

COMMUNICATION ON ENGAGEMENT (COE)

# Lebanese International University



**Period covered by this Communication on Engagement** [Ideally the two years prior to this report]

**From:** [ October 2022]

**To:** [January 2024]

## Part I. Statement of Continued Support by the Chief Executive or Equivalent

Please use the box below to include the statement of continued support signed by your organization's

**Beirut**

**Lebanese International University**

**6<sup>h</sup> February, 2024**

The Lebanese International University (LIU) is pleased to confirm that it highly reiterates and confirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, and Labor between 2022 and 2024.

This is our Communication on Engagement with the United Nations Global Compact for 2022-24. In this Communication of Engagement, a prescriptive analysis of the actions that LIU has been taken through face-to-face activities to support the UN Global Compact and its Principles that match the university's mission: "... to develop awareness and engage in cultural and environmental sustainability through maximized resources. LIU disseminates diverse learning experiences and skills in an environment that e-enable the dynamic interplay of teaching and research. LIU endeavors to align its values and commitments to student support and communication..."

Human Rights:

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights;

Principle 2: make sure that they are not complicit in human rights abuses.

Labor

Principle 4: the elimination of all forms of forced and compulsory labor;

Principle 5: the effective abolition of child labor;

Anti-Corruption

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

LIU highly appreciates feedback for further improvement.

Sincerely,

Anwar Kawtharani, Ed,D

Dean of School of Education

Director of Office of International Relations

A handwritten signature in blue ink, appearing to read "Anwar Kawtharani", is written over a horizontal line.

## Part II. Description of Actions

Please use the box below to describe the actions your organization has taken in support of the Global Compact. It is strongly recommended that the actions taken are related to one or more of the specific activities suggested. *Please refer to the complete list of suggested activities for your type of organization found [here](#).*

### 1. Professional Development Activities in the School of Education in Collaboration with the World Bank 22-23

The School of Education has undertaken a series of dynamic professional development initiatives in collaboration with the World Bank between March 21 till March 28 of 4 hrs a day over 7 days from Washington involving 21 instructors collectively. 19 instructor colleagues including Dean of school of Education successfully completed and passed with honors the rigorous certification on **early childhood training delivered** by 2 Lead Trainers from the World Bank. The training consisted of 20 hrs of Asynchronous training on 4 modules with 4 exams that required 80% to conditionally move to the synchronous training. The synchronous training consisted of 17.5hrs of training with formative assessment throughout the week and 2.5 hrs of final exams that included 3 videos to assess that required 80% **in each video to pass** in order to be officially certified observers.

Through this certification program, the team has gained valuable knowledge and skills in early childhood education observation, which will further enhance their ability to observe and assess early childhood classes to 150 schools all over Lebanon using the world bank framework.

These initiatives have been designed to empower instructors with cutting-edge knowledge and skills, allowing them to deliver impactful education and contribute to the enhancement of the educational landscape. Here's an overview of the collaborative efforts between the School of Education and the World Bank:

**Certification on Early Childhood Rating Scale Development:** In partnership with the World Bank, the School of Education organized a certification program on Early Childhood Rating Scale (ECRS) development. The World Bank's expertise in educational assessment and development provided valuable insights to 21 instructors. This program equipped them with a comprehensive understanding of ECRS and enabled them to design accurate assessment tools to evaluate early childhood development.

**Early Childhood Education Training:** Leveraging the World Bank's global perspective on education, the School of Education conducted training sessions in the field of early childhood education. These sessions incorporated the World Bank's research and best practices to enhance the capabilities of instructors. The collaborative approach enriched the training content, ensuring that instructors are well-versed in effective pedagogical strategies.

**AIM-ECD Implementation:** With the guidance of the World Bank, the School of Education introduced the AIM-ECD framework to its instructors. The World Bank's research-driven approach to assessment and monitoring complemented the framework's holistic principles. Instructors gained insights into international standards and practices, strengthening their ability to promote holistic early childhood development.

**Reliability Testing for Instructors:** The World Bank's expertise in assessment methodologies contributed to the design and execution of the reliability tests for instructors. This collaboration ensured that the tests were aligned with global standards and focused on consistent application of assessment criteria. The World Bank's involvement added credibility to the assessment process.

**Assessment of 150 Schools:** Collaborating with the World Bank, 19 instructors from the School of Education undertook the assessment of 150 schools (75 public and 75 private) in Lebanon between May 22 and June 12. The World Bank's experience in evaluating educational systems and institutions provided valuable guidance for this initiative. This collaboration helped ensure that the assessment process followed rigorous and internationally recognized standards.

The School of Education's partnership with the World Bank demonstrates a dedication to fostering international collaboration and incorporating global expertise into local educational practices. By leveraging the World Bank's extensive knowledge, the School of Education enhances its capabilities and extends its impact beyond local boundaries. This collaboration signifies a forward-looking approach, positioning the institution at the forefront of educational innovation and improvement.

