

# DELIVERABLE 1.1

## DESK RESEARCH REPORT

WP1 - CONSULTATION PROCESS

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## INTRODUCTION

The present report was developed in the framework of the ICMED project - *International Credit Mobility: A New Challenge in the Mediterranean Region*, co-funded by the European Union under the Erasmus+ Programme, Key Action 2 Capacity Building in Higher Education.

The project's general objective is to strengthen the capacity of Higher Education staff in Algeria, Morocco and Tunisia to deal with Erasmus+ International Credit Mobility & International Mobility programmes in general, through the implementation of a comprehensive Training Programme. By fostering information and best practices sharing the project is expected to contribute towards an innovative, effective and efficient management of International Credit Mobility in the MENA region.

ICMED Work Package 1 (Consultation Process) was carried out from October 2017 to April 2018 and aimed at Mapping the current status of ICM implementation at institutional (partner countries HEIs) and regional (Algeria, Morocco and Tunisia) level, identifying key specific challenges for each partner country. The present report was developed in the framework of Work Package 1 by *Cardiff Metropolitan University, UK* and the *University of Granada, Spain* with the support of the project coordinator (*University of Padova, Italy*) and local partners. It provides an overview of the regional and national state of art with reference to internationalization issues and a special focus on international credit mobility.

## 1. INTERNATIONALISATION – THE GLOBAL CONTEXT

Much research has been carried out on the importance of Internationalisation globally. One such research project was the *Trends 2015* questionnaire developed by the European University Association which queried institutions about its importance in relation to 23 other developments. Internationalisation was rated as highly important by 69% of the sample (+8% as compared to 2010) which identified it as the second most important development after quality assurance. However, more than two-thirds of the respondents indicated that their primary community was national (45%) or regional (23%) while the remaining third considered that their primary community was European (8%) or worldwide (23%). (Less than 1% identified the local community as their primary one.)

By comparison to a previous project (*Trends 2010*), the 2015 sample included more institutions that identify their primary community as being worldwide or European and fewer that indicate the regional or national community as their primary ones. These shifts are, however, statistically very small across the respondents. The largest one concerns the worldwide category (+ 8%). The most significant shifts were (with the exception of France) a progression from smaller to wider communities: that is, from the regional to the national; from the national to the European or the worldwide community.

It will be important to monitor future trends and the extent to which universities switch their prime focus from the regional to the national, the European or the international – or indeed in the other direction, and the extent to which they widen (or narrow) their priority target areas or, indeed, combine them. There seems to be a growing realisation that in the age of globalisation and heightened international competition it is necessary to bolster a local or regional mission with international outreach, and that these categories may soon matter less as universities increasingly operate on multiple levels.

## 1.1 GLOBAL INTERNATIONALISATION STRATEGIES

It appears that Internationalisation is rising in strategic importance and this trend is expected to continue. Thus, 93% of Trends respondents either have an internationalisation strategy (50%), intend to develop one (8%) or have included it as an element of the overall institutional strategy (35%). These results are slightly lower than those received in response to the EUA internationalization consultation, which found that 99% of institutions either have an internationalisation strategy in place (56%), intend to develop one (13%), or have considered internationalisation in other strategies (30%) It is worth noting that the 2014 IAU Global Survey confirms the growing importance of internationalisation policies and the lead taken by Europe in developing strategies.

## 1.2 GEOGRAPHICAL TARGETS

The Trends 2015 questionnaire queried institutions about their top three geographical targets. The first four priorities were the European Union (73%), Asia (48%), US/Canada (35%), and “Eastern Europe (non-EU)” (32%). China (21%) and Latin America (19%) were also important, although less so than the first group.

## 1.3 GLOBAL INTERNATIONAL ACTIVITIES

There are two observations to be made regarding the global international activities developed by universities. First, the most common internationalisation activities (i.e. those with a value of over 50%) shows a remarkable homogeneity of answers across the respondents. A close look at the number of institutions interested in developing the four activities that received a lower value might help anticipate future trends. Of these four, “MOOCs and other types of online learning” seem to have the most potential for growth (29% of institutions are planning to develop them), followed by “capacity-building” (17%) and “offshore campuses” (13%), while “degree programmes taught in languages other than English” have the least potential for growth (11%).

Furthermore, interesting patterns emerged:

- (i) The growth of e-learning activities, including MOOCs, affected the widest number of countries;
- (ii) There was no distinctive link between those engaged in capacity building and their strategic geographical targets: while over 65% of institutions that indicated such engagement also noted their interest in Africa, Northern Africa and the Republic of South Africa as their three topmost priorities, over 57% of those targeting the European Union were engaged in such projects as well;

- (iii) Offshore campuses received the highest proportion of “no” (61%). In addition, institutions in the three countries most likely to develop offshore campuses were starting with almost a clean slate: these were institutions in Ireland, Lithuania and the Russian Federation (This does not mean that there are no institutions in these countries engaged in offshore campuses but that only those which responded to the Trends questionnaire did not).

## 1.4 STUDENT MOBILITY AND CREDIT RECOGNITION

Student mobility has been identified as the most important factor contributing to the improvement of learning and teaching. It has been the focus of attention of institutions and the national and European policy actors who have been keen to limit the potentially negative impact of credit recognition on mobility. Thus, a range of initiatives has been taken to ease credit recognition, among others in the framework of the Bologna Process, by the European Union and its ERASMUS scheme, the Lisbon Recognition Convention, etc. Nevertheless, only recently, the ESU identified recognition problems as the second major obstacle to student mobility after the financial aspects. More recently, research confirmed that recognition problems concern many potentially mobile students although this is one among many other obstacles such as loss of income, additional costs, separation from partner and family.

Given the importance of the credit recognition process, the EUA 2015 Trends questionnaire posed a number of questions to assess how much progress has been achieved since Trends 2010. The 2015 results confirm the Trends 2010 analysis. From the point of view of institutions, the process of credit recognition seems to be working satisfactorily. Where recognition problems are reported to exist, they were found slightly more often across the institution (52%) than in specific faculties (48%).

The types of problems encountered were elicited in an open question. The answers point to two broad types of challenges:

- The largest number of answers revealed a misplaced focus on the notion of equivalency. This includes differences in content, credit points, length of studies, types of examinations and grading cultures. The tendency of individual teachers (and more rarely faculties) to apply equivalence criteria rigidly is mentioned in a few answers. Occasionally, respondents noted that a learning-outcome approach or the existence of a national qualifications framework provides a new way to look for incompatibilities rather than to support the recognition process.
- A smaller, albeit significant number of answers, noted unexpected changes to learning agreements and lack of full or precise information provided by host institutions.

