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National Erasmus+ Office - Jordan



# The Erasmus+ Programme: Enhancing cooperation between Baltic countries and Jordan



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# Jordan





# What is Jordan Known for?





## Jordan is also known for:

- Peace and stability
- Safety and security
- Moderation
- Tolerance
- Helpful, friendly and hospitable people
- Jordanians are exposed to other cultures
- Reasonably good education system
- Good health care system.
- Moderate weather (most of the year).
- English is widely understood among upper and middle classes.





## Jordanian Higher Education Management

- [Higher Education Council](#)

Responsible for higher education **policies** and **regulating** the sector.

- [Ministry of Higher Education & Scientific Research](#)

Responsible for **supervising** public and private **HEIs**, and promoting the level of HE in order to align and keep pace with developments witnessed by HE sector in the world.

- [Scientific Research and Innovation Fund](#)

Responsible for encouraging and **supporting** scientific **research**

- [Accreditation and Quality Assurance Commission for Higher Education Institutions](#)

It aims at upgrading the HEIs performance and strengthen their competitiveness at national, regional, and global level with the main goal to ensure the application of Jordanian regulations and **accreditation, quality assurance standards** in compliance with those in developed countries.



# Higher Education Strategy

Higher education policy objectives are based on nine pillars defined in the National Strategy for Higher Education (2014-2018). These are:

- **University Governance and Management:** enabling the Higher Education Council (HEC) to oversee HEIs in general.
- **Admission Policies:** review of admission policies to achieve justice and equal opportunities to guarantee a high level of higher education and the quality of its outputs and harmony with the labor market.
- **Finance:** securing and diversifying adequate and stable sources of funding for universities.
- **Accreditation and Quality Assurance:** harmonization of higher education outcomes and labor market needs.



## Higher Education Strategy

- **Scientific Research and Graduate Studies:** provision of necessary financial support for scientific research.
- **University Environment:** building a model for university attractive environment which contributes to shaping an integrated student personality.
- **Academic Programs:** improving quality of programs, plans, and curriculum in higher education institutions.
- **Human Resources:** raising the level of leadership in administrative positions and the efficiency, diversity, and excellence of human resources.
- **Technical Education:** achieving the aspirations of Jordan's strategy towards the concept of technical education, culture and expansion, development through the realization of technical education.



10 Public Universities

## Higher Education in Jordan

**282,403 students in Jordanian universities**



20 Private Universities

**205,330 students in Public universities**

**77,073 students in Private universities**



44 Community Colleges

**130.040 male students**

**152.363 female students  
54%**





# Public Universities



[The University of Jordan](#)



[Yarmouk University](#)



[Mutah University](#)



[Jordan University of Science & Technology](#)



[The Hashemite University](#)



[Al al-Bayt University](#)



[Al-Balqa Applied University](#)



[Al-Hussein bin Talal University](#)



[Tafila Technical University](#)



[German-Jordanian University](#)



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## Private Universities



[Jadara University](#)



[Amman Arab  
University](#)



[Isra University](#)



[Jerash University](#)



[Philadelphia  
University](#)



[Princess Sumaya  
University for  
Technology](#)



[Jordan Academy  
of Music](#)



[Middle East  
University](#)



[Irbid National  
University](#)



[Ajloun National  
University](#)



# Private Universities



[Zarqa University](#)



[Al-Zaytoonah  
University of Jordan](#)



[University of Petra](#)



[Al-Ahliyyeh Amman  
University](#)



[Ammon Applied  
University College](#)



[Aqaba University of  
Technology](#)



[Al-Hussein Technical  
University](#)



[Applied Science  
University](#)



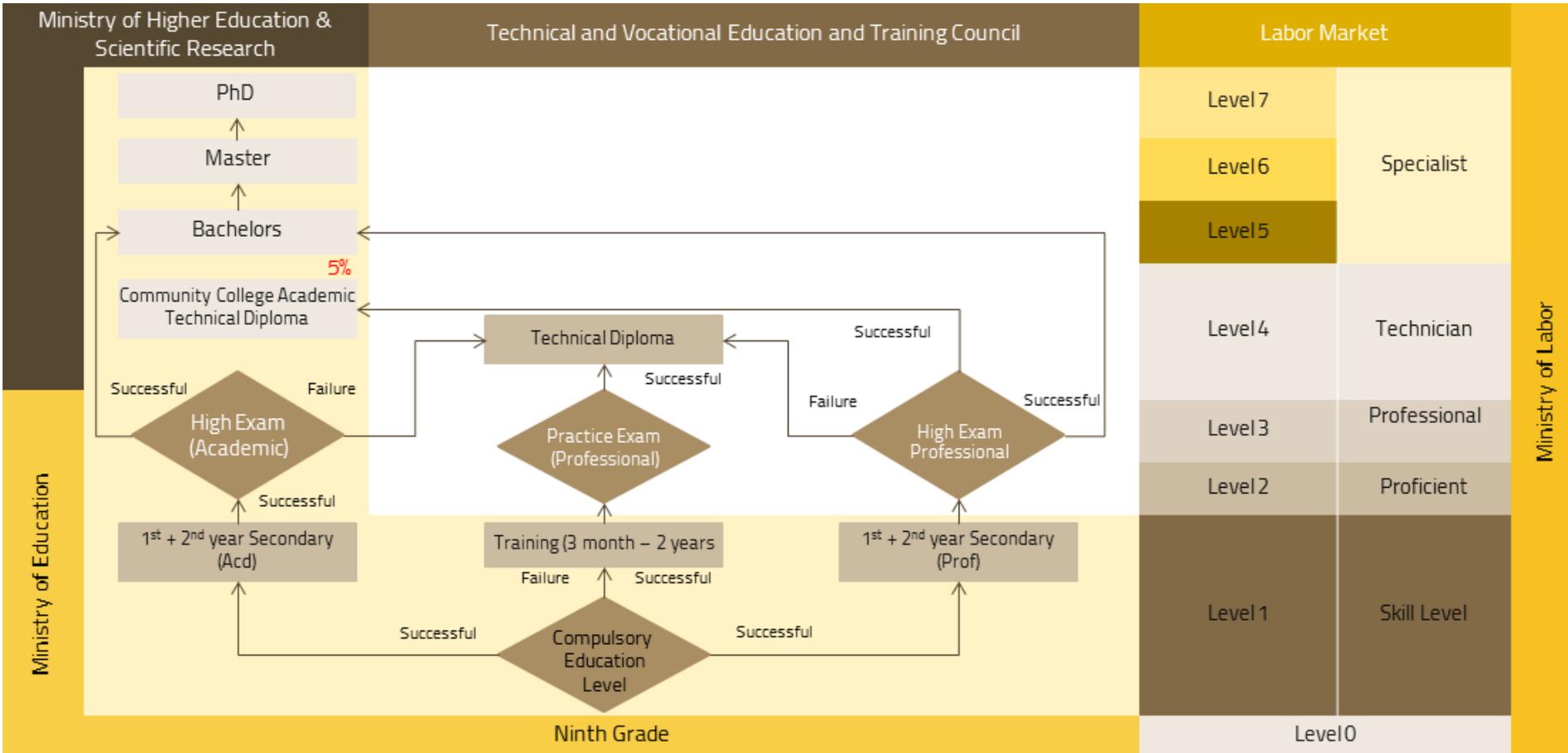
[Faculty of  
Educational Sciences  
and Arts/Unrwa](#)



[American University  
of Madaba](#)



# Structure of higher education in Jordan





## Structure of higher education in Jordan

It follows the **three-cycle system**:

- The bachelor degree: requires four years to all disciplines except engineering, pharmacy and dentistry which require five years, and medicine which requires six years.
- The master degree: requires on average one and half to two years of study. In a number of universities, students have the option to obtain a master degree with a thesis or with a comprehensive exam.
- Doctorate degree: minimum of 3 years of study.



## Organization of the academic year

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.

Each semester lasts for **16 weeks** (including the exam period) and the summer session lasts 8 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 early June. The summer session lasts from mid-June to mid-August.



