Overview of the Higher Education Systems in the Tempus Partner Countries

Southern Mediterranean

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This document has been produced within the framework of the European Union’s Tempus programme, which is funded by the EuropeAid Development and Co-operation Directorate-General and the Directorate-General for Enlargement.

It has been prepared by the Education, Audiovisual and Culture Executive Agency (EACEA) on the basis of contributions from the Tempus Offices and the authorities concerned.

The approach and data collection have been implemented in collaboration with Eurydice, the network on education systems and policies in Europe.
Preface

The Tempus programme, launched in 1990, is one of the longest standing EU-funded programmes in the field of education. During more than 20 years of its existence, Tempus has supported the modernisation of higher education in the Partner Countries outside the European Union, namely in Eastern Europe, Central Asia, the Western Balkans and in the Southern Mediterranean.

In order to carry out Tempus projects with higher education institutions in the Tempus Partner Countries, the knowledge of the system in which the institutions operate is crucial for the success of project activities. The higher education systems of the Partners Countries operate in different contexts and have different historical backgrounds. For this reason, the definition of the needs and the objectives of the projects should be based on knowledge of the reality in the country concerned and should take into account the existing policies and legislative developments.

In 2010, the Education, Audiovisual and Culture Executive Agency (EACEA), which is responsible for the management of the Tempus programme, prepared a series of four regional publications, describing the higher education systems in all Tempus Partner Countries. These reports have proved to be a useful and valuable tool for all beneficiaries and future applicants, planning to submit Tempus project proposals.

Considering the fact that since 2010 many countries have faced numerous changes and reforms affecting the structure of their higher education systems, revised reports were deemed necessary. Therefore these new publications represent an update of the previous reports, providing the public with a description of the current reality of the higher education systems in the Tempus Partner Countries.

No particular change has been made to the structure of these descriptions. They contain a general presentation of the higher education system in each country, information on current challenges and trends, information on the implementation of the Bologna Process and on participation in the Tempus and Erasmus Mundus programmes until 2012.

This document forms therefore part of a series of four new regional publications. The descriptions have been drafted by the National Tempus Offices in the Partner Countries, in cooperation with the National Authorities and the EU Delegations. The collection of data on the implementation of the Bologna Process was carried out in close collaboration with Eurydice, the network on education systems and policies in Europe. The overall exercise was managed by the Tempus Unit of the Education, Audiovisual and Culture Executive Agency.

I am convinced that these new documents will continue to help current and future beneficiaries of Tempus projects to develop and carry out their activities and that they will also serve as an informative tool for any other actors, interested in higher education in the Tempus Partner Countries.

Brian Holmes
Acting Director
Education, Audiovisual and Culture Executive Agency, Brussels
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1 The individual overviews of the Higher Education systems of the Tempus Partner Countries are also available on the Tempus website: http://eacea.ec.europa.eu/tempus/tools/publications_en.php

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
Brief overview of the Tempus programme

Tempus is the EU's external cooperation programme that has been supporting the modernisation of higher education systems in the European Union’s neighbouring countries for over 20 years. The number of Partner Countries involved has changed during this time. At present, the programme covers the 27 countries in the Western Balkans, Central Asia, Eastern Europe, Northern Africa and the Middle East².

Since its creation, Tempus has contributed to promoting cooperation between higher education institutions in the European Union and the Partner Countries, through various capacity building activities. It also promotes the voluntary convergence of higher education systems in these countries with EU policies and processes in higher education, including the Bologna Process. Indeed, the Bologna Process has become a reference for most of Tempus Partner Countries, by setting in motion a series of reforms, to modernise higher education systems and to make them more compatible and comparable.

Background

Initially covering countries in Central and Eastern Europe, the first phase of the programme was launched in 1990 and lasted until 1993. During this period, Tempus sought to contribute to socio-economic reforms, through cooperation in higher education. These countries were later to join the EU itself.

The second phase of the programme, Tempus II, covered the next six years (1994-2000). During this period, the programme was extended to certain countries in Eastern Europe and Central Asia. National priorities for the Programme, defined by national authorities were introduced for the first time.

The third phase of Tempus was implemented from 2000 to 2006. The concept of cooperation between different countries in the same region was introduced during this time. In the framework of the Euro-Mediterranean partnership, Tempus III was extended to North Africa and the Middle East, with a view to contributing to promoting socio-economic development of this region. The programme also aimed at promoting inter-cultural understanding as a means of sustainable growth, peace and reinforced the 'intercultural' and 'civil society' dimension of the EU's policies in these regions.

Since 2007, Tempus has entered its fourth phase, which runs until 2013. It puts emphasis on regional and cross-regional cooperation and reinforcing links between higher education and society. The programme currently covers 27 Partner Countries and territories. The programme is integrated into the European Union’s ‘Neighbourhood’, ‘Enlargement’ and ‘Development’ policies, which aim to promote prosperity, stability and security.

Tempus is funded by three financial instruments: the Instrument for Pre-accession Assistance (IPA), the Development Cooperation Instrument (DCI) and the European Neighbourhood and Partnership Instrument (ENPI).

² Tempus partners (2012): Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, the occupied Palestinian territory, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uzbekistan and Kosovo*.

*This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.
Main characteristics of Tempus

Tempus was designed to contribute to reforming and upgrading the higher education institutions and systems in the Tempus Partner Countries’. Through cooperation at higher education level, the programme also aims to strengthen civil society, promote democracy, as well as enhancing mutual understanding and intercultural dialogue between the EU and its partners. It promotes a "bottom-up" approach, since the content and methodology of the projects are left to project beneficiaries to define (within the priorities set by the Call). However, the Programme can also be described as "top-down", since the national and regional priorities are established by the national authorities in each Partner Country, to maximise the impact of the Programme on the higher education reform process.

Tempus IV supports three types of projects:

- **Joint Projects** target higher education institutions and fund multilateral partnerships between these EU and Partner Country institutions, to develop, modernise and disseminate new curricula, teaching methods and teaching materials. They also aim to enhance quality assurance mechanisms in institutions, modernise the governance and management of higher education institutions and strengthen their contribution to lifelong learning and the ‘knowledge triangle’ of ‘education-research-innovation’.

- **Structural Measures** aim to reform higher education systems in the Partner Countries and to enhance their quality and relevance to the world of work and society at large. They promote further convergence with EU developments in the field of higher education. They focus on issues linked to the reform of governance in higher education institutions (qualification systems, quality assurance mechanisms, autonomy of institutions...) and foster links between higher education, the world of work and other sectors of education. They can also include studies and research, the organisation of national, regional and thematic conferences and seminars, the provision of training, policy advice and the dissemination of information.

Both Joint Projects and Structural Measures are funded through Calls for Proposal. The grant awarded varies between 0.5 to 1.5 million EUR.

- **Accompanying Measures** are funded through Calls for Tender or Framework Contracts. They comprise of dissemination and information activities such as thematic conferences, studies and activities which aim to identify and highlight good practice or consultation of stakeholders. They are also used to fund the National Tempus Offices and the activities of the group of ‘Higher Education Reform Experts’ in the Tempus Partner Countries.

Management of Tempus

The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for both the management and the implementation of Tempus, under powers delegated by the European Commission. The Directorate-General for Development and Co-Operation - EuropeAid and the Directorate-General for Enlargement allocate funds directly to the Executive Agency to manage the Programme and thus have the formal responsibility for supervising its activities. The Directorate-General for Education and Culture brings its expertise and facilitates links with the European Union's internal higher education reform policies. The European External Action Service contributes to the strategic orientations of the Programme.

I. Overall description / Description générale
II. Current challenges and needs / Défis et besoins actuels
   – Trends and challenges / Tendances et défis
   – The Bologna Process
III. Participation in EU programmes
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The higher education system in Algeria

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
Le système d'enseignement supérieur en Algérie

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

Article 53 of the Constitution of 1996 stipulates that the State shall organise the education system and specifies that, for all Algerians:

- the right for education is guaranteed;
- education is free within the conditions defined by law;
- a compulsory basic education.

The public higher education system is subject to the authority of a government minister, who prepares and implements government policy on higher education and scientific research.

An executive decree of 29 August 2004 regulates the organisation and functioning of universities.

The Higher Education Orientation Act (Loi sur l’orientation de l’enseignement supérieur) of 23 February 2008 established three higher-education degrees, applicable to all disciplines except medicine.

Types of tertiary education programmes and qualifications

The process of higher education reform comprises two elements:

1. Updating, adaptation and upgrading the various education programmes by means of:

   - generalising the introduction of interdisciplinary course elements, with modules in information technology, history of science, modern languages, methodology and international law;
   - broadening of course content with the introduction of optional modules and cross-disciplinary diversification;
   - adopting a semester system;
   - upgrading of practical work, of periods of practical training in businesses, of projects and of students’ personal work.

2. Establishment of a new course planning through the introduction of the Bachelor, Master and doctorate structure; this new structure is based primarily on:

   - standard degree courses in all subjects except medicine;
   - a greater focus on professional specialisation in some courses (vocational Bachelor and Master degrees);
   - semester-long modules for which transferable credits are awarded (ECTS).

Since the introduction of the three-cycle degree system in 2004, universities have been awarding a Bachelor degree for the accumulation of 180 credits (first cycle), a Master degree for the accumulation of 120 additional credits (second cycle) and, following a postgraduate course of study, a doctorate (third cycle).

A Bachelor or Master course may take two different forms – an ‘academic’ course or an ‘applied’, i.e. specialised or technical, course.

It is a fact that the accelerated development of science and technology is causing considerable upheavals in all areas of human activity. This situation gives rise to continually changing and increasingly complex working practices. For this reason, academic and mono-disciplinary or specialised training, which was the norm in the traditional system of higher education, is no longer appropriate in the present-day setting.

In this new context, the challenge for higher education is to do more than dispense knowledge and know-how, to go further by introducing a vocational dimension focused on satisfying the needs of the labour market.

Accordingly, one of the major objectives of the reforms is the employment of graduates. Graduate employability is now one of the main indicators of the quality, relevance and socio-economic utility of higher education.

Types of tertiary education institutions

There are two types of institutions in the field of higher education:

a) public academic, cultural and vocational institutions under the supervision of the Ministry of Higher Education and Scientific Research:

   - universities;
   - dispersed university campuses;
   - écoles normales supérieures;
   - national tertiary schools devoted to particular scientific or vocational disciplines (écoles nationales supérieures).
b) public institutions under the authority of other ministries but under the educational supervision of the Ministry of Higher Education and Scientific Research:
  - higher national training institutes;
  - écoles d’ingénieurs.

The network of higher education institutions comprises:
  - 39 universities;
  - 1 university of continuing education;
  - 17 dispersed university campuses;
  - 18 national tertiary vocational schools;
  - 6 teacher training colleges;
  - 2 university annexes;
  - 10 preparatory schools;
  - 2 integrated preparatory classes.

The University of Continuing Education (Université de la Formation Continue – UFC), which was created by decree in 1990, enables those who did not obtain the baccalauréat at school to enter higher education through 50 continuing-education centres distributed throughout the national territory.

The specific feature of the Algerian system of higher education is the existence, in addition to universities, of dispersed university campuses. Each of the 17 campuses is a decentralised component of a university. These campuses are focal points that enable higher education to flourish at the local level.

The task of the 18 tertiary schools and institutes is to train engineers. The training may be specific to a particular field of professional activity or may be broadened to cover other areas.

The role of the écoles normales supérieures is to train primary and secondary teachers.

The number of students attending institutions of higher education is approximately 1,210,000 (aggregate figure for all three cycles and continuing education). 60% of graduating students are female.

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<tr>
<th>Number of students in HEI</th>
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<td>1,210,000</td>
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<table>
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<tr>
<th>Male</th>
<th>Female</th>
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<td>40%</td>
<td>60%</td>
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2. Distribution of responsibilities

Public higher education in Algeria is delivered by institutions that are directly and exclusively dependent on the state within a framework of autonomy and participation.

Autonomy:
  - Administrative autonomy: university institutions are administered by a rector (university) or a director (campus, school or institute) appointed by the supervisory ministry.
  - Academic autonomy: universities determine the teaching programmes for the subjects within their sphere of competence. For some courses, there is a core curriculum that applies to all institutions.
  - Financial autonomy: each institution has a budgetary allocation assigned by the state but also its own funding from public or private sources. The use of university finances is subject to ex post auditing.

Participation
  - Elected representatives of the entire teaching body, other university staff and students participate in the management and organisation of teaching activity through the administrative council of the university and the councils of the faculties, institutes and departments.
  - University institutions take part in regional and national life by virtue of the presence on some of the afore-mentioned councils of figures from outside the university, including members of social and business organisations.
  - Links are established with local and regional communities, the business and social sectors and other university institutions, particularly in Africa and the Mediterranean area of Europe.

Under the responsibility of the minister with the higher-education portfolio, several authorities and other bodies play an important part in the implementation of the training policy and in fostering the underlying strategy:
  - The National Conference of Universities (CNU) is a body placed under the direct responsibility of the Minister of Higher Education. It comprises all heads of higher education institutions.
  - The Regional Conferences of Universities (CRUs) comprise the heads of institutions in each of three regions – West, Central and East.
  - There is a national council for ethics and professional practice in universities.
The National Accreditation Committee (CNH) and the Regional Evaluation Committees (CREs) have the task of validating the training courses of university institutions and authorising the latter to award the corresponding degrees.

The National Universities Committee (CUN) is responsible for appointing university teaching staff to senior lectureships and professorships.

3. Governing bodies of the higher education institutions

As a general rule, universities are governed by the following authorities:

a) the rectorate;

b) three or four vice-rectorates:
   - vice-rectorate for graduation, continuing education and degrees;
   - vice-rectorate for postgraduate studies, university accreditation and scientific research;
   - vice-rectorate for external relations, cooperation, activity management and coordination, communication and scientific events;
   - vice-rectorate for development, strategy and careers guidance.

c) a general secretariat responsible for the administrative and financial management of the institution.

Universities are run by an administrative council and an academic council, both of which are headed by the rector.

The universities are divided into faculties, which are subdivided into departments. Within that organisational structure, they may also have one or more institutes.

Faculties are divided into subject areas, institutes into specialisations.

Dispersed campuses have the following structures:

- a director;
- three deputy directors with the same powers as vice-rectors;
- a general secretariat.

They are run by an administrative council and an academic council, both of which are headed by the director, and are organised into institutes, which are subdivided into departments.

The Ecoles nationales supérieures have the following structures:

- a director;
- three deputy directors, with the same functions as a vice-rector;
- a general secretariat.

They are run by an administrative council and an academic council, both of which are headed by the director, and are organised into departments.

4. Financing

Institutions of higher education are public establishments and are funded entirely by the state. They may also avail themselves of funds from private sources.

5. Students' contributions and financial support

A policy of student support has been put in place, comprising:

- indirect, financial support in the form of accommodation, food, medical services and socio-educational services and facilities. Every student who lives more than 50 km away from the institution has access to accommodation in the halls of residence;
- direct financial support for students from families with limited resources (student grant);
- the Excellence – Major programme enables the best students to compete for an overseas scholarship.

A total of 85% of Algerian students receive grants and more than 50% are accommodated by the National University Student Services Office (ONOU).

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The development of quality assurance in higher education is the culmination of reforms that were launched with a view to becoming part of the international drive for mutual recognition of qualifications and diplomas.

In this context, the National Accreditation Committee (CNH) and the Regional Evaluation Committees (CREs) are responsible for validating Bachelor and Master degree courses offered by universities and authorising these institutions to award the corresponding degrees.
Doctorate courses are validated by committees established by the Directorate for Postgraduate Studies and Educational Research at the Ministry of Higher Education and Scientific Research.

A national committee for implementing quality assurance in higher education institutions was formed in May 2010 in order to underpin good practices, help in developing and applying quality assurance mechanisms, carrying out assessment activities of objectives and outcomes and proceeding to self-evaluation of programmes and institutions in order to prepare for national and/or international accreditations.

A national committee for the assessment of public scientific, cultural and professional institutions and other higher education institutions have been created according to executive decree of 21 January 2010. Their mission is to regularly assess, in accordance with the principles of objectivity, independence and transparency, all activities and actions of the institutions, in terms of governance, training, and research in relation to the objectives assigned to the higher education and training institution as part of public policy of higher education.

A national council for the evaluation of scientific research and technological development was formed according to the executive of 21 January 2010. The board is responsible for the strategic evaluation and monitoring of assessment mechanisms for the national policy of scientific research and technological development.

7. Admission

Every holder of the baccalauréat or an equivalent foreign certificate is entitled to matriculate free of charge at a university institution.

The criteria for the choice of course are the student’s wishes, the nature of the baccalauréat or other qualifying certificate, the student’s marks or grades in the relevant subjects and the number of places available in every specific course.

8. Organisation of the academic year

The Algerian system of higher education is still in the process of transition from the traditional structure to the three-cycle Bachelor, Master and doctorate system. The new system started in September 2004. A statutory order of 2005 laid down conditions for the organisation of semester-based courses. All students move automatically from the first semester of each academic year to the second. Course credits are accumulated and are transferable. The European Credit Transfer and Accumulation System (ECTS) is being phased in and a semester counts for 30 credits.

Students' progress automatically from the first (L1) Bachelor degree course to the second year (L2) by accumulating credits for two first-year semesters. In case students cannot obtain all necessary credits, they subsequently need to complete the missing credits in order to progress from the first to the second year. Students who obtain a Bachelor degree with 180 credits are automatically admitted to the first Master year (M1). Progress from the first to the second year (M2) of the Master cycle depends on the successful completion of two first-year semesters.

9. Curriculum content

Curricula are compiled by higher education institutions on the basis of the objectives of their respective training and research policies, their capacity, their areas of specialisation and the needs of their socio-economic environment.

10. Assessment, progression, certification and degree

Each semester is assessed by means of a final examination and several continuous assessment elements such as supervised assignments, homework, practical tests, reports and presentations. At the end of each session of examinations, students who fail may be permitted to repeat one or more examinations at the re-sit.

Assessment under the three-cycle system takes place on a half-yearly basis. A consolidation panel is convoked in September, at the end of the academic year.

11. Academic staff

There are five categories of academic staff, who are appointed by ministerial order.

- Professeurs des universités (university professors) supervise Master dissertations and doctoral theses, have nine hours’ teaching time each week and prepare teaching and research programmes. They are responsible for guiding students, coordinating teaching teams and directing research teams. Professors are recruited from maîtres de conférences (associate professors) who can provide proof of five years’ seniority in that grade; the
appointment is made after the approval of the National Universities Committee has been obtained.

- **Maîtres de conférences** (associate professors) supervise Master dissertations and doctoral theses, have nine hours' teaching time each week and prepare teaching and research programmes. They are responsible for guiding students and coordinating teaching teams. They are recruited from experienced **maîtres-assistants** (senior lecturers) holding academic empowerment.

- **Chargés de cours** (adjunct professors) are responsible for delivering lectures, have nine hours' teaching time per week and prepare teaching and research programmes. They are responsible for guiding students and coordinating teaching teams. The candidate may be appointed as chargé de cours (adjunct professor), after the approval of the academic council has been given: maîtres-assistants (senior lecturers) confirmed as holders of a doctorate or a recognised equivalent degree and maîtres-assistants (senior lecturers) with three years' seniority in that grade who are enrolled for a doctorate or state doctorate.

- **Maîtres-assistants** (senior lectures) have 10 to 12 hours' teaching time a week in tutorials and seminars, take part in the preparation of teaching and research programmes and in student guidance.

- **Maîtres-assistants** (senior lectures) are recruited through a competitive examination open to holders of a Master or equivalent degree. Holders of a doctorate or equivalent degree may be appointed as maîtres-assistants (senior lectures) on the strength of their qualifications.

12. Research activities

Algeria aims to establish a national system with effective links between industry, universities and research establishments. In the Act of 4 April 1999, as amended and extended by the Act of 23 February 2008, scientific research and technological development had come to the fore as national priorities. It also defines objectives and the means to be used to achieve them.

Initial analyses of the application of the Act show that, in spite of the efforts that have been made, the level of sourcing research and its current status have not served to change the country’s role as an importer of goods, technology, services, know-how and scientific culture.

As for research facilities, the network of 789 research laboratories, 10 research centres, five research units and three thematic research agencies should increase the country's human resources in the realm of science, enhancing the number of teaching researchers to 28 000 in 2013, as well as investing in major items of research infrastructure. For the next 10 years, the sectorial priorities are to improve the quality of higher education by training staff for senior management posts and to make progress in the fields of education, water, agriculture and food, health, energy and industry, the development of arid and semi-arid regions and information and communication technology.

In view of the challenges which Algeria is facing, technological development and engineering are strategic goals. Successful pursuit of these goals will have an impact on the development of all the component parts of the national economy.

Moreover, since the evaluation system has been watered down and even marginalised in the national system of scientific research, there is a need to rethink the national system for the evaluation of activities in the field of scientific research. In this regard the obligation to produce results and to improve the general efficiency of the system must be emphasised, too.

Lastly, the purpose of the national funding drive for scientific research and technological development is to increase to one percent the share of the GDP devoted to expenditure on scientific research and technological development.

13. University-enterprise cooperation

One of the objectives of course reform is to place universities at the heart of the country’s economic development by ensuring the production and dissemination of knowledge, mastery of technology, promotion of research and development (R&D) and training of the human resources on which these aspects depend.

14. International cooperation

In a context of globalised science, in which national research systems are increasingly tied into wider scientific and technological areas, research activities are often undertaken jointly by research teams drawn from several countries by public or private bodies. In view of the strategic significance of human resources in higher education and scientific
research, the Ministry of Higher Education and Scientific Research initiated a process of reflection on this issue, which identified the following priorities:

- cooperation based on partnership with the sharing of findings and expenditure, involving researchers who possess equivalent levels of competence;
- definition of major cooperation projects with a scientific, technological, social and economic impact;
- reflection of the national priorities in the training of teachers and researchers;
- development of science departments at Algerian embassies;
- exploitation of opportunities offered by the conventions and treaties to which Algeria has acceded;
- creation of technology parks that are open to foreign partners;
- creation of multidisciplinary schools of postgraduate studies;
- creation of integrated joint training and research universities;
- underpin new opportunities for multilateral cooperation, especially with the European Union (Tempus IV and Erasmus Mundus).

I. Description générale

1. Principales caractéristiques de l'enseignement supérieur dans le pays

Législation
La constitution de 1996 stipule dans son article 53 que l'État organise le système d'enseignement et précise que pour tout Algérien:
- Le droit à l'enseignement est garanti.
- L'enseignement est gratuit dans les conditions fixées par la loi.
- L'enseignement fondamental est obligatoire.

Le service public de l'enseignement supérieur est placé sous l'autorité d'un ministre du gouvernement qui prépare et met en œuvre la politique gouvernementale en matière d'enseignement supérieur et de recherche scientifique.

Le décret exécutif du 29 août 2004 précise l'organisation et le fonctionnement de l'université.

La loi sur l'orientation de l'enseignement supérieur du 23 février 2008 institue trois diplômes d'enseignement supérieur (à l'exception des études de médecine).

Types de programmes et de qualifications dans l'enseignement supérieur
La réforme de l'enseignement supérieur comporte deux volets:

Volet 1 : la réactualisation, l'adaptation et la mise à niveau des différents programmes pédagogiques par le biais de:
- une généralisation des enseignements transversaux (Informatique, Histoire des Sciences, Langues Étrangères, Méthodologies, Droit international);
- une ouverture des enseignements avec l'introduction d'unités d'enseignement optionnelles et une diversification pluridisciplinaire;
- une semestralisation des enseignements;
- une revalorisation des travaux pratiques, des stages en milieu professionnel, des projets et du travail personnel de l'étudiant.

Volet 2 : la mise en place d'une nouvelle architecture des formations par l'introduction du dispositif Licence/ Master/ Doctorat (appelé aussi dispositif LMD). Une telle architecture repose essentiellement sur :
- une formation de licence généralisée à toutes les filières (sauf médec);
- une professionnalisation plus accentuée de certaines formations (licence et master professionnels);
- des unités d'enseignements semestrielles, capitalisables et transférables (ECTS).

Avec la mise en place du LMD, les universités délivrent depuis 2004 des diplômes de licence à 180 crédits (premier cycle), des diplômes de master à 120 crédits supplémentaires (deuxième cycle), et, au-delà, le diplôme de doctorat (troisième cycle).
Un programme de licence ou de master se décline en deux parcours, le cursus « académique » ou le cursus « appliqué » c'est-à-dire spécialisé/technique.

En effet, le développement accéléré des sciences et de la technologie entraîne des bouleversements considérables dans tous les domaines de l’activité humaine. Cette situation induit des changements continuels et une complexification des activités professionnelles. De ce fait, la formation académique et monodisciplinaire ou spécialisée, telle qu’elle fut pratiquée dans le système classique n’est plus adaptée au contexte actuel.

Dans ce nouveau contexte, l’enjeu pour l’enseignement supérieur est de faire plus que de dispenser un savoir et un savoir-faire mais d’aller au-delà en introduisant la dimension professionnelle tournée vers la satisfaction des besoins du marché du travail.

Ainsi, l’un des plus importants objectifs de la réforme est l’insertion professionnelle des diplômés. L’employabilité des diplômés constitue désormais l’un des plus grands indicateurs de la qualité de la formation, de sa pertinence et de son utilité socio-économique.

**Types d’établissements d’enseignement supérieur**

Il existe deux types d’établissements d’enseignement supérieur:

a) les établissements publics à caractère scientifique culturel et professionnel, relevant de la tutelle du Ministère de l’enseignement supérieur et de la recherche scientifique:
- les universités
- les centres universitaires
- les écoles normales supérieures
- les écoles nationales supérieures

b) les établissements publics relevant d’autres ministères mais dont la tutelle pédagogique est assurée par le Ministère de l’enseignement supérieur et de la recherche scientifique:
- les instituts nationaux de formation supérieure
- les écoles d’ingénieurs

Le réseau des établissements d’enseignement supérieur comporte:
- 39 universités
- 1 université de formation continue (UFC)
- 17 centres universitaires
- 18 écoles supérieures et instituts professionnels
- 6 écoles normales supérieures
- 2 annexes universitaires
- 10 écoles préparatoires

2 classes préparatoires intégrées

Par ailleurs, l’Université de la Formation Continue (UFC), créée par décret en 1990, permet à des non-bacheliers de l’enseignement secondaire d’accéder à une formation supérieure grâce à 50 centres de formation continue répartis sur l’ensemble du territoire national.

La particularité du système d’enseignement supérieur algérien tient à l’existence, en plus des universités, de centres universitaires. Les 17 centres universitaires sont une composante décentralisée d’université. Ils constituent un pôle d’attractivité qui permet l’essor, au niveau local, de l’enseignement supérieur.

Les 18 écoles nationales et instituts nationaux ont pour mission la formation d’ingénieurs. Cette formation peut être spécifique à un secteur d’activité donné, ou élargie à d’autres domaines.

Les écoles normales supérieures ont pour rôle la formation des professeurs du primaire et du secondaire.

Le nombre d’étudiants fréquentant les établissements d’enseignement supérieur est d’approximativement 1 210 000 tous cycles confondus. 60 % des étudiants diplômés sont de sexe féminin.

<table>
<thead>
<tr>
<th>Nombre d’étudiants dans l’enseignement supérieur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hommes</td>
</tr>
<tr>
<td>1 210 000</td>
</tr>
</tbody>
</table>

**2. Distribution des responsabilités**

Le service public de l’enseignement supérieur en Algérie est assuré par des établissements qui dépendent directement et exclusivement de l’Etat dans un cadre d’autonomie et de participation.

**Autonomie :**
- Autonomie administrative: les établissements universitaires sont administrés par un Recteur (université) ou un Directeur (centre universitaire, école, institut) désigné par le ministère de tutelle.
- Autonomie pédagogique: les universités déterminent les programmes d’enseignement des spécialités relevant de
leurs compétences. Pour certaines filières, il existe un socle commun à tous les établissements.

- Autonomie financière: l’établissement dispose de dotations budgétaires affectées par l’État mais aussi de ressources propres d’origine publique ou privée. Elles sont soumises à un contrôle financier à posteriori.

**Participation :**

- Les élus, représentants de tout le corps enseignant, des personnels et des étudiants, participent à la gestion et à l’organisation de l’enseignement au sein du conseil d’administration de l’université, des conseils de facultés, des instituts ou des départements.

- Les établissements universitaires participent à la vie régionale et nationale par la présence dans certains de ces conseils de personnalités du monde extérieur et des secteurs socio-économiques.

- Des relations s’instaurent avec les communautés locales et régionales, le monde économique et social ainsi qu’avec les autres établissements universitaires, notamment africains et euro-méditerranéens.

Sous la responsabilité du Ministre chargé de l’enseignement supérieur, plusieurs organes ou instances jouent un rôle important dans l’exécution de la politique de formation et dans la concrétisation de la stratégie qui sous-tend cette politique:

- La CNU (Conférence Nationale des Universitaires) est une instance placée sous l’autorité directe du Ministre de l’enseignement supérieur. Elle réunit tous les chefs d’établissement d’enseignement supérieur.

- Les CRU (Conférences Régionales des Universités) regroupent les chefs d’établissements au niveau de chacune des trois régions: CRU Ouest, CRU Centre, CRU Est.

- Un conseil de l’éthique et de la déontologie universitaire.

- La CNH (Commission Nationale d’Habilitation) et les CRE (Commissions Régionales d’Evaluation) ont pour mission de valider les offres de formation émanant des établissements universitaires et d’habiliter ces derniers à délivrer les diplômes correspondants.

- La CUN (Commission Universitaire Nationale) assure la promotion des enseignants dans les grades de maîtres de conférences et de professeurs des universités.

**3. Structures de gouvernance des établissements d’enseignement supérieur**

En règle générale, les universités sont organisées sous forme :

a) d’un rectorat,

b) de trois ou quatre vices-rectorats :

- Vice-rectorat de la formation supérieure de graduation, de la formation continue et des diplômes;
- Vice-rectorat de la formation supérieure de post-graduation, de l’habilitation universitaire et de la recherche scientifique;
- Vice-rectorat des relations extérieures, de la coopération, de l’animation et de la communication et des manifestations scientifiques;
- Vice-rectorat du développement, de la prospective et de l’orientation.

c) d’un secrétariat général chargé de la gestion administrative et financière de l’établissement.

Les universités sont administrées par un Conseil d’Administration et un Conseil Scientifique, tous deux dirigés par le recteur.

Les universités sont organisées sous forme de facultés, elles-mêmes subdivisées en départements. Elles peuvent également compter, dans cette organisation, un ou plusieurs instituts.

Les facultés sont érigées par domaine disciplinaire, les instituts le sont par spécialité.

**Les centres universitaires** sont organisés sous forme :

- d’une direction
- de trois directions adjointes (mêmes prérogatives que les vices-rectorats)
- d’un secrétariat général

Ils sont administrés par un Conseil d’Administration et un Conseil Scientifique tous deux dirigés par le directeur et sont organisés sous forme d’instituts, eux même subdivisés en départements.

Les **Écoles nationales supérieures** sont organisées sous forme :

- d’une direction
- de trois directions adjointes (mêmes fonctions que les vices-rectorats)
- d’un secrétariat général
Elles sont administrées par un Conseil d'Administration et un Conseil Scientifique tous deux dirigés par le directeur et elles sont organisées sous forme de départements.

4. Financement
Les établissements d'enseignement supérieur sont des établissements publics entièrement financés par l'État. Ils peuvent également mobiliser des ressources d'origine privée.

5. Contribution des étudiants et soutien financier
Une politique d'aide aux étudiants a été mise en place et consiste en des:

- aides financières indirectes, menées en faveur du logement, de la restauration, des aides médicales et socio-éducatives. Tout étudiant habitant à plus de 50 km de l'établissement a accès à la résidence universitaire.
- aides financières directes aux étudiants dont les ressources familiales sont limitées (bourse d'études).
- Programme Excellence – Major

Il permet aux meilleurs étudiants de concourir en vue de l'obtention d'une bourse pour étudier dans un pays étranger.

85% des étudiants algériens sont boursiers et plus de 50% des étudiants sont hébergés par l'ONOU (Office National des Œuvres Universitaires).

6. Certification, assurance qualité et accréditation des institutions et / ou programmes
Le développement de l'assurance qualité dans l'enseignement supérieur constitue l'achèvement des réformes engagées dans la perspective de s'inscrire dans la dynamique internationale de reconnaissance des qualifications et des diplômes.

Dans ce contexte, la CNH et les CRE ont pour mission de valider les offres de formation de licence et de master émanant des établissements universitaires et d'habiliter ces derniers à délivrer les diplômes correspondants.

Les formations doctorales sont validées par des commissions installées au niveau de la direction de la post-graduation et de la recherche formation au Ministère de l'enseignement supérieur et de la recherche.

Un comité national pour la mise en œuvre l'assurance qualité dans les établissements d'enseignement supérieur a été créé en Mai 2010 afin de diffuser les bonnes pratiques, aider à élaborer et appliquer des mécanismes d'assurance qualité, la réalisation d'activités d'évaluation des objectifs et des résultats et de procéder à l'auto-évaluation des programmes et des institutions afin de se préparer pour des accréditations au niveau national et/ou international.

Un comité national d'évaluation des établissements publics à caractère scientifique, culturel et professionnel et des autres établissements d'enseignement supérieur a été créé conformément au décret exécutif du 21 Janvier 2010. Sa mission est d'évaluer régulièrement, en conformité avec les principes d'objectivité, d'autonomie et de transparence, l'ensemble des activités et les actions des établissements, en termes de gouvernance, de formation et de recherche en relation avec les objectifs assignés à l'enseignement supérieur et à l'établissement d'enseignement et de formation supérieurs dans le cadre de la politique publique de l'enseignement supérieur.

Un conseil national pour l'évaluation de la recherche scientifique et du développement technologique a été formé conformément au décret exécutif cité précédemment. Le conseil est responsable de l'évaluation stratégique et du suivi des mécanismes d'évaluation de la politique nationale de recherche scientifique et de développement technologique.

7. Admission
Tout titulaire d’un baccalauréat ou d’un titre étranger reconnu équivalent a droit à une inscription gratuite dans un établissement universitaire.

Les critères pris en compte pour l'orientation vers une filière sont : les vœux de l'étudiant, la nature du baccalauréat, les résultats obtenus et la capacité d'accueil dans la filière souhaitée.

8. Organisation de l'année académique
Le système d'enseignement supérieur algérien est toujours en phase de transition du régime classique vers le régime Licence–Master–Doctorat ou LMD. Le nouveau régime a été inauguré en septembre 2004. Un arrêté de 2005 précise les conditions d'organisation des enseignements dont la validation est semestrielle. Le passage d’un semestre impair
à un semestre pair d’une même année universitaire est automatique pour tous les étudiants. Les enseignements sont capitalisables et transférables. Un système de crédits (ECTS) est progressivement mis en place et un semestre correspond à 30 crédits.

Le passage est automatique de la première année de licence (L1) à la deuxième année (L2) par acquisition des deux semestres de L1. Le passage est conditionnel de la première année de licence à la deuxième année (L1 au L2) si tous les crédits nécessaires n'ont pas été acquis. Les crédits manquants sont rattrapés ultérieurement. Le passage en première année de master pour les titulaires d’une licence de 180 crédits est automatique. Le passage de la première année de master (M1) à la deuxième année (M2) se fait sur acquisition des deux semestres du M1.

9. Contenu des programmes

Les programmes d’enseignement sont construits par les établissements d’enseignement supérieur en fonction des objectifs inscrits dans leur propre politique de formation et de recherche, de leurs capacités, de leurs domaines de compétences et en fonction des besoins de leur environnement socio-économique.

10. Evaluation, progression, certification et diplôme

Chaque semestre est sanctionné par un examen final et plusieurs contrôles continus comprenant des devoirs surveillés, des devoirs à domicile, des tests de travaux pratiques, des comptes-rendus, des exposés, etc. A l’issue de chaque session d’examen et en cas d’échec, l’étudiant pourra être admis à repasser un ou plusieurs examens en session de rattrapage.

L’évaluation dans le régime LMD est semestrielle. Un jury de consolidation est organisé à la fin de l’année universitaire (au mois de septembre).

11. Personnel académique

Il se compose de cinq catégories de personnel nommé par arrêté ministériel.

– Les Professeurs des universités dirgent des thèses de master et de doctorat, assurent une charge pédagogique de neuf heures hebdomadaires de cours et assurent la préparation des programmes d’enseignement et de recherche. Ils sont responsables de l’orientation des étudiants, de la coordination des équipes pédagogiques et de l’encadrement des équipes de recherche. Les professeurs sont recrutés parmi les maîtres de conférences justifiant de cinq années d’ancienneté, et ce après avis de la commission universitaire nationale.

– Les Maitres de conférences dirigent des thèses de master et de doctorat, assurent une charge pédagogique de neuf heures hebdomadaires de cours et assurent la préparation des programmes d’enseignement et de recherche. Ils sont responsables de l’orientation des étudiants, de la coordination des équipes pédagogiques. Ils sont recrutés parmi les maîtres-assistants confirmés titulaires de l’habilitation universitaire.

– Les Chargés de cours sont responsables de dispenser des cours magistraux, assurent une charge pédagogique de neuf heures hebdomadaires de cours et assurent la préparation des programmes d’enseignement et de recherche. Ils sont responsables de l’orientation des étudiants, de la coordination des équipes pédagogiques. Peuvent être nommés en qualité de chargés de cours, après avis du conseil scientifique : les maîtres-assistants confirmés titulaires d’un doctorat ou d’un diplôme reconnu équivalent, les maîtres-assistants justifiant de trois années d’ancienneté en cette qualité et inscrits en doctorat ou en doctorat d’Etat.

– Les Maitres Assistants assurent une charge pédagogique de 10 à 12 heures hebdomadaires de Travaux Dirigés, participent à la préparation des programmes d’enseignement et de recherche et à l’orientation des étudiants. Les maîtres-assistants sont recrutés par voie de concours parmi les titulaires d’un Master ou d’un diplôme reconnu équivalent. Peuvent être recrutés sur titres au grade de maître-assistant les titulaires d’un doctorat ou d’un diplôme reconnu équivalent.

12. Activités de recherche

L’Algérie a pour objectif de mettre en place un système national permettant un rapprochement effectif entre l’industrie, l’université et les structures de recherche. La loi du 4 avril 1999, modifiée et complétée par la loi du 23 février 2008, consacre la recherche scientifique et le développement technologique comme priorités nationales. De même, elle définit les objectifs à atteindre ainsi que les moyens à mettre en œuvre pour leur réalisation.

Les premières analyses sur l’application de la loi montrent qu’en dépit des efforts réalisés, le
degré de prise en charge de la recherche et son état actuel n'ont pas permis de sortir le pays de la situation d'importateur de biens, de technologie, de services, de savoir-faire et de culture scientifique.

Concernant les structures d'exécution de la recherche, le réseau des 789 laboratoires de recherche, des 10 centres de recherche, des cinq unités de recherche et des trois agences de recherche doit accroître son potentiel scientifique humain, qui devrait atteindre le nombre de 28 000 enseignants chercheurs en 2013 et investir dans de grandes infrastructures de recherche. Pour les dix années à venir, les priorités sectorielles sont l'amélioration de la qualité de l'enseignement supérieur par la formation de cadres de haut niveau, l'éducation, l'eau, l'agriculture et l'alimentation, la santé, l'énergie et l'industrie, le développement des régions arides et semi-arides, les technologies de l'information et de communication.

Compte tenu des enjeux, le développement technologique et l'ingénierie constituent un objectif stratégique dont la concrétisation conditionne le développement de l'économie nationale dans toutes ses composantes.

Par ailleurs, la fonction évaluation étant diluée, voire marginalisée dans le système national de la recherche scientifique, il y a lieu de repenser le système national d'évaluation des activités de recherche scientifique en vue d'afirmer l'obligation de résultats et d'améliorer le rendement général du système.

Enfin, l'effort national de financement de la recherche scientifique et du développement technologique vise à augmenter la part du produit intérieur brut (PIB) consacrée aux dépenses de recherche scientifique et de développement technologique pour atteindre 1 %.

13. Coopération université-entreprise

L'un des objectifs de la réforme des enseignements est de situer l'université au centre du développement économique du pays en assurant la production et la diffusion des connaissances, la maîtrise de la technologie, la promotion de la recherche développement (R&D) ainsi que la formation des ressources humaines qui les sous-tendent.

14. Coopération internationale

Dans un contexte scientifique mondialisé, avec des systèmes nationaux de recherche de plus en plus intégrés à des espaces scientifiques et techniques élargis, les activités de recherche sont souvent entreprises conjointement par des équipes de recherche de plusieurs pays appartenant à des organismes publics ou privés. Compte tenu de la portée stratégique des ressources humaines dans la formation supérieure et la recherche scientifique, le Ministère de l'enseignement supérieur et de la recherche scientifique a initié une réflexion sur cette question en identifiant les priorités suivantes:

- Coopération basée sur un partenariat avec partage des résultats et des dépenses, faisant intervenir des chercheurs d'un même niveau de compétence;
- Définition de grands projets de coopération ayant un impact scientifique, technologique et socio-économique;
- Formation des formateurs et des chercheurs en relation avec les priorités nationales;
- Développement des services scientifiques auprès des ambassades algériennes;
- Exploitation des opportunités offertes par les conventions et traités auxquels l'Algérie a adhéré;
- Création d'espaces technologiques ouverts aux partenaires étrangers;
- Création d'écoles doctorales mixtes;
- Création d'universités mixtes intégrées formation et recherche;
- Utilisation des opportunités de coopération multilatérale plus particulièrement avec l'Union européenne (Tempus IV et Erasmus Mundus).
II. Current challenges and needs

1. Trends and challenges

The main challenge currently facing Algerian universities is how to reconcile the needs of democratic access to higher education with the need for higher quality of training in a changing world characterised by the advent of a knowledge and information society, economic globalisation and knowledge explosion.

Furthermore, one of the strategic challenges is to train to a high standard the large numbers of teachers needed to look after a student body estimated to be 1,500,000 strong.

Moreover, the student services have played a leading role in putting into practice the principle of democratic access to higher education. Nevertheless, such services no longer seem to be able to meet the objectives that were initially assigned to them as an area of life and fulfilment for the student.

These challenges require a gradual transition from a bureaucratic and administrative model of student services towards a management system based on the principles of "governance". This system should also involve greater participation of the whole community in the management of institutions. The ultimate goal is to reinforce decentralisation and move towards genuine autonomy.

The main objective of policy makers in the field of higher education and scientific research is to establish an efficient high-quality system of training and research.

The Algerian government has made throughout the years considerable efforts resulting in the extension of the university network and the training of hundreds of thousands of executives. These efforts must continue to achieve the desired objectives both quantitatively and qualitatively.

Matters relating to the development of human resources require particular attention in connection with the upgrading of the status of teachers/researchers.

Steps must be taken to enhance the management and development of human resources by:

- pursuing a policy of providing attractive, high-quality training;
- involving Algerian citizens with particular skills in research activity, by providing them with mobility incentives;
- obtaining input from Algerian researchers based abroad to the training effort and to the development of scientific research;
- establishing a simple mechanism with an incentive effect for the recruitment of researchers;
- creating the regulatory and material conditions for the wider participation of teaching staff in research activities, particularly the promulgation of provisions establishing the status of teacher/researchers and researchers;
- encouraging continuing training of teaching staff and researchers in their field of specialisation and in quality assurance good practices;
- identifying students with a particular aptitude for research and encouraging them by awarding them substantial scholarships;
- making more research facilities available in laboratories;
- providing more support for doctoral studies;
- providing more basic training in the fields of science and technology and preparing individuals for employment as researchers;
- formulating provisions establishing the status of postgraduate students;
- establishing greater consistency between university programmes and R&D activities;
- enshrining the principle of recognising professional attainments as a qualification criterion for access to postgraduate studies.
II. Défis et besoins actuels

1. Tendances et défis

Le défi majeur auquel l’université algérienne est actuellement confrontée est la conciliation des exigences de la démocratisation de l’accès à l’enseignement supérieur et celles d’une formation de qualité dans un monde en pleine mutation, caractérisé par l’avènement de la société des savoirs et de l’information, la globalisation de l’économie et l’explosion des connaissances.

Un des défis stratégiques est la formation des enseignants en quantité et en qualité, nécessaires à l’encadrement des effectifs étudiants dont le nombre est estimé à 1 500 000.

Par ailleurs, les œuvres universitaires ont joué un rôle de premier plan dans la concrétisation de la démocratisation de l’accès à l’enseignement supérieur. Néanmoins, le système des œuvres universitaires ne semble plus en mesure de répondre aux objectifs qui lui ont été assignés initialement en tant qu’espace de vie et d’épanouissement de l’étudiant.

Ces défis imposent le passage progressif d’un mode de gestion de type administratif bureaucratique à un mode de gestion basé sur les principes de la « gouvernance » impliquant une plus grande participation de l’ensemble de la communauté à la gestion des établissements dont l’objectif à terme sera le renforcement de la décentralisation vers une autonomie réelle.

La préoccupation majeure de l’enseignement supérieur et de la recherche scientifique est la mise en place d’un système de formation et de recherche performant et de qualité.

L’Etat algérien a réalisé tout au long de ces dernières années un effort considérable qui s’est traduit par l’extension du réseau universitaire et la formation de centaines de milliers de cadres. Cet effort doit se poursuivre pour atteindre les objectifs escomptés tant au plan quantitatif que qualitatif.

Les questions liées au développement des ressources humaines requièrent une attention toute particulière en rapport avec la valorisation du statut de l’enseignant chercheur.

Un effort doit être engagé en termes de gestion et de renforcement des ressources humaines par :

- Une politique de formation attrayante et de qualité;
- L’implication dans les activités de recherche des compétences nationales en favorisant leur mobilité;
- La contribution à l’effort de formation et de développement de la recherche scientifique des chercheurs algériens établis à l’étranger;
- La mise en place d’un dispositif simple et incitatif pour le recrutement des chercheurs;
- La création de toutes les conditions d’ordre statutaire et matériel de façon à permettre la participation la plus large des personnels enseignants aux activités de recherche, notamment la promulgation du statut de l’enseignant-chercheur et du chercheur;
- L’encouragement de la formation continue des enseignants et des chercheurs dans leur domaine de spécialisation et des bonnes pratiques de l’assurance qualité.
- L’identification des étudiants ayant des aptitudes particulières à la recherche et leur encouragement par l’octroi de bourses d’études conséquentes;
- Le renforcement de l’environnement de recherche des laboratoires;
- Un soutien accru à la formation doctorale;
- Le renforcement de la formation de base dans les domaines de la science et de la technologie et la préparation au métier de chercheur;
- L’élaboration d’un statut de l’étudiant en post-graduation;
- La meilleure adéquation entre les programmes universitaires et les activités de recherche-développement;
- La consécration du principe de validation des acquis professionnels en vue de l’accès à la post-graduation.
2. The Bologna Process

**General Information**

<table>
<thead>
<tr>
<th>Level of integration in the Bologna Process</th>
<th>Bologna-Signatory Country</th>
<th>X Non Bologna-Signatory Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
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</table>

**Bologna cycle structure**

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Bologna structure fully implemented in all or most fields of study |

**Student workload/duration for the most common Bologna programmes**

| Bachelor programmes | 180 ECTS (3 academic years) | Master programmes | 120 ECTS (2 academic years) |

| Bachelor/Master cycle structure models most commonly implemented | 180+120 ECTS (3+2 academic years) |

**European Credit Transfer and Accumulation System (ECTS)**

| Definition of the Learning Outcomes Concept | Learning outcomes are defined in national steering documents and implemented through laws and regulations |

| Level of implementation of ECTS | More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on contact hours, or a combination of contact hours and student workload. |

| Indicative number of hours of student workload corresponding to one ECTS | 1 ECTS = 20 – 30 hours |

**Bologna Diploma Supplement (DS)**

| Level of implementation of the Bologna Diploma Supplement | Bologna DS is issued to students in more than 75% of institutions and study programmes |

| Diploma Supplement issued | Bologna DS issued automatically and free of charge | Bologna DS issued in the language of instruction and/or more official languages |

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*Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean*
### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
</tr>
<tr>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
</tr>
<tr>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
</tr>
</tbody>
</table>

### Quality Assurance Practices

#### National Qualification Assurance body

| Name | National Accreditation Committee (CNH) and the Regional Evaluation Committees (CREs) |
| Status | A Government-dependent body or Ministry has responsibility for quality assurance. |
| Year of establishment | 1 September 2005 and 23 July 2001 respectively |

#### Involvement in external quality assurance process

<table>
<thead>
<tr>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.

