

Higher Education Development Priorities within the ERASMUS+ Programme

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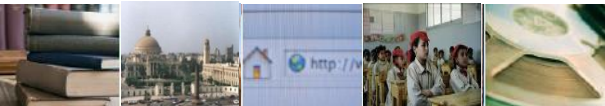
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The South Mediterranean Region



Erasmus+



EUROPEAN NEIGHBOURHOOD POLICY

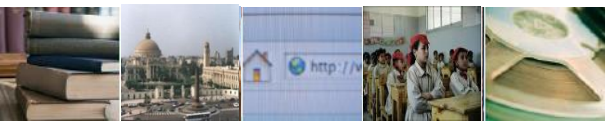
EU cooperation with its neighbours



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 MW-03-13-005-EN-C ISSN 1978-0070-13-06-13 doi:10.2842/13170

Enrolment in Higher Education (2012)

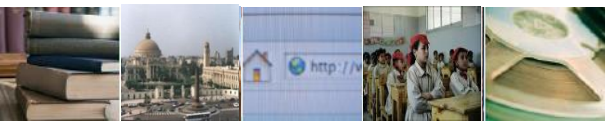
- Algeria, 1,210,000
- Egypt: 2,600,000
- Israel: 290,600
- Jordan: 230,000
- Lebanon: 195,000
- Libya: 342,000
- Morocco: 343,000
- Palestine: 213,000
- Syria: 355,000
- Tunisia: 362,000



TEMPUS IV Projects

*Number of
projects*

Western Balkans	<i>149</i>
Southern Mediterranean	<i>161</i>
Central Asia	<i>74</i>
Eastern Europe	<i>210</i>
<hr/>	
Tempus average category	
<i>TOTAL TEMPUS IV 2008-2013</i>	
<i>(number of projects)</i>	<i>550</i>



TEMPUS IV Projects

Medicine,
Veterinary, other
sciences

Economy, industry,
enterprise

Tourism

Land, agriculture,
environment, food
tech

Social work, VET,
LLL

Engineering

Management,
public admin,
business

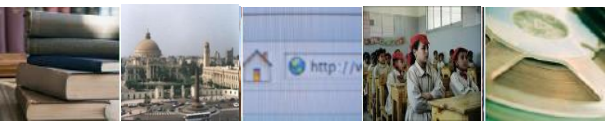
Humanities
(language,
archaeology,
culture, law)

