



HIGHER EDUCATION IN LIBYA



- 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**

Table of Contents

I. OVERALL DESCRIPTION	3
1. MAJOR CHARACTERISTICS OF TERTIARY EDUCATION IN THE COUNTRY HISTORY	3
Legislation covering the field of tertiary education	3
Types of tertiary education institutions, programmes and qualifications	3
Universities	3
Technical Faculties (Kuliat Tekania)	4
Higher Technical and Vocational Institutions (Maahed Mehania Ulia)	4
2. DISTRIBUTION OF RESPONSIBILITIES	4
3. GOVERNING BODIES OF THE HIGHER EDUCATION INSTITUTIONS	5
4. STUDENTS' CONTRIBUTIONS AND FINANCIAL SUPPORT	5
5. LICENSING, QUALITY ASSURANCE AND ACCREDITATION OF INSTITUTIONS AND/OR PROGRAMMES	5
6. ADMISSION	5
7. ORGANISATION OF THE ACADEMIC YEAR	6
8. CURRICULUM CONTENT	6
9. ASSESSMENT, PROGRESSION, CERTIFICATION AND DEGREE	6
10. ACADEMIC STAFF	6
11. RESEARCH ACTIVITIES	7
12. UNIVERSITY-ENTERPRISE COOPERATION	7
13. INTERNATIONAL COOPERATION	7
II. CURRENT CHALLENGES AND NEEDS	8
1. TRENDS AND CHALLENGES	8
2. THE BOLOGNA PROCESS	9
General Information	9
Bologna cycle structure	9
European Credit Transfer and Accumulation System (ECTS)	9
Bologna Diploma Supplement (DS)	9
National Qualifications Framework (NQF)	9
Quality Assurance Practices	10
Recognition of foreign qualifications	10
Joint Degrees	10
III. PARTICIPATION IN EU PROGRAMMES	11
1. TEMPUS	11
2. ERASMUS MUNDUS	12
Erasmus Mundus – Joint Programmes (Action 1)	13
Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)	13
Erasmus Mundus: useful links	14
3. ERASMUS+	14
IV. BIBLIOGRAPHICAL REFERENCES AND WEBSITES	15

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.

Currently, the higher education level comprised 13 universities (two of them have special nature) with a total of 160 faculties, in addition to 16 technical faculties and 114 higher technical and vocational centres and 16 private universities, seven of which are accredited.

Legislation covering the field of tertiary education

Higher education is governed by the Ministry of Higher Education and Scientific Research (MHE&SR). Even though there are nine public colleges and academies subordinated to ministries other than the 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 (NASR) supervises the administration and funding of scientific research.

The last two years have witnessed more centralized policies of the MHE&SR.

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's degree (*Al-Ejaza Al-Alea / Al-Majestair*) in some specializations, which requires, on average, 2-3 years of study after obtaining the Bachelor degree. PhD degrees (*Al-Ejaza Al-Dakeka / 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's and PhD 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 16 public universities and 2 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 seven accredited out of 19 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.

There is about 387 181 Students enrolled in all universities in Libya in the academic year 2015/2016, about 56.5 % of them are female, and more than 98 % are enrolled in public universities.

Total number of teaching staff at Libyan universities is 19396 noting that more than 96 % of them are working at public universities where Staff : Student is 1:20 while in private universities, this ratio is 1:12.

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 114 higher technical & 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 University students (Academic year 2010/2011)	
341 841	
Male	Female
41%	59%

Number of University students (Academic year 2015/2016)	
387 181	
Male	Female
43.5%	56.5%

Number of Universities (Academic year 2010/2011)	
Public Universities	Private Universities
12	5

Number of Universities (Academic year 2015/2016)	
Public Universities	Private Universities
18	19

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 insures that all specializations are covered; that departments and their specializations are integrated in university and college systems but they are not in accordance with available human and natural resources or with national development and economy plans.

Public universities are autonomous to some extent. Hosting of refugee students at public universities started after 17th February revolution 2011, which appeared in hosting students from universities that were not able to continue their programs. That hosting was done without formal students registration and was done mostly dependant on student verbal statement. Public universities 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. Private universities are more flexible in decision-making, during the crisis management, of the conflict; LIMU was able to set Memorandum of Understanding (MoU) to host some of their students for an academic year at Suez Canal University – Egypt.

The MHE&SR is uniquely responsible of practically all the legislations and regulations. In consultation with MHE&SR, the Cabinet regulates the management of higher education institutions, students' admissions and tuition fees.

The MHE&SR has little to do with curricula, teaching or examinations offered by any university, faculty or technical college but it is concerned mainly with 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.

There is absence of boards of trustees at the Libyan universities. There is a lack of effective governing system, as the Managerialism Model of governance is unreliable and weak. Universities are still practising many models of governing such as, collegial model, academic and democratic model. In addition, there is a lack of standards of effective management in higher education system.