### Recognition of foreign qualifications

| Ratification of the Lisbon Recognition Convention | NO |
| Recognition of Foreign Qualifications for academic study | Recognition for academic study by central or regional governmental authorities |
| Recognition of Foreign Qualifications for professional employment | Recognition for professional employment by central or regional governmental authorities |

### Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are allowed in the higher education legislation. |
III. Participation in EU programmes

1. Tempus

Algeria has participated in the Tempus programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>-</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>-</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>24</td>
<td>3</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>UNIVERSITE M’HAMED BOUGARA, BOUMERDES</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>UNIVERSITE ABDERRAHMANE MIRA, BEJAIA</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>UNIVERSITE ABOU BAKR BELKAI, TLEMCEN</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>UNIVERSITE MENTOURI, CONSTANTINE</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>UNIVERSITE BADJI MOKHTAR, ANNABA</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>UNIVERSITE ORAN, SENIA</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ECOLE NATIONALE SUPERIEURE D’ENSEIGNEMENT TECHNIQUE (ENSET), ORAN</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>UNIVERSITE MOULOUD MAMMERI, TIZI OUZOU</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus programme

Since 2002, Tempus projects have served to promote the following activities:
- participation in the development of international cooperation between national higher education institutions, those of the EU countries and those of the southern Mediterranean region;
- monitoring and support of the implementation of the reform of higher education courses which saw the introduction of the three-cycle degree system of Bachelor, Master and doctorate, particularly in the design of university degree courses;
- establishment of university-enterprise partnerships;
- establishment of distance-learning platforms and training of teaching staff in the delivery of distance education;
- formulation of a credit system comparable with the European credit transfer and accumulation system (ECTS);
- development of vocational courses of higher education with the creation of Bachelor and Master degrees in vocational disciplines;
- establishment of an interface for university libraries in the central region; this network is currently being extended to cover all of Algeria’s university libraries;
- training of administrative staff to assist with the management of the system of Bachelor, Master and doctoral degrees;
- promotion of staff and student mobility;
- rethinking the establishment of a quality-assurance system in higher education.
1.2 Impact du programme Tempus

Depuis 2002, les projets TEMPUS ont permis :

- la participation au développement de la coopération internationale entre les établissements d’enseignement supérieur nationaux, les établissements d'enseignement supérieur des pays de l’UE et ceux de la région sud de la méditerranée;
- l’accompagnement de la mise en place de la réforme des enseignements instaurant le système Licence-Master-Doctorat, en particulier dans l’élaboration des cursus universitaires;
- la mise en place de mécanismes de partenariat université – entreprise
- la mise en place de plateformes d’enseignement à distance et la formation des enseignants à cette technique;
- l’élaboration d’un système de crédit comparable au système ECTS
- la professionnalisation des enseignements supérieurs avec la mise en place de licences et de masters professionnels;
- la mise en place d’un réseau d’interconnexion des bibliothèques des universités de la région centre. Ce réseau se généralise actuellement en s’étendant à toutes les bibliothèques universitaires du territoire national.
- la formation du personnel administratif de soutien à la gestion du système Licence-Master-Doctorat;
- la promotion de la mobilité des enseignants et des étudiants;
- la réflexion sur la mise en place d’un système d’assurance qualité dans l’enseignement supérieur.

2. Erasmus Mundus

The objective of the Erasmus Mundus programme’s is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships
Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships
Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Master, doctorate, post-doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects
This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:
### Number of students/staff participating in the programme

#### Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tr>
<td><strong>Students</strong></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td><strong>Scholars</strong></td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Fellows</strong></td>
<td>NA</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td>0</td>
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#### Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-doctorate</th>
<th>Staff</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>2007</strong></td>
<td>5</td>
<td>20</td>
<td>12</td>
<td>7</td>
<td>21</td>
<td>65</td>
</tr>
<tr>
<td><strong>2008</strong></td>
<td>28</td>
<td>22</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td><strong>2009</strong></td>
<td>27</td>
<td>24</td>
<td>17</td>
<td>5</td>
<td>8</td>
<td>81</td>
</tr>
<tr>
<td><strong>2010</strong></td>
<td>37</td>
<td>30</td>
<td>24</td>
<td>6</td>
<td>12</td>
<td>109</td>
</tr>
<tr>
<td><strong>2011</strong></td>
<td>46</td>
<td>31</td>
<td>27</td>
<td>9</td>
<td>14</td>
<td>127</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>143</td>
<td>127</td>
<td>89</td>
<td>30</td>
<td>58</td>
<td>447</td>
</tr>
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</table>

### Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADJI MOKHTAR UNIVERSITY OF ANNABA</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M‘HAMED BOUGUERRA DE BOUMERDES UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORMAL SUPERIOR SCHOOL</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF BEJAIA</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF MENTOURI CONSTANTINE</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>UNIVERSITY OF ORAN</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF ABOUBEKR BELKAIAD TLEMKEN</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF PERHAT ABBAS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF MOULOU D MAMMERI</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY ABDELHAMED IBN BADIS OF MOSTAGANEM</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF SCIENCES AND TECHNOLOGY OF ORAN MOHAMED BOUDIAF</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITE HASIBA BENBOUALI DE CHLEF</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Bibliographical references and websites


This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

For further information:

- Education, Audiovisual and Culture Executive Agency (EACEA)
  Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries
  Postal address: Tempus Programme
  Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium
  Website: http://eacea.ec.europa.eu/tempus/

- National TEMPUS Office Algeria
  Postal address: Ministere de l’Enseignement Superieur et de la Recherche Scientifique
  11, chen Mokhtar doodou Ben Aknoun, Alger, Algeria
  Contact: ellabpn@yahoo.fr, benstaal@yahoo.co.uk
  Website: http://www.mesrs.dz/document_pub/documents_externes/Tempus/index%20en.htm

Last update: July 2012

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4 Daho Allab and Baghdad Benstaali (NTO Algeria)
HIGHER EDUCATION IN EGYPT

I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Egypt

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
I. Overall description

1. Major characteristics of tertiary education in the country

Higher education in Egypt dates back to 988 AD from the creation of Al-Azhar University (جامعة الأزهر) by the Fatimids (الفاطميين). It is considered to be the world’s oldest university still operating. Al-Azhar University conferred academic degrees and had individual faculties for Islamic Theology, Islamic Law and Jurisprudence, Arabic Grammar, Islamic Astronomy and Early Islamic Philosophy.

The growth of an educated class of Egyptians inspired a group of Egyptian leaders and distinguished persons to donate and found the first National Egyptian University in 1908 in Egypt, later known as Cairo University (جامعة القاهرة). As a private institution it had a liberal arts focus, offering courses in economics, philosophy, history and literature, mainly taught by European teachers of Oriental Studies. This university was supported by the Khedive Abass (the Egyptian King) who nominated his son, Fouad I, as the university president. Later, in 1940, the university was renamed Fouad I University.

Another phase of higher education started in 1919, when a group of Americans who were interested in spreading American culture in the Middle East founded the American University in Cairo as an English-language university.

As belief in the importance of higher education grew, the government established two other universities in Alexandria in 1942 and in Cairo (Ain Shams) in 1950. This was also a response to meeting the increase of secondary education graduates.

These movements continued on a wider scale after the 1952 revolution, when the education system became a fully social system. This was clearly enshrined in a constitutional amendment, which stated that all Egyptians should be given the possibility to access higher education. The socialist framework was clearly reflected in the education system because of its centralisation. There was a significant growth in enrolment. This concept was even extended to other Arab, Muslim and African countries where Egypt, despite its economic limitations, offered scholarships to thousands of students in these countries. In return, this allowed Egypt to play a crucial role in the development of these countries.

The expansion of higher education in Egypt began in 1957. Until then, there had been five public universities in Egypt. By the beginning of the 1960s, the government had adopted a policy of higher education expansion and started opening university branches across the country, which were transformed into independent universities afterwards. For example: Al-Minya University (جامعة المنيا) was the former branch of Assiut University (جامعة أسوان). This policy of creating branches in various geographical areas which would eventually become independent universities is still in practice today. It merges different faculties and technical colleges (mainly technical studies of 4 years leading to a degree or a B.Sc.) in a single university.

Types of tertiary education programmes and qualifications

Higher Education in Egypt is preceded by 12 years of formal education in schools ending with a general exam that is similar to that of High School Graduation Exam in many countries. This exam is called Emtehan Thanaweya al-Amma (امتحان الثانوية العامة). The exam is national and allows students to move from secondary to higher education, or to continue in technical and vocational education.

Two main paths are available for students after passing their final Secondary School exam, either to continue to university education (either public or private) or to enrol in vocational training institutes (two to four years of study). The period of study in Egyptian universities is standardised in all universities as being between four years (for most faculties and studies), five years (for engineering studies) and six years (for medical studies). Such periods of studies are regulated by the Supreme Council of Universities and the Supreme Council of Private Universities, which are the two main executive bodies under the Ministry of Higher Education, which governs the system of Higher Education in Egypt.

Postgraduate studies are allowed only for university degree holders and are composed mainly of two cycles and degrees:

- Master Cycle (degree) consisting of at least two years of postgraduate studies;
- Doctorate Cycle (degree) consisting of at least two years of studies after a Master degree.
Types of tertiary education institutions

In 1992, Law 101 opened the door for more private universities, in addition to the long-established American University in Cairo. As a result, new education providers have appeared and encouraged new types of institutions to emerge.

The higher education system in Egypt has 22 public universities including Al-Azhar University, 33 private universities and 51 public non-university higher education technical Institutes and colleges. Of the 51 non-university institutes, 47 are two-year upper secondary-level technical institutes (MTI) and four are 4-5-year higher education-level technical colleges. (Among the public 22 universities, two of them will start teaching in 2012-2013 after issuing a presidential decree of creation by July 2012).

<table>
<thead>
<tr>
<th>Number of HEI (in academic year 2011/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
</tr>
<tr>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students (in academic year 2009/2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.01 million</td>
</tr>
</tbody>
</table>

2. Distribution of responsibilities

The main regulating body in Egypt is the Ministry of Higher Education, which is responsible for setting higher education policy and insuring its implementation in the various universities. It is in charge of higher education and supervises and coordinates all post-secondary education, its planning, policy formulation, and quality control. It also oversees teacher training for secondary education.

The Ministry is aided by three executive bodies:
- The Supreme Council of Universities (composed of the presidents of the public universities, in addition to five members from the civil society), founded in 1950, formulates the overall policy of university education and scientific research in universities and determines the number of students to be admitted to each faculty in each university.
- The Supreme Council of Private Universities (composed of the presidents of the private universities, in addition to some public figures and civil society representatives).
- The Supreme Council of Technical Institutes (composed of the chairmen of the technical institutes in addition to public figures from the civil society).

In addition to these three Councils attached to the Ministry of Higher Education, Al-Azhar University has its own “Central Administration of Al-Azhar Institutes”.

Although the system is mainly centralised and governed by the Ministry and its Higher Councils, universities still enjoy a high level of decentralisation in terms of the authorities, regulations, community service, and to some extent in their financing and fund raising. A university may therefore choose to develop a specialisation in an area of local need (Petroleum Engineering or Tropical Medicine), but such courses have to comply with the general rule as to the number of years of study.

The executive bodies mentioned above are responsible for insuring a complete level of harmonisation between degrees offered at various universities and a level of harmonisation in courses taught at various universities, while giving some freedom of adaptation of courses for local, regional or specific needs.

For example, in order to create a new faculty, a university has to submit a complete set of courses and their syllabus to the relevant Council which insures that the years of study, number of hours and courses taught are in line with the whole system before issuing an approval for the creation of such a faculty.

Within the Higher Education Enhancement Plan 2021, more autonomy is sought for public universities, especially in terms of financial autonomy and community services.

3. Governing bodies of the higher education institutions

The Supreme Council of Universities (SCU), mentioned above, is composed of the presidents of the public universities in addition to five members from the civil society and is coordinated by a secretary-general and chaired by the Minister of Higher Education. The main roles of the SCU according to the Egyptian law are to:

1. Set out the general policy for Higher
Education in Egypt and link it to the needs of Egypt
2. Set up a general coordination policy between universities with respect to study periods, exams etc.
3. Coordinate between equivalent faculties and departments at different universities
4. Set up the internal by-laws of the universities and their faculties.

The SCU is the public body responsible for accreditation of the new universities and/or programs. It also includes a department of equivalence for equating any foreign certificate from a non-Egyptian University.

In parallel to the SCU, there is also a Supreme Council of Private Universities and a Supreme Council of Technical Institutes for coordination between private universities. Each of them has a Secretary-general and is presided by the Minister of Higher Education. The roles and responsibilities of those Councils are equivalent to that of the SCU.

At the university level, the Presidents are elected through an electoral College composed of staff members from various faculties. For the Deans of faculties, they are also elected through an electoral college composed of staff members and support staff. Once elected, a presidential decree is issued for the appointment of university presidents and for a period of four years. At the level of Deans of faculties, once they are elected, a Ministerial decree is issued for an appointment for three years.

Each university has three Vice Presidents (for education, for postgraduates and research, and for environment and public services). Those Vice Presidents are appointed by a presidential decree, in addition to the Secretary-General. Consequently, the governing body of a university (the University Council) is composed of the President, the three Vice- Presidents, the Secretary-General, all Deans of faculties and institutes of the university, in addition to four public figures from the civil society. The University Council is the highest authority in the university.

Each faculty has three Vice-Deans (for education, for postgraduates and research, and for the environment and public services). The Vice-Deans are also appointed by the President of the university, in addition to a Secretary-General of the faculty. Consequently, the governing body of a faculty (the Faculty Council) is composed of the Dean, three Vice-Deans, the Secretary-General, all heads of departments of the faculty, a professor from each department of the faculty, and in some cases associate professors from departments, in addition to three members from the civil society). The Faculty Council is the highest authority at faculty level.

Department heads are selected by the president of the university from the pool of professors at the Department and are selected on the basis of the professors who have the longest professorship in the department.

At the university and faculty levels, there are also three councils for education, postgraduate studies and research and community services. Thus, each university has:

- a Council for education (composed of the Vice-Deans for education and presided by the Vice- President for education),
- a Council for postgraduate studies and research (composed of the Vice-Deans for postgraduate studies and research, and presided by the vice president for postgraduate studies), and
- a council for the environment and community services (composed of the Vice-Deans for the environment and community services, and presided by the Vice-President for the environment and community services).

Moreover, at the Faculty level, there are three Councils for education, postgraduate studies and the environment and community services, all of them presided by the corresponding Vice-Dean and composed of a selected number of professors from various departments.

Specific roles and responsibilities of various posts and councils are included in the Egyptian law number 49, governing the universities. These roles and responsibilities vary according to the level of the post or council, but they all guarantee the autonomous status of the university, ensure a level of coordination with other universities and with the Supreme Council of the universities.

### 4. Financing

According to the Egyptian constitution, education is free for all from basic up to higher education, with the State providing the largest share of funding. While officially the state is responsible for financing higher education, the State’s share of higher education funding for universities ranges from 85 % to 90 %, leaving the universities to generate the remaining portion (10-15 %) themselves through various revenue-raising strategies.

Each year, universities receive funds from the government treasury as any other governmental body and are consequently audited by various central financial and administrative auditing bodies. The Higher Education Enhancement Master Plan 2007-2021, shows that many studies have tackled the issue of development of finances of higher education in Egypt and many
recommendations for "models" of funding have been proposed, however until now, no model has been adopted.

The strategy foresees the development of community services in order to generate additional income, while guaranteeing a minimal income from the government (i.e. universities and their faculties are allowed to raise funds, act as consulting firms for industry and civil society at large and funds generated are to be used in the university financial system).

In 2007, a new “fee system” has been drawn up for newly created departments at certain faculties (following market and feasibility studies). These newly created departments receive students from the same faculty under the same admission policy, but students are requested to contribute with fees that vary between Euro 800 and 2 000 per year. Such a system allows the university or faculty to obtain more income in order to finance infrastructure renewal at the university or faculty level.

In private universities, students pay tuition fees for their study according to each university’s rules.

5. Students' contributions and financial support

Higher Education in Egypt is almost free, with students paying as little as Euro 5–20 per year for enrolment and various services. Since 2007, many public universities have adopted a system of semi-private education, where new disciplines are introduced in public universities at higher fees (between Euro 800 and 2 000 per year). Such tuition fees are injected into each faculty’s financial system (cf. section 4 above) and are used mainly to enhance the infrastructure of the faculty and its services.

In private universities, the situation is completely different. No funds are received from the government and the university has to raise its funds from endowments, tuition fees and community services etc. Tuition fees at private universities in Egypt may reach as high as Euro 15 000 per year.

Master and Ph.D levels are mainly taught at public universities, where fees are higher (around Euro 1 000 per year).

Currently, no system of loans exists among Egyptian universities (since education is almost for free). Moreover, the universities are allowed, in certain cases, to waive low fees for underprivileged students. Concerning the private universities, they all have systems of partial or full scholarships when admitting students, but the system is completely managed by the university council.

At postgraduate level, a staff member from any university may benefit from an "internal scholarship", allowing him/her to pursue his/her studies in another university, while benefitting from a scholarship from the Missions department of the Ministry of Higher Education.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

Improving the quality of higher education has received huge government support over the past few years. Since 2002, within the scope of the first phase of the Higher Education Enhancement Project (HEEP), there has been a drastic change in the quality assurance system for HE institutions and universities. The new quality assurance system includes:

- An internal quality assurance system, implemented by the HE institution itself, resulting in an annual report of the institution, describing all quality components applied to all academic programs, as well as to the institution itself.

- An external quality assessment and accreditation process organised by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), which is mandatory for each HE institution (faculty, higher institute, technical college) and has to be implemented every five years.

- An independent external quality assessment system, based on a peer reviewing process, run by the National Quality Assurance and Accreditation Committee.

Any new programme created in Egypt has to be put in line with other existing programs regarding its duration and in respect to the main structure as specified and verified by the Supreme Council of Universities. In 2010, the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), an independent agency, has already defined academic standards and procedures of accreditation for almost all programs in the system. It is expected that in a number of years, the National Authority for Quality Assurance and Accreditation of Education will be able to accredit all programs in Egypt (in 2012, 16 faculties have been accredited by the NAQAAE and it is expected to reach 98 faculties by the end of 2015).

7. Admission
There is a rapidly growing demand for higher education as a result of: (a) a demographic surge in those in higher education; (b) the clear expansion of access at the pre-university level; (c) the social image of higher education graduates and (d) the overly generous subsidies to university students, including free room and board. Moreover, the fact that the secondary education curriculum does not provide students with the skills necessary for the labour market, means that students who are unable to get into a university programme find it hard to earn a living. Therefore, enrolling in a higher education programme is the only way to acquire these core skills. In addition, the fact that higher education graduates earn a higher income encourages more individuals to pursue higher education. These factors have resulted in a doubling of the gross enrolment rate over the last 25 years, especially between 1982/83 and 2002/03, when the Gross Enrolment Rate (GER) jumped from 16 % to 24 % for the 18-23 year old age group, with 2.2 million students enrolled in higher education institutions (Master Plan, 2007). Another increase occurred between 2002/03 and 2006/07, when this number rose to 2.5 million students and a corresponding GER of 27.3 %.

In Egypt, access to university is determined by the final secondary education exam (Thanaweya Amma). All students passing that exam (which is a national one), are ranked according to their grades and are given a choice of disciplines to choose from. A central management body (Maktab tanseeq) is then responsible for distributing students to faculties and universities, according to their choice, grades and proximity to universities, with no further admission exams.

Private universities are allowed to have admission exams, but students in certain disciplines have to have a minimum grade in their final secondary exam certificate (e.g. in order to be admitted to the faculty of medicine, students must have at least an average grade of 90 % in the final secondary school exam).

It is worth mentioning that almost 100 % of those students who were successful in the general secondary education exam (Thanaweya Amma) continue to higher education institutions in Egypt. In 2006/07 the gross rate of students who went on to higher education from those who passed the Thanaweya Amma in 2005/06 was found to be around 103 %, which indicates that the majority of third-year secondary education students moved on to HE. The lower rate from the technical secondary education system (under 13.5 %) is explained by the fact that the majority of these graduates move into the labour market without pursuing higher education.

8. Organisation of the academic year

The Supreme Council for Universities is responsible for determining the length/beginning/end and organisation of the academic year. The most common structure of the academic year is as follows:
- First semester: mid of September – January
- Mid-Year break: two weeks
- Second semester: February – mid-July
- End of Year Vacation: mid of July – mid-September

9. Curriculum content

The general structure of the programme is defined at national level by the Supreme Council of Universities through its specialised, Technical Specialization Committees, which are composed of eminent professors specialised in different fields (engineering, medicine, agriculture, etc.). Such committees are responsible for insuring that any new programme respects the required number of years and hours of study and that teaching materials are relevant to the title of the programme and to market needs.

Upon agreement of the Supreme Council of Universities and its committees, programmes and course contents are developed at faculty level. This involves determining the main outlines of the course contents and allowing the people in charge of the course relative freedom to choose reference books, course topics, etc.

Theoretically speaking, programmes are divided into compulsory and elective courses, but the high number of students enrolled in many universities and faculties usually prevents elective courses from being taught in a given year (with some exceptions at some private universities and in specialisations with a small number of students).

10. Assessment, progression, certification and degree

The most common forms of assessment of students are:
- Attendance
- Quizzes
- Oral Exams
- Mid-Term Exams
- Final Term Exams

Students can pass to the next year, only if their marks exceed 50% or 60% (according to programme requirements) with an allowance to fail in a maximum of two subjects per year. If one of those conditions is not met, the student fails.

Materials and courses taught at other universities/faculties can be recognised on a case-by-case basis and upon study of the course content acquired elsewhere. Upon graduation from the first cycle, students are awarded a Bachelor degree which allows them to apply for Master of Science Programmes. After obtaining a Master of Science Degree, they can apply to a Ph.D programme.

Qualifications acquired from other countries are evaluated by the Equivalence Committee (اللجنة المعايير) of the Supreme Council of Universities which studies the course content, number of years and the degree awarded, in order to certify its equivalence to the Bachelor, Master or Doctorate degrees awarded by Egyptian Universities. For example all postgraduate students who obtain a Doctorate from outside Egypt are required to submit their qualifications to this Committee in order to have their degrees recognised by the Egyptian system.

11. Academic staff

The main categories of academic staff and the qualifications needed for these posts are as follows:

- Demonstrators (must hold a Bachelor degree), usually the appointment is made from the best students in the class or on the basis of competition, which is advertised publicly.
- Assistant Lecturers are demonstrators who obtain a Master degree within five years maximum after the Bachelor graduation.
- Lecturers are assistant lecturers who obtain a Doctorate degree recognised by the Supreme Council for Universities, within five years after graduating with a Master degree.
- Associate Professors (minimum of five years after reaching lecturer level, in addition to having research, faculty and teaching track records).
- Full Professor (minimum of five years after being appointed an associate professor, in addition to having research, faculty and teaching track records).

Academic staff is considered civil servants. They are hired upon competition (rare cases) or (majority of cases) from the best in their classes and then promoted from one level to another until reaching full professorship. In some rare cases, professionals from industry are hired on temporary contracts to supplement teaching in academic departments.

12. Research activities

Universities in Egypt have three main roles:

- Education (for students, either in Bachelor, Master or Doctorate levels)
- Community services (centres of know-how and services to the community or industry)
- Research

In Egypt, research is conducted mainly at Universities and Research Centres. The ratio of staff members is 70:30, which means that most of the research is conducted at Universities (M.Sc. and Ph.D degrees are thesis-based and publications are required in order to be promoted).

Nevertheless, as approximately 70%, at least, of the funding received by universities from the government is spent on salaries and wages for staff members and employees of the universities, this leaves very little for research funding. In addition, most of the remaining 30% of the budget is spent on the university infrastructure.

Such a situation led the Ministry of Scientific Research to launch a sector-wide reform of scientific research and innovation management and funding in 2006. As a result of the reforms, several funds or programmes were created. For instance, in 2007 the "Science and Technology Development Fund" (STDF) was created in order to fund basic and applied research in Egypt through granting research and development projects. The EU also funded the "Research, development and Innovation Programme (RDI)" in 2007 and this was implemented by the Ministry of Higher Education and Scientific Research. It aims to boost Egyptian S&T in linking research and innovation to industry.

13. University-enterprise cooperation

Academic programmes rarely take into account the needs of the labour market or the demands from students.

Employers are rarely engaged with institutions
on curricula development, placements for students in industry and staff exchanges. In 2008, the Ministry of Higher Education concluded formal agreements to develop new programmes that meet the demands of the two major sectors in the economy, namely engineering and tourism.

In technical faculties (engineering, science etc.) some form of cooperation between universities and industry exists, as a result of consultation services offered by those faculties. For example, it is quite common that architectural projects in Egypt are designed and overseen by university professors.

The universities have established a large number of specialised centres in different fields to serve the community and enhance links with industry. These centres offer consultations and scientific solutions for problems emanating from society. They deliver quality services to the community at a reasonable price and help cover the universities' costs. These specialised centres and units generate income from: (1) co-operation with industry; (2) intellectual property rights; (3) provision of continuing education to industrial employees (4) access to laboratory and scientific equipment; and (5) manufacturing intermediate industrial products.

14. International cooperation

Since the early 1900s, Egypt has adopted a system of "Scientific Missions" aimed at enhancing research, education and development in Egypt, based on the transfer of technology and know-how from scholars who travel to various parts of the world and obtain degrees and qualifications from abroad.

According to the Universities' Law (1972) and its amendments, Egyptian faculty members may travel overseas both for short and long-term exchanges, which can take the form of either postdoctoral missions/grants, visiting professors or long-term sabbatical leave, and short-term participation in conferences, training and other forms of capacity development.

In addition to these governmental funds, many Egyptian scholars have benefited from bi-lateral exchange programmes with various countries of the world (US, Canada, France, the UK, Germany etc.). Such missions are regulated by the Ministry of Higher Education in order to address issues of high importance to Egypt (Strategic Research Areas). The number of students visiting Egypt under the Fulbright scheme is around 100 per year. The entire number of both foreign and Egyptian students who have benefitted from a Fulbright grant is around 5 000 over the past 60 years of its support to Egypt.

In recent years, the Ministry of Higher Education has adopted a co-funding policy with respect to outbound missions, in which the Ministry shares its resources with various funding organisations, in order to maximise the benefit from available resources. This has resulted, for example, in the creation of two schemes of co-funded mobility with Germany; one short term (3-6 months) and another long-term (2-3 years).

It is worth mentioning that no clear policy is available with respect to the mobility of undergraduate students. But mobility for postgraduate students is highly encouraged through governmental funds for long term (Missions Department programme), or short term programmes (ParOwn Programme).

Most international students in Egypt are from the Arab world. The number of foreign students enrolled in all Egyptian higher education institutions in 2003/2004 was 29 297, in 2006/2007 5 985, in 2007/2008 6 424, in 2008/2009 7 271 and in 2009/2010 8 129, distributed across the different institutions. The number of foreign students enrolled in private universities is superseding those enrolled in public universities, while Al-Azhar University continues to host the highest number of foreign students, mainly Asian and African students, seeking theological education. Most of these students receive a grant for studying at Al-Azhar that covers study and accommodation expenses. It is also noticeable that among the public universities, Cairo, Ain-Shams and Alexandria attract most of the international students.

One feature lacking in the Egyptian Higher Education system is mobility between institutions within Egypt. Although degrees and the number of years are harmonised across institutions, it is unusual to allow for students to change their university during the course of their studies. Nevertheless, mobility is available in postgraduate studies, so that any student from an Egyptian university can register for a Master or a Doctorate programme at any other university in Egypt.

5 The statistics include in some cases the public universities exclusively.
II. Current challenges and needs

1. Trends and challenges

In 1997, a National Commission on Higher Education Reform was established by the Ministry of Higher Education to identify the challenges which higher education is facing in Egypt and to define a strategy for education. This led to a National Conference in 2000 that aimed at having a long-term reform programme within a period of 17 years. The major objectives of this reform were:

- first, to raise the level of efficiency by granting universities more autonomy and by rationalising government funding;
- second, to raise quality through faculty and staff training, as well as through the introduction of competitive funding;
- third, to improve the quality and relevance of mid-level technical education and raise its profile;
- fourth, to reform curricula, strengthen management and consolidate small institutions.

These objectives were prioritised according to the availability of funds. The government then endorsed six projects within the 5-year plan 2002-2007, namely, the Faculty and Leadership Development Project (FLDP), the Technical Colleges Project (TCP), the Quality Assurance and Accreditation Project (QAAP), the Faculties of Education Project (FOEP), the Information and Communication Technology Project (ICTP) and the Higher Education Enhancement Project Fund (HEEPF).

The second phase of the reform started on 1 January 2009, where more focus was given to the preparation of higher education institutions for accreditation. The strategic plan for higher education reform has been set by the Ministry of Higher Education (MOHE). The thinking behind this plan is that education improvements should involve the society at large and it has the following main objectives:

1. To increase the opportunities for higher education in Egypt.
2. To produce high quality graduates and strong research-based highly ranked academic institutions.
3. To motivate stakeholders to continuously improve, modernise and finance higher education institutions and their programmes
4. To enhance the creativity and innovation skills of the younger generations to play a role in the development and management of the production and service sectors, in line with the economic development plans.
5. To create higher education institutions (HEIs) and programmes in a way that they are attractive for expatriates from neighbouring countries to come to study in Egypt.
6. To foster the use of technology and facilitate lifelong-learning.
7. To develop – to the highest possible level – technical education and vocational training.

On the other hand, interest in the Bologna Process and its action lines in Egypt started soon after the beginning of the process itself (in 1999). To date, efforts to implement the Process and its action lines are being made by several universities and governance bodies (Supreme Council of Universities / Ministry of Higher Education, Universities’ presidency, etc.). In mid-2011, the Supreme Council of Universities has officially acknowledged that programs developed on the basis of ECTS system should be accredited, in the same way as those created through other systems of accreditation. Nevertheless, it is left to the faculties and the programme creator to decide on which system of credits to adopt.

Through Tempus, many projects were started in various universities and faculties, which aimed to implement specific actions of the process. Such efforts may lead to the forging of a system of equivalence between the current system and ECTS.

Another aspect that has to be mentioned is that, after the 25 January 2011 revolution and the democratic changes in Egypt, universities are acquiring more and more autonomy of governance and students are more and more involved in the decision-making process. Student unions are being re-elected and their role is enhanced, and also university staff unions are being reformatted, re-elected and their roles enhanced. However, it is very early to judge the outputs of such a process, but the general trend is a move towards more autonomy for universities, more involvement of students and also elections of governing bodies.
2. The Bologna Process

General Information

<table>
<thead>
<tr>
<th>Level of integration in the Bologna Process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna-Signatory Country</td>
<td></td>
</tr>
<tr>
<td>x Non Bologna-Signatory Country</td>
<td></td>
</tr>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td></td>
</tr>
<tr>
<td>x Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td></td>
</tr>
<tr>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
<td></td>
</tr>
</tbody>
</table>

Bologna cycle structure

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Another three-cycle structure exists</td>
<td></td>
</tr>
</tbody>
</table>

Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>Master programmes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Another three-cycle structure exists</td>
<td>Another three-cycle structure exists</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor/Master cycle structure models most commonly implemented</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Another three-cycle structure exists</td>
<td></td>
</tr>
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</table>

European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No definition of learning outcomes at national level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of implementation of ECTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Another credit system</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative number of hours of student workload corresponding to one ECTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Another credit system or student workload not in use to define ECTS</td>
<td></td>
</tr>
</tbody>
</table>

Bologna Diploma Supplement (DS)

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial stage of adoption of the Bologna DS (less than 25% of institutions)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diploma Supplement issued</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Another type of Diploma Supplement</td>
<td></td>
</tr>
</tbody>
</table>

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National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>National Authority for Quality Assurance and Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
</tr>
<tr>
<td>Year of establishment</td>
<td>2007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in external quality assurance process</th>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recognition of foreign qualifications

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by central or regional governmental authorities</td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>Recognition for professional employment by central or regional governmental authorities</td>
</tr>
</tbody>
</table>

Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are allowed in the higher education legislation. |
III. Participation in EU programmes

1. Tempus

Egypt has participated in the Tempus programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>-</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>-</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>65</td>
<td>7</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation in TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JP</td>
<td>SM</td>
</tr>
<tr>
<td>Alexandria University</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Ain Shams University (Cairo)</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Helwan University</td>
<td>10</td>
<td>0</td>
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<tr>
<td>Cairo University</td>
<td>8</td>
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</tr>
<tr>
<td>Assiut University</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Suez Canal University</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>American University in Cairo</td>
<td>4</td>
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<tr>
<td>El Zagazig University</td>
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</tr>
<tr>
<td>El Mansoura University</td>
<td>3</td>
<td>0</td>
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</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JP</td>
<td>SM</td>
</tr>
<tr>
<td>Ain Shams University (Cairo)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>American University in Cairo</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Cairo University</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>El Mansoura University</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus programme

The implementation of the Tempus Programme in Egypt started in 2002, which fits with the beginning of the implementation of the Egyptian Higher Education Enhancement Strategy and its Higher Education Enhancement Programme (HEEP). Tempus has set the standard for competitiveness in Higher Education, which hardly existed before, i.e. no clear programmes or mechanisms of competitive higher Education enhancement existed before and Tempus is highly appreciated by university staff and management.

Many components of the HEEP programme were “inspired” by Tempus, such as rules, regulations, monitoring and even evaluation procedures.

At the university/faculty level, Tempus is perceived today as a High Quality programme aimed at creating and reinforcing partnership with European High Quality institutions. Many institutions have benefited from the Tempus programme, in order to tackle specific issues of interest or left the opportunity open for the innovation of staff members. At some universities, ideas for projects came from the university management and in line with their development strategy, while in other universities, project ideas came from the staff members as a bottom-up approach.

Most of the Tempus projects run to date...
(TEMPUS III and TEMPUS IV) were mainly conceived from ideas of Egyptian staff members, which confirm the positive perception of the programme among the higher education community.

The tangible impact of the programme might be measured by the number of projects accepted to date, the number of new degrees created in Egypt (around 20), the number of curricula / programs enhanced (30), the number of mobility flows in two directions (no less than 1 500) or the number of educational laboratories created/enhanced (about 90). Nevertheless, the most tangible impact of Tempus is the inclusion of Tempus as a component of the strategic development plans of many Egyptian institutions.

The Tempus programme has also had a clear impact on the implementation of the Bologna process in higher education.

The following list highlights several tangible and intangible impacts that are attributed to Tempus in Egypt:

- Introduction of the culture of projects;
- Introduction of competitiveness in HE;
- Introduction / enhancement of the culture; of quality assurance and accreditation;
- Introduction / enhancement of the culture of university / society interactions (many projects include industrial partners or other partners from society within their consortia);
- Introduction of the culture of lifelong-learning in higher education institutions (many projects target training of professionals);
- Support to blended / distance / e-learning concepts (through the conversion of some courses or complete programmes into distant / e-learning formats);
- Support to quality assurance measures at higher education institutions;
- Support for the modernisation of curricula and the introduction of new degrees and programmes in higher education (modernisation of a number of programmes and the creation of other ones);
- Support for the introduction of Bologna Process concepts and mechanisms in Egypt (several programmes are being aligned with ECTS concepts);
- Support for mobility and partnership with European higher education institution.

2. Erasmus Mundus

The Erasmus Mundus programme’s objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives, in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

**Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) – with scholarships**

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

**Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships**

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region or geographical “lot” on the other. Together, the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, Post-Doctorate and for academic staff.

**Action 3 – Erasmus Mundus Attractiveness projects**

This Action of the Programme funds projects which aim to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

**Number of students/staff participating in the programme**

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>98</td>
</tr>
<tr>
<td>Scholars</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fellows</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.
** First selection of doctoral candidates made for 2010-2011 academic year.

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
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<td>20</td>
<td>39</td>
<td>21</td>
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<td>42</td>
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<td>10</td>
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<td>15</td>
<td>39</td>
<td>10</td>
<td>15</td>
<td>6</td>
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<tr>
<td>2010*</td>
<td>14</td>
<td>33</td>
<td>17</td>
<td>12</td>
<td>32</td>
<td>108</td>
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<tr>
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<td>58</td>
<td>69</td>
<td>34</td>
<td>24</td>
<td>55</td>
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<td>222</td>
<td>103</td>
<td>66</td>
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Institutions participating in the programme up to and including 2011

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<tr>
<th>Institutions</th>
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<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
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<td>THE AMERICAN UNIVERSITY IN CAIRO</td>
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</tbody>
</table>

IV. Bibliographical references and websites

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean


- E-Government Gate for Principal Education Graduates admission to universities: [http://www.tansik.egypt.gov.eg/application/](http://www.tansik.egypt.gov.eg/application/)

- Faculty and Leadership Development Center: [http://www.fldc.cu.edu.eg/](http://www.fldc.cu.edu.eg/)


- Quality Assurance & Accreditation Projects: [http://www.heep2.edu.eg](http://www.heep2.edu.eg)

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**Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean**

7 Yasser Elshayeb (NTO Egypt)
HIGHER EDUCATION IN
ISRAEL

I. Overall description

II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process

III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus

IV. Bibliographical references and websites
The higher education system in Israel

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
I. Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

1. Major characteristics of tertiary education in the country

The higher education system in Israel has developed considerably during the past two decades. The number of students in the system has tripled and, at the start of the 2011/2012 academic year, stood at more than 290 600. The number of institutions of higher education also grew significantly during this period and there are now in Israel 66 higher education institutions: seven research universities, one open university, 23 teacher-training colleges, 21 academic colleges and 14 private colleges that are not budgeted by the state.

As of 2008, there is one institution of higher education per 357 km². The expansion of access to the system was expressed in the opening of institutions in peripheral areas, and there are now 20 institutions in the Galilee area and the North, in the Negev and the South.

Despite the expansion in the number of institutions, the higher education system in Israel suffered substantial budget cuts during the 2000s. Within the last decade, there was a significant restraint on the number of students that the Planning and Budgeting Committee (PBC) was able to fund, hence the student quotas in the State funded universities and colleges decreased. The number of students applying for Bachelor degree programmes and the number of "traditional" students in the 20-24 age cohorts also decreased. However, accessibility to higher education expanded in recent years, and attention was given to the positive social aspects of extending higher education possibilities for a wider population.

In 2010, a six year budget was enacted which will provide substantial addition funds in order to achieve long-term reform in Israeli higher education. The plan is based upon two main pillars: 1. promoting excellence by recruiting top faculty and increasing competitive research resources; 2. improving access to minorities, ultra-Orthodox and populations residing in the periphery. The new budget and incentives aim to gradually improve the system and allow institutions to plan ahead.

Legislation covering the field of the tertiary education

The higher education system in Israel is regulated by the Council for Higher Education (CHE) and the Planning and Budgeting Committee (PBC), both public entities; the former founded by law and the latter – according to a Government decision.

The framework of the system of higher education in Israel is defined in the Council for Higher Education Law, 1958 (with 11 amendments enacted over a period of 40 years).

This law established the Council for Higher Education (CHE) and the procedures for the accreditation of institutions of higher education.

Types of tertiary education institutions

The majority of Israel's academic institutions are financed by the State through the PBC. These institutions include seven research universities, the Open University which awards BA and MA degrees, and colleges which award BAs or MAs. Teacher-training colleges, as opposed to other colleges and universities, are budgeted by the Ministry of Education and not by the PBC.

The ratio of public and private provision is 4:1 (for every four publicly funded institutions, one is privately funded). In figures, 52 institutions are state funded and 14 are private.

As of 2011/2012, approximately 290 600 students are enrolled in academic studies, according to the following breakdown: 226 000 BA students, 54 000 MA students, 10 600 Ph.D students.

Types of tertiary education programmes and qualifications

Tertiary education in Israel is a three-tiered cycle: Bachelor (Boger), Master (Musmakh) and Ph.D (Doctor) programmes. Diploma studies (Limudei Teudah) are also offered by selected academic institutions. Qualifications include studies toward a degree on all three levels in a wide range of disciplines; humanities: Judaic studies, general philosophy, history, arts; social sciences: economics, business administration,
education; law; sciences: physics, chemistry, biology, biochemistry, bioinformatics, mathematics and computer sciences; medicine, public health and public policy, engineering, architecture, agriculture and various other disciplines, including inter-disciplinarian studies. Accredited higher education institutions include universities, colleges and academies.

Programmes are taught mostly in Hebrew. However, in some universities and colleges, courses and programmes are offered in English and other languages. Many academic institutions offer programmes for overseas students, and the range of teaching languages is set according to supply and demand. Programmes are usually delivered face to face. In some institutions (mainly the Open University) there are more flexible learning models such as distance learning etc.

<table>
<thead>
<tr>
<th>Number of students (in academic year 2011/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>290 600</td>
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<table>
<thead>
<tr>
<th>Number of HEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
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<tr>
<td>52</td>
</tr>
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</table>

2. Distribution of responsibilities

The Council for Higher Education (CHE) is a corporation which was established by the Council for Higher Education Law, 1958, with the aim of being the national institution for higher education in Israel. The Council for Higher Education has the authority to grant permission to open and operate institutions of higher education; to accredit institutions as institutions of higher education; to authorize an accredited institution to award academic degrees; to approve studies under the academic authority of an accredited institution; to authorize an institution to use a name or designation; to make proposals to accredited institutions in relation to their consolidation, expansion and development; to submit to the government, through the Planning and Budgeting Committee, proposals to develop higher education and for state participation in the budget of the higher education system according to the needs of the society and the country; to make recommendations to the government regarding the establishment of additional institutions of higher education; to grant licenses to branches of foreign institutions of higher education and to conduct Quality Assessment.

The Planning and Budgeting Committee (PBC) is a standing sub-committee of the Council for Higher Education which was established by the Government in 1977. The PBC is composed of seven members including its chairperson; five of them are persons with a senior academic status in higher education and representing different fields, and two additional members who represent the public are from the business sector. Members of the PBC are nominated by the Minister of Education on behalf of the chair and serve, with the approval of the Council, for a period of three years, with the possibility of extending that period by an additional three years.

The functions of the PBC as delegated to it by the Council for Higher Education and by government mandate are:

- To be an independent body, which will serve as an intermediary between the government and the national institutions (such as national funds or public organizations) on the one hand and the institutions of higher education on the other in all matters relating to the budget for higher education;
- To prepare the regular budget and the development budget proposals for higher education, taking into consideration the country’s social and national needs, while safe-guarding academic freedom and with due diligence for the need for advancing research and education;
- To have the exclusive right to allocate the approved higher education budget among the institutions of higher education;
- To make recommendations to the Government and to the Council for Higher Education for programmes regarding the development of higher education, including its financing;
- To promote efficiency through cooperation among the institutions of higher education;
- To follow-up the use of budgets in order to prevent deficits and over spending;
Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

3. Governing bodies of the higher education institutions

According to the Israeli higher education law (1958), academic institutions enjoy academic autonomy in their governance and in academic matters. The CHE and the PBC monitor curricula and budget respectively. The CHE makes sure that the curricula of various academic degrees meet certain standards in order to accredit them. The PBC controls that the budget framework is not breached. In the past decade, there has been a trend towards deregulation of the academic curricula, mainly in allowing the research universities autonomy in creating Master programmes.

The types of bodies which govern higher education institutions vary from general and representative bodies to specific and executive bodies that belong to each individual institution. Examples of the first type are the Committee of the Heads of the Universities (VeRaH) and the Committee of the Heads of the Colleges (VaRaM). VeRaH has the capability to affect the general criteria of accepting students to universities through setting up the psychometric test. This test serves as an important indicator of the students' capabilities of succeeding in academic studies; and it serves as the Israeli equivalent to the American SAT test. VeRaH and VaRaM represent the views of the higher education sector to the Government and they comment on higher education legislation as well.

As for the second type of governing bodies, this depends on each individual university and college. Most universities have a board of governors and/or a senate which decide upon administrative and academic issues. External stakeholders may have a say in governance issues and are usually represented in the board of governors. Most universities have a president in charge of the administrative and fundraising aspects, while the rector is usually in charge of implementing the academic policy enacted by the senate. The faculty deans implement the academic policy in their respective faculties and serve as mediators between the students and the university officials.

Students are not represented in the aforementioned bodies; however, the national student bodies are represented in the CHE.

4. Financing

The body responsible for financing of higher education is the Planning and Budgeting Committee (PBC) of the Council for Higher Education (CHE). The basis and criteria on which education/training institutions are financed (e.g. per capita funding scheme differentiated by study field and type of participation etc.) are elaborated below. There is no public financing of private institutions.

Institutions funded by the PBC must meet the following regulations:

(1) New institutions, new units or new academic programmes will be opened only after their requests are examined by the PBC from the planning, budgeting and financial perspectives and approved by the CHE in regard to academic standards. Non-budgeted institutions need the approval of the PBC only in regard to their financial solvency and the approval of the CHE in regard to academic standards.

(2) The wages of academic faculty, technical and administrative staff must be in accordance with the regulations of the Wages Authority in the Ministry of Finance.

(3) Annual budgets must be balanced and approved by the PBC prior to the commencement of the academic year.

The PBC allocations, 2.1 billion US Dollars in 2011/2012, account for 67.6 % of the budgets of the universities, 70.4 % of the budget of Art Academies, 64.6 % of the budgets of Academic Colleges of Engineering, 50.7 % of the budget of Academic Comprehensive Colleges and 56 % of the budgets of the regional colleges.

Current direct allocations to institutions of higher education are divided into three main categories: block grant allocations, earmarked allocations and matching allocations. In addition the PBC provides indirect allocations to the institutions of higher education through its support of research funds in external research funding bodies.

a. Block Grant Allocation

This is the major source of PBC funds transferred to the institutions of higher education (70.1 %). The block grant consists of two components – teaching and research each determined by a special model developed by the PBC. A new model was enacted in 2011 which is transparent to the HEIs and stable over time in order to enable the HEIs to

Exchange Rate: 3.757 NIS = 1.0$
manage and plan their activities in the short and medium term (1-5 years).

Budgeting for teaching is based on an absolute model whereas the one for research is based on a competitive model. The allocation formulas are based on outputs for which the data is derived from objective, timely and reliable sources external to the institutions of higher education. Institutions of higher education may use the block grant according to their own internal priorities, on the condition that they maintain a balanced budget.

The teaching component of the block grant is calculated as the sum of the number of students in each field of study multiplied by a tariff (per field of study) and by an efficiency factor parameter (graduation rate coefficient) and a faculty-student ratio coefficient. Data on students and graduates comes from the Central Bureau of Statistics (CBS).

The research component of the block grant applies only to the research universities. It is allocated on a competitive basis according to the following five indicators, with their proportional weights:

1. Income from competitive research funds (34 %),
2. Income from other research funds (15 %),
3. Scientific publications (34 %).