These were essentially the obstacles already identified in Trends 2010. Thus, the 2015 results confirm the enduring nature of these challenges. However, it is also clear that institutions take credit recognition seriously and that this is not an ad hoc and informal process by any means.

The issue of recognition is important for student mobility in general, whether it is within national borders, within the EHEA or beyond. It is particularly important to cross-border mobility given the increased internationalisation trends in the world and the fact that Europe is an important study destination. Thus, OECD at a Glance shows that seven European countries are among the most important hosting countries in the world. By order of importance, these are the United Kingdom, Germany, France, the Russian Federation, Austria, Italy and Spain.

## 1.5 JOINT PROGRAMMES

Joint programmes have been one hallmark of European higher education and a way of capitalising on European cultural, linguistic and academic diversity. The Trends 2015 questionnaire asked institutions about their engagement in developing joint activities and with what type of partners. The main findings are as follows:

International joint programmes are offered at all three award levels, albeit with a higher percentage at the Master's level. Institutions in Belgium, France, Germany, Italy, Poland, Spain and Turkey are most active in international joint programmes in general.

National joint programmes are most likely to be found in Belgium, Finland, France, Germany, Greece, Ireland, Lithuania, the Netherlands, Portugal, the Russian Federation, Spain and the United Kingdom. With the exception of Greece, Portugal, Spain and the United Kingdom, these are the countries where a higher proportion of institutions than average consider that regional cooperation has high importance.

Institutions could rate the challenges associated with such activities on a four-point scale. The most frequent choice was "somewhat challenging" and the most important issue has to do with the integration of joint programmes into the institutions, which was one of the main findings of EUA's study on joint programmes that was conducted in 2004. The aspects that receive a relatively high proportion of "not at all challenging" answers include low student interest (31%), recognition problems (29%), language problems (25%).

It is clear that if international joint programmes are to be further promoted, many of these aspects would require greater attention, primarily on the part of the higher education institutions, and secondarily by the funders and the legislators and that, from the perspective of institutions, quality assurance is not the overriding challenge which these programmes face.

This being said, joint programmes have presented a challenge to the QA agencies, particularly in countries that are required to evaluate or accredit study programmes. In these cases, joint programmes can be subject to multiple QA procedures that would not capture their “jointness” and their essence (EUA 2006). Following the Bucharest ministerial meeting in 2012, the Bologna Follow-up Group endorsed a proposal to ease the external quality assurance of joint programmes. The proposal (subject to approval by the EHEA ministers in Yerevan) allows institutions to undergo accreditation or evaluation at the study programme level by selecting an EQAR-listed agency to carry out the work on the basis of the agreed guidelines. In addition, the approach invites higher education institutions to use these guidelines for the internal quality assurance of their joint programmes, as it befits them.

## 1.6 THE FUTURE OF INTERNATIONAL CREDIT MOBILITY IN EHE

A statement from the Coimbra Group Working Group on Erasmus+ Mobility with Partner countries (ICM Working Group) in Germany states that currently International credit mobility in Erasmus+ enables universities to determine the strategic use and content design of cooperation projects, achieving significantly enhanced thematic relevance. Universities pave the way for developments in the educational systems of all countries. That is why international credit mobility is the most important innovation of Erasmus+ in higher education. Also, Mobility projects enable European players to build bridges through cooperation with partner countries.

The thematic scope of the projects with partner countries sometimes surpasses that of projects within Europe, for example in terms of methodology transfer and regional integration. The relationships established enable support for different objectives, depending on the region and the extent of the subsidies. They also ensure that programme countries work with partner regions that have not had traditional ties to the European Higher Education Area so far.

The international dimension already acts as an important stimulus in those regions where change can be triggered by exchange. In particular, the Southern partnership with the countries of the Maghreb and the Sahel. Social, cultural and linguistic issues, as well as systemic or political ones, make up the thematic portfolio of German universities.

Compared to intra-European projects, the financial resources for the international dimension are extremely limited. With higher levels of assistance being provided for the individual participants in the programme, the financial assistance for the administration of the projects remains unchanged. The fact that activities with rather limited funding are intended to achieve their objectives worldwide and beyond the European Union severely limits their effectiveness. Looking at the current picture, only individual projects are active within many countries and only a few individuals are mobile. Much more effort is needed to make European higher education globally competitive and also to ensure greater



visibility for the high performance of the European academic system beyond research cooperation. The current project funding model presents major hurdles - in terms of strategic applications at both decentralised and central level, regional variations in project facilities and policies, and short-term contracts. The combination of these factors makes it very difficult to build sustainable academic relations and achieve systemic effects. For a new generation of programmes, a more flexible approach would take successfully introduced incentives to the next level – thus giving the programme more weight within the higher education policy as well as achieving a better perception of the European Higher Education Area throughout the world.

## 2. INTERNATIONALISATION – THE REGIONAL CONTEXT

The education systems of Algeria, Morocco and Tunisia have undergone several transformations over the last few centuries. Prior to the French colonization of Algeria in 1834 and the beginning of the French mandates in Tunisia (1881) and Morocco (1911), all three countries of the Maghreb had long-established histories of Koranic-based education. The struggle against French colonial rule culminated with independence for Tunisia and Morocco in 1956 and Algeria in 1962. After independence, the governments of the three countries undertook the process of realigning their education systems to make them more responsive to their particular social and economic needs. Central to this reform process was the nationalization and “Arabization” of education, with emphasis in the early years placed on educating a corps of indigenous teachers able to replace a mainly European body of educators.

Under French rule, education in the Maghreb was reserved almost exclusively for children of French nationals, with a limited number of places made available to an elite few within the local population. Just before the Algerian war of liberation, for example, there were only 1,000 Algerian university graduates, and in Tunisia at independence just 700 students were enrolled at an institution of higher education. Efforts to nationalize instruction at schools, therefore, required a huge expansion of all levels of education coupled with measures aimed at greatly increasing and encouraging access. Even today, however, there continues to be a strong French influence over education including language, curriculum, degree structure and nomenclature.

