



DIRE-MED

Dialogue Interculturel, REseaux
et Mobilité en MEDiterranée

Regional and National Recommendations



Co-funded by the
Erasmus+ Programme
of the European Union



Project title	DIRE-MED - Dialogue Interculturel, REseaux et Mobilité en MEDiterranée
Project number	574184-EPP-1-2016-1-IT-EPPKA2-CBHE-JP
Project period	15/10/2016 – 14/10/2020
Deliverable	D2.3 – Recommandations nationales et régionales
Workpackage	WP2 Cadre de coopération DIRE-MED
Status	Last version – March 2020
WP leader WP co-leader	INCOMA Région PACA UNIMED
Main author	Beatriz Gonzalez del Valle, INCOMA
Contributors	All DIRE-MED partners
Abstract (for diffusion)	<p>The deliverable D2.3 constitutes the last step of WP2. Through this document, the partners defined recommendations for each of the 3 Maghreb countries and for the regional level aiming at strengthening mobility and international cooperation in higher education in the Mediterranean.</p> <p>These recommendations were developed during the last months of the project to take advantage of all the experience acquired and the reflections between the partners. They were presented during the final project conference on October 13, 2020.</p> <p>These recommendations are also available on the DIRE-MED website (https://www.diremedproject.eu/).</p>



"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



Table of Content

THE DIRE-MED PROJECT AND ITS OBJECTIVES	5
What is the DIRE-MED project?	5
Why DIRE-MED?	5
Which are the main achievements of DIRE-MED?	6
Regional and national recommendations	7
REGIONAL RECOMMENDATIONS	8
Recommendations concerning higher education institutions	8
1. Inter-institutional strengthening of cooperation bonds	8
2. The involvement/use of new technologies	10
Institutional recommendations	10
1. Identification of objectives and fields of common interest	10
2. Budget allocation for mobility, exchanges and researching activities	11
3. Transversal inclusion of mobilities in regional agreements	11
4. Administrative flexibility in order to promote regional mobilities	11
5. Harmonization of Euro-Mediterranean academic curricula	12
Society-enterprise recommendations	12
1. Involvement of the socio-economic network in regional mobility projects	12
2. Establishment of new professional training practices in the field of entrepreneurship and education	13
3. Institutional dynamization of educational organizations	13
4. Involvement of local associative structures	13
NATIONAL RECOMMENDATIONS	14
Algeria	14
1. Recommendations concerning Higher Education and other educational institutions	14
2. National Recommendations	15
3. Recommendations in the society-enterprise framework	15
Morocco	16
1. Recommendations concerning Higher Education and educational institutions	17
2. National recommendations	17
3. Recommendations in the society-enterprise framework	18
TUNISIA	18



1. Recommendations concerning Higher Education and educational institutions	19
2. National recommendations	20
3. Recommendations in the society-enterprise framework	21
CONCLUSION	22
DIRE-MED PROJECT PARTNERS	23



THE DIRE-MED PROJECT AND ITS OBJECTIVES

What is the DIRE-MED project?

DIRE-MED (*Dialogue Interculturel, REseaux et Mobilité en Méditerranée*) is an international cooperation project selected in the framework of the Erasmus+ programme for Capacity Building in Higher Education.

Six partners from three European countries (Spain, France and Italy) and six partners from three south-Mediterranean countries¹ (Algeria, Morocco and Tunisia) have worked for four years (from 2016 to 2020) to contribute to the modernisation, accessibility and internationalization of Higher Education in the south-Mediterranean countries. The aim was to reinforce the management, innovation and internationalisation capacities of universities, reinforcing at the same time the cooperation between university institutions and society, both in the Maghreb and European countries.

Why DIRE-MED?

The Mediterranean peoples share a common history of commercial, cultural and population exchanges for more than 4000 years. However, there are a number of circumstances which have prevented the exchange and flow of north-south and south-south intercultural dialogue. Thus, making the Mediterranean countries one of the least economically and socially integrated regions (1st Mediterranean Entrepreneurship Forum, 26 November 2014, Barcelona).

