDU)

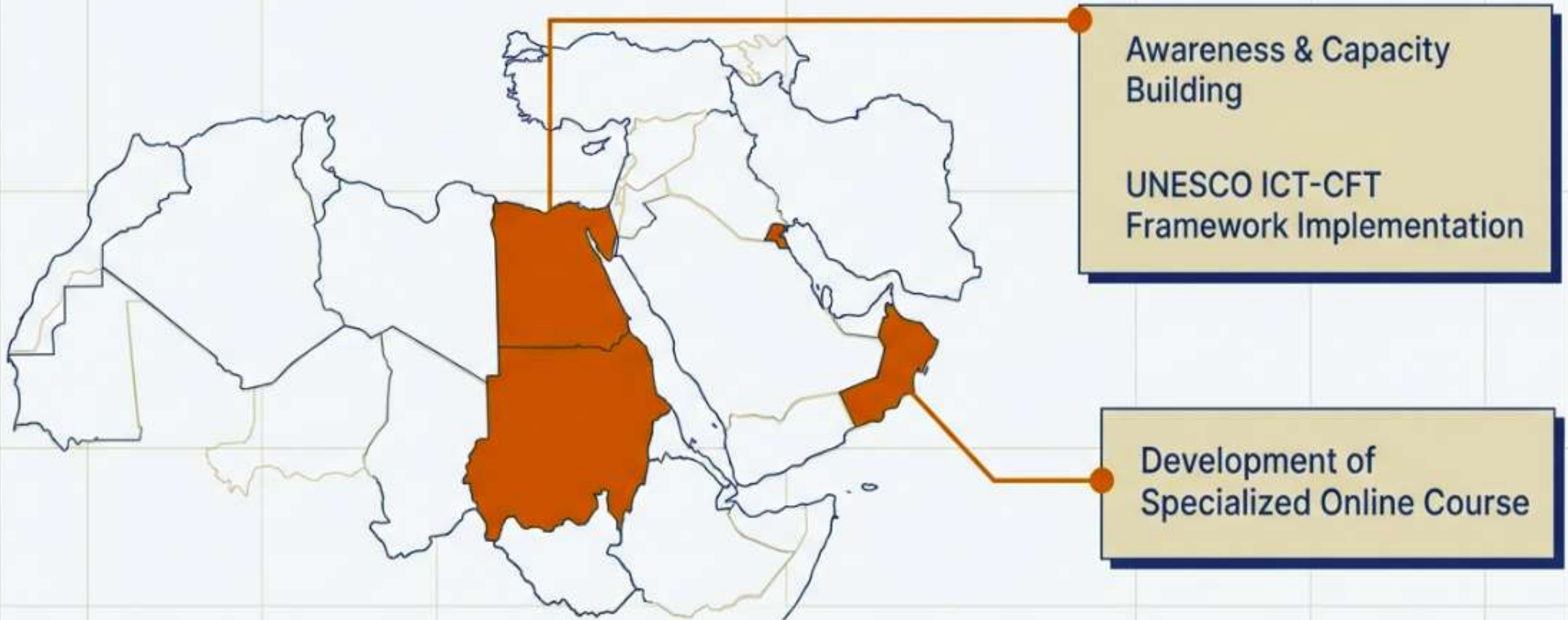


Scaling Up: National Impact (K-12)

Knowledge Transfer from NDU to the Center for Educational Research and Development (CERD)