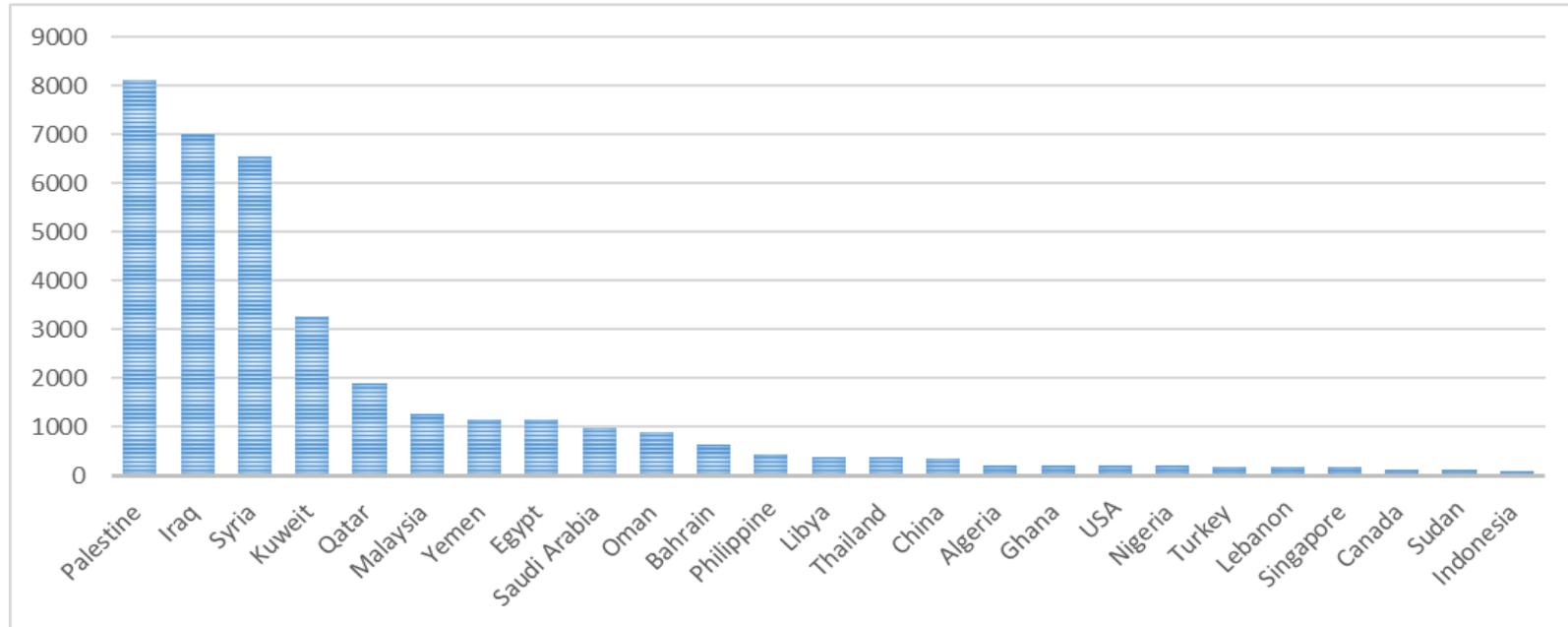
# Internationalization

- **Law of Higher Education and Scientific Research** for the year 2009: the higher education aims to “Enhancing the scientific, cultural, artistic and technical cooperation in the field of higher education and scientific research **with other countries, international organizations**, ... coincided with the expansion of such cooperation in the modern and developed directions.”
- **Jordanian Universities Law of 2009**: “Universities are encouraged to foster relations with **international institutions** and open branches, centers and offices inside the Kingdom and outside it”
- In the **Higher Education Strategy**:
  - ✓ Vision includes “Having a high quality higher education system .... and compete at the Arab and **international levels**”
  - ✓ Take required measures to boost **international competitiveness**, ...
  - ✓ Modernizing academic programs to keep up with **international developments**
  - ✓ Clear venue for partnerships with **prominent international research centers**
  - ✓ Adopt policies and programs, in accordance with the best **international standards** and practices.



## Number of Foreign Students in Jordan

**More than 38,000 non-Jordanian students representing 107 global nationalities study in Jordanian universities**





## Fields of Study offered in English at Public Universities

- Business, Economics and Administrative Sciences
- Physical Education
- Marine Science
- Engineering
- Science and Arts
- Computer and Information Technology
- Medicine, Dentistry, Pharmacy, Veterinary
- Applied Medical Sciences
- Architecture
- Archaeology And Anthropology
- Tourism and Hotel Management





## Tempus and Erasmus+ in Jordan - A Snapshot

- Jordan started participating in Tempus as of Dec. 2002
- **54** Tempus projects (45 JP + 9 SM) [2003-2013]
- **37** CBHE projects [2015-2018]
- Jordan is Grant holder in **16** projects (7 T, 9 E+ CBHE)
- About 600 mobilities under Erasmus Mundus
- About 3,000 mobilities with Jordan (student and staff, incoming and outgoing) under International Credit Mobility (ICM) of Erasmus+
- Thousands of mobilities under Tempus & E+ CBHE projects



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## National Erasmus+ Office - Jordan





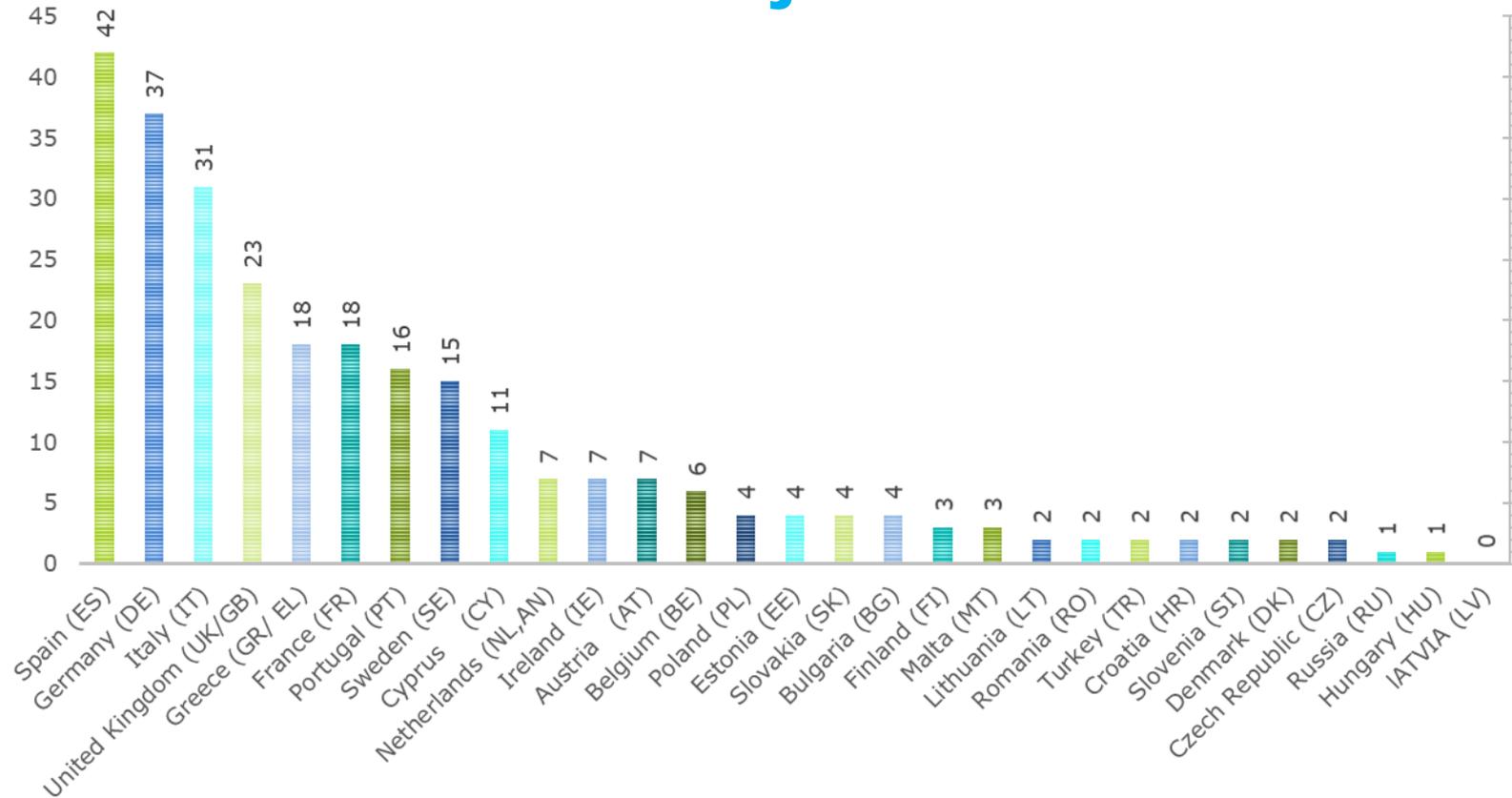
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## National Erasmus+ Office - Jordan