The European Union recognises the importance of intercultural dialogue in order to “prevent conflict and the marginalisation of citizens due to their cultural identity” and to “establish bonds and common grounds between cultures, communities and peoples, promoting awareness and interaction”.

International mobility is essential for knowledge transfer and for the improvement of human and interpersonal competences (soft-skills), which serve as well to enhance employability, but international mobility has also a multiplier effect that generates cultural and economic wealth both in the sending and the receiving countries.

¹ The project partners are: Union des Universités de la Méditerranée, Italy; Université de Catania, Italy; Université Paris 1 Panthéon-Sorbonne, France; Conseil Régional de Provence-Alpes-Côte d’Azur, France; Estudios Universitarios y Superiores de Andalucía, Spain; International Consulting and Mobility Agency, Spain; Université Abdelmalek Essaâdi, Morocco; Institut Agronomique et Vétérinaire Hassan II, Morocco; Université Mohamed Lamine Debaghine de Sétif 2, Algeria; Université d’Alger 1, Algeria; Université de Tunis Al Manar, Tunisia; Université de Carthage, Tunisia.



Higher Education Institutions (HEIs), in view of their experiences, perspective and international vocation, must become catalysts and promoters of initiatives supporting an international cooperation framework. The institutions themselves will benefit from these measures as they also have the vocation of influencing, directly or indirectly, on the rest of society.

By implementing the powerful tools of mobility and internationalisation at home (south-south, south-north and north-south) for opening to the international, the outcomes of the capacity building of HEIs staff and the university-society dialogue result in the creation of an internationalisation academic framework for the Mediterranean basin.

This framework will serve to implement a more sustainable and harmonious cooperation process between partner countries; to increase and improve the quality of the student and staff exchanges, and also to support cooperation and participation of local entities and of society in general.

Which are the main achievements of DIRE-MED?

After four years of work, the DIRE-MED project has created a solid structure with a network of HEIs to promote mobility and cultural exchange in the Mediterranean basin. These structures are materialized through the following actions:

- The **creation and definition of an internationalisation framework**. This framework serves for the establishment of a structured and sustainable cooperation between the involved parties.
- The **capacity building of the staff of the International Relations Offices (IRO)**, thanks to the organization of an initial modular training and of three thematic “train the trainers” seminars. Training and exchange visits completed the educational activities for trainers and cooperation agents of the partner universities. This reinforcement was finalized and extended within the universities themselves through local workshops.
- The **implementation of cooperation and exchange pilot activities**: these pilot activities were materialized by 69 pilot mobilities: 32 student mobilities and 37 staff mobilities (20 for academic staff and 17 for administrative staff). Out of these 69 mobilities, 8 were organized north-south, 16 south-north and 45 south-south.
- The **promotion of social and intercultural dialogue**: this dialogue has been a key element to ensure the construction of real bonds at a personal and community level in the Maghreb and Mediterranean regions. In order to do this, one event for Intercultural Dialogue was organized in Tangier with the participation of more than 120 people.



During this meeting, about forty Algerian, Spanish, French, Italian, Moroccan and Tunisian students presented their projects. Due to the COVID-19 pandemic, it was not possible to organize the second intercultural dialogue event in Tunisia, as it was foreseen; this activity was then replaced with a week-long online event for Intercultural Dialogue, from the 6th to the 13th October 2020.

Regional and national recommendations

These recommendations were produced thanks to the collaboration of the whole partnership and taking into account the practical experience learnt from the implementation of the DIRE-MED project.

The DIRE-MED experience has allowed southern and northern Mediterranean partners to reflect on the different cooperation modalities and, in particular, to analyse the effects of physical and virtual mobility actions, in all directions: south-north, north-south, and south-south.

