

2015-1-IT02-KA107-014704

## ALLEGATO I – Descrizione del Progetto

### Accordo Numero: 2015-1-IT02-KA107-014704

Il beneficiario realizzerà il progetto descritto nella candidatura con submission code n. **1242547**, tenendo in considerazione che nella seguente tabella sono indicati solo i flussi di mobilità selezionati.

Tali flussi di mobilità dovranno essere realizzati secondo i criteri qualitativi relativi a ciascun Paesi Partner.

### Algeria

#### Relevance of the Strategy

The Algerian Universities involved in the project are: University Abdelhamid Ibn Badis of Mostaganem has 1200 teachers, over 25400 students, including more than 200 foreign students. It counts 11 multidisciplinary research areas. University of Oran has many academic programs at the Bachelor, Master and Doctorate level that vary from Sciences, Medical sciences, Arabic literature and arts, Communication Science, Islamic civilization, History. More than 20.000 undergraduate and post-graduate students study at Oran1 (second largest University in Algeria). University Ferhat Abbas Setif 1 is mainly focused on scientific academic and research fields. Counts more than 20 thousand enrolled students. All partner country Institutions are very well experienced in Tempus and Erasmus Mundus projects. The proposed mobility scheme focuses on II<sup>nd</sup> and III<sup>rd</sup> cycle students, mainly incoming. Master and PhD students are in fact proved to be more interested to integrate their study path with a mobility period, they bring a higher potential for further academic and research cooperation activity. The program will contribute to the breaking down of prejudices, generate motivated individuals who will be able to work with actual changes at the local and global level. Their expertise will be sought by leading employers, at local National and international level. High quality mobility contributes at enhancing competences, knowledge and skills of students, researchers and staff involved. It contributes to expanding and improving academic collaboration within the EHEA moreover, it boosts internationalization of higher education systems and institutions, promoting the employability and personal development of the mobile people at European and international level. In the framework of the Bologna Process and the strategy Europe 2020, coherently with the Mobility strategy 2020 for the EHEA set in Bucharest in 2012, UniME is committed to contribute to build up a European Higher Education Area strengthening the quality of its academic offer, better off students employability and rise its capacity to attract foreign students, researchers and scholars. Internationalization is a dialogue tool which complements the traditional concept of "academic

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collaboration", aimed mainly to scientific purposes and to a "university cooperation for development and peace". UniMe, thanks to its geographical position, naturally looks toward the Mediterranean Basin. Partners international strategy is based on the promotion of institutional cooperation and mobility activities with foreign universities in general and with European and Mediterranean ones in particular. So we encourage the implementation of student mobility within European programs and cooperative actions such as joint teaching and research programs and cultural exchange. The main objectives of such a strategy are to improve transparency and comparability and to facilitate academic recognition of studies and qualifications in order to overcome barriers such as the differentiation of degree systems. Taking part into Erasmus+ program is an opportunity for to reach such objectives. Mediterranean countries are facing similar socio-economic, cultural, internal and international political issues. In fact, at the economic level, they all have to alleviate poverty, reduce unemployment, and accelerate their economic growth in order to balance social inequalities and avoid socio-political unrests. The needs of the targeted Region are defined in the Barcelona Process and European Neighborhood Policy. The planned mobility project tackles both regional and bilateral goals set in the strategic documents of the European Commission in response to the needs of the targeted region. Algeria has managed to increase its economic growth over the last years. However, the creation of a market economy has progressed slowly. Algeria higher education system experiences a considerable population pressure and In addition to this there is the specific problem of the mismatch between the current higher education supply and labour market demand. Higher education reform and modernization is therefore a priority area if Algeria is to respond effectively to the challenges of globalisation and the knowledge economy. Algeria needs new skills and professional profiles, to improve the competitiveness of its economy and its integration in the Mediterranean region; qualified technicians and engineers, public sector workers, health, justice, social sciences professional profiles. Mobility flows from and to Europe, will help the modernization process, consolidating the L/M/D system; increasing the internal and external effectiveness of university curricula; improving the quality of teaching; implementing the Bologna Process at different stages, boosting bilateral and multilateral cooperation , joint diplomas and new international projects.

### Quality of Cooperation Arrangements

At a first stake the main areas of interest for the exchange activities is Humanities (022, 023); Pharmacy (0916) and Engineering (07). ISCED areas will be clearly defined in the Inter-Institutional agreement. Selection criteria are jointly defined by the partners, based on transparency, fairness, equal opportunities, accessibility for all. Each sending institution will be responsible for the internal selection procedure of its outgoing students; transparency and fair treatment will be ensured by agreed selection guidelines. Each University will select its outgoing students and staff validating applications form an administrative (complete applications based on requested documents at the moment of the call for applications) and an academic point of view