4. Students' contributions and financial support

Higher Education is completely financed by the state, except for private institutions. 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 and ministry of finance, such as the institution's population, current infrastructure, needed construction and facilities. Students in public universities 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. Students in public universities are entitled to monthly allowance, but they pay only for registration fees.

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

In order to encourage larger number of students to join university, some private universities tried to initiate student-lending programs that could be supported by oil companies or main banks in Libya but they failed to get support.

5. 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. None of the public universities is accredited. All private universities have been subject to evaluation according to these standards. So far, seven of them have been accredited accordingly.

6. 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 student desire, as well as the students' specializations and GPA at the secondary level. Before 2012, the secondary education level consisted of six branches or specializations: life sciences, engineering, basic sciences, economy, social sciences and languages (Arabic, English, and French). According to these criteria, students were able to apply to the different departments or specializations at public or private universities, technical faculties or high vocational institutions. Since 2012/2013, secondary education level is consisting only of 2 branches or specialization that starts at year 11 namely; Science or art. 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 graduate degree, take a placement exam or be interviewed.

7. 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 September 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.

8. 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, curricula are similar at both public and private universities, but this does not ignore the fact that few private universities adopt innovative curricula.

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

9. 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 registered students. Usually, there are two terms or year exams and a final besides homework in order to assess students' achievement/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 closed 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) An open semester that 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 the requirements in a specific field of study. At university level, students are awarded a Bachelor degree (*Al-Ejaza Al-Jameaya*) in science (Bsc) or arts (BA) depending on their specialization, noting that health-related faculties have their own degree titles. 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. PhD (*Al-Ejaza Al-Dakeka / Doctora*) programmes are offered only at certain institutions.

10. Academic staff

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

- Assistant Lecturer: The first rank for academic staff holding a Master degree.
- Lecturer: The first rank for academic staff holding a PhD degree and the second for Master degree holders after four years of teaching as an Assistant Lecturer and at least one publication.
- Assistant Professor: Academic staff with PhD 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.

- Associate Professor: Academic staff with PhD 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.
- Professor: Academic staff with PhD 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 national scientific research centres are made by the MHE&SR based on recommendations of the NASR. In private higher institutions, academic staff is appointed by the university council based on the recommendation of the concerned faculty. For the accreditation of any academic department, number of PhD holders is considered.

Medical staff providing health services in addition to university services primarily has a contract with ministry of health-affiliated hospitals. They are bound by the terms of this contract to provide clinical teaching for university students. There are no university hospitals in Libya.

11. 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, economic, technological problems and challenges through scientific research. In general, research is funded by the state at a very high percentage. In addition, the NASR, through various research centres, is supervising scientific research in Libya. Many university staff members participate in research activities carried out by these centres. There is a large number of good quality staff members at universities, but they cannot run research work because they are overloaded with teaching. Research output is minimal and doesn't contribute much to solving economic or technological problems.

12. University-enterprise cooperation

Cooperation between higher education institutions and business and industry sectors is negligible. In fact, one major criticism on higher education is the failure to meet the needs of the labour 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. Legislations do not allow public universities to use the income resulted from services provided to the service sector.

13. International cooperation

Libyan universities and other higher education institutions have contacts and cooperate with many Arab, African and Western institutions. In addition, MHE&SR regularly send the best students to study abroad with full scholarships to obtain Master and PhD degrees. Currently, more than 15 246 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 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. Lack of a national strategic plan fostering quality over quantity.
2. Unconditionally fees-exempted students within current higher education system.
3. Excessive university student admission that exceed the institution capacity.
4. Poor performance of pre – university education.
5. Absence of international university establishments in Libya that aiming to enforce quality assurance and achieve the benefits of global competitiveness.
6. Negligence of technical education.
7. Irrational geographical expansion of national higher educational institutions.
8. Poor infrastructure of higher educational institutions.
9. Legislative and administrative defects, e.g. absence of quality management system, undeveloped information technology facilities and lack of autonomy of H. E. institutions.
10. Poor performance of academic staffs (decline of responsible and professional commitment of teaching staffs in addition to altered ethical values) which is aggravated by ineffective legislations.
11. Out-dated curricula, teaching and assessment methods e.g. absence of NARS, ARS, program and course specification.
12. Poor governmental incentives to investment in education and research.
13. Poor postgraduate and research programs and poor alignment between research and community needs

2. The Bologna Process

General Information

Level of integration in the Bologna Process		Bologna-Signatory Country
	X	Non Bologna-Signatory Country
	x	Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
	x	No particular mechanism supporting the implementation of the Bologna Process

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			
Bachelor programmes	Another three-cycle structure exists	Master programmes	Another three-cycle structure exists

Bachelor/Master cycle structure models most commonly implemented	Another three-cycle structure exists
---	--------------------------------------

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	* Pre-clinical phase at Libyan International Medical University
--	---

Indicative number of hours of student workload corresponding to one ECTS	25 Hours
---	----------

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)

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

Quality Assurance Practices

National Quality Assurance body				
Name	National Centre for Quality Assurance and Accreditation of Educational and Training Institutes			
Status	A Government-supervised body assurance.			
Year of establishment	2006			
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	x		
	Students			x
	International Experts		x	

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.