To increase participation in the tertiary sector, a policy of universal open access was instituted at most of the higher education institutions in the region. While most required that students hold a baccalaureate secondary school degree for admission, some faculties in the arts and humanities adopted even more liberal admissions policies by admitting students without the baccalaureate, provided they could pass a competitive entrance examination. This policy was justified by the fact that there was a relatively small number of secondary school graduates from which to train professionals in the skills required to occupy positions formerly held by members of the departing French bureaucracy. With such a need for educated manpower, students were essentially guaranteed employment upon graduation from university in the early decades after independence. By the 1980s, after more than 20 years of open access and growing student enrolments, the goal of nationalizing and Arabizing education, administration, and other government agencies had largely been achieved. As a result, the notion of guaranteed employment upon graduation was no longer a reality for a new generation of university students. Overcrowding and the general pressure of numbers have therefore been used to justify the introduction of more stringent admissions procedures. Although students holding a baccalaureate are still guaranteed a place at university, those wishing to

enter certain technical disciplines or high-demand programs are now often required to pass an entrance examination and/or score minimum grades in major subjects such as mathematics and the sciences.

In addition to opening access to tertiary studies, education officials placed a great emphasis on widening participation at the primary and secondary levels. This goal has been witnessed by wide-reaching literacy campaigns, the provision of free education, the introduction of compulsory primary education, high relative expenditures on education as a percentage of national budgets, and dramatic increases in enrolments and the number of institutions of education. New curriculums with an emphasis on national and Arab identity were introduced soon after independence, as was Arabic-language instruction. French, however, continues to be used at the secondary and postsecondary levels in many technical fields.

Today, education officials in all three countries are in the deliberative and pilot phases of restructuring their higher education systems in an effort to make them more internationally compatible, while also making them more efficient and responsive to the needs of the public and private sectors. Following the lead of education reformers in Europe, new higher education structures based on the Bologna model of three-year bachelor degrees, two-year master and three-year doctoral degrees are being considered and, on a limited basis, introduced in all three countries. In Algeria, for example, a pilot group of ten universities introduced, in 2004, three-year license degrees at a number of faculties.

Institutions and government departments involved in drafting and implementing the “LMD” reforms (*Licence, Master, Doctorate*) have been working in a spirit of international cooperation. Not only have the three countries of the Maghreb consulted closely, but there has also been a high degree of cross-Mediterranean consultation and discussion, much of which has been undertaken with an eye to extending the European Higher Education Area beyond the physical boundaries of Europe to incorporate the three countries of the Maghreb in what would become the Euro-Mediterranean higher education and research area.

## KEY CHALLENGES

The youth-led revolutions that rocked the Arab world in 2015 refocused attention on the region’s 100 million-strong youth demographic and its critical role in the transformation of existing political, economic, and social structures in the Middle East and North Africa. Youth under the age of 25 represent an estimated and unprecedented 60 percent of the region’s population, and in many of the region’s countries, approximately 30 percent of the population is between the ages of 15 and 29. They have heightened expectations for themselves and their societies but are constrained by the economic and political realities in which they live.

The current demands of Arab youth for change are rooted in deep frustrations with the existing status quo— not least of which is the failure of the social contract for advancement that should be offered by higher education. Despite more than a decade of dramatic expansion—in enrolment, female participation, numbers of institutions, and programs—higher education in the Arab world continues to fall far short of the needs of students, employers, and society at large. In most countries, most students are enrolled in institutions that lack key human and physical resources for success and suffer from overcrowding and poor quality.

Efforts to address these chronic problems have had only marginal success. High unemployment among university graduates is only one measure of the reality of an educational system that is not producing graduates with the skills needed to succeed in the modern global economy and economies that are not producing opportunities for massive numbers of new entrants.

Higher education has a critical role to play in the national and regional restructuring of Arab economic and political institutions that is currently underway. The long-term success or failure of today's reform initiatives will rest, to a large degree, on the ability of these societies to place higher education where it belongs—as the engine of social and economic progress.

The new pressures for political change provides a unique opportunity to break free from some of the obstacles that have held back meaningful educational changes in the past.

The key challenges facing this critical sector of society:

- How are different actors in the diverse landscape of Arab higher education advancing or impeding the goals of improving educational outcomes?
- To what degree do regional partnerships and cooperative efforts offer opportunities to overcome local obstacles in specific areas?
- Finally, where has important progress been made and what policy responses and initiatives should be encouraged to improve the ability of Arab educational institutions to meet the challenges of this transformational period?

Each country (Morocco, Algeria and Tunisia) will now be examined in detail.

## 2. 1 MOROCCO

### 2.1.1. OVERVIEW

Morocco is situated in North Africa. Its capital is Rabat, and its main cities are Casablanca, Fèz, Marrakesh, Oujda, Tétouan and Meknès. Its population is 33 322 699 (2015). This population is young, with under 14s making up 26.41 % of this number. This proportion falls to 17.42 % for those between 15 and 24 years of age, and stands at 42.13 % for those between 25 and 54. Over 65s account for only 6.43 %. The urban population made up 60.2 % of the total population as of 2015.

Since King Mohammed VI ascended to the throne in 1999, the Kingdom of Morocco has undergone unprecedented reforms in all areas including political, social and economic reform. From the reform of the Family Code, revolutionising the status and emancipation of women in Morocco, to the launch of the National Human Development Initiative (NHDI), the justice reforms or even the reform of the education system, all this legislative work culminated, recently, in the reform of the Moroccan Constitution. The new Constitution, adopted in 2011, thus represents an historic turning point and the completion of the Moroccan rule of law. It also represents, through the deep reforms it has instigated, the culmination of the democratic process in the Kingdom of Morocco.

Classical Arabic and Tamazight are the official languages. The new 2011 Constitution also provides for the promotion of all Moroccan linguistic and cultural expressions, particularly Hassani, thus undeniably emphasising Morocco's Saharan roots. French is the second language of communication, and is also the language of the business world. An amount of 6.6 % of GDP is devoted to education (2013), with a literacy rate of 68.5 % (78.6 % for men and 58.8 % for women). The rate of enrolment in higher education in 2016 was 31.1 % (for the 19 to 24 age group).