(excellence). Selections will be transparent fair and documented respecting equal opportunities and gender balance. Main criteria will be: • academic excellence, • language skills, • motivation. Additional criteria can be introduced by sending institution, compatible with the principles of fair treatment, transparency and documentability (priority thematic fields, relevance of mobility for both the host and home institution, brain-drain prevention and future cooperation, etc). Each home institution will be responsible for the selection of its candidates. The home institution will send its nominees to the hosting partner. Once terminated the internal selection procedures, based on the mobility flows and academic fields defined in the inter-institutional agreements, information on nominated students must reach the receiving institution by 15th May ( Autumn term\* and full year mobilities) and 15th November (Spring term). Host Institution that will communicate its availability to receive the student within 2 weeks. At least one public call per year will be published and selection criteria will be clearly defined. With the Bologna process now fully operative at European level, mechanisms for student examination and study credits recognition and transfer are well defined on the European side. On the Algerian side, the Bologna system is implemented, and ECTS used. Consequently, the ECTS for credit transfer will be mutually used. The university of Messina has signed with all the Algerian partner Universities Bilateral frameworks agreements and has already exchanged students (Master and PhD) Level with these Universities. In particular for First/Second Cycle students the mobility period is embedded in the study period and agreed upon before leaving the home institution through the signature of a Learning agreement For each Scholarship Holder, a Learning Agreement/Workplan or an agreement for the transfer of academic merits must be established. The Scholarship Holder and the Home University must define and acknowledge the programme that will be performed and fill in the applicable agreement prior to the Scholarship Holder's departure to the Host University. By signing a LA/Workplan, the Home University is committed to full recognition of the academic merit of the period abroad for Scholarship Holders. If academic recognition is not possible, this will have to be communicated to the Scholarship Holder before departure from the Home University. In addition, where appropriate, transcripts of records or similar will be issued by the Host University to all Scholarship Holders and document describing the work undertaken upon completion of their stay. The exchange of master students will be based on outgoing excellent students (credits gained/year of enrolment, academic excellence, language skills, motivation) in the areas of academic collaboration selected in the Inter-Institutional Agreement. Midterm evaluations will be made by hosting institution, by academic tutors at departmental level and the central administrative offices in order to verify the effective attendance of courses and academic gaining. At the end of the mobility period the transcript of records will be issued together with all the relevant information useful to translate local grades in the international ECTS grading scale. This will allow an easy and fair transposition of the results gained during the mobility abroad, in local marks and a quick embedment of exams/final marks in the students' academic career. The exchange of PhD students will be based on outgoing excellent IIIrd cycle students (final evaluation of master degree, excellence of research project, agreed work plan) in the areas of academic collaboration selected

in the Inter-Institutional Agreement. Where relevant, co-tutorships will be activated in order to enhance international research cooperation and provide value added to doctoral mobility.

### Quality of Project Design

At a first stake the main areas of interest for the exchange activities is Humanities (022, 023); Pharmacy (0916) and Engineering (07). ISCED areas will be clearly defined in the Inter-Institutional agreement, as well as all the responsibilities, roles and tasks to be carried out by sending and hosting institutions. Selection criteria are jointly defined by the partners, based on transparency, fairness, equal opportunities, accessibility for all. Main criteria will be academic excellence, language skills, motivation. Each home institution will be responsible for the selection of its candidates. The home institution will send its nominees to the hosting partner, that will communicate its availability to receive the student within 2 weeks. Once terminated the internal selection procedures, based on the mobility flows and academic fields defined in the inter-institutional agreements, information on nominated students must reach the receiving institution by 15th May ( Autumn term\* and full year mobilities) and 15th November (Spring term). Each sending institution will be responsible for the internal selection procedure of its outgoing students; transparency and fair treatment will be ensured by agreed selection guidelines. Each University will select its outgoing students validating applications form an administrative and an academic point of view. Selections will be transparent fair and documented respecting equal opportunities and gender balance. At least one public call per year will be published and selection criteria will be clearly defined. The selection, of the candidates for an Erasmus+ international mobility, will be done with respect of concrete criteria such as : Academic and language requirements, quality of application, priority thematic fields, relevance of mobility for both the host and home institution, brain-drain prevention and future cooperation. Each receiving institution is responsible for making practical arrangements for their incoming Scholarship Holders before and during the mobility. With the Bologna process now fully operative at European level, mechanisms for student examination and study credits recognition and transfer are well defined on the European side. On the Algerian side, the Bologna system is implemented, and ECTS used. Consequently, the ECTS for credit transfer will be mutually used. The university of Messina has signed with all the Algerian partner Universities Bilateral frameworks agreements and has already exchanged students (Master and PhD) Level with these Universities. In particular for First/Second Cycle students the mobility period is embedded in the study period and agreed upon before leaving the home institution through the signature of a Learning agreement For each Scholarship Holder, a Learning Agreement, Workplan or an agreement for the transfer of academic merits must be established. The Scholarship Holder and the Home University must define and acknowledge the programme that will be performed and fill in the applicable agreement prior to the Scholarship Holder's departure to the Host University. By signing a Learning Agreement or Workplan, the Home University is committed to full recognition of the academic merit of the period abroad for