1. Statistics

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

	TEMPUS I and II	TEMPUS III	TEMPUS IV			
	1990-1999	2000-2006	2008	2009	2010	2012
Joint Projects	0	0	0	0	0	3
Compact Projects	0	0	0	0	0	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	0	0	0	0	0	0
Total	0	0	0	0	0	3

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

Institutions	Total	Number of projects	
		JP	SM
Libyan International Medical University, Benghazi	2	2	0
Omar Al-Mokhtar University, El Beida	2	2	0
University of Benghazi, Benghazi	2	2	0
University of Misurata, Misurata	2	2	0
University of Zawia, Zawia	2	2	0

Institution	Project Name	Type	Targets	Results on 1/5/2016/ Partners
Libyan International Medical University	Tempus Fostering quality assurance culture at Libyan universities	Tempus IV programme	Enhance quality assurance culture in Libyan Universities	<ul style="list-style-type: none"> Implementation of capacity building programme Development of a quality strategic plan Enhancement of quality assurance methodologies and mechanisms
Libyan International Medical University	Tempus Modernizing UNiversity Governance and management	Tempus programme	Reinforcing governance reform in Libyan universities	<ul style="list-style-type: none"> Exposure to European financial management practices Promotion of institutional autonomy and good governance Strengthening of university networking capacity
University of Zawia	UNIGOV Modernizing UNiversity GOVERNance and Management	TEMPUS project	Academic Staff Non-academic staff infrastructure	<ol style="list-style-type: none"> University of Alicante London Metropolitan University Tallinn University of Technology Slovak University of Technology in Bratislava Ministry of Higher Education and Scientific Research University of Benghazi Omar Al-Mukhtar University Libyan International Medical University Sebha University Misurata University University of Zawia University of Al Mergib

Institution	Project Name	Type	Targets	Results on 1/5/2016/ Partners
University of Zawia	BUCUM Building Capacity For University Management	TEMPUS project	Academic Staff Non-academic staff Infrastructure	<ol style="list-style-type: none"> 1. Cardiff Metropolitan University, UK 2. Alexandria University, Egypt 3. Arab Academy for Science, Technology and Maritime Transport, Egypt 4. Suez Canal University, Egypt 5. Modern University of Business and Science, Lebanon 6. Lebanese University, Lebanon 7. Misurata University, Libya 8. University of Zawia, Libya 9. Superior Institute for Science and Technology, Morocco 10. University Hassan II of Casablanca, Morocco 11. University Cadi Ayyad, Morocco 12. Association of Arab Universities, Jordan 12. European Students Union, Belgium 13. Ionian University, Greece 14. Magna Charta Observatory Osel, Italy 15. Sapienza University of Rome, Italy 16. University of Salamanca, Spain 17. British Council, UK 18. Leadership Foundation for Higher Education 19. Shoofly Publishing

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 (Masters 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. Masters 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 – Bachelors, Masters, 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:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

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 Masters 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.

Institution	Project Name	Type	Targets	Results on 1/5/2016
Libyan International Medical University	Erasmus Mundus Alfihri program	Exchange program	<ul style="list-style-type: none"> Postgraduate enrolment Student exchange 	<ul style="list-style-type: none"> One PhD graduate Two students exchange
Libyan International Medical University	Erasmus Mundus Green IT of the benefit of civil society	Exchange program	<ul style="list-style-type: none"> Civil society Better governance Social cohesion to global economy 	

Institutions participating in the programme up to and until 2016

Institution	Project Name	Type	Targets	Results on 1/5/2016/ Partners
Misurata University	Erasmus Mundus Al-Idrisi II	Exchange program	Undergraduate students	3 students from MU win scholarships from 6 students as total for Libya
Misurata University	ENROL Empowering and networking the international relationships offices of Libyan University system	Erasmus+ Capacity building in Higher Education-Call for proposals EAC/A04/2014	ICO staff	Universita Della Calabria, University of Granada/ Spain, University of Evora/Portugal UNIMID Zawia University Tripoli University Sirt University
University of Zawia	Erasmus Mundus Al-Idrisi II	Exchange program	Undergraduate students Postgraduate students Academic Staff Non-academic staff	9 students from ZU win scholarships
University of Zawia	ENROL Empowering and networking the interntaional relationships offices of Libyan University sysetm	Erasmus+ Capacity building in Higher Education-Call for proopsals EAC/A04/2014	ICO staff	<ol style="list-style-type: none"> Universita Della Calabria University of Granada/ Spain, University of Evora/Portugal UNIMID University of Misurata Tripoli University Sirt University