### 2.1.2. HIGHER EDUCATION

In pedagogical terms, Morocco made a strategic choice to be guided more closely by the Bologna Process. The LMD (Bachelor's, Master's, Doctorate) system was adopted in 2003 and a quality assurance system was put in place by means of accredited training pathways, the development of self- assessment in universities and the commencement of reflection on the creation of the National Evaluation and Quality Assurance Agency. The LMD architecture covers:

#### 2.1.2.1 LICENCE LEVEL

A Bachelor's degree comprises six semesters. The first two semesters are basic semesters, each comprising seven modules, including a language and terminology module, with an overall minimum

of 315 hours of teaching and assessment. The other semesters each comprise six modules with an overall minimum of 270 hours of teaching and assessment. Completion of the 3rd and 4th semesters leads to a Diplôme d'Etudes Universitaires Générales (DEUG or General University Studies Diploma) or a Diplôme d'Etudes Universitaires Professionnelles (DEUP or Vocational University Studies Diploma). A module lasts one semester and corresponds to 40 to 50 hours of attended teaching and assessment.

### 2.1.2.2 MASTER'S LEVEL

It lasts 2 years (4 semesters) after a Bachelor's degree. The first two semesters are devoted to a deepening of knowledge and the last two to specialisation / professionalisation. A Master's course comprises 24 modules (6 per semester). The overall number of hours for this course, excluding work placement, is a minimum of 900 hours of attended teaching and assessment. One module comprises a minimum of 40 hours of classes in addition to the student's individual work. Semester 4 is devoted to the research orientation placement for the Master's or the vocational work placement for the Specialist Master's.

### 2.1.2.3 DOCTORATE LEVEL

The reform of third level and doctorate system introduced a new vocational qualification: the Diplôme d'Etudes Supérieures Spécialisées (Higher Specialist Studies Degree / DESS), in addition to the Diplôme d'Etudes Supérieures Approfondis (Further Higher Studies Degree / DESA) to prepare for a doctorate. The previous doctoral system (3rd-level doctorates) was withdrawn in favour of a single qualification: the National Doctorate. Under this reform, third level and doctoral training is provided within accredited Research and Training Units (UFR). This reform institutionalised the National Evaluation and Accreditation Commission (CNAE), responsible for accrediting the UFR.

### 2.1.3. NATIONAL PLANS

A Ministry action plan was produced for the 2013-2016 period to build on the achievements of the 2009- 2012 Emergency Plan. This action plan comprises 39 projects broken down into 6 main areas:

- improved provision of higher education (8 projects),
- support and development of social services for students (6 projects),
- review of the legislation governing the sector (5 projects),
- fine-tuning of the international cooperation strategy (4 projects),
- improved scientific, technical and innovation research provision (7 projects),

- improved higher education sector governance (9 projects). The action plan set a number of objectives such as:
  - Addressing social demand for higher education in the context of national and regional socio- economic demands and regional coverage,
  - Equality of opportunity in terms of access to different higher education institutions,
  - The development of digital teaching,
  - The development of a system of quality assurance,
  - Improved visibility of the higher education system at regional, national and international levels.

The operational tools of this strategy involve assessing as precisely as possible the academic provision in the universities and regions, considering new criteria related to the regional dimension as well as the needs of the socio-economic environment at national and regional level. The expected outcomes of this strategy are an improved balance of educational provision between the regions, equal conditions among students, and the promotion of excellence among students and universities.

The 2013-2016 Action Plan has already enabled the following outcomes to be achieved:

- Consolidation of the LMD system and a review of national pedagogical standards, with the inclusion of distance learning to support classroom teaching. A project is nearing completion to establish an ECTS credits system in the context of the Tempus CREMAR project.
- The creation of a National Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research.
- The creation of higher education institutions in the context of international cooperation

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## 2.1.4 INTERNATIONAL MOBILITY IN HIGHER EDUCATION

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### 2.1.4.1 STUDENT MOBILITY

Moroccan students benefit from a number of possible short or long-term courses overseas. These are organised by the Ministry in the context of partnerships with other countries or international bodies or organised in the context of partnerships between Moroccan universities and international universities or bodies. The Tempus and Erasmus+ programmes are excellent programmes in this regard.

Moroccan universities are welcoming a growing number of foreign students. Morocco's south-south cooperation is massively geared towards Africa, particularly sub-Saharan Africa. The number of foreign students is constantly increasing. More than 75% of students come from the countries of sub-Saharan Africa. Foreign students are almost all Moroccan government grant holders. More than 30 % of students are following a Master's or Doctoral course. The pathways of excellence (Medicine, Engineering, Business and Management, Sciences) account for half of this figure. Like their Moroccan counterparts, these students benefit from free education. They benefit from university social services. An international hall of residence is in place for these students.

#### 2.1.4.2 ACADEMIC STAFF MOBILITY

Through the Tempus and Erasmus+ programmes, a significant proportion of academic staff have been able to participate in activities alongside their European counterparts. Demand for this overseas travel is growing fast. Nonetheless, there has been a growing trend over the last few years of travelling to the Americas and Asia.

#### 2.1.4.3 OTHER INTERNATIONAL DIMENSIONS OF HIGHER EDUCATION

Morocco has made a definite choice to open itself up internationally, particularly to the EU. This choice can be clearly seen in:

- The adoption of the LMD system and the process underway to establish the ECTS system,
- The establishment of a quality assurance system to international standards,
- The involvement of universities throughout the world in calls for international projects launched by Morocco,
- The active involvement of universities in the Tempus, Erasmus Mundus and Erasmus+ cooperation programmes,
- The merger of universities with a view to creating poles of excellence in teaching and research and pooling means and resources in order to develop scientific output and consequently ensure greater visibility internationally,
- The consolidation and development of the international component of the Moroccan higher education system through the creation of international outward-looking universities and institutions such as the Al Akhawayn University in Ifrane, the Rabat International University, the Fèz Euro-Mediterranean University, the Mohammed VI Polytechnic University at Benguéir, the International INSA, the Central School of Casablanca, the IUT International and the Mediterranean Logistics and Transport Institute



in Tétouan, the Higher Institute for Lifelong Learning,

- The creation of renowned higher education institutions in the context of international cooperation such as the Central School of Casablanca; the International INSA at Fèz; the International IUT at Oujda; the Tangier-Tétouan Mediterranean Institute for Logistics and Transport; the School of Architecture at the International University of Rabat and the Higher Institute for Lifelong Learning. Morocco is the first French-speaking African country to welcome African students, and the second overall after South Africa.

#### 2.1.4.4 EUROPEAN A GLOBAL INTERCULTURAL DIMENSION IN THE CURRICULA

Linguistic diversity forms a major direction in Moroccan universities. This commitment enables an openness on the part of the system and students to foreign cultures and civilisations. Apart from Arabic and Tamazight, several European (French, Spanish, English, German, Italian, Portuguese) and Asian (Japanese, Chinese, Korean) languages are taught in Moroccan universities. Several research projects conducted jointly with European and Mediterranean partners cover issues related to intercultural dialogue.