**1. Report on the successful Completion of Lead evaluator Training by the Dean of the school of Education for Cognia Accreditation 22-23**

Accreditation is a testament to an institution's commitment to educational excellence. Cognia, as one of the premier accrediting agencies in the U.S., demands rigorous training for its evaluators. This report sheds light on the accomplishment of the Dean of the School of Education, who has successfully completed the Lead Evaluator Training for Cognia Accreditation over a period of 5 months in fall 22. He now serves as LEAD evaluator for Middle East and Africa.

**2. Report on three Instructors Who Successfully Passed the CELTA Exam 22-23.**

The Certificate in English Language Teaching to Adults (CELTA) is a qualification for teachers of English as a foreign language (TEFL). It focuses on developing practical skills with hands-on teaching experience, which makes it one of the most respected and widely recognized TEFL qualifications around the world. This report outlines the journey of three instructors who successfully passed the CELTA exam during a 4 week intensive and rigorous training of 5 days a week from 9: am till 5:00pm: Dr Dina Shouman, Assistant Dean of Beirut Campus, Director of graduate courses and ENGL 151 Coordinator, Dr Noha Hassan, ENGL051 Coordinator and Ms Jihan Khlalife ENGL 101 Coordinator .

**3. International Workshop on Transformative Education**

- a. International Workshop on Transformative Education: The participation of the School of Education in an international workshop in Spain -Taragona through the dean of School of Education from **6<sup>th</sup> of July till 13<sup>th</sup> of July 2023**, in collaboration with URV Spain, showcased a commitment to global educational advancements. The SoED's insights into transformative education practices were shared, enriching the discussions, and promoting cross-cultural learning experiences.
- b. An 8 day capacity building for Accra Community School fostering continuous learning and professional development for accreditation to quality assurance. The training was on instructional development and the social emotional learning of learners between in June 23.
- c. June 5-9 , 23 with 17 consortia university, LIU delivered a training session on The Role of Internationalization in Shaping the Global Classroom" : "Transforming Education: The Internationalized Classroom of Tomorrow" .
- d. The Lebanese International University's School of Business, in collaboration with the School of Education for the department of finance , organized a workshop titled "Designing Future-Ready Curricula: Navigating Objectives, Outcomes, and 21st Century Skills through UBD Stage 1 for 40 instructors on December 1.

1. **Assessment of 150 Schools:** Collaborating with the World Bank, 19 instructors from the School of Education undertook the assessment of 150 schools (75 public and 75 private) in Lebanon between May 22 and June 12.

**SDG 4: Quality Education**

- The entire initiative is dedicated to enhancing the quality of education through professional development. This includes improving early childhood education, training instructors with new assessment tools, and bringing international standards and practices to the local educational landscape.

**SDG 17: Partnerships for the Goals**

- The collaboration with the World Bank exemplifies a commitment to global partnerships. It involves knowledge exchange and shared efforts to improve education, which is at the core of SDG 17.

**SDG 10: Reduced Inequalities**

- By providing high-quality education and training to instructors, the program may help reduce inequalities in access to education and promote lifelong learning opportunities for all, regardless of their background.

**SDG 5: Gender Equality**

- Although not explicitly mentioned, such educational initiatives have the potential to empower female educators and students, contributing to gender equality in education.

**SDG 8: Decent Work and Economic Growth**

- Educating instructors and improving school assessments can lead to better educational outcomes, which in turn prepare students for the job market, contributing to economic growth and supporting decent work.

**SDG 9: Industry, Innovation, and Infrastructure**

- The development of new educational tools and frameworks, such as the Early Childhood Rating Scale (ECRS) and AIM-ECD, aligns with the focus on building resilient infrastructure and fostering innovation within the educational sector.

**SDG 11: Sustainable Cities and Communities**

- By enhancing the capabilities of schools and educators, this initiative can contribute to the development of sustainable cities and communities that prioritize education and lifelong learning.

**SDG 16: Peace, Justice, and Strong Institutions**

- The initiative contributes to building effective, accountable, and inclusive institutions at all levels by improving educational systems and ensuring reliable and transparent assessment processes.

2. **Completion of Lead Evaluator Training by the Dean of the School of Education for Cognia Accreditation:**

**SDG 4: Quality Education:**

- Accreditation ensures that institutions meet high standards of education, and training the Dean as a Lead Evaluator helps maintain and improve these standards.

### **3. Report on three Instructors Who Successfully Passed the CELTA Exam:**

#### **SDG 4: Quality Education:**

- Obtaining CELTA certifications enhances the quality of English language teaching, which is a key component of quality education.

