

# ALGERIA

## Joint European Projects

### CURRICULUM DEVELOPMENT

Projects should be aligned to the higher education reform process in the country and the new Bachelor/Master/Doctorate curricula architecture in line with the Bologna process. PhD Doctoral schools are of high interest. Projects should be wherever possible oriented to the university-enterprise relationship

The following subjects are considered as priority:

- ◆ Teacher training
- ◆ Languages
- ◆ Information technologies and Communication, Distance learning
- ◆ New courses adapted to the Bachelor/Master levels

### UNIVERSITY MANAGEMENT

- ◆ Training staff on objective oriented management and on decentralisation
- ◆ Administration, Finance and Accountancy of the Universities
- ◆ Library management, Networking in the library system

### TRAINING COURSES FOR INSTITUTION BUILDING

- ◆ Human resources development for the local authorities and for the organisations dealing with education.
- ◆ Creation of University-Enterprise Centres

## Structural and Complementary Measures

- ◆ Dissemination of good practices in the areas of methodologies and instruments for better content and better management of the universities
- ◆ Pilot projects for the development of co-diploma exercises and full recognition of the student carriers
- ◆ Creation of new services to be offered in the context of the university-labour market relationship

## EGYPT

The Ministry of Higher Education put forward a strategic reform plan in 2000, ([www.tempus-egypt.com](http://www.tempus-egypt.com)) known as the Higher Education Enhancement Programme (HEEP). Tempus activities should contribute towards the implementation of this plan.

### Joint European Projects

Joint European Projects should be in line with the objectives of the Egyptian Higher Education Development strategy, and should support the institutional, legal and administrative development of the beneficiary institutions.

Priority will be given to projects involving several Egyptian higher education institutions. The following priorities apply:

#### CURRICULUM DEVELOPMENT

- ◆ Biology and biotechnology
- ◆ Environmental sciences (including water resource management)
- ◆ Mechatronics and informatics
- ◆ Intercultural studies

#### UNIVERSITY MANAGEMENT

- ◆ Establishment of total quality management and quality assurance systems.
- ◆ Establishment of E-management systems.

#### TRAINING COURSES FOR INSTITUTION BUILDING

No specific priorities.

### Structural and Complementary Measures

Projects should be in line with the objectives of the Egyptian Higher Education Development Strategy. The following priorities have been identified:

- ◆ Establishment of National Qualifications Framework (NQF).
- ◆ Exchange of experience focusing on Bologna Process.
- ◆ Promotion of university-industry-society partnerships aimed at establishing certified training centres for technical and vocational training.

## **JORDAN**

The Ministry of Higher Education and Scientific Research has put great emphasis on reform and development of the higher education sector which plays an important role in the socio-economic development of Jordan.

### **Joint European Projects**

#### **CURRICULUM DEVELOPMENT**

- ◆ Information and Communication Technology
- ◆ Pharmacy
- ◆ Engineering
- ◆ Business and Finance

#### **UNIVERSITY MANAGEMENT**

- ◆ Enhancing university administration services
- ◆ Strengthening links between universities and industry

#### **TRAINING COURSES FOR INSTITUTION BUILDING**

No specific priorities are identified.

### **Structural and Complementary Measures**

- ◆ Development of quality assurance and accreditation
- ◆ Improvement of management of the higher education sector

## LEBANON

An important over-arching priority for Higher Education in Lebanon is to put in place a homogeneous evaluation system across the higher education institutions, and to develop a 'culture' and a 'system' for quality assurance.

### Joint European Projects

#### CURRICULUM DEVELOPMENT

- ◆ Restructuring curricula in harmony with the regional and international trends, in particular the new European three-level-system (Bachelor/Masters/PhD) and credit systems
- ◆ Creation of new courses and diplomas in the following fields:
  - ◇ new technologies;
  - ◇ environment, natural resources, energy;
  - ◇ public health;
  - ◇ tourism;
  - ◇ intercultural studies
- ◆ Promote the development of doctoral programmes

#### UNIVERSITY MANAGEMENT

- ◆ Strengthening of management capacities in the fields of administration and finance, notably task assignment for administrative staff, and the simplification of administrative and financial procedures
- ◆ Broaden the spectrum of decision making within the institutions and encourage the students associations and the civil society associations to participate in such activity

#### TRAINING COURSES FOR INSTITUTION BUILDING

- ◆ Creation and development of training courses for the public services which are in close relation with civil society, as well as for the associations representing social minorities

## **Structural and Complementary Measures**

- ◆ Working out a national strategy on higher education with which higher education establishments can align their educational and administrative policies
- ◆ Creation of independent organisms, dedicated to the internal evaluation, the external assessment and accreditation of higher education institutions
- ◆ Increasing and improving the measurability and the comparison of a higher education institution with the international educative systems, and in particular the European systems of education
- ◆ Developing mechanisms at national or regional level for networking and for the dissemination of information on higher education systems

## MOROCCO

Project proposals with a smaller amount of requested funding should enjoy priority or, if the amount of requested funding is not small, consortia should include more partners.