#### 2.1.4.5 PARTNERSHIPS AND NETWORKS

Through the research and cooperation programmes, all Moroccan universities work within a context of networking and partnerships. These networks are becoming more international and beginning to involve far distant countries such as Japan, South Korea and some countries of Latin America, in addition to traditional closer partners.

#### 2.1.4.6 BILATERAL AGREEMENTS

Several bilateral cooperation agreements have been developed with countries across the five continents in relation to higher education and student exchanges. Morocco's cooperation on higher education and scientific research is largely aimed at Europe and the Mediterranean. Morocco's south-south cooperation is massively geared towards Africa, particularly sub-Saharan Africa.

#### 2.1.4.7 COOPERATION AND PARTICIPATION IN GLOBAL PROGRAMMES AND WITH INTERNATIONAL BODIES

Morocco is making great efforts to improve cooperation with international bodies. Moroccan universities are particularly active in the European Tempus and Erasmus Mundus higher education programmes and, more recently, the Erasmus+ programme.

#### 2.1.4.8 NATIONAL EDUCATION STRATEGY AND KEY OBJECTIVES

These are identified as: (1) Improved access to higher education in order to ensure parity, equal opportunities and lifelong learning Promoting quality in order to improve educational performance and match it to the needs of development and the job market; (2) Support for scientific research, improved performance and its linkage to overall development objectives (3) Better governance of the higher education system in order to improve its performance.

## 2.2 ALGERIA

### 2.2.1. BACKGROUND

At independence in 1962, the Algerian education system was highly exclusive and geared toward the training of a French colonial elite. With the creation of the Ministry of Education in 1963, the process of building an inclusive and open national education system was set in motion. Officials charged with developing the education system placed their focus on a number of goals, primary among which were the “Arabization” of curriculum and faculty, the upgrading of teaching skills at all levels, and the promotion of a skilled class of workers and technicians through the emphasis of technical and vocational education.

In the early 1960s, French was replaced by Arabic as the language of instruction at the primary level, and later in the 1960s Arabic was standardized as the language of instruction at the secondary level. French continues to be used in technical fields at many post-secondary institutions, despite a 1991 law mandating the use of Arabic in all sectors and at all levels. Arabic is, however, used as the language of instruction at the post-secondary level in most non-technical faculties.

An education reform passed in 1971 introduced the nine-year basic education program. Further reforms in 1976 extended the period of compulsory education from six years to 10 years while also guaranteeing that education at every level be provided free to all. In addition to guaranteeing tuition-free instruction, the reforms of 1976 mandated that education be the exclusive domain of the state. As a result, the private sector has had little impact on education and training in Algeria; however, private instruction has been offered on a limited basis since the early 1990s and may soon play a bigger role. Reacting to a need to reduce the burden on the state, the government passed an executive decree in 2004 that amended the 1976 reforms and explicitly allowed for the establishment of private institutions of education under well-defined regulations. Private education in Algeria still remains, however, very much a nascent industry.

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### 2.2.2. THE LMD REFORM

Broadly speaking, Algeria's higher education sector has been marked by two major policy reforms since its independence. The most recent of these – the adoption of the three-cycle degree higher-education framework known as the 'LMD system' (License/Bachelor-Master-Doctorate) – has been in place since 2004/2005. Massification was a core part of both reforms, in part motivated by the demographic reality of a large youth population, but also by explicit policy choices undertaken by the government. In 2008, for instance, the General Directorate for Scientific Research and Technological Development (DGRS-DT) declared that there were around 600 researchers per million inhabitants in Algeria, falling fairly short of the global average. In expressing its commitment to increasing this ratio, the DGRS-DT pointed out the LMD system as a key driver for achieving this objective. Previous heads of the Ministry of Higher Education and Scientific Research (MESRS) also, praised the LMD system for its capacity to produce human capital.

Graduates from the LMD system continue to campaign for full equivalence, calling for equal pay grades and status when applying for industrial and academic jobs or seeking opportunities to pursue postgraduate studies. Meanwhile, graduates of the classical system – as well as some faculty – still consider "classical degrees" to be far superior to those obtained through the LMD system, and thus contest any grounds for compatibility or equivalence. In addition, those who obtained university degrees abroad and attempted to join the ranks back home during this period often got lost in the procedures of degree comparability and equivalences.

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### 2.2.4. INTERNATIONALIZATION OF THE ENGLISH LANGUAGE

Due to its various invasions and conquests, Algeria developed a complex linguistic profile where along the Official language i.e. Arabic coexist colloquial Arabic which is said to be the majority of most speakers, French which is used for scientific teaching and of course Berber with its different varieties. Therefore, an urgent need to implement English was felt in Algeria since this latter is considered by far the language of science, scientific research and scientific paper publications. The big part in promoting the use of English and implementing it is that the policy of internationalization is still underground in Algeria since there isn't yet clear ways to follow and methods to adopt.

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### 2.2.5. INTERNATIONAL MOBILITY

In the context of the Erasmus + program, Algeria is discussing the possibilities of establishing "deeper links" between university departments, notably by organizing training and mobility sessions and exchanging experiences.

The establishment of a National ERASMUS Office, federating all the national competences and supported by foreign high-level visiting professors, could help PhD and Master students to get acquainted and to control the tools and good practices relating to:

- Methodology.
- The epistemology of research.
- Modalities and ways of operating scientific articles.
- The different techniques of operating scientific works and journals.
- How to develop a research project.
- How to motivate students to go overseas and push them to go forward
- Training of a new generation of researchers and to positions of researchers.

Moreover, one of the biggest issues Algeria is faced with is the inability to welcome incoming mobility in the Erasmus+ framework, especially the ones dedicated for students mainly due to:

- Lack or sometimes the inexistence of English taught programs,
- Lack of description and clarity regarding these latter besides of the know-how and techniques when dealing with teaching learners and training teachers,
- Lack or absence of clear information about accommodation and living facilities in the host universities.

Not only these problems, Algerian students and researchers are struggling with some issues regarding most of all:

- Visa applications and issuing of these latter, in fact, when it comes to mobility, obtaining a visa is not an easy task. Applicants need a supporting letter from the Vice Rector besides of insurance proof issued from the host university. Such problems may cause delays in mobility,
- Students' credit transfer and the recognition and equivalence of these latter by the local university,
- PhD students and fitted laboratories: in some cases graduate students once in the host university realize that their work in some laboratories does not match their field of research, this is mainly due to financial issues for laboratories don't want to fund new research that sometimes fails.