ICT, media, libraries,
e-learning

Teacher training,
higher education
reforms

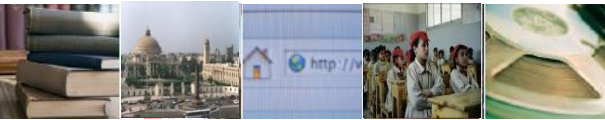
Interdisciplinary
studies

Call for Proposals EAC/A04/2014		REGIONAL PRIORITIES for JOINT & STRUCTURAL PROJECTS Erasmus+ KA2 – Capacity Building in Higher Education (CBHE) action																					
REGIONS	Modernisation of curriculum by developing new and innovative courses and methodologies																						
			Modernisation of governance, management and functioning of higher education															Strengthening of relations between higher education and the wider economic and social environment					
	CATEGORY A Curriculum Development		CATEGORY B Improving quality of education and teaching			CATEGORY C Improving management and operation of higher education institutions							CATEGORY D Developing the Higher Education sector within society at large										
	Valid ONLY for JOINT PROJECTS		Valid for JOINT PROJECTS and STRUCTURAL PROJECTS										Valid for JOINT PROJECTS and STRUCTURAL PROJECTS										
	Subject areas		Bologna process type reforms	Learning and teaching tools, methodologies and pedagogical approaches including learning outcomes and ICT-based practices (inter alia, flexible learning paths, blended courses, virtual and real mobility, practical placements etc.)	Multidisciplinary / Interdisciplinary	Governance, strategic planning and management of higher education institutions (including human resource and financial management)	University services such as support services for student and staff mobility, such as student counselling and guidance, social services, academic affairs, libraries, etc.	Internationalisation of higher education institutions (including recognition mechanisms and mobility international relations capacities)	Quality assurance processes and mechanisms	Access to and democratisation of higher education (including the disadvantaged groups of people and regions)	Development of research and innovative capacities (excluding research activities)	Lifelong learning, continuing education	Non-University sector at tertiary education level	Development of school and vocational education at post-secondary education level (including in-service training for teachers and reforms to the teaching profession)	University enterprise cooperation and employability of graduates	Qualification frameworks and recognition of qualification	Knowledge triangle, innovation (reinforcing links between education, research and business)	New technologies in higher education	Development of the higher education sector at regional level (in regions of a given country)	International cooperation at regional level (among countries from the same region) or cross-regional level (among countries from different regions)	Definition, implementation and monitoring of the reform policies	Qualifications frameworks	
Select the region(s)	A	B	B	B	C	C	C	C	C	C	D	D	D	D	D	D	D	D	D	D			
REGION 1 Western Balkans - Albania, Bosnia & Herzegovina Kosovo* Montenegro Serbia	Teacher training and education science Physical sciences Engineering and engineering trades Agriculture, forestry and fishery Health Transport services Environmental protection		X		X		X		X			X		X						X			
REGION 2 Eastern Partnership countries Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine [as recognised by international law]	Teacher training and education science Social and behavioural science Law Physical sciences Agriculture, forestry and fishery Health Environmental protection		X		X		X		X					X					X	X			
REGION 3 South-Mediterranean countries Algeri , Egypt, Israel**, Jordan, Lebanon, Libya, Morocco, Palestine**, Syria, Tunisia	Teacher training and education science Social and behavioural science Law Physical sciences Agriculture, forestry and fishery Health Environmental protection	X			X		X		X				X	X		X			X				
REGION 4 Territory of Russia [as recognised by international law]	Teacher training and education science; Humanities; Life sciences; Physical sciences; Computing; Engineering and engineering trades; Architecture and construction; Agriculture, forestry and fishery; Health Personal services	X	X				X	X			X		X	X	X								
REGION 6 Asia Afghanistan, Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam	Teacher training and education science Law Physical sciences Engineering and engineering trades Agriculture, forestry and fishery Veterinary Health Social services Environmental protection Security services		X		X			X	X	X			X	X					X				



Southern Mediterranean Regional Priorities

- Curriculum Development
 - Teacher training and Education Science
 - Social and behavioural Science
 - Law
 - Physical science
 - Agriculture, forestry and fishery
 - Health
 - Environmental protection



Southern Mediterranean Regional Priorities

- Category B and C (Quality Assurance and Management)
 - Bologna Process Reform
 - Governance and Strategic Planning, including Human Resources Development, and Financial Management
 - Internationalisation, including Recognition and Mobility
 - Access to Higher Education

Southern Mediterranean Regional Priorities

- Category D (Higher Education and the Society)
 - TVET
 - University - Enterprise cooperation
 - Knowledge triangle
 - International Regional Cooperation

Higher Education Development Priorities within the ERASMUS+ Programme

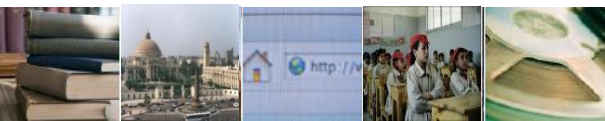
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The case of Egypt



Erasmus+



HE Education system in Egypt-2012/13

HE institutes		No. of institutes	Students enrolment	Enrolled in Postgraduates	No. of staff	No. of A. staff
Public Universities	Full time	23	1.1 M	270 K	41 K	30 K
	Newmodes		433 K			
Al-Azhar		1	410 K	16 K	4 K	6 K
Public Technical colleges		8*	126 K	0	850	605
Private Universities		25	120 K	4.1 K	2.1 K	2.6 K
Private Higher institutes		124	407 K	7 K	5 K	4.4 K
Private middle institutes		22 ₋	39 K	0	3	0
Total		198	2.6 M	297 K	56 K	43.5 K