Numbers of Ph.D students (15 %). The data on research funds come from the research foundations. An external research institution calculates the parameters for publications, based on international and national databases of scientific publications. The number of Doctoral students and graduates and Master Research track graduates is supplied by the CBS. The total sum allocated by the PBC for the research component is distributed among the universities according to the relative performance outcomes of each university in each of the above indicators. In addition, the two leading Universities in each of the 9 main academic disciplines also receive a bonus of up-to 20 % in both Competitive Research Grant and Scientific Publication components of the Budgeting Model.

b. Earmarked allocations

The earmarked allocations, as distinguished from the block grant, are used by the PBC to foster and promote specific activities in the higher education system. Included here are funds allocated to promote inter-university activities, such as the Maritime Biology Laboratory in Eilat, the National Library and other similar activities. Earmarked programmes are generally run for a specified period of time. The earmarked allocations amount to about 20 % of the total funds allocated by the PBC to the institutions.

c. Matching allocations

Matching allocations are based on a historical agreement with the Ministry of Finance. Up to 1987 the Ministry of Finance granted matching allocations in order to encourage the universities to obtain endowment funds from abroad and to transfer these funds to Israel. In 1987 this arrangement came to an end and the level of the matching allocation for each university was frozen. The present matching allocations are based on the level and type of endowment funds each institution had accumulated at that time (1987). The matching allocations amount to about 2.5 % of the total funds allocated by the PBC to the universities.

d. Allocations to Research Funds

The PBC funds the Israel Science Foundation (ISF), which has developed in recent years to become the largest research fund in Israel. Its competitive allocations are based on scientific excellence and peer review. The PBC's allocation to the ISF more than doubled from US Dollars 20 to 50 million between 1997 and 2008 and is significantly increasing with the enactment of the new budget in 2010.

The PBC pays 45 % of Israel's investment in the EU Framework Programmes for Research & Technological Development (45 % are being paid by the Ministry of Industry Trade and Employment and 10 % by the Ministry of Science, Culture and Sport).

5. Students' contributions and financial support

As of the academic year 2011/2012, regular annual tuition for undergraduate studies is NIS 9 846 (approx. USD 2 620), and annual tuition for graduate studies is NIS 13 305 (approx. USD 3 540). Tuition fees are uniform, regardless of the student's age or background. However, foreign students pay an additional 25 % tuition.

The PBC offers substantial financial annual support to students to help cover the cost of living and tuition fees. The sum of approx. NIS 52 million (~ USD 13.8 million) is distributed to students through grant programmes (80 %) and loans (20 %). The funds are distributed on a socio-economic basis.
The PBC and the Ministry of Education also fund an annual grant programme (Perach) meant to cover 50% of tuition fees during BA studies. The budget allocated for Perach is approx. NIS 103 million (~USD 27 million). Students are entitled to the grant in return for tutoring younger children in their community.

An additional sum of NIS 2.5 million (~USD 650 000) is allocated towards encouraging involvement of students and academic staff in community life.

According to the Student Rights Law (2007) graduates are entitled to a tax relief for a period of two years after the completion of their studies.

6. Licensing, quality assurance and accreditation of institutions and/or programme

Bodies Responsible for Evaluation of Higher Education Programmes

The CHE decided at its meeting on 3 June 2003 to establish a system for assessing and assuring quality at institutions of higher education in Israel. In order to implement this decision the CHE established the Quality Assessment Unit in 2004 (as of September 2010 is titled the Quality Assessment Division) which functions as an integral part of the CHE.

The CHE decided that at the initial stage, quality assessment and assurance in the higher education system in Israel would be carried out at the study programme level. At a second stage, the Council will carry out quality assessment at the institutional level, while using the experience accumulated during the quality assessment of study programmes.

Licensing mechanisms to accredit and academic programme/Establish a higher education institution

An institution wishing to offer an academic programme and to award an academic degree (whether it is an accredited institution or has yet to be accredited) submits its request to the Secretariat of the Council. The Secretariat makes a number of preliminary checks, including an examination of the body which runs the Institution (in the case of a request to open an institution of higher education).

The request is also examined by the Division for Planning and Information and the Budgeting Division. These divisions examine the request from the point of view of planning and budgeting, which includes an examination of the economic strength of the institution and an examination of the economic effects that adding a new programme will have on the general economic health of the institution.

On completion of the examinations, the request is forwarded to the PBC for discussion. The request is discussed by the PBC and its opinion is then submitted to the plenum of the CHE. Only if the Council finds that the request has merit does it receive authorization.

Occasionally, the Council appoints a sub-committee comprised of experts in the relevant fields to examine the request in terms of the criteria determined by the rules of the CHE and its fundamental principles. A recommendation by the committee of experts is submitted to the CHE, along with the opinion of the PBC and, on the basis of these, the Council makes its decision.

7. Admission

According to Israeli law, admission to BA studies requires a high school diploma (or an equivalent diploma), and admission to MA studies requires a BA degree. It should be noted that the Open University does not require a high school diploma for BA studies, but requires a BA degree for MA studies.

Moreover, as institutions wishing to offer an academic programme and to award an academic degree submit a proposal to the CHE, the CHE is entitled to set additional minimum requirements for the admission of students through a sub-committee appointed to examine the request from the academic point of view. These additional requirements may include specifications requiring a minimum knowledge of a certain discipline or a minimal grade on the Psychometric test.

These minimum requirements apply to "traditional" students (aged 18-30). As for students older than a typical tertiary student, who do not have a high school diploma, academic institutions are allowed to admit a certain percentage of these students, provided they complete preliminary studies, according to the CHE’s regulations.

8. Organisation of the academic year

Article 15 of the Israeli Higher Education Law guarantees that institutions of higher education have autonomy in the conduct of their academic and administrative affairs, within the framework of their budgets and their terms of accreditation. This includes the freedom to determine the duration and organization of the academic year. However, the length of the academic year and holiday schedule in Israel are essentially uniform among universities and colleges. It is worth
noting that the college semesters are usually a week longer than University semesters. The academic year starts usually in October (fall semester), and it is comprised of two semesters, each four months long. The fall semester begins in October and ends in January, and the spring semester begins in February and ends in June. Examination periods are held in January and also during the months of July-August.

9. Curriculum content

The curriculum is defined at the institutional level, in accordance with Article 15 of the Israeli Higher Education Law. Each institution may decide on compulsory or core subjects and this is not regulated by the CHE.

10. Assessment, progression, certification and degree

The most common forms of assessment of students are tests and seminar papers on the BA level. MA studies in the thesis track require submitting a thesis as part of the degree requirements. On the Ph.D level, students are required to participate in a minimum number of courses and to submit a dissertation. There are a few possibilities for receiving state participation in tuition in return for volunteer work done by students. As a rule, community or volunteer experience do not add up in the student's academic record. However, in recent years students are able in certain disciplines to receive a limited number of credits for taking courses which incorporate community activity (Campus-Community Partnership).

Students progress from one stage of their studies to the next according to their grades. Some institutions set minimal grade averages in order to pass from one stage of study to the next, such as a minimum Bachelor grade average required to commence MA studies in a certain discipline.

Some disciplines require taking state exams in addition to the regular academic qualifications such as bar exams for law students, exams for specialized doctors in their respective fields, exams for specializing psychologists etc.

Degrees may entitle students to higher salary wages in the civil service, and some degrees are a mandatory requirement in order to receive a professional licence, e.g. in the field of education, architecture, etc. As noted above, BA degrees entitle students to participate in MA studies and an MA (thesis track) entitles them to apply for Ph.D studies, provided that they are able to find an instructor willing to guide them in their studies.

11. Academic staff

Main Categories of Academic Staff

The main categories of academic staff which apply to both universities and colleges are lecturer, senior lecturer, associate professor and full professor. One of the minimum qualifications for teaching on the lecturer level is to hold a Ph.D degree. Institutions prefer candidates who completed a post-doctoral training, preferably abroad.

Selection Procedure and Duration of Contracts

Universities and colleges are autonomous in selecting and appointing lecturers on the lecturer and senior lecturer levels. Usually lecturers are given a contract for three years. If they prove their academic skills through scientific publications, they are appointed to the level of senior lecturers. However, their contract could be extended for an additional two years until their appointment as senior lecturer is determined. Senior lecturers are given tenure. However, they are expected to continue pursuing their scientific research. The amount and quality of their research determines whether they are promoted to professor. Promotion to associate professor and full professor are determined on a national level, regulated by one of the CHE's subcommittees. College faculty are also promoted from the level of senior lecturer to associate professor through the means of a CHE subcommittee.

12. Research activities

Most of Israel's research activities are performed by scientists and researchers in the seven research universities. A major feature of Israel's scientific research is its international character. 96 % of Israeli authored scientific publications are written in collaboration with foreign scientists. Israel has consistently maintained one of the highest rates of foreign research collaboration among the developed countries. The dominant partners of Israel's internationally co-authored articles have been from the United States and in recent years there has been a growth in collaboration with European scientists as well.

Scientific research is funded mostly by the State through the PBC, yet institutions are encouraged to seek extra funding from domestic and international sources.
13. University-enterprise cooperation

University-enterprise collaboration is widespread and quite advanced in the practical sciences, such as computer sciences, bio-technology, engineering, medicine, agriculture, etc. Research findings and innovative technologies developed in Israeli universities are frequently transferred between academia and industry. For the purpose of fostering and regulating cooperation with business enterprises, universities have established specialized companies. These companies are responsible for the legal aspects of patent rights and contracts between researchers and private companies.

Furthermore, the office of the chief scientist of the Ministry of Industry, Trade and Labour incentivizes cooperation between industry and academia through its Magnet programme. The MAGNET Programme sponsors innovative industry-oriented technologies to strengthen the country's technological expertise and enhance competitiveness. Through the provision of research grants, the programme aims to develop technology in industry and increase collaboration between academia and industry in this regard.

In general, employers and entrepreneurs have limited influence on course curricula, which are set according to academic standards.

14. International cooperation

International academic cooperation in Israel is quite developed on the individual institution's level. In the past decades, academic institutions in Israel developed cooperation in research mainly with Universities in the USA. However, in recent years the trend is towards enhancing cooperation with institutions in Europe. Part of this tendency is attributed to Israel's participation in the sixth and seventh Framework Programme for Research and Technological Development (FP6 & FP7) which is the EU's main instrument for funding research and development activities.

The CHE is furthering the international academic cooperation with countries in America, Europe, the Middle East and the Far East. It is the PBC's official policy to encourage and to promote existing and new programmes for international cooperation in the field of higher education. Following this policy, CHE has encouraged Israeli academic and private institutions to participate in Tempus IV calls and Erasmus Mundus Programme calls. The CHE has also signed a Memorandum of Understanding (MoU) with the government of Thailand in September 2007 and agreed to cooperate with Chile's student programme in 2009. Steps have also been taken to establish academic cooperation with Jordan. In addition, scholarships for post-doctoral candidates from China and India are offered by the PBC.

Student Mobility

On a national level, Israel is investigating mechanisms to bolster student mobility such as through the increase in the number of programme taught in English. In line with its commitment to promote student mobility, Israel ascribes great importance to the principles of the Bologna Process. Israel submitted its candidacy to be included in the Process in January 2007 and February 2008 but is currently not a signatory state. However, Israeli officials are invited to the Bologna Policy Forums which are held on a periodical basis.

In addition, during recent years, a growing number of Israeli higher education institutions have shown interest in the Bologna Process as an instrument to promote student and graduate mobility. HEIs have promoted pilots in order to implement selected principles of the Process such as ECTS, Learning Outcomes and the Diploma Supplement.
II. Current challenges and needs

1. Trends and challenges

Israel faces three main challenges in the higher education system: (1) implementing and modifying the new budgeting model and six year plan, (2) integrating the Haredim (ultra-orthodox) Jews and other minority groups in the work force and training them academically, and (3) encouraging the return of Israeli scientists who are currently residing and working abroad ('brain-drain').

According to a new government national plan, four centers of research excellence, development and innovation in the fields of Molecular Basis of Human Disease, Computer Science, Cognitive Sciences, and Alternative Energy Sources began to operate during the academic year 2010/2011. The second call for proposals has been released for the next 10 centers. In the long run 30 excellence centers will be established, in order to promote cutting-edge research, face the brain-drain challenge and to gear expatriate scientists to return to Israel.

The Bologna Process

General Information

<table>
<thead>
<tr>
<th>Level of integration in the Bologna Process</th>
<th>Bologna-Signatory Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Non Bologna-Signatory Country</td>
</tr>
<tr>
<td></td>
<td>Bologna Process officially embedded in the education system</td>
</tr>
<tr>
<td></td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
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<tr>
<td></td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
</tr>
</tbody>
</table>

Bologna cycle structure

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Bologna structure fully implemented in all or most fields of study |

Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>Various combinations</th>
<th>Master programmes</th>
<th>Various combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
<td>Various combinations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

European Credit Transfer and Accumulation System (ECTS)

| Definition of the Learning Outcomes Concept | Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations |
| Level of implementation of ECTS | Another credit system |

---

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

### Indicative number of hours of student workload corresponding to one ECTS

Another credit system or student workload not in use to define ECTS

### Bologna Diploma Supplement (DS)

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>Another type of Diploma Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Supplement issued</td>
<td>Another type of Diploma Supplement</td>
</tr>
</tbody>
</table>

### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>X Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Decision taken. Process just started.</td>
<td></td>
</tr>
<tr>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td></td>
</tr>
<tr>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

### Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>Quality Assessment Division of the Council for Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
</tr>
<tr>
<td>Year of establishment</td>
<td>2004</td>
</tr>
<tr>
<td>Involvement in external quality assurance process</td>
<td>Decision-making role Participation No participation</td>
</tr>
<tr>
<td>Academic staff</td>
<td>X</td>
</tr>
<tr>
<td>Students</td>
<td>X</td>
</tr>
<tr>
<td>International Experts</td>
<td>X</td>
</tr>
</tbody>
</table>

### Recognition of foreign qualifications

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th>X</th>
<th>1997 (signature), 2007 (ratification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by higher education institutions</td>
<td></td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>Recognition for professional employment by central or regional governmental authorities</td>
<td></td>
</tr>
</tbody>
</table>

### Joint Degrees

<table>
<thead>
<tr>
<th>Establishment of joint degrees and programmes in higher education legislation</th>
<th>Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever.</th>
</tr>
</thead>
</table>
III. Participation in EU programmes

1. Tempus

Israel has participated in the Tempus Programme since 2008.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>-</td>
<td>-</td>
<td>2 0 1 1 5</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>-</td>
<td>0 1 1 0 0</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>-</td>
<td>2 1 2 1 5</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation under TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects JP</th>
<th>SM</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Haifa</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Interdisciplinary Center Herzliya</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Ben-Gurion University of the Negev</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Sapiр Academic College</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Tel Aviv University</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Holon Institute of Technology</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects JP</th>
<th>SM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordon Academic College of Education</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Holon Institute of Technology</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sami Shamoon College of Engineering</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Shenkar College of Engineering and Design</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

The impact of the Tempus programme on Israeli higher education institutions is apparent on a number of levels. Firstly, the consortia have mobilised academic collaboration between the institutions as well as established new connections between Israeli academics and European scholars. These links have formed a solid foundation for future cooperation between Israel and Europe. Secondly, Tempus projects introduced a basis for the successful implementation of the Bologna Principles, while supporting curriculum development, the introduction of quality assurance mechanisms and development of international relations. Lastly, institutions have worked closely with business enterprises through Tempus projects thereby resulting in the enhancement of the link between academia and industry. In addition, there is impressive involvement of student and alumni unions, NGOs and governmental agencies in the programme.
1. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships
Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

More information:

Number of students/staff participating in the programme
Erasmus Mundus – Joint degrees (Action 1)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Scholars</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fellows</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* First selection of doctoral candidates made for 2010-2011 academic year.
**Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.

Erasmus Mundus – Partnerships (External Cooperation Window, Action 2)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>37</td>
<td>27</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>71</td>
</tr>
<tr>
<td>2008</td>
<td>35</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>2009</td>
<td>41</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>63</td>
</tr>
<tr>
<td>2010*</td>
<td>4</td>
<td>15</td>
<td>12</td>
<td>2</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>2011**</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>TOTAL</td>
<td>117</td>
<td>74</td>
<td>16</td>
<td>3</td>
<td>36</td>
<td>246</td>
</tr>
</tbody>
</table>
### Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEN-GURION UNIVERSITY OF THE NEGEV</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>TECHNION – ISRAEL INSTITUTE OF TECHNOLOGY</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF HAIFA</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>INTERDISCIPLINARY CENTER (IDC) HERZLIYA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE HEBREW UNIVERSITY OF JERUSALEM</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>WEIZMANN INSTITUTE OF SCIENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Bibliographical references and websites

- Unesco, Global Education Digest, 2009,
  EducationCMS/Units/Owl/Hebrew/AlSederHayom/merkazeimetzuianut.htm

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**Note:**

The approach and data collection have been implemented in close cooperation with EURYDICE, the network on education systems and policies in Europe. The executive agency works under the supervision of the commission directorates general. Funds of the Tempus programme are delegated to the agency by the EuropeAid Development and Co-operation Directorate-General and the Directorate-General for Enlargement.

This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

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  - Contact: EACEA-Tempus-Info@ec.europa.eu
  - Website: http://eacea.ec.europa.eu/tempus/

- National Tempus Office Israel
  - Postal address: Council for Higher Education (CHE) / Planning and Budgeting Committee (PBC)
    43 Jabotinsky St., P.O.B. 4037, Jerusalem 91040, Israel
  - Contact: ShiraL@che.org.il
  - Website: http://che.org.il/en/?page_id=4188/

Last update: July 2012
HIGHER EDUCATION IN JORDAN

I. Overall description

II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process

III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus

IV. Bibliographical references and websites
The higher education system in Jordan

Years
0 1 2 3 4 5
University (Jame’ah)
 Bachelor (Darajat al-Bakalorius)
 University (Jame’ah)
 Bachelor (Darajat al-Bakalorius) (Bakalorius)
 University (Jame’ah)
 Bachelor (Darajat al-Bakalorius)
 University (Jame’ah)
 Community College (Kulleyat al-Mujtama’)
 Diploma (al-Diplome al-Mutawasset)

Years
0 1 2 3
University (Jame’ah)
 Master (Darajat al-Majestar)
 University (Jame’ah)
 Master (Darajat al-Majestar)
 University (Jame’ah)
 Master (Darajat al-Majestar)
 University (Jame’ah)
 Doctor of pharmacy

Field of study

>>> Agriculture, law, arts, humanities and other fields

>>> Pharmacy, veterinary medicine, engineering, architecture

>>> Dentistry

>>> Medicine, surgery

>>> Pharmacy

>>> Various fields

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

62
I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

There are two types of higher education institutions in Jordan: public and private. For the first time ever, one law was issued in September 2009 that addresses both types of institutions. The law, entitled the "Higher Education and Scientific Research Law of 2009," was approved by the Cabinet, endorsed by a Royal Decree and published in the Official Gazette on 28 September 2009. The Law was amended in May and endorsed by a Royal Decree and became effective in June 2010. According to the Law and its amendment, the Board of Higher Education is chaired by the Minister of Higher Education and Scientific Research and comprises of:

- Secretary General of the Ministry,
- President of the Higher Education Institutions Accreditation Commission,
- Seven persons who have expertise in academia and higher education and hold the rank of Full Professor,
- Director of Education at the Jordanian Armed Forces.

Members of the Board are appointed by a decision of the Cabinet, which is endorsed by a Royal Decree. The Board of Higher Education has a number of responsibilities, including:

- Drafting the policy of higher education and submitting it to the Cabinet for approval,
- Approving the establishment of higher education institutions in Jordan and approving the fields of studies and programmes at all levels,
- Supervising universities to ensure the fulfilment of their objectives and duties and issuing the necessary bylaws required by the law,
- Allocation (distribution) of government funding to public universities,
- Approving admission criteria and the number of students to be admitted each year,
- Appointing the Boards of Trustees of private universities and approving the appointment of Presidents of private universities.
- Recommending the appointments of Presidents of public universities.

The Board of Higher Education has units responsible for policy and strategic planning and coordination of admission at public universities. The Law also establishes the Scientific Research Support Fund, which is an independent unit from a financial and administrative point of view that aims to promote and support research in Jordan.

Types of tertiary education programmes and qualifications

The structure of higher education in Jordan follows the three-cycle system. The Bachelor degree (Darajat al-Bakalorius) requires anything from four to six years of study, depending upon the study programme. Students enrol in tertiary education after successful completion of secondary education and obtaining a secondary school certificate at the age of 18.

Bachelor degrees (Darajat al-Bakalorius) in medicine and surgery require six years of full-time study. Students may also enrol after high school in a programme called "Doctor of pharmacy" and obtain a degree after six years. Bachelor degrees (Darajat al-Bakalorius) in dentistry, pharmacy, veterinary medicine, engineering and architecture and town planning all require five years of full-time study. Other undergraduate programmes (such as: nursing, para-medical sciences, agriculture, natural, social and behavioural sciences, commerce and business administration, law, arts and humanities etc.) all require four years after high school to enable a student to obtain a B.Sc. or B.A. (al-Bakalorius or al-License) in the relevant field of study.

The Master degree (Darajat al-Majestair) requires on average one and a half to two years of study. Students have an option in a number of universities to obtain a Master degree with a thesis or with a comprehensive exam.

In medicine and dentistry, universities offer the opportunity to enable students to conduct residency programmes that make them Board eligible in large numbers of specialties. Examples of such programmes in medicine include paediatrics, internal medicine, surgery,
orthopaedics, radiology, obstetrics and gynaecology and others. In such cases, the time needed is determined by the programme and ranges from approximately three to four years, depending upon the specialty. After completing the residency requirements, students are allowed to sit for the Jordanian or Arab Board in the specific specialty.

Doctorate degrees are offered in a selected number of specialisations, in some universities and the numbers of students is still limited. Fields of study mainly include education, natural sciences (chemistry, biology, physics, mathematics etc.), social and behavioural sciences, commerce and business administration, arts, humanities and law. Specialties like engineering, architecture and nursing are quite limited in terms of the programmes offered and the number of students enrolled.

Apart from the three main cycles described above, students may enrol in one- or two-year programmes at community colleges (Kulleyat al-Mujtama’a). Students receive a diploma (al-Diplôme al-Mutawaset) after successfully completing the programme requirements and in the case of two-year programmes, students have to pass a national exam, in order to receive a Diploma (al-Diplôme al-Mutawaset) certified by the Ministry of Higher Education. A small percentage of students who successfully complete the national comprehensive exam may be admitted to regular programmes at a university to study for a Bachelor degree. The Ministry of Higher Education issues the “bridging” regulations that govern recognition of the hours studied in Community Colleges to be counted towards the new degree.

Some universities offer postgraduate diplomas (al-Diplôme A’lee) that require approximately one year of study for students who possess a B.Sc. or B.A. degree. Such diplomas are not very popular in Jordan, as far as the job market is concerned. Admission requirements are easier than those for Master degrees and students may enrol when they are not admitted to Master degrees or when they register for a Master programme but are unable to continue their studies for one reason or another (e.g. not passing the comprehensive exam, not being able to complete the thesis etc.)

Vocational higher education is available in Jordan in a number of specialties, such as administration and finance, agriculture, applied fine arts, applied sciences, engineering disciplines, tourism and hotel management, information management and libraries, paramedical subjects, shari’a and Islamic civilisation etc.. Students who wish to pursue their profession in vocational education join a Community College (Kulleyat Mujtama’a) after successfully completing high school.

**Types of tertiary education institution**

Jordan has a total of 28 universities as of 2012: 10 public, 16 private and two regional universities. In addition, there are three university colleges (Kulleyat Jame’ieh). As for Community Colleges (Kulleyat al-Mujtama’a), there are a total of 50: 18 governmental that follow the Al-Balqa Applied University, two follow the United Nations Relief and Works Agency (UNRWA) for Palestine Refugees, four follow the Ministry of Health, five follow the Jordan Armed Forces and 21 private colleges. The University of Jordan was the first to be established in 1964. A public university is established by a decision of the Cabinet and endorsed by a Royal Decree. Private higher education started in Jordan in 1989 and establishing a private university requires a decision from the Board of Higher Education.

As of 2011, about 230 000 students are registered for Bachelor degree programmes in all universities in Jordan. Out of these, about 120 000 are females. Thus the female ratio is close to 52 %. Students registered in public universities number about 162 000, while those at private universities number only 68 000. Thus public universities absorb about 70 % of all students registered for Bachelor degrees.

The number of graduate students in Jordan in 2011 was about 17 540. Out of these, 8 390 are females. Thus the female ratio is about 48 %. Out of the graduate students, 13 054 students (about 74 % of the total) study for Master degrees, 2 116 students (about 12 % of the total) study for a Doctorate and about 2 370 students (about 14 % of the total) study for a Higher Diploma (al-Diplome A’lee). If we look at the female ratios, we find that about 45 % of those studying for the Master degrees are female, while the female ratio among Ph.D students is only about 34 %. The ratio of female students in higher diploma (al-Diplome A’lee) programmes is about 74 %. The great majority of graduate students are enrolled in public universities. The numbers of students enrolled in these universities are approximately 11 150 in Master programmes, 1 700 in Ph.D programmes, and 2 370 students are enrolled in the Higher Diploma. Therefore, about 87 % of all graduate students are in public universities, while those at private universities represent about 13 % of the total.

The number of foreign students in Jordan in 2011 was 29 028. Of these, 9 907 are females. Thus the female ratio is about 34 %. The majority of these students (25 360 out of the total) study for a Bachelor degree, while 3 668
are graduate students, representing about 13% of the total. The ratio of foreign students who are studying for a Bachelor degree as compared to the total number of students at this level is about 11%, while the ratio of foreign students at graduate level is about 21%. The majority of graduate students (3,013 out of 3,668 i.e. about 82%) study for a Master degree, while those studying towards a Ph.D number 438 and those studying for the higher diploma number 217.

### 2. Distribution of responsibilities

Public universities are autonomous to a large extent, both from the administrative and financial point of view. The higher education law gave universities more autonomy. Universities are entitled to develop their academic programmes, curricula, study and research plans, conduct exams and grant degrees and certificates (including honorary degrees), in accordance with higher education policy. The Board of Trustees of a university and upon a recommendation of the University Council, may establish education, training and consultation centres and provide other services needed by the community. This Board nominates the Presidents of public and private universities for approval by the Board of Higher Education. The appointment of the President of a public university needs an endorsement by Royal Decree. Most academic decisions are made by the Deans’ Council, which is chaired by the President and has the Vice-President(s) and Deans as members.

### 3. Governing bodies of the higher education institutions

- Each university has a Board of Trustees (BoT). The BoT of a public university consists of a Chairman and 12 members, while the BoT of a private university has 14 members in addition to the Chairman. The BoT of a public university is appointed through a Royal Decree upon recommendation by the Prime Minister, while the BoT of a private university is appointed by the Board of Higher Education.

- The BoT undertakes a number of responsibilities, including the following:
  - Drawing up the general policy of the university.
  - Approving the strategic and annual plans of the university, based upon the recommendation of the University Council and follow-up of its implementation and evaluation.
  - Evaluating the performance of the university from all aspects (academic, administrative, financial and infrastructure).
  - Appointing the Vice-Presidents and Deans.
  - Recommending to the Board of Higher Education the establishment of faculties, departments, institutes and centres, as well as academic programmes and specialisations.
  - Determining the tuition and study fees and approving the annual budget and annual report, after recommendation from the University Council.

- The University Council is chaired by the President and comprises of representatives from the various categories of stakeholders, including representatives from the local communities. It is responsible for the quality of the services offered by the university (teaching, research, training and community service). The review of the annual plan for infrastructure and recommending it to the Board of Trustees, recommending tuition and fees, approval of the annual budget and performance and accomplishment reports before submission to the Board of Trustees. It is to be noted that although the above-mentioned Councils & Boards include good representation from enterprises, faculty and department Councils have only limited numbers of representatives from enterprises.
4. Financing

The Government has imposed a special tax, called the university tax, which is collected by the relevant governmental departments on a number of services and paid to universities through the Ministry of Finance. The amount of this tax was reasonable when Jordan had just one public university, but now with 10 public universities, this tax is quite small, compared with the needs of universities. In general, approximately one half to two thirds of the budget of public universities comes from the tuition fees paid by students. Most public universities introduced special programmes whereby students pay much higher fees than those students who are admitted on a competitive basis, in an attempt to help the financial situation. In addition to fees and government contributions, universities have (a small) income generated from services provided to the public or from their own resources or investments.

The Board of Higher Education is responsible for the distribution of the university tax to public universities. There are no clear guidelines for this process and they change from one year to another. However, in general, the number of students in different faculties and new infrastructure projects are taken into consideration. Newer universities are sometimes favoured over older ones, to enable the new ones to complete new buildings/complexes that are needed to match the continuously increasing number of students.

Private universities are owned by companies. Not only do they finance themselves, but they also make a profit, that goes back to the owners. Student fees at private universities are, in general, (much) higher than the fees at public universities. Moreover, they are run in a more efficient manner, as far as the number of employees is concerned. In addition, they often try to spend as little as possible, even in issues related to teaching. However, most public universities suffer from a lack of efficiency, which makes their financial situation more difficult. In general, private universities have no problem in financing, whereas financing at public universities is a major challenge. There are many reasons behind this fact that may be investigated.

5. Students' contributions and financial support

At public universities, the fees required from students vary significantly, depending on the specialities and type of admission. Fees are determined per credit hour, where the normal student load is about 18 credit hours per semester. For students on regular programmes, fees are lowest for arts specialities (around Euro 5 per credit hour), then increase for technical specialities such as engineering and pharmacy, where they are about Euro 20-30 per credit hour and reach Euro 40 or 50 per credit hour for medicine and dentistry. Hence, for students on regular programmes, fees range from about Euro 100 per semester to about 1 000 Euros per semester.

Students who are not on regular programmes in public universities may apply for admission to other programmes, commonly known as the Parallel or Evening Programmes (see section 7). Fees in these programmes are much more expensive. Students may pay around Euro 1 000 per semester in natural sciences, social sciences or arts, around Euro 2 000 in engineering or pharmacy, to about Euro 8 000 to 10 000 per semester in medicine and dentistry programmes.

Universities and the Ministry of Higher Education provide financial support to students, but this is very limited. Students who are top in their classes (first in each class) usually obtain scholarships that cover their tuition. Assistance provided by the ministry comes in the form of loans. The previous income tax law used to allow parents some deductions if they have children at universities, but the current tax law that became effective in the year 2010 does not allow any deductions related to educational expenses.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The Higher Education Institutions Accreditation Commission (HEIAC) was established in 2007 on the basis of the law issued in March 2007. This Commission replaced the Accreditation Council, which lasted from 1999 to 2007. The Commission is autonomous, from the financial and administrative points of view. The 2007 Accreditation Commission Law was amended in 2009 to make the Commission report to the Prime Minister instead of the Minister of Higher Education. The Commission aims at enhancing the quality of higher education, provides quality control and encourages Jordanian higher education institutions to be open and interact with international institutes and organisations in charge of accreditation and quality control. It also aims to develop higher education using international norms and standards.
According to the Accreditation Law, the HEIAC develops accreditation and quality control criteria, ensures that higher education institutions abide by such criteria and other relevant laws and regulations, accredits institutes and their programmes and ensures that institutions conduct self-assessment. Both public and private universities fall within the mandate of the HEIAC.

Establishing private higher education institutions needs the approval of the Board of Higher Education. There is a well defined procedure concerning the application form and documents that should be submitted for this purpose. In general, the application should be well justified to secure the approval of the Board, especially as there are now about 20 private universities in Jordan and all geographic areas and programmes of study are covered by private and/or public universities. Public universities are established, based upon a recommendation of the Board of Higher Education and endorsed by a Royal Decree.

7. Admission

The Board of Higher Education is responsible for determining admission policies, requirements and criteria for both public and private universities. For public universities, this Board also determines the admission procedure and number of students in each university and programme within the university for Bachelor degrees. The minimum grades in the secondary school certificate are set by the Board as follows: 85 % for medicine and dentistry, 80 % for pharmacy, engineering, architecture and veterinary medicine and 65 % for all other specialties except for private universities where the last minimum grade becomes 60 %. The Board has established a centralised admission office where all students apply after successfully completing high school, indicating their preferences in terms of universities and programmes. The application form allows students to indicate 30 choices and the office announces admissions to all universities. Admission criteria take into consideration high school certificate grades, the governorate of the student and schools with low passing rates. As an example, students from governates away from the capital may be admitted with lower grades as compared to their peers from the capital. In addition, students from remote or underprivileged schools may receive preferential treatment for admission. Members of the armed forces (including retired persons) and of the Ministry of Education have certain quotas and compete among themselves for seats at public universities. Furthermore, the royal court sends lists of students to universities to be admitted in specific faculties. Finally, staff and employees at the universities also have quotas for their children. Overall, students who are admitted under free competition in some faculties (especially the most competitive ones, such as medicine and dentistry) are less than half of all students admitted in those faculties.

As far as private universities are concerned, the HEIAC determines the upper limit of students each university is allowed to admit in each programme, in accordance with the number of staff and facilities available in that programme. It is left to the universities to admit their own students provided they adhere to the admission policy and criteria as mentioned above and to the numbers determined by HEIAC.

Many universities have special programmes targeting students who are not admitted within the regular admission procedure. A very popular example at public universities is the Parallel Programme. Admission into this programme is more relaxed than the regular one, but tuition fees are considerably higher. In highly popular specialisations, such as medicine, students compete to obtain seats through this programme as well. Apart from this, most universities have evening programmes or special courses for adult and vocational education and these are open to the public, irrespective of age, to provide life-long learning to citizens.

Admission policy and criteria for graduate studies are determined by the Board of Higher Education for all universities. Admission to a Master degree generally requires the grade “good” or above in a Bachelor degree, in addition to proof of proficiency in English. For the latter condition, universities usually require a certain score in an international test of English language proficiency, such as TOEFL or IELTS. Admission to a Ph.D degree requires a Master degree with the grade of “good” or above, in addition to the language requirement. In general, admission to graduate studies in Jordan is not very competitive. Many good students prefer to go abroad for their graduate studies, particularly to Western countries.

8. Organisation of the academic year

Since the first university in Jordan was established in the early 1960s, there has been consensus among universities, regarding the structure and characteristics of the academic year. When private universities were established in the late 1980s, the same structure was formalised by the Ministry of Higher Education and is still being used. In 2008, the Board of Higher Education decided to let all universities start and end the academic
year on roughly the same dates, and hence it adopted and announced to public universities some important dates in the academic calendar. Usually private universities follow public universities in the beginning and the end of the academic year, with a slight delay of one to two weeks.

The academic year in Jordan consists of two regular mandatory semesters and an optional summer session. Students are required to study in the mandatory semesters, whereas they may study in the summer or find a summer job. Those who elect to study in the summer are likely to complete their graduation requirements in a shorter time and hence graduate earlier than their peers who do not study in summer(s). Each semester lasts for 16 weeks (including the exam periods) and the summer session lasts eight weeks, excluding any public, national or religious holidays. The first semester starts around mid-September and ends towards mid-January. The second semester starts early February and ends during the second half of May. The summer session lasts from mid-June to mid-August.

Graduation requirements are defined in terms of credit hours. One credit hour is equivalent to one lecture hour per week in the regular semester and two lecture hours per week in the summer session. Hence, one credit hour is equivalent to sixteen lecture hours. The student load for preparation, solving homework assignments and studying is not counted. As for laboratory work, each credit hour is equivalent to two to three actual hours per week, which the student spends in the lab working on experiments. Again, preparation prior to laboratory time or time spent after that for writing reports is not counted.

In most arts and science disciplines, a Bachelor degree requires 125-130 credit hours. In engineering and pharmacy, a Bachelor degree requires between 150-160 credit hours. Hence, when a student studies during the summer, he/she may shorten the time needed to complete the requirements and earn a degree. Since the total number of credit hours required for graduation in a certain discipline is fixed, students that take a greater load during a regular semester, or those who take a load in the summer will shorten the overall period necessary to complete the requirements and will be able to earn a degree faster.

9. Curriculum content

The structure of the curriculum is unified at all universities. Each study plan includes a specific number of courses that are required from all university students, irrespective of their field of study (these are called university requirements), other courses are required by all students in same college (called college requirements) and other courses required from all students in same department (called departmental requirements).

University requirements include courses of a general nature, such as languages, humanities, and information technology. College requirements include courses needed for the college. Departmental requirements include courses that are needed to acquire knowledge and/or skills in a particular discipline or specialty. Usually a degree requires somewhere between 24-30 credit hours of university requirements, followed by a number of credit hours for faculty (or college) requirements, followed by another number of credit hours for departmental requirements. Some departments specify a certain number of hours for specialty requirements, in those cases when a department offers different specialties.

Although there is no specific regulation from the ministry about this, some regulations from the Ministry of Higher Education may refer to such broad components of the curriculum. As an example, the ministry does not specify the particular courses that are needed in a certain department, but may determine the minimum number of courses (or credit hours) necessary for graduation. Each of the university, faculty, and departmental requirements may include a number of obligatory courses and some elective courses. Very few electives may be totally free, but most of the elective courses must be selected from specific lists.

Taking the above structure and comments into consideration, each institution defines its own curriculum. The curriculum is first proposed and discussed by the concerned department, then submitted to the relevant faculty for discussion and approval by the Faculty Council, then submitted to the Deans’ Council for final approval. A committee chaired by a Vice-President involving four to five Deans (named the Curriculum Committee) usually discusses in depth all curricula submitted to the Deans’ Council and this committee recommends to the Deans’ Council the final curriculum for approval.

10. Assessment, progression, certification and degree

Usually each Bachelor degree course requires students to sit for at least two semester exams and one final exam. Laboratory courses may require students to sit for one written exam and take one practical (oral) exam. Semester work (exams plus any other assignments, projects, etc.) has a 60 % weighting while the final exam has a 40 % weighting in the overall grade of the student. Graduate courses require
at least one written exam during a semester, and the other exam may be substituted by projects, studies or research. Semester work for graduate courses has a 50% weighting, while the final exam has a 50% weighting. In order to pass a course, an undergraduate student must obtain 50% or more, while a graduate student must obtain at least 70% in each course. The grade point average for students to remain in good standing (i.e. not to be put under probation) and to graduate upon completion of all requirements is 60% for undergraduates and 75% for graduate students. If the cumulative grade of a student falls below these thresholds, they receive a written warning asking him/her to raise the grade in a period specified in the warning. If the student fails to do that, then they are given a final warning and if they still fail to raise the grade, the student will be dismissed from the university, college or department.

Departments usually develop study plans that guide students from the time they enter university until completing the requirements and obtaining a degree. A study plan guides the student for what courses to register in each semester. For obligatory courses, the courses will be shown in different semesters of the study plan according to their levels. Except for the entry level courses (those taken by students in their first year at the university), each course usually has one or more prerequisites. A student may enrol in a course after successfully passing the prerequisite(s). As an example, English 1 that may be taken in the first semester does not need any prerequisite, whereas English 2 requires a student to pass English 1 before they can enrol in English 2. In a couple of specialties, namely medicine and dentistry, a student must pass one year in order to continue to the next. If a student fails one or two subjects, they are allowed to re-examination before the beginning of the next year. Only if they pass such subjects, may they continue to the next year. Otherwise the year will need to be repeated. Besides these cases, universities do not accredit any prior experiential learning such as work, community or volunteer experience.

In the past few years, the ministry has introduced exit exams to assess the quality of graduates and their universities. These exams were conducted in few disciplines as a pilot scheme and hence they were not obligatory. But the results of the exams were published, showing the ratios of students passing in different universities. In the case of professional specialties (engineering, pharmacy, veterinary medicine, medicine, dentistry, law etc.), a student needs to register in the professional association. Some associations have further requirements such as practical experience or internships. As an example, both medicine and law require students to conduct supervised practice for one year before they are allowed to practice on their own.

11. Academic staff

The majority of academic staff (around 90%) has Doctorate degrees (Ph.D) from institutions that are recognised by the Ministry of Higher Education, while a small percentage only hold a Master degree. Staff members who hold a Master degree are appointed with the rank of lecturer. When a staff member is appointed after obtaining a Ph.D, they are appointed with the rank of assistant professor.

After five years of service at the university and publishing a number of papers in international journals and conferences, they may apply for promotion. After an internal and external assessment of the candidate’s profile, they may be promoted to the rank of associate professor. After a similar period and comparable number of publications or more, a candidate may be promoted to the rank of full professor. Staff members may be tenured one year after their promotion to the rank of associate professor, provided they have a good record of teaching and community service. Although faculty members are appointed in regular jobs, they remain under probation for at least six years until a decision is made by the Dean’s Council to grant them tenure, after which they become permanent.

During this period (i.e. before tenure), a regular assessment is made of each faculty member regarding their quality of teaching, research and community service. Part of this assessment is external, by sending research publications for peer evaluation. Tenure is usually granted one year after promotion to associate professor.

The Deans’ Council makes decisions regarding the appointment, promotion and tenure of faculty members. However, before that, the relevant departments and faculties make their recommendations concerning all issues related to faculty members. As an example, the quality of teaching and research is first assessed by faculty members in the concerned department. Only faculty members who have a higher rank than the candidate participate in such assessments. Theoretically speaking, the appointment of a faculty member at public universities may be terminated before tenure, but practically this is rather difficult to implement. In private universities, faculty members are appointed through contracts. The duration of the contract may be one to three years in most cases and is subject to renewal with the agreement of both parties.
12. Research activities
Universities not only encourage research, but publishing quality papers is a prerequisite for tenure at the university. Universities differ in their promotion regulations and hence the level and quality of research varies. All universities have modest budgets for research and faculty members are encouraged to apply for research grants. However, the Scientific Research Fund as well as the Higher Council for Science and Technology have research budgets, that are also available to faculty members through competitive procedures.

13. University-enterprise cooperation
The Board of Higher Education, as well as the Boards of Trustees and University Councils have good representation of people from enterprises (industry, services sectors etc.), but only limited numbers of faculty and department Councils have any representatives of enterprises. Overall, the involvement of employers in defining curricula is still very limited.

Several programmes of study (especially in professional areas) include a practical and/or internship component. These are indeed very useful in introducing students to the employers and this often helps good students to secure jobs right after graduation. Universities have been holding job fairs lately where they invite employers to the campus and this provides opportunities to students to meet potential employers. Most universities have established alumni associations, encouraging alumni and their employers keeping in touch with the universities and their students.

14. International cooperation
In general, Jordanian institutes are relatively open to international cooperation. The best students from public institutes regularly benefit from scholarships to obtain higher degrees (Doctorate in particular) in order to come back and teach at the university after graduation. Some private universities have been doing this also but on a very limited scale because of the cost factor. Where internship or elective courses are part of study plans, universities assist their students to go for such periods outside Jordan, if students have the financial capability to do so. The German-Jordanian University requires all its students to do an internship for several months in Germany, as part of its graduation requirements.

Universities in Jordan try to promote their institutes to attract students from other countries. They participate in academic fairs in the region for this purpose. The environment in the country and simplicity of life are attractive factors, especially for students from nearby countries. Finally, most universities in Jordan have a number of agreements or Memoranda of Understanding with many universities outside Jordan, for the purposes of academic exchange. Some of these agreements have led to excellent cooperation over the past few decades.

II. Current challenges and needs

1. Trends and challenges
The Ministry of Higher Education and Scientific Research has been working on the reform and development of the higher education sector in Jordan for several years and developed the national strategy of higher education and scientific research. This strategy addresses seven themes as follows:

- Governance and university administration to ensure the financial and academic autonomy of universities.
- Admission standards to develop admission criteria for achieving fairness and equal opportunity.
- Accreditation and quality assurance to develop a quality assurance system and apply it to all institutions and programmes of higher education.
- Scientific research, development and graduate studies to improve the research environment, encourage research teams from varied specialisations and support excelling graduate students in various higher education institutions.
- Technical and technological education to revise specialisations in community colleges and gear them towards technical education.
- University finance to establish a higher education fund and university student bank to offer loans and grants.

- University environment to build university character and reinforce loyalty and democratic practices.

A detailed action plan was also developed to implement the strategy components and both the strategy and action plan were approved by the cabinet.

These efforts led to the development and approval of a number of laws in 2009, amended in 2010, including the Higher Education and Scientific Research Law, the Jordanian Universities Law and an amendment to the Higher Education Institutions Accreditation Commission Law. These laws provide more autonomy to higher education institutions and more involvement of enterprises in university structures. They also reduce greatly the influence of universities on the Board of Higher Education. Pursuant to these laws, Boards of Trustees of Jordanian universities were re-established in November 2009.

Although reasonable progress has been made in legislation, Jordan still faces a number of challenges that need to be addressed. The appointment of officials to senior academic positions (President, Vice-Presidents, Deans, and Chairpersons) at higher education institutions does not go through a proper and transparent selection process that considers the quality of candidates and their suitability for positions. The accountability of executives is another area of concern that needs to be addressed. The quality of higher education in general, the quality of research and the relevance of graduates to the job market, also need good attention. Admission criteria, which result in more than half the students who are admitted to public higher education institutions by 'special exemption', also need to be revised and rectified. The programs offered at Community Colleges and the skills gained by students at these colleges should be aligned with market needs.
## 2. The Bologna Process\textsuperscript{11}

### General Information

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
<td></td>
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</table>

### Bologna cycle structure

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th>Another three-cycle structure exists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student workload/duration for the most common Bologna programmes</td>
<td></td>
</tr>
<tr>
<td>Bachelor programmes</td>
<td>Another three-cycle structure exists</td>
</tr>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
<td>Another three-cycle structure exists</td>
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</tbody>
</table>

### European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>No definition of learning outcomes at national level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>Another credit system</td>
</tr>
<tr>
<td>Indicative number of hours of student workload corresponding to one ECTS</td>
<td>Another credit system or student workload not in use to define ECTS</td>
</tr>
</tbody>
</table>

### Bologna Diploma Supplement (DS)

| Level of implementation of the Bologna Diploma Supplement | No Diploma Supplement issued |
| Diploma Supplement issued | No Diploma Supplement |

### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards</th>
<th>X</th>
<th>Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Step 1: Decision taken. Process just started.</td>
</tr>
</tbody>
</table>


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Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.

Step 3: The NQF has been adopted formally and the implementation has started.

Step 4: Redesigning the study programmes is ongoing and the process is close to completion.

Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.

Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>Name</th>
<th>Higher Education Institutions Accreditation Commission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td></td>
<td>A single or several independent national bodies for quality assurance have been established.</td>
</tr>
<tr>
<td>Year of establishment</td>
<td>1999</td>
<td></td>
</tr>
</tbody>
</table>

Main outcome of the review

- A decision granting the reviewed institution/programme permission to operate
- Advice on how the reviewed institution/programme can improve quality
- Both permission and advice
- Not available

Involvement in external quality assurance process

<table>
<thead>
<tr>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.