Scholarship Holders. If academic recognition is not possible, this will have to be communicated to the Scholarship Holder before departure from the Home University. In addition, where appropriate, transcripts of records or similar will be issued by the Host University to all Scholarship Holders and document describing the work undertaken upon completion of their stay. The exchange of master students will be based on outgoing excellent students (credits gained/year of enrolment, academic excellence, language skills, motivation) in the areas of academic collaboration selected in the Inter-Institutional Agreement. Midterm evaluations will be made by hosting institution, by academic tutors at departmental level and the central administrative offices in order to verify the effective attendance of courses and academic gaining. At the end of the mobility period the transcript of records will be issued together with all the relevant information useful to translate local grades in the international ECTS grading scale. This will allow an easy and fair transposition of the results gained during the mobility abroad, in local marks and a quick embedment of exams/final marks in the students' academic career. The exchange of PhD students will be based on outgoing excellent IIIrd cycle students (final evaluation of master degree, excellence of research project, agreed work plan) in the areas of academic collaboration selected in the Inter-Institutional Agreement. Where relevant, co-tutorships will be activated in order to enhance international research cooperation and provide value added to doctoral mobility.

### Impact and Dissemination

Cooperation with the selected Algerian universities is well established and running since 2012. During the mobility periods, students and staff will take an active part in both academic and social activities of the hosting institutions. This will create inter-cultural encounters and enrich the participating institutions and their wider environment, both during and after the mobility period. The experiences of individual engaged in these institutional based collaborations will open the way to future joint projects in academia, global communication, international understanding and development. The international mobility experience will improve the skills in language communication, which will have a necessary impact on the teaching and learning capacity when they return to their home institution. Joint thesis supervision, joint degrees, and joint research collaborations have already been introduced, and will increase significantly thanks to exchange flow. The programme will foster the management capacity of the universities involved. The mobility of students, will help sharing past experiences, new responsibilities, and the decision making processes. Joint planning of activities, setting up academic and administrative procedures, and learning from earlier mobility schemes and infrastructures will lead to an efficient transfer of know-how and good practice. Competences in the field of international collaboration will be expanded by joint management of administrative procedures, mutual recognition of periods spent abroad, jointly agreed selection procedures of outgoing students and web based communication. Best practices among the international relations offices and engineering of institutional projects will be shared. Linguistic competences will be developed improving the management capacity of

international projects. New techniques developed within the Bologna process to improve the capacities of the universities in the management of international programmes will be used: transparency and academic recognition of exchange studies through the adoption of the ECTS information package, Learning agreement, Transcript of Records, and Diploma Supplement. At a wider level, employability of students, access to higher education and gender issues are expected to be impacted by this kind of projects. The issue of employability of students in Algeria affects all levels of training, from bachelor to PhD. This can be explained by the regional and international economic situation and the unemployment on one hand, and on the other hand, skills and qualifications of students, and their lack of entrepreneurial culture. Students participating in mobility schemes will have the chance to be trained in a European University located in a Mediterranean Region, with some main cultural affinities. Being at the centre of the Mediterranean Basin is undoubtedly an advantage to manage cultural and social aspects linked to mobility to and from substantially different environments. Some of the main gains will also be: strengthening of international institutional networks; modernization of higher education system, development of teaching and learning capacities especially regarding linguistic skills, the implementation of the Bologna Process. In the field of research, the project will strengthen links between labs and promote international research cooperation. Partners involved will make every effort to disseminate the results of mobility at internal and external level in order to attract the best candidates to apply; inform the institutions at local level; increasingly involve a wider number of academics and students. Maximum visibility will be given to the project, mobility schemes and opportunities via the respective University portals, local media, newsletters etc. The Erasmus + brand will be used whenever relevant. Each University will be responsible to organize info days and meetings with incoming and outgoing students. The Mobility activities and gained results will be communicated to public authorities through various institutional channels. Not only will the participants of the mobility scheme, but also institutions will benefit from knowledge and cultural transfer via new experiences of the outgoing and incoming mobility. New skills, and new tools will be obtained within the participant institutions, they will enable to create international cooperation cells, to improve services for students, and for disabled people.

## Morocco

### Relevance of the Strategy

The Moroccan Universities Involved in the project are: Université Abdelmalek Essaâdi (Tetuan) University Cadi Ayyad (Marrakesh) University Moulay Ismail (Meknes) These Universities have a well established internationalization policy, a long academic tradition and a long track record in scientific cooperation with Europe in a number of FP7, Tempus and Erasmus Mundus projects and with close links with many European universities They cover different