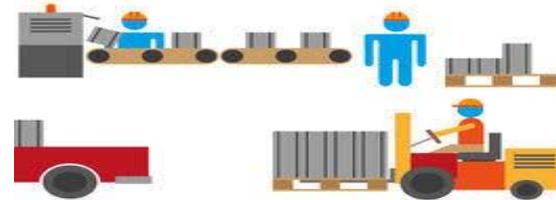
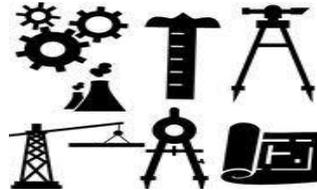


# Involvement of Program Countries in T & CBHE Projects





# Erasmus+ CBHE Jordan Priorities: Category 1- 10 Subject Areas (for curriculum development projects)

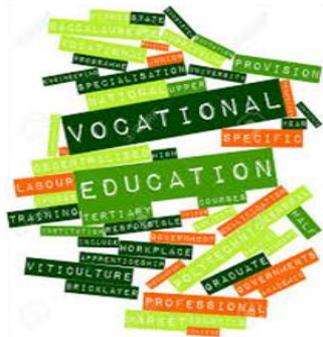




## CBHE Jordan Priorities:

### Categories 2- Improving management and operation of Higher Education Institutions

### Category 3 - Developing the higher education sector within society at large





## **REGIONAL & CROSS-CUTTING PRIORITIES for JOINT & STRUCTURAL PROJECTS Erasmus+ KA2 – Capacity Building in Higher Education (CBHE) action Call for Proposals 2018**

### **Region 3 - South-Mediterranean countries**

#### **1. Curriculum Development**

**Education;**

**Social and behavioral science;**

**Arts;**

**Law;**

**Business and administration;**

**Information and communications technologies;**

**Agriculture,**

**forestry, fisheries and veterinary;**

**Health;**

**Environment;**

**Security services**



## **REGIONAL & CROSS-CUTTING PRIORITIES for JOINT & STRUCTURAL PROJECTS Erasmus+ KA2 – Capacity Building in Higher Education (CBHE) action Call for Proposals 2018**

### **Region 3 - South-Mediterranean countries**

#### **2. Improving management and operation of Higher Education Institutions**

- Governance, strategic planning and management of higher education institutions Such as human resource and financial management
- University services Such as support services for student mobility, student counselling and guidance, social services, academic affairs, libraries, etc.
- Internationalization of higher education institutions Including recognition mechanisms and mobility, international relations capacities
- Equity, access to and democratization of higher education Including disadvantaged groups of people and regions

#### **3. Developing the Higher Education sector within society at large**

- Development of school and vocational education at post-secondary non-tertiary education level Such as reforming in-service training for teachers and reforms to the teaching profession
- University-enterprise cooperation Such as support for students' practical placement, entrepreneurship, employability of graduates, etc.
- Knowledge triangle, innovation Such as reinforcing links between education, research and business



## Category 1: Curriculum Development - Tempus

Thematic Area	Application Reference	Application Title
<b>Education</b>	1. JP-144918-2008	1. Nouveaux cursus en Management des activités de Services et de la Technologie, Amélioration des processus qualité des enseignements et développement des services aux étudiants.
<b>Humanities</b>	1. 32054-2004 2. 33017-2005	1. Rehabilitation of Historic Islamic Cities. 2. Establishing of A Master Degree in Archeological Science at Yarmouk University.
<b>Social and behavioral Sciences</b>	1. JP158632-2009 2. JP158914-2009	1. Diploma Public Policy and Child Rights. 2. Developing Service-Learning and Civic Engagement Partnerships across the Curriculum.
<b>Business and administration</b>	1. JP511070-2010 2. JP530260-2012	1. Achieving Sustainable Programmes in Regeneration and Entrepreneurship: Jordan, Lebanon and Palestinian Territories. 2. Exporting Master Programme in Enterprise Systems Engineering to Jordan, Syria, Tunisia and Egypt.
<b>Welfare</b>	1. 33143-2005	1. IB Support for Inclusive Special Education.
<b>Health</b>	1. JP30070-2002 2. 32093-2004 3. JP544333-2013	1. Establishing a teaching centre for cultural Heritage 2. Biomedical Centre of Excellence. 3. Curriculum and Skill Development in Vision Rehabilitation.
<b>Manufacturing and processing</b>	1. JP543820-2013	1. Capacity Building of Personnel in Jordanian Olive Industry.
<b>Physical sciences</b>	1. JP543833-2013	1. Excellence in Nano science Education for the MENA Region.



## Category 1: Curriculum Development - Tempus

Thematic Area	Application Reference	Application Title
<b>Information and Communication Technology</b>	<ol style="list-style-type: none"> <li>1. JP31005-2003</li> <li>2. JP31159-2003</li> <li>3. 32162-2004</li> <li>4. 34015-2006</li> <li>5. 34085-2006</li> <li>6. JP511074-2010</li> <li>7. JP544491-2013</li> </ol>	<ol style="list-style-type: none"> <li>1. Open Learning Models and Technologies</li> <li>2. Centre for Wireless and Internet Technology in JUST</li> <li>3. ICT Learning Pentagram.</li> <li>4. ICT and Media Convergence Training.</li> <li>5. Establishing Quality, Relevant and Collaborative Industry-Oriented IT Education.</li> <li>6. An Industry Oriented MSc. Program in Telecommunications Engineering- Towards and EU Approach.</li> <li>7. Enhancing Quality of Technology-Enhanced Learning at Jordanian Universities.</li> </ol>
<b>Engineering and Engineering Trades</b>	<ol style="list-style-type: none"> <li>1. JP511289-2010</li> <li>2. JP516686-2011</li> <li>3. JP517065-2011</li> </ol>	<ol style="list-style-type: none"> <li>1. Modern Energy Curriculum for Sustainability.</li> <li>2. Development of Joint International Master Degree. and Lifelong Learning Framework in Mechatronics.</li> <li>3. Middle Eastern Partnership in Sustainable Engineering.</li> </ol>
<b>Environment</b>	<ol style="list-style-type: none"> <li>1. JP31054-2003</li> <li>2. JP31159-2003</li> <li>3. JP144727-2008</li> <li>4. JP511069-2010</li> <li>5. JP511385-2011</li> <li>6. JP516788-2011</li> <li>7. JP530332-2012</li> <li>8. JP543879-2013</li> </ol>	<ol style="list-style-type: none"> <li>1. Curricula Development for Integrated Water Resources Management</li> <li>2. Centre for Wireless and Internet Technology in JUST.</li> <li>3. A New Jordanian MSc. in Water Management and Desalination Engineering.</li> <li>4. Master on sustainable development and renewable energy.</li> <li>5. Mediterranean Alliance on Climate Change Management.</li> <li>6. Development of Joint International Master Degree and Lifelong Learning Framework in Mechatronics.</li> <li>7. Modern curricula on renewable energy and water systems.</li> <li>8. Development of an Interdisciplinary Programme on Climate Change and Sustainability Policy.</li> </ol>
<b>Transport Services</b>	<ol style="list-style-type: none"> <li>1. JP530632-2012</li> </ol>	<ol style="list-style-type: none"> <li>1. EU-EG-JO Joint Master Programme in Intelligent Transport Systems.</li> </ol>