### **4. Comprehensive 30-hour Session to Chairs in the School of Business:**

#### **SDG 4: Quality Education:**

- Aligning learning outcomes with curriculum supports the development of quality education programs.

#### **SDG 8: Decent Work and Economic Growth:**

- Understanding and aligning learning outcomes can lead to better employment opportunities, as students are better prepared for the job market.

### **5. ATEL Professional Development:**

#### **SDG 4: Quality Education:**

- Professional development seminars contribute to the continuous learning and skill enhancement of educators.

#### **SDG 17: Partnerships for the Goals:**

- Bringing a guest speaker from the UK demonstrates international cooperation and the exchange of knowledge

### **6. International Workshop on Transformative Education:**

#### **SDG 4: Quality Education:**

- Sharing insights into transformative education practices contributes to the improvement of educational methods and pedagogies.

#### **SDG 4: Quality Education:**

- Capacity building for quality assurance in education supports the development of reliable and effective educational institutions.

#### **SDG 4: Quality Education and SDG 17: Partnerships for the Goals:**

- Discussing the role of internationalization in education enhances the global perspective in educational settings.

#### **SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth:**

- Designing curricula that prepare students for the future contributes to economic growth by equipping them with necessary skills.

The activities described above can also relate to several other Sustainable Development Goals (SDGs) beyond the ones primarily identified (**SDG 4, SDG 8, SDG 11, and SDG 17**).

**SDG 5: Gender Equality:**

- Ensuring that professional development initiatives and teaching methodologies are inclusive and address the needs of both male and female educators and students can contribute to achieving gender equality in education.

**SDG 10: Reduced Inequalities:**

- Education programs that are designed to be accessible to all, including those from disadvantaged backgrounds, can help reduce inequalities within and among countries.

**SDG 9: Industry, Innovation, and Infrastructure:**

- By incorporating 21st-century skills and focusing on innovation within curricula, these educational initiatives support the building of resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

**SDG 16: Peace, Justice, and Strong Institutions:**

- Through the promotion of education for global citizenship, as well as partnerships with international entities, these initiatives can support the development of peaceful and inclusive societies and the building of effective, accountable, and inclusive institutions.

**SDG 13: Climate Action:**

- While not directly mentioned, educational initiatives can incorporate climate action into their curricula, promoting awareness and preparing students to tackle environmental challenges.

**SDG 3: Good Health and Well-being:**

- Programs focusing on social-emotional learning, as mentioned in the capacity-building for Accra Community School, contribute to the well-being and mental health of learners.

### **Part III. Measurement of Outcomes**

Please use the box below to include the most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above.

To measure the success of the educational initiatives you described and their alignment with the Sustainable Development Goals, here are some relevant qualitative and quantitative indicators for each:

#### **SDG 4: Quality Education**

##### **Qualitative Indicators:**

- Educators' testimonials and reflective journals on the application of new skills in the classroom.
- Case studies documenting changes in teaching practices following the professional development.
- Student feedback on the quality of teaching and learning experiences post-educator training.

##### **Quantitative Indicators:**

- Number of educators who complete each professional development program.
- Increase in certification pass rates for educators post-training.
- Improvement in student performance and learning outcomes as measured by standardized tests.

#### **SDG 17: Partnerships for the Goals**

##### **Qualitative Indicators:**

- Evaluation of partnership effectiveness through stakeholder surveys.
- Reports on collaborative projects and initiatives resulting from the international workshop.

##### **Quantitative Indicators:**

- Number of active partnerships formed as a result of the international workshop.
- Number of joint educational programs or research projects initiated.
- Number of educators and students involved in international exchange programs.

#### **SDG 8: Decent Work and Economic Growth**

##### **Qualitative Indicators:**

- Feedback from business school chairs on the integration and application of learning outcomes in curriculum design.
- Assessments of student preparedness for the workforce following curriculum changes.

##### **Quantitative Indicators:**

- Number of curricula revised to include learning outcomes focused on employability.
- Rates of employment or further education for graduates after curriculum enhancement.
- Metrics on the development and launch of new professional development courses aimed at improving employability.

#### **SDG 11: Sustainable Cities and Communities**

##### **Qualitative Indicators:**

- Community feedback on the impact of professional development initiatives.
- Analysis of how local educational practices have evolved due to ATEL professional development.