scientific/academic areas: Science and Technology, Arts and Humanities, and Law, Economics and Management, medical and Social sciences. Internationalization openness is one of the strengths of these Universities actively participating in bilateral and multilateral projects in research, teaching and university governance. This project will contribute to the realization of the opening and internationalization of the university system. The proposed mobility scheme focuses on II<sup>nd</sup> and III<sup>rd</sup> cycle students, mainly incoming. Master and PhD students are in fact proved to be more interested to integrate their study path with a mobility period, they bring a higher potential for further academic and research cooperation activity. The program will contribute to the breaking down of prejudices, generate motivated individuals who will be able to work with actual changes at the local and global level. Their expertise will be sought by leading employers, at local National and international level. High quality mobility contributes at enhancing competences, knowledge and skills of students, researchers and staff involved. It contributes to expanding and improving academic collaboration within the EHEA moreover, it boosts internationalization of higher education systems and institutions, promoting the employability and personal development of the mobile people at European and international level. In the framework of the Bologna Process and the strategy Europe 2020, coherently with the Mobility strategy 2020 for the EHEA set in Bucharest in 2012, UniME is committed to contribute to build up a European Higher Education Area strengthening the quality of its academic offer. Internationalization is a dialogue tool which complements the traditional concept of "academic collaboration", aimed mainly to scientific purposes and to a "university cooperation for development and peace". Partners international strategy is based on the promotion of institutional cooperation and mobility activities with foreign universities in general and with European and Mediterranean ones in particular. The main objectives of such a strategy are to improve transparency and comparability and to facilitate academic recognition of studies and qualifications in order to overcome barriers such as the differentiation of degree systems. Taking part into Erasmus+ program is an opportunity for to reach such objectives. Mediterranean countries are facing similar socio-economic, cultural, internal and international political issues. In fact, at the economic level, they all have to alleviate poverty, reduce unemployment, and accelerate their economic growth in order to balance social inequalities and avoid socio-political unrests. The needs of the targeted Region are defined in the Barcelona Process and European Neighborhood Policy. The planned mobility project tackles both regional and bilateral goals set in the strategic documents of the European Commission in response to the needs of the targeted region. Morocco is undergoing the competitive pressure on its economy due to its market-opening process. As a consequence of the implementation of free-trade agreements with the EU, the Moroccan economy must become more competitive. To do so, the quality, skills and adaptability of its labor force is crucial to the process. Training through quality higher education is key for competitiveness on the global market. Main weaknesses:- The universities which are not subjected to the system of the quotas are overcrowded- There is a widening gap between rising student numbers and the material resources available to most higher educational establishments;- Mismatch between labour market and skills acquired at University

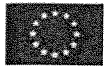
level. Education is key to Morocco's economic and social development strategy. Modern higher education was introduced just after independence. In order to guarantee further international cooperation and integration, the Moroccan University system has been aligned on the European system of higher education, facilitating students' international mobility. The introduction of the LMD system (Degree, Master's, Doctorate) is intended to gear students towards careers and provide flexible training. Mobility flows from and to Europe, will help the modernization process, consolidating the L/M/D system; improving the quality of teaching; implementing the Bologna Process at different stages, boosting bilateral and multilateral cooperation, joint diplomas and new international projects.

### Quality of Cooperation Arrangements

The University of Messina entangles partnerships with foreign Universities from all over the world. Outstanding results have been achieved both in terms of mobility, through LLP - Erasmus, Erasmus Mundus Programme and bilateral University agreements, as well as in terms of European and International academic partnerships and cooperation. UniMe is partner in two Erasmus Mundus Mobility Projects with geographic focus on Maghreb Countries (Erasmus Mundus EMMAG and Erasmus Mundus Mare Nostrum). In both projects the UCA, the UAE and University Moulay Ismail are partners. Moreover the University of Messina is partner with these Universities in a Tempus project (MonProg). During the last three years, there has been an exchange of students/researchers to and from Morocco- 1 outgoing mobility (bachelor) in the field of Humanities- 1 incoming PhD the field of Biology; - 1 outgoing Post Doc in the field of Humanities. Thanks to the active participation in these projects, institutions benefited from mutual knowledge and cultural transfer; outgoing and incoming mobility have created international cooperation activities at a wider level. UniMe has a very active cooperation activities with these three partners in particular Cooperation framework agreements have been signed with Cadi Ayyad and Abdelmalek Essaadi universities, in order to enhance cooperation in the fields of research and didactics. Inter-Institutional Agreements, will be signed as soon as possible and, in any case, before the start of the mobility. The parties commit to recognize the study period abroad as an integral part of the study program of each Scholarship Holder. The University of Messina will arrange the flight schemes, in collaboration with qualified travel agencies. Before Mobility: The institutions will:

- provide information on courses in order to allow mobile students to make well-informed choices about the courses they will follow.
- Learning Agreement/Workplan will be defined for each scholarship holder prior to the Scholarship Holder's departure to the Host University. Learning Agreements must be signed, before the starting of the mobility by the Home, Host institution and the Student. Changes to the learning agreement can be made within 2 months by the beginning of the mobility.
- By signing a Learning Agreement/Workplan, the Home University is committed to full recognition of the academic merit of the period abroad for Scholarship Holders as long as the Scholarship Holders fulfill the requirements described on the