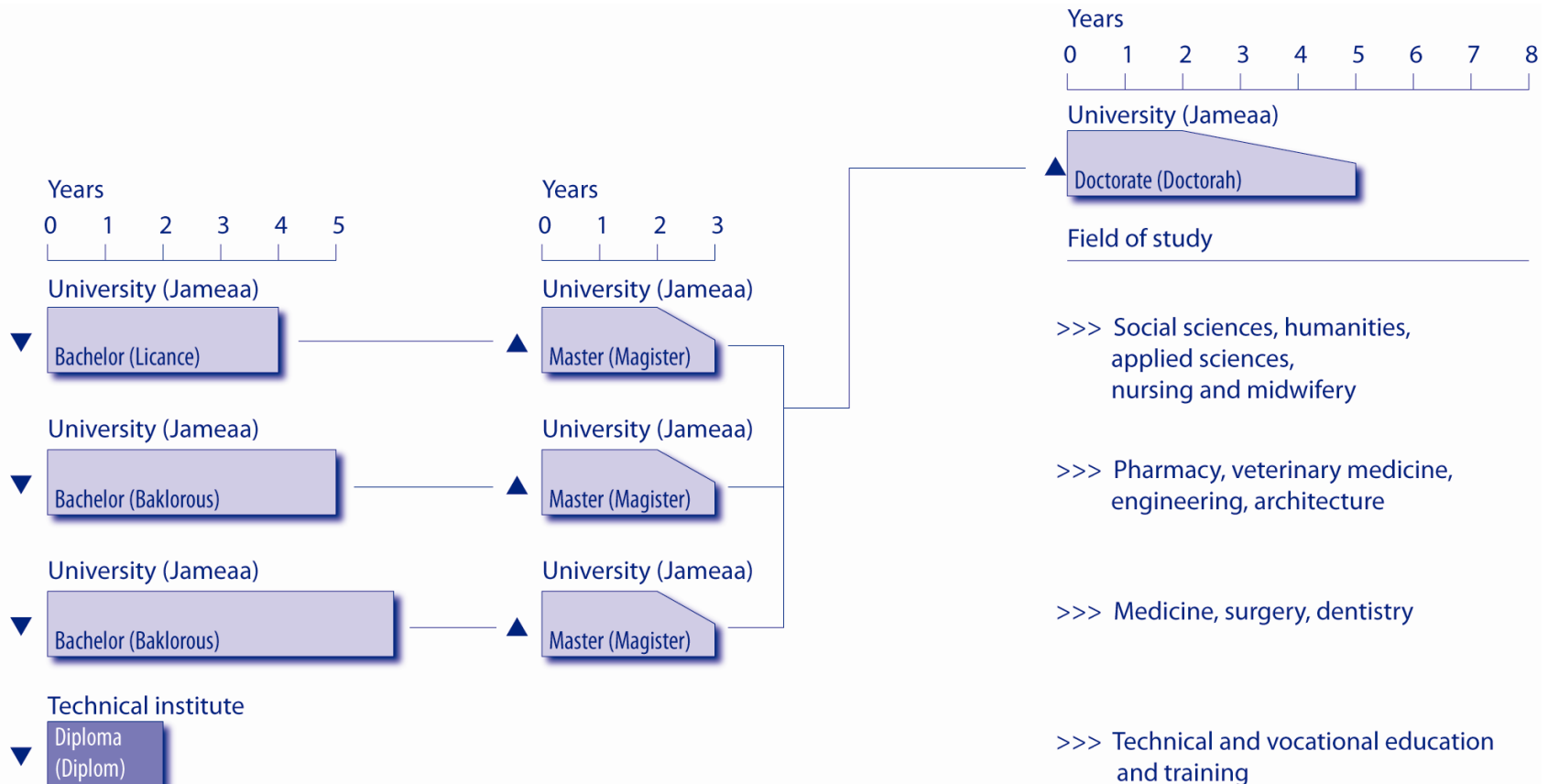
*This includes 45 institutes + 12 Technical institutes of health + Technical Institute for Advanced Industries

₋ This includes 11 institutes + 11 branch for labor university (middle programs)

Higher education landscape, Egypt, 2015

- Total Number of Students: 2.6 Million
- 80% Public, 20% Private
- Enrolment rate:
 - 22% in 99/00
 - 28.6% in 09/10
 - Projected 35% in 2017?
- 74% enrolment is Social Sciences
- Student / Staff ratio!