This innovative experience involves strong positive effects such as the creation of a network dedicated to mobility and intercultural dialogue, which will help, among others, to promote students and staff mobility, to create opportunities of building intercultural dialogue and setting-up research projects in the Mediterranean basin.

(<https://www.uni-med.net/en/subnetwork-mobility-dialogue/>).

On the other hand, partners have also encountered and identified obstacles and difficulties at different levels, which are important to mention. The stated recommendations propose solutions to overcome these challenges. These recommendations introduce needs and demands in terms of mobility and international cooperation in Higher Education, and have the aim of improving the management of mobility and international opportunities in the countries of the DIRE-MED network, and to encourage at the same time cooperation among all southern countries. Thus, this is a roadmap addressed to the public, local, national and regional university authorities.

Therefore, we are going to present the recommendations produced not only at a regional level but also at the level of the three Maghreb countries, which are the results of the exchange and collaboration among partners, within each country, and also within the whole partnership.



REGIONAL RECOMMENDATIONS

In this section, recommendations for the Mediterranean region will be described on the basis of the difficulties on the creation and development of a real, veritable dialogue that have been identified by the partners:

- Insufficient funding for mobilities:
 - South-south: the design of this kind of mobility is not structured, and does not count on regular financial resources. This factor is preventing the consistent programming and organization of this type of mobility;
 - north-south and south-north: these mobilities are underdeveloped, especially the north-south ones, although they are highly beneficial and encouraged in order to achieve a better reciprocal knowledge.
- Complexity and heaviness of the required procedures for the organisation of mobilities.
- The weak dialogue between HEIs and the economic and social world, resulting in trainings that are not connected enough to the needs of the economic sector; a weakness is also identified in the dialogue between the HEIs and the overall civil society.

With the aim of overcoming these difficulties, the partners propose the following recommendations and at three different levels.

Recommendations concerning higher education institutions

1. Inter-institutional strengthening of cooperation bonds

- To develop awareness campaigns in all educational institutions of the region so that everyone can identify the benefits of regional cooperation and exchanges and mobilities of students, researchers, teachers and administrative staff. This point can be implemented through the organisation of activities such as: info days, advertising, organisation of study days, seminars, workshops and testimonies from students, academic and administrative staff who have benefited from a mobility experience in a Mediterranean country;



- It is vital for regional educational institutions to develop a policy of common participation in projects in order to support extra-European mobility actions, with a particular focus on Mediterranean countries (being DIRE-MED a model);
- To advocate for a more structured information exchange regarding topics of common interest about programmed projects in the Mediterranean basin and the financial possibilities and funding modalities supported by Europe;
- To create a network among educational regional institutions to foster a common organisation of seminars, symposiums, workshops, courses, laboratories, or expositions covering the areas of: intercultural dialogue, multilingualism, knowledge of Islam, knowledge of Europe, migrants' literature, refugees' stories, strategies and methods for the reinforcement of new competences for the solution of migrants' problems, transnational citizenship, plural identities and cultural tourism;
- To maintain the relations of the DIRE-MED network and enrich it with new additions, new ways of collaboration, and new platforms;
- To identify the people or group of people within the institutions wishing to collaborate and enhance regional and international cooperation, in the medium and long term. Additionally, to ensure their involvement in the exchange activities organized concerning inter-institutional cooperation around previously identified objectives;
- To rely on the existing institutions' research strategy and cooperation for the identification and development of the main strategic research approaches among partners, thus giving more legitimacy and weight to the promotion of mobilities. In this framework, it is important to identify the common areas of study and excellency in research to develop in synergy, in order to respond to calls for projects from national, regional and international funders or sponsors;
- To strengthen international joint doctorates through:
 - enhancing the promotion of international co-supervised joint doctorates in progress in all regional institutions;
 - creating a database of all international joint doctorates in progress between regional institutions, or a network for the benefit of doctoral students as well as all their partners (supervising teachers, socio-economic and institutional partners associated in these thesis);



- organising events involving students in international joint doctorate programmes, opened to the public and about transversal topics, between regional institutions (thesis defence in 180 seconds, etc.).