Recognition of foreign qualifications

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by central or regional governmental authorities</td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>Recognition for professional employment by social partner organisations or individual employers</td>
</tr>
</tbody>
</table>

Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are allowed in the higher education legislation. |
III. Participation in EU Programmes

1. Tempus

Jordan has participated in the Tempus Programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>-</td>
<td>18</td>
<td>3 3 5 3 4</td>
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<tr>
<td>Compact Projects</td>
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<td>0 0 0 0 0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
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<td>5</td>
<td>0 1 0 0 1</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>23</td>
<td>3 4 5 3 5</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCESS SUMAYA UNIVERSITY OF TECHNOLOGY (PSUT)</td>
<td>9</td>
<td>JP 8 SM 1</td>
</tr>
<tr>
<td>HASHEMITE UNIVERSITY</td>
<td>8</td>
<td>JP 7 SM 1</td>
</tr>
<tr>
<td>UNIVERSITY OF JORDAN (AMMAN)</td>
<td>7</td>
<td>JP 7 SM 0</td>
</tr>
<tr>
<td>GERMAN-JORDANIAN UNIVERSITY</td>
<td>5</td>
<td>JP 5 SM 0</td>
</tr>
<tr>
<td>MUTAH UNIVERSITY</td>
<td>5</td>
<td>JP 4 SM 1</td>
</tr>
<tr>
<td>AL-HUSSEIN BIN TALAL UNIVERSITY</td>
<td>5</td>
<td>JP 4 SM 1</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCESS SUMAYA UNIVERSITY OF TECHNOLOGY (PSUT)</td>
<td>2</td>
<td>JP 2 SM 0</td>
</tr>
<tr>
<td>UNIVERSITY OF JORDAN (AMMAN)</td>
<td>1</td>
<td>JP 1 SM 0</td>
</tr>
<tr>
<td>YARMOUK UNIVERSITY</td>
<td>1</td>
<td>JP 1 SM 0</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

Tempus has made a good contribution towards the reform and development of the higher education system and institutions in Jordan. The most visible and sustainable contributions were in the area of curriculum reform. Through Tempus projects, Jordanian universities were able to develop, with the assistance of European experts, a number of new Master degree programmes in several fields of study. Examples include establishing Master degree programmes in adult health nursing, community health nursing, archaeological sciences, cultural heritage, inclusive special education, water resources management, wireless communications, renewable energy, mechatronics, environmental engineering and climate change, sustainable engineering and others, as well as establishing a new Bachelor degree programmes in biomedical informatics, biomedical engineering, ICT and media and others. One project assisted in the development of higher diploma in public policy and child rights, whereas other projects have developed service-learning and civic engagement partnerships across the curriculum, established a network for the internationalization of higher education across MEDA region, assisted in reorienting university curricula to address sustainability, achieving sustainable programmes in entrepreneurship and promoting the modernization and strengthening of financial autonomy.
To be able to teach the new courses, several new facilities were established and some existing ones were enhanced. These include mainly computer labs with state-of-the-art professional software, servers to host the e-learning material, video conference facilities, and specialised equipment for certain disciplines. Several Tempus projects introduced the use of ICT in teaching, learning and in the classroom and several projects developed a number of courses on the web that may be used for open learning. Examples of these projects include Open Learning Models and Technologies, the ICT Learning Pentagram and Diploma Public Policy and Child Rights.

All these efforts, together with the experience gained through the exchange of faculty members between Jordan and Europe, have enhanced the way faculty members in Jordan teach their courses and interact with students. Such activities have equipped teaching staff with a number of techniques that enhance the way they deliver their courses, which will improve the skills and quality of graduates.

Tempus projects have enhanced the quality of the academic programmes through the involvement of EU professors and experiences in the definition of some curricula and the development or revision of other programmes and study plans. Furthermore, these projects also enhanced the methods of preparing for the courses and their assessment and evaluation. As an example, the project Facilitating the Introduction of a Modern Quality Assurance System for Technical Education in Jordan has contributed to the development of a framework for ensuring the quality of technical education in Jordanian universities. A number of courses were taken as case studies in this project and the results were disseminated to faculty members concerned.

Jordanian students benefited from Tempus and other EU programmes directly and indirectly. Tens of Jordanian students participated in exchange visits to Europe and comparable numbers of European students participated in exchange visits to Jordan. Through these visits, students attended short summer courses (of two to four weeks duration), conducted case studies and did internships. Through these activities, Jordanian students were able to be exposed to and better understand the European system of higher education, the educational structure in Europe, the institutions involved and to have a better understanding and appreciation of universities in Europe. For European students, these activities exposed them to different cultures and environments and provided them with opportunities to do practical field work, such as study related to cultural heritage and the rehabilitation of historic cities, which would not be possible without Tempus funding. As a result of these projects and the activities involved, many Jordanian students from those who were involved in Tempus projects have already gone to Europe to continue their graduate studies.

Universities worked closely with enterprises in several Tempus projects, which resulted in enhancing the links between academia, on the one hand and industry, services sectors, NGO’s and employers on the other.

Through the Establishing Quality, relevant and Collaborative Industry-Oriented IT Education project, the German-Jordanian University concluded a number of agreements with the main industries in Jordan and Germany, to allow students do their internships and teaching faculty to spend some time in industry. Such agreements also increased the presence of representatives from these sectors on the academic boards of the institutions and departments, which would improve the relevance of courses to the needs of community and would result in better and more suitable jobs for the graduates. The University of Jordan and Al-Hussein University worked closely with a number of specialised NGO’s through the project IB for Support of Inclusive Special Education, which greatly enhanced the relevance of the project to serve the community in the middle and south of Jordan. This project also contributed to the training of a number of trainers from community organisations in the area of special education, which would be effectively used to train large numbers from the community.

The project Developing Service-Learning and Civic Engagement Partnerships across the Curriculum serves to enhance communication between society and academia. It also serves to enrich the students’ experience and deepen through service-learning in their local community. This project has had a great multiplier factor, as each of the several hundreds of students is able to do some activity with the community, thus benefiting many thousands of citizens.

Over the past ten years, about 15 Jordanian universities and institutions have established links and collaborated with their European counterparts. Tempus projects have assisted in establishing new links or strengthening existing ones. These links will form a good and solid foundation for future cooperation between Jordan and Europe that will last for many years to come. As a matter of fact, this has a considerable value, equal to or even exceeding the direct benefits gained from projects in their particular themes. In addition to links with the EU, Jordan has also established links with

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75
universities in seven Arab countries through Tempus projects.

In one of the projects, namely, *Rehabilitation of Historic Islamic Cities*, a dozen Jordanian students worked on projects and case studies with equal numbers of students from Syria and Europe. Some of the findings of the case studies were later used as Master theses both in the European and partner countries involved in the project. At national level, faculty members in similar departments at different Jordanian universities were given the opportunity to collaborate more with each other through several Tempus projects. This has indeed helped educational exchanges at national level, in addition to those at regional and European levels. Overall, one can conclude that the links established through Tempus projects at all levels have had great sustainable value that will trigger more cooperation, in order to make Jordan closer to Europe.

2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

**Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships**

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

**Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships**

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical "lot" on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

**Action 3 – Erasmus Mundus Attractiveness projects**

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

**Number of students/staff participating in the programme**

**Action 1 – Erasmus Mundus Joint Programmes**

<table>
<thead>
<tr>
<th>Year</th>
<th>MC Students</th>
<th>MC Scholars</th>
<th>JD Fellows**</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2005 - 6</td>
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<tr>
<td>2011 - 12</td>
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</tr>
<tr>
<td>2012 - 13</td>
<td>7</td>
<td>NA</td>
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</tr>
</tbody>
</table>

* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.*

**First selection of doctoral candidates made for 2010-2011 academic year.**
### Action 2 – Erasmus Mundus Partnerships

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
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<tr>
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<td>11</td>
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<td>2009</td>
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<td>9</td>
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<td>6</td>
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<tr>
<td>2010*</td>
<td>16</td>
<td>10</td>
<td>7</td>
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<td>2011*</td>
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<td>16</td>
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### Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hashemite University</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan University of Science and Technology</td>
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<td>Princess Sumaya University for Technology</td>
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<tr>
<td>Tafila Technical University</td>
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<tr>
<td>University of Jordan</td>
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<td></td>
</tr>
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</table>

### IV. Bibliographical references and websites

HIGHER EDUCATION IN LEBANON

I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
Some Lebanese institutions use the American credit system which is different from the European ECTS system.
I. Overall description

1. Major characteristics of tertiary education in the country

Lebanon's higher education is the oldest in the region and dates back to 1866, when the American University of Beirut (AUB) was founded under the name of the Syrian Evangelical College, followed by the University of Saint Joseph (USJ) in 1875, then by the Lebanese American University (LAU) in 1947, as a Beirut College for Women. The Lebanese University (LU) which is the only public university in the country was founded in 1951. Haigazian University was founded in 1955, followed by the Beirut Arab University (BAU) in 1960, in collaboration with the Egyptian university of Alexandria. Most of the 42 higher education institutions currently in operation in Lebanon were legalised in the late nineties when the private sector flourished in a sudden and rapid expansion following the 15-year civil war in Lebanon between 1975 and 1990 and which had a very damaging impact on the country's higher education sector.

The freedom and independence of Lebanese higher education are protected under the constitution. Tertiary education in Lebanon is divided into two categories; vocational tertiary education and general or non-vocational higher education.

Legislation covering the field of tertiary education

Non-vocational higher education, referred to simply as 'higher education' is governed by the Ministry of Education and Higher Education (MEHE). The main law regulating the private higher education sector was passed in 1961, whereby a Council for Higher Education was established with the means for licensing new higher education institutions. The Lebanese University is self-governing and has its own autonomous structure.

Many decrees regulating the sector were subsequently passed. The most important decrees of 1996 modernised the 1961 law and set out the conditions and criteria for a higher education institution to be legalised, given permission to operate and be audited by special technical committees. One of these decrees set out the criteria for establishing a sort of 'university institute of technology'. Another decree set up a committee for the recognition and equivalence of diplomas; an exercise which 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 the practice of some professions, such as medicine and engineering, have existed since 1957.

In 2002, a Directorate General for Higher Education (DGHE) was established to regulate the private higher education sector and supervise and coordinate all actions related to it. The DGHE is in charge of the 41 private higher education institutions currently in operation in the country, while the only state Lebanese University (LU) enjoys clear autonomy with its own system of governance.

The student population in higher education is around 195 000 according to figures for the academic year 2010/2011. 39 % of the students are enrolled in the Lebanese University and 53 % of the student university population is female.

In 2003, the DGHE carried out the first audit of private universities. In 2010, the DGHE carried out a second audit and evaluation of new branches opened by different higher education institutions (33 branches).

A recently drafted law, submitted to the government for approval, calls for the implementation of quality assurance procedures in the institutions, leading to a sort of accreditation. Another law for the creation of a Quality Assurance Agency has been drafted and submitted to the government.

Types of tertiary education institutions

There are two types of higher education institutions:

1) A university must start with at least three faculties, one of which should be for human sciences and another should be for sciences. These can grant all degrees, from Bachelor degrees to doctoral studies.

2) A university institute of technology or a university college has at least one faculty. Most of these grant BSc degrees. A few can deliver higher degrees.

Among the 42 higher education institutions in operation in Lebanon, there are 32 full universities, including the state Lebanese University, seven university institutes or colleges and three university institutes for religious studies.
Tertiary vocational education

Tertiary vocational post-secondary education is managed entirely by the Directorate General for Vocational and Technical Education (DGVTE). As it is not considered to be part of the higher education sector, it will not be dealt with at great length in this report. In short, tertiary vocational education is delivered by public and private technical schools. Students that have successfully finished their general secondary school or their Professional Baccalaureate (Baccalaureat Fanniah) are entitled to proceed further to get one of the following diplomas: the TS (Technique Supérieur (Fanniah Aaliah) (after three years and 31 fields of study), LT (License Technique) (Ijaza Fanniah), IT or LET (License d'enseignement Technique) (Ijaza Taalimiah Fanniah) (two further years with nine fields of study). 11% of university students are enrolled for the TS. Transfer from vocational education to non-vocational education is not well organised and only a few higher education institutions accept students holding a degree from a vocational school. There has always been a debate about the relationship between general education and VTE, as to whether VTE graduates should be allowed to join universities. There is no clear vision or mechanism to organise this process. VTE students and trainees will be encouraged through an ‘open door’ policy for higher education, thus paving the way for VTE graduates to study in higher education. Students in tertiary vocational education account for around 14,500 students in the public sector and around 11,600 students in the private sector, which is a decrease compared to previous years. This phenomenon reflects the growing number of university institutes of technology that are attracting a number of students, avoiding national exams.

Types of tertiary education programmes and qualifications

The private sector offers 160 programmes leading to a number of qualifications. The first degree offered in higher education is a Bachelor degree (Bacalorios) (BSc or BA) obtained after three years of study following the secondary school baccalaureate. Students then need at least two more years of study to obtain a Master degree (MSc or MA) (Majistaire). A teaching diploma (TD) can be obtained after four years of study following the baccalaureate. A Master graduate gets a Ph.D degree after a study period of at least three years. The periods of study required in order to obtain a qualification in medical sciences and engineering after the baccalaureate vary: five years for a degree in engineering, seven for an MD (Medicine Diploma) in medicine, five years for a degree in dentistry or pharmacy, four years to get a BSc in Physiotherapy.

The Lebanese University has 17 faculties and consists of 50 branches located in all regions of the country. It offers 105 programmes with qualifications ranging from Bachelor to Ph.D.

Figures for the academic year 2010/2011 show that 175,000 students are enrolled in Bachelor degree courses, 17,500 in Master degree courses and 2,500 in doctoral studies, leading to a Ph.D degree.

The overall enrolment rate for tertiary education (ISCED levels 5 and 6) is: 51.6 % (World Bank Database).

The ratio of enrolment for ages 20-24 is 30 %.

| Number of students in HEI (academic year 2010/2011) |
|--------------------------|--------------------------|
| Male | 96,000 |
| Female | 99,000 |
| 47% | 53% |

2. Distribution of responsibilities

The Ministry of Education and Higher Education (MEHE) is in charge of managing all tertiary education in the country. The highly centralised Lebanese University enjoys an autonomous status. Despite the fact that the Faculties of the Lebanese University have many branches spread all over the country, the responsibility of managing these faculties is in the hands of the Deans and the management of the University is in the hands of the University Council.

The private sector which includes 41 higher education institutions is governed by the law of 1960. It operates under the supervision of the Directorate General for Higher Education. Apart from the licensing and the validation of the degrees and disciplines offered by the institution which must be validated by the DGHE, all other responsibilities are in the hands of each institution's governing body.

More details can be found in the next section.

3. Governing bodies of the higher education institutions

The Lebanese University is a large centralised institution headed by a President and governed by a University Council in which each faculty is represented by its Dean and one academic elected by the teaching staff. Students should
also have two representatives in this Council; the government is also represented by two persons. The Council also includes three independent qualified experts chosen by the government. The President, with the Council of the University and through the Deans of the faculties, has an influential authority over the management of the university. Each Dean manages the branches of his/her faculty through a Director of the branch. Therefore, governance is very much centralised through a strict hierarchy.

For a long time, the political situation prevailing in the country has undermined the re-election of the Students' Union of the Lebanese university – something that deprived students from being duly represented in the University Council.

The picture in the private sector is not much different. All universities started out with a main campus in the capital Beirut or in Mount Lebanon. A few started up outside Beirut, such as the Balamand University in Tripoli or the Hariri Canadian University in Mechref. Recently, due to an increasing demand for higher education, universities have started opening branches in other Lebanese regions, managed by academic staff, reporting directly to the central administration of the university.

In the private sector, each university is legally required to have a board of trustees and two thirds of its members must be from outside the owners’ circle. A university college or institute should have a board of directors. A university also has a university council in charge of the entire management of the institution. All of these councils have students’ representatives, and each faculty has a faculty council and each department has a department council. The importance of implementing this hierarchy efficiently varies from one institution to another. The absence of other stakeholders in the governing bodies is clear in most Lebanese higher education institutions. Some institutions which have a religious background and are normally founded by the Church or by other denominational authorities are subject to a special type of governance system, related to the system applied by the clergy of that denomination.

4. Financing

Reliable and accurate financial information about the universities is unavailable, even to the public authorities because of the peculiarities of the Lebanese system. However, it is a fact that spending on higher education can, broadly speaking, be divided into government spending, household spending and external or private grants. Direct government spending on higher education does not exceed 0.5 % of the GDP, which is below the average levels of OECD countries and lower middle income countries, which both amount to 1 % of GDP. The main direct government spending is channelled to the Lebanese University, the Ministry of Education and Higher Education, the CNRS (Conseil National pour la Recherche Scientifique) and to cover participation in financing some bilateral programme, such as CEDRE with France. Indirect spending includes, mainly, the Government’s educational allowances and transfers allocated to government employees, at specific levels in the government, for the tuition of their children in private establishments. Around 75 % of civil servants are paid by the government to enrol their children at private universities that are considered to be of better quality. These education allowances make up a large portion of government spending on education. Also included in this spending is the amount of university scholarships the government provides to students. Due to the strong presence and spread of private education, household spending on education in Lebanon far exceeds that of government spending at all levels of education.

In addition to government and household expenditure, a third source of funding comes from external or private grants. This is not insignificant, especially at higher education level.

Some universities that follow the American model (mainly AUB and Balamand) benefit from endowments and gifts that finance buildings, equipment, programmes and scholarships. For the AUB, whose accounts are available, the amount in 2010 reached 3 % of the total revenues.

Foreign governments provide support to some universities and schools through the provision of professors or teaching material or the support of joint programmes. This is particularly the case with France. Amounts are not regularly published.

Many charitable and/or political foundations and some foreign governments grant scholarships to students. Many Lebanese students opt to study abroad, especially in countries where higher education is free. The survey carried out by the University of Saint-Joseph in 2002 estimates this number to be 12 500, with 37 % opting for Western Europe, 30 % for Northern America and 20 % for Eastern Europe.

Finally, many schools and universities belong to religious communities that provide not only the land but also the labour cost of the members of the religious order, working as teachers or administrative staff (priests and nuns).
It is not easy to assess the value of this supplementary financing but Euro 60 million seems a reasonable estimate.

When the three sources of financing of education are combined (calculated for the year 2004/2005 because of the availability and representativeness of data), the breakdown is as follows: About Euro 718 million is set aside every year for higher education (vocational and non-vocational) in Lebanon. Public expenditure covers only just 16% of the total for higher education. Supplementary assistance accounts for 9% of the financing of higher education. Concerning the age structure and the levels of enrolment, the average yearly cost per student is LBP 6 800 million (Euro 3 500 or 84% of the GDP per capita) in higher education.

5. Students' contributions and financial support

Education at the Lebanese University is almost free and fees cover only 6.5% of its total budget. The enrolment fee amounts to an average of Euro 200 per year.

Fees are the main source of funding for private universities. Fee exemptions are based on the number of students and social considerations. Some exemptions can be offered to students carrying out some work inside the university.

Financial assistance to parents of students in tertiary education is paid to state employees and employees in the private sector (see section four).

6. Licensing, quality assurance and accreditation of institutions and/or programmes

No proper quality assurance and accreditation mechanisms are in place at national level. Some higher education institutions have started to implement internal quality control within their structure; some are receiving accreditation from external international bodies in the USA and from Europe. The Ministry of Education and Higher Education (MEHE) has introduced some quality assurance procedures in their traditional licensing mechanisms intended for establishing a higher education institution. The licensing mechanism is applied at the MEHE through the Council of Higher Education and the associated technical committees. The process starts with the receipt of a file that ought to be analysed by a special technical committee which produces a report and carries out some follow-up of the dossier. Based on the report from the technical committee, the Council of Higher Education issues a recommendation for licensing. The final decision on licensing a higher education institution is left to the Council of Ministers. A start-up process, followed by an audit visit or an on-site visit to verify the institution's compliance with the licensing criteria, leads to the recognition of the programmes and the diplomas awarded to students.

7. Admission

In general, the secondary school diploma (the Baccalaureate) or an equivalent, such as the BT (Baccalaureat technique), is a minimum requirement for enrolment at a higher education institution.

Admission at the LU is open to any student holding a secondary school diploma. The faculties of engineering, medical sciences, business administration, arts and public health, require an entry exam based on a *numerus clausus* principle.

Most private universities do not have an admission exam. Some have different admission criteria based on mastering the language of the study programme. For a student to gain admission to an American-style institution, they are required to pass special exams, such as TOEFL or SAT1 and SAT2, in addition to the secondary school diploma.

Only the CNAM (Conservatoire National des Arts et Métiers), jointly managed by the Lebanese University and the CNAM of Paris, provides special engineering programmes at evening classes for those who work during the day. Formerly, admission was on an entry exam basis but recently, more flexible admission criteria have been applied.

8. Organisation of the academic year

There is no standard approach to determining the organisation of the academic year. It differs from one university to another. At the Lebanese University, it is the responsibility of the University Council to determine the start and the end of the academic year and its organisation in terms of semesters, examination periods and academic breaks. A degree of flexibility is given to the faculties which have special characteristics such as engineering and medicine. In the private sector, each university has its own way of determining how to organise the academic year.

September to July is the most common structure for the academic year. The higher education institutions that follow the American style of education also have an additional summer semester. A two-semester scheme is common, separated by an examination period around February.
9. Curriculum content

The curriculum content is defined at institutional level and approved by the Equivalence Committee at the Ministry. A general framework for curriculum content is defined where core courses must cover at least 40% of the programme, plus 25% of general requirement and the rest should cover faculty requirement and elective courses (general and field courses). There is no national framework for the definition of the subjects. Only in the faculties of law are there around 12 compulsory courses that must be included in the curriculum of all higher education institutions, whether they are private or public. The assessment of these courses is carried out nationally by academics from the Lebanese University.

10. Assessment, progression, certification and degree

The most common form of assessment of students is the standard examinations that take place at the end of each course. There is no mechanism that allows for the recognition or accreditation of prior experimental learning. There is no state exam in the higher education sector except the colloquium exam that takes place twice a year, for obtaining permission to practice medical professions.

An entry to a Master programme requires the completion of a Bachelor degree and a Master degree is a prerequisite to proceed to doctoral studies.

11. Academic staff

There are five categories of academic staff in higher education.

- A full professor with a Ph.D degree, 10 years of experience and more than 10 publications.
- An associate professor with a Ph.D degree, five years of experience and more than eight publications.
- An assistant professor with a Ph.D degree, three years of experience and at least three publications.
- A lecturer with a Ph.D degree.

An assistant’s post may be occupied by a graduate student preparing a Ph.D degree.

There is no national standard for selecting academic staff. It is a purely market-oriented exercise.

In the Lebanese University, teaching staff can be hired on a contractual basis with a fixed number of teaching hours or on a full-time contractual basis, with a more stable contract that is renewed automatically every year or within the ‘cadre’ of the university.

In the private sector, academic staff can be hired only on a contractual basis or within the ‘cadre’ of the institution.

12. Research activities

It is difficult to know how much funding is allocated to research in higher education. In general, research is weak in the country and needs to be restructured on a national and strategic basis. The CNRS (Conseil National de la Recherche Scientifique) is the only state-funded source for funding research at national level. All other research activities are undertaken by the private institutions themselves. Apart from the three doctoral schools established within the Lebanese University in 2008, there are no research institutes in the country and only five universities provide doctoral studies. Research is undertaken within the doctoral programmes that exist in the higher education institutions (HEIs) or with a special exchange scheme or bilateral agreements established between Lebanese institutions and international partners. Individual researchers also benefit from funds provided by the CNRS, CEDRE or the AUF (Agence Universitaire de la Francophonie).

13. University-enterprise cooperation

There is no structured cooperation between the university and the non-academic world. New efforts are starting to conclude some starting-activities in this direction. Some of these activities have been reinforced by European initiatives and some Tempus projects.

14. International cooperation

Travel abroad, whether it be for study or a business venture, is very common among the Lebanese.

Lebanese higher education is characterised by a historical openness to the outside world. It is hard to find one institution that does not have a convention or an agreement with one or more institutions in the region, in Europe, in Canada or in the United States. However, there are no national policies or measures to promote the foreign mobility of students during their higher education studies. Only initiatives taken by individual institutions for training purposes exist.

For students coming from other countries, Lebanese higher education institutions used to be attractive, particularly before the civil war; in its aftermath the system lost much of its
credibility. Now, Lebanese universities are regaining their reputation and the number of foreign students, mostly from neighbouring countries, is increasing. But internationalisation of higher education is another matter; it is more than a simple international relations office within each university. It needs to be conceptualised and materialised into strategies and actions.

Inter-university cooperation is strong with international institutions but weak within the country. Competition among private institutions is high and makes universities reluctant to cooperate with each other. If proper investment were made, international programmes like Tempus and Erasmus Mundus could play a certain role in enhancing cooperation between universities. There is an increasing understanding that global and common challenges, together with costly research and limited resources, can be faced only with more cooperation between universities.

II. Current challenges and needs

1. Trends and challenges

The national strategy for education (higher education being part of it) was drafted in 2007, approved by the government and never ratified by the Parliament. Action plans designed by the subsequent Ministries have since been trying to follow the general orientations of this strategy. It calls for the reinforcement of accessibility, the creation of a modern system of accreditation, the setting up of a national reference for evaluation and quality assurance, the implementation of a national policy for the recognition of diplomas, the enhancement of the quality of teaching at the Lebanese University, the reform of tertiary vocational education, the diversification of programmes, the promotion of university-enterprise cooperation, the support of research and the reinforcement of the institutional capacities of the public sector.

This strategy could be revised and a new one addressing specifically higher education needs and complemented by a series of well-scheduled action plans could be worked out.

The second strategic document concerns the reorganisation of the private higher education sector. It is approved by the government but still under discussion in the Parliament.

The law for the restructuring of the public Lebanese University has been blocked by the Parliament and seems not to have any chance of being approved. This public Lebanese University is always subject to political interactions and differences.

An important step forward can be registered by the drafting of a law for the creation of the Lebanese Agency of Quality Assurance for Higher Education. The discussions that are taking place currently indicate that this law could have a better chance to get through.

The main challenges that the Lebanese higher education sector is facing today can be summarised as follows:

- the rapid expansion that the higher education sector witnessed during the nineties has had many repercussions on the development of this sector;

- The absence of updated regulatory measures raises the issues of the programmes' relevance, quality control and accreditation.

- More pressure has been put on a sector that is facing fierce national, regional and international competition. The lack of cooperation between local universities has had a negative effect on research activities which need a more structured coordination and ought to respond to the country's general strategy.

- If employability is one of every university's concerns, in Lebanon it is even more problematic due to the absence of a national framework for qualifications.

Many workshops, organised recently, have raised awareness of issues, such as quality assurance and accreditation in higher education and the need to define a National Qualifications Framework, which fulfils the requirements of mobility and employability.

The EU modernisation agenda in the sector of higher education is an inspiring reference for all these initiatives taking place in the country. Almost all Lebanese higher education institutions have switched to the three-cycle credit based system. Although the definition of 'credit' is not yet well-established and has varying interpretations according to each institution's background, efforts to translate the credit system into ECTS is being made in some well-known institutions. The major
challenge facing the implementation of the LMD system is in the Lebanese University, the largest university in the country, where this implementation has been carried out somewhat chaotically and without expertise in the field. This experience has to be re-evaluated, coordinated among the different faculties and corrected immediately.

2. The Bologna Process\textsuperscript{13}

**General Information**

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<tr>
<th></th>
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<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
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</table>

| Bologna cycle structure | Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement |

<table>
<thead>
<tr>
<th>Student workload/duration for the most common Bologna programmes</th>
<th>Bachelor programmes</th>
<th>180 ECTS (3 academic years)</th>
<th>Master programmes</th>
<th>120 ECTS (2 academic years)</th>
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</thead>
<tbody>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
<td>180+120 ECTS (3+2 academic years)</td>
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<table>
<thead>
<tr>
<th>European Credit Transfer and Accumulation System (ECTS)</th>
<th>Definition of the Learning Outcomes Concept</th>
<th>No definition of learning outcomes at national level</th>
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<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>75% or less institutions and/or 75% or less programmes are using ECTS for both transfer and accumulation purposes. Various references are used to define the credits.</td>
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<tr>
<td>Indicative number of hours of student workload corresponding to one ECTS</td>
<td>Another credit system or student workload not in use to define ECTS.</td>
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</tr>
</tbody>
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*Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean*
## Bologna Diploma Supplement (DS)

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>Partial and gradual introduction of the Bologna DS (25%-75% of institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Supplement issued</td>
<td>Bologna DS issued on request and free of charge</td>
</tr>
<tr>
<td></td>
<td>Bologna DS issued in the language of instruction and/or more official languages</td>
</tr>
</tbody>
</table>

### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Decision taken. Process just started.</td>
<td></td>
</tr>
<tr>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td>X</td>
</tr>
<tr>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

### Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>Ministry of Education and Higher Education (MEHE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>A Government-dependent body or Ministry has responsibility for quality control.</td>
</tr>
<tr>
<td>Year of establishment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in external quality assurance process</th>
<th>Academic staff</th>
<th>Decision-making role X</th>
<th>Participation</th>
<th>No participation</th>
<th>Students</th>
<th>International Experts</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Recognition of foreign qualifications

<p>| Ratification of the Lisbon Recognition Convention | Recognition for academic study by central or regional governmental authorities |</p>
<table>
<thead>
<tr>
<th>Recognition of Foreign Qualifications for academic study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>Recognition for professional employment by central or regional governmental authorities</td>
</tr>
</tbody>
</table>

### Joint Degrees

<table>
<thead>
<tr>
<th>Establishment of joint degrees and programmes in higher education legislation</th>
<th>Joint programmes and joint degrees are mentioned in the higher education legislation but provisions need to be defined.</th>
</tr>
</thead>
</table>
III. Participation in EU Programmes

1. Tempus

Lebanon has participated in the Tempus Programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>-</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>-</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>23</td>
<td>4</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEBANESE UNIVERSITY</td>
<td>10</td>
<td>JP 6 SM 4</td>
</tr>
<tr>
<td>MODERN UNIVERSITY OF BUSINESS AND SCIENCE</td>
<td>9</td>
<td>JP 6 SM 3</td>
</tr>
<tr>
<td>UNIVERSITY SAINT JOSEPH</td>
<td>8</td>
<td>JP 5 SM 3</td>
</tr>
<tr>
<td>BEIRUT ARAB UNIVERSITY</td>
<td>7</td>
<td>JP 4 SM 3</td>
</tr>
<tr>
<td>UNIVERSITY OF BALAMAND</td>
<td>5</td>
<td>JP 3 SM 2</td>
</tr>
<tr>
<td>UNIVERSITY SAINT-ESPRIT- KASLIK - USEK</td>
<td>3</td>
<td>JP 3 SM 0</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE AMERICAN UNIVERSITY IN BEIRUT</td>
<td>2</td>
<td>JP 1 SM 1</td>
</tr>
<tr>
<td>UNIVERSITY OF BALAMAND</td>
<td>2</td>
<td>JP 1 SM 1</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

Since its implementation in Lebanon in 2002, Tempus has played an important role in the modernisation agenda of the Lebanese higher education sector.

With the 39 projects it has funded to date, in addition to the some 90 Individual Mobility Grants, Tempus has contributed to the development of new curricula, the creation of new structures for research and the general modernisation agenda of the system as a whole.

With projects like Master Biodiversité Végétale et Biotechnologies au Liban 2003, Collaborative IT Program for Education and Research 2003, and Innovative Curriculum On Sustainable Energy, 2005, Tempus has contributed to the development of new Master degrees in modern subjects in order to respond to a real national and regional demand.

Tempus has also encouraged cooperation between the university, the non academia and the labour market, through projects like ICOSE, 2005, CITPER, 2003 and the Professional Master Program in Food Science and Technology 2005, in which a partnership with the Association of Industrialists was established.
Despite the fact that Tempus is not targeting research specifically, it has supported the establishment of a research structure, with the creation of three doctoral schools at the state Lebanese University. Two of these doctoral schools, one in Science and Technology and one in Law, were prepared through the Tempus projects: *Organisation des Enseignements de Sciences, Technologies et Santé au niveau Master à l’Université Libanaise* et Création d’une Ecole Doctorale à l’Université Libanaise, 2004.

Tempus has also contributed to the ongoing reform and modernisation which is currently taking place in the country. Since quality has become an issue of great interest following the rapid expansion of the sector during the nineties, Tempus has gone beyond raising awareness on the subject to proposing a quality assurance mechanism that can be established for the country: *Quality Assurance for Higher Education in Lebanon* (2005) and through the project *Lebanese Engineering Programs Accreditation Committee* (2006). Tempus gathered EU expertise in accreditation to design a Labe, a Lebanese Accreditation Board for Engineering. Some 17 faculties of Engineering worked together to put forward a proposal on how to establish the LABE.

The Lebanese higher education sector has a longstanding cooperation programme with the outside world. It has traditional relationships with some countries in Europe, but Tempus has opened the way for the establishment of new partnerships with new EU countries, diversifying the types of cooperation and the dimension of expertise and enhancing a richer and wider cultural exchange.

With Tempus IV, regional cooperation has a new tempo, paving the way for more structured cooperation that can, in the future, lead to a regional process of modernisation and quality control, and to a regional higher education area.

Tempus has enhanced the authorities' ownership of the modernisation agenda by involving the Ministry of Higher education in defining their own priorities, in line with their own strategies for higher education.

The great impact that Tempus could make on the Lebanese higher education sector is through the team of Higher Education Reform Experts (HERE) which was established in 2008. The team has made a considerable effort in disseminating the principles of the Bologna Process and is working on combining all efforts to launch a Lebanese process of modernisation. Given the political situation of the country and the many changes of the Minister, the team has been slowly and gradually installed within the Ministry’s planning circles. It is now beginning to be recognised by the education authorities as an important and efficient tool to help bring about changes in the sector of higher education. Recently, the team has played a significant role in two initiatives put forward by the Ministry. One related to the drafting of a law for the creation of a national agency for Quality Assurance in higher education. The other one aims at to the definition of a Lebanese National Qualifications Framework in collaboration with the European Training Foundation.

Lebanon is not a signatory of the Bologna Process but since the beginning of the process, higher education institutions have shown a great interest in it and almost all of them have taken measures to adapt their programmes to the three-cycle system and to credit-based courses. The multidimensional diversity of the Lebanese system has used the Bologna Process as an inspiring tool for harmonisation and for the adoption of necessary measures that mobility and recognition issues require.

Nevertheless, there is still room for discussion:

1) Aligning proposals to predefined priorities is, in some cases, backfiring. Lebanon has no natural resources and its economy is not based on a strong streamline of production or industry but, rather, on a diversity of service activities initiated by the power of its human resources. Therefore, prioritising proposals could deprive the country from some creative and innovative ideas with a strong impact on one institution or on the system. The Ministry’s dilemma in defining the national priorities is reflected clearly by the fact that it has to choose between:
   - actively prioritising dynamic and flourishing sectors like tourism and banking to attract project designers, or
   - supporting underdeveloped weak sectors which are not attractive to project designers.

2) When the proposals are initiated by EU partners and not by local academics, the result is a lower number of projects targeting vital issues facing the higher education sector.

3) Something needs to be done at the commitment and conception level of the proposals, in order to strengthen and guarantee project ownership by the institutions involved.

4) The projects are confined to a circle of big universities, while emerging institutions are...
still under-represented in the programme. Tempus should look at forming an alliance of Tempus project promoters or associations working at regional or international levels.

5) The Tempus inter-university cooperation principle is yet to be fulfilled. The programme should overcome the tendency of the universities (most of them are private) to work alone or to run away towards regional cooperation which itself, still to be proved, whether it is a real cooperation resulting in regional outcomes or just budget-sharing practices in a relatively highly-funded projects.

6) Sustainability of the projects, in terms of the general and specific objectives defined in the original proposals beyond Tempus funding, is something which deserves to be looked at carefully.

2. Erasmus Mundus

The Erasmus Mundus programme’s objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships
Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships
Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects
This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.


Number of students/staff participating in the programme

Erasmus Mundus – Joint Programmes (Action 1)

<table>
<thead>
<tr>
<th>Person type</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Student</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Master Scholar*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>3</td>
</tr>
<tr>
<td>Doctoral candidate**</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>34</td>
</tr>
</tbody>
</table>

* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.
** First selection of doctoral candidates made for 2010-2011 academic year.
Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

The following numbers of Lebanese students and staff took part – or will take part - in mobility under these partnerships (*figures for 2010 and 2011 represent the partnership’s planned mobility).

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3</td>
<td>13</td>
<td>1</td>
<td></td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>2008</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td></td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>2010*</td>
<td>14</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>2011*</td>
<td>53</td>
<td>62</td>
<td>30</td>
<td>17</td>
<td>46</td>
<td>208</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100</td>
<td>48</td>
<td>20</td>
<td>62</td>
<td>314</td>
</tr>
</tbody>
</table>

Institutions participating in the programme up to and until 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>American University of Beirut</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beirut Arab University</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Sciences, Saint Joseph University</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Lebanese American University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lebanese university</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern University for Business and Science</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notre Dame University</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saint Joseph University</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

IV. Bibliographical references and websites

- Lebanon’s national report to the Arab Regional Conference on Higher Education, Cairo, May-June 2009

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

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Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

This document has been produced by the Education, Audiovisual and Culture Executive Agency (EACEA) on the basis of contributions from the Tempus Office and the authorities of the country concerned. The approach and data collection have been implemented in close cooperation with EURYDICE, the network on education systems and policies in Europe. The executive agency works under the supervision of the Commission Directorates General. Funds of the Tempus Programme are delegated to the agency by the Eurocaid Development and Co-operation Directorate-General and the Directorate-General for Enlargement.

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Last update: July 2012

14 Aref Alsoufi (NTO Lebanon)
I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Libya

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
I. Overall description

1. Major characteristics of tertiary education in the country

History

The establishment of the first Libyan university in 1955 was a major achievement at an early stage of independence. The Faculty of Arts, which was opened in the city of Benghazi, constituted the centre of all Libyan Universities. Between 1962 and 1967, faculties of economics & commerce, law, sciences, agriculture, engineering and education were successively opened in the cities of Benghazi and Tripoli.

The Libyan University witnessed fundamental changes in the early 1970s with the establishment of faculties of medicine, Arabic & Islamic studies, petroleum engineering and mineralogy in Tripoli and Benghazi. Furthermore, the Libyan University was divided into two separate universities: the University of Tripoli, (located in Tripoli) and the University of Benghazi, (located in Benghazi). More universities were established in different parts of the country in order to meet the increasing social and economic demands and changes, which the country was undergoing and to adapt to the rise in the number of students at university level. In 1999, there were 14 universities with a total of 90 faculties. In addition by 1998/99, 51 higher technical and vocational institutes were established.

At the beginning of the 21st century, the higher education level in 2003/04 comprised seven main universities, three universities of special nature and 15 ”departmental universities”. They were distributed among the country’s administrative districts in addition to 65 higher technical and vocational centres.

At the beginning of the year 2012, the higher education level comprised 12 universities (two of them have special nature) with a total of 160 faculties, in addition to 16 technical faculties and 81 higher technical and vocational centres and five private universities.

Legislation covering the field of tertiary education

In 2012, the revision of the structure of the educational system is on-going.

Higher education is governed by the Ministry of Higher Education and Scientific Research (MHE&SR). A new law concerning higher education sector in Libya is in preparation. At the moment, the higher education sector is governed by Law No. 18 which was approved in January 2010. The law determines that the higher education sector comprises public and private universities, technical colleges and academies. The law also stipulates the conditions and criteria for the establishment of public and private institutions.

Within the MHE&SR three bodies are responsible for the supervision of and the coordination among higher education institutions: (1) administration for universities, (2) the National Foundation for Technical & Vocational Education and (3) administration for private education. In addition, the National Centre for Quality Assurance and Accreditation of Educational and Training Institutes is responsible for the recognition and equivalence of diplomas, accreditation and quality assurance of the public and private higher education institutions.

The National Authority for Scientific Research supervises the administration and funding of scientific research.

Types of tertiary education institutions, programmes and qualifications

There are three types of tertiary institutions in Libya:

1. Universities

Universities offer three types of qualifications. The first degree offered is the Bachelor degree (Al-Ejaza Al-Jameaya) which requires four years of study in most programmes after obtaining the secondary school certificate. Bachelor degrees in dentistry, pharmacy, veterinary medicine, engineering and architecture all require five years of study, while the Bachelor degree in medicine and surgery requires six years of study. Universities and the National Libyan Academy also offer programmes leading to Master degree in some specializations (Al-Ejaza Al-Alea or Al-Majestair), which requires, on average, 2-3 years of study after obtaining the Bachelor degree. Ph.D degrees (Al-Ejaza Al-Dakeka or Doctora) in selected specializations can be obtained at certain universities as well as at the National Libyan Academy requiring three to four years of study. According to regulations Master and Ph.D programmes have
to be approved by the administration for higher studies in the Ministry of Higher Education and Scientific Research, which also sets the admission requirements for both degrees.

There are 10 general universities and two universities of special nature in Libya. These universities are distributed across all regions of the country (Libya's territory comprises about 1.7 million square kilometres with about six million inhabitants). In addition, there are five accredited private universities.

There were about 341 841 students enrolled in all universities in Libya in the academic year 2010/2011, about 59 % of them are female, and more than 90 % are enrolled in public universities.

2. Technical Faculties (Kuliat Tekania)

In November 2009, 10 higher vocational centres and six higher institutions were converted into technical faculties. These faculties offer "technical Bachelor degrees" (Bakalurius Tekani) in certain specialities, which requires four years of study after obtaining the secondary school certificate.

3. Higher Technical and Vocational Institutions (Maahed Mehania Ulia)

Currently, there are 81 higher vocational institutions in Libya. These institutions offer programmes in many vocational specialities for a period of three years after obtaining the secondary school certificate. Graduates of these institutions are awarded higher vocational/technical diplomas (Deplom Mehani/ Tekani Alee).

For students' admission to tertiary institutions, the MHE&SR regulates and determines annually the requirements, such as student's specialization in the intermediate education level and GPA (grade point average).

### Number of students (academic year 2010/2011)

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>59%</td>
</tr>
</tbody>
</table>

### Number of universities (academic year 2011/2012)

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Distribution of responsibilities

Universities, technical faculties, vocational institutions, academies and research centres are established by decisions issued by the Cabinet according to suggestion by the MHE&SR. These decisions should indicate universities' branches and their components, technical colleges and research centres and their locations.

By determining the composition of departments in colleges and technical colleges, the MHE&SR ensures that all specializations are covered; that departments and their specializations are integrated in university and college systems and that they are in accordance with available human and natural resources and with national development and economy plans.

Public universities are autonomous to some extent. They operate under the supervision of the administration for universities in the MHE&SR, which is responsible for implementing the MHE&SR policy for higher education and acts as a coordinator between these universities.

In consultation with MHE&SR, the Cabinet regulates the management of higher education institutions, students' admissions and tuition fees.

The MHE&SR is responsible for the quality of services offered by university, faculty or technical college (programmes, curricula, teaching, examinations, infrastructure and institute's budget).

3. Governing bodies of the higher education institutions

The administration for universities, the national foundation for vocational & technical education and the administration for private education are responsible for implementing the MHE&SR regulations and decrees at their respective institutions.

The chairmen and deans respectively, are responsible for managing the universities and the faculties and academic decision-making. At the university level, committees include the deputies of the chairmen, the deans of faculties, a students' representative and a representative of the university staff union. At the faculty level, these committees include the heads of the departments, a representative of the students and a representative of the faculty staff union. Universities appoint and promote academic staff and approve curricula.
Each public university is headed by a chairman and his deputy. Universities are governed by the Committee headed by the chairman and his deputy and each faculty is represented by the dean. These committees are responsible for implementing the general policy of higher education set by the MHE&SR at the department, faculty and university levels. The chairman and his deputy are appointed through the Cabinet decree upon a recommendation of the MHE&SR. The deans of the faculties and technical colleges are appointed by the Minister of MHE&SR.

Private universities are headed by the university chairman and each university is required to form a university board, of which one member is appointed by MHE&SR.

5. Students' contributions and financial support

Higher Education is completely financed by the state, except for private universities. The MHE&SR allocates the annual budget for each university according to suggestion made by it. The MHE&SR also allocates the annual budget for technical colleges through the National Foundation for Technical & Vocational Education according to the budget suggested by these institutions. The budget is considered according to the criteria set by the MHE&SR, such as the institution's population, current infrastructure, needed construction and facilities. Students' fees are very small. Students pay only registration fees at the beginning of the academic year or semester. Other limited financial resources are generated through grants, investments and services provided to the public.

In contrast, private higher institutions are self-financed. Their main financial resources are from students' fees and services provided to the public.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The National Centre for Quality Assurance and Accreditation of Educational and Training Institute was established in 2006 aiming at designing and implementing a system for evaluation, accreditation and quality assurance in public and private higher education institutions. In terms of its administration and finances, the centre is autonomous, but is supervised by the MHE&SR. All higher education institutions are required to establish a quality assurance office in order to work closely with the centre and develop a culture of quality at these institutions by organising workshops, seminars, conferences and publications. The centre has already published the first accreditation and quality assurance standards for Libyan higher education institutions. All private universities have been subject to evaluation according to these standards. So far, only five of them have been accredited accordingly.

7. Admission

All students have the access to higher education institutions. Every year, the Cabinet determines the regulations for students' admission to higher education institutions by taking into consideration the results of the "Secondary School Leaving Certificate", the needs of society and institutions' capacities, as well as the students' specializations and GPA at the secondary level. Currently, the secondary education level consists of six branches or specializations: life sciences, engineering, basic sciences, economy, social sciences and languages (Arabic, English, and French). According to these criteria, students can apply to the different departments or specializations at public or private universities, technical faculties or high vocational institutions. For admission to post graduate studies, students are required to have a BSc or BA degree, take a placement exam or be interviewed.

8. Organisation of the academic year

The higher education institutions are responsible for determining the length, beginning and end of the academic year. Some institutions follow the semester system and others follow the whole academic year system. The academic year starts at the beginning of October and ends in June or early July. Some private universities provide a summer semester. One semester usually lasts for 16 weeks and ends with an exam period, while the end-of-year exam is more formal, which means that exams and committees are scheduled at faculty and department levels.

9. Curriculum content

Traditionally, programmes and curricula are developed and approved by faculties and universities. However, recently there has been a trend towards centralising the reform of programmes and curricula, which aims at standardising about 60-70% of the content of all subjects at the university level. This was done through meetings carried out at various universities and with the heads of the various fields of specialization of the departments.

Generally, private universities follow curricula of public universities.
Programmes and curricula in technical faculties and higher vocational institutions are more flexible. During a whole-academic-year-system, students are required to study 10-12 courses each year.

10. Assessment, progression, certification and degree

Exams are the most common form of assessing students' performance at the higher education level. Other assessment types, such as accomplishing projects, term papers, or group work are used, depending on the nature and level of the course and number of students registered. Usually, there are two terms or year exams and a final besides homework in order to assess students' performance in each course. In the whole-academic-year-system students are required to pass all courses of the year to progress to the next year. University or faculty regulations may allow students to retake the final exam before the beginning of the following year if they fail in a certain number of courses and they can progress to the next year if they fail for a second time in only one or two courses. Students take examinations for these past courses together with the finals of the new academic year.

There are two types of semester systems in Libya: (1) A fixed semester, where all students at a certain semester take the same pre-determined courses. Assessment and progress are similar to those in the whole-academic-year-system; (2) the other type allows students to select the courses according to their progress, their interest, the courses they already passed and according to the courses offered and pre-requisite requirements.

Degrees are awarded when students have fulfilled all requirements in a specific field of study. At university level, students are awarded a Bachelor degree (Ejaza Jameaya) in science or arts depending on their specialization. At technical faculties, students are awarded a technical Bachelor degree, while students at higher vocational institutions are awarded a diploma. Postgraduate studies were introduced at Libyan universities in 1973. Most universities and the National Libyan Academy have Master degree programmes in some specializations. Students are awarded a Master degree (Al-Ejaza Al-Alea / Al-Majestair) in an area of specialization. Ph.D (Al-Ejaza Al-Dakeka / Doctora) programmes are offered only at certain institutions.