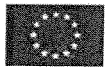


Learning Agreement or Workplan. • The Host Institution will provide assistance in securing visas for incoming mobile participants, providing in due time invitation letters and all relevant assistance for visa release. • Home institutions, according to the requirements of the Erasmus Charter for Higher Education have the duty to verify insurance schemes necessary to go abroad. The University of Messina has insurance schemes for international students covering social liability. Students will have to make a private insurance for private liability, and an health insurance. The institution from the Partner country should inform mobile participants of cases in which insurance cover is not automatically provided. • Host institution must provide all relevant information about the town, the University, student life, accommodation etc. During Mobility • Tax waver policy is applied by host institution, • Incoming students will be ensured equal academic treatment and services as local students and have access to all facilities of the Host Institution (sport centers, student houses, canteens, libraries, etc) • Each receiving Partner University is responsible for providing all possible assistance to their incoming Scholarship Holders during the mobility. This may include housing, course registration for students, tutoring, etc. In addition, each receiving Partner University shall provide support that allow the Scholarship Holders to gain an understanding of the host country, for instance by offering language courses, a mentor programme and to organize social and cultural events. Specific assistance will be provided for disabled students. • Hosting University will assist mobility students to find suitable accommodation. When available, mobility students will be accommodated in University student houses. In any case host institution will provide necessary support to find an accommodation. • At the end of mobility the host institution will issue a Transcript of Records before the departure or in any case no later than 4 weeks after the departure of the students. After mobility on the base of agreed learning agreement and eventual changes signed by all parties, and the subsequent Transcript of Records issued by the host institution, the parties recognize coherently with their internal procedures the study period abroad as an integral part of the study program of each beneficiary.

### Quality of Project Design

Since the three Moroccan partners have a wide range of degree courses, covering almost all fields of study, a further round of consultation will be made in order to spot out which ISCED areas will be selected for mobility flows. We already have an interest on engineering, but further areas will be clearly defined in the Inter-Institutional agreement, as well as all the responsibilities, roles and tasks to be carried out by sending and hosting institutions. Selection criteria are jointly defined by the partners, based on transparency, fairness, equal opportunities, accessibility for all. Each sending institution will be responsible for the internal selection procedure of its outgoing students; transparency and fair treatment will be ensured by agreed selection guidelines. Each University will select its outgoing students and staff validating applications form an administrative (complete applications based on requested documents at the moment of the call for applications) and an academic point of view (excellence). Selections will be transparent fair and documented respecting





equal opportunities and gender balance. Main criteria will be: • academic excellence, • language skills, • motivation. Additional criteria can be introduced by sending institution, compatible with the principles of fair treatment, transparency and documentability. Each home institution will be responsible for the selection of its candidates. The home institution will send its nominees to the hosting partner. Once terminated the internal selection procedures, based on the mobility flows and academic fields defined in the inter-institutional agreements, information on nominated students must reach the receiving institution by 15th May ( Autumn term\* and full year mobilities) and 15th November (Spring term). Host Institution that will communicate its availability to receive the student within 2 weeks. At least one public call per year will be published and selection criteria will be clearly defined. With the Bologna process now fully operative at European level, mechanisms for student examination and study credits recognition and transfer are well defined on the European side. On the Moroccan side, the Bologna system is implemented, and ECTS used. The University of Messina has ongoing cooperation activities with the three Moroccan Universities involved in the mobility project. Bilateral framework agreements have been signed and implemented, moreover thanks to the MonProg Tempus project, focused on capacity building targeted to international relations offices of Moroccan Universities (Structural Measures), all the institutions involved in the mobility scheme have well consolidated relationships and cooperation activities. Students in mobility have to sign a learning agreement defining the subjects and the number of hours to study at the partner university. The learning agreement is the way to recognition of credits validated under mobility commonly used by partner universities. In particular for 1st/2nd cycle students the mobility period is embedded in the study period and agreed upon before leaving the home institution through the signature of a Learning Agreement/Workplan prior to the Scholarship Holder's departure to the Host University. If academic recognition is not possible, this will have to be communicated to the Scholarship Holder before departure from the Home University. In addition, where appropriate, transcripts of records or similar will be issued by the Host University to all Scholarship Holders and document describing the work undertaken upon completion of their stay. The exchange of master students will be based on outgoing excellent students (credits gained/year of enrolment, academic excellence, language skills, motivation) in the areas of academic collaboration selected in the Inter-Institutional Agreement. Midterm evaluations will be made by hosting institution, by academic tutors at departmental level and the central administrative offices in order to verify the effective attendance of courses and academic gaining. At the end of the mobility period the transcript of records will be issued together with all the relevant information useful to translate local grades in the international ECTS grading scale. This will allow an easy and fair transposition of the results gained during the mobility abroad, in local marks and a quick embedment of exams/final marks in the students' academic career. The exchange of PhD students will be based on outgoing excellent IIIrd cycle students (final evaluation of master degree, excellence of research project, agreed work plan) in the areas of academic collaboration selected in the Inter-Institutional Agreement. Where

relevant, co-tutorships will be activated in order to enhance international research cooperation and provide value added to doctoral mobility