Expanding Borders: Regional Reach in MENA



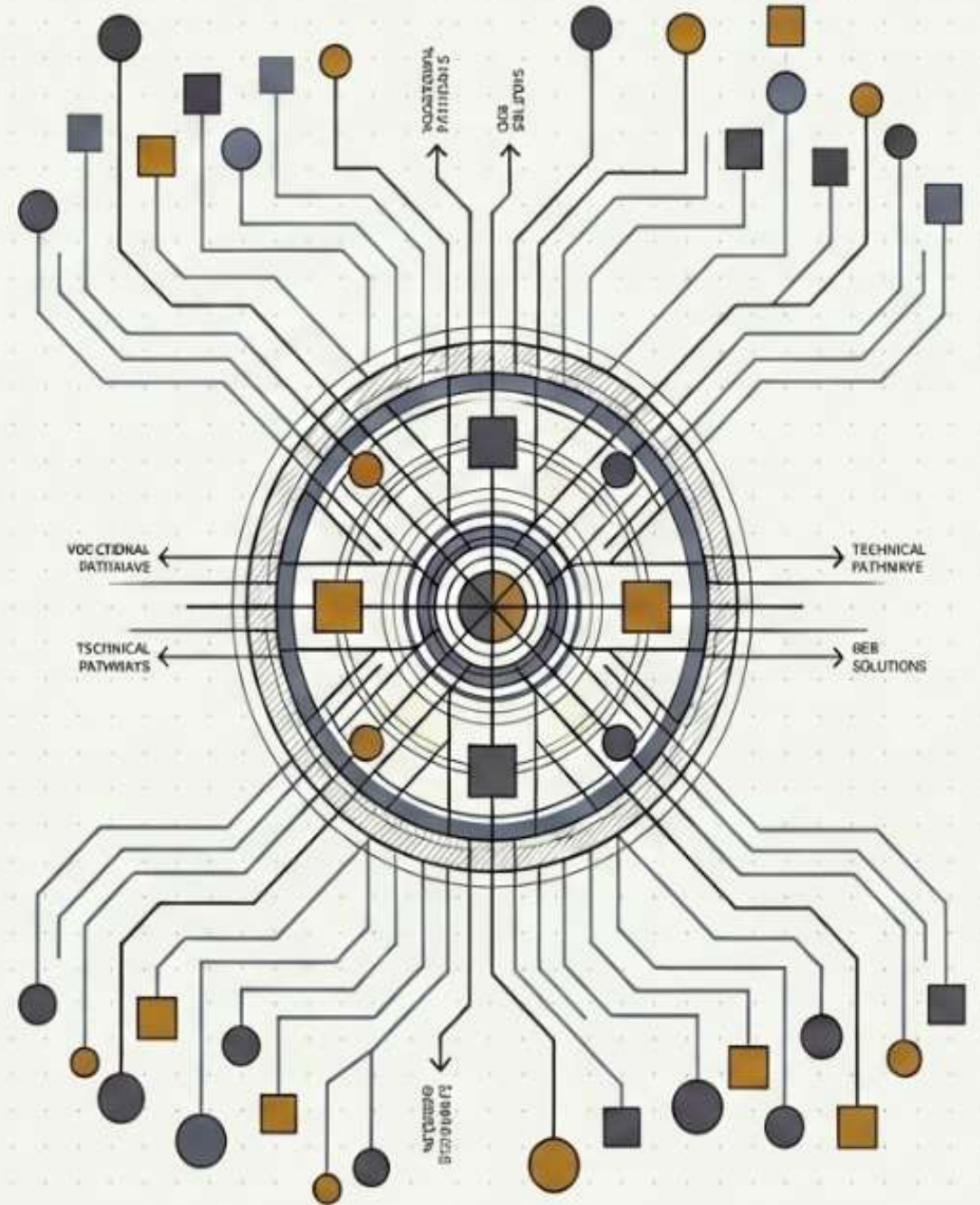
The Global Network: UNITWIN on Open Education (UNOE)