11. Academic staff

Academic staff is required to hold a Master or Ph.D degree from institutions recognized by MHE&SR. The following ranks are used for academic staff:

1. Assistant lecturer: The first rank for academic staff holding a Master degree.
2. Lecturer: The first rank for academic staff holding a Ph.D degree and the second for Master degree holders after four years of teaching as an assistant lecturer and at least one publication.
3. Assistant professor: Academic staff with Ph.D degree, three years of experience as lecturer and at least three publications. Or academic staff with Master degree, four years of experience as lecturer and at least three publications.
4. Associate professor: Academic staff with Ph.D degree, four years of experience as assistant professor and at least four publications. Or academic staff with Master degree, six years of experience as assistant professor and at least five publications.
5. Professor: Academic staff with Ph.D degree, four years of experience as associate professor and at least five publications.

At university level, faculty members are appointed by the university chairman based on the recommendations by the concerned department and faculty. Appointments at technical faculties and higher vocational centres are made by the chairman of the National Foundation for Technical & Vocational Education. Nonetheless, appointments at scientific research centres are made by the MHE&SR based on recommendations of the National Authority for Scientific Research. In private higher institutions, academic staff is appointed through contracts for one semester, one year or longer.

12. Research activities

Research is an integral part of academic staff responsibilities at universities and other higher institutions. This is done through research activities carried out by individuals or research groups of academic staff to meet promotion requirements, for professional development or part of their postgraduate duties. Universities and other higher education institutions participate in solving social, economical, technological problems and challenges through
scientific research. In general, research is funded by the state at a very high percentage. In addition, the National Authority for Scientific Research (NASR), through various research centres, is supervising scientific research in Libya. Many university staff members participate in research activities carried out by these centres.

13. University-enterprise cooperation

Cooperation between higher education institutions and business and industry sectors is very weak. In fact, one major criticism on higher education is the failure to meet the needs of the job market and to respond to the changes of the economy in the country. The industry has never been represented in the management of higher education institutions. However, some faculties and higher education institutions keep contacts with industry and service sectors through students’ projects and internships.

14. International cooperation

Libyan universities and other higher education institutions have contacts and cooperate with many Arab, African and European institutions. In addition, MHE&SR regularly send the best students to study abroad with full scholarships to obtain Master and Ph.D degrees. Currently, more than 10 000 students are studying abroad in more than 30 countries, in fields, such as medicine, engineering, basic sciences, social sciences, economics and many other specializations. Many Libyan universities and higher education institutions have agreements and Memorandum of Understanding (MoU) with other universities and higher education institutions abroad. Some of these agreements and MoU include establishment of joint degree programmes, exchange of students and staff members and teaching materials.

II. Current challenges and needs

1. Trends and challenges

Higher education in Libya is currently facing some major challenges.

These challenges include:

1. Meeting the increased demands for quality improvement in higher education,
2. Raising the quality of higher education graduates and their abilities to take personal career initiatives,
3. Accreditation and quality assurance of higher education institutions and programmes,
4. Financing and governance of higher education institutions,
5. Increasing the use of IT in higher education institutions,
6. Strengthening scientific research in higher education institutions.
## 2. The Bologna Process\(^{15}\)

### General Information

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
</tr>
</tbody>
</table>

### Bologna cycle structure

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Another three-cycle structure exists |

### Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>Another three-cycle structure exists</th>
<th>Master programmes</th>
<th>Another three-cycle structure exists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
<td>Another three-cycle structure exists</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>No definition of learning outcomes at national level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>No credit system</td>
</tr>
<tr>
<td>Indicative number of hours of student workload corresponding to one ECTS</td>
<td>No credit system</td>
</tr>
</tbody>
</table>

### Bologna Diploma Supplement (DS)

| Level of implementation of the Bologna Diploma Supplement | No Diploma Supplement issued |
| Diploma Supplement issued | No Diploma Supplement |

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*Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean*
**National Qualifications Framework (NQF)**

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Not yet started formally/not foreseen.</td>
</tr>
<tr>
<td><strong>Step 1:</strong> Decision taken. Process just started.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2:</strong> The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3:</strong> The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4:</strong> Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 5:</strong> Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

**Quality Assurance Practices**

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>National Centre for Quality Assurance and Accreditation of Educational and Training Institutes</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
</tr>
<tr>
<td><strong>Year of establishment</strong></td>
<td>2006</td>
</tr>
<tr>
<td>Involvement in external quality assurance process</td>
<td>Decision-making role</td>
</tr>
<tr>
<td>Academic staff</td>
<td>X</td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
</tr>
</tbody>
</table>

**Recognition of foreign qualifications**

| Ratification of the Lisbon Recognition Convention | NO |
| Recognition of Foreign Qualifications for academic study | Recognition for academic study by central or regional governmental authorities |
| Recognition of Foreign Qualifications for professional employment | Recognition for professional employment by central or regional governmental authorities |

**Joint Degrees**

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are allowed in the higher education legislation. |
III. Participation in EU programmes

1. Tempus

Libya has participated in the Tempus Programme since 2010.

Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libyan International Medical University, Benghazi</td>
<td>2</td>
</tr>
<tr>
<td>Omar Al-Mokhtar University, El Beida</td>
<td>2</td>
</tr>
<tr>
<td>University of Benghazi, Benghazi</td>
<td>2</td>
</tr>
<tr>
<td>University of Misurata, Misurata</td>
<td>2</td>
</tr>
<tr>
<td>University of Zawia, Zawia</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships
Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships
Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects
This Action of the Programme funds projects to enhance the attractiveness, profile, image and

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

Erasmus Mundus – Joint Programmes (Action 1)

Third-country institutions have been eligible to take part in consortia since 2009. However, no one Libyan institution has been involved as a full partner in consortia providing Erasmus Mundus Master Courses and Erasmus Mundus Joint Doctorates.

Scholarships for Palestinian nationals under Erasmus Mundus Joint Programmes (students selected)

Each year, students worldwide can apply for Erasmus Mundus scholarships to Masters and Doctorates.

Two students from Libya in total have been selected over the nine annual selections up to 2012 - one in 2004 and one in 2012.

Erasmus Mundus Master Courses can also invite scholars to teach or research within the EMMC. So far, no one EM scholar from Libya has taken part in the programme.

Three annual selections have been made for doctoral candidates. They didn't include any Libyan nationals.

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

For the first time, under the 2012 Call for Proposals, Libya has been included in a regional lot together with other ENPI countries – Algeria, Morocco, Tunisia and Egypt. A partnership will need to include at least five HEIs from at least three of these five countries: quality proposals for partnerships including representatives of all four countries will be more favourably assessed. The Call for Proposals aims to select four such partnerships, each with a maximum budget of Euro 4 428 million, which is intended to fund at least 175 mobility scholarships. The final selection will be announced in early July 2012.

Institutions participating in the programme up to and until 2011

So far, no one Libyan institution has been involved in Action 3 projects.

Erasmus Mundus: useful links

Erasmus Mundus website

Erasmus Mundus joint programmes, partnerships and projects

Erasmus Mundus Students and Alumni Association
http://www.em-a.eu
III. Bibliographical references and websites

- Administration for universities in the MHE&SR
- Administration for private education in the MHE&SR
- General Peoples’ Committee (2010), Decision No. (501) By Law For Organization of Higher Education.
- General Peoples’ Committee for Education & Scientific Research website: www.gpce.gov.ly
- General Peoples’ Congress (2010) Law No. 18 for Education.
- National Foundation for Technical & Vocational Education

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16Sultan Othman (NTO Libya), Osama Kashadah, Ali Al-Gosbi, Suleiman Khoja

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HIGHER EDUCATION IN
MOROCCO

L'ENSEIGNEMENT SUPERIEUR AU
MAROC

I. Overall description / Description générale
II. Current challenges and needs / Défis et besoins actuels
   – Trends and challenges / Tendances et défis
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and website
The higher education system in Morocco
Le système d'enseignement supérieur au Maroc

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
I. Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

Higher education in Morocco, regulated by Statute No 01-00, is the responsibility of the state, which provides for the planning, organisation, development, regulation and guidance of the system.

The National Education and Training Charter of 1999 laid down the principles and guidelines for the reform of the Moroccan education system. Statute No 01-00 of May 2000 provided for the implementation of these principles and guidelines in the realm of higher education.

Statute No 01-00 reinforces the educational, administrative and financial autonomy of universities. For these provisions to be implemented, the tasks of universities have to be broadened in the framework of a reorganised educational structure. There is also a need to enhance vocational courses by establishing an evaluation and accreditation system for courses and a system for auditing institutions.

For the sake of greater consistency, Statute No 01-00 established a National Coordination Committee for Higher Education and a National Evaluation Authority. In order to speed up the implementation of the reforms, an emergency plan for 2009-2012 was adopted in June 2008. The plan relates primarily to higher education (university governance and teaching) and research.

Types of tertiary education institutions

The public system of higher education comprises two strands. One is the autonomous system for the training of future executives (grandes écoles) which fall under the responsibility of the relevant specialised ministries and the other is the university system, for which the Ministry of National Education, Higher Education, Executive Training and Scientific Research is responsible. The private higher education sector has been growing rapidly in recent years.

Morocco possesses 15 universities plus the English-speaking Al Akhawayn University in Ifrane, which has a special status and other tertiary institutions, which include "écoles d'ingénieur" and institutes of vocational training.

Private institutions of higher education currently cater for 9% of training needs, but they will eventually be required to cover 20%. They are authorised to award their own degrees. Admission applications lodged with the National Coordination Committee for Higher Education (CNCES) of the Ministry of Education are examined by the Coordination Committee for Private Higher Education. Although Statute No 01-00 provides for accreditation of degrees from private institutions by the Ministry of Education, which would be tantamount to recognition of their equivalence to state degrees, there is no accreditation mechanism at the present time.

Types of tertiary education programmes and qualifications

Morocco carried out its university reforms in September 2003. The system of Doctorate, Master and doctoral degrees now prevails throughout the university structure except at the English-speaking University of Al Akhawayn in Ifrane, which maintains a system of four-year Bachelor courses and Master degrees. Master degrees were introduced in Morocco at the start of the 2006/2007 session; the new centres for doctoral studies, established in 2008, became operational in 2009. This means that the system of higher education is now divided into three cycles:

Bachelor cycle: Courses leading to the Bachelor degree last for six semesters after the final school exam, the baccalauréat, and are divided into two periods. The first period lasts for four semesters and culminates in students being credited with either the DEUG (two-year undergraduate diploma in general studies) for courses in basic disciplines or the DEUP (two-year undergraduate diploma in vocational studies) for courses in applied disciplines.

The second period lasts for two semesters after the DEUG or DEUP and culminates in one of the following degrees: the Doctorate degree in basic studies (licence d'études fondamentales – LEF) for courses in basic disciplines or the Doctorate degree (licence professionnelle – LP) for courses in vocational disciplines.
In order to satisfy the demand from employers, who still recruit students at this stage, the two-year DEUG and DEUP diplomas may be issued at the request of interested parties once they have passed all modules for the first four semesters of the Doctorate degree course.

**Master cycle**: This cycle lasts for four semesters after the award of the Doctorate degree in basic or applied disciplines. It culminates, depending on the nature of the course, in either the Master degree in general disciplines or the specialised Master degree in specialised disciplines.

**Doctoral cycle**: This cycle lasts for three years following the award of the Master degree, the specialised Master degree or a recognised equivalent diploma or one of the national diplomas contained in a list laid down by statutory order. The three-year period may be extended in exceptional cases by one year or by a maximum of two years.

Post-baccalauréat courses of vocational training are provided in upper secondary schools (*lycées*) as well as in universities, through vocational Doctorate degree courses and in higher technology colleges (*Écoles Supérieures de Technologie*).

This system, which applies today in all Moroccan universities, is gradually being introduced into the other institutions, many of which remain wary, particularly the "*écoles d'ingénieur"*. The main reason for their reservations is that the present engineering degree still carries more weight in the labour market than a Master degree.

Statistics for the academic year 2009/2010 show a total of 342 institutions of higher education, of which 150 were public and 192 private. These institutions had a total of 343,123 students, distributed as follows: 308,005 in the public institutions, and 35,118, i.e. 10.23% of the total, receiving private higher education.

Teaching and educational guidance in public institutions was provided by 10,467 lecturer/researchers, which corresponds to an overall staff-student ratio of 1:29.04 This ratio requires some refinement in so far as university departments with unrestricted access have far more students per member of staff than is the case in faculties of science, let alone in institutions with a limited number of places. The staff of Morocco’s higher education institutions comprises a total of 9,793 administrators and technicians.

<table>
<thead>
<tr>
<th>Number of students (in academic year 2009/10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Public</td>
</tr>
<tr>
<td>308,005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of HEI (in academic year 2009/10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Public</td>
</tr>
<tr>
<td>150</td>
</tr>
</tbody>
</table>

2. **Distribution of responsibilities**

The Ministry of Education formulates and implements government policy on university education and scientific research. It pursues the policy and monitors its application in accordance with current laws and regulations. In collaboration with the relevant specialised ministries, it is also responsible for planning, coordinating and evaluating the activities of higher education institutions for the training of future executives.

The Ministry supervises the system of higher education through several of its directorates or departments, which are responsible for national education, higher education, executive training or scientific research. It also exercises its supervisory authority over private higher education institutions.

A recently created National Coordination Committee for Higher Education is empowered to accredit Master degrees, courses and centres for doctoral studies of these institutions.

The Conference of University Presidents is a national body comprising all heads of universities. It serves as their mouthpiece and represents their interests. Having operated on an informal basis since 1989, it had its tasks and structures defined in 2002 under Statute No 01-00.

The tasks of the Conference are as follows: a) to lead the debate on all matters concerning public higher education, which means that it serves as a source of proposals; b) to act as a forum for exchanges and coordination among the heads of universities on matters relating to the functioning of universities, their approach to educational and scientific issues and on their respective experiences in the realms of cooperation and good governance; c) to deal with any matter within the purview of the
universities with a view to proposing solutions to the Minister. The latter may also refer to the Conference any matter concerning general guidelines or public policy on education and training, research and international cooperation between universities.

3. Governing bodies of the higher education institutions

The universities, which are public institutions with legal personality and administrative and financial autonomy, is given educational, academic and cultural autonomy.

They are governed by a President, who is assisted by Vice-Presidents with responsibility for particular areas of activity, such as international cooperation and scientific research. The universities run 25 halls of residence plus an international residence where foreign students are accommodated.

Each university has a general council, comprising the Deans and elected or appointed members. Each faculty has its own council, comprising the Dean, the heads of department and elected members. The business of the councils is prepared by committees such as the academic, education, research and budgetary-control committees.

The President of each university is appointed by the King, as are the Deans, following a call for applications and after the candidates have appeared before a selection panel. The appointment is for a period of four years and may be renewed once.

The Deans of each faculty and the heads of schools are appointed after a call for applications.

The general council of the university comprises:

- The President of the university, the President of the region in which it is located, the President of the Council of Ulemas (bodies of Muslim scholars), the President of the local urban community or of the provincial or prefectural assembly responsible for the seat of the university and the relevant regional directors of education and training;
- Seven representatives of business and social organisations, including the chairmen of occupational guilds and a representative of private higher education;
- Three representatives elected by the lecturer/researchers of each university institution from their own ranks with due regard to the need to ensure that the various categories of teaching body are represented;
- Three representatives elected by the administrative and technical staff of the universities from their own ranks;
- Three representatives elected by the university's student body from their own ranks;
- The heads of the university institutions belonging to the university in question.

4. Financing

The access to public higher education in Morocco is entirely free of charge. The state budget provides the institutions' investment budgets as well as their operating budgets. Financing is based on the number of students in each institution. Institutions with restricted access, however, receive more per capita funding than those with unrestricted access.

University resources comprise of:

- their government block grants;
- enrolment fees payable by adult learners;
- products and profits of research activities and service provision, especially the production of consultancy reports;
- products and profits emanating from their operations and assets;
- occasional resources generated by the sale of goods or assets or from any other source;
- grants other than those allocated by the Government;
- donations and legacies;
- revenue, receipts and any other income authorised by the applicable laws and regulations.

5. Students' contributions and financial support

There are almost no enrolment fees in Morocco. Grants are offered by the public authorities to needy students. Because of the small number of grant recipients and the limited accommodation capacity in halls of residence, students are required to find their own accommodation.

The situation regarding welfare benefits for students is as follows: there are 19 halls of residence run by the National Office for Social and Cultural Student Services (ONOUSC), three private university halls, four student centres (maisons de l'étudiant) managed by ONOUSC with accommodation for 38 000 residents, 60 % of which is for female
students. Ten halls of residence are equipped with university refectories.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

Quality-assurance process

The introduction of the principle of quality assurance in higher education was effected by Statute No 01-00, the Higher Education Organisation Act. To this end, the Act provided for three main measures:

- the establishment of accreditation of course programmes in public and private institutions of higher education;
- the establishment of an evaluation system;
- the creation of bodies responsible for assessing and regulating the system.

As a result of these reform measures, evaluation became a comprehensive and regular process relating to both training programmes and institutions. Specialised regulating bodies with the necessary autonomy and independence were created for this purpose. These bodies are the National Coordination Committee for Higher Education (CNCES), founded in 2003, and the Coordinating Committee for Private Higher Education (COCESP), which was established in April 2005.

The National Coordination Committee for Higher Education (CNCES) comprises of six ex officio members representing the relevant governmental authorities and 14 appointed members, namely five presidents of universities, two directors of non-university institutions of higher education, representing the Coordination Council, two directors of private institutions of higher education, representing COCESP, two directors of research establishments (public and private), one representative of SNESup, the main trade union in the higher education sector and two personalities from business and social organisations.

The mandate of the appointed members is for a three-year term and may be renewed once. The committee may also include public figures or experts who specialise in matters within the purview of the committee. The tasks of the CNCES are as follows:

- to deliver its opinion on plans to create universities and/or any other public or private institution of higher education;
- to deliver its opinion on the accreditation of national programmes;
- to determine the criteria and mechanisms for reciprocal validation of curricula and their accreditation;
- to coordinate the criteria governing the admission and matriculation of students in the various cycles and the standards applied in continuous assessment, examinations and the defence and acceptance of scientific research;
- to propose course programmes and examination systems.

The Coordinating Committee for Private Higher Education (COCESP)

COCESP is responsible for coordinating activities in the realm of private higher education. It comprises representatives of the Ministry of Education and elected representatives of the private sector. Its main tasks are as follows:

- to deliver its opinion on plans to open private higher-education institutions or new degree courses before submitting them to the CNCES;
- to establish quality standards for private higher education and to disseminate and apply them;
- to draw up and propagate a code of conduct;
- to establish mechanisms for monitoring the development of the private higher education sector.

The National Evaluation Authority

The Act provides for the creation of a specialised and independent National Evaluation Authority to audit and to evaluate the system of higher education. This structure is currently being put in place and will be accountable to the Higher Council of Education, which is a constitutional body.

The main tasks of the Higher Council of Education, created in February 2006, are to deliver its opinion on all matters of national interest relating to education and training, to undertake comprehensive evaluations of the institutional, educational and resource-management aspects of the national education and training system and to ensure that the system is in tune with its economic, social and cultural environment.

The accreditation process

The Higher Education Organisation Act (Statute No 01-00) introduced a system of mandatory
accreditation for courses at public institutions leading to a national diploma. More than 1 500 degree courses are accredited. Accreditation is also granted to the course programmes of private higher education institutions. It is awarded by the Higher Education Department of the Ministry of Education:

- After the opinion of the National Coordination Committee for Higher Education (CNCES) has been obtained in the case of courses proposed by public universities;
- After the opinion of the Coordination Committee for Private Higher Education has been obtained on course programmes of private higher education institutions;
- After the opinion of the Coordination Council and the CNCES in the case of degree courses proposed by non-university institutions of higher education.

In fact, the introduction of any programme of Master and doctoral courses is subject to accreditation. This is granted by the Ministry of Education after it has obtained the opinion of the National Accreditation and Evaluation Committee (CNAE), which was created for that purpose. The CNAE, which was established as part of the governmental education authority contains 15 voting members appointed by statutory order for a period of four years and selected on the basis of their competence; these members comprise 12 professors from institutions of higher education, at least two of whom must be university rectors, and three directors or professors of institutions for the training of senior executives. It also includes three business figures serving in an advisory capacity, which are selected on the basis of their competence and appointed for four years by virtue of a statutory order enacted by the government authority responsible for higher education, as well as four directors from the central administration of the Ministry.

The National Accreditation and Evaluation Committee has laid down the methodology for the compilation and accreditation of course programmes and has produced the documentation required for the evaluation (guide to evaluation, national educational standards applicable to each diploma, application form for accreditation and course-evaluation forms).

Applications for accreditation or for the renewal or alteration of an existing accreditation must be transmitted along with the committee’s opinion, to the ministry responsible for higher education for its decision. Any refusal to grant accreditation must be explained. The CNAE is structured into three broad disciplinary fields, namely science and technology, arts (excluding the visual and performing arts) and a third field encompassing the visual and performing arts, law, economics and social science.

The accreditation procedure involves producing application documents for evaluations and accreditations (specifications governing applications for the granting or renewal of accreditation, guide to evaluation, evaluation forms etc), the presentation by universities of applications for accreditation, the assessment of requests by two experts under the supervision of the coordinator of the subcommittee for the field of disciplines in question, the examination of the subcommittees’ proposals by the CNAE and the final decision on the granting or renewal of accreditation, which is taken by the Ministry on the basis of the opinion delivered by the CNAE.

7. Admission

Admission to higher education institutions is two folded.

A distinction has to be made between institutions with unrestricted access, i.e. universities, where students can be admitted on the strength of their baccalauréat, the certificate awarded on successful completion of upper secondary school and institutions with regulated access, i.e. the specialised "écoles".

Unlike these "écoles", where admissions are limited and competitive entrance examinations are the norm, the universities and their faculties have open access. For courses up to Doctorate level, there is no selection procedure for entrants.

For post-Doctorate courses, selective admission is the norm in both systems. Admission to a Master course is generally limited to about 30 students. To study for a Doctorate, students must present a research project and must be supervised by a lecturer with the status of professeur de l’enseignement supérieur.

Institutions of higher education in Morocco are open to applicants who have obtained their baccalauréat within the last two years. It should be noted, however, that free admission to Doctorate courses has caused huge challenges in terms of organisation and teaching provision.
8. Organisation of the academic year

Under the university reforms that took effect in the academic year 2003/2004, courses are organised into cycles, semesters and modules.

The academic year comprises two semesters. A semester lasts for 16 weeks, during which time students normally have to do four modules, each of which has between 75 and 120 hours of teaching and assessment time.

The entire module is delivered and assessed over one semester. Cross-curricular modules – languages and communication – are stretched over the entire initial two-year period of the Doctorate cycle, i.e. the period culminating in the DEUG or DEUP diploma.

9. Curriculum content

Classes are conducted in Arabic and/or French.

Curricula up to the award of the Doctorate degree are defined nationally by the Ministry of Education through the Accreditation and Evaluation Committee.

In the case of Master courses, teaching staff are required to adhere to the education standards (Cahier des normes pédagogiques), in which a number of performance criteria are defined. The project is presented for national accreditation after being approved by the university.

The conditions for admission to the various cycles of university-level studies, the curricula, the assessment procedures and the conditions governing the award of diplomas are proposed by the general council of the university, submitted to the National Coordination Committee for Higher Education for its opinion and set by the supervisory government authority.

10. Assessment, progression, certification and degree

The system for the assessment and certification of Moroccan students is a modular system. The modular system is very close to the model used in the Bologna framework. Nevertheless, the step from the modular system to the European credit transfer and accumulation system (ECTS) depends on certain conditions that have not yet been fulfilled.

11. Academic staff

The academic staffs of institutions of higher education comprise the following categories:

- professor (professeur de l'enseignement supérieur),
- accredited lecturer (professeur habilité),
- assistant lecturer (professeur-assistant).

The teacher in higher education has defended a thesis for a state Doctorate or Ph.D. In fact, the grade of Professeur de l'Enseignement Supérieur (PES) is a leftover of the period before 1997. From that date, all new recruits to universities began their academic career as assistant lecturers.

An accredited lecturer is an assistant lecturer who has prepared a dossier on his or her research work and submitted it to a selection board. He or she is then authorised to supervise the preparation of theses and dissertations as well as research activities. The organisation of this selection process is undertaken by the universities in cooperation with the Ministry of Education.

An assistant lecturer is the holder of a Ph.D. or another Doctorate degree who succeeds in the university recruitment competition.

The duties of academic staff include teaching, research and management activities. They take up these duties on a full-time basis in the institutions to which they have been assigned.

The appointment, establishment and promotion to a higher grade or pay bracket of academic staff are effected by ministerial order in response to a proposal from the academic committee on which the general council of the university in question has delivered its opinion.

Higher education institutions may avail themselves, for a renewable period of one year, of the services of temporary teaching staff in the form of associate or supply lecturers.

Associate lecturers are recruited within the limits of the available budgetary resources of the institution from foreign academics, subject experts or practitioners in order to teach specific course elements.
Supply lecturers are supernumerary staff of educational institutions. They are chosen on a temporary basis by the head of the institution from people with confirmed professional experience relating to the subject they are contracted to teach.

Professors (PES) account for 46% of the staff of higher education institutions. This imbalance is explained by the absence of recent recruitments.

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
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<tbody>
<tr>
<td>PES (Prof highest degree)</td>
<td>4,860</td>
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<tr>
<td>Hability Prof</td>
<td>816</td>
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<tr>
<td>Assistant Prof</td>
<td>3,956</td>
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<tr>
<td>Prof agrégé</td>
<td>293</td>
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<tr>
<td>Maîtres assistants</td>
<td>7</td>
</tr>
<tr>
<td>Assistants</td>
<td>31</td>
</tr>
<tr>
<td>Others</td>
<td>504</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>10,467</td>
</tr>
</tbody>
</table>

12. Research activities

In institutional terms, the system of scientific research in Morocco comprises six research institutes, 982 accredited research units and 49 centres of postgraduate studies.

Morocco devotes 0.7% of its budget to scientific research, the bulk of which is used for the benefit of ‘hard’ science.

Only 7% of the budget is spent on research in the humanities and social science.

Before 1996, the budgets devoted to research were largely under the responsibility of the universities, which used about 10% of their resources to fund research activities. There is a separate heading reserved for scientific research in the operating budget of both the Ministry of Education and each university.

Since 1998, Morocco has had a secretariat of State for Research to enable the government to pursue a genuine research policy. The culture of scientific research, however, has not yet permeated the universities, which remain primarily places of instruction. Moroccan lecturers are not integrated to any great extent into national or international research networks.

13. University-enterprise cooperation

The Moroccan authorities are aware of the need to involve the private sector not only in scientific research but also in the designing of university course programmes.

In fact, the idea of bringing together the worlds of research and business has caught on since the late 1990s.

The current innovation policy is based on the creation of technological networks built around enterprises and universities. In this framework, two initiatives have been launched by the Ministry of Education, namely the establishment of centres of excellence and the creation of interface and technology-transfer structures. 18 centres of excellence have been created. They cover various fields – arts, biology, environment and quality – and bring together a number of partners.

The public instrument that was established to promote innovation, business start-ups and technological cooperation includes university-enterprise interface structures, the Moroccan Incubation and Spin-off Network (Réseau Maroc Incubation et Essaimage), the Technology Dissemination Network (Réseau de diffusion technologique), the Industrial Engineering Network (Réseau de génie industriel) and the Moroccan Institute of Scientific and Technical Information (Institut Marocain d’Information Scientifique et Technique).

14. International cooperation

In the realm of international cooperation, it is pertinent to recall the role of France and its importance in terms of programme implementation. More than half of Morocco’s bilateral cooperation programmes have been concluded with France. Its second partner is Spain, followed by a group of countries with which a lesser degree of cooperation, comprising Germany, Italy, Belgium and Portugal. Multilateral cooperation is essentially pursued with the European Union, with which Morocco has long-standing links. There is also a gradual opening towards other geographical regions.
I. Description générale

1. Principales caractéristiques de l’enseignement supérieur dans le pays

Législation

L’enseignement supérieur au Maroc (Loi n° 01-00), relève de la responsabilité de l’Etat qui en assure la planification, l’organisation, le développement, la régulation et l’orientation.

La Charte nationale d’éducation et de formation de 1999 arrête les principes et les orientations relatifs à la réforme du système éducatif marocain. La loi 01-00 (mai 2000) les met en œuvre pour l’enseignement supérieur.

Cette loi (01-00) vise à autonomiser pédagogiquement, administrativement et financièrement les universités. Pour ce faire, il est question d’élargir les missions de l’université dans le cadre d’une nouvelle organisation pédagogique. Il s’agit aussi de renforcer les formations professionnelles en mettant en place un système d’évaluation et d’accréditation des formations et un système d’audit des institutions.


Types d’établissements d’enseignement supérieur


Le Maroc compte 15 universités, plus une à statut dérogatoire (l’Université anglophone Al Akhawayn, Ifrane), et des établissements d’enseignement supérieur parmi lesquels des écoles d’ingénieur et des instituts de formation professionnelle.

Les établissements d’enseignement supérieur privés dont l’offre de formation ne dépasse pas 9 % sont appelés à en couvrir à terme 20 %. Ils sont autorisés à délivrer des diplômes d’établissements. Les dossiers de candidature transmis à la Commission Nationale de Coordination de l’Enseignement Supérieur (CNES) du Ministère de l’enseignement supérieur (MES), font l’objet d’un examen par la Commission de Coordination de l’Enseignement Supérieur Privé. L’accréditation des diplômes par le MES, synonyme d’une équivalence avec les diplômes d’État, bien que prévue par la loi 01-00, n’existe pas actuellement.

Types de programmes et de qualifications dans l’enseignement supérieur


Le système d’enseignement supérieur est donc désormais organisé en trois cycles:

Cycle Licence: Ce cycle dure six semestres après le baccalauréat, répartis en deux périodes. La première période a une durée de quatre semestres et est sanctionnée par l’un des diplômes suivants: le diplôme d’études universitaires générales (DEUG) pour les filières de formations fondamentales ou le diplôme d’études universitaires professionnelles (DEUP) pour les filières professionnelles.

La deuxième période dure deux semestres après le DEUG ou le DEUP et est sanctionnée par l’un des diplômes suivants: la licence d’études fondamentales (LEF) pour les filières fondamentales ou la licence professionnelle (LP) pour les filières professionnelles.

Afin de répondre à la demande du marché de l’emploi qui continue de recruter à ce niveau, les diplômes de DEUG et DEUP (Bac+2) peuvent être délivrés à la demande des intéressés et après validation des modules des quatre premiers semestres du cursus Licence.
**Cycle Master**: Ce cycle dure quatre semestres après la licence d'études fondamentales ou la licence professionnelle. Il est sanctionné par l'un des diplômes suivants selon la nature de la filière suivie: le Master pour les filières générales; le Master spécialisé pour les filières spécialisées.

**Cycle Doctorat**: Ce cycle dure trois ans après le Master, le Master spécialisé ou un diplôme reconnu équivalent ou l'un des diplômes nationaux dont la liste est fixée par arrêté. Cette durée peut être prorogée exceptionnellement d'un an ou deux ans maximum.

Les formations professionnelles post-baccalauréat sont assurées dans les lycées mais également dans les universités (licences professionnelles et Écoles Supérieures de Technologie).

Ce système qui s'applique aujourd'hui à toutes les universités marocaines, commence progressivement à s'introduire dans les autres établissements dont une bonne partie reste réticente, notamment les écoles d'ingénieurs. Cette réserve s'explique notamment par le fait que, jusqu'à présent, le diplôme d'ingénieur est mieux coté que le Master sur le marché du travail.

Au titre de l'année universitaire 2009-2010, les structures d’accueil existantes sont en nombre de 342, dont 150 établissements d’enseignement supérieur public et 192 établissements d'enseignement supérieur privé. Ces établissements accueillent 343 123 étudiants répartis de la manière suivante : 308 005 dans les établissements d’enseignement public et 35 118 étudiants dans l'enseignement supérieur privé (soit 10.23% du total).

L’encadrement pédagogique dans les établissements publics est assuré par 10 467 enseignants chercheurs. Soit un taux d’encadrement global de 29 étudiants par enseignant (1/29). Ce taux est à nuancer dans la mesure où dans les universités à accès libre, le taux d’encadrement est de loin plus faible par rapport à la fois aux facultés de sciences et, a fortiori, par rapport aux écoles et instituts à accès réglementé. L’encadrement administratif est assuré par 9 793 administratifs et techniciens.

### 2. Distribution des responsabilités

Le Ministre de l’enseignement supérieur (MES) élabore et met en œuvre la politique gouvernementale dans le domaine de l'enseignement supérieur universitaire et de la recherche scientifique. Il en assure et en suit l’exécution conformément aux lois et règlements en vigueur. En collaboration avec les ministères concernés, il est chargé, en outre, de la planification, de la coordination et de l’évaluation des activités des établissements supérieurs de formation des cadres.

Le MES supervise l'enseignement supérieur à travers plusieurs de ses directions ou départements: éducation nationale, enseignement supérieur, formation des cadres ou recherche scientifique. Il exerce aussi sa tutelle sur les établissements d'enseignement supérieur privés.

Une Commission Nationale de Coordination de l'Enseignement Supérieur, récemment instituée, est compétente pour l'accréditation des Masters, formations et centres d’études doctorales de ces établissements.

La Conférence des Présidents d’Université est une instance nationale regroupant l'ensemble des présidents des universités, dont elle est le porte-parole et représente leurs intérêts. Fonctionnant de manière informelle depuis 1989, elle a vu ses missions définies et ses structures précisées en 2002, dans le cadre de la loi 01-00.

Elle a pour missions: a) d'animer le débat sur toutes les questions relatives à l'enseignement supérieur public et constitue ainsi une force de proposition; b) de servir de lieu d'échange et de coordination entre les présidents en ce qui concerne le fonctionnement des universités, leur approche des questions pédagogiques et scientifiques, ainsi que leurs expériences en matière de coopération et de gouvernance; c) de se saisir de toute question relevant des compétences universitaires en vue de proposer au Ministre des solutions. Elle peut également être saisie par ce dernier de tout dossier relatif aux orientations générales, à la politique publique en matière de formation, de recherche et de coopération universitaire internationale.

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<table>
<thead>
<tr>
<th>Nombre d'établissements d'enseignement supérieur (année académique 2009/10)</th>
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</thead>
<tbody>
<tr>
<td>Public</td>
</tr>
<tr>
<td>343</td>
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<tr>
<td>150</td>
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<table>
<thead>
<tr>
<th>Nombre d’étudiants (année académique 2009/10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
</tr>
<tr>
<td>308 005</td>
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</table>
3. Structures de gouvernance des établissements d'enseignement supérieur

Les universités, établissements publics dotés de la personnalité morale et de l’autonomie administrative et financière, jouissent de l’autonomie pédagogique, scientifique et culturelle.

Elles sont gérées par des Présidents assistés par des Vice-présidents chargés de différentes missions comme la coopération internationale et la recherche scientifique. Elles gèrent 25 cités universitaires, en plus d’une cité internationale accueillant les étudiants étrangers.

Chaque université est dotée d’un Conseil, constitué des Doyens et membres élus ou nommés. Chaque faculté est dotée d’un Conseil (« conseil d’établissement »), composé du Doyen, des chefs de départements et de membres élus. Les travaux des conseils sont préparés en commissions (scientifique, pédagogique, recherche, suivi budgétaire, etc.).

Le Président de l’université est nommé par le Roi (comme les Doyens), sur appel à candidatures, et après passage devant un jury, pour un mandat de quatre ans renouvelable une fois.

Les Doyens de chaque faculté ainsi que les directeurs d’écoles sont désignés par appel à candidature.

Le Conseil d’Université comprend :
- Le président de l’université, le président de la région concernée, le président du conseil des Oulémas (théologiens), le président de la communauté urbaine concernée ou le président de l’assemblée provinciale ou préfectorale du siège de l’université, les directeurs des académies régionales d’éducation et de la formation concernées.
- Sept représentants des secteurs économiques et sociaux dont les présidents des chambres professionnelles et un représentant de l’enseignement supérieur privé.
- Trois représentants élus par et parmi les enseignants-chercheurs de chaque établissement universitaire en respectant la représentativité des différentes catégories de corps enseignants.
- Trois représentants élus par et parmi les personnels administratifs et techniques des universités.

4. Financement

L'accès à l'enseignement supérieur public au Maroc est entièrement gratuit. Le budget de l'Etat finance aussi bien le budget d'investissement que le budget de fonctionnement des établissements d'enseignement supérieur. Le financement est fonction du nombre d'étudiants par établissement. Cependant, les établissements à accès régulé (Écoles et Instituts) disposent de moyens supérieurs à ceux à accès libre.

Les ressources des universités comprennent :
- les subventions de l’Etat;
- les droits d'inscription prévus au titre de la formation continue;
- les produits et bénéfices provenant des travaux de recherche et des prestations de services, notamment des travaux d'expertises;
- les produits et bénéfices provenant de ses opérations et de son patrimoine;
- les ressources à caractère occasionnel générées par la vente de biens ou valeurs, ou de toute autre origine;
- les subventions autres que celles de l'Etat;
- les dons et legs;
- les revenus, recettes et tous autres produits autorisés par la législation et la réglementation en vigueur.

5. Contribution des étudiants et soutien financier

Il n’y a quasiment pas de frais d’inscription au Maroc. Des bourses sont offertes par les pouvoirs publics aux étudiants nécessiteux. Du fait du faible nombre de boursiers et des faibles capacités d’accueil des cités universitaires, les étudiants sont obligés de se débrouiller par eux-mêmes pour se loger.

Les prestations sociales studentinies se présentent de la manière suivante: 19 cités universitaires dépendant de l’Office National des Œuvres Universitaires Sociales et Culturelles (ONOUSC); trois cités universitaires privées; quatre maisons de l’étudiant gérées par l’ONOUSC avec une capacité.
d’hébergement de 38 000 résidents, dont 60 % de filles. 10 cités universitaires sont équipées de restaurants universitaires.

6. Certification, assurance qualité et accréditation des institutions et / ou programmes

Processus d’assurance qualité

L’introduction du principe de l’assurance qualité dans l’enseignement supérieur est prévue par la Loi 01-00 organisant l’enseignement supérieur. Trois grandes mesures sont prévues dans ce sens :

- L’instauration de l’accréditation des programmes de l’enseignement supérieur public et privé ;
- L’instauration d’un système d’évaluation ;
- La création d’instances d’évaluation et de régulation du système.


La Commission Nationale de Coordination de l’Enseignement Supérieur (CNCES) est composée de six membres de droit représentant les autorités gouvernementales concernées et de 14 membres désignés : cinq Présidents d’université; deux Directeurs d’établissements d’enseignement supérieur ne relevant pas des universités (Conseil de coordination); deux Directeurs d’établissements d’enseignement supérieur privé (COCEPS); deux Directeurs d’établissements de recherche (public et privé); un représentant du syndicat le plus représentatif de l’enseignement supérieur (SNESUP); deux personnalités des secteurs économiques et sociaux.

Le mandat des membres désignés est de trois années renouvelables une seule fois. Elle peut aussi inclure des personnalités reconnues ou des experts en relation avec les dossiers traités. La mission de la CNCES consiste à :

- Formuler un avis sur la création des universités et/ou de tout autre établissement d’enseignement supérieur public ou privé.
- Formuler un avis sur l’accréditation des programmes nationaux.
- Déterminer les critères et les mécanismes de validation réciproque des programmes d’études et de leur accréditation.
- Coordonner les critères d’admission et d’inscription des étudiants dans les différents cycles, ainsi que les normes de l’évaluation continue, des examens, de soutenance et d’acceptation des recherches scientifiques.
- Proposer les régimes des études et des examens.

La Commission de Coordination de l’Enseignement Supérieur Privé (COCESP)

La COCEPS assure la coordination du secteur de l’enseignement supérieur privé. Elle est composée de représentants du Ministère et de représentants élus du secteur privé. Elle a pour mission notamment :

- La formulation d’un avis sur les projets d’ouverture d’établissements d’enseignement supérieur privé ou de nouvelles filières d’enseignement privé avant de les soumettre à la CNCES.
- L’établissement de normes de qualité pour l’enseignement supérieur privé et leur diffusion et leur application.
- L’élaboration d’un code déontologique et sa promotion.
- La mise en place de mécanismes de veille pour le développement du secteur privé.


Le Conseil Supérieur de l’Enseignement (créé en février 2006) est chargé notamment de donner son avis sur toutes les questions d’intérêt national concernant le secteur de l’enseignement et de la formation, procéder à des évaluations globales du système national de l’éducation et de la formation aux plans institutionnel, pédagogique et de gestion des ressources et veiller à l’adéquation de ce système à l’environnement économique, social et culturel.
La loi 01-00 organisant l'enseignement supérieur a instauré un système d'accréditation obligatoire pour les filières des établissements publics sanctionnées par un diplôme national. Plus de 1 500 cursus débouchant sur des diplômes nationaux sont accrédités. L'accréditation est aussi accordée aux programmes des établissements d'enseignement supérieur privé. Elle est prononcée par le département de l'enseignement supérieur du Ministère:

- Après avis de la Commission Nationale de Coordination de l’Enseignement Supérieur (CNCES) pour les formations proposées par les universités publiques.
- Après avis de la Commission de Coordination de l’Enseignement Supérieur Privé (COCESP) et avis de la CNCES pour les programmes des établissements d'enseignement supérieur privé.
- Après avis du Conseil de Coordination des établissements de l'enseignement supérieur ne relevant pas des universités et l’avis de la CNCES pour les cursus de ces établissements.

En effet, l'ouverture de tout programme de formation de Master et de Doctorat est soumise à une accréditation. Celle-ci est donnée par le Ministère de l'enseignement supérieur après avis de la Commission Nationale d'Accréditation et d'Evaluation (CNAE) créée pour cet objectif. La Commission Nationale d'Accréditation et d'Evaluation instituée auprès de l'autorité gouvernementale chargée de l'enseignement comprend avec voix délibérative 15 membres nommés pour quatre ans par arrêté et choisis en raison de leur compétence: 12 professeurs de l'enseignement supérieur dont, au moins, deux recteurs d'université et trois responsables ou professeurs des établissements de formation des cadres supérieurs. Elle comprend également, avec voix consultative, trois personnalités du secteur de l'économie choisies en raison de leur compétence et nommées pour quatre ans par arrêté de l'autorité gouvernementale chargée de l'enseignement supérieur ainsi que quatre directeurs de l'administration centrale du Ministère.

La Commission Nationale d'Accréditation et d'Evaluation a arrêté la méthodologie pour l'élaboration et l'accréditation des programmes et a produit les documents nécessaires à cette évaluation (guide de l'évaluation, normes pédagogiques nationales spécifiques à chaque diplôme, formulaire de demande d'accréditation, formulaires d'évaluation des filières).

Les demandes d'accréditations, de leur renouvellement ou de leur modification doivent être transmises avec l'avis de la commission au ministère chargé de l'enseignement supérieur, pour décision. Tout refus d'accréditation doit être motivé. La CNAE est organisée en trois sous-commissions couvrant les trois grands champs disciplinaires (sciences et techniques; lettres et sciences humaines; arts, sciences juridiques, économiques et sociales).

La procédure d'accréditation comprend: l'élaboration des documents de demande d'accréditation et d'évaluation (descriptifs de demandes d'accréditation ou de son renouvellement, guide d'évaluation, formulaire d'évaluation etc.); la présentation des demandes d'accréditation par les universités; l'évaluation des demandes par deux experts sous la supervision du coordonnateur de la sous-commission du champ disciplinaire concerné; l'examen des propositions des sous-commissions par la CNAE; la prise de décision de l'accréditation ou de son renouvellement par le Ministère sur la base de l'avis de la CNAE.

7. Admission

Le système d'accès aux établissements de l'enseignement supérieur est caractérisé par sa dualité.

Il y a lieu de faire la distinction entre les établissements à accès libre (universités) où l'étudiant peut accéder en vertu de sa possession du certificat de fin d'études secondaires (baccalauréat), et les établissements à accès régulé (les "écoles").

Contrairement aux écoles à accès régulé où les concours d'entrée sont la règle, les universités/facultés sont à accès libre. Jusqu'à la licence, il n'y a pas de sélection à l'entrée.

Au-delà de la licence, la sélection à l'entrée est la règle que soit le système. Un Master est généralement limité à une trentaine d'étudiants. Pour le Doctorat, l'étudiant doit présenter un projet de recherche et doit être dirigé par un professeur de l'enseignement supérieur.

Les établissements d'enseignement supérieur au Maroc sont ouverts aux étudiants disposant d’un baccalauréat datant au plus des deux dernières années.

Il est important de noter que la libre inscription à l’université des bacheliers a conduit à un engorgement du système débouchant sur des défis majeurs d'organisation et d'encadrement pédagogique.
8. Organisation de l'année académique


L'année universitaire comporte deux semestres. Le semestre dure 16 semaines au cours desquelles sont programmés généralement quatre modules, avec un volume horaire chacun variant entre 75 et 120 heures d'enseignement et d'évaluation.

Un module est entièrement dispensé et validé sur un semestre. Les modules transversaux (langues et communication) sont étalés sur tout le cursus du premier cycle (DEUG/DEUP).

9. Contenu des programmes

Les formations sont dispensées en arabe et/ou en français.

Les programmes jusqu'à la licence sont définis au niveau national par le Ministère (par la Commission d'accréditation). Pour les Masters, les enseignants sont appelés à respecter le « Cahier des normes pédagogiques » où un certain nombre de critères sont définis. Le projet est présenté pour l'accréditation au niveau national, après avoir reçu une validation au niveau de l'université.

Les conditions d'accès aux cycles d'études, les régimes des études, les modalités d'évaluation et les conditions d'obtention des diplômes sont proposés par le conseil de l'université concernée, soumis à l'avis de la Commission Nationale de Coordination de l'Enseignement et fixée par l'autorité gouvernementale en tutelle.

10. Evaluation, progression, certification et diplôme

Le système d'évaluation et d'appréciation de l'étudiant marocain est un système modulaire. Le système modulaire est très proche de celui appliqué dans le cadre du processus de Bologne. Toutefois, le passage du système modulaire au système ECTS requiert certaines conditions qui ne sont pas encore mises en œuvre.

11. Personnel académique

Le corps des enseignants-chercheurs de l'enseignement supérieur comprend les catégories suivantes :
- professeur de l'enseignement supérieur
- professeur habilité
- professeur-assistant

Le professeur de l'enseignement supérieur a soutenu une thèse de Doctorat d'Etat ou un Ph.D. En fait, le grade de Professeur de l'Enseignement Supérieur (PES) est une survivance de la période avant 1997. A partir de cette date, tous ceux qui rejoignent l'Université, démarrent leur carrière comme professeur-assistant.

Le professeur habilité est un professeur-assistant qui a préparé un dossier sur ses travaux de recherche et qui le soumet à un jury. Il est alors habilité à diriger des travaux de thèse et recherche. Ce sont les universités de concert avec le Ministère de l'enseignement supérieur qui organisent ces concours.

Le professeur-assistant est celui qui a un Doctorat voire un Ph.D et qui a réussi son concours d'entrée à l'université.

Les fonctions des enseignants-chercheurs comportent des activités d'enseignement, de recherche et d'encadrement. Elles sont assumées à temps plein dans leurs établissements d'affectation.

La nomination, la titularisation et l'avancement d'échelon et de grade des enseignants-chercheurs, sont prononcés par arrêté ministériel sur proposition de la commission scientifique et après avis du conseil de l'université concerné.

Les établissements d'enseignement supérieur peuvent faire appel, en cas de besoin et pour une durée d'un an renouvelable, à des enseignants non permanents qui sont des enseignants associés ou des enseignants vacataires.

Les enseignants associés sont recrutés dans la limite des postes budgétaires disponibles dans l'établissement, parmi des enseignants-chercheurs étrangers, des experts ou des professionnels pour assurer des enseignements spécifiques.

Les enseignants vacataires constituent un personnel d'appoint des établissements d'enseignement. Ils sont choisis, à titre temporaire, sur décision du chef d'établissement, parmi les personnes ayant une expérience professionnelle confirmée et en rapport avec la discipline d'enseignement.