## Category 1: Curriculum Development – CBHE

Thematic Area	Application Reference	Application Title	Acronym
<b>Transport Services</b>	1. 561768-EPP-1-2015-1-PL-EPPKA2-CBHE-JP	1. Master Curriculum, Capacity Building and Network Development in Traffic Safety in Egypt, Jordan and Lebanon.	1. MENASA FE
<b>Environment</b>	1. 573881-EPP-1-2016-1-EL-EPPKA2-CBHE-JP 2. 573927-EPP-1-2016-1-JO-EPPKA2-CBHE-JP 3. 586070-EPP-1-2017-1-SE-EPPKA2-CBHE-JP	1. Developing a MSc. Programme in Climate Change, Sustainable Agriculture and Food Security 2. Development of Environmental Engineering And Injection Of Climate Change Concept For Undergraduate Curriculum :EU Experience For Jordan and Syria. 3. Geodesy and geo-informatics for sustainable development in Jordan.	1. CCSAFS 2. EGREEN 3. GEO4D
<b>Information and Communication Technology</b>	1. 574063-EPP-1-2016-1-IT-EPPKA2-CBHE-JP 2. 598750-EPP-1-2018-1-DE-EPPKA2-CBHE-JP	1. Pathway in Forensic Computing. 2. Internation Master of Science on Cyber Physical Systems.	1. FORC 2. MS@CPS
<b>Health</b>	1. 561748-EPP-1-2015-1-PS-EPPKA2-CBHE-JP 2. 561776-EPP-1-2015-1-PS-EPPKA2-CBHE-JP 3. 561818-EPP-1-2015-1-ES-EPPKA2-CBHE-JP 4. 573758-EPP-1-2016-1-JO-EPPKA2-CBHE-JP 5. 585980-EPP-1-2017-1-DE-EPPKA2-CBHE-JP	1. The Mediterranean Public HEALTH Alliance. 2. Development of Health Informatics integrated curricula in Computing and Health-oriented undergraduate degrees. 3. Master in Health Informatics. 4. Establishment of an Interdisciplinary Clinical Master Program in Rehabilitation Sciences at JUST. 5. Training for Medical Education via Innovative e-Technology.	1. Med-Health 2. HiCure 3. HEAL+ 4. JUST-CRS 5. MediTec



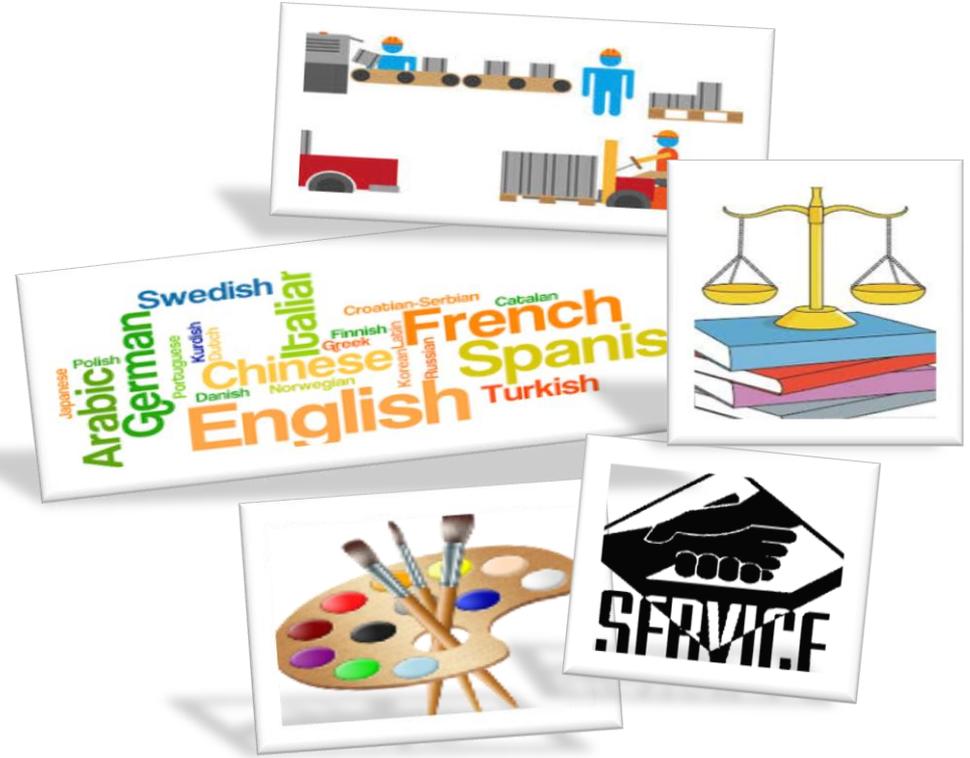
## Category 1: Curriculum Development – CBHE

Thematic Area	Application Reference	Application Title	Acronym
<p><b>Engineering and Engineering Trades</b></p>	<ol style="list-style-type: none"> <li>1. 561527-EPP-1-2015-1-BG-EPPKA2-CBHE-JP</li> <li>2. 561638-EPP-1-2015-1-JO-EPPKA2-CBHE-JP</li> <li>3. 561703-EPP-1-2015-1-UK-EPPKA2-CBHE-JP</li> <li>4. 561577-EPP-1-2015-1-FI-EPPKA2-CBHE-JP</li> <li>5. 585648-EPP-1-2017-1-UK-EPPKA2-CBHE-JP</li> <li>6. 585740-EPP-1-2017-1-AT-EPPKA2-CBHE-JP</li> <li>7. 585938-EPP-1-2017-1-FR-EPPKA2-CBHE-JP</li> <li>8. 586452-EPP-1-2017-1-IT-EPPKA2-CBHE-SP</li> </ol>	<ol style="list-style-type: none"> <li>1. Improving Higher Education Quality in Jordan using Mobile Technologies for Better Integration of Disadvantaged Groups to Socio-economic Diversity.</li> <li>2. Development of higher Education teaching modules on the Socio-economic Impacts of the Renewable Energy implementation.</li> <li>3. Smart Control Systems for Energy Management: New Master Degree.</li> <li>4. Joint Programs and Framework for Doctoral Education in Software Engineering.</li> <li>5. Advanced Teaching and Training on Smart Grid and Grid Integration of Renewable Energy Systems.</li> <li>6. High Level Renewable and Energy Efficiency Master Courses.</li> <li>7. E-learning Innovative Engineering Solutions.</li> <li>8. On-line Quality Assurance and EUR-ACE Accreditation of Engineering Programmes in Mediterranean Area.</li> </ol>	<ol style="list-style-type: none"> <li>1. mEquity</li> <li>2. DESIRE</li> <li>3. SEM-SEM</li> <li>4. PWs@PhD</li> <li>5. AT-SGIREs</li> <li>6. HEBA</li> <li>7. e-lives</li> <li>8. MEDACCR</li> </ol>



## Category 1: Curriculum Development – CBHE

Uncovered Thematic Areas
Manufacturing and Processes
Law
Arts
Personal Services
Languages





## Category 2: Improving management and operation of higher education institutions – Tempus

Thematic Area	Application Reference	Application Title
<b>Governance, strategic planning and management of HEI</b>	1. JP144789-2008	1. Strengthening Institutional Capacity in Arab countries.
<b>University Services</b>	1. JP530414-2012	1. Integrating a Holistic Approach to Student Services for Increased Student Wellbeing.
<b>Internationalization of Higher Education Institution</b>	1. JP159218-2009 2. JP544198-2013	1. Towards an Internationalization of Higher Education Network for MEDA Region. 2. Modernization of Institutional Management of Internationalization in South Neighboring Countries: towards an internationalization Management Model.
<b>Quality Assurance processes and Mechanisms</b>	1. JP530616-2012	1. Enhancing Quality Assurance Management in Jordanian Universities