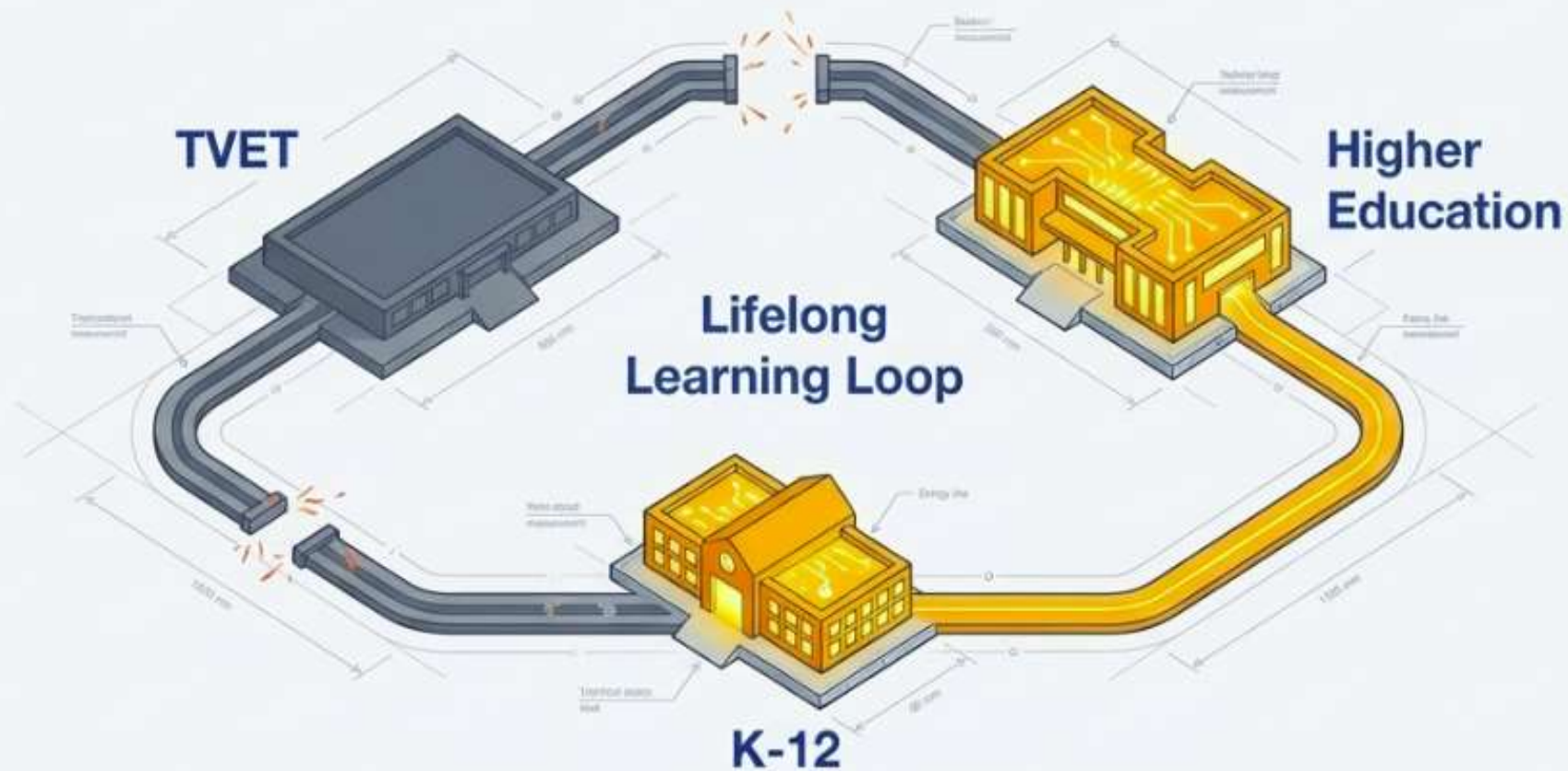
Network Objectives

- Knowledge-sharing & community-building
- High-quality research activities
- Sharing open infrastructure tools
- Cooperation with UNESCO

Rewiring the Workforce: Transforming TVET in Lebanon through Open Educational Resources (OER)



The Missing Link in the Open Learning Loop



We have successfully operationalized OER in Higher Education and built the structural bridges to K-12. However, the national recovery circuit remains broken. To truly rewire the workforce and ensure youth employability, we must illuminate the final dark node: the Technical and Vocational sector.