Because new technologies had an important impact on higher education, in particular with regard to foreign language teaching in universities, measures, though minor ones, were taken to implement new ways of teaching with new technologies, techniques and methods. For this language centres are the best means to promote second language learning.

Most university language-based centre offers courses in French, English, Spanish, German, Russian and Japanese. On the short term, the plan is to have conversation workshops in French, English and Spanish for they are the most used languages either at the university level or at the professional one.

On the same vein, oral sessions for all students could be planned inside and outside the university so they will be accustomed to use foreign languages in daily situations. Also, academic writing sessions will be held especially for PhD students.

On the long term, Algeria's main objectives with regards to ICM are to ensure specific programs and syllabi to encourage incoming mobility and promote teaching in foreign languages, besides of making great contributions to the development of language learning and trying to play a major part in the development and the implementation of language policies in language education. Another objective is also the use of appropriate technology for language learning and enhancing research and development in the field of language teaching and learning.

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#### 2.2.6. CONCLUDING THOUGHTS

As education has become an important political issues in recent years, Algerian higher education institutions are facing hardly difficulties linked both to internal issues – such as the LMD reform – and internationalization.

The LMD reform was as consequence to several criticisms of national education system, and it has been written with the aim of increasing the efficiency and responding to the challenges of the contemporary society. After ten years of its application, an evaluation of the LMD reform must consider the wider background and implications of this system for developing quality higher education. Academic and historical studies of higher education institutions – such as the excellent in depth studies of George Makdisi on the rise of colleges and scholastic traditions of the humanities in the Islamic civilisation, and the influence and differences that these have with the current models of higher education – are key to identifying alternative visions for the university as a means to counter the challenges posed by globalisation.

The lack of attractiveness for international students is, for Algeria, another central issues that needs a solution: few English thought programs, language and recognition problems discourage international staff and students to come to study or work in the country. On the other hand, strengthen deeper international links is considered a priority for Algerian government, that is making efforts to improve its position on a more international stage, in particular inside the framework of Erasmus + program.

## 2.3 TUNISIA

### 2.3.1. BACKGROUND

Tunisia is situated on the Mediterranean coast of North Africa. It is the northernmost country in Africa, covering 165.000 square kilometres and having a coastline of 1.148 kilometres. It is bordered by Algeria on the west and Libya on the south east. As of 2014, the total population is estimated at 11 million. It is made up of people of Arab, Berber, and Turkish descent. Arabic is the official language; Tunisian Arabic is the national, vernacular variety of Arabic used by the public. French also plays a major role in the Tunisian society, despite having no official status. It is widely used in education, in the press and in business. Shop signs, menus and road signs in Tunisia are generally written in both Arabic and French. The religion of the majority around (98%) of the Tunisian population is Islam, while about 2% follow Christianity or Judaism.

According to the World Bank, the Gross Domestic Product (GDP) in 2014 is equal to \$48,61 billion and the GDP growth rate is estimated at 2,7%. Education is given a high priority and accounts for 7% of GDP.

Since its independence in 1956, the government of Tunisia has focused on developing an education system which produces a solid human capital base able to respond to the changing needs of a developing nation. The Constitution of the second republic adopted on 26 January 2014, has reaffirmed the importance of education by stating in Article 39 that "Education shall be mandatory up to the age of sixteen years. The state guarantees the right to free public education at all levels and ensures provisions of the necessary resources to achieve a high quality of education, teaching, and training". The Tunisian authorities decided to "move to the LMD system" (Bachelor, Master and Doctorate degrees) in September 2006 gradually up to the generalization of this model on the horizon of 2012. This decision posed broad objectives similar to the European approach: flexibility, international comparability, mobility, employability, gateways, progressive orientation, educational quality, professional, multidisciplinary approach.

### 2.3.2. MOBILITY AND INTERNALIZATION IN HIGHER EDUCATION

Before 2010, the government had focused mainly on integrating the big number of students in higher education. Since 2010, the decrease in the students' number has changed the strategy of policy makers. The focus has been directed towards quality and competitiveness at national and international level. The national reform project developed after the revolution considers students at the centre of the higher education system which has been prioritising accreditation and internationalisation. In this context, the consolidation of students' mobility is one of the specific

objectives. Different schemes provide international mobility opportunities for students and staff whether the national funding of the Ministry of Higher Education or the international support offered by European and bilateral projects.

The General Directorate of International Cooperation at the Ministry of Higher Education and Scientific Research is in charge of establishing bilateral cooperation agreements on research and students and staff's mobility with different countries in Europe and elsewhere. Almost all higher education institutions in Tunisia have established bilateral and multilateral cooperation with similar universities in EU countries, Maghreb region, Arab countries, USA, Canada, Asia and other regions of the world. This cooperation focuses mainly on students' mobility, study visits, exchange of teaching staff and research activities.

The Tunisian higher education institutions have participated in a significant number of Erasmus Mundus, Tempus Erasmus+ projects (137 projects in the period 2008-2015). These projects have reinforced the exchange networks between institutions of higher education in the southern Mediterranean countries and the EU. In fact, the thirteen public Tunisian universities are active and increasingly cooperating with partners in Europe other regions in the world. The General Directorate of International Cooperation launches annually a considerable number of calls for applications to scholarship offers from different countries mostly in the framework of bilateral conventions. These calls concern both students and staff and include opportunities of short-term trainings or full-programme scholarships. Despite the diversity of stakeholders, resources and support programmes (Erasmus+, AUF, DAAD, British Council, etc.) the internationalization and visibility of the Tunisian HEIs are limited because of the lack of a central agency or an institutional body in charge of the global follow-up.

### 2.3.2.1 STUDENT MOBILITY

Mobility concerns all three levels of studies: bachelor, master and doctorate. There are different types of mobility:

- Simple study mobility: concerns bachelor and master students who spend one semester or one year in a European university. These scholarships are granted within the framework of a mutual agreement between the institution of origin and the host institution on issues such as the recognition of the applicant's level and the validation of the modules and exams completed abroad (framed and supported mainly by European projects).
- In addition, the Ministry of Higher Education and Scientific Research offers each year a certain number of master degree scholarships (for one or two years) for the benefit of selected students. These scholarships concern some European countries and Canada.
- End of studies project for engineering students (Projet de fin d'études 'PFE'). In general this

mobility concerns only the realization of the 'PFE' at the end of the engineering programme studies. The evaluation of the project occurs at home institution. Most of these scholarships are funded by national specific program managed and run by the Ministry of Higher Education.