## Category 2 : Improving management and operation of higher education institutions – CBHE

Thematic Area	Application Reference	Application Title	Acronym
<b>Governance, strategic planning and management of HEI</b>	<ol style="list-style-type: none"> <li>561548-EPP-1-2015-1-ES-EPPKA2-CBHE-JP</li> <li>561810-EPP-1-2015-1-JO-EPPKA2-CBHE-JP</li> <li>598524-EPP-1-2018-1-ES-EPPKA2-CBHE-JP</li> </ol>	<ol style="list-style-type: none"> <li>Modernization of Institutional Management of Innovation and Research in South Neighboring Countries.</li> <li>Modernizing Human Resource management In South Mediterranean Higher Education.</li> <li>Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region: towards 2030 Agenda.</li> </ol>	<ol style="list-style-type: none"> <li>MIMIR</li> <li>RISE</li> <li>FREE</li> </ol>
<b>University Services</b>	<ol style="list-style-type: none"> <li>586468-EPP-1-2017-1-DE-EPPKA2-CBHE-JP</li> </ol>	<ol style="list-style-type: none"> <li>Jordan Opportunity for Virtual Innovative Teaching and Learning.</li> </ol>	<ol style="list-style-type: none"> <li>JOVITAL</li> </ol>
<b>Development of research and innovation capacities</b>	<ol style="list-style-type: none"> <li>561996-EPP-1-2015-1-JO-EPPKA2-CBHE-JP</li> <li>585822-EPP-1-2017-1-EL-EPPKA2-CBHE-JP</li> <li>598726-EPP-1-2018-1-JO-EPPKA2-CBHE-JP</li> </ol>	<ol style="list-style-type: none"> <li>Promotion of Innovation Culture in the Higher Education in Jordan.</li> <li>Innovation for the Leather Industry in Jordan and Egypt.</li> <li>Building Innovation Infrastructure via Technology Transfer Offices Conducted in Jordanian Higher Education Institutions.</li> </ol>	<ol style="list-style-type: none"> <li>INVENT</li> <li>INNOLEA</li> <li>BITICOI N-JO</li> </ol>



## Category 2 : Improving management and operation of higher education institutions – Tempus/ CBHE

### Uncovered Thematic Areas in Tempus

Development of research and innovation capacities

Equity, access to and democratization of higher education

### Uncovered Thematic Areas in CBHE

Internationalization of Higher Education Institutions





## Category 3 : Developing the Higher Education sector within society - Tempus

Thematic Area	Application Reference	Application Title
<b>Lifelong learning, continuing education</b>	1. JP511118-2010	1. Reorient University Curricula to Address Sustainability.
<b>Recognition of qualifications and Qualification frameworks</b>	1. JP544514-2013	1. Knowledge of recognition procedures in ENPI South Countries.
<b>University-enterprise cooperation</b>	1. JP544259-2013 2. JP544429-2013 3. JP544520-2013	1. Towards a university Enterprise alliance in Jordan. 2. Promoting Intellectual Property Law Studies in the Mediterranean Region. 3. Partnership with Enterprises Towards Building Open Source Software Communities and Rejuvenation of Technical Education and Innovation.
<b>New technologies in higher education</b>	1. JP530632-2012 2. JP543948-2013	1. Challenges on the Arab world Environment and Cities. 2. Tuning Middle East and North Africa.



## Category 3 : Developing the Higher Education sector within society - Tempus

### Uncovered Thematic Areas

Definition, implementation and monitoring of reform policies

Knowledge triangle, innovation: e.g.  
Reinforcing links between  
education, research and business

Development of school and  
vocational education at post-  
secondary non-tertiary educational  
level

Non-University sector at tertiary  
education level





### Category 3 : Developing the Higher Education sector within society at large – CBHE

Thematic Area	Application Reference	Application Title	Acronym
<b>Non-University sector at tertiary education level</b>	<ol style="list-style-type: none"> <li>561708-EPP-1-2015-1-DE-EPPKA2-CBHE-JP</li> <li>573522-EPP-1-2016-1-FR-EPPKA2-CBHE-JP</li> <li>573665-EPP-1-2016-1-IT-EPPKA2-CBHE-J</li> </ol>	<ol style="list-style-type: none"> <li>Vocational training center for undergraduate university students and teachers in Jordan.</li> <li>European project design and management In the South Mediterranean region.</li> <li>Refugees Education Support in MENA Countries.</li> </ol>	<ol style="list-style-type: none"> <li>VTC</li> <li>EuNIT</li> <li>RESCUE</li> </ol>
<b>University-enterprise cooperation</b>	<ol style="list-style-type: none"> <li>574010-EPP-1-2016-1-JO-EPPKA2-CBHE-JP</li> <li>598347-EPP-1-2018-1-ES-EPPKA2-CBHE-JP</li> <li>598428-EPP-1-2018-1-JO-EPPKA2-CBHE-JP</li> <li>598480-EPP-1-2018-1-PS-EPPKA2-CBHE-JP</li> </ol>	<ol style="list-style-type: none"> <li>Fostering Academia-Industry Collaboration in Food Safety and Quality.</li> <li>Fostering innovation in the Jordan and Moroccan textile industry.</li> <li>Promoting youth employment in remote areas in Jordan.</li> <li>Innovations in Water Education Programs: Enhancing Water Security and Socio-economic Development in the Eastern Mediterranean under Climate Change.</li> </ol>	<ol style="list-style-type: none"> <li>FOODQA</li> <li>FOSTEX</li> <li>JOB-JO</li> <li>WaSec</li> </ol>
<b>New technologies in Higher Education</b>	<ol style="list-style-type: none"> <li>561651-EPP-1-2015-1-IT-EPPKA2-CBHE-JP</li> <li>561877-EPP-1-2015-1-IT-EPPKA2-CBHE-JP</li> <li>561895-EPP-1-2015-1-ES-EPPKA2-CBHE-SP</li> <li>561940-EPP-1-2015-1-JO-EPPKA2-CBHE-JP</li> </ol>	<ol style="list-style-type: none"> <li>A bottom-up approach for opening up education in South-Mediterranean countries.</li> <li>Developing skills in the field of integrated energy planning in Med Landscapes</li> <li>Towards a National Qualifications Framework for Jordan.</li> <li>Modernization of teaching methodologies in higher education: EU experience for Jordan and Palestinian territory.</li> </ol>	<ol style="list-style-type: none"> <li>Open-Med</li> <li>ENEPLAN</li> <li>NQF</li> <li>METHODS</li> </ol>



## Involvement of Estonia in T & E+ CBHE Projects

No.	Application Reference	Applicant Organization	Application Title	Estonian Partner Institutions	Partner Countries Involved	Jordan Partner Institutions
1	53616-Tempus-1-2012-1-ES-Tempus-SMGR	Universitat de Barcelona	Enhancing Quality assurance Management in Jordanian University	Tallinn University of Technology	JO(9) FR(1) BE(1) EE(1) ES(3) IT(1)	<ol style="list-style-type: none"> <li>1. Princess Sumaya University for Technology</li> <li>2. Mutah University</li> <li>3. Hashemite University</li> <li>4. Yarmouk University</li> <li>5. Tafila Technical University</li> <li>6. Association of Arab Universities</li> <li>7. Higher Education Accreditation Commission</li> <li>8. Ministry of Higher Education and Scientific Research</li> <li>9. Al Hussein bin Talal University</li> </ol>
2	544429-Tempus-1-2013-1-PS-Tempus-JPCR	An-Najah National University	Property Intellectual Property Law studies in the Mediterranean Region	Tallinn University of Technology	PS(3) JO(3) EE(1) NL(1) ES(1)	<ol style="list-style-type: none"> <li>1. Business Park for Project Development</li> <li>2. Mutah University</li> <li>3. Zarqa University</li> </ol>
3	561810-EPP-1-2015-1-JO-EPPKA2-CBHE-JP	Princess Sumaya University for Technology	Modernizing human Resource management In South Mediterranean higher Education	EBS Education OU	DZ(2) JO(4) MA(2) TN(2) EE(1) BG(1) DE(1) UK(1) ES(3)	<ol style="list-style-type: none"> <li>1. Mutah University</li> <li>2. Tafila Technical University</li> <li>3. Princess Sumaya for Technology</li> <li>4. Ministry of Higher Education and Scientific Research</li> </ol>
4	561895-EPP-1-2015-1-ES-EPPKA2-CBHE-S	Universidad de Barcelona	Towards a National Qualifications Framework for Jordan	<ul style="list-style-type: none"> <li>• Shiatsus Kuktsekode.</li> <li>• Tallinn University of Technology.</li> </ul>	JO(9) EE(2) IE(2) ES(2) BE(1)	<ol style="list-style-type: none"> <li>1. Ministry of Higher Education and Scientific Research</li> <li>2. Association of Arab Universities</li> <li>3. Higher Education Accreditation Commission</li> <li>4. Princess Sumaya University for Technology</li> <li>5. Yarmouk University</li> <li>6. Mutah University</li> <li>7. Hashemite University</li> <li>8. German Jordanian University</li> </ol>