Lebanon Case Study Baseline

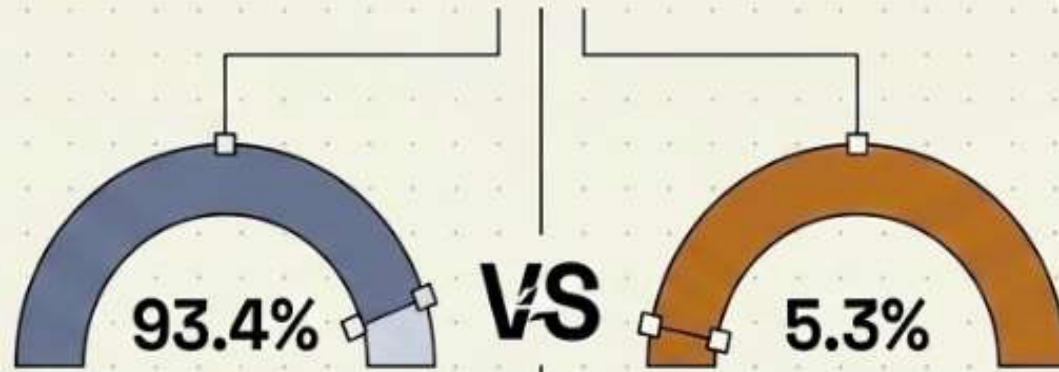
Demographic Base



1.14 Million

Youth (aged 15-24) in Lebanon

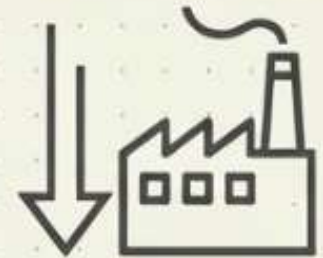
The Drop-Off



Primary Education Enrollment

Youth Participation Rate in technical-vocational programmes

Economic Context



6.7%

Overall Unemployment Rate

Diagnostic Takeaway: Lebanon's data reveals a massive untapped demographic: a youth population highly educated at the primary level but facing severe systemic bottlenecks preventing vocational participation and labor market entry.

Primary challenges facing Lebanon's TVET system today



Socio-Economic Barriers

- Suffers from significant **social stigma** making tracks highly unattractive.
- Perpetuated by systemic **low pay** expectations for graduates.
- Faces intense competition from **low-skilled labor markets**.



Structural Deficits

- Characterized by an overarching **lack of flexibility**.
- Hamstrung by thoroughly **outdated infrastructure**.
- Critical shortage of teachers possessing dual **pedagogical and industrial expertise**.



Governance & Planning

- Financing mechanisms are strictly **centralized**.
- Capital allocation remains fundamentally **non-performance-based**.
- Failure to integrate the **private sector** into strategic planning or curriculum development.



Inclusivity & Access

- Severe lack of baseline **gender equality**.
- Widespread physical and programmatic **inaccessibility** for students with disabilities.