### Impact and Dissemination

Cooperation with the selected Moroccan universities is well established and running since 2012. During the mobility periods, students and staff will take an active part in both academic and social activities of the hosting institutions. This will create inter-cultural encounters and enrich the participating institutions and their wider environment, both during and after the mobility period. The experiences of individual engaged in these institutional based collaborations will open the way to future joint projects in academia, global communication, international understanding and development. The international mobility experience will improve the skills in language communication, which will have a necessary impact on the teaching and learning capacity when they return to their home institution. Joint thesis supervision, joint degrees, and joint research collaborations have already been introduced, and will increase significantly thanks to exchange flow. The programme will foster the management capacity of the universities involved. The mobility of students, will help sharing past experiences, new responsibilities, and the decision making processes. Joint planning of activities, setting up academic and administrative procedures, and learning from earlier mobility schemes and infrastructures will lead to an efficient transfer of know-how and good practice. Competences in the field of international collaboration will be expanded by joint management of administrative procedures, mutual recognition of periods spent abroad, jointly agreed selection procedures of outgoing students and web based communication. Best practices among the international relations offices and engineering of institutional projects will be shared. Linguistic competences will be developed improving the management capacity of international projects. New techniques developed within the Bologna process to improve the capacities of the universities in the management of international programmes will be used: transparency and academic recognition of exchange studies through the adoption of the ECTS information package, Learning agreement, Transcript of Records, and Diploma Supplement. At a wider level, employability of students, access to higher education and gender issues are expected to be impact by this kind of projects . The issue of employability of students in Morocco affects all levels of training, from bachelor to PhD. This can be explained by the regional and international economic situation and the unemployment on one hand, and on the other hand, skills and qualifications of students, and their lack of entrepreneurial culture. Students participating in mobility schemes will have the chance to be trained in a European University located in a Mediterranean Region, with some main cultural affinities. Being at the centre of the Mediterranean Basin is undoubtedly an advantage to manage cultural and social aspects linked to mobility to and from substantially different environments. Some of the main gains will also be: strengthening of international institutional networks; modernization of higher education system, development of teaching and learning capacities especially regarding linguistic skills, the implementation of the



Bologna Process. In the field of research, the project will strengthen links between labs and promote international research cooperation. Partners involved will make every effort to disseminate the results of mobility at internal and external level in order to attract the best candidates to apply; inform the institutions at local level; increasingly involve a wider number of academics and students. Maximum visibility will be given to the project, mobility schemes and opportunities via the respective University portals, local media, newsletters etc. The Erasmus + brand will be used whenever relevant. Each University will be responsible to organize info days and meetings with incoming and outgoing students. The Mobility activities and gained results will be communicated to public authorities through various institutional channels. Not only the participants of the mobility scheme but also institutions will benefit from knowledge and cultural transfer via new experiences of the outgoing and incoming mobility. New skills, and new tools will be obtained within the participant institutions, they will enable to create international cooperation cells, to improve services for students, and for disabled people.

## Tunisia

### Relevance of the Strategy

The Tunisian Universities that will participate in this mobility project are: • Università de Gabes covers the areas of Engineering, Natural Sciences, Agricultural Sciences, Humanities, Social sciences. • Università de Monastir is mainly focused on scientific academic areas. • University of Sfax is a multidisciplinary University in which almost all scientific fields are represented. All partner country institutions are very well experienced in Tempus and Erasmus Mundus projects. The proposed mobility scheme focuses on IInd and IIIrd cycle students, mainly incoming. Master and PhD students are in fact proved to be more interested to integrate their study path with a mobility period, they bring a higher potential for further academic and research cooperation activity. Students and staff from both sides will learn new ways of solving problems and open their mind to other ways of thinking and acting. The program will contribute to the breaking down of prejudices, generate motivated individuals who will be able to work with actual changes at the local and global level. Their expertise will be sought by leading employers, at local National and international level. High quality mobility contributes to enhancing competences, knowledge and skills of students, researchers and staff involved. It contributes to expanding and improving academic collaboration within the EHEA moreover, it boosts internationalization of higher education systems and institutions, promoting the employability and personal development of the mobile people at European and international level. The Universities involved in this mobility project, are all committed in the effort of internationalization, developing international partnerships and fostering research and didactic activities, mobility of students, academics and administrative staff. The University internationalization process, consists in the integration of the



international dimension within didactics and research through international learning modules; high quality mobility schemes within and beyond European borders; developing International networks. In the framework of the Bologna Process and the strategy Europe 2020, coherently with the Mobility strategy 2020 for the EHEA set in Bucharest in 2012, UniME is committed to contribute to build up a European Higher Education Area strengthening the quality of its academic offer, better off students employability and rise its capacity to attract foreign students, researchers and scholars. Internationalization is a dialogue tool which complements the traditional concept of "academic collaboration", aimed mainly to scientific purposes and to a "university cooperation for development and peace". UniMe, thanks to its geographical position, naturally looks toward the Mediterranean Basin. Mediterranean countries are facing similar socio-economic, cultural, internal and international political issues. In fact, at the economic level, they all have to alleviate poverty, reduce unemployment, and accelerate their economic growth in order to balance social inequalities and avoid socio-political unrests. The needs of the targeted Region are defined in the Barcelona Process and European Neighborhood Policy. The planned mobility project tackles both regional and bilateral goals set in the strategic documents of the European Commission in response to the needs of the targeted region. Tunisia has improved its economic growth over the past years creating a significant middle-class. However, the recent political events have led to social instability that might impact its economic progress. Therefore, Tunisia needs to: improve its competitiveness also developing its higher education system and reinforcing the efficiency of its employment mechanism; reduce mismatch between education and professional training in order to reduce unemployment and poverty. The participation in research European programmes, scientific cooperation and exchange of PhD students have been identified as priorities for the development of the country. The LMD system is well established in Tunisia and all Universities have a good participation in Tempus and Erasmus Mundus projects (312 students/researchers benefited Erasmus Mundus scholarships). The planned mobility project aims at improving employability of young people, contributing to the mutual enrichment of societies, modernizing the higher education system in the targeted country and contributing to development of human resources. The universities involved are all very well experienced and equipped to facilitate cooperation and provide high quality education and research in areas of great relevance for both parties. The mobility scheme will focus on students due to the consolidated cooperation experience in student and PhD exchange among involved institutions mainly within the Erasmus Mundus projects.