### Joint European Projects

#### CURRICULUM DEVELOPMENT

Projects should be aligned to the reforming process of higher education in the country and the new curricula architecture Bachelor/Master/Doctorate as for the Bologna process. Distance learning activities are of high interest.

At Bachelor level the following subjects are considered as priority:

- ◆ Economics, Management, Political Sciences
- ◆ Medical sciences
- ◆ Law, private law
- ◆ Information technologies and Computer sciences

At Master level the following subjects are considered as priority:

- ◆ Economics, Management
- ◆ Medical sciences
- ◆ Law, private law
- ◆ Information technologies and Computer sciences
- ◆ Biotechnology

#### UNIVERSITY MANAGEMENT

- ◆ Human resources management, Administration,
- ◆ Quality assurance and evaluation of the curricula and courses

#### TRAINING COURSES FOR INSTITUTION BUILDING

- ◆ Human resources development for the Ministry of Education and the organisations dealing with the evaluation and accreditation of the curricula.

## **Structural and Complementary Measures**

- ◆ Dissemination of good practices in the areas of methodologies and instruments for better content and better management of the universities
- ◆ Training the staff on the reforming processes and on higher education development models
- ◆ Pilot projects on evaluation and accreditation systems, on new central services to be offered in the context of the autonomy of the universities

# PALESTINIAN AUTHORITY

## Joint European Projects

### CURRICULUM DEVELOPMENT

Projects should be aligned to the reforming process of higher education in the country and in the case of the creation of new curricula they should take into account and respect the requirements for the accreditation. Projects should be oriented towards the implementation of a policy for the greater employability of university graduates. Particular attention should go to the development of curricula at bachelor/master level.

The following subjects are considered as priority:

- ◆ Economics, in particular international trade, public administration and resource management
- ◆ Urban and regional planning , environment and energy management
- ◆ Agriculture
- ◆ Law and judicial matters
- ◆ Engineering and Information technologies
- ◆ Medical sciences

### UNIVERSITY MANAGEMENT

- ◆ Training staff on objective oriented management
- ◆ Credit systems for the curricula and courses, Evaluation methodologies

### TRAINING COURSES FOR INSTITUTION BUILDING

- ◆ Human resources development for the local authorities

## Structural and Complementary Measures

- ◆ Creation of new services to be offered in the context of the university-labour market relationship

## **SYRIA**

The Syrian Ministry of Higher Education has launched a reform process with emphasis on quality, relevance and governance in higher education. Tempus projects should support and contribute to this process.

### **Joint European Projects**

#### **CURRICULUM DEVELOPMENT**

- ◆ Biotechnology
- ◆ Environment, water resource management
- ◆ Engineering and applied sciences (with special emphasis on Information Technology)
- ◆ Medicine and health services

#### **UNIVERSITY MANAGEMENT**

- ◆ Development of capacity to cooperate with enterprise and other local bodies, in particular for the delivery of continuing education
- ◆ Development and implementation of University Information Management Systems

#### **TRAINING COURSES FOR INSTITUTION BUILDING**

- ◆ No specific priorities.

### **Structural and Complementary Measures**

- ◆ Adaptation to developments of the Bologna process
- ◆ Elaboration of a national strategy for the development of a specific aspect of higher education
- ◆ Establishing a National Center of Excellence for Higher Education.

## TUNISIA

Particular attention should go to the university-enterprises relationship and to the development of the implementation of the recognition of the studies abroad or outside the home university.

Applications for teachers' mobility under the Individual Mobility strand of the Tempus programme are encouraged with a view to better disseminating good practices and to preparing new curricular activities

### **Joint European Projects**

#### **CURRICULUM DEVELOPMENT**

Projects should be aligned to the reforming process of higher education in the country and the new curricula architecture Bachelor/Master/Doctorate as in the Bologna process. Doctoral schools and distance learning activities are of high interest. Projects should be oriented to the implementation of a policy for the greater employability of university graduates.

The following subjects are considered as priority:

- ◆ Economics, Business Management,
- ◆ Languages
- ◆ Applied Humanities
- ◆ Information technologies and Communication
- ◆ Medical sciences
- ◆ Technology

#### **UNIVERSITY MANAGEMENT**

- ◆ Training staff on objective oriented management and on decentralisation
- ◆ Evaluation methodologies for the curricula and courses

#### **TRAINING COURSES FOR INSTITUTION BUILDING**

- ◆ Human resources development for the Ministry of Higher Education and organisations dealing with the evaluation and accreditation of the curricula.

## **Structural and Complementary Measures**

- ◆ Dissemination of good practices in the areas of methodologies and instruments for better content and better management of the universities
- ◆ Pilot projects for the development of co-diploma exercises and full recognition of student's careers,
- ◆ Creation of new services to be offered in the context of the university-labour market relationship
- ◆ Evaluation of higher education institutions