## Involvement of Lithuania in T & E+ CBHE Projects

No.	Application Reference	Applicant Organization	Application Title	Lithuanian Partner Institutions	Partner Countries Involved	Jordan Partner Institutions
1	585822- EPP-1- 2017-1- EL- EPPKA2- CBHE-JP	National Technical University of Athens	Innovation for the Leather Industry in Jordan and Egypt	Kaunas University of Technology	JO(3) LT(1) EG(3) PT(1) RO(2) IT(1) EL(1)	1. Jordan University of Science & Technology 2. Al- Balqa' Applied University 3. Amman Chamber of Industry
2	598524- EPP-1- 2018-1- ES- EPPKA2- CBHE-JP	Universidad Nacional de Educación a Distancia	Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region: towards 2030 Agenda	Vilniaus Gedimino Technikos Universitetas	JO(2) LB(3) SY(2) ES(2) DE(1) LT(1)	1. Princess Sumaya University for Technology 2. Petra for Education



## Involvement of Baltic countries in ICM partnerships

Program Country	Applicant Organization	Partner Organization	Planned Participants Contracted	Reported Mobilities	Reported Incoming Learner Mobilities	Reported Incoming Staff Mobilities	Reported Outgoing Learner Mobilities	Reported Outgoing Staff Mobilities
Estonia	TALLINNA TERVISHOIU KÕRGKOOL	Yarmouk U, Zarqa U	4	0	0	0	0	0
	TALLINNA TEHNIKAULIKOOL	Philadelphia U	14	0	0	0	0	0
	EESTI MAAULIKOOL	University of Jordan, Jordan University of Science & Technology	30	7	3	2	0	2
	<b>Total</b>		<b>48</b>	<b>7</b>				
Latvia	LATVIJAS UNIVERSITATE	MIDDLE EAST UNIVERSITY	9	0	0	0	0	0
	RIGAS TEHNISKA UNIVERSITATE	?	1	1	0	1	0	0
		Princess Sumaya University for Technology	10	7	6	0	0	1
	<b>Total</b>		<b>20</b>	<b>8</b>				



Program Country	Applicant Organization	Partner Organization	Planned Participants Contracted	Reported Mobilities	Reported Incoming Learner Mobilities	Reported Incoming Staff Mobilities	Reported Outgoing Learner Mobilities	Reported Outgoing Staff Mobilities
Lithuania	Utenos kolegija	JUST	9	3	1	2	0	0
	Lietuvos verslo kolegija	University of Petra	10	4	0	0	0	4
	KAUNO KOLEGIJA	JUST Middle East University	13	4	0	4	0	0
	MYKOLO ROMERIO UNIVERSITETAS	Middle East University	4	0	0	0	0	0
	VYTAUTO DIDZIOJO UNIVERSITETAS	JUST American U of Madaba	4	0	0	0	0	0
	VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS	?, JUST, German Jordanian U , University of Jordan	22	12	4	4	0	4
	VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS VIESOJI ISTAIGA	JUST University of Jordan, German Jordanian U	24	30	11	9	4	6
	VILNIAUS UNIVERSITETAS	?, YU, PSUT, UJ, MEU, HU, ZU	32	56	24	19	6	7
<b>Total</b>			<b>118</b>	<b>109</b>				



# Potential Synergies between KA107 and KA2 CBHE

- Encourage Baltic HEIs with ICM agreements to participate in CBHE projects.
- Encourage Baltic HEIs with CBHE projects to participate in ICM projects.
- Hold Higher Education Contact Seminars in Jordan (the Lithuania-Jordan seminar, November 2016, Amman, was very beneficial)





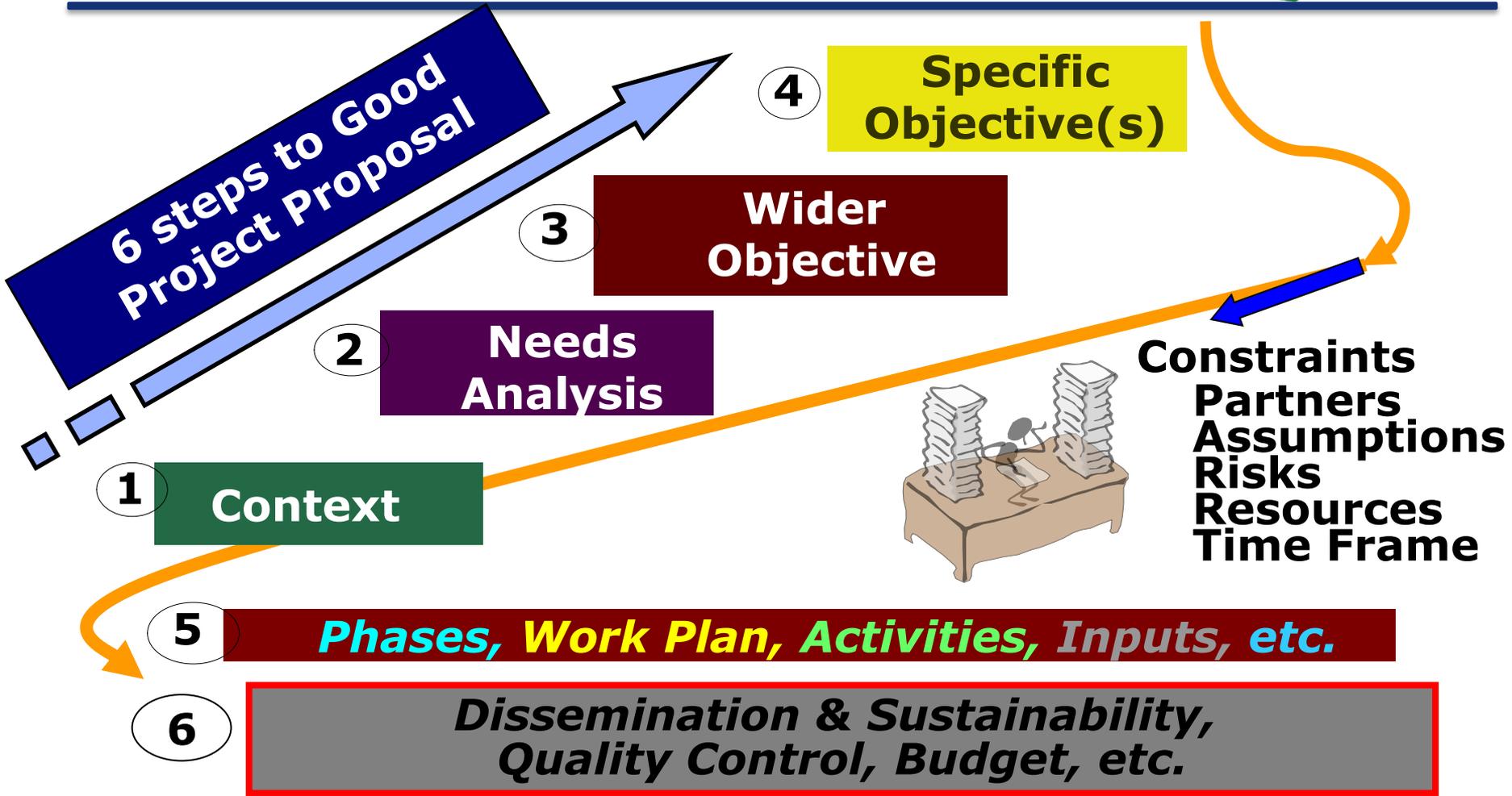
# How to prepare a competitive, qualitative project proposal