2. The involvement/use of new technologies

- Use of social media for enhancing the arrival of new cooperation agreements;
- Sharing surveys with interested researchers (especially in the field of linguistics and didactics) to identify the needs and difficulties of foreign students within the school cycles;
- Reinforcement of the mobility instruments from the north to the south, both physically and virtually;
- Development of the results/outcomes of DIRE-MED and their dissemination by the creation, in each university, of digital databases and websites;
- Strengthening the competences of the administrative staff on the use of new information technologies, thus boosting their adaptation to new virtual internationalisation opportunities and remote working.

Institutional recommendations

1. Identification of objectives and fields of common interest

The identification of objectives and projects of common interest between institutions of Mediterranean countries is very important as a first step. This identification can be accomplished through the exchange of points of view and perspectives during gatherings (seminars, conferences) and also through virtual meetings.

After the identification process, the next step is to define an action plan for the development of cooperation agreements, mobility implementation, faculty exchange, etc.



2. Budget allocation for mobility, exchanges and researching activities

- Raise of awareness at a regional level for funding mobilities through the implementation of inter-Maghrebi and inter-Mediterranean programmes. These mobilities may involve academic and administrative staff, but also degree and doctoral students;
- Budget provisions for the funding of the IRO development and the training of the academic staff, for the implementation of interregional mobility programmes.

3. Transversal inclusion of mobilities in regional agreements

- To include the development of mobility and cooperation in town-twinning agreements between cities and regions in the Mediterranean;
- To promote the signing of regional conventions to support a mobility system at a regional level;
- To enhance the creation of cross-border projects, such as the Italian-Tunisian programmes which have attained important results in cooperation, exchange, and in the achievement of shared objectives.

4. Administrative flexibility in order to promote regional mobilities

- To advocate for the softening of visa-granting procedures;
- To present the DIRE-MED project results and the importance of maintaining the cooperation structures created and supported by the DIRE-MED network to regional organisations such as the Francophonie University Association (*l'Agence Universitaire de la Francophonie*), the Arab Maghreb Union (*l'Union du Maghreb*), or the Arab League (*la Ligue Arabe*). These bodies are able to facilitate the visibility of these structures, as well as their funds to guarantee the sustainability of the project's results and outcomes;
- To contact the diplomatic missions of Mediterranean countries to support and maintain the cooperation structures previously established;
- To create institutional partners through an enhanced communication between university bodies and diplomatic posts (cooperation services and embassies' cultural institute), but also with Chambers of Commerce and Industry, in order to create more synergies



between the identified needs and the existing initiatives (calls for projects, scholarships for internships in specific fields, etc.);

- To develop communication and improve welcoming conditions, which enhance the development, fulfilment and educational inclusion of foreign students, considering the existing differences a real source of cultural richness.

5. Harmonization of Euro-Mediterranean academic curricula

- To propose protocols for the double degrees in the Euro-Mediterranean region, support the encounter of institutional programmes and the pedagogical aim of the different disciplines in order to harmonize Euro-Mediterranean curricula and courses;
- To activate and initiate Euro-Mediterranean doctoral projects;
- To study the different possibilities for homologation, accreditation and equivalence of the credit system in the Euro-Mediterranean region, which would enhance the harmonisation of the academic curricula.

Society-enterprise recommendations

1. Involvement of the socio-economic network in regional mobility projects

- Involvement of the socio-economic sector in international mobilities, for the development of international internships in companies;
- Collaboration of enterprises in the international cooperation projects of universities. This action will allow companies to be involved in the proposal of different trainings, opened to other Mediterranean countries, enhancing and fostering the adaptation of the training offer to the employment offer;
- Promotion of a university-enterprise cooperation in the Maghreb, by addressing and communicating with the Chambers of Commerce, universities, etc.;
- Development of internships in international branches and/or large business groups with multinational teams to promote mobility.