- Joint degree mobility at the Bachelor and Master levels. This type of scholarship is still very limited because of the difficulties in credits transfers, ECTS validation and programmes' adequacy (framed and supported mainly by European projects and, to a lesser extent, supported by national programmes).
- Training mobility scholarships: these target mostly doctoral students who are conducting research in research structures and laboratories in Europe and elsewhere. These scholarships are funded by national and international means with low involvement of European programs.
- Co-tutorship for doctoral studies: some doctoral students benefit of a co-tutorship agreement between their home universities and a hosting university. The students spend in an alternative way one semester in each of the two universities during the three years of doctoral studies. At the end of their studies, students obtain a double doctoral degrees or a joint doctoral degree depending on the terms of the prior agreement. The necessary mobility in this context commits doctorate supervisors to look for funding from different resources. Own resources of home research structure, bilateral agreements' support or national specific programs funded by HERSM ('bourse en alternance') are the main supports for this kind of mobility.

The Tunisian HEIs institutions are highly committed to enhance their capacities to ensure best possible offers of mobility to their students at different levels. Students are increasingly seeking mobility opportunities at all levels of their studies, especially in neighbouring European countries. The European projects and the resulting networking play a real driving force in the mobility of students in spite of the existence of some technical issues such as degrees' recognition and programmes' accreditation.

### 2.3.2.2 ACADEMIC STAFF MOBILITY

Tunisia had part of a higher education reform project supported by the European programme PAMES ('Programme d'Appui à la Modernisation de l'Enseignement Supérieur en Tunisie', governmental agreement with EU signed in 2004). The project supported the Tunisian Ministry to move to the LMD system and followed its implementation in the Tunisian HEIs. Besides, the reform process of the Tunisian higher education system was supported by the World Bank funded Programme PAQ ('Programme d'Appui à la Qualité': Education Quality Improvement Programme (EQIP) Project's); the programme, which covered the period 2000-2014, touched various levels of higher education. These reform projects aimed at reinforcing governance, capacity building, structural changes and infrastructures.



They also offered an important number of mobility opportunities for the academic staff, the administrative staff and those with leading responsibilities. Improving the pedagogic skills of HE teachers and researchers as well as innovating the whole system are among the principal targets of the recent national reform project. Of course, this induces setting a strategy taking into account the centrality of the mobility of the academic staff in the reform.

Teachers from different universities benefit from mobility scholarships offered within the framework of Erasmus Mundus projects. Otherwise, the major research mobility for teachers is supported by public funding of research and by institutions' budget. In addition, the academic staff benefit from mobility offers 25 granted by bilateral programmes especially in the field of research. A few professors get also the opportunity for teaching in European HEIs during limited periods. Higher education teachers' career development depends a lot on their scientific production. For this reason, they are essentially motivated by mobility offers that facilitate their scientific work and research. The academic staff's mobility requires a prior authorization from the dean of the institutes, the president of the university or the minister, depending on the duration of the scholarship. If the teacher gets the authorisation, is allowed to receive his/her usual salary for the period spent abroad. In general, the stay varies from two weeks to three months. We note that teachers orient themselves more towards structures and host institutions they have previous relations or connections with. As for students, disparity in supporting bodies makes it difficult to elaborate exhaustive statistics for global academic staff mobility toward foreign universities. However, based on the authorization process, institutions could retrieve a certain number of information on teachers' and researchers' mobility.

As far as administrative international mobility is concerned, it is still very low compared to academic staff. Almost the only framework offering mobility opportunity for administrative staffs are the European projects, essentially those destined to capacity building or structural reforms.

### 2.3.3. OTHER DIMENSIONS OF INTERNATIONALISATION IN HIGHER EDUCATION

European, Global and Intercultural Dimension in Tunisian curriculum is a priority for the internationalization in HE, indeed foreign languages (French and English) are taught at an early stage of the primary level. Other foreign languages (German, Italian or Spanish) are taught at the secondary school as optional third foreign languages. The Tunisian educational system puts much emphasis on learning foreign languages. Each of the Tunisian universities has at least one institute specialized in foreign languages studies. Different national programmes and regional actions, involving HEI specialised in languages, are intended to offer courses for the public. These involve LLL activities and evening courses meant to teach and improve foreign languages for pupils, students, employers, young and old peoples, etc. For instance, Bourguiba School (IBLV: Institut Bourguiba des langues vivantes), is a public institute which belongs to the university of Tunis El Manar and has a network of 24

regional centres ensuring different levels of foreign languages teaching (essentially English). The study programmes available along the various departments include language studies, cultural studies, literature studies, and joint degrees established in the framework of Tempus and Erasmus+ programmes.

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#### 2.3.4. PARTNERSHIPS AND NETWORKS

Several Tunisian institutions have agreements with educational institutions abroad which enable Tunisian students to get a double degree. Most agreements were initiated by engineering schools. Scholarships are granted to students by the General Directorate of International Cooperation of the Ministry of Higher Education to enable them to continue their studies in institutions abroad. The General Directorate of International Cooperation at the Ministry of Higher Education and Scientific Research establishes and manages all bilateral agreements with partner countries and foreign 26 organisms. Currently, there are 44 bilateral agreements as reported by the official statistics of the General Directorate of International Cooperation on December 3, 2015. According to these statistics, the bilateral agreements are categorised as follows: 17 with Arab countries, 15 with European countries, 8 with Asian countries and 4 with American countries. The main elements of these agreements refer to cooperation in the area of higher education, research, innovation and technology, foreign students' exchange and other activities of the Ministry of Higher Education and Scientific Research. In addition to higher education, some of these agreements also relate to culture, languages, secondary and primary education.