Les professeurs de l'enseignement supérieur représentent environ 46 % des effectifs. Ce déséquilibre s'explique par l'absence de recrutements récents.
12. Activités de recherche

Sur le plan institutionnel, le système de recherche scientifique au Maroc est constitué de six instituts de recherche, de 982 structures de recherches accréditées et 49 centres d’études doctorales.

Le Maroc consacre 0,7 % de son budget à la recherche scientifique dont l'essentiel au bénéfice des sciences d'ores.

Seulement 7 % de ce budget est consacré aux sciences humaines et sociales.

Avant 1996, les budgets consacrés à la recherche scientifique étaient essentiellement à la charge des universités qui affectaient quelques 10 % de leurs ressources au financement des activités de recherche. Actuellement, il existe une rubrique réservée à la recherche scientifique séparée du budget de fonctionnement tant au Ministère que dans chaque université.

Depuis 1998, le Maroc s’est doté d’un secrétariat d’État à la recherche afin de mener une véritable politique dans ce domaine. Toutefois, la culture de la recherche scientifique n’a pas encore véritablement pénétré dans les universités qui demeurent avant tout des lieux d’enseignement. Les enseignants marocains sont très faiblement intégrés dans les réseaux scientifiques nationaux et internationaux.

13. Coopération université-entreprise

Les autorités marocaines sont conscientes qu’il est nécessaire d’impliquer le secteur privé à la fois dans la recherche scientifique mais aussi dans la conception des programmes universitaires.

En fait, l’idée de rapprocher le monde de la recherche et celui de l’entreprise s’est affirmée depuis la fin des années 90.

La politique d’innovation menée actuellement s’appuie sur la mise en place de réseaux technologiques autour des entreprises et des universités. Dans ce cadre, deux actions ont été lancées par le Ministère de l’enseignement supérieur: la mise en place de pôles de compétence et la création de structures d’interface et de transfert de technologie. 18 pôles de compétence ont été créés. Ils touchent plusieurs domaines (sciences humaines, biologie, environnement, qualité) et associés plusieurs partenaires.

Le dispositif public mis en place pour favoriser l’innovation, la création d’entreprises et la collaboration technologique, comprend en outre les structures d’interface université-entreprise, le Réseau Maroc Incubation et Essaimage, le Réseau de diffusion technologique, le Réseau de génie industriel et l’Institut Marocain d’Information Scientifique et Technique.

14. Coopération internationale

Au niveau de la coopération internationale, il y a lieu de rappeler le rôle de la France et son importance en termes de programmes mis en œuvre. Plus de la moitié des programmes de coopération bilatérale sont signés entre la France et le Maroc. Le second partenaire est l’Espagne, viennent ensuite à un degré de coopération plus faible : l’Allemagne, l’Italie, la Belgique et le Portugal. La coopération multilatérale concerne fondamentalement l’Union Européenne avec laquelle le Maroc a des relations anciennes. L’ouverture vers d’autres horizons géographiques se fait progressivement.
II. Current challenges and needs

1. Trends and challenges

Following the adoption of the Doctorate, Master and doctoral degree structure and the new national educational standards, the process of reform began in 2003. Initially, the reforms were carried out in all institutions with open access, where Bachelor degrees were introduced in all basic disciplines and in some applied disciplines.

In 2006/2007, the universities launched the Master degree and deliberated on the implementation of Doctorate training. Since then, the reform process has also been initiated in institutions with regulated access. In 2006/2007, the universities had to conduct the first evaluation and accreditation of the Doctorate degrees launched in 2003. These same universities began to open schools of doctoral studies in the course of the academic year 2007/2008.

The reform of the higher education system has given growing autonomy to the universities in terms of educational practice. The Ministry of Education, for its part, intervenes in matters of policy direction and coordination through the National Coordination Committee for Higher Education. In all universities the principle of evaluation and a quality-based approach has been introduced. The reform process has created a new distinction in the diploma system between national diplomas, in cases where course programmes are subject to national accreditation, and university diplomas, where the course programme is accredited by the university.

As far as degree courses are concerned, the reforms have served to establish a generalised flexible semester-based modular system and have introduced continuous assessment, credit accumulation and credit for previous experience. They also provide scope for the creation of bridges between courses, give students more opportunities to change course and create greater mobility, not only within the institutions of a single university but also between universities in Morocco and between partner universities in different countries.

The reforms are characterised by diversification of course options, greater flexibility and courses that are more effectively tailored to the needs of society and the economy. They therefore generate more synergy between the university and its environment.

In 2009, the Ministry of Education launched a three-year emergency programme for the period from 2009 to 2012, to which substantial funds have been allocated to. The programme had aims as follows: to improve the internal output of higher education, to enhance employability, to encourage talent and innovation in the realm of scientific and technological research, to derive benefit from the findings of scientific research, to upgrade and motivate human resources by establishing a culture of monitoring and assessing progress, to draw up a Master plan for the provision of higher education, to increase the autonomy of universities and to establish a contractual system, involving multiannual contracts for academic staff.

Some tasks, however, are proving more pressing than others. There is a need to reduce graduate unemployment, to diversify funding sources and provide for regular access to additional financial resources, to establish a culture of internal and external evaluation, to involve learners in the management of higher education institutions, to ensure a good open link with the world of employment by taking account of regional conditions in programmes, to build international relationships by improving the courses that are delivered in Morocco and by focusing particular attention on quality assurance and to assimilate more aspects of the Bologna process with a view to facilitating the national and international mobility of students.

The priorities in this context are as follows: (i) to achieve a coherent and visible educational architecture consistent with the three-cycle international system of higher education degrees; (ii) to organise the course structure into cycles, semesters and modules with the accumulation of credits for successfully completed modules; (iii) to provide for the possibility of switching to another course while retaining accumulated credits. It is theoretically possible for students to return to university after having been in employment, provided that they satisfy the educational entrance requirements.

As regards good governance, the management structure of universities has undergone profound change in recent years. Each university has a general council and each faculty has a faculty council. Moreover, Moroccan universities are now expected to extend their role beyond training and research.
to include tasks such as: (a) providing services in the form of training courses, consultancy, specialists’ reports, specific research commissions, etc.; (b) providing certificated courses of continuing training; (c) creating business incubators; (d) exploiting patents and licences; (e) marketing products of university activity; (f) investing in companies; (g) setting up subsidiary companies. As far as human resources are concerned, the improvement of the staff/student ratio promised as part of the reform process requires a significant increase in the number of teaching staff.

Nonetheless, the establishment of new teaching posts is taking a long time to happen. A voluntary departure scheme launched in 2005 by the Moroccan public authorities, whereby civil servants and teachers who wished to leave their posts were offered a lucrative package to do so, resulted in a veritable haemorrhaging of staff from educational institutions at the very time when demand for teachers was at its height. Moreover, the differentials in staff-student ratios between university institutions, particularly between institutions with free access and those with regulated access, greatly impair the coherence of the system.

In terms of material and financial resources, the over equipment of certain institutions – generally those with highly restricted access – contrasts with the lack of equipment in others.

It should also be noted that one of the weaknesses of the reform process is the continuing timid approach to the involvement of learners in the implementation of the reforms.

II. Défis et besoins actuels

1. Tendances et défis

En 2003, suite à l’adoption de l’architecture pédagogique LMD et de nouvelles normes pédagogiques nationales, la réforme a démarré dans les universités, avec un basculement généralisé dans tous les établissements à accès ouvert. Elle a concerné l’ensemble des licences fondamentales et quelques licences professionnelles.

En 2006-2007, les universités ont lancé les Masters et ont mené une réflexion sur la mise en œuvre de la formation doctorale. Depuis, la réforme dans les établissements à accès régulé a également démarré.


La réforme du système d’enseignement supérieur implique une autonomie croissante des universités en termes de pédagogie. Le ministère intervient, pour sa part, en matière d’orientation politique et de coordination à travers la Commission Nationale de Coordination de l’Enseignement Supérieur. La réforme instaure, d’autre part, le principe de l’évaluation et une démarche qualité dans toutes les universités. Elle a pour conséquence la mise en place d’une nouvelle typologie de diplômes: diplômes nationaux (programmes accrédités à l’échelle nationale), d’une part, et diplômes d’université (programmes accrédités par l’université), d’autre part.

Sur le plan des cursus, la réforme permet de généraliser un système semestriel et modulaire souple et instaure le contrôle continu, la capitalisation des acquis et la validation de l’expérience. Elle permet également la mise en place de passerelles entre les programmes, le renforcement de la capacité de réorientation des étudiants et une plus forte mobilité non seulement à l’intérieur des établissements d’une même université, mais aussi entre les universités au niveau national et avec les universités partenaires au niveau international.

La réforme se caractérise par une diversification de l’offre de formation, une souplesse plus forte et une meilleure adaptation des formations aux besoins de l’environnement socio-économique. Elle entraîne donc une synergie accrue entre l’université et son environnement.

L’année 2009 a vu le lancement, par le Ministère d’un programme intitulé « Programme d’Urgence 2009-2012 ». Les objectifs de ce programme, auquel des fonds substantiels sont dédiés, sont l’amélioration du rendement interne de l’enseignement supérieur, l’employabilité, l’encouragement des talents et de l’innovation dans la sphère de la recherche scientifique et technique, la valorisation des résultats de la
recherche scientifique, la valorisation et l'implication des ressources humaines en instaurant la culture de l'évaluation et du suivi des résultats, l’élaboration d’un schéma directeur de l’offre d’enseignement supérieur, le renforcement de l’autonomie de l’université et la mise en place de la contractualisation (contrats pluriannuels).

Toutefois, certains défis s’avèrent plus pressants que d’autres. Il s’agit de réduire le taux de chômage parmi les étudiants diplômés des établissements de l'enseignement supérieur, de diversifier les sources de financement et d’assurer la mobilisation régulière d'autres ressources financières additionnelles, d’instaurer une culture d'évaluation interne et externe, de faire participer les apprenants à la gouvernance des établissements d’enseignement supérieur, d’assurer la bonne ouverture au monde du travail en prenant en considération les réalités régionales dans les programmes, de s’ouvrir à l’international en améliorant les enseignements dispensés et en prêtant une attention particulière à l’assurance qualité, de se rapprocher du processus de Bologne en vue de faciliter la mobilité nationale et internationale des étudiants.

Dans ce cadre les priorités sont: (i) la cohérence et la visibilité de l'architecture pédagogique dans l’esprit du système international des formations supérieures (LMD), (ii) l'organisation des enseignements en cycles, semestres et modules avec capitalisation des modules acquis, (iii) la possibilité de passerelles et conservation des modules acquis. Théoriquement, il est possible aux étudiants de retourner à l’université après avoir intégré le marché du travail moyennant la satisfaction des pré-requis pédagogiques.

Du point de vu gouvernance, ces dernières années ont vu s'opérer un bouleversement profond des structures de gestion des universités. Chaque université s’est dotée d’un Conseil d’université et chaque faculté s’est dotée d’un Conseil de faculté. Par ailleurs, l’université marocaine est désormais appelée à assumer de nouvelles missions en plus de la formation universitaire et de la recherche, parmi lesquelles: a) l’offre de prestations (formations, conseils, expertises, recherches spécifiques etc.); b) l’offre des formations continues diplômantes; c) la création d’incubateurs et de pépinières d’entreprises; d) l’exploitation de brevets et licences; e) la commercialisation des produits des activités de l’université; f) la prise de participation dans des sociétés; g) la création de sociétés filiales. Concernant les ressources humaines, le renforcement de l'encadrement pédagogique promis par la réforme exige un accroissement notable du nombre d'enseignants. Or la création de nouveaux postes d'enseignants tarde à venir. L’opération intitulée « Départ volontaire », lancée en 2005 par les pouvoirs publics marocains à l'égard des fonctionnaires et des enseignants désirant quitter leur fonction et financièrement motivante, a constitué une véritable hémorragie au sein des établissements d’enseignement au moment même où les besoins sont à leur paroxysme. En outre, le différentiel du taux d’encadrement d’une institution universitaire à une autre, d’une catégorie d’établissements à une autre (établissements à accès libre et à accès régulé) biaise la cohérence de l’ensemble du système. Sur le plan des ressources matérielles et financières, le suréquipement de certains établissements (généralement à accès fortement régulé) contraste avec le manque d’équipement des autres. Toutefois, l’un des points faibles de la réforme est l’implication encore timide de l’apprenant dans la mise en œuvre de la réforme.
2. The Bologna Process

### General Information

<table>
<thead>
<tr>
<th>Level of integration in the Bologna Process</th>
<th>Bologna-Signatory Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Non Bologna-Signatory Country</td>
</tr>
<tr>
<td>X</td>
<td>Bologna Process officially embedded in the education system</td>
</tr>
<tr>
<td>X</td>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
</tr>
<tr>
<td>X</td>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
</tr>
</tbody>
</table>

### Bologna cycle structure

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th>Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student workload/duration for the most common Bologna programmes</th>
<th>Bachelor programmes</th>
<th>Master programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 ECTS (3 academic years)</td>
<td>120 ECTS (2 academic years)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor/Master cycle structure models most commonly implemented</th>
<th>180+120 ECTS (3+2 academic years)</th>
</tr>
</thead>
</table>

### European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>Another credit system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative number of hours of student workload corresponding to one ECTS</th>
<th>Another credit system or student workload not in use to define ECTS</th>
</tr>
</thead>
</table>

### Bologna Diploma Supplement (DS)

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>No Diploma Supplement issued</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Diploma Supplement issued</th>
<th>No Diploma Supplement</th>
</tr>
</thead>
</table>

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Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet started formally/not foreseen.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Step 1: Decision taken. Process just started.</td>
</tr>
<tr>
<td></td>
<td>Step 2: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
</tr>
<tr>
<td></td>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
</tr>
<tr>
<td></td>
<td>Step 4: Redesigning the study programmes is ongoing and the process is close to completion.</td>
</tr>
<tr>
<td></td>
<td>Step 5: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
</tr>
</tbody>
</table>

### Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Coordination Committee for Higher Education (CNES)</td>
<td></td>
</tr>
<tr>
<td>Coordinating Committee for Private Higher Education</td>
<td></td>
</tr>
<tr>
<td>National Evaluation Authority</td>
<td></td>
</tr>
<tr>
<td>Commission Nationale de Coordination de l’Enseignement Supérieur (CNCES)</td>
<td></td>
</tr>
<tr>
<td>Commission de Coordination de l’Enseignement Privé (COCESP)</td>
<td></td>
</tr>
<tr>
<td>Instance Nationale Pour l’Evaluation (INE)</td>
<td></td>
</tr>
<tr>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Involvement in external quality assurance process</td>
<td>Decision-making role</td>
</tr>
<tr>
<td>Academic staff</td>
<td>X</td>
</tr>
<tr>
<td>Students</td>
<td>X</td>
</tr>
<tr>
<td>International Experts</td>
<td>X</td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.

### Recognition of foreign qualifications

| Ratification of the Lisbon Recognition Convention | NO |
| Recognition of Foreign Qualifications for academic study | Recognition for academic study by central or regional governmental authorities |
| Recognition of Foreign Qualifications for professional employment | Recognition for professional employment by central or regional governmental authorities |

### Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever. |
III. Participation in EU programmes

1. Tempus

Morocco has participated in the Tempus programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects (JEP)</td>
<td>-</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>-</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>49</td>
<td>9</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>Abdelmalek Essaâdi, Tétouan</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Cadi Ayyad, Marrakech</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Hassan II, Mohammadia</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Mohammed V Souissi, Rabat</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Sidi Mohammed Ben Abdellah, Fès</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Mohammed Premier, Oujda</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Chouaïb Eddoukali, El Jadida</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Ibn Tofaili, Kenitra</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Mohammed V Agdal, Rabat</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Hassan II Ain Chock, Casablanca</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Moulay Ismaïl, Meknès</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Ibn Zohr, Agadir</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Sultan Moulay Slimane, Béni Mellal</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Hassan I, Settat</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JP</td>
</tr>
<tr>
<td>Abdelmalek Essaâdi, Tétouan</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hassan I</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Ibn Tofaili, Kenitra</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
1.2 Impact of the Tempus programme

The Tempus programme has aroused sustained interest on the part of universities. Opening up real new perspectives for Moroccan higher education, the programme has been the subject of growing numbers of applications since it was launched in Morocco in 2002/2003.

Cooperation with European universities has helped implementing the reform of higher education in Morocco, which was initiated in 2003/2004. The implementation of the reforms coincided with the launch of the Tempus programme in Morocco. Being perfectly in tune with the need to modernise the system of higher education, the programme lent powerful impetus to the preparation of new curricula and to the introduction of new forms of governance and evaluation.

The contribution of the Tempus programme to Moroccan universities in terms of supporting the implementation of the reforms has been vital. A large number of new courses have been set up. Over the 10 years of its existence, Moroccan universities have been able to forge enduring cooperative relationships with their European counterparts.

Thanks to the commitment of some Euros 30 million, more than 400 Moroccan teachers have benefited from rational and efficient cooperation in terms of the arrangement of projects, the equipping of laboratories and libraries and visits to Europe to attend training courses and programme-coordination meetings. More than 500 Moroccan students have been able to attend European universities through the Tempus programme. There has likewise been a marked improvement in academic governance in Morocco. The principles of monitoring, auditing and internal and external evaluation have now become part and parcel of the academic environment.

1.2 Impact du programme Tempus


La coopération avec les universités européennes a aidé à la mise en place de la réforme de l’enseignement supérieur au Maroc (2003/2004). La mise en œuvre de cette réforme a coïncidé avec le lancement du programme Tempus au Maroc. Celui-ci, en étant en parfaite articulation avec les exigences de la modernisation du système d’enseignement supérieur, a insufflé un élan quant à la préparation de nouveaux programmes d’études, l’introduction de nouvelles modalités de gouvernance et d’évaluation.

L’apport de ce programme à l’université marocaine, en termes d’appui à la mise en place de la réforme a été essentiel.

Un grand nombre de formations a vu le jour. Au terme de ces 10 ans d’existence, les universités marocaines ont pu nouer des relations de coopération soutenues avec leurs homologues européennes.

Grâce à la mobilisation de quelques 30 millions d’euros, plus de 400 enseignants marocains ont bénéficié d’une coopération rationnelle et efficiente en termes de montage de projets, d’équipement de laboratoires et de bibliothèques, de séjours en Europe en participant à des formations et des réunions de coordination de programmes. Plus de 500 étudiants dans le cadre du programme Tempus ont pu bénéficier de mobilités en direction des universités européennes. De même, la gouvernance académique au Maroc s’est sensiblement améliorée. Les principes de suivi, d’audit et d’évaluation interne et externe font désormais partie de l’environnement quotidien du monde académique.
2. Erasmus Mundus

The Erasmus Mundus programme’s objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

**Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships**

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

More information:

**Number of students/staff participating in the programme**

**Erasmus Mundus – Joint degrees (Action1)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<td>8</td>
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<td>7</td>
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<tr>
<td>Fellows</td>
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<td>NA</td>
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</tbody>
</table>

* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.
** First selection of doctoral candidates made for 2010-2011 academic year

**Erasmus Mundus – Partnerships (External Cooperation Window, Action 2)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
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<td>2010*</td>
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<td>2011*</td>
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<td>131</td>
<td>116</td>
<td>43</td>
<td>82</td>
<td>502</td>
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</tbody>
</table>

*First selection of doctoral candidates made for 2010-2011 academic year

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean 131
Institutions participating in the programme up to and until 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
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</thead>
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<tr>
<td>ABDELMALEK ESSAADI UNIVERSITY</td>
<td>X</td>
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<td>CADI AYYAD UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
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<td>HASSAN II INSTITUTE OF AGRONOMY AND VETERINARY MEDICINE</td>
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<tr>
<td>MOHAMMED I UNIVERSITY - OUJDA</td>
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<td></td>
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<td>MOHAMMED V UNIVERSITY - AGDAL</td>
<td>X</td>
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<td>MOHAMMED V UNIVERSITY - SOUISSI</td>
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<td>MOULAY ISMAIL UNIVERSITY MEKNES</td>
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<td>UNIVERSITY SIDI MOHAMED BEN ABDALLAH</td>
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<td></td>
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<td>NATIONAL SCHOOL OF ARCHITECTURE</td>
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<td>NATIONAL SCHOOL OF APPLIED SCIENCES OF FEZ</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

IV. Bibliographical references and websites

- Liste des filières accréditées: www.enssup.gov.ma/DES/filieresaccreditees/Filieres0708.htm
- Formalités d’admission des candidats étrangers: http://www.amci.ma/offre.asp
- Texte sur l’ouverture des établissements privés d’enseignement supérieur: www.enssup.gov.ma/dajesp/esp/index_esp.htm
- Charte Nationale d’éducation et de formation: www.enssup.gov.ma/dajesp/loi/index_loi.htm
I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in the occupied Palestinian territory

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

136
I. Overall description

1. Major characteristics of tertiary education in the country

The development of higher education (HE) in the occupied Palestinian territory (oPt) is of relatively recent date. Two-year colleges have existed since the 1950s. These institutions which focus on teacher training, technical education or liberal arts, were either organised by the government or by the United Nations Relief and Works Agency (UNRWA). It is only since the 1970s that universities came into existence. Created during the Israeli occupation, these institutions were part of a Palestinian collective effort to preserve their identity as well as to provide young Palestinians with the opportunity to pursue HE, after it became increasingly difficult for them to go abroad for such studies. However, the sector has expanded only since the transfer of education from Israel to the Palestinian National Authority (PNA) after the Oslo Accords of 1990.

Legislation covering the field of tertiary education

Higher education was regulated through the Law on Higher Education No 11 of 1998. This law gives every citizen the possibility to access higher education (Article 2), gives legal status to HE institutions and provides the legal framework for their organisation and management. The law recognises three different types of institutions in HE. These are governmental, public (established by Non-governmental organisations (NGOs)), and private institutions. Most higher education institutions (HEIs) in the oPt are public. The Council of Higher Education is responsible for drafting and enacting the rules that all higher education institutions must adopt. The ministry also provides partial support and funding to non-governmental HEIs. The HEIs are mostly independent but they have to follow the above-mentioned law, regulations of the ministry and the Council of Higher Education.

Types of tertiary education institutions

According to the Law on Higher Education, HE institutions can be one of the following:

- Universities (AL-Jamiaah): consisting of no less than three colleges or faculties which confer Bachelor degrees or higher;

- University colleges (Alkulliah Al-Jamiaaiah): offering academic, technical or professional programmes and conferring two or three-year diplomas or ordinary or honours Bachelor degrees;

- Polytechnics (Alpolytechnik): they confer diplomas or Bachelor, and higher degrees in professional and technical fields;

- Community colleges (Kulliat Al-Mujtamaah): offering academic, professional or technical programmes of a minimum of one year’s duration leading to diplomas in the respective programmes. The community colleges offer programmes aimed at preparing a middle-level labour force, which forms the link between specialised and skilled workers. The diploma programmes (equivalent to an associate degree) consist of approximately 72 credit hours distributed over four semesters. The programmes offered by colleges cover many different disciplines such as management and administration, secretarial, office automation, marketing, graphic design, industrial technology, electronics, computer maintenance, dental technology, air-conditioning and refrigeration, electronics, computer technology, fashion design, etc.

The majority of the 49 Palestinian higher education institutions in the West Bank and Gaza Strip are relatively young; the oldest has only been in existence for 30 years.

More than 213,000 students are enrolled in these institutions. It is estimated that the gross enrolment rate for the age group of 18-24 year olds is more than 25.8 %. These percentages are relatively high by international standards, especially in comparison to countries in the Middle East and to developing countries in general. From the moment the Palestinian National Authority received command of the territories, it showed great interest in the development of a vocational and technical education and training system (VTET).

The VTET structure in the oPt - despite its small size - is considered fragmented with regard to the type of institutions, their objectives, supervisory and responsible parties as well as the historical background of their establishment.
In the West Bank and Gaza Strip, there are hundreds of training institutions that provide short and long-term training programmes. These institutions consist of vocational secondary schools, vocational training centres, private cultural centres, charitable associations and developmental institutions. Moreover, there are 23 community colleges offering different educational programmes for Tawjih graduates.

**Types of tertiary education programmes and qualifications**

Bachelor and Master programmes are offered at universities and polytechnics. These can be followed by doctoral studies at university level. According to the Palestinian Law on Higher Education, polytechnics also have the right to offer doctoral degrees. So-called diploma degrees (professional programmes) are offered by community colleges and university colleges.

<table>
<thead>
<tr>
<th>Number of students</th>
<th>213,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of HEIs</td>
<td>49</td>
</tr>
</tbody>
</table>

2. **Distribution of responsibilities**

As a result of the Oslo Accords and as a consequence of the Early Transfer of Authority Agreement between the Palestinian Liberation Organization (PLO) and Israel, the Palestinian Ministries of Education and Higher Education came into existence in August 1994.

The Ministry of Education and the Ministry of Higher Education (MoEHE) were merged into one ministry in 2002. Originally both sub-sectors (general education and higher education) had been under one ministry when the MoEHE was set up in 1994, until it was divided into two ministries in 1996.

At the moment, the Assistant Deputy Minister for Higher Education supervises the higher education sector while the responsibility for policy formulation related to the development of the sector rests with the Council for Higher Education which was set up in 2003. Furthermore, in order to avoid fragmentation, the planning and supervision of secondary vocational education has been put under the Directorate General for TVET.

In accordance with international norms, the Law on Higher Education No 11 of 1998 combines two approaches:

- Central national planning and supervision by MoEHE and the Council for Higher Education,
- Self-management, self-monitoring and self-control at institutional level.

This means that higher education institutions enjoy autonomy and self-management. They are responsible for admissions, recruitment of staff, assessment of students, granting of degrees and diplomas and the development of facilities. In addition to the Council of Higher Education, a Council for Scientific Research and a National Commission for Accreditation and Quality Assurance were set up. With regard to VTET, the Law also stipulated setting up a Supreme Council and an Executive Council for VTET.

Although the Council for Higher Education was reactivated in 2003, its relationship with the institutions of higher education should be better organised, structured and institutionalised. Coordination and cooperation between the MoEHE and the institutions, and among the institutions themselves, need to be strengthened. Management information systems at institutional level and at central ministry level still need to be improved, harmonised and interfaced and the skills of the MoEHE staff to update and their use for decision-making have to be further developed. Important policies and strategies approved by the MoEHE and the Council for Higher Education are not adhered to at institutional level. Institutions still do not appreciate the regulatory, planning and developmental role which the MoEHE can play and which is needed to link higher education to the needs of the labour market and socio-economic development at-large.

In May 2012, the Ministry of Education and Higher Education was divided into two separate Ministries. Therefore, there is now one single Ministry devoted to Higher Education.

3. **Governing bodies of the higher education institutions**

In terms of governance (management, supervision and funding) there are four types of HEIs:

**Governmental:** the Palestinian National Authority runs and finances the governmental higher education institutions in the West Bank (Palestine Technical University-Khadoorie) and the Gaza Strip (Al Aqsa University) which are under the supervision of the Palestinian Ministry of Education and Higher Education.

**UNRWA:** the United Nations Relief and Works Agency (UNRWA) for the oPt Refugees operates one of the largest school systems in
the Middle East and has been the main provider of basic education to Palestinian refugees for nearly five decades. The Agency provides primary and junior secondary schooling free of charge for all refugee children in the area of operations. Vocational and technical training courses are given in the eight UNRWA vocational training centres. The Agency also runs an extensive teacher-training programme and offers university scholarships to qualified refugee youth.

Private: these institutions are run and financed by several foundations, charitable societies, religious denominations, individuals and companies.

Public: most higher education institutions (universities) were set up mostly during the period of Israeli occupation of the West Bank and the Gaza Strip. The majority are non-profit and originally created and owned by local charity associations and NGOs. They depend on fundraising and receive partial government funding.

The Vocational and Technical Education and Training (VTET) in the oPt:

These institutions are supervised by several bodies, consisting of the Ministry of Education and Higher Education, Ministry of Labour, Ministry of Social Affairs, UNRWA, charitable and religious associations, international non-governmental organisations, developmental organisations and private sector institutions. The governing bodies of HEIs are mentioned above.

4. Financing

Insufficient funding is an on-going major concern and it is having a seriously negative impact on the quality and relevance of higher education in the oPt. Between 60-70 % of the operating budgets of universities are covered by tuition fees. Since there is no regularity and consistency in the payment of tuition fees, budgets of universities suffer yearly deficits.

The amount of USD 20 million has been allocated to higher education in the Palestinian National Authority (PNA) budgets every year since 2002. In 2009, this amount was raised to USD 34 million, and in 2010 the amount was increased to USD 40 million. In 2011, the higher education budget was significantly increased to USD 90 million.

However, in most cases, only around 60 % has been disbursed per year in the course of the mentioned period. Revolving funds for student loans, although of significant importance, have suffered from the total non-repayment by students and from a lack of grants from international sources and important contributions from the national budget.

Summary budget estimates of the Ministry of Education and Higher Education are as follows:

- In the structure of total expenditure, about 94 % is allocated for the payment of salaries and operational costs, and 6 % for development expenditure.
- In the development budget, capital costs constitute 72 % of the total estimated expenditure and current costs 28 %. Most of the development expenditure is planned under the following premises:
  - Goal 1- Access to Education, including the sectors of Vocational and HE and also for Non-Formal Education;
  - Goal 2- Quality is planned for the sectors of Non-Formal Education and General Education;
  - Goal 3- Management;
  - Goal 4- Relevance has the smallest estimated budget in absolute and relative terms.

5. Student contributions and financial support

All Palestinian HEIs, except those under UN supervision, impose tuition fees. However, with the assistance of various philanthropic organisations, the Ministry of Education and Higher Education launched, at the beginning of the university year 2001-2002, the Student loan Fund. The ministry provides all HEIs with interest-free loans for students with financial difficulties. The number of recipients is determined at the beginning of each academic year. This form of financial aid is available to students at the beginning of the second semester after their admission, as long as they are able to maintain a Cumulative Average (CA) of 65 % and above. The CA is equivalent to the Grade Point Average GPA of student grades. The CA is calculated for all credit hours that the student earned in his/her study of academic semesters. The CA appears on the student transcript. From the establishment of the Student loan Fund in 2000 until 2008, the amount received from donors rose to more than USD 123 million.
6. Licensing, quality assurance and accreditation of institutions and/or programmes

The Palestinian quality assurance policy was upgraded in 2002 simultaneously with the establishment of the ‘Accreditation and Quality Assurance Commission’ (AQAC) as the only authorised agency responsible for the accreditation and quality assurance of Higher Education in the oPt. The AQAC is a governmental semi-autonomous body under the umbrella of the Ministry of Education and Higher Education (MoEHE) and responsible directly to the Minister. The AQAC is a member of several international networks for quality assurance, such as the International Network for Quality Assurance in Higher Education (INQAAHE) and the Arab Network for Quality Assurance in Higher Education (ANQAHE). In this context, the AQAC negotiates cooperation agreements with regional and international quality agencies for the mutual recognition of accreditation decisions and degrees.

The Palestinian QA system is based on the belief that internal QA is the basis for external QA evaluation. External QA evaluation is compulsory, and applies to public and private institutions, university and non-university sectors and all types of academic and vocational programmes.

Accreditation comprises three elements and generally involves three steps with specific activities as follows:

- Self-assessment: a self-evaluation process conducted by the faculty, the administrators and the staff of the higher education institution or academic programmes, resulting in a report that takes as its reference the set of standards of AQAC.

- Peer review: a study visit conducted by a team of peers selected by the AQAC, which reviews the documentation, reviews the premises, and interviews the academic and administrative staff, resulting in an assessment report, including a recommendation to the AQAC.

- Decision-making: examination by the AQAC board on the basis of a given set of criteria concerning quality and resulting in a final judgment and the communication of the formal decision to the institution and other concerned parties.

7. Admission

The enrolment and admission at all Palestinian HEIs follow approximately the same procedures. The minimum requirements needed for students to enrol at university are:

- A General Secondary Education Certificate (Tawjihi) or its equivalent (e.g.: SAT or GCE certificates that are awarded to high school students according to their educational system) with equivalence requirements as set by the Palestinian Ministry of Higher Education). Student placement in the faculties depends on the completed stream (science or arts) indicated in the certificate.

- The student certificate score should not be less than 65 % in order to be eligible to apply for admission to the universities.

Admission for first-year students is competitive and is based on the composite score of the students, on condition that these scores are not lower than required for admission to a certain faculty. The composite score is the average percentage score of the General Secondary Education Certificate or equivalent and a percentage score of the last three years in high school. Some universities require an English language proficiency exam, and students are placed in English language courses according to their scores.

Students can be transferred upon finalization of a minimum of 30 credit hours at an accredited university with a grade point average of no less than 70 %.

8. Organisation of the academic year

The structure of the academic year is defined by the higher education institutions themselves. The most common structure is two semesters, with the summer semester (optional) beginning in June. The duration of the academic semester is 16 weeks. Usually the first semester starts in mid-September and ends in January. The second semester starts in February and ends in June.

9. Curriculum content

The college curriculum of the new diploma programme (2 years) is developed by the college, and is approved by the Ministry if it meets the accreditation requirements. All diploma programmes that are offered by colleges are under the supervision and monitoring of the Ministry, which approves the curricula, and the organisation of the general comprehensive exams. The university curricula
are defined at institutional level in line with the national standards set by the Ministry and according to their course outline.

The most common requirements at all HEIs are as follows:

- **University requirements**: basic undergraduate courses, Arabic, English, and others.
- **Faculty requirements**: introductory courses in the respective disciplines.
- **Department requirements**: introductory, advanced and specialised courses.
- **A certain number of passed electives**.

### 10. Assessment, progression, certification and degree

The common practice is that students receive from their professor the course instructions that include the course assessment comprising examinations (written or oral or practical), assignments, projects, tests, etc. Usually, the undergraduate course requires students to take at least two or three semester exams and one final exam. Laboratory courses may require students to take written, oral or both exams. The semester work has 60-65% weight while the final exam is 35-40% of the final grade. For the graduate course, the students take at least one written exam during the semester and the other exam may be substituted by projects, studies or research. In order to pass a course, and to graduate the requirement is 70% pass-rate for undergraduates and 75% for graduates. The grade point average for students should be satisfactory.

Departments usually develop study plans that lead students from the time they enter university to the completion of their studies and graduation. Except for the entry level courses (those taken by students in their first year at the university), each course usually has one or more prerequisites. A student may enrol in a course after successfully meeting the prerequisite(s). Hence, students follow the study plan until completion. In some disciplines, namely medicine and dentistry, the student must pass one year in order to progress to the next. If students fail one or two subjects, they are allowed to re-sit the exams before the beginning of the following year. Only if they pass those subjects can they continue to the next year, otherwise the course has to be repeated.

For some academic programmes, the study plans include practical training and in this case the university makes the necessary arrangements to secure places for doing such training. Aside from these cases, universities do not accredit any prior experiential learning such as work, community or volunteer experience.

Once a student has accomplished with the requirements for a degree, the university confers the degree upon confirmation by the Council of Deans. No further approvals are needed from the Ministry or any other organisation. If students obtain a Bachelor degree, they may enter the labour market or continue for a Master degree, if they meet the admission requirements. In the case of some professional specialties such as engineering, pharmacy, medicine, dentistry, law, etc., the students should register in a professional association. Some associations have further requirements such as practical experience or internship. As an example, for both medicine and law the students are required to complete supervised practical training for one year before they are allowed to practice on their own.

### 11. Academic staff

University academic staff must have Master degree or a Ph.D Staff with a Ph.D are appointed or contracted by the university as assistant professors. They can be promoted after five years to associate professor if they meet the promotion requirements set by the university. An associate professor can also be promoted to professor after spending five years at associate level. The staff with Master degrees are categorised as university teachers and can be promoted to lecturer after five to seven years according to the university rules.

### 12. Research activities

Scientific research activities in the oPt were initiated after 1995 as a result of grants received from international fundraisers.

Palestinian researchers have managed to participate in several joint cooperation programmes in the fields of technology and development, in addition to the dual programmes which were set up to develop Palestinian competence.

There are four main bodies which undertake research activities in the oPt: higher education institutions (precisely the Palestinian universities), governmental research institutions, NGOs and the private sector.

In the HEIs, the scientific research activities are focused on basic research. There are now sixteen scientific research centres in the Palestinian universities in the fields of...
agriculture, the environment, water, energy and health.

At governmental level, there are some research centres such as the National Research Centre of the Ministry of Agriculture and Water Management Research at the local Water Authority.

Many NGOs constructed research centres which mostly focus on social studies and research. The private sector focuses on research activities on existing industries, such as the medical industry and some food industries. The HEIs have better opportunities to develop their research programmes and international cooperation with European universities through the Tempus programme and other EU programmes.

However, it should be mentioned that research still lacks funding and a national policy for science, technology and research is required.

13. University-enterprise cooperation

The cooperation between HEIs and enterprises is limited. The students are usually placed in enterprises to do their internship training. Some HEIs invite experts to teach a course or to give lectures, but the involvement of enterprises in curricular development is very limited (or even non-existent). Recently, some universities have been trying to start joint projects with enterprises and this might improve their involvement in the development of curricula.

14. International cooperation

Numerous international organisations have provided invaluable technical and financial support to the HEIs in the oPt.

**Quality Improvement Fund by the International Bank (QIF):**

In order to improve the quality in tertiary education institutions in the West Bank and the Gaza Strip, the World Bank through IDA and the European Commission (EC) have signed an agreement with the Palestinian Ministry of Education and Higher Education (MOEHE) to implement a Tertiary Education Project (TEP). The estimated budget was USD 15 million. TEP has four components; the most important one is the implementation of the Quality Improvement Fund (QIF). Since 2005, many success stories were achieved. QIF has funded 45 projects in five different cycles (24 new partnerships and agreements with private, public and international organisations, eight new academic programmes, study tours, etc.).

**The academic and administrative cooperation with the French Government**

The importance of these fields of cooperation has been underlined and their orientations reformulated during the fourth session of the French-Palestinian Joint Committee that was held in Ramallah in June 2004.

Partnerships and twinning have been built over the years between French and Palestinian universities. Different cooperation projects launched during the past few years have been concluded after yielding very encouraging results, such as the programme of Mathematics applied to the Economy. More than 200 Palestinians are registered in the French higher education system, and 80 of them have a scholarship from the Cooperation Department. An example of academic cooperation is in the field of linguistics and training. Student mobility usually is very difficult due to the existing isolation of different cities imposed on Palestinians due to the Israeli occupation. Although students from other countries are allowed to enrol and study in Palestinian universities, in practice this is very rare due to the difficulty of getting permission to enter the country. The permission must be obtained from the Israeli authorities.
II. Current challenges and needs

1. Trends and challenges

Four main challenges can be identified as follows:

1. **Access**: higher education has always been characterised by competition between institutions to attract more students in order to increase their income. New programmes were added for this purpose without due attention to the needs of Palestinian society. Supply and, as indicated above, rates of enrolment are already high. The negative consequences on quality are evident. While the rates of enrolment in general are high, the access of students with special needs and from poorer segments of society is still in need of further attention, especially through the improvement of the student loan programme.

2. **Teaching and training staff**: low salaries have led staff members to take up extra work, which has a negative impact on the quality of teaching and on the amount and quality of research carried out. The professional development of staff members is restricted due to the absence of regular fellowship and scholarship programmes to upgrade their qualifications and their teaching skills.

3. **Quality and relevance**: the weak link of programmes to the needs of the labour market is presently a central issue in all national development programmes and projects. The high percentage of students studying social sciences (75 %) is a major contributor to unemployment among graduates. The high student/teacher ratio is a factor leading to the lowering of the standards of teaching and learning. How it is addressed will prove to be a challenge under the present financial constraints, as will the issue of the limited physical, material and educational resources which could enhance quality and relevance. In this regard, the need to improve the electronic linking and networking of local universities with Arab and international university resources and research networks is a major issue. Research is still not considered a priority by the national and the international funders of higher education. Funding is therefore limited and irregular. It is an uncontested fact internationally that research has a direct impact on the quality of teaching. Programmes are needed to encourage research and to provide information about what kind of research is being conducted and where. A national policy for science, technology and research is also required. There is an evident need to better link the two sectors of general education and tertiary education, as the outputs from one provide input to the other. It is hoped that the National Strategy for Teacher Education, if implemented properly, will make a significant contribution in this regard since most of its implementation is supposed to be executed by post-secondary institutions.

4. **Funding tertiary education**:

- Insufficient funding is an on-going major concern and it is having a serious negative impact on the quality and relevance of higher education (see analysis above in section 4).

- Community colleges receive smaller portions of the funds when compared with the universities that receive more than 85 % of the financial support.

- Inefficient mechanisms in the management of the students’ loans fund.

Furthermore, challenges directly related to the HE system itself can be identified:

- No steps were taken to help the MoEHE to build its capacities and strengthen its regulatory role in the higher education system.

- Tangible quality issues and challenges at HE institutions have not been supported or even investigated.

- There is a HE strategy without dissemination or an action plan.

- Most of the focus is on capacity building which involves a review of issues that deal with quality and efficiency. As far as technical and Vocational Education and Training (VTET) is concerned, increasing enrolment remains the major challenge, in addition to improving the availability of well-equipped schools.

Enrolment in secondary vocational education is still low, standing at just 5.06 % of the total number of students in the secondary cycle in 2007/2008, an increase on the 4 % from the 1999/2000. While in the same period the
percentage of female students of the total number of students in secondary vocational education increased, it still remained at 33.5%. The main reason for the low enrolment in TVET at secondary and post-secondary levels is the low reputation society has for technical and vocational education.

Traditionally, those who fail in academic studies or who are not admitted to academic programmes of study end up in vocational and technical specialisations. Career counselling in schools and post-secondary institutions is still almost non-existent which exacerbates this problem. Special efforts are needed to attract females to TVET in general, and to non-traditional programmes of study which necessitates awareness-raising to make these socially acceptable.

A major challenge is to better link TVET and its outputs, quantitatively and qualitatively, to the widely diversified needs of the labour market. Taking into account the rapid changes within the present globalised world economy, programmes of study should be flexible and easy to update and modernise, which is not the case at present. Moreover, such continuous changes will require ongoing adaptation of the physical facilities and the educational resources the cost of which might be beyond the financial means of the Palestinians in the West Bank and the Gaza Strip.
2. The Bologna Process

**General Information**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No particular mechanism supporting the implementation of the Bologna Process</td>
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</table>

**Bologna cycle structure**

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th>Another three-cycle structure exists</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student workload/duration for the most common Bologna programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor programmes</td>
</tr>
<tr>
<td>Bachelor/Master cycle structure models most commonly implemented</td>
</tr>
</tbody>
</table>

**European Credit Transfer and Accumulation System (ECTS)**

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>No definition of learning outcomes at national level</th>
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</thead>
<tbody>
<tr>
<td>Level of implementation of ECTS</td>
<td>Another credit system exists</td>
</tr>
<tr>
<td>Indicative number of hours of student workload corresponding to one ECTS</td>
<td>Another credit system or student workload in use – cannot specify ECTS</td>
</tr>
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**Bologna Diploma Supplement (DS)**

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>No Diploma Supplement issued</th>
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</thead>
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<tr>
<td>Diploma Supplement issued</td>
<td>No Diploma Supplement</td>
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### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet started formally/not foreseen.</td>
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</tr>
<tr>
<td><strong>Step 1:</strong> Decision taken. Process just started.</td>
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</tr>
<tr>
<td><strong>Step 2:</strong> The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Step 3:</strong> The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4:</strong> Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 5:</strong> Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
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</table>

### Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>Name</th>
<th>Status</th>
<th>Year of establishment</th>
<th>Main outcome of the review</th>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
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<tbody>
<tr>
<td></td>
<td>Accreditation and Quality Assurance Commission (AQAC)</td>
<td>A single or several independent national bodies for quality assurance have been established.</td>
<td>2002</td>
<td>X</td>
<td>A decision granting the reviewed institution/programme permission to operate</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
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<td></td>
<td>Advice on how the reviewed institution/programme can improve quality</td>
<td>Both permission and advice</td>
<td>Not available</td>
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<td></td>
</tr>
<tr>
<td>Involvement in external quality assurance process</td>
<td>Academic staff</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td></td>
<td>Students</td>
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<td></td>
<td>International Experts</td>
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### Recognition of foreign qualifications

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<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by central or regional governmental authorities</td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>Recognition for professional employment by central or regional governmental authorities</td>
</tr>
</tbody>
</table>

### Joint Degrees

<table>
<thead>
<tr>
<th>Establishment of joint degrees and programmes in higher education legislation</th>
<th>Joint programmes and joint degrees are allowed in the higher education legislation.</th>
</tr>
</thead>
</table>

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

146
III. Participation in EU programmes

1. Tempus

Occupied Palestinian Territory has participated in the Tempus Programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II 1990-1999</th>
<th>TEMPUS III 2000-2006</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects (JEP)</td>
<td>-</td>
<td>11</td>
<td>2</td>
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<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>-</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>14</td>
<td>2</td>
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</table>

Higher education institutions with the highest participation under TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>JP</th>
<th>SM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birzeit University</td>
<td>8</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>An Najah University</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Al Quds University</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Palestine Polytechnic University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Islamic University</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Hebron University</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>JP</th>
<th>SM</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Najah University</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Birzeit University</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus Programme

With the participation of the oPt in the Tempus programme between 2002 and 2006 and then from July 2007 until now, the most important impact is that the fragmentation between the Palestinian institutions themselves, and with other European institutions, has been overcome. Therefore a good inter-university network has been set up between the staff of the consortium members who have participated in Tempus projects.

Since half of the Joint Projects were aimed at integrating Master degrees into some Palestinian universities, the Tempus programme has contributed significantly to the development of existing curricula and human resources in various crucial sectors in the oPt, such as the sectors of water and the environment, international relations, energy, tourism, etc.

In addition, the development of Master programmes opened new opportunities for access to students. More importantly, the impact of Tempus was seen also on research development at universities and, consequently, the outcome of the research is of great benefit to the Palestinian National Development and economy.

In particular, the 'Master programme in 'Environmental Sciences and Sustainable Infrastructure' at Birzeit University has contributed effectively to support and develop the Institute of Environmental and Water Studies (IEWS) that offers and contributes to the capacity building of the Palestinian water and environmental sectors by providing knowledge, advisory services, graduate education (Master level), research and continuous education through short-term training in water and environment and related issues. In addition, the Institute participates in...
solving crucial water and environmental problems within the oPt and the neighbouring countries through research projects, consulting activities and joint regional activities.

The Master programme in ‘Clean Energy and Conservation Strategies’ at An-Najah National University was the key supporter for the Energy Research Center (ERC) that is concerned with research, development, system design, feasibility studies and training in all conventional and renewable energy fields, energy management and energy conservation.