2. Establishment of new professional training practices in the field of entrepreneurship and education

- To involve various society stakeholders, in particular in the business field, to raise awareness for the new professional training practices. This should be done in close collaboration with educational institutions: international internships, specific workshops, and research activities organized around shared goals;
- To create educational models through adapted learning strategies and experimental approaches.

3. Institutional dynamization of educational organizations

- Development of administrative mechanisms (dissemination of internship offers, catalogues of businesses which have previously hosted students) and financial mechanisms (scholarships on specific calls, Erasmus+ grants, International Credit Mobility, etc.) to promote internships and apprenticeships between regional universities/enterprises and the valorisation of these mobilities.

4. Involvement of local associative structures

- To involve local associative structures working on intercultural dialogue or mobility activities, in a non-formal framework. This could generate a mobility “mindset” in those with a reluctant approach (students, staff or managers) and also support the HEIs in the preparation of the mobility and its valorisation upon return.



NATIONAL RECOMMENDATIONS

Algeria

Current context:

The current structure of Higher Education in Algeria in regards to cooperation and mobility in the Mediterranean region is the classic Bachelor's Degree-Master-Doctorate system.

In order to finance mobility in general, and south-south mobility in particular, Algeria embraces several mechanisms. For instance, the bilateral convention with Tunisia, which funds approximately 200 scholarships granted to students for their thesis finalisation. There is no such bilateral agreement with Morocco.

Thanks to national programmes, like the *Programme National Exceptionnel*, the Algerian Ministry of Higher Education finances scholarships for top-of-the-year students to European destinations, but also to other neighbouring countries like Tunisia or Jordan. Short-term internships and excellency scholarships for students are also open to every country.

The Algerian partners of the DIRE-MED project have identified several difficulties for which they propose the following recommendations:

1. Recommendations concerning Higher Education and other educational institutions

- To improve communication policies intra and inter-universities;
- To guarantee funding for mobility within HEIs;
- To review the organization chart of International Relations within the university and create representative posts for every faculty and school, for a more effective feedback and information dissemination;
- To identify fields of excellence in each university and subdivision for a better welcome and hosting of incoming participants;



- To make available a regularly-updated section in the university website with the course offer, the accommodation options and all useful information;
- To consider mobility as a specific component of the institution's internationalisation and grant it an equal status to other important academic aspects, such as cooperation or scientific publications;
- To raise awareness among funding organisations in order to issue official instructions which may facilitate the obtaining of visas for the mobility beneficiaries, and within acceptable deadlines;
- To endorse mobilities by obtaining training certificates recognized by all partner institutions;
- To facilitate the authentication procedures of documents needing translation in order to reduce the pertaining charges.

2. National Recommendations

- To define bilateral conventions in order to better engage public institutions in increasing the number of mobilities in the Mediterranean region;
- To train and involve more staff at a public level to help eliminating obstacles linked to south-south and north-south mobilities;
- To impose an international strategy definition for each university through their institutional plan;
- To consider specifically the Internationalisation at Home methods;
- To facilitate transfer procedures of the funds for financing mobilities.

3. Recommendations in the society-enterprise framework

- To raise awareness among partners in regards to mobility, particularly airlines, in order to benefit from preferential rates;



- To establish trusting relations and regular bonds with the subcontractors in charge of receiving visa applications;
- To strengthen the relationship between International Relations Offices and liaison offices with all enterprises in the Algerian university network, in order to support the implementation of internships in international businesses, especially in the Mediterranean basin.

Morocco

Current context:

In terms of the pedagogical programme, the governance of the educational system is the responsibility of the Ministry of National Education, Professional Training, Higher Education and Scientific Research.