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#### 2.3.5. BILATERAL AGREEMENTS

Regionally, Tunisia has a solid cooperation in higher education and scientific research with neighbouring Maghreb countries. Tunisia has had an intensive programme for students exchange with Morocco for many years. This bilateral cooperation is expected to intensify during the coming years thanks to a new mobility programme. (Tunisian-Morocco "Ibn Khaldun" programme of mobility between the Tunisian and the Moroccan HEIs). In addition, Tunisia is a partner with Algeria in Tempus/Erasmus+ programmes (joint degrees, mobility for academic, research and administrative staff, credit transfers). A new specific program for student mobility between Tunisia and Algeria is currently being developed. Tunisia is also building new cooperation opportunities with Southern and African countries. The Tunisian Ministry is encouraging African students to study at Tunisian HEIs. In addition, there exist a number of international programmes in which Tunisia is involved. Tunisian-American programmes which offer degree and non-degree scholarships for master and doctorate students, researchers and academic staff. These programmes include "Partnership for the Enhanced

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Engagement in Research (PEER)", "Fulbright", "Fulbright Tech+" and "Thomas Jefferson". Tunisia also participates in a number of bilateral programmes with Canada and Japan.

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### 2.3.6. COOPERATION AND PARTICIPATION IN WORLDWIDE PROGRAMMES AND ORGANISATIONS

Apart from European cooperation programmes, the General Directorate of International Cooperation disseminates a number of scholarship offers granted by international and regional organizations such as the Islamic Educational Scientific and Cultural Organization (ISESCO), the Organisation of Islamic Cooperation (OIC), the World Bank (Joint Japan/WB scholarships and Robert S. McNamara Fellowship Program), UNESCO, Agence Universitaire de la Francophonie (AUF), Deutscher Akademischer Austauschdienst (DAAD), African Bank.

### 3. APPLICATION TO THE ICMED PROJECT

ICMED has clearly identified International mobility as a testbed for the above policies in the target countries: mobility has in itself a strong potential to improve the quality of HE, by accelerating the use of transparency and recognition tools, and by helping institutions develop better services to send and receive foreign students and researchers [Africa-EU Strategic Decl. 2014]. The Moroccan government is aiming at becoming the region's HE international hub, with ca. 15.000 international students/year (60% from African countries and 95% benefitting from a Government scholarship - Ministry data 2016). In its HE Strategic Plan 2015-2030, international cooperation is the main pillar for HE reform, through strengthened cooperation with foreign countries, new international partnerships, more mobility and regional cooperation. Similarly, Tunisia has invested heavily on increasing HEI international attractiveness, triplicating (2011-2013) its foreign students (UNESCO 2014). Its HE strategy (2015-2025) focusses on improving HE quality and employability, mainly through international cooperation & mobility, which is also the 3rd pillar of the Algerian HE internationalization strategy (2013). For the 3 countries, training HE staff is also pivotal to implement government policy recommendations and actions effectively.

Within this framework, Erasmus+ and its new ICM Scheme represents a new challenge for MENA governments and HEIs. After 10+ years of successful cooperation under the Erasmus Mundus (EM) programme, Partner HEI were quite abruptly led towards a totally new scheme, with new rules & procedures. Moreover, the 'reassuring' role of the former EM coordinator (EU or 'Joint') is no longer foreseen, implying a shift of responsibilities which not all HEIs were ready to shoulder.

A preliminary need assessment by UNIPD and partners in Fall 2016 showed that MENA HEIs participation in ICM has so far strongly relied either on a single academic commitment, with little/no involvement of the respective IROs, or on pure institutional cooperation without the needed department/academic commitment. This led to poor management (1st case) or many unawarded scholarships (2nd case) as well as to fragmented information. As was the case in the EU at the beginning of Erasmus, MENA HEIs now feel the need to share information & best practices and capitalize on the past to develop innovative, effective and IT procedures & tools to centrally manage international student mobility, especially KA107.

ICMED's aim is precisely to transfer knowledge and build capacity in international relations with specific focus on ICM, in line with the development needs identified in this report, the EU Cooperation Agenda regional and national priorities and E+ Capacity Building objectives.

This report formed the basis for the structured interviews and questionnaires issued by ICMED to selected institutions in Morocco, Algeria, and Tunisia. These were to determine the training programme for 2018 and 2019.

Topics investigated were:

- Lack of knowledge and full understanding of KA107 templates & procedures
- Little experience of local staff in application/selection procedures in line with national regulations and EC transparency requirements
- Lack of proper institutional involvement
- Difficulty in credit recognition and recognition of staff activities
- Lack of incoming candidates, often due to the political unrests and EU safety protocols
- Language barriers (English vs French; Arabic)
- Difficulty to send young female students to Europe without family male companion
- Reluctance of top-students to participate in ICM, as it would be difficult for them to then compete with non- mobile students.

After studying the interviews and the questionnaire, the following training programme has been created for the three countries.

### **TRAINING WEEK 1: EFFECTIVE COOPERATION BETWEEN EU & PARTNER COUNTRIES TOWARDS A SUCCESSFUL APPLICATION.**

- A. Introduction to the different ways to draft the application (centralised vs decentralised approach) and practical examples;
- B. Focus on internationalisation strategies to underpin the application;
- C. How to successfully overcome competition in a specific region: the essential input from Partner Country HEIs;
- D. Effective tools for dissemination and exploitation;
- E. Wrapping up and sharing of best practices.

### **TRAINING WEEK 2: INSTRUMENTS AND SERVICES FOR ICM: FROM THE SELECTION PROCESS TO THE INFORMATION POLICY AND THE MOBILITY MANAGEMENT.**

- A. How to structure the internal call, recruitment strategies, students/staff selection criteria including intercultural competences evaluation, linguistic preparation, specific measures for vulnerable/other groups (e.g. young female students);

- B. Procedures set up by Beneficiary Institutions to allocate scholarships within the academic population and to support grantees prior/during/after the mobility (special focus on visa issues);
- C. How to manage the budget effectively and accurately: efficiency vs mobility control & potential splitting of the budget with partner country HEIs;
- D. Documents and Templates, with special focus on inter-institutional agreements;
- E. IT-based mobility management.

### **TRAINING WEEK 3: RECOGNITION MECHANISMS AND INSTRUMENTS WITHIN ICM**

- A. The ECTS system vs non-credit based systems & national grading;
- B. Recognition main instruments & supporting documents (Course Catalogue, LA, ToR, ECTS);
- C. Monitoring of the recognition process at HEI level;
- D. How to recognise staff activities;
- E. Good practices to achieve flexibility in recognition;
- F. Case studies in recognition: let's try together!

### **TRAINING WEEK 4: BEYOND ICM: DEVELOPING OF JOINT AND DOUBLE DEGREE PROGRAMMES**

- A. Overview of new cooperation tools beyond exchange mobility;
- B. Joint programmes (JPs) in a nutshell;
- C. Developing a joint curriculum;
- D. Combining ICM and JPs: successful examples;
- E. Building up JPs: an exercise.

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