In brief, Tempus gave a significant contribution to:

- Enhance an inter-university network in the oPt.
- Strengthen Euro-Med university consortia.
- Integrate newly needed M.A. programmes which significantly contributed not only to enhance research, but also to the development of human resources and curricula especially in sectors of water, development, energy, international relations, tourism, etc.
- Create new opportunities for students

2. Erasmus Mundus

The objective of the Erasmus Mundus programme is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical 'lot' on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, doctorate, post-doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

Number of students/staff participating in the programme

Action 1 – Erasmus Mundus Joint Programmes

<table>
<thead>
<tr>
<th>Person type</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Student</td>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Master Scholar**</td>
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<td>0</td>
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<td>0</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>1</td>
</tr>
<tr>
<td>Doctoral candidate*</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
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<td>3</td>
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<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>

* First selection of doctoral candidates made for 2010-2011 academic year.
**Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
### Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-doctorate</th>
<th>Staff</th>
<th>TOTAL</th>
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<td>2007</td>
<td>9</td>
<td>21</td>
<td>31</td>
<td>4</td>
<td>9</td>
<td>74</td>
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<td>2008</td>
<td>12</td>
<td>22</td>
<td>16</td>
<td>4</td>
<td>3</td>
<td>57</td>
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<td>2009</td>
<td>4</td>
<td>20</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>2010*</td>
<td>4</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>11</td>
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<td>2011**</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>74</td>
<td>69</td>
<td>13</td>
<td>28</td>
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</table>

### Institutions participating in the programme up to and including 2011

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
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<tr>
<td>AL-Aqsa University</td>
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<tr>
<td>Al-Azhar University</td>
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<td>Al-Quds University</td>
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<td></td>
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<tr>
<td>An-Najah National University</td>
<td></td>
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</tr>
<tr>
<td>Arab American University</td>
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<tr>
<td>Birzeit University</td>
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<td>Community College of Applied Science and Technology</td>
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<td>Hebron University</td>
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<td></td>
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</tr>
<tr>
<td>The Islamic University of Gaza</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### IV. Bibliographical references and websites

- World Bank, West Bank and Gaza strip UPDATE, the Quarterly Publication of the West Bank and Gaza Office, Ramallah and Gaza, Palestine, April 2006
This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein. For further information:

- Education, Audiovisual and Culture Executive Agency (EACEA)

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  Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium  
  **Contact**: EACEA-Tempus-Info@ec.europa.eu  

- National Tempus Office oPt

  **Postal address**: Ministry of Education and Higher Education Om-Alsharayet, 6th Floor Ramallah oPt  
  **Contact**: info@tempus.ps, nedal1@palnet.com  
  **Website**: [www.tempus.ps](http://www.tempus.ps)

Last update: July 2012

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20 Nedal Jayousi (NTO occupied Palestinian territory), Daoud Zatari (Palestinian Polytechnic University).
I. Overall description
II. Current challenges and needs
   – Trends and challenges
   – The Bologna Process
III. Participation in EU programmes
    – Tempus
    – Erasmus Mundus
IV. Bibliographical references and website
The higher education system in Syria

- University (Jamea)
  - Bachelor (Ejaza Jameia)
  - University (Jameaa)
  - Bachelor (Ejaza Jameia)
  - Intermediate Institute (Mahad Mutawest)
  - Diploma (Diplome)

Years:

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<td>Bachelor (Ejaza Jameia)</td>
<td>University (Jameaa)</td>
<td>Bachelor (Ejaza Jameia)</td>
<td>Intermediate Institute (Mahad Mutawest)</td>
<td>Diploma (Diplome)</td>
</tr>
</tbody>
</table>

Fields of study:

- Education, arts, humanities, social sciences, journalism and information, law, and other fields
- Applied sciences, industrial sciences, architecture, agriculture, dentistry, pharmacy
- Business studies
- Veterinary medicine, health, medicine
- Various fields

ECTS:

- Credits according to the European Credit Transfer and Accumulation System

<table>
<thead>
<tr>
<th>regulated at national level</th>
<th>decided at institutional level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL programmes have admission requirements</td>
<td></td>
</tr>
<tr>
<td>SOME programmes</td>
<td></td>
</tr>
</tbody>
</table>

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The most influential legislative reform of higher education in Syria is the Presidential Degree No. 36 for the year 2001, which governs the work of private universities in Syria. The other legal framework that governs and regulates higher education in Syria is Law No. 6 six of the year 2006, which governs the work of public universities in Syria, which is called "The University Regulation Law". This law is an amendment of the previous law. The new law gives more autonomy to universities, with regard particularly to staff appointments and promotions.

Types of tertiary education programmes and qualifications

In Syria, there are several types of tertiary education programmes and qualifications:

- Intermediate study (Mahad Mutawast): students spend two years in most academic fields. The top five students of the Mahad Mutawast level are eligible to continue their studies in the same field to obtain a Bachelor Degree.

- Bachelor degrees (Ejaza Jameia): students need to spend four years in most academic fields, five years for engineering, six years for medicine.

- Master degrees (Majesteer): students who have achieved good marks in their Bachelor will be entitled to register for a Master degree for at least two years. The Master (Majesteer) can be an academic Master degree which entitles students then to enrol for a Ph.D programme, or a professional Master degree (Majesteer Mehani) which by law does not allow students to continue to a Doctorate.

- Doctoral degrees: students who have achieved a satisfactory mark in their Master degree (Majesteer) will be entitled to register for a Ph.D degree of at least three years.

Types of tertiary education institutions

The above-mentioned degrees are offered by the following types of tertiary education institutions:

- Universities (Mossasat Al-Taleem Al-Aali): offer mainly Bachelor, Master, and Doctorate degrees in the fields of arts, humanities, law, Islamic law, economics, social sciences and fine arts, engineering, architecture, agriculture, pharmacy, dentistry, veterinary science and medicine. All modes of studies are full time studies.

- Higher Institutes (Mahad Aali): offer mainly Bachelor and Master degrees in the fields of business, biotechnology, population studies and some other specific fields.

- Intermediate Institutes: offer certificates of two years of study relevant to most of the Bachelor degrees offered by universities.

- Other institutes (Mossasat Talimia Okthra): offer mainly certificates of two years of study and Bachelor degrees.

For the academic year 2010/2011, at public universities, there were 339 852 registered undergraduate students, 14 021 Master students and 1 272 Ph.D students. For all private universities, the number of registered students did not exceed 26 000 students. All these students are distributed over six public universities, six higher education institutes and 15 private universities.

| Number of students at public universities (academic year 2010/2011) |
|---------------------------------|--------|--------|
| Bachelor                        | 355 145 |
| Master                          | 339 852 |
| Ph.D                            | 14 021 |
| 1 272                           |

<table>
<thead>
<tr>
<th>Number of HEI (academic year 2010/2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
</tr>
<tr>
<td>Private</td>
</tr>
<tr>
<td>Other HEI</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>
2. Distribution of responsibilities

The Syrian government plays a major role in the supervision and control of the higher education system. This is achieved through the Ministry of Higher Education and the Higher Education Council that is based at the Ministry of Higher Education. In terms of paperwork, the system is highly centralized with no efficient role mentioned at departmental level. All academic staff appointments and promotions are issued by ministerial decree. All curricula developments have to be approved by the Higher Education Council. A government committee called the “University Admissions Committee”, which is headed by the Prime Minister and in consultation with universities and the Ministry of Higher Education, determines the number of students to be admitted to the higher education system each year and their distribution. The Government also plays a regulatory role for the newly established private universities. Licences for these universities are issued depending on certain guidelines and rules set by the Higher Education Council.

Since May 2011, an overall trend towards more centralisation of decisions is observed. It has to be noted that most decisions are made with little involvement of the local community including industry, NGOs and professional organisations. Most of these organisations are not highly involved in the decision making process within the sector.

3. Governing bodies of the higher education institutions

The major body governing the higher education sector in Syria is the Council for Higher Education, physically located at the Ministry of Higher Education. The Council is headed by the Minister of Higher Education and consists of the presidents of public universities and a few selected private universities, the heads of higher education institutes, representatives from the students’ union and teachers unions, the deputy ministers of finance, education, health and representatives from the State Planning Commission.

The members of the Council of Higher Education are appointed by the Prime Minister at the beginning of each academic year. The Council of Higher Education has the ultimate power of deciding, implementing and evaluating higher education policy.

In addition, it is the main body responsible for issuing most of the detailed laws and regulations governing the higher education sector in Syria.

All universities have to follow the organizational structure defined in the 2006 University Law with little flexibility. In terms of academic autonomy, decisions can be taken at academic departmental level, when it mainly comes to decisions related to replacing curricula and academic matters. Increasing financial autonomy is still a matter for debate.

Students are represented in the Council for Higher Education and in all councils at faculty and university levels through the President of Students Union in Syria.

Private universities are structured differently, as they are governed under Presidential Law No. 36 of 2001.

4. Financing

The great majority of the resources in the sector come from government funds, with a very low percentage of funds from family payment of fees. In 2007, funds from external bodies in did not exceed 4 % of the total funds available to the sector. The main funder for the sector is the Ministry of Finance. The demand for resources, for either current or capital budgets in the sector is largely based on the number of students in the sector and the level of quality expected. The supply of resources depends on the total government budget and the political priorities for a sector in competition with other sectors and priorities, together with other sources such as student fees and development partner grants and loans.

5. Students’ contributions and financial support

There is strong government support to all public universities except for the Syrian Virtual University which has a fee structure enabling it to operate largely independently of government funding, much like the higher institutes. Traditional students pay very low registration fees compared with their counterparts in the two other categories, existing in Syria:

- Students belonging to the open learning type (Taleem Maftooh) are students registered at certain faculties who use faculty resources for learning during the weekends. They are not considered in the same way as traditional students in terms of fees, modules studied, terms of class hours and timing.

- Parallel students (Taleem Moazi) are students who did not achieve the same scores at the General Secondary Education
from the EU. Participation of students in system with the support of quality experts evaluation and review of its current operating initiatives by universities, as in the case of system were based on very individual made at academic department level. External institutional level. Most self-assessments were attempts have been made to evaluate the with the relevant Council for Higher Education and in accordance with the relevant Presidential Law. Very few evaluations were taken place so far, and evaluation is conducted informally with no formal procedures for the evaluation process. There are some attempts to launch the first pilot evaluation test for university graduates of both public and private higher education institutions. The licensing mechanisms to establish a higher education institution are different from public to private. The body responsible for licensing the public institution is the Prime Minister’s Office and this is done according to the Five Year Plan.

For the private institutions, the body responsible for giving a licence to establish a private university is the Ministry of Higher Education after receiving the approval of the Council for Higher Education and in accordance with the relevant Presidential Law. Very few attempts have been made to evaluate the institutional level. Most self-assessments were made at academic department level. External reviews approaching a quality assurance system were based on very individual initiatives by universities, as in the case of Damascus University, which made a whole evaluation and review of its current operating system with the support of quality experts from the EU. Participation of students in

The annual growth rates of open and parallel students have been increasing dramatically in the past few years. In total, the fees required from undergraduate students do not exceed US dollars 30 each year, while for parallel students, the amount may be US dollars 2,000, and for open learning students it may exceed US dollars 1,000.

The case is different at private universities. The average fees for a student at a private university each year are US dollars 5,000. Less privileged students may ask for financial support to cover the costs of living and other administrative and tuition fees and they are offered places at the student accommodation at very low rates. Given that most of higher education courses are relatively free of charge, families are not given tax allowances or assistance when their children register at Syrian universities.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The current body responsible for the evaluation of higher education institutions and programmes should be the Ministry of Higher Education. However, the procedures for quality assurance and accreditation operate in an ad-hoc way. No evaluation tests have taken place so far, and evaluation is conducted informally with no formal procedures for the evaluation process. There are some attempts to launch the first pilot evaluation test for university graduates of both public and private higher education institutions. The licensing mechanisms to establish a higher education institution are different from public to private. The body responsible for licensing the public institution is the Prime Minister’s Office and this is done according to the Five Year Plan.

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7. Admission

A government committee called the "University Admissions Committee", which is headed by the Prime Minister, and in consultation with universities and the Ministry of Higher Education, determines the number of students to be admitted to the higher education system each year and their distribution. However, the procedures and requirements for admission to universities are defined at both centralised and decentralised levels, at Ministry level and at university level. The Five Year Plans in the country have identified a need to develop and implement university admission plans.

The entry level for all undergraduate programmes in Syrian universities is the General Secondary Education Certificate (Bakaloria). The policy of equal access to higher education is strongly supported by Syrian leaders. In principle, each student passing the General Secondary Education Exams is eligible for a place in the Syrian higher education system. This "Open Door" policy was adopted by the Syrian government in the early 1970ies and is still in operation. Students who have chosen the scientific track in the secondary school education phase are eligible to apply for admission to scientific faculties and institutes in the higher education phase, such as medicine, dentistry, engineering, science etc., whereas students who have chosen the literary track are only able to apply for admission to human science faculties such as literature and education etc. The score achieved by the student in the General Secondary Education Exam determines which faculty they can join in the higher education phase.

In other words, students are differentiated according to their scores in the General Secondary Education Exams. For example, the minimum score required to enter the Faculty of Medicine in Damascus University in 2011 was in an average of 97%. Students achieving moderate or low scores in the Baccalaureate exam may only have an opportunity to apply for Intermediate Institutes (vocational training). Due to the huge number of students applying to universities each year, new ways of learning were introduced by the Ministry, including for example open learning education, represented mainly by the Syrian Virtual University. These new approaches created an opportunity to increase funding to universities and to encourage some aspects of lifelong learning. The admission procedures are

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

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different than for "traditional learning". Usually, traditional admission to universities is advertised to the public before the open and parallel admissions. There are no age limitations, only limitations based on performance at secondary level.

Students in all admissions announcements (Mofadal) are required to put their university study preferences. Students are selected to fit one of the preferences they have expressed based on competition and the capacity of every individual faculty at each public university. Because of insufficient academic performance at the Bakaloria (Baccalaureate), some students are not admitted to university and most of those students either go to private universities or to vocational intermediate institutions. For better opportunities, a considerable number of students may retake the Bakaloria exam in the following year and may only do so once.

8. Organisation of the academic year

The Council for Higher Education is the body responsible for determining the length, beginning and end of the academic year. However, this may vary from one academic year to another. The actual academic year at public universities consists of two semesters. The first one starts in early October and finishes by 15 December the same year. This would be followed by an exam period lasting until late January of the following year. The second semester starts in mid-February and finishes in mid-May. This is followed by a second semester exam period taking place in June. There would also be a third period of exams (Takmilia) for final year students who wish to graduate in the same academic year as their normal counterparts. In exceptional circumstances, students may be given additional periods of exams by a presidential Law.

9. Curriculum content

The Council for Higher Education in Syria is conscious that there is a need for major reform and diversification of higher education programmes in Syria to meet development needs and has asked the various universities in the country to reform and modernise their programmes. It has, to some extent, eased the regulation governing curricula development and made them more decentralized. Developing curricula is done either nationally or in cooperation with international experts through projects funded mainly by the Tempus Programme and United Nations Development Programme (UNDP). Most curricula developed in cooperation with the EU reflects to some extent the European approaches, but this is not the case for the study material itself. Across all faculties Arabic and English are two compulsory subjects taught in the first two years. In order to acquire a Bachelor degree, all relevant subjects are compulsory to students, as defined by the faculty. On average, for 4-year Bachelor degrees students should pass 52 subjects and for 5-year Bachelor degrees its 64 subjects on average.

10. Assessment, progression, certification and degree

The most common form of assessment of students is the final exam, with very few attempts at other kinds of evaluation such as essays and group work. Accreditation and recognition of prior learning is not applicable at Syrian universities, except for medical students, who by law should allocate their final year to medical training in hospitals, mainly public. The main condition for students to progress from one year to the next is not to fail more than four subjects, in which case he or she would be required to retake them in the next year. The main requirement for final qualifications is to pass all subjects that the student is required to take in a specific field of study.

The degree that the student is awarded on the completion of the programmes is called the Bachelor degree (Ijaza Jamiaia). When students achieve good marks at Bachelor level, they can be admitted to the Master level. However, this is based on competition considering the high number of applicants to Master programmes each year.

A Bachelor degree is usually awarded after four to six years of study depending on the subject. Bachelor studies in the arts, humanities, law, Islamic law, economics, social sciences and fine arts last for four years; and five years in engineering, architecture, agriculture, pharmacy, dentistry and veterinary science. In medicine a Bachelor degree is awarded after six years. The possibility for part-time studies as in Europe does not exist officially at Syrian universities.

11. Academic staff

The main categories of academic staff are as follows:

- Teaching Assistant: should have at least a Bachelor degree.
- Lecturer/Assistant Professor: should have at least a Ph.D in the relevant field and have passed an English and the International Computer Driving Licence (ICDL) test.
- Associate Professor: should be a lecturer and should have experience of teaching of at least five years since being a lecturer, a minimum level of publications in recognised academic journals and also experience in supervising Master students.

- Full Professor: should be an assistant professor, should have teaching experience of at least 10 years since being a lecturer, satisfactory level of publications in recognised academic journals (one of them should be international recognised journal) and experience in supervising both Master and Ph.D students.

The selection procedure for academic staff with Ph.D degrees is mainly done via a public advertisement approved by the Ministry of Higher Education. Nevertheless, the common procedure is to appoint a huge number of teaching assistants each year who are then sponsored by their institutions to prepare Master and Ph.D in Syria or abroad. The duration of the contract for all positions is permanent until the retirement age of 70 years for a full professor’s position. However, some exemptions may be applied.

12. Research activities

The link between higher education and research is very strong in Syria. Most research is done in universities and 100 % of funds come from the government. No research funds come from the private sector or from other institutions. There are only a few independent research institutions responsible for carrying out research in the country funded by the government. The management of research is also centralized by the Ministry of Higher Education. Private universities are not involved in research at all, although they have recently been encouraged by the Ministry to develop research. The main body responsible for overall policy concerning university research is the Council for Higher Education. In collaboration with the Higher Commission of Scientific Research, which is a body attached to the Prime Ministry, and with other research centres outside the higher education sector, the Council for Higher Education coordinates the research at the national level.

13. University-enterprise cooperation

The last Five Year Plans assured the need for reforming the higher education sector in Syria. This reform, according to the plan, should produce human resources capable of competing regionally and globally. In order to comply with society’s and national needs, the plan also encouraged reform within the business sector in terms of management, human resources and increasing job opportunities. However, both sides of the equation still argue that the other side should adapt itself to the needs or outputs of the other side. Reports produced by local agencies or by international aid programmes such as the EU, the United Nations Development Programme and others put high pressure on universities to adapt their structures to the market’s need for skills. However, they ignore the role that could be played by business sectors or how the business sector could be more aware of current subjects at Syrian universities. As a result, the involvement of employers in the definition of curricula is very weak. Approaches towards job training and placement programmes in cooperation with universities are still unpopular amongst employers. Even if they exist, they are not accredited by universities as being equal to specific credit hours. Most types of cooperation between university and industry are still at the minimum level of sponsorship cooperation and based on unbalanced cooperation.

14. International cooperation

All teaching assistants who are appointed at universities and higher education institutes are sponsored by their institutions to complete their higher education studies. Most of those teaching assistants are sent abroad to prepare their Master and Ph.D degrees. At the end of 2010, there were 2 405 Syrian governmentally funded teaching assistants studying abroad, consuming hundreds of millions of Syrian pounds of national income. More than half of them were appointed as teaching assistants at Syrian universities prior to their leaving to the receiving countries. Syrian governmental policy supported students to study abroad primarily in leading western countries, mainly in Germany, France and United Kingdom.

The Ministry of Higher Education explicitly identifies policies to promote higher education study opportunities to students from other countries. A good number of foreign students used to study at Syrian universities in subject areas such as Arabic and Islamic studies. Regionally, the Ministry of Higher Education has signed several agreements with several Arab countries in order to promote postgraduate and undergraduate student exchanges. At university level, the major Syrian universities have agreements and Memoranda of Understanding with several universities abroad. However, the aims differ across universities. While for Damascus University, developing an agreement leading to joint degree would be the main priority, Aleppo University would focus on international agreements that lead to capacity building of teaching assistants.
II. Current challenges and needs

1. Trends and challenges

The Ministry of Higher Education in Syria is striving to set priorities, devise executive plans to implement them and continue the process of modernization of the sector. To fulfil its goals, the Ministry of Higher Education cooperates usually with national (public and private) and international partners. In line with the modernization and upgrading projects planned and carried out nationally with the various programmes of the European Union and the United Nations Development Programme (UNDP), the last reform programme set by the Ministry was highlighting the following priorities:

- The establishment of new institutions, faculties and programmes within existing institutions.
- A new admissions policy congruent with academic standards, potential students’ and national development needs.
- Developing existing curricula and implementing dynamic flexible rules for their continuous revision in response to social and market needs.
- Continuing the process of the establishment of a Quality Assurance and Accreditation System.
- Charting executive plans for the purpose of upgrading the skills of academic staff.
- Upgrading the enabling environment through the provision of tools such as: labs, modern libraries, network connectivity, etc.
- Improving academic research and graduate study programmes.
- Upgrading vocational and educational training institutes.
- Sector restructuring to enhance governance and introducing updated management information systems.
- Developing effective statistical for planning at strategic and policy levels.

Nevertheless, one of the major shortcomings of higher education in Syria in general is the lack of relevance of programmes and curricula to development and to labour market needs.

At some major universities in Syria (Al-Bath University in the City of Homs and also the branch of Aleppo University in the City of Idleb in the north of Syria) the academic year 2011/2012 had to be suspended.
## 2. The Bologna Process\(^{21}\)

### General Information

<table>
<thead>
<tr>
<th>Level of integration in the Bologna Process</th>
<th>Bologna-Signatory Country</th>
<th>X Non Bologna-Signatory Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Process officially embedded in the education system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X No particular mechanism supporting the implementation of the Bologna Process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bologna cycle structure

<table>
<thead>
<tr>
<th>Level of implementation of a three-cycle structure compliant with the Bologna Process</th>
<th>Another three-cycle structure exists</th>
</tr>
</thead>
</table>

### Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>Another three-cycle structure exists</th>
<th>Master programmes</th>
<th>Another three-cycle structure exists</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Bachelor/Master cycle structure models most commonly implemented</th>
<th>Another three-cycle structure exists</th>
</tr>
</thead>
</table>

### European Credit Transfer and Accumulation System (ECTS)

<table>
<thead>
<tr>
<th>Definition of the Learning Outcomes Concept</th>
<th>Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level of implementation of ECTS</th>
<th>Another credit system</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indicative number of hours of student workload corresponding to one ECTS</th>
<th>Another credit system or student workload not in use to define ECTS</th>
</tr>
</thead>
</table>

### Bologna Diploma Supplement (DS)

<table>
<thead>
<tr>
<th>Level of implementation of the Bologna Diploma Supplement</th>
<th>No Diploma Supplement issued</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Diploma Supplement issued</th>
<th>No Diploma Supplement</th>
</tr>
</thead>
</table>

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### National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet started formally/not foreseen.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 1</strong>: Decision taken. Process just started.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2</strong>: The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3</strong>: The NQF has been adopted formally and the implementation has started.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4</strong>: Redesigning the study programmes is ongoing and the process is close to completion.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 5</strong>: Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
<td></td>
</tr>
</tbody>
</table>

### Quality Assurance Practices on

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>Directorate of Quality and Accreditation (part of the Ministry of Higher Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance. 2007</td>
</tr>
<tr>
<td>Year of establishment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in external quality assurance process</th>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.

### Recognition of foreign qualifications

| Ratification of the Lisbon Recognition Convention | NO |
| Recognition of Foreign Qualifications for academic study | Recognition for academic study by central or regional governmental authorities |
| Recognition of Foreign Qualifications for professional employment | Recognition for professional employment by central or regional governmental authorities |

### Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are allowed in the higher education legislation. |

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III. Participation in EU programmes

1. Tempus

Syria has participated in the Tempus programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th>TEMPUS I and II</th>
<th>TEMPUS III</th>
<th>TEMPUS IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>-</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>-</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>32</td>
<td>3</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation under TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleppo University</td>
<td>11</td>
<td>JP: 9, SM: 2</td>
</tr>
<tr>
<td>Damascus University</td>
<td>9</td>
<td>JP: 7, SM: 2</td>
</tr>
<tr>
<td>Tishreen University</td>
<td>8</td>
<td>JP: 6, SM: 2</td>
</tr>
<tr>
<td>Al baath University</td>
<td>6</td>
<td>JP: 4, SM: 2</td>
</tr>
<tr>
<td>Arab International University</td>
<td>2</td>
<td>JP: 1, SM: 1</td>
</tr>
<tr>
<td>International University of Science and Technology</td>
<td>2</td>
<td>JP: 1, SM: 1</td>
</tr>
<tr>
<td>University of Kalamoon</td>
<td>2</td>
<td>JP: 1, SM: 1</td>
</tr>
</tbody>
</table>

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damascus University</td>
<td>2</td>
<td>JP: 1, SM: 1</td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus programme

Since 2002, Tempus has played an important role in Syrian higher education, with most of the higher education institutions participating in the Programme.

Tempus had a significant impact on the modernisation of curricula and teaching methods and on quality assurance and the upgrading of facilities. It had an impact on staff development through the mobility programme. Another impact of the programme is linked to development of the advanced cooperation between Syria and the EU. This is represented by the number of Syrian and European partners participating in the programme. More than 70% of TEMPUS projects in Syria relate to curricula development, the rest to institutional building activities. More than Euros 3.5 million were spent to buy equipment for the HE institutions in Syria, Euros 3.5 million on staff costs and salaries and Euros 4.5 million were spent on mobility to and from the EU. In this regard, more than 300 academics and higher education administrators from Syria went to Europe and the same number of EU academics came to Syria. There were more than 1 000 mobility exchanges.

All Tempus projects contributed to the national strategic priorities of higher education in Syria,
however, with different levels of contribution. The participation of higher education institutions in Syria amounted at two institutions per project in average. The most supported national priorities were the establishment of new programmes within existing institutions, developing existing curricula and implementing dynamic flexible rules for their continuous revision in response to social and market needs. The projects overall support the Ministry of Higher Education’s efforts to draw up executive plans for the purpose of upgrading the skills of academic staff and improving the learning environment. When looking at the micro level of each of the individual Tempus projects, no individual Tempus project reflects all national priorities. However, from a macro point of view, programme all priorities of the higher education sector are covered.

An example of a successful project was Joint European Project “Quality University Management and Institutional Autonomy”. The main aims of the project were to develop mission statements, high quality standards and evaluation procedures as instruments of quality management and organizational development at Damascus University. Once established, they have been widely disseminated to other universities in the sector. In this regard, the project aimed at developing and implementing adaptive strategies providing procedures of quality management, starting at the same time a systematic organisational development at the Damascus University. Dissemination activities towards other Syrian Universities were also carried out to connect both the political level in terms of guidance, support and development represented by the Syrian Ministry of Higher Education and the institutional level of universities. Another example of a more recent successful Tempus project is the “Skills and Career Center - Pathway to the Labor Market”.

The main objective of this project is to support capacity building and human resource development/upgrading of staff with regard to develop a teaching and learning capacity for skills and domain specific competencies and establish a career services at five public and three private Syrian universities to enable students to pursue a career on the labour market or to develop their own business. By the end of 2011, at departmental and faculty level, the aims of the project serve as a good model for matching the needs of the labor market with the teaching and curricula development. At university level, the project enhanced the university reputation and excellence in terms of establishing careers centers. Indeed, the centers of careers established at Syrian universities will sustain the project results. The project can be also considered as a good model for implementation of national reforms of linking the university with its society. The project contributed indirectly to the introduction of the Bologna principles in Syria.

2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.
More information:

Number of students/staff participating in the programme

**Erasmus Mundus – Joint degrees (Action 1)**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>2</td>
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<td>NA</td>
</tr>
<tr>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>0</td>
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</table>

* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.

**First selection of Doctoral candidates made for 2010-2011 academic year.**

**Erasmus Mundus– Partnerships (Action 2)**

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
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<td>2008</td>
<td>3</td>
<td>6</td>
<td>5</td>
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<td>3</td>
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<tr>
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<td>8</td>
<td>5</td>
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</tr>
<tr>
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<td>6</td>
<td>1</td>
<td>4</td>
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<td>2011*</td>
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<td>7</td>
<td>7</td>
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<td>28</td>
<td>10</td>
<td>29</td>
<td>172</td>
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</table>

**Institutions participating in the programme**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL-BAATH UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL-FURAT UNIVERSITY</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>INTERNATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF ALEPPO</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF DAMASCUS</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>UNIVERSITY OF TISHREEN</td>
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</table>
IV. Bibliographical references and websites


I. Overall description / Description générale
II. Current challenges and needs / Défis et besoins actuels
   – Trends and challenges / Tendances et défis
   – The Bologna Process
III. Participation in EU programmes
   – Tempus
   – Erasmus Mundus
IV. Bibliographical references and websites
The higher education system in Tunisia

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

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Le système d'enseignement supérieur en Tunisie

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean

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I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

Higher education in Tunisia is governed by the Act of 25 February 2008, which enshrined the reforms that had recently been affected in the sector, particularly the establishment of the three cycle-degree system of the Bachelor degree (al-Ijaza), the Master degree (al-Magistir) and the Doctorate (al-Dukturah), the reform of university governance and the establishment of a system of quality assurance. Tunisian higher education has been undergoing a profound change in connection with the reform of the degree structure. The reform introducing the Bachelor degree has now been completed, following a three-phase process. The introduction of the Master degree is well under way.

Types of tertiary education programmes and qualifications

Access to public higher education in Tunisia remains open to anyone who holds the certificate awarded on successful completion of secondary education (al-bakaluria). There are no tuition fees for students at state universities and students from vulnerable sections of society receive government grants. Fees are payable, however, for private higher education, but it still attracts no more than about 15 000 students, many of whom are from other countries, whereas the public institutions attract more than 347 000 students. Holders of the bakaluria are guided in their choice of university and course with the aid of a computerised system that takes account of pupils’ merits and wishes and of the number of places available on each course.

As a result of the reform introducing the system of Bachelor, Master and Doctorate degrees, all courses administered by Tunisian universities, with the exception of medical and architecture courses (eight years of post-secondary study in medical studies and six years in dentist studies, pharmacy and architecture) five years of engineering courses, are based on the structure of Bachelor degrees, awarded on accumulation of 180 credits, Master degrees, awarded after a further 120 credits have been accumulated and Doctorates.

Engineering students attend two years of preparatory classes, culminating in a national competitive examination and are then assigned to écoles d’ingénieurs on the basis of their grading and their wishes. Specialised training in an écoles d’ingénieurs takes three years, bringing the total length of engineer training to five years.

In medical subjects the number of places is limited to about 200 first-year students in each institution and studies last for five years, followed by one year of clinical training.

Courses in paramedical subjects, i.e. health science and technology and nursing, have switched to the Bachelor, Master and Doctorate system.

There are no longer any university courses in Tunisia that are shorter than the three-year Bachelor course.

The habilitation process (ataahil) involves the preparation of a research dossier by a lecturer seeking promotion to the grade of senior lecturer. The lecturer defends the dossier in front of a panel; if it is accepted, they are eligible to enter the national competitive examination for the recruitment of senior lecturers.

Types of tertiary education institutions

There are four main types of institution of higher education in Tunisia: universities (al-jamiat), faculties (al-kuliat), institutes (al-maahid) and écoles (al-madaress). There is also the network of Higher Institutes of Technological Studies (ISETs), which falls under the responsibility of a Directorate-General for Technological Studies, and the Virtual University of Tunis, whose role cuts across the spheres of activity of the other universities, in that it undertakes the digitisation of courses and the management of distance learning.

All of Tunisia’s universities are multidisciplinary with the exception of Ez-Zitouna University, which specialises in theology.

The system of écoles is chiefly associated with engineering studies. It implies a very direct form of instruction and very regular continuous assessment. The staff-student ratio is very good, with one instructor to fewer than ten students.

The same applies to institutes and to the higher institutes of technological studies, where the staff-student ratio is one to fourteen, whereas the national average staff-student ratio is one to eighteen.
As a result of the reforms introducing the three-cycle degree system, the various types of institution no longer differ in terms of course structure and duration, because the Bachelor, Master and Doctorate system has become the standard for all courses except those in medicine, pharmacology, architecture and engineering.

Key statistics on public higher education in Tunisia

Tunisia has 22 000 teaching staff and 347 000 students, which corresponds to more than 38% of the population in the 19-24 age bracket, distributed among 13 universities encompassing 193 institutions of higher education. More than 98 000 students receive government grants and more than 55 000 benefit from university accommodation at reduced rates. It is interesting to note that 61% of students are women.

Tunisian universities are party to more than 1 000 international cooperation agreements and more than 2 000 agreements on the joint supervision of Doctorates.

One of the strategic principles of the reform of the degree structure was to consolidate the applied subjects and the vocational Master programmes. For the next five years the biggest challenge will be to consolidate these studies and achieve greater quality as well as better legibility for employers. The universities have more than 44 000 students enrolled for Master (LMD and previous system) and more than 7 900 for Doctorate studies.

A decision was also taken to guide students towards subjects with good job prospects, especially courses jointly designed by academics and professionals and towards growth niches such as information technology (51 000 students), arts and crafts (20 000 students), applied languages and humanities (34 000 students), business and administration (47 000 students), engineering studies (42 000 students).

The private higher education sector comprises 39 institutions and attracts about 15 000 students.

The number of graduates stood at 78 605 in 2010. The national success rate is 87.2%.

There are around 20 000 researchers, divided among 35 research centres, 147 laboratories and 615 research units. There are seven technopoles in Tunisia.

The budget devoted to the Ministry of Higher Education and Scientific Research represents 6.1% of the state budget.

<table>
<thead>
<tr>
<th>Number of public HEI</th>
<th>193</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>13</td>
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<tr>
<td>Other HEI</td>
<td>180</td>
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</table>

<table>
<thead>
<tr>
<th>Number of students in HEI</th>
<th>362 000</th>
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</thead>
<tbody>
<tr>
<td>Public</td>
<td>347 000</td>
</tr>
<tr>
<td>Private</td>
<td>15 000</td>
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</table>

<table>
<thead>
<tr>
<th>Students in public HEI</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>

2. Distribution of responsibilities

Tunisia reformed the system of university administration by putting relations between the Ministry of Higher Education and Scientific Research and higher education institutions on a contractual basis for the first time. The two parties conclude a framework contract which authorises universities and institutions to devise their teaching and research strategies in the framework of projects and programmes for a period of four years; these strategies are accompanied by implementation plans, which provide for the administrative and financial management of the projects and programmes by means of a medium-term expenditure framework.

In addition, the new Higher Education Act reforms university administration by offering institutions the option of moving from centralised management to a more flexible and autonomous form of management by establishing themselves as public academic and technological institutions (EPSTs), provided that they fulfil conditions relating primarily to the quality of their educational, academic, administrative and financial management. In order to monitor and support these reforms, the ministry has set up a Higher Education Quality Support Programme (PAQ).

These new instruments give universities greater autonomy as well as creating greater transparency as regards their pursuit of the main strategic goals of higher education. They are expected to cooperate more closely with communities and businesses in the surrounding area and with local authorities with a view to matching their course options more closely to the real needs of their region and making higher education a factor for progress and development.

Overview of the Higher Education Systems in the Tempus Partner Countries: Southern Mediterranean
At the central level, the decisions of the Ministry of Higher Education and Scientific Research are taken after consultation with the Universities Council, which comprises the heads of all country’s universities. The Universities Council is also entrusted with all other matters referred to it by the Minister of Higher Education. The Universities Council (Majlis al-Jamiat) is the national body responsible for ensuring that the sectoral broad strategic guidelines are applied. The task of that body is to validate the decisions of the sectoral committees and the national committee on the reform of the course structure, comprising professors from 25 different disciplines.

It is also responsible for accrediting higher education institutions, thereby enabling them to award Master degrees and Doctorates and to habilitate teaching staff.

It is possible to create programmes for the promotion of scientific research with a view to ensuring that the training required for the attainment of university degrees is delivered while monitoring their pursuit and their contribution to technological innovation. This is carried out in the framework of the broad guidelines for education and scientific-research policies. Although the strategic direction of the system of higher education is centralised, each university is free to define the ways in which it can implement the key national policy guidelines. An institution with a large number of teaching staff in senior grades is authorised to provide Master degree courses and to award the resulting degrees. The same applies to Doctorates and habilitation.

3. Governing bodies of the higher education institutions

The institutions of higher education are headed by Deans (oumdaat), who are elected in the case of faculties or by directors (mudirin), who are appointed in the case of écoles and institutes. They are backed up by academic councils, whose members are elected to represent staff, students and the community and businesses in the surrounding area. Within the higher education institutions are departments under the authority of elected heads of department and directors of studies and/or practical courses. The members of the departmental governing body are elected staff and student representatives.

Each university is headed by a President appointed by decree and chosen from among university professors noted for their competence. The President is appointed for a four-year term and may be reappointed only once.

Each university has a university council, the composition and rules of procedure of which are established by decree.

The University Council examines matters relating to:
- the definition of university programmes in the spheres of training, research and inter-university cooperation;
- the organisation of university life and the establishment of appropriate methods to improve the academic and educational output of the institutes under the responsibility of the university;
- all other questions referred to it by the President of the University or the Ministry of Higher Education.

4. Financing

The financing of the public sector of higher education is largely provided by the state. There are students’ matriculation fees, which, though small in amount, also contribute. Learners who are already in the labour market and wish to upgrade their knowledge and skills in the framework of lifelong learning pay higher tuition fees, but they represent a relatively small number of matriculated students.

Institutions of higher education can also generate their own resources by providing chargeable services. At the present time, universities are being asked to augment their own resources by becoming more open to the world of business.

In connection with the establishment of contractual relations between the government and the universities, institutions are to be funded on the basis of objectives set in the framework contracts. Once these contracts have been negotiated with the relevant departments of the ministry and the quantified targets have been set, the government undertakes to provide the required funding and the universities undertake to achieve the agreed targets in complete transparency and autonomy.

There are no public finances earmarked for the private universities.

5. Students’ contributions and financial support

The government awards national grants to about a third of students, particularly to those from underprivileged sections of society. It also subsidises the price of meals served in the university canteens for all students and pays subsidies to keep down the cost of rent in university halls of residence.
Another form of financial support for students consists in loans allocated by the social-security funds; students have to repay these loans after completing their studies.

The Tunisian government awards scholarships for overseas study to the most deserving students on particular courses, such as certain engineering courses.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The Higher Education Act of 25 February 2008 introduced the concepts of quality assurance and accreditation for the first time. It provided for the creation of a national evaluation, quality assurance and accreditation authority. That body will be established in 2012.

In the meantime, several initiatives have been launched to train a pool of Tunisian university professors in the quality-based approach. Tempus has contributed to this effort through two projects – one devoted to the evaluation of écoles d’ingénieurs and the other to the evaluation of university courses (EVAFOR).

On the subject of evaluation, the ministry asked the National Evaluation Committee (CNE) to draw up a programme for the external assessment of all Tunisian university institutions over a period of four years, beginning in the 2008/2009 academic year. The assessment is based on self-appraisal reports compiled by the institutions in question and focuses on the educational life of the institution, innovation in the curriculum, research output, entrepreneurship, digital literacy, student life, international cooperation, documentary and multimedia resources, equipment and administrative management. The external assessment reports are sent to the institution in question for validation then transmitted to the supervisory authority.

Once new higher education institutions have been programmed in the national five-year development plans, their creation is the responsibility of the Universities Council.

7. Admission

There are various types of admission. The most complex operation relates to initial entry to higher education, which involves an annual intake of about 85 000 new students. This operation is organised by the Ministry of Higher Education and Scientific Research, which is required to guarantee a university place for every holder of the bakaluria, the qualification awarded on successful completion of upper secondary education.

The allocation of places takes account of applicants’ wishes and their merit, assessed on the basis of their exam results, the strategic aims of the higher education system, i.e. the priority given to courses with good employability prospects, the intake capacity of institutions and the staff-student ratio. All of these parameters are fed into the computer system. Applicants who wish to request a different course from the one they have been allocated may do so on the basis of an ad hoc procedure.

For courses in medical disciplines, there are quotas that must not be exceeded, which means that each faculty – medicine, dentistry and pharmacology – can take about 200 new students.

Students may change course during their training:
- They may use crossover options that have been created within the course in question. To enable students to reorganise their courses at the end of the first year, university institutions have created two-way crossover options between degrees in basic and applied disciplines; the exercise of such an option is limited to 10 % of the total intake capacity.
- They may take part in competitive examinations held by higher education and research institutions within the same university or organised on an inter-university basis.
- They may take part in annual national competitive examinations for entry to particular courses.

For those wishing to enter university in the context of lifelong learning, admission is governed by agreements between the university institution and the body through which they apply. Admission likewise depends on staff-student ratios and intake capacities.

8. Organisation of the academic year

The Ministry of Higher Education and Scientific Research is responsible for setting the academic year on the basis of a minimum of 14 weeks of classes per semester. Examination diets are normally set by the higher education institution on the basis of general guidelines.

The calendar of university vacations is set nationally.

9. Curriculum content

Curriculum content is prescribed by the education departments of the faculties and écoles then validated by the national sectoral committees for the Bachelor, Master and
Doctorate system. These committees are composed exclusively of university professors from the relevant discipline and their task is to lay down national models for Bachelor degrees in basic disciplines. The curricula for these degrees are standardised nationally.

For applied Bachelor degrees and particularly for degree courses designed jointly with professional specialists, the involvement of business undertakings is essential both to the available range of courses and to class teaching and periods of practical training. Accordingly, the curricula for courses in applied disciplines are variable and are determined by the education departments in collaboration with experts from the relevant professions before being rolled out by the National Committee for applied Bachelor, Master and Doctorate Degrees. Bachelor degrees must be accredited at four-yearly intervals so that their quality and graduate employability can be verified.

The same approach is adopted for Master degrees, namely developing and diversifying the content of vocational degrees and enhancing the quality of research degrees. There is one year of study, culminating in examinations, followed by the preparation of a Master dissertation.

10. Assessment, progression, certification and degree

The assessment system is governed by the following principles:

- guaranteeing the national value of the various certificates of higher education;
- reducing the number and duration of final examinations;
- adopting the principle of continuous assessment as an integral part of the training process with a view to imbuing students with a work ethic and to follow the progress of their knowledge and know-how.
- The assessment system can work in either of two ways:
  - a mixed system combining continuous assessment with final end-of-semester tests and a single reassessment diet;
  - a system based exclusively on continuous assessment, which applies to certain modules designed to be assessed in this way.

The system of continuous assessment is subject to all the provisions that are required to guarantee its credibility and transparency. It is matched to the specific characteristics of university institutions and their courses of study.

Where continuous assessment is used exclusively, it entails for each teaching module at least three supervised tests, depending on the subject area.

Some periods in the course of each week and each semester can be allocated to the conduct of supervised tests.

Students who do not obtain the required average mark in modules based entirely on continuous assessment may be subsequently retested.

**Rules governing progression:**

Assessment is carried out each semester, but progression is determined on an annual basis.

Students progress from one year to the next:
- if they have obtained the pass mark in each module during the academic year;
- if, in cases where they fail one or more modules, their annual average exceeds the average of the pass marks for the two semesters.

Students may progress from first to second year if they obtain 75% of the first-year credits, which are at least 45 credits. They are subsequently required, however, to obtain the outstanding quota of up to 15 credits.

Students may progress from second to third year if they have obtained at least 75% of the second-year credits as well as all of the first-year credits. They are subsequently required, however, to obtain the outstanding quota of up to 15 credits.

Universities and other higher education and research institutions devise appropriate procedures to enable students to do the outstanding modules and take the accompanying tests.

The marks for any module that a student still has to retake are counted as marks for the year in question.

**Crediting of modules:**

Crediting involves an administrative certification that a student has obtained a module or all modules for a semester or academic year.

A course may be credited by accumulation or compensation.

A module is credited when the student has obtained the pass mark.

Modules may also be credited on a compensatory basis within a given module or year.
This means that students who have not been credited with a given module may re-sit it in the reassessment diet or in subsequent university years, subject to precisely defined rules.

Besides the degree certificate, higher-education institutions issue a Diploma Supplement to students who have completed their course of study and obtained all the credits. The Diploma Supplement provides information on the knowledge and know-how acquired by a student during his or her university degree course.

11. Academic staff

The academic staff of universities is divided into four grades:

- an assistant is recruited on the basis of a defended Master dissertation and the current preparation of a Doctorate;
- a lecturer (maître assistant) is recruited on the basis of a defended doctor thesis;
- a senior lecturer (maître de conférences) is recruited on the basis of a habilitation dossier;
- a university professor is recruited on the basis of a dossier containing an element of scientific research, involving the supervision of young researchers and the production of research findings and a teaching element.

Permanent university staff of all grades is recruited by national selection panels.

To these permanent university staff may be added other kinds of grade that are specific to particular course categories. There are also various secondment and contracting arrangements for professional specialists, secondary teachers and Doctorate students. These contractual arrangements, however, can only be made for a limited period. All teaching staff working in public institutions of higher education is paid by the state.

12. Research activities

Higher education institutions have laboratories and research units. There is an increasing weight of expectation on laboratories to build international relationships and forge links with local communities and businesses in order to match their activities to national priorities and the demands of society. In 2008, the government created 37 schools of postgraduate studies covering all disciplines and all of Tunisia’s regions. The intention is that these new structures should gradually enable the Tunisian Doctorate system to adhere to the Salzburg principles. The schools are entirely financed from public funds.

13. University-enterprise cooperation

The 193 institutions of higher education are distributed throughout the country. Tunisian enterprises are more and more involved in the reform of the higher education sector. The Tunisian Industry, Trade and Handicrafts Union (UTICA), which is the national employers’ federation, and the chambers of commerce as well as professional specialists, are linked to universities by means of partnership agreements. They sit on national committees for the system of Bachelor, Master and Doctorate degrees in applied disciplines and can be active participants in the formulation of course programmes and in the provision of particular courses as well as hosting periods of in-house practical training. They are also members of general councils of universities and in that capacity they are able to express their opinions on specific questions regarding the impact of university training on the labour market. In terms of coherence between training and employment, Tunisian higher education has made great progress through the reforms introducing the three-cycle degree structure, especially as regards the jointly designed Bachelor degrees and the vocational Master degrees.

All Bachelor degrees incorporate interdisciplinary elements in the form of compulsory modules devoted to the enterprise culture, information technology and the Internet, human rights and languages. A vocational Master degree in business management has been introduced and rolled out to all universities. Business incubators are now attached to universities and microloans are granted to graduates to kick-start their projects. The universities have also created monitoring centres to enable them to analyse more effectively the job market and the employment of graduates and they are engaged in efforts to ensure that their students obtain qualifications in technological disciplines and languages. Student careers units have been established in higher education institutions.

14. International cooperation

International cooperation is one of the main priorities of higher education policy in Tunisia. Tunisian universities are being urged to do far more in this field, because such an approach enables them to adopt quality standards and makes the content of Tunisian courses and degrees more transparent in the wider world. Moreover, considerable efforts have been made with regard to agreements on the joint supervision of doctor theses, some 2,000 of which have been concluded. Tunisian universities have sealed around a thousand...
international agreements with other universities.

The number of foreign students coming to Tunisia is growing and there are now about 10,000 students from the Maghreb, the Gulf States and African countries. Most of these students are enrolled in the private universities.

Tunisian students continue to study abroad in large numbers. Besides scholarship holders, there is a sizeable Tunisian student diaspora, chiefly in Europe, where France is the main country of choice, and in Canada.

I. Description générale

1. Principales caractéristiques de l'enseignement supérieur dans le pays

Législation

L'enseignement supérieur tunisien est régi par la loi du 25 février 2008 qui entérine les récentes réformes entreprises dans le secteur, et en particulier la mise en place du système LMD (licence "aljaza", Master "almagistir", doctorat "aldoctora"), la réforme de la gouvernance des universités et la mise en place d'un système d'assurance-qualité. L'enseignement supérieur tunisien a connu une mutation à l'occasion de la réforme LMD. A ce jour, la réforme au niveau de la licence est achevée, au terme d'un processus en trois vagues successives. Celle du Master est maintenant largement avancée.

Types de programmes et de qualifications dans l'enseignement supérieur

L'accès à l'enseignement supérieur public tunisien reste ouvert à tout titulaire d'un baccalauréat ("albacalouria") (diplôme de fin d'études secondaires). Les études universitaires y sont gratuites et les étudiants relevant de catégories sociales vulnérables bénéficient de bourses de l'Etat.