The tasks and aspects linked with cooperation and international mobilities are directly managed by the Higher Education institutions, which are autonomous in the finalization of exchange partnerships or project proposals on international mobility.

Framework cooperation agreements are signed with partners worldwide, including Maghreb countries. Educational institutions (universities, research institutes, management training institutions) are involved in international research projects (Arimnet, H2020, Prima, etc.) with teams from different countries, including Maghreb countries.

South-south cooperation is developed around the Mediterranean but also with African countries. A great number of incoming mobilities are carried out annually (bachelor training, lifelong learning).

The Ministry also provides different cooperation and mobility programmes opened to the participation of every kind of HEI.

Scholarships for excellency are awarded in the cooperation framework with many partner countries, and doctoral training scholarships are also awarded by the National Scientific Research Centre.



Various inadequacies have been identified, such as:

- Many conventions are signed but not always implemented;
- There is a deficiency of funding resources (at a national and institutional level) for supporting the implementation of those mobility conventions;
- Generally, south-south and north-south mobilities are not as appealing as south-north mobilities;
- The cumbersome administrative procedures linked to the management of the mobilities present difficulties, especially regarding the visa;
- Insufficient human resources dedicated to mobility management at an institutional level. In the case of certain universities, a single office is centrally in charge of this task for all the university departments, faculties and schools.

1. Recommendations concerning Higher Education and educational institutions

- To improve the general conditions of the laboratories and the research infrastructures to encourage international students to apply for mobilities to southern countries;
- To update and modernize the communication tools and means for the Higher Education offer, as well as for the research opportunities in Morocco, to boost the appeal for international students and researchers;
- To train and advice students prior to their mobility experiences in order to assure that they behave adequately and that they best represent their institution and country;
- To monitor and evaluate the mobility experience upon return of the beneficiaries;
- To prospect new funding opportunities for partnerships (H2020-RISE, ERASMUS+, Bilateral, Fulbright, BID, AUF, etc.).

2. National recommendations

- To boost the existing partnerships through the utilisation of the adequate means for their implementation. As an example, the bilateral programme between Tunisia and Morocco, managed by both Ministries in charge of Higher Education, should receive more support in terms of budget and regularity of calls, so academic mobilities could be systematically funded between both countries, in an adequate number;



- To appoint specific funds for the supporting of the implementation of signed conventions, at a national level through project calls from the Ministry of Higher Education, or at a local level through the university;
- To set up common procedures in terms of mobility organization in the HEIs to facilitate their management. To work in close cooperation with the Ministry (with an office there, for example) to help implement the mobilities, for instance with all the procedures and monitoring for the visa acquisition with embassies and consulates.

3. Recommendations in the society-enterprise framework

- To involve professional partners in activities with regard to relevant topics within their areas of interest and expertise;
- To identify internship opportunities for students;
- To engage the socio-economic sector in international mobility for the organization of internships in enterprises, in the framework of a tripartite partnership: the sending institution, the host institution, and the enterprise.

TUNISIA

Current context:

According to the “Strategic Plan for the reform of Higher Education and Scientific Research 2015-2025”, the Higher Education System in Tunisia is currently facing various challenges and regeneration actions, which are summed up below:

- Improvement of the university training quality and the employability of graduates;
- Development of research and innovation;
- Development of an adequate governance and an optimisation of resource management;
- Review of the university map for a better integration and balance in the region;
- Development of faculty’s pedagogical training.



In addition, several difficulties have been identified by the Tunisian DIRE-MED partners, such as the following:

- A lack of visibility of the inter-institutional and inter-university training paths (bachelor, master and doctorate) on a national scale;
- Cooperation and partnerships which are historically oriented towards the north and Central-European countries;
- The lack of south-south conventions and cooperation agreements. Particularly, there is a lack of bilateral actions between universities for the materialization of existing conventions;
- A lack of human resources in the international cooperation services and offices, within the university;
- The complexity of educational and administrative procedures in the implementation of inter-university mobilities, within the current education system (difficulties in the credit validation);
- The complexity of the existing procedures for obtaining a visa for European countries;
- The lack of funds for south-north and south-south mobilities;
- The lack of compatibility between the university training and the current socio-economic world.