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

Erasmus Mundus: useful links

Erasmus Mundus website

http://eacea.ec.europa.eu/erasmus_mundus/index_en.php

Erasmus Mundus joint programmes, partnerships and projects

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

Erasmus Mundus Students and Alumni Association

<http://www.em-a.eu>

3. Erasmus+

Institution	Project Name	Type	Number of Agreements	Targets	Partners
Misurata University	Erasmus+ KA107	Bilateral Mobility Agreements	3	Students	University of Las Palmas Du Gran Canaria/ Spain, University of Granada/ Spain, and University of Kahramanmaras Sutcu Imam/ Turkey.
University of Zawia	Erasmus+ KA107	Bilateral Mobility Agreements	2	Students	University of Las Palmas Du Gran Canaria/ Spain, University of Granada/ Spain,

Institution	Project Name	Type	Targets	Partners
Misurata University	Physical Rehabilitation centre	Agreement	Libyan with disabilities (lost limbs)	International Committee of the Red Cross "ICRC"

Institution	Project Name	Type	Number of Agreements	Targets	Partners
University of Zawia	Strategic Planning project	Bilateral Mobility Agreements	1	Academic Staff	European School of Governance- Berlin
University of Zawia	PCED Program of continuous education and development	Bilateral Mobility Agreements	1	Academic Staff	University of Huddersfield

IV. Bibliographical references and websites

- Administration for universities in the MHE&SR
- Administration for private education in the MHE&SR
- Ambarek, M.S. The Need for Quality Management Systems in Libyan Universities. Libyan J. Med. 5: 10.3402/ljm.v5i0.5285
- El-Fakhri, M. and Bukhatwa, S. (2016) Higher Education in Libya: Challenges and Future Plans. LIMU journal, 1 (27-34)
- El-Hawat, A., Awami, M. & Said, B. (2005) Higher Education in Libya: Accomplishment and Ambitions, 1st Edition, Tripoli, National Commission for Education, Culture and Science [in Arabic].
- El-Hawat, A. (2009) *Libya National Report* (submitted to the Arab regional conference about higher education (+10)), Beirut, Lebanon, 2-5 / 3 / 2009 [in Arabic].
- El-Mansoury, A. and El-Naas, A. (2016) Libyan International University the Libyan Pioneer in Problem Based Learning. International Journal of Advanced Research, 4:6 (992-1000)
- 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' Committee for Higher Education (2008) Report on Higher Education during the Period (1/1/2008 – 31/10/2008), Unpublished Technical Report [in Arabic].
- General Peoples' Congress (2010) Law No. 18 for Education.
- Ministry of Education (1974) *Development of Education in Libya from Ottoman Era Until thePresent: A Historical Study*. Tripoli: Office of Planning. [in Arabic].
- National Authority for Information and Documentation (1999). *Report on Human Development in Libya*. Tripoli [in Arabic].
- National Commission for Education, Culture and Science. (1994) *National Report on theDevelopment of Education in Libya during the Years 1992 – 93 – 94* (submitted to theInternational Conference on Education – 44th Session). Tripoli.
- National Foundation for Technical & Vocational Education
- Secretariat of education (1992) *The Development of Education during the Years 1989 – 90 – 91, the National Report (Libya)*. The International Conference on Education. Geneva.

THIS DOCUMENT WAS ORIGINALLY 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 CONCERNED².

THE CURRENT VERSION HAS BEEN UPDATED AND FURTHERMORE ENRICHED BY THE PARTNER INSTITUTIONS OF THE TEMPUS PROJECT UNIGOV 'MODERNIZING UNIVERSITY GOVERNANCE AND MANAGEMENT IN LIBYA' (Project Ref. Number 530720 - TEMPUS - 1 - 2012 - 1 - ES - TEMPUS - JPGR) UNDER THE COORDINATION OF THE UNIVERSITY OF ALICANTE (SPAIN).

This publication reflects the views only of the authors and 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
Contact: EACEA-Tempus-Info@ec.europa.eu; Web-site: <http://eacea.ec.europa.eu/tempus/>

- International Project Management Office - OGPI - University of Alicante
Torre de Control, Planta Baja
E-03690 Alicante, Spain
Tel: +34 965 90 9718
Website (www.tempus-unigov.eu)

The present document has been produced with the financial support of the Tempus Programme of the European Commission.

Last update: September 2016

²Sultan Othman (NTO Libya), Osama Kashadah, Ali Al-Gosbi, Suleiman Khoja