### Quality of Cooperation Arrangements

The University of Messina entangles partnerships with foreign Universities from all over the world. Outstanding results have been achieved both in terms of mobility, through LLP - Erasmus, Erasmus Mundus Programme and bilateral University agreements, as well as in terms of European and International academic partnerships and cooperation. UniMe is partner in two Erasmus Mundus

Mobility Projects with geographic focus on Maghreb Countries (EMMAG and EUMN). All partner country Universities participate as full partners in the above mentioned projects. During the last three years, there has been an exchange of students/researchers to and from Tunisia also with the three universities involved in the project:- 1 incoming Master student - 6 Incoming PhD students ; - 2 incoming Post Doc Researchers - 2 incoming staff Thanks to the active participation in these projects, institutions benefited from mutual knowledge and cultural transfer; outgoing and incoming mobility created international cooperation activities at a wider level. UniMe has a very active cooperation activities with this partner within and beyond European projects. Moreover the University of Messina signed framework agreements with the University of Monastir and Sfax both aiming at starting co-tutorships with these Universities for PhD Incoming Students. Inter-Institutional Agreements, will be signed as soon as possible and, in any case, before the start of the mobility, with the Tunisian partner in order to define all the details linked to the agreed mobility schemes and anticipated in this proposal. The parties commit to recognize the study period abroad as an integral part of the study program of each Scholarship Holder. The University of Messina will arrange the flight schemes, in collaboration with qualified travel agencies. Before Mobility: The institutions will: • provide information on courses in order to allow mobile students to make well-informed choices about the courses they will follow. • Learning Agreement/Workplan will be defined for each scholarship holder prior to the Scholarship Holder's departure to the Host University. Learning Agreements must be signed, before the starting of the mobility by the Home, Host institution and the Student. Changes to the learning agreement can be made within 2 months by the beginning of the mobility. • By signing a Learning Agreement/Workplan, the Home University is committed to full recognition of the academic merit of the period abroad for Scholarship Holders as long as the Scholarship Holders fulfill the requirements described on the Learning Agreement or Workplan. • The Host Institution will provide assistance in securing visas for incoming mobile participants, providing in due time invitation letters and all relevant assistance for visa release. • Home institutions, according to the requirements of the Erasmus Charter for Higher Education have the duty to verify insurance schemes necessary to go abroad. The University of Messina has insurance schemes for international students covering social liability. Students will have to make a private insurance for private liability, and an health insurance. The institution from the Partner country should inform mobile participants of cases in which insurance cover is not automatically provided. • Host institution must provide all relevant information about the town, the University, student life, accommodation etc. During Mobility • Tax waver policy is applied by host institution, • Incoming students will be ensured equal academic treatment and services as local students and have access to all facilities of the Host Institution (sport centers, student houses, canteens, libraries, etc) • Each receiving Partner University is responsible for providing all possible assistance to their incoming Scholarship Holders during the mobility. This may include housing, course registration for students, tutoring, etc. In addition, each receiving Partner University shall provide support that allow the Scholarship Holders to gain an understanding of the host country, for instance by offering language courses, a mentor programme

and to organize social and cultural events. Specific assistance will be provided for disabled students. • Hosting University will assist mobility students to find suitable accommodation. When available, mobility students will be accommodated in University student houses. In any case host institution will provide necessary support to find an accommodation. • At the end of mobility the host institution will issue a Transcript of Records before the departure or in any case no later than 4 weeks after the departure of the students. After mobility on the base of agreed learning agreement and eventual changes signed by all parties, and the subsequent Transcript of Records issued by the host institution, the parties recognize coherently with their internal procedures the study period abroad as an integral part of the study program of each be

### Quality of Project Design

Since the Tunisian Partners have a wide range of degree courses, covering different fields of study, a further round of consultation will be made in order to spot out which ISCED areas will be selected for mobility flows. We already have an interest on Engineering, Chemistry, Humanities, but further areas will be clearly defined in the Inter-Institutional agreement. Selection criteria are jointly defined by the partners, based on transparency, fairness, equal opportunities, accessibility for all. Each sending institution will be responsible for the internal selection procedure of its outgoing students; transparency and fair treatment will be ensured by agreed selection guidelines. Each University will select its outgoing students and staff validating applications from an administrative (complete applications based on requested documents at the moment of the call for applications) and an academic point of view (excellence). Selections will be transparent fair and documented respecting equal opportunities and gender balance. Main criteria will be: • academic excellence, • language skills, • motivation. Additional criteria can be introduced by sending institution, compatible with the principles of fair treatment, transparency and documentability. Each home institution will be responsible for the selection of its candidates. The home institution will send its nominees to the hosting partner. Once terminated the internal selection procedures, based on the mobility flows and academic fields defined in the inter-institutional agreements, information on nominated students must reach the receiving institution by 15th May ( Autumn term\* and full year mobilities) and 15th November (Spring term). Host Institution that will communicate its availability to receive the student within 2 weeks. At least one public call per year will be published and selection criteria will be clearly defined. In Tunisia, the LMD system is consolidated, the Bologna system is implemented, and ECTS used. Consequently, the ECTS for credit transfer will be mutually used. Mobility students have to sign a Learning Agreement defining the subjects and the number of hours to study at the partner university and credits to gain. The LA is the way to recognition of credits validated under mobility commonly used by partner universities.. The transcript of records will be sided by an ECTS conversion scale. In particular for 2nd /3rd cycle students, the mobility period is embedded in the study course, and agreed upon before leaving the home institution, thanks to the signature of a LA/Workplan. For each Scholarship Holder that will