The following recommendations have been proposed to contribute to the achievement of the objectives that have been identified in the Tunisian context.

1. Recommendations concerning Higher Education and educational institutions

- To provide International Relation services and offices with the needed qualified human resources:
 - Post-doctorate contracts in the framework of national or international projects;
 - Strengthening of the IROs with more administrative staff which have received training in the framework of the capacity-building DIRE-MED project, in order to better manage the incoming and outgoing mobilities of students, academic and administrative staff.



- To make available and visible the training paths of each university on their website;
- To develop cooperation by the signing of conventions, followed by the definition of the correspondent action plan to apply in the short and long term;
- To establish simpler procedures in the framework of the current education system (bachelor, master, doctorate) to manage and record credits, to enhance inter-university mobility in the different paths;
- To encourage and promote the implementation of joint-degree agreements between Mediterranean universities. This will activate the professional integration of young graduates in the region, thus contributing to the decrease of youth unemployment rates;
- To develop International Relations master studies in Tunisian universities for the promotion of exchanges and mobility among students and faculty, and for increasing, at the same time, the level of expertise and professional development in this field;
- To recruit international academic staff, in particular for the language courses, in Tunisian universities. This initiative could lead to a double result:
 - The academic staff would become facilitators for the signature of framework agreements between the home university and the host university;
 - The academic staff will become institutional ambassadors, as they will disseminate their experience in Tunisia on their return. These actions could encourage the exchange of faculty and students (this depends on the Ministry of Culture and Education of Tunisia).

2. National recommendations

- To organise meetings and day-events on south-south cooperation, inviting representatives from Maghreb and European universities, all national and international stakeholders, and other interested parties;
- To strengthen the national cooperation plan (especially with Algeria and Morocco) through the establishment of quotas and funds for south-south mobilities;



- To consider cooperation among the Maghreb and Mediterranean universities as an important strategic axis;
- To harmonise the names and denominations of the different disciplines, trainings, research, etc.;
- To contact and approach the Ministry of Culture to make available resources in order to organise and/or participate in international fairs linked to education in the Mediterranean region;
- To create a Mediterranean campus to reflect on the development of cooperation and organize events;
- To involve the different ministries for the granting of funds to contribute to the financing of intra-Mediterranean mobilities.

3. Recommendations in the society-enterprise framework

- To engage the socio-economic world in the creation and definition of training paths (adaptation of competence training and socio-economic situation);
- To support and encourage participation in H2020 projects. This collaboration will provide students, doctorates and researchers with the opportunity of carrying out internships in renowned enterprises which participate in these kinds of projects;
- To support internship structures which allow professional integration and development of graduates;
- To further involve the socio-economic sector (organizations, chambers of commerce, private actors, etc.) in cooperation projects;
- To establish cooperation conventions and partnerships between universities and socio-economic actors, and implement mechanisms and action plans for the fulfilment of these conventions;



- To develop the existing career centres in the universities so they may focus on the promotion of mobility through internships in the Mediterranean region, and create international job-research agencies;
- To encourage the signature of agreements between universities and international enterprises through the participation of Tunisian institutions in the Erasmus+ KA107 actions (International Credit Mobility).

CONCLUSION

The DIRE-MED experience has shown to what extent the strengthening of the bonds of the different educational actors is necessary in order to create cooperation and collaboration synergies and alternatives, even beyond physical mobility. This experience has manifest the importance of digital tools and that it was possible to gather together and maintain an active and rich dialogue even from a distance.

Despite all this, the whole DIRE-MED partnership is convinced of the need to continue the work and efforts towards the development of physical mobility in the Mediterranean region.



DIRE-MED PROJECT PARTNERS