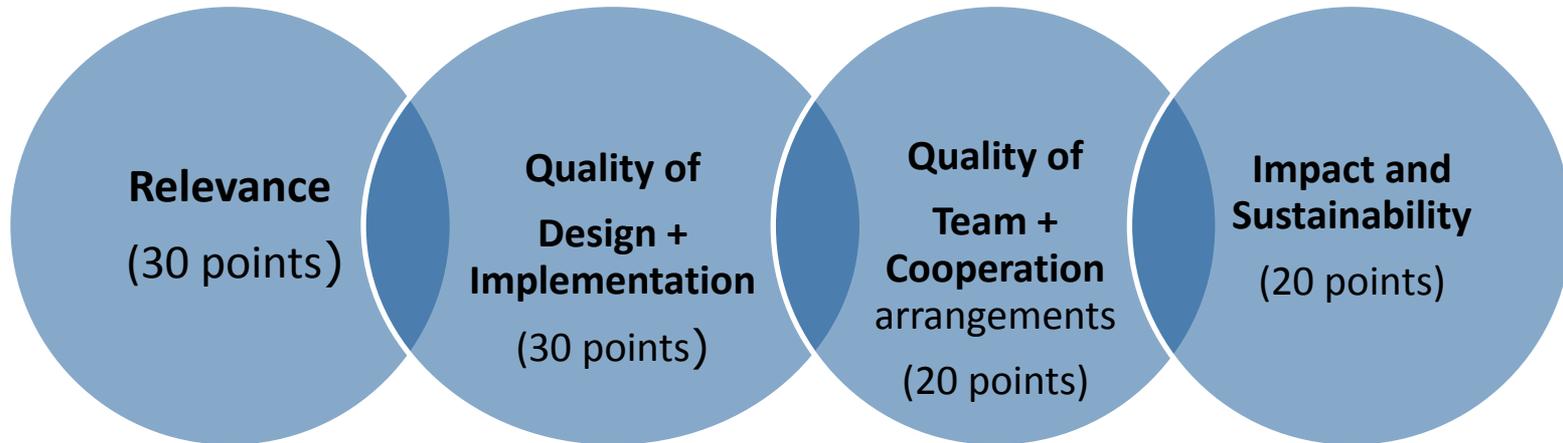
**From a project idea to a successful proposal**

A **successful proposal demonstrates** that the combination of all its elements will produce **concrete and sustainable results** for the benefit of all the parties concerned.





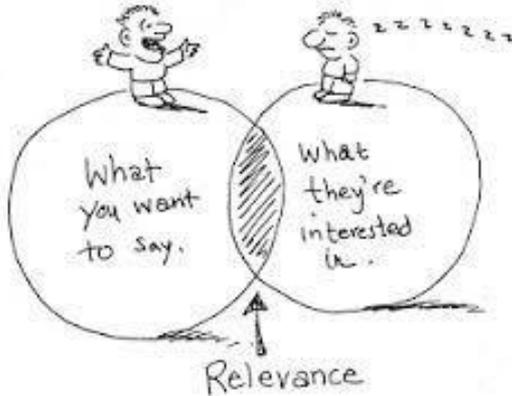
## What is assessed? Award Criteria



**To be considered for funding, proposals must score at least 60 points in total and out of these points at least 15 points for "Relevance"**



## Award Criteria



## Relevance

- How clearly the project addresses **the Programme objectives and National / Regional priorities (thematic or geographical) and development needs**
- **Needs analysis** and presentation of specific problems addressed
- Definition of **target groups**
- What is **innovative or complementary to other projects**
- **European added value of the project:** why similar results could not be achieved through national, regional or local funding



## KEY MESSAGE

## Relevance

**A preliminary needs analysis** before writing a proposal (only a more in-depth analysis planned in the project)

**Specific needs / problems at all relevant levels:**

- Regional** (where applicable): common needs
- national level:** each of the Partner Countries involved
- institutional level:** each of the participating Partner Organizations
- individual level:** students, staff, ...



**Weaknesses:** Missing Evidence to underpin a needs analysis and specific data sources (statistics such as unemployment rates from an official publication, findings from a survey on a specific topic)



## KEY MESSAGE

## Relevance

- **Identify (and quantify) clearly the target groups / beneficiaries in the Partner Country/ies**

**Weaknesses:** target groups identified vaguely and / or not quantified or difficult to demonstrate (and assess) the impact of the project



- **Identify the priority and link them with the Partner Country national or institutional strategy/ies**

**Weaknesses:** Projects which DO NOT CLEARLY ADDRESS the priorities are NOT FUNDED. Make sure your proposal shows how both its objectives and results address the chosen priorities.





## Award Criteria

## Quality of Design and Implementation



- What are your **wider and specific objectives?**
- **Consistency** between project objectives, activities and expected results
- **Work plan / implementation schedule**
- **Budget and cost-effectiveness**
- Overall consistency of the project and project **methodology**
- **Quality measures/assurance** of the project and **Risk management/contingency measures**



## KEY MESSAGE

## Quality assurance

**External QA:** external evaluation of the project; accreditation of a programme/course by a national body

**Internal QA:** on-going monitoring; approval of a programme course by a faculty / department body; internal review of outputs by a Project Quality Committee; a satisfaction survey among project participants

### QA mechanisms

- academic and administrative/management aspects of the project
- results (e.g. a newly developed / modernised programme / course), and processes (e.g. project management)



# Award Criteria

## Quality of Team and Cooperation

- Specify the **partners expertise, competences and roles in the project**
- Underline **complementary skills**, directly relating to the planned project activities
- **Distribution of tasks**, including active participation of Partner Country institutions
- **Cooperation, effective communication and project management arrangements**
- **Planned measures to ensure communication**
- **Ensure regional dimension**





## KEY MESSAGE

## Partners and Key Staff

- Partners to be chosen on the basis of their **specific and complementary expertise. NEWCOMERS are recommended**
- **More than 1 key staff member** at each Partner Organization to avoid the risk of unavailability
- Complementarity of key staff at the Partner organisations covering expertise in **both academic/content-related aspects** of the project and **project management**
- **Presentation** of the Partners and their key staff:
  - focus on the activities of the Partner Organisations and the expertise of staff which are **specifically related to the project,**
  - **complementarity between the Partners** and their expertise to be highlighted



## KEY MESSAGE

## Management

- **Management arrangements** at all relevant levels: international / project level, national / Partner Country level and institutional / local level (each Partner Organisation)
- **Decision-making process**: who will take decisions on what matters, and how (e.g. consensus or majority voting)
- **Bodies** to be established at each relevant level: composition and specific responsibilities of each body and relationships between them
- **Mechanisms for resolving conflicts among the Partners**

***Important to ensure and demonstrate in the proposal that:***

- ***all Partner Organisations are involved in the project management body and decision-making as equal partners***
- ***the role of the Applicant / Coordinator is not too dominant → a sense of ownership across the consortium***





## Award Criteria

## Impact and sustainability

- **Expected impact:** at different levels
- **Dissemination strategy** including outputs to be disseminated, target groups, dissemination tools & activities
- **Sustainability** at three levels including **financial, institutional and political**
- **Evidence of impact:** institutional / national level at the Partner Countries





## KEY MESSAGE      A good sustainability strategy

- ✓ ⇒ **specifies the project results** to be maintained and **activities** to be continued after the end of project funding
- ✓ ⇒ envisages **specific measures** to ensure **sustainability at 3 levels**: institutional, financial and policy levels
- ✓ ⇒ plans such activities **as early as possible** in the project
- ✓ ⇒ involves **faculty / institutional and / or national authorities** (if they are not represented in the project) to ensure their support for project results (e.g. through regular update meetings or consultations)



# Key messages

- **Avoid overlapping** with existing projects in the same subject area/priorities
- **Ensure to bring an innovative approach:** be innovative in the content and methodologies described in your application.
- **Work out possible synergies** to be developed in the project implementation
- **Invest on the ownership of the projects objectives and results:** need to empower the Partner Country partners from the early stages of the proposal preparation
- **Special attention** will be given to proposals:
  - ❖ Involving **the least developed countries**
  - ❖ Involving **universities in more remote areas**
  - ❖ Targeting **disadvantaged students from poor socio-economic backgrounds**
  - ❖ Targeting students with **special needs**