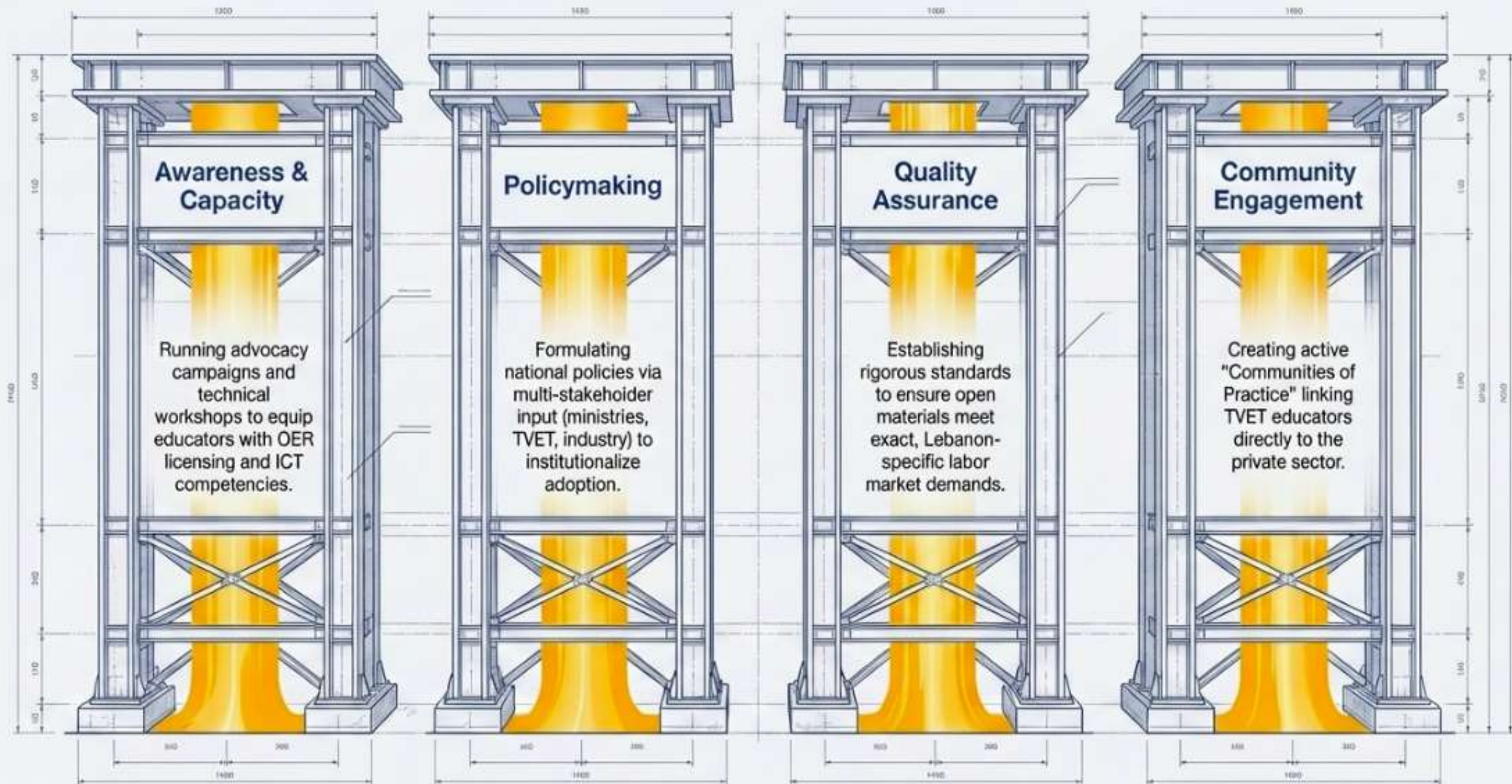
REQUIRED STRATEGIC SHIFTS

Implement dynamic **Regional Tailoring** to match local labor demands.

Deploy **Modernized Equipment** to bridge the industrial skills gap.

Establish a cohesive **National Qualification Framework** to standardize value and mitigate social stigma.

OER Framework for TVET - Lebanon



The Implementation Roadmap

Phase 1: Situational Analysis

Conduct an evidence-driven assessment of current TVET institutional awareness, awareness, technological readiness, and capacity across Lebanon.

Phase 3: Resource Centers

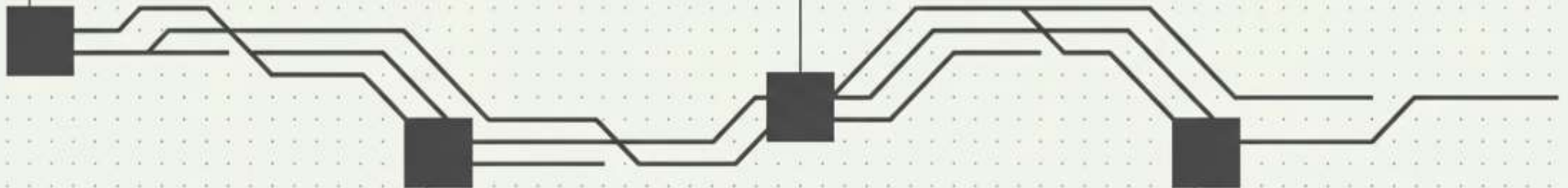
Establish centralized hubs in collaboration with ministries dedicated to OER development, storage, dissemination, and user support.

Phase 2: Pilot Programs

Deploy controlled case studies in select TVET institutions. Demonstrate feasibility, test local adaptations, and gather immediate data.

Phase 4: Monitoring & Evaluation (M&E)

Initiate a robust, continuous feedback loop to assess impact, track graduate employability, and identify areas for rapid iteration.



Thank You!
Questions? Comments?
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