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fulfill the planned activities, a Transcript of Records (for Master Students) Letter of Work accomplishment (for PhD) will be issued by hosting institutions. For PhD students, whenever possible, co-tutorships will be activated. By signing a LA/Workplan, the Home University is committed to full recognition of the academic merit of the period abroad for Scholarship Holders. If academic recognition is not possible, this will have to be communicated to the Scholarship Holder before departure from the Home University. The exchange of master students will be based on outgoing excellent students (credits gained/year of enrolment, academic excellence, language skills, motivation) in the areas of academic collaboration selected in the Inter-Institutional Agreement. Midterm evaluations will be made by hosting institution, by academic tutors at departmental level and the central administrative offices, in order to verify the effective attendance of courses, exams taken, eventual problems incurred in, etc. At the end of the mobility period the ToR will be issued together with all the relevant information useful to translate local grades in the international ECTS grading scale. This will allow an easy and fair transposition of the results gained during the mobility abroad, in local marks and a quick embedment of exams/final marks in the students' academic career. The exchange of PhD students will be based on outgoing excellent 3rd cycle students (final evaluation of master degree, excellence of research project, agreed work plan) in the areas of academic collaboration selected in the Inter-Institutional Agreement. Where relevant, co-tutorships will be activated in order to enhance international research cooperation and provide value added to doctoral mobility.

### Impact and Dissemination

Cooperation with the selected Tunisian universities is well established and running since 2012. During the mobility periods, students and staff will take an active part in both academic and social activities of the hosting institutions. This will create inter-cultural encounters and enrich the participating institutions and their wider environment, both during and after the mobility period. The experiences of individual engaged in these institutional based collaborations will open the way to future joint projects in academia, global communication, international understanding and development. The international mobility experience will improve the skills in language communication, which will have a necessary impact on the teaching and learning capacity when they return to their home institution. Joint thesis supervision, joint degrees, and joint research collaborations have already been introduced, and will increase significantly thanks to exchange flow. The programme will foster the management capacity of the universities involved. The mobility of students, will help sharing past experiences, new responsibilities, and the decision making processes. Joint planning of activities, setting up academic and administrative procedures, and learning from earlier mobility schemes and infrastructures will lead to an efficient transfer of know-how and good practice. Competences in the field of international collaboration will be expanded by joint management of administrative procedures, mutual recognition of periods spent abroad, jointly agreed selection procedures of outgoing students and web based communication.

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Best practices among the international relations offices and engineering of institutional projects will be shared. Linguistic competences will be developed improving the management capacity of international projects. New techniques developed within the Bologna process to improve the capacities of the universities in the management of international programmes will be used: transparency and academic recognition of exchange studies through the adoption of the ECTS information package, Learning agreement, Transcript of Records, and Diploma Supplement. At a wider level, employability of students, access to higher education and gender issues are expected to be impacted by this kind of projects. The issue of employability of students in Tunisia affects all levels of training, from bachelor to PhD. This can be explained by the regional and international economic situation and the unemployment on one hand, and on the other hand, skills and qualifications of students, and their lack of entrepreneurial culture. Students participating in mobility schemes will have the chance to be trained in a European University located in a Mediterranean Region, with some main cultural affinities. Being at the centre of the Mediterranean Basin is undoubtedly an advantage to manage cultural and social aspects linked to mobility to and from substantially different environments. Some of the main gains will also be: strengthening of international institutional networks; modernization of higher education system, development of teaching and learning capacities especially regarding linguistic skills, the implementation of the Bologna Process. In the field of research, the project will strengthen links between labs and promote international research cooperation. Partners involved will make every effort to disseminate the results of mobility at internal and external level in order to attract the best candidates to apply; inform the institutions at local level; increasingly involve a wider number of academics and students. Maximum visibility will be given to the project, mobility schemes and opportunities via the respective University portals, local media, newsletters etc. The Erasmus + brand will be used whenever relevant. Each University will be responsible to organize info days and meetings with incoming and outgoing students. The Mobility activities and gained results will be communicated to public authorities through various institutional channels. Not only will the participants of the mobility scheme, but also institutions will benefit from knowledge and cultural transfer via new experiences of the outgoing and incoming mobility. New skills, and new tools will be obtained within the participant institutions, they will enable to create international cooperation cells, to improve services for students, and for disabled people.