L'enseignement supérieur privé est en revanche payant, mais il n'attire encore qu'environ 15 000 étudiants (dont beaucoup sont des étudiants étrangers), alors que les établissements publics attirent plus de 347 000 étudiants. Les bacheliers sont orientés grâce à un système informatique qui tient compte des mérites des élèves, de leurs souhaits et de la capacité d'accueil de la filière.

A la faveur de la réforme LMD, et à part les formations dans les domaines des études médicales et de l'architecture (huit ans d'études après le baccalauréat pour la médecine et six ans pour la pharmacie, la médecine dentaire et les études d'architecture), et des études d'ingénieurs (cinq années d'études après le baccalauréat), toutes les formations dispensées par les universités tunisiennes sont organisées selon le schéma licence (180 crédits), Master (120 crédits) et doctorat.

Pour les élèves ingénieurs, ils suivent des classes préparatoires (CP) de deux ans aboutissant à un concours national et ils sont répartis dans les écoles d’ingénieurs selon leur classement et leurs désiderata. Dans les écoles d’ingénieurs, la formation spécialisée dure trois ans. Au total, la durée de la formation des ingénieurs est donc de cinq années.

Dans les filières médicales, il y a un nombre limité d’étudiants (environ 200 étudiants en première année par établissement) et les études durent cinq années suivies d’une année d'internat.

Les filières paramédicales (sciences et technologies de la santé et sciences de l'infirmérie) ont basculé dans le système LMD.

Il n'y a plus en Tunisie de formation universitaire d'une durée inférieure à celle de la licence (bac+3).

L'habilitation ("ataahiil") est un dossier de recherche élaboré par un maître assistant désireux d'accéder au grade de maître de conférences. Ce dossier est soumis devant un jury et si ce dossier est accepté, le candidat peut se présenter au concours national de recrutement des maîtres de conférences.

Types d'établissements d'enseignement supérieur

Il existe en Tunisie quatre grands types d'établissements d'enseignement supérieur: les universités ("aljamiat"), les facultés ("alkouliat"), les instituts ("almaahid") et les écoles ("almahadess"). Il faut aussi compter le réseau des instituts supérieurs d'études technologiques (ISET) relevant d'une direction générale des études technologiques, et l'université virtuelle de Tunis qui joue un rôle plutôt transversal par rapport aux autres universités (c'est elle qui s'occupe de la numérisation des cours et de l'enseignement à distance).
Toutes les universités tunisiennes sont pluridisciplinaires, à l’exception de l’université de la Zitouna, spécialisée en théologie.

Le système d’école est principalement lié aux études d’ingénieur. Il implique une pédagogie très proche de l’élève et un contrôle continu très régulier. Le taux d’encadrement y est très bon avec un enseignant pour moins de dix étudiants.

Il en va de même des instituts comme les instituts supérieurs d’études technologiques où le taux d’encadrement est d’un enseignant pour quatorze étudiants alors que la moyenne nationale d’encadrement est d’un enseignant pour dix-huit étudiants.

A la faveur de la réforme LMD, la distinction entre types d’établissements n’est plus pertinente en termes de structure et de durée des études puisque le LMD a été généralisé à l’ensemble des formations, à l’exception des études de médecine, de pharmacie, d’architecture et d’ingénierie.

Chiffres clés de l’enseignement supérieur public tunisin:

La Tunisie compte environ 22 000 enseignants pour 347 000 étudiants (plus de 38 % de la tranche d’âge 19-24 ans), répartis dans 13 universités regroupant 193 établissements d’enseignement supérieur. Plus de 98 000 étudiants sont boursiers de l’Etat. Plus de 55 000 étudiants bénéficient de l’hébergement universitaire à prix réduit. Il est intéressant de noter que 61 % des étudiants sont des femmes.

Les universités tunisiennes ont plus de 1 000 conventions internationales de coopération et plus de 2 000 accords de cotutelle de thèses.

L’un des principes stratégiques de la réforme LMD a été de consolider les filières appliquées et le Master professionnel. Le plus grand enjeu pour les cinq prochaines années sera de conforter ces filières et d’y assurer une meilleure qualité et une meilleure lisibilité auprès des employeurs. Les universités comptent plus de 44 000 étudiants inscrits en Master (LMD et ancien régime) et plus de 7 900 en doctorat.

Il a été également décidé d’orienter les étudiants vers les filières à forte employabilité (surtout celles réalisées en co-construction entre universitaires et professionnels) et les créneaux porteurs comme l’informatique (56 000 étudiants), les arts et métiers (20 000 étudiants), les langues et humanités appliquées (52 000 étudiants), les affaires commerciales et l’administration (47 000 étudiants), les études d’ingénierie (42 000 étudiants).

Le secteur privé de l’enseignement supérieur comprend 39 établissements et attire environ 15 000 étudiants.

Le nombre de diplômés du supérieur est de 78 605 en 2010. Le taux national de réussite est de 87,2 %.

Le nombre de chercheurs est d’environ 20 000 répartis dans 35 centres de recherche, 147 laboratoires et 615 unités de recherche. Il y a également sept technopoles en Tunisie.

Le budget consacré au Ministère de l’Enseignement Supérieur et de la Recherche Scientifique correspond à 6.1 % du budget de l’Etat.

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<th>Nombre d’étudiants dans l’enseignement supérieur</th>
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<td>Hommes</td>
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<th>Nombre d’établissements de l’enseignement supérieur public</th>
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<tr>
<td>Universités</td>
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<td>13</td>
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2. Distribution des responsabilités

La Tunisie a réformé le système de gestion universitaire en introduisant, pour la première fois, la contractualisation entre le ministère et les établissements d’enseignement supérieur.

Il s’agit de contrats-programmes permettant aux universités et aux établissements d’élaborer leurs stratégies en matière d’activités d’enseignement et de recherche, dans le cadre de projets et programmes pour une période de quatre ans, accompagnés de leurs plans de mise en œuvre en termes de gestion administrative et financière à travers un Cadre de Dépenses à Moyen Termé (CDMT).

Par ailleurs, la nouvelle loi de l’enseignement supérieur prévoit la réforme de la gestion universitaire en offrant aux établissements la
possibilité de passer d'un mode de gestion centralisé à un mode de gestion plus souple et autonome en s'érigant en établissements publics à caractère scientifique et technologique (EPST), moyennant des conditions liées essentiellement à la qualité de la gestion pédagogique, scientifique, administrative et financière.

Pour accompagner ces réformes, le ministère a mis en place un Programme d’Appui à la Qualité de l’Enseignement Supérieur (PAQ).

Avec ces nouvelles formules, les universités gagnent en autonomie et en lisibilité au niveau de la prise en compte des axes stratégiques majeurs de l’enseignement supérieur. Elles sont appelées à mieux coopérer avec l’environnement socio-professionnel, avec les autorités locales, pour mieux adapter les offres de formation aux besoins réels de la région et faire de l’enseignement supérieur un acteur de progrès et de développement.


Il a également pour tâche d’habiliter les établissements d’enseignement supérieur pour délivrer les diplômes de Master et de doctorat ainsi que pour l’habilitation.

Il est possible d’établir les programmes relatifs à la promotion de la recherche scientifique en vue d’assurer la formation nécessaire à l’obtention des diplômes universitaires, tout en veillant au suivi de leur exécution et à leur contribution à l’innovation technologique. Ceci est réalisé dans le cadre des orientations générales de la politique de la formation et de la recherche scientifique. Le Conseil des Universités est aussi chargé de toutes autres questions qui lui sont soumises par le Ministre chargé de l’enseignement supérieur.

Alors que le pilotage stratégique du système d’enseignement supérieur est centralisé, chaque université est libre de définir les voies qui lui permettent de concrétiser les orientations essentielles de la politique nationale. Un établissement qui a beaucoup d’enseignants de grades élevés est autorisé à assurer des enseignements de Master et à délivrer les diplômes qui en résultent. Il en va de même du doctorat et de l’habilitation.

3. Structures de gouvernance des établissements d’enseignement supérieur

Les établissements d’enseignement supérieur sont dirigés par des doyens ("oumadaa") (élus lorsqu'il s'agit de facultés) ou par des directeurs ("moudirin") (désignés s'il s'agit d'écoles ou d'instituts). Ils sont secondés par des conseils scientifiques dont les membres sont élus et qui représentent les enseignants, les étudiants et le milieu socio-professionnel. Au sein des établissements d’enseignement supérieur existent des départements dirigés par des directeurs de départements élus et des directeurs des études et/ou des stages. Les membres sont élus (représentants des étudiants et des enseignants).

Chaque université est dirigée par un président nommé par décret parmi les professeurs de l’enseignement supérieur reconnus pour leur compétence, et ce, pour une période de quatre ans, renouvelable une seule fois.

Chaque université comporte un conseil de l’université dont la composition et les modalités de fonctionnement sont fixées par décret.

Ce conseil examine les questions relatives à :

- La définition des programmes de l'université dans les domaines de formation, de recherche et de coopération inter-universitaires;
- L’organisation de la vie universitaire et mise en place des méthodes appropriées pour l’amélioration du rendement scientifique et pédagogique des établissements qui relèvent de l’université;
- Et toutes autres questions qui lui sont soumises par le président de l’université ou par le Ministre chargé de l’enseignement supérieur.

4. Financement

Le financement du secteur public de l’enseignement supérieur est largement assuré par l’État. Il y a aussi les droits d’inscription des apprenants relevant du marché de l’emploi et désireux de mettre à jour leurs compétences dans le cadre de la formation tout au long de la vie qui s'acquittent de frais de scolarité plus élevés, mais le nombre d'inscrits est moins important.

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Par ailleurs, les prestations de services payantes des établissements d’enseignement supérieur peuvent générer des ressources propres. Il est actuellement demandé aux universités d’augmenter ces ressources propres en renforçant leur ouverture sur l’entreprise.

Dans le cadre de la contractualisation, le financement des établissements doit se faire sur la base des objectifs déterminés dans les contrats-programmes. Une fois que ces contrats sont négociés avec les services du ministère et les objectifs quantifiés fixés, l’État s’engage à fournir les financements requis et les universités s’engagent à atteindre les objectifs définis en pleine transparence et autonomie.

Il n’y a pas de financement public destiné aux établissements privés.

5. Contribution des étudiants et soutien financier

L’État fournit des bourses nationales à environ un tiers des étudiants, en particulier à ceux issus de catégories sociales défavorisées. Il subventionne aussi pour l’ensemble des étudiants le prix du repas servi dans les restaurants universitaires et intervient également pour limiter les loyers dans les résidences universitaires.

Une autre forme d’appui financier aux étudiants consiste en des prêts alloués par les caisses de sécurité sociale qui doivent être remboursés après la fin des études.

L’État tunisien accorde aussi des bourses d’études à l’étranger aux plus méritants et dans certaines filières (comme certaines études d’ingénieur).

6. Certification, assurance qualité et accréditation des institutions et / ou programmes


Entre temps, plusieurs actions sont menées afin de former un vivier de professeurs tunisiens de l’enseignement supérieur à la démarche-qualité. Tempus y a contribué à travers deux projets : l’un consacré à l’évaluation des écoles d’ingénieurs, l’autre à l’évaluation des formations universitaires (EVAFOR).

En termes d’évaluation, le Ministère a demandé au CNE (Comité National d’Évaluation) de programmer en quatre ans (depuis l’année universitaire 2008-2009) l’évaluation externe de tous les établissements universitaires tunisiens.

Cette action est en cours. L’évaluation externe se base sur les rapports d’autoévaluation produits par les établissements en question et s’intéresse à la vie pédagogique, à l’innovation curriculaire, à la production scientifique, à l’entrepreneuriat, à la culture numérique, à la vie étudiante, à la coopération internationale, aux ressources documentaires et multimédias, aux équipements et à la gestion administrative. Les rapports d’évaluation externe sont adressés à l’établissement concerné pour validation, puis ils sont transmis à l’autorité de tutelle.

La création d’établissements d’enseignement supérieur relève de la compétence du Conseil des Universités après avoir été programmée dans les plans nationaux quinquennaux de développement.

7. Admission

Il y a différents types d’admission. L’opération la plus lourde concerne l’accès pour la première fois à l’enseignement supérieur. Il s’agit chaque année d’environ 85 000 nouveaux étudiants. Cette opération est organisée par le Ministère de l’enseignement supérieur qui doit garantir une place à l’université à chaque titulaire du baccalauréat (diplôme de fin d’études secondaires).

Cette orientation tient compte des vœux et du mérite (sur la base des résultats) des candidats, des orientations stratégiques du secteur (la priorité donnée aux filières à forte employabilité), de la capacité d’accueil des institutions et du taux d’encadrement. Tous ces paramètres sont informatisés. Les élèves désireux de demander une autre orientation peuvent le faire en suivant une procédure ad hoc.

Dans les filières des sciences médicales, il y a un quota à ne pas dépasser : environ 200 étudiants à l’entrée dans chaque faculté (médecine, médecine dentaire, pharmacie).

L’étudiant peut être réorienté au cours de sa formation :
- dans le cadre des passerelles créées dans le parcours en question. Afin de permettre aux étudiants de réorganiser leur parcours en fin de première année, les établissements universitaires créent des
passerelles à double sens entre les licences appliquées et les licences fondamentales, dans la limite de 10% de la capacité d’accueil ;
- en participant aux concours organisés par les établissements d’enseignement supérieur et de recherche au sein de la même université ou entre universités ;
- en participant aux concours nationaux annuels de réorientation.

Pour le public concerné par la formation tout au long de la vie, l’inscription est régie par des conventions entre l’établissement universitaire et l’organisme concerné. L’inscription est également tributaire de la capacité d’encadrement et d’accueil.

8. Organisation de l’année académique

C’est le Ministère de l’enseignement supérieur et de la recherche scientifique qui détermine l’année universitaire sur la base d’au moins 14 semaines de cours par semestre. Les périodes d’examens sont généralement fixées par l’établissement d’enseignement supérieur sur la base de consignes générales.

Le calendrier des congés universitaires est fixé au niveau national.

9. Contenu des programmes

Les contenus curriculaires sont fixés par les départements pédagogiques des facultés et écoles, puis validés par des commissions sectorielles nationales LMD. Celles-ci ne comportent que des professeurs de l’enseignement supérieur de la discipline en question et sont appelées à déterminer les maquettes nationales des licences fondamentales. Les plans d’études de ces licences sont les mêmes au niveau national.

Pour les licences appliquées et notamment les licences qui sont co-construites avec les professionnels, l’implication des entreprises économiques est essentielle aussi bien pour l’offre de formation que pour l’enseignement et les stages. Les plans d’études de licences appliquées sont ainsi variables et sont décidés au niveau des départements pédagogiques et en collaboration avec les professionnels avant d’êtreavalisés par la Commission nationale des licences appliquées LMD.

Les licences doivent être accréditées tous les quatre ans pour la vérification de leur qualité et l’employabilité de leur diplôme.

La même démarche est adoptée dans les Masters : développer et diversifier les Masters professionnels et conforter la qualité des Masters de recherche. Il y a une année d’études couronnée par des examens, suivie de l’élaboration d’un mémoire de Master.

10. Evaluation, progression, certification et diplôme

Le régime d’évaluation obéit aux principes suivants :
- Garantie de la valeur nationale des différents diplômes d’enseignement supérieur ;
- Allègement du nombre d’examens finaux et réduction de leur durée ;
- Adoption du principe du contrôle continu comme faisant partie intégrante de la formation, en vue d’inculquer à l’étudiant la culture de l’effort et de suivre la progression de ses connaissances et savoir-faire.

Le régime d’évaluation comporte deux modalités :
- Un régime mixte joignant le contrôle continu et les contrôles terminaux de fin de semestre, avec une seule session de rattrapage ;
- Un régime fondé exclusivement sur le contrôle continu. Il s’applique à certaines unités d’enseignement prévues pour ce genre d’évaluation.

Le régime du contrôle continu est entouré de toutes les dispositions qui en garantissent la crédibilité et la transparence. Il est adapté aux spécificités des établissements universitaires et des parcours de formation.

Le régime du contrôle continu exclusif comprend, pour chaque unité d’enseignement, au moins trois devoirs surveillés, en fonction des domaines de formation.

Certaines périodes au cours de la semaine et du semestre peuvent être consacrées à l’organisation des devoirs surveillés.

L’étudiant qui n’aurait pas eu la moyenne dans les unités d’enseignement soumises au régime exclusif du contrôle continu pourrait subir des épreuves de rattrapage ultérieurement.

Règles de passage :

L’évaluation est semestrielle, mais le passage est annuel.

L’étudiant passe d’une année à l’autre :
- s’il a obtenu la moyenne à chaque unité d’enseignement de l’année universitaire ;
- s’il a obtenu la moyenne annuelle générale entre les deux semestres annuels par compensation.

L’étudiant peut passer de la 1ère année à la 2ème année s’il a obtenu 75% des crédits de
la 1ère année, c’est-à-dire au moins 45 crédits. Il reste néanmoins redevable des unités représentant les 15 crédits en instance.

L’étudiant peut passer de la 2ème année à la 3ème année s’il a obtenu 75 % des crédits de la 2ème année, c’est-à-dire au moins 45 crédits, et s’il a obtenu la totalité des crédits de la 1ère année. Il reste néanmoins redevable des unités d’enseignement représentant les 15 crédits en instance.

Les universités et les établissements d’enseignement supérieur et de recherche fixent les procédures adéquates permettant à l’étudiant de suivre les unités d’enseignement restées à charge et de subir leurs épreuves.

Les notes des unités d’enseignement dont l’étudiant reste redevable sont comptabilisées avec les notes de l’année en question.

**Validation des unités d’enseignement:**

C’est une certification administrative établissant que l’étudiant a obtenu une unité d’enseignement ou l’ensemble des unités d’un semestre ou d’une année universitaire.

Un parcours peut être validé par capitalisation ou par compensation.

La validation d’une unité d’enseignement est faite dès lors que l’étudiant y a obtenu la moyenne.

La validation des unités d’enseignement se fait aussi par compensation dans la même unité ou dans la même année.

En effet, au cas où l’étudiant n’aurait pas bénéficié de la validation d’une unité d’enseignement donnée, il peut l’obtenir dans la session de rattrapage ou dans les années universitaires suivantes, selon des règles précises.

Outre le diplôme, les institutions d’enseignement supérieur et de recherche délivrent un *Supplément au diplôme* à l’étudiant qui a validé un parcours et en a obtenu tous les crédits.

Le *Supplément au diplôme* fournit des informations sur les connaissances et les savoir-faire acquis par l’étudiant dans son cursus universitaire.

**11. Personnel académique**

Le personnel enseignant universitaire est formé de quatre grades :

- l’*assistant* est recruté sur la base d’un Master soutenu et d’une thèse de doctorat en cours;
- le *maître assistant* est recruté sur la base d’une thèse soutenue;
- le *maître de conférences* est recruté sur la base d’un dossier d’habilitation;
- le *professeur* de l’enseignement supérieur est recruté sur la base d’un dossier comportant un volet recherche scientifique (encadrement de jeunes chercheurs et production scientifique) et un volet pédagogique.

Le personnel universitaire permanent, toutes catégories confondues, est recruté par des jurys nationaux.

A ce personnel universitaire permanent s’ajoutent d’autres types de grades spécifiques à certaines filières. Par ailleurs, il existe diverses formules de détachement ou de contrats pour les professionnels, ou pour les enseignants du secondaire ou pour les doctorants. Toutefois, ces formules contractuelles ne sont envisageables que pour une durée de temps limitée. Tous les enseignants œuvrant dans les établissements publics d’enseignement supérieur sont rémunérés par l’Etat.

**12. Activités de recherche**

Les établissements d’enseignement supérieur comportent des laboratoires et des unités de recherche. Il est de plus en plus demandé aux laboratoires de s’ouvrir à l’international et au contexte socio-professionnel pour adapter leurs activités aux priorités nationales et à la demande sociale. En 2008, l’Etat a créé 37 écoles doctorales couvrant tous les champs disciplinaires et toutes les régions du pays. Il est prévu que ces nouvelles structures permettent au système doctoral tunisien d’atteindre progressivement les principes de Salzburg. Le financement est totalement public.

**13. Coopération université-entreprise**

Les 193 établissements d’enseignement supérieur sont répartis dans l’ensemble du pays. Les entreprises tunisiennes sont de plus en plus impliquées dans les réformes sectorielles. L’Union Tunisienne pour l’industrie, le commerce et l’artisanat (Centrale du patronat tunisien) et les chambres de commerce ainsi que les professionnels sont associés par des conventions de partenariat.

Ils sont membres des commissions nationales de licences appliquées (LMD) et peuvent être des membres actifs dans l’élaboration d’offres de formation et la prise en charge de certains cours, ainsi que l’offre de stages en entreprise.

Ils sont aussi membres des Conseils des Universités et peuvent, à ce titre, faire valoir leurs avis sur telle ou telle question relative à l’impact de la formation universitaire sur le

14. Coopération internationale

La coopération internationale est l’un des axes majeurs de la politique sectorielle de l’enseignement supérieur en Tunisie. Les universités tunisiennes sont sollicitées pour faire beaucoup mieux dans ce domaine car cette démarche permet d’adopter des normes de qualité et de faire acquérir une meilleure lisibilité internationale aux formations et aux diplômes tunisiens.

Par ailleurs, un effort considérable a été fait dans le sens des conventions de cotutelle de thèses de doctorat (environ 2 000 conventions). Les universités tunisiennes comptent environ 1 000 accords interuniversitaires internationaux.

La mobilité estudiantine vers la Tunisie évolue quantitativement (environ 10 000 étudiants originaires des pays maghrébins, du Golfe, des pays africains). Ces étudiants sont surtout inscrits dans les universités privées.

La mobilité estudiantine tunisienne vers l’étranger reste importante : outre les étudiants boursiers, il y a une importante diaspora estudiantine tunique implantée surtout en Europe (la France en premier) et au Canada.

II. Current challenges and needs

1. Trends and challenges

- Establishing a training system characterised by flexibility and international comparability;
- Establishing a system of quality assurance in which international quality standards are applied;
- Reforming course programmes and diversifying the range of courses to take account of growth niches;
- Creating flexible, efficient and high-quality courses in academic and applied disciplines, providing students at all levels with good job prospects;
- Promoting student mobility within Tunisia and internationally;
- Providing students with scope to restructure their courses during their studies;
- Facilitating the recognition of diplomas;
- Creating a new generation of versatile graduates who are able to adapt to a changing global context;
- Ensuring that training levels and employability indicators are made clearer to all stakeholders – students, parents, professional specialists, employers, etc.
- Enhancing the engineers training
- Reinforcing certification in TIC and languages

Tunisia has also embraced the principle of quality assurance, which is one of the pillars of the Bologna process. In 2012, a national evaluation, quality-assurance and accreditation authority will be established. In the meantime, the Ministry of Higher Education and Scientific Research has organised the training of experts and has laid down a four-year timetable for the external evaluation of all institutions of higher education.
II. Défis et besoins actuels

1. Tendances et défis

- Mettre en place un système de formation caractérisé par la flexibilité et la comparabilité internationale,
- Mettre en place un système d’assurance-qualité appliquant les normes internationales de qualité,
- Réformer les programmes et diversifier les parcours dans les créneaux porteurs,
- Créer des parcours de formation souples, efficients, et de qualité, à caractère académique et appliqué, offrant à l’étudiant, à tous les niveaux, des possibilités d’insertion professionnelle,
- Favoriser la mobilité de l’étudiant à l’échelle nationale et internationale,
- Offrir à l’étudiant la possibilité de restructurer son parcours en cours de formation,
- Faciliter la reconnaissance des diplômes,
- Créer une nouvelle génération de diplômés polyvalents aptes à s'adapter à un contexte mondial changeant,
- Assurer pour toutes les parties concernées (étudiants, parents, professionnels, employeurs etc.) une meilleure lisibilité des grades de formation et des paliers d'insertion professionnelle,
- Conforter la formation d'ingénieurs,
- Élargir la certification des ingénieurs en TIC et en langues.

Par ailleurs, la Tunisie a adopté l’assurance-qualité qui est une composante essentielle du processus de Bologne. En 2012 sera créée l’instance nationale d’évaluation, d’assurance-qualité et d’accréditation. Entre temps, le Ministère organise la formation d’experts et a prévu un calendrier sur quatre ans pour l’évaluation externe de tous les établissements d’enseignement supérieur.
### 2. The Bologna Process

#### General Information

<table>
<thead>
<tr>
<th>Level of integration in the Bologna Process</th>
<th>Bologna-Signatory Country</th>
<th>X Non Bologna-Signatory Country</th>
<th>X Bologna Process officially embedded in the education system</th>
<th>Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education</th>
<th>No particular mechanism supporting the implementation of the Bologna Process</th>
</tr>
</thead>
</table>

#### Bologna cycle structure

| Level of implementation of a three-cycle structure compliant with the Bologna Process | Bologna structure fully implemented in all or most fields of study |

#### Student workload/duration for the most common Bologna programmes

<table>
<thead>
<tr>
<th>Bachelor programmes</th>
<th>Master programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 ECTS (3 academic years)</td>
<td>120 ECTS (2 academic years)</td>
</tr>
</tbody>
</table>

| Bachelor/Master cycle structure models most commonly implemented | 180+120 ECTS (3+2 academic years) |

#### European Credit Transfer and Accumulation System (ECTS)

| Definition of the Learning Outcomes Concept | No definition of learning outcomes at national level |
| Level of implementation of ECTS | More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on contact hours, or a combination of contact hours and student workload. |
| Indicative number of hours of student workload corresponding to one ECTS | 1 ECTS = 20 – 30 hours |

#### Bologna Diploma Supplement (DS)

| Level of implementation of the Bologna Diploma Supplement | Partial and gradual introduction of the Bologna DS (25%-75% of institutions) |
| Diploma Supplement issued | Bologna DS issued automatically and free of charge | Bologna DS issued in the language of instruction and/or more official languages |

---

National Qualifications Framework (NQF)

<table>
<thead>
<tr>
<th>Stage towards establishing a National Qualification Framework</th>
<th>Not yet started formally/not foreseen.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>Decision taken. Process just started.</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.</td>
</tr>
<tr>
<td>X</td>
<td>Step 3: The NQF has been adopted formally and the implementation has started.</td>
</tr>
<tr>
<td><strong>Step 4</strong></td>
<td>Redesigning the study programmes is ongoing and the process is close to completion.</td>
</tr>
<tr>
<td><strong>Step 5</strong></td>
<td>Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.</td>
</tr>
</tbody>
</table>

Quality Assurance Practices

<table>
<thead>
<tr>
<th>National Quality Assurance body</th>
<th>National Evaluation Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>National Evaluation Committee</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>A Government-dependent body or Ministry has responsibility for quality assurance.</td>
</tr>
<tr>
<td><strong>Year of establishment</strong></td>
<td>Foreseen in 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in external quality assurance process</th>
<th>Decision-making role</th>
<th>Participation</th>
<th>No participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>International Experts</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.

Recognition of foreign qualifications

<table>
<thead>
<tr>
<th>Ratification of the Lisbon Recognition Convention</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Foreign Qualifications for academic study</td>
<td>Recognition for academic study by central or regional governmental authorities</td>
</tr>
<tr>
<td>Recognition of Foreign Qualifications for professional employment</td>
<td>Recognition for professional employment by central or regional governmental authorities</td>
</tr>
</tbody>
</table>

Joint Degrees

| Establishment of joint degrees and programmes in higher education legislation | Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever. |
III. Participation in EU programmes

1. Tempus

Tunisia has participated in the Tempus programme since 2002.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Projects</td>
<td>-</td>
<td>21</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Compact Projects</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structural &amp; Complementary Measures (Tempus III)</td>
<td>-</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Structural Measures (Tempus IV)</td>
<td>-</td>
<td>31</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>31</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

<table>
<thead>
<tr>
<th>HEIs names</th>
<th>Total</th>
<th>Number of projects</th>
<th>JP</th>
<th>SM</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITÉ DE SFAX</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>L'UNIVERSITÉ DE SOUSSE</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITÉ DE GABÈS</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITÉ DE JENDOUBA</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITÉ DE TUNIS EL MANAR</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MONASTIR UNIVERSITY</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF GAFSA</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITÉ DE KAIROUAN</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ECOLE NATIONALE D'INGÉNIEUR DE TUNIS</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITÉ DE TUNIS</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY OF 7TH NOVEMBER CARTAGE</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITÉ VIRTUELLE DE TUNIS</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>HIGHER INSTITUTE OF TECHNOLOGICAL STUDIES OF SOUSSE</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Impact of the Tempus programme

Tunisia became eligible for the Tempus programme in 2002. In fact, the advent of the Tempus programme coincided with a national policy of reform and modernisation of higher education designed to promote employability, diversification of disciplines and computerisation of courses.

In this context, Tempus III had a significant impact, with many projects focusing on enterprise and on the reform of course programmes in areas such as nano-science, information technology, agricultural science, biotechnology and mathematics. The input of Tempus was also significant in enhancing the capabilities of the virtual university of Tunis. One very good project also enabled the Faculty of Medicine in Sfax to computerise its courses and create a digital learning platform.

Since then, many travel scholarships have been usefully awarded to teaching staff to enable them to update their courses and their knowledge.

Towards the end of Tempus III, in the years 2004, 2005 and 2006, a set of structural and supplementary measures targeted the consolidation of national assessment potential, including the evaluation of assessment systems, as part of the EVAFOR project, and a system of international benchmarking was introduced, which was certainly conducive to the adoption of the Bologna process and particularly to the reform of the degree structure which introduced the system of Bachelor, Master and Doctorate degrees.
Tempus activities also focused on universities’ international-relations departments and general secretariats.

In the framework of Tempus IV, Tunisian universities have recognised the value of multinational cooperation and have established extremely promising networks devoted to innovation, Doctorate courses, business practices, medical education, quality assurance and distance learning. These projects should have a regional impact, particularly within the Maghreb.

In the future, Tunisian universities will be relying on the Tempus programme to assist them in establishing new partnerships in the field of quality assurance, especially as regards the technological and linguistic certification of engineering students and the labelling of particular courses.

In conclusion, the impact of Tempus is twofold. Being an innovative and bottom-up programme, it has succeeded in spreading the ethos of quality and creativity in university circles, thereby prompting universities to devise innovative projects. Being a multilateral programme, it has initiated universities in the formation of networks, enabling them to transcend the traditional focus on bilateral relations and to put those relations to good use in the formation of consortia.

1.2 Impact du programme Tempus


Dans ce contexte, l’impact de Tempus III a été important : beaucoup de projets ont porté sur l’entrepreneuriat et sur la réforme des programmes (nanoscience, informatique, filières agronomiques, biotechnologie, mathématiques). Par ailleurs, l’apport de Tempus a été significatif dans le renforcement des capacités de l’université virtuelle de Tunis. Un très bon projet a aussi permis à la faculté de médecine de Sfax de numériser ses cours et d’établir une plateforme numérique de formation.

Entre temps, plusieurs bourses de mobilité individuelle (IMG) ont été utilement accordées à des enseignants pour la mise à jour de leurs cours et de leurs connaissances.


A l’avenir, les universités tunisiennes comptent sur le programme Tempus pour établir de nouveaux partenariats en matière d’assurance-qualité et, en particulier, de certification technologique et linguistique des élèves ingénieurs et de labellisation de certaines formations.

En conclusion, l’impact de Tempus est double. Etant un programme innovant et bottom-up, il a pu diffuser la culture de la qualité, de la créativité dans les milieux universitaires les amenant ainsi à produire des projets innovants. Etant un programme multilatéral, il a initié les universitaires à la construction de réseaux et à dépasser les traditionnelles relations bilatérales, tout en les mettant à profit dans le montage des consortia.

2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

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Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

**Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships**

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, post-Doctorate and for academic staff.

**Action 3 – Erasmus Mundus Attractiveness projects**

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.


### Number of students/staff participating in the programme

**Erasmus Mundus – Joint degrees (Action1)**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Scholars</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fellows</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.

**First selection of doctoral candidates made for 2010-2011 academic year.

**Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)**

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Post-Doctorate</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3</td>
<td>10</td>
<td>18</td>
<td>5</td>
<td>19</td>
<td>55</td>
</tr>
<tr>
<td>2008</td>
<td>21</td>
<td>21</td>
<td>19</td>
<td>5</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>20</td>
<td>20</td>
<td>9</td>
<td>11</td>
<td>77</td>
</tr>
<tr>
<td>2010*</td>
<td>28</td>
<td>25</td>
<td>20</td>
<td>5</td>
<td>9</td>
<td>87</td>
</tr>
<tr>
<td>2011*</td>
<td>44</td>
<td>35</td>
<td>25</td>
<td>12</td>
<td>21</td>
<td>137</td>
</tr>
<tr>
<td>TOTAL</td>
<td>113</td>
<td>111</td>
<td>102</td>
<td>36</td>
<td>64</td>
<td>426</td>
</tr>
</tbody>
</table>

**Institutions participating in the programme up to and until 2011**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Action 1 Joint Programmes</th>
<th>Action 2 Partnerships</th>
<th>Action 3 Attractiveness projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAFSA UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH SCHOOL OF FOOD TECHNOLOGY</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HIGHER INSTITUTE OF BIOTECHNOLOGY OF SIDI THABET</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>INSTITUTE OF HIGHER EDUCATION TECHNOLOGY SOUSSE</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PYRAMIDES</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SFAX UNIVERSITY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### IV. Bibliographical references and websites

- The Tunisian higher education website: [www.mes.tn](http://www.mes.tn)

- The statistics provided by the BEPP (the statistics specialized service in the Tunisian Ministry of Higher Education and Scientific Research)
Overview of the Bologna Process

History of the Bologna Process

The Bologna Process is the product of a series of meetings of Ministers responsible for higher education at which policy decisions have been taken with the goal to establish a European Higher Education Area by 2010. The process also includes the European Commission as a full member. The Council of Europe and UNESCO – CEPES, along with a range of stakeholder organisations are also involved as consultative members. There is thus full and active partnership with higher education institutions, represented by the European University Association (EUA) and the European Association of Institutions in Higher Education (EURASHE), students, represented by the European Students' Union (ESU), academics represented by Education International (EI) as well as the European Association for Quality Assurance in Higher Education (ENQA) and Business Europe representing employer organisations.

Since 1998, eight ministerial conferences devoted to mapping out the Bologna Process have been held in different European cities, namely Paris (at the Sorbonne University), Bologna, Prague, Berlin, Bergen, London, Leuven/Louvain-la-Neuve and Budapest/ Vienna.

Sorbonne Declaration (1998)

The basic precepts of the Bologna Process date back to the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed on 25 May 1998 by the education Ministers of four countries: France, Germany, Italy and United Kingdom.

The Sorbonne Declaration focused on:
- Improving the international transparency of programmes and the recognition of qualifications by means of **gradual convergence towards a common framework of qualifications and cycles of study**;
- Facilitating the **mobility of students and teachers** in the European area and their integration into the European labour market;
- Designing a **common degree level system** for undergraduates (Bachelor degree) and graduates (Master and doctoral degrees).

Bologna Declaration (1999)

The Bologna Declaration on the European Higher Education Area, largely inspired by the Sorbonne Declaration, was signed in June 1999 by Ministers responsible for higher education in 29 European countries. This Declaration became the primary document used by the signatory countries to establish the general framework for the modernisation and reform of European higher education. The process of reform came to be called the Bologna Process.

In 1999, the signatory countries included the then 15 EU Member States, three EFTA countries (Iceland, Norway and Switzerland) and 11 EU candidate countries (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia). International institutions such as the European Commission, the Council of
In the Bologna Declaration, Ministers affirmed their intention to:

- Adopt a system of **easily readable and comparable degrees**;
- Implement a system based essentially on **two main cycles**;
- Establish a **system of credits** (such as ECTS);
- Support the **mobility of students, teachers, researchers and administrative staff**;
- Promote **European cooperation in quality assurance**;
- Promote the **European dimensions in higher education** (in terms of curricular development and inter-institutional cooperation).

**Prague Communiqué (2001)**

In May 2001, the meeting in Prague was convened to assess the progress accomplished to date (particularly as indicated in the respective national reports) and identify the main priorities that should drive the Bologna Process in the years ahead. 33 countries participated, with Croatia, Cyprus and Turkey accepted as new members. Liechtenstein was also included, having committed to the Process between the Bologna and Prague conferences, and the European Commission also became a member.

The education Ministers also decided to establish a Bologna Follow-up Group (BFUG) responsible for the continuing development of the Process. The BFUG is composed of representatives of all signatory countries and the European Commission and is chaired by the rotating EU Presidency. The Council of Europe, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE) and the National Unions of Students in Europe (ESIB), later renamed the European Students Union (ESU), take part as consultative members in the work of the BFUG.

The Prague Communiqué emphasised three elements of the Bologna Process:

- Development of **lifelong learning**;
- Involvement of **higher education institutions and students**;
- Promotion of the **attractiveness of the European Higher Education Area**.

Held in September 2003, the Berlin Conference was an important stage in the follow up to the Bologna Process. With the inclusion of seven new signatory countries (Albania, Andorra, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Holy See, Russia, Serbia and Montenegro), 40 countries were then involved.

In the Berlin Communiqué, Ministers charged the BFUG with preparing detailed reports on the progress and implementation of the intermediate priorities and organising a stocktaking process before the following ministerial conference in 2005. The UNESCO European Centre for Higher Education (UNESCO-CEPES) joined the work of the BFUG as a consultative member.

With the Berlin Communiqué, the Bologna Process gained additional momentum by setting certain priorities for the next two years:

- Development of quality assurance at institutional, national and European levels;
- Implementation of the two-cycle system;
- Recognition of degrees and periods of studies, including the provision of the Diploma Supplement automatically and free of charge for all graduates as of 2005;
- Elaboration of an overarching framework of qualifications for the European Higher Education Area;
- Inclusion of the doctoral level as the third cycle in the Process;
- Promotion of closer links between the European Higher Education Area and the European Research Area.

Bergen Communiqué (2005)

By May 2005, the Bologna Process extended to 45 signatory countries with the inclusion of Armenia, Azerbaijan, Georgia, Moldova and Ukraine. The Ministers responsible for higher education met in Bergen to discuss the mid-term achievements of the Bologna Process. The commissioned Stocktaking Report was submitted by the BFUG for the occasion. The Bergen Conference also marked the adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and the Framework of Qualifications for the European Higher Education Area (FQ-EHEA).

The European Association for Quality Assurance in Higher Education (ENQA), the Education International Pan-European Structure and the Union of Industrial and Employers’ Confederations of Europe (UNICE, later to become Business Europe) joined the BFUG as consultative members.

In the Bergen Communiqué, Ministers enlarged their priorities for 2007, which now also include:

- Reinforcing the social dimension and removing obstacles to mobility;
- Implementing the standards and guidelines for quality assurance as proposed in the ENQA report;
- Developing national frameworks of qualifications in compatibility with the adopted Framework of Qualifications for the European Higher Education Area;
- Creating opportunities for flexible learning paths in higher education, including procedures for recognition of prior learning.
**London Communiqué (2007)**

The London ministerial meeting, held on 17 and 18 May 2007, provided a landmark in establishing the first legal body to be created through the Bologna Process – the European Quality Assurance Register (EQAR). This is to become a register of quality assurance agencies that comply substantially with the standards and guidelines for quality assurance in the European Higher Education Area on the basis of external evaluation.

London also saw developments in two key areas – the social dimension, where Ministers agreed to develop national strategy and action plans, and the global dimension, where Ministers agreed on a strategy to develop the global dimension of European higher education.

The country membership expanded to 46 with the recognition of the Republic of Montenegro as an independent State in the European Higher Education Area.

In the London Communiqué, Ministers:
- Welcomed the creation of the European Quality Assurance Register (EQAR);
- Committed to completing national frameworks of qualifications in compatibility with the adopted Framework of Qualifications for the European Higher Education Area by 2010;
- Promised to report on national action to remove obstacles to the mobility of students and staff;
- Pledged to implement and report on national strategies for the social dimension, including action plans and measures to evaluate their effectiveness;
- Adopted a strategy for the European Higher Education Area in global setting.

**Leuven/Louvain-la-Neuve Communiqué (2009)**

The Leuven/Louvain-la-Neuve ministerial meeting, held on 28 and 29 April 2009, took stock of the achievements of the Bologna Process and laid out the priorities for the European Higher Education Area for the next decade.

Looking back to ten years of European higher education reform, Ministers emphasised the achievements of the Bologna Process, highlighting in particular the increased compatibility and comparability of European education systems through the implementation of structural changes and the use of ECTS and the Diploma Supplement. Acknowledging that the European Higher Education Area is not yet a reality, the Leuven/Louvain-la-Neuve communiqué also established the priorities for the decade until 2020.

The organisational structures of the Bologna Process were endorsed as being fit for purpose, and Ministers decided that in the future the Bologna Process would be co-chaired by the country holding the EU presidency and a non-EU country.

In the Leuven/Louvain-la-Neuve Communiqué, Ministers agreed that:
- Each country should set measurable targets for widening overall participation and increasing the participation of under-represented social groups in higher education by the end of the next decade.
- By 2020 at least 20% of those graduating in the EHEA should have had a study or training period abroad.
- Lifelong learning and employability are important missions of higher education.
- Student-centred learning should be the goal of ongoing curriculum reform.
Budapest/Vienna Communiqué (2010)

The Budapest/Vienna ministerial meeting held on 11 and 12 March 2010 launched officially the internationally competitive and attractive European Higher Education Area as envisaged in the Bologna Declaration of 1999, based on trust, cooperation and respect for diversity.

The Ministers committed to the full implementation of the agreed objectives and the agenda for the next decade set by in Leuven/Louvain-la-Neuve. They acknowledged that the Bologna action lines are implemented to varying degrees and that Bologna aims and reforms have not always been properly implemented and explained. Ministers emphasised the need to listen to the critical voices raised among staff and students and to work on improving and better communicating about the process.

In particular, Ministers fully support staff and student participation at decision-making structures (EU, national, institutional) and student-centred learning. Ministers recommitted to academic freedom as well as autonomy and accountability of higher education institutions.

They also reaffirmed that higher education is a public responsibility, and despite difficult economic times, are committed to ensure that higher education institutions have the necessary resources and can provide equal opportunities to quality education, paying particular attention to underrepresented groups.

The country membership expanded to 47 with the recognition of Kazakhstan as a new participating country.

In the Budapest/Vienna Communiqué, Ministers agreed:

- To ask the Bologna Follow-up Group to propose measures to facilitate the implementation of Bologna action lines, among others by developing additional working methods, such as peer learning, study visits and other information sharing activities.

- To intensify policy dialogue and cooperation with partners across the world.

Bucharest Communiqué (2012)

The Bucharest ministerial meeting was held on 26th and 27th April, 2012. It set out of the achievements of the Bologna process and agreed on further priorities of the European Higher Education Area for 2012-2015.

Ministers underlined how the Bologna reforms have helped to change higher education in Europe: higher education structures in Europe are now more compatible and comparable; quality assurance systems contribute to building trust; higher education qualifications are more recognisable across countries and students are more mobile and can benefit from different educational opportunities.

Nevertheless, as the report on the implementation of the Bologna Process shows, further efforts to consolidate this progress are deemed necessary. The Bologna countries underlined the need for more coherence, particularly in completing the transition to the three cycle system, the use of ECTS, the issuing of Diploma Supplements, the enhancement of quality assurance and the implementation of qualifications frameworks. The importance of international openness through joint programmes and degrees was also stressed as a key factor in making progress on higher education reforms.

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Alongside the Communiqué, a new mobility strategy was adopted, defining in particular actions to enhance learning mobility, enforcing the 20 per cent mobility target set out in the Leuven/Louvain-la-Neuve Communiqué.

The Bucharest Communiqué focuses on:

- **Providing quality higher education for all** through **widening its access**, developing the **social dimension of higher education** by stepping up the efforts towards underrepresented groups, reiterating the commitment to promote **student-centred learning** in higher education. It acknowledges the importance of **quality assurance**, and the ministers confirm their commitment to maintaining public responsibility for higher education and acknowledge the need to open a dialogue on **funding and governance** of higher education.

- **Enhancing employability to serve Europe’s needs** by improving cooperation between employers, students and higher education institutions, as well as by underpinning the importance of the **link between research, teaching and learning** at all levels bridging the EHEA and the European Research Area (ERA). Furthermore, the ministers encourage the meaningful implementation of learning outcomes and specifically call on higher education institutions to further link study credits with both **learning outcomes** and student workload. The further development and implementation of qualifications frameworks is encouraged.

- **Strengthening mobility for better learning** by for instance reinforcing the portability of national grants and loans. The ministers also state the importance of removing obstacles hindering effective and proper **recognition** and are willing to work together towards the automatic recognition of comparable academic degrees, building on the tools of the Bologna framework, as a long-term goal of the EHEA. Reviewing national legislation to comply with the Lisbon Recognition Convention is a step in this direction.

- **Improvement of data collection and transparency to underpin political goals** by asking for more targeted data collection on higher education, encouraging a system of voluntary peer learning and reviewing of the implementation of the Bologna reforms, as well as by striving to make the education systems more transparent and hence, understandable to the public, in particular to students and employers.

**Beyond Europe, the Bologna Policy Forum**

In 2007, Ministers and European Union representatives decided to develop a strategy specific for the external dimension of the Bologna Process. Two years later, in 2009, the first Bologna Policy Forum was held to encourage closer cooperation with countries outside the process. This meeting immediately followed the ministerial meeting on 29 April 2009 and was attended by higher education Ministers or their representatives from 15 countries around the world, including the US, Canada, Mexico, Brazil, Australia, China and several Tempus countries (Egypt, Israel, Kazakhstan, Kyrgyzstan, Morocco and Tunisia).

The first Bologna Policy Forum, held in Louvain-la-Neuve on 29 April 2009, provided the opportunity to discuss how worldwide cooperation in higher education can be enhanced through the Bologna Process. The final Declaration highlighted the consensus that a more permanent and structured dialogue between "Bologna" and third countries would be of mutual interest. It stated that the recognition of studies and qualifications as well as the issue of quality assurance are key elements for promoting mobility that go much beyond the Bologna signatory countries. It also concluded that the Bologna Policy Forum should become a regular, institutionalised event.
The second Bologna Policy Forum took place in Vienna on 12 March 2010, right after the Bologna Ministerial Anniversary Conference. Debates focused on how higher education systems and institutions respond to growing demands, but also on mobility, including the challenges and opportunities of “brain circulation” and the balance between cooperation and competition in international higher education.

It was decided that each country will nominate a contact person who will function as liaison point for a better flow of information and joint activities, including the preparation of the next Bologna Policy Forum at ministerial level.

The third edition of the Bologna Policy Forum was held in Romania on 27 April 2012 coinciding with the Bucharest Ministerial Conference. The Ministers agreed on increasing the cooperation and policy dialogue among their countries.

The discussions focused on creating and connecting national, regional and global higher education areas. They also underlined the need to provide appropriate investment and public funding to sustain equitable higher education and the need to continue working towards reducing obstacles to mobility. The importance of quality assurance was also stated. They further underlined their willingness to enhance graduate employability by reforming higher education.

The Policy Forum will continue to promote dialogue and cooperation among higher education institutions, staff and students and other relevant stakeholders across the world. In this context, the need to foster global student dialogue is acknowledged.

Cooperation based on partnership between governments, higher education institutions, staff, students and other stakeholders is at the core of the European Higher Education Area. This partnership approach should also be reflected in the organisation of the next Bologna Policy Forum at ministerial level in Armenia in 2015.
"A TEMPUS STUDY"

"A Tempus Study" is a series of studies providing an in-depth overview about the management, achievements and impact of the Tempus programme:


These documents are available on the Tempus website:

http://eacea.ec.europa.eu/tempus