Egypt's Higher Education System



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME		▽	△

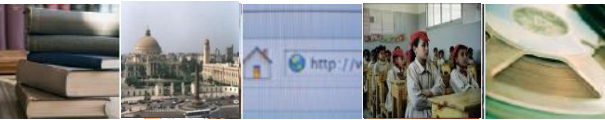
Priorities vis a vis Erasmus+ KA2

■ Joint Projects

- Joint / Double / Multiple Degrees
- Institutional Building & Linkage with Society / Industry

■ Structural projects

- Governance
- Human Resources Development
- NQF



Priorities vis a vis Erasmus+ KA2

- Teacher training and education science
- Humanities
- Social and behavioural science
- Physical sciences
- Engineering and engineering trades
- Architecture and building
- Agriculture, forestry and fishery
- Health
- Personal services
- Others (Multidisciplinary, Interdisciplinary)

Priorities vis a vis Erasmus+ KA2

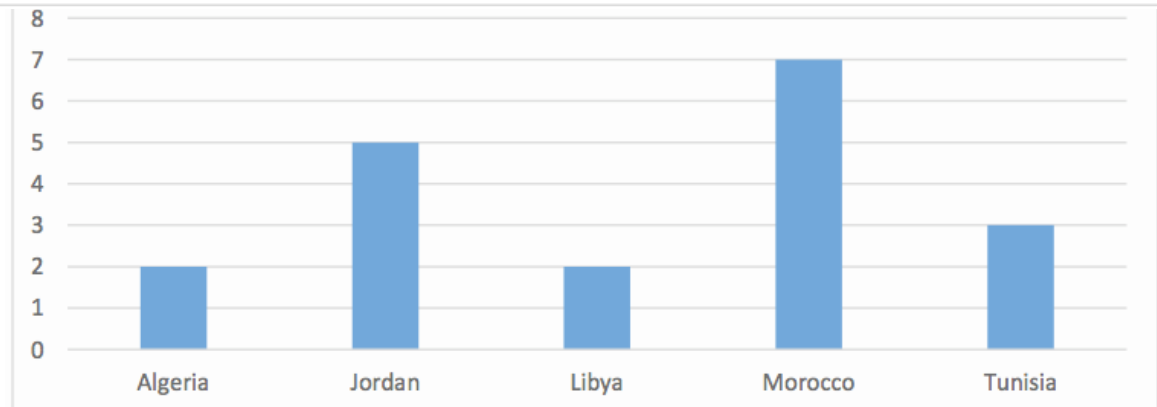