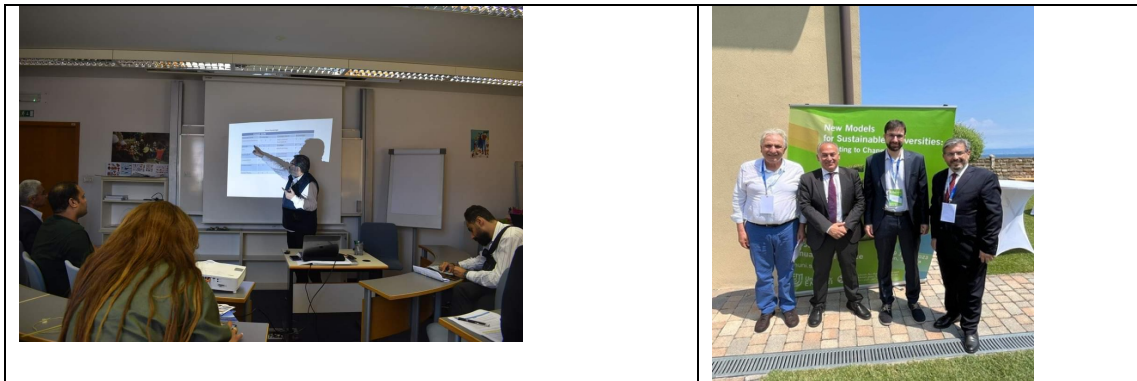
##### **Quantitative Indicators:**

- Number of local educators participating in ATEL professional development.
- The extent of implementation of new educational practices in local schools.
- Number of community projects initiated by educators as part of the professional development program.

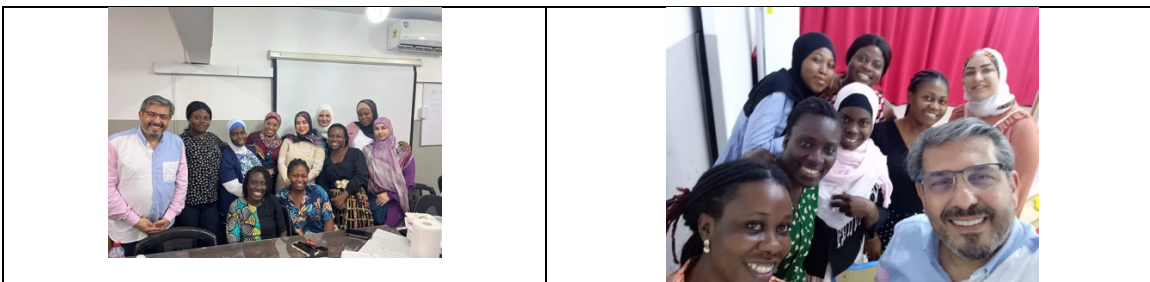
**Appendix  
School of Business-Lebanon**



**Slovenia- University Consortia**



**Accra -International**





# Google Form Feed Back to CPD in school of Business

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Post-training Evaluation: Objectives, Learning Outcomes, 21st Century Skills & Understanding by Design(UbD)

### Post-training Evaluation: Objectives, Learning Outcomes, 21st Century Skills & Understanding by Design(UbD)

27 responses

**Section 1: Objectives vs. Learning Outcomes Section**

1. "How well do you now understand the difference between course objectives and learning outcomes?" [Copy](#)

27 responses

Rating	Count	Percentage
1	0	0%
2	0	0%
3	0	0%
4	1	3.7%
5	23	85.2%

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Post-training Evaluation: Objectives, Learning Outcomes, 21st Century Skills & Understanding by Design(UbD)

2. "Do you plan to integrate both objectives and learning outcomes in your next course design?" [Copy](#)

27 responses

Response	Count	Percentage
Definitely	20	74.1%
Probably	7	25.9%
Unsure	0	0%
Probably Not	0	0%
Definitely Not	0	0%

**Section 2: 21st Century Skills**

3. "How confident are you in incorporating 21st century skills into your courses after the training?" [Copy](#)

27 responses

Rating	Count	Percentage
1	0	0%
2	8	29.6%
3	19	70.4%

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Post-training Evaluation: Objectives, Learning Outcomes, 21st Century Skills & Understanding by Design(UbD)

4. "Which of the discussed 21st century skills do you consider most relevant for your students? (Select all that apply)" [Copy](#)

27 responses

Skill	Count	Percentage
Cognitive	24	88.9%
Interpersonal	15	55.6%
Intrapersonal	8	29.6%

**Section 3: Understanding by Design (UbD) - First Stage**

5. "How clear are you on implementing the 'Desired Results' stage of UbD after the training?" [Copy](#)

27 responses

Rating	Count	Percentage
1	0	0%
2	0	0%
3	1	3.7%
4	18	66.7%
5	7	25.9%

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Post-training Evaluation: Objectives, Learning Outcomes, 21st Century Skills & Understanding by Design(UbD)

6. "How clear are you on implementing the 'Learning Experiences' stage of UbD after the training?" [Copy](#)

27 responses

Rating	Count	Percentage
1	0	0%
2	0	0%
3	1	3.7%
4	18	66.7%
5	7	25.9%

<https://docs.google.com/forms/d/156a2FEgB2Z2hCMYKz6Z2wYpCgUto4BWHMYWwG/viewanalytics>

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