## Roadmap for 2019 CBHE Call

Steps	Date
Publication Erasmus+ CBHE Call for Proposals	October 2018 <b>(Done, 24 Oct.)</b>
Deadline for submission of applications	<b>7 February 2019</b>
Verification of eligibility of project proposals	February – March 2019
Assessment of projects by experts (remotely)	March – May 2019
Consultation procedure	June 2019
Evaluation Committee for selection of projects	July 2019
Sending for signature of Award decision by Agency AO	July 2019
Notification of applicants & publication of results	August 2019
Preparation and signature of grant agreements	August-September 2019
Start of eligibility period	15 November 2019 or 15 January 2020

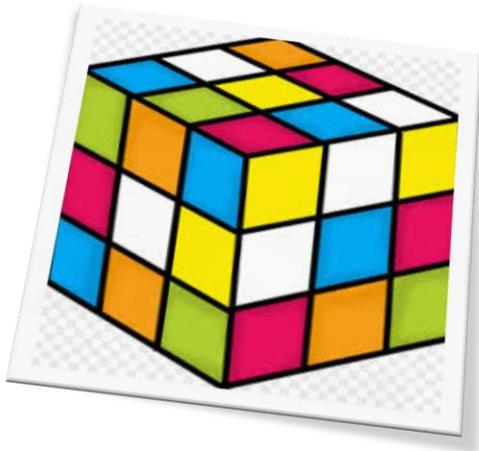


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# NEO Field Monitoring Visits





## **NEO's perception of the impact of CBHE field monitoring activity on the quality of project implementation**

**During meetings with projects in the kick-off activities, NEO staff informed local partners about the field monitoring at the very beginning phase of projects implementation, together with advice on how to prepare to these field monitoring visits. Therefore, local partners do their best in project implementation from the beginning, in anticipation of the field monitoring missions.**





**Field monitoring visits (especially for preventive purposes) had a big impact on enhancing implementation of projects through offering needed advice and help to overcome problems and obstacles facing the implementation of projects and better exploitation of their results. On the other hand, field monitoring highlights success stories.**





## Impact of NEO's recommendations

- Some projects' **outputs and outcomes** were further disseminated to other universities in Jordan for bigger impact and sustainability
- More stakeholders were involved in several projects, including the top **administrators** at HEIs, academic staff, and students.
- **Students** were engaged in the implementation of some projects' activities and went on mobility to EU.
- The degree programs developed through the projects are being brought in line with the **Bologna** requirements and are starting to be aligned with similar courses offered in the EU based on principles of the **ECTS** and **Learning Outcomes**, in order to facilitate student mobility in both directions.
- Some improvements in the involvement of the private sector, enterprises, public bodies, and other **key stakeholders** in the review and update of the courses and study programs, and the commercialization of the results, to ensure the continuity of relevance to labor market needs.





## Results regarding ICM monitoring:

- **Monitoring provided guidance to HEIs to implement ICM**
- **Most HEIs established academic international relations offices (IROs) as central units responsible for mobility.**
- **Procedures at newly established IROs were improved**
- **All visited HEIs received official feedback letters summarizing the outcomes of these visits with specific recommendations for further improvements**
- **Exchange of best practices among IROs**
- **Assisting HEIs to institutionalize the mobilities, especially issues related to tuition and fees, and recognition of courses studied in Programme Countries.**
- **Assisting HEIs to be engaged in more ICM projects**
- **Assisting MOHE to find solutions for recognition of courses**
- **Promoting Jordanian best practices internationally**

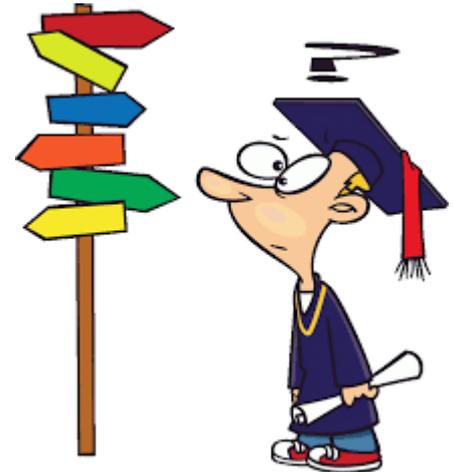




# Factors of Success



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**Be friends - open up your heart!**



## Bear in mind

**9** Projects enhance cooperation among partners through exchange of students and teachers and may initiate new projects

**4** Projects build the capacities of the staff & connect teaching institutions, companies, universities and NGOs in the different fields, in order to exchange information, knowledge and expertise

**5** University staff from different units (such as the Deanship of Research, Financial department, Computer Center, Media, Public and Cultural Relations Unit) are well involved in the projects and work to achieve the project deliverables.

**3** Partners should always talk about the project and involve more people & disseminate the results to build on

**1** Plan ahead is best practice

**8** Disseminating the results to maximize the impact and sustainability of final outcomes

**7** Equipment is instrumental to the objectives of the project and should therefore be purchased at the beginning of the project implementation period

**6** Courses must be officially accredited before piloting

**2** Full understanding of all management levels on the scope of the project is important

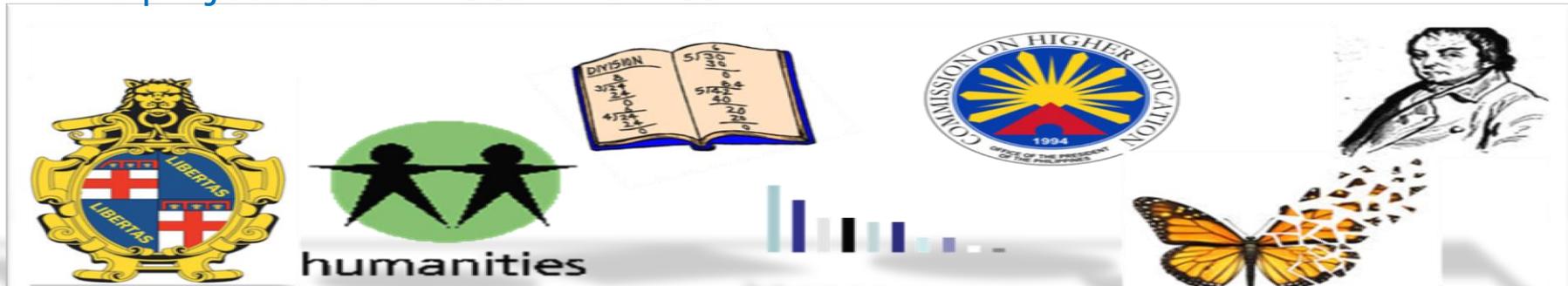
**10** Good Project = good idea + cooperative partners





# Challenges

- Better understanding and appreciation of the Bologna Process and its tools
- Developing relevant projects in Structural Measures and achieving **actual benefits**
- Several Jordanian HEIs have little or no involvement in projects.
- Only few T & E+ projects in humanities and social sciences.
- Results in International Credit Mobility of E+ are still below expectation – both in number and coverage of HEIs and Programme Countries.
- One project so far in Jean Monnet.





## References:

- National Erasmus+ Office – Jordan

Email: [Erasmus-Plus@mohe.gov.jo](mailto:Erasmus-Plus@mohe.gov.jo)

Web site: [www.erasmus-plus.org.jo](http://www.erasmus-plus.org.jo)

- Ministry of Higher Education and Scientific Research/Jordan

<http://www.mohe.gov.jo>

- Accreditation and Quality Assurance Commission for Higher Education/ Jordan

<http://www.heac.org.jo/>

- Erasmus+ website - EACEA

[http://eacea.ec.europa.eu/erasmus-plus/actions/key-action-2-cooperation-for-innovation-and-exchange-good-practices/capacity-0\\_en](http://eacea.ec.europa.eu/erasmus-plus/actions/key-action-2-cooperation-for-innovation-and-exchange-good-practices/capacity-0_en)

- Erasmus+ e-tutorials:

[https://eacea.ec.europa.eu/erasmus-plus/introduction-international-dimension-erasmus-plus\\_en](https://eacea.ec.europa.eu/erasmus-plus/introduction-international-dimension-erasmus-plus_en)



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***Thank You for your patience***