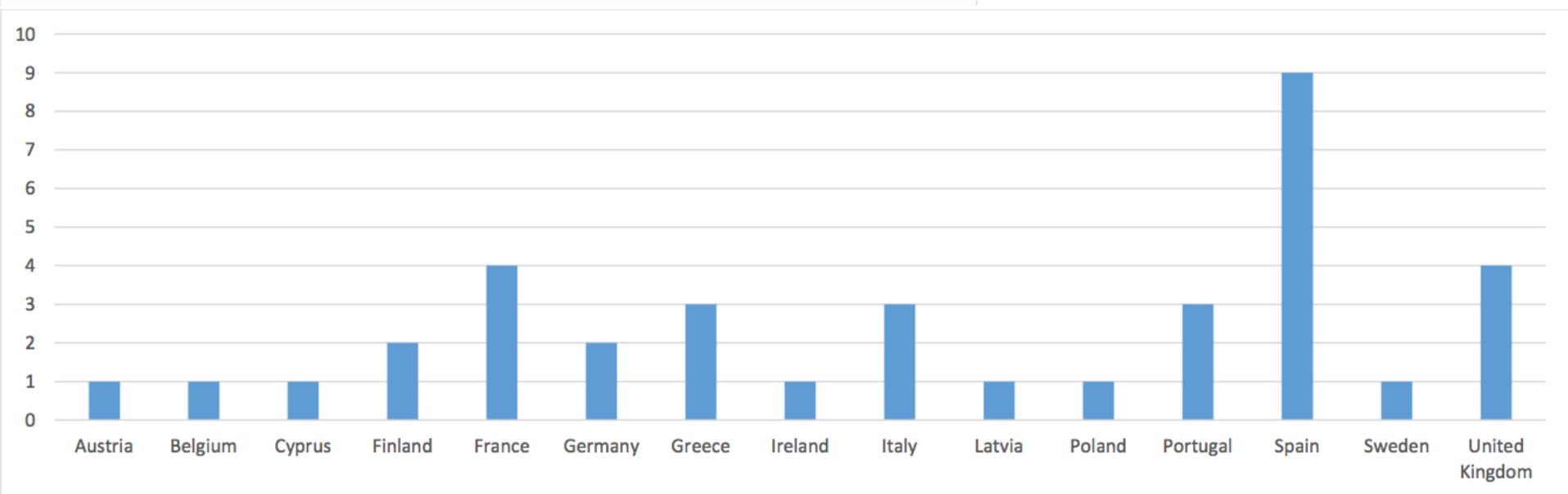
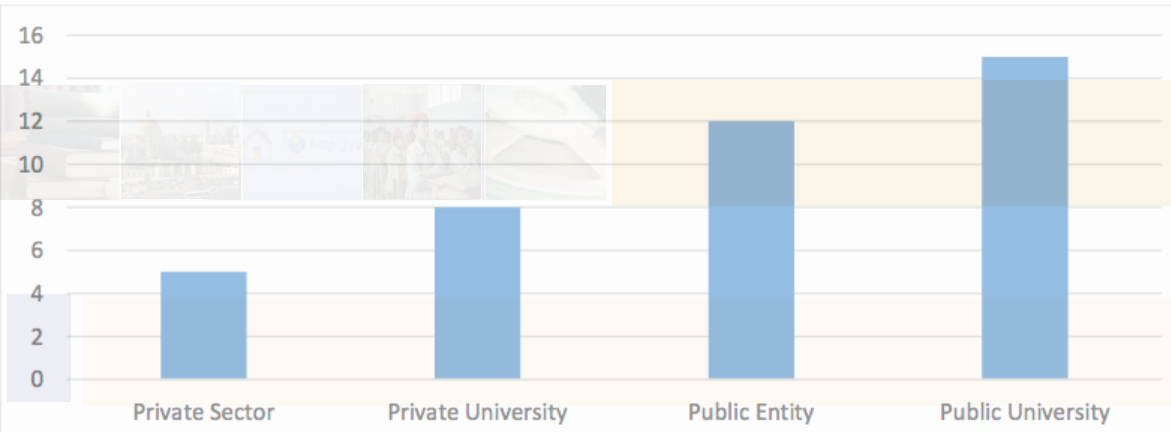
- Bologna process
- Learning and teaching tools, including ICT, E and Blended Learning
- Governance, strategic planning and management of HEIs
- Internationalization
- Quality assurance
- Life long learning
- Development of school and vocational education (Institutional Capacity Building)

The 2016 call for proposal

- The Call
 - Launch: October 2015
 - Deadline: February 10th 2016
 - Notification of acceptance: July 2016
 - Start of Projects: 15 October 2016
- The applications
 - 41 submitted
 - 29% South Mediterranean region
- Results
 - 8 Projects accepted
 - 5 Projects involving only HEIs from Egypt
 - 3 Projects involving regional HEIs

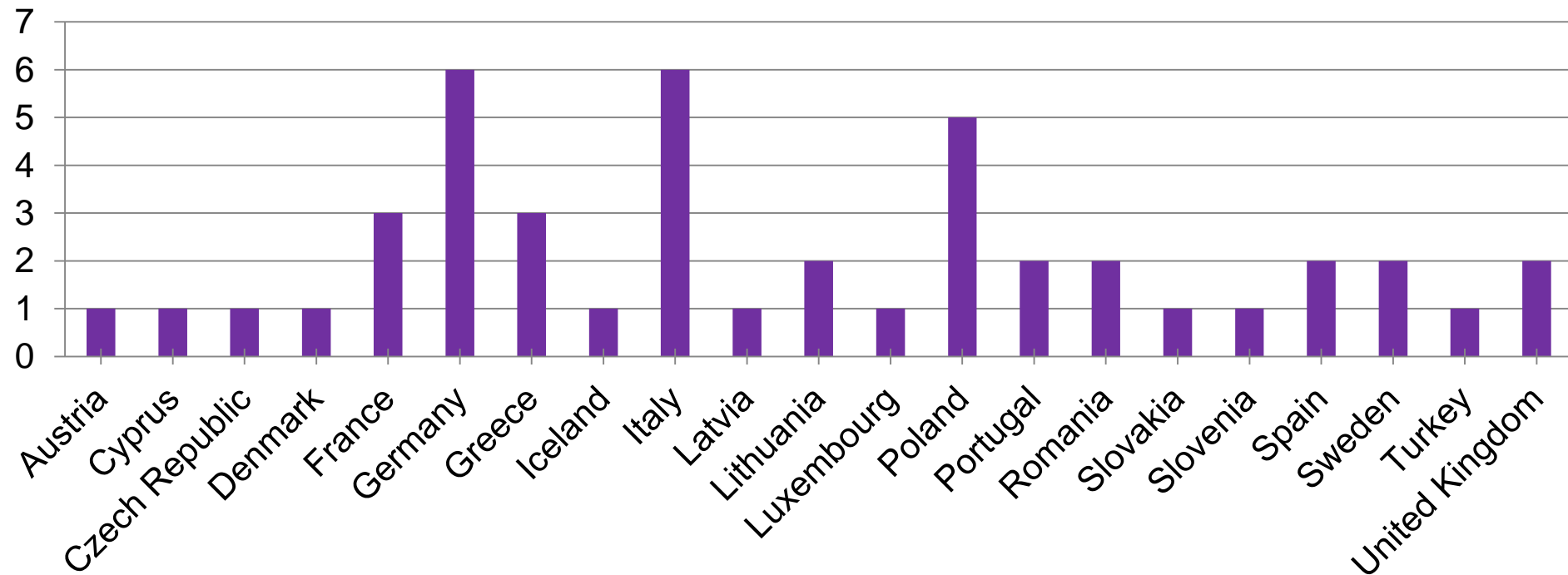


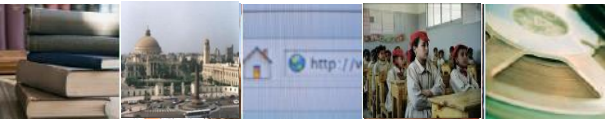
The 2016 call for proposal



Priorities vis a vis Erasmus+ KA1

- About 100 project selected every year (2015 and 2016)
- About 600 mobility (staff and students)





Resources

- National ERASMUS+ offices in partner Countries
 - https://eacea.ec.europa.eu/erasmus-plus/contacts/national-erasmus-plus-offices_en
- Programme guide:
 - EC.europa.eu/programmes/Erasmus-plus/documents/Erasmus-plus-programme-guide_en.pdg
- Country Fiches:
 - EACEA.ec.europa.eu/Tempus/participating_countries/
- NEO Egypt:
 - <www.erasmusplus-egypt.eu>



Thank you BUDAPEST



IRONMAN
70.3 BUDAPEST

JULY 30TH 2016

OFFICIAL TIME

07:37:52

