



Collection of Good Practices (Deliverable D.1.2)



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Abstract (for Dissemination purposes)

Deliverable D1.2 is a collection of initiatives and good practices that, following the defined methodology, have been gathered for the identification and selection of best practices in the framework of international cooperation and opportunities for target groups.

The preparation of this report has been developed through i) documentary research, ii) a questionnaire intended for students, academic and administrative staff shared by the partners and iii) additional interviews with partners.

The report comprises the good practices selected by the partners as a response to the gaps and needs that were identified in the analysis of the questionnaires (ii).

The aim of this deliverable is to provide partners from Mediterranean countries a set of positive and successful examples concerning the management of international opportunities and initiatives.

The collection of good practices, as well as the electronic presentations shared during the training seminars, are published in the DIRE-MED website. (<https://www.diremedproject.eu/>).



The document you are about to read has a long story behind it, the story of the mobility of women and men in the Mediterranean. An ongoing story of exchanges, meetings, confrontations, and migrations. An infinite network of relationships that make the Mediterranean a complex web in which UNIMED and other regional universities have been working together for many years, in order to create and strengthen a positive agenda for a future Mediterranean generation.

The mobility of university students, faculty and administrative staff represents a founding and priceless value for the future of collaboration and peace in the Mediterranean. A region already rich in cultural, commercial, professional and humanitarian aspects but whose bonds still need to be enhanced and reinforced. Mobility is the seed for the birth and strengthening of a Mediterranean youth with the ability to acknowledge their differences and valorise them as a form of richness and not of division.

Higher Education cooperation in the Mediterranean is based on a solid framework of collaboration among academic institutions from the two shores of the Mediterranean, but there is still a lot of work to be done for a greater inclusion of students in the academic mobility paths, both South/North and South/South.

The objective of this collection is to provide useful tools for the improvement, development and support of educational mobility in the Mediterranean basin. This document is the outcome of the Erasmus+ DIRE-MED project, and of 4 years of exchange and reflection between project partners. The tools and practices presented here are certainly not exhaustive but can serve as inspiration for all interested parties.

UNIMED founder, Pr. Franco Rizzi, declared: “The Mediterranean is our destiny” and we, as UNIMED members and partners of DIRE-MED, are convinced that we must live that destiny together, hand in hand, promoting a vision of a new Mediterranean Erasmus generation for a region of peace and prosperity.

We hope that this collection will somehow contribute to improve the efforts of all those who work every day in the Mediterranean universities to build bridges between our cultures, our lives and even our dreams.

Marcello Scalisi, Director of UNIMED



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I General Context

In a particularly complex geopolitical context, as it currently is in the regions of the Mediterranean basin, cooperation projects promoting intercultural dialogue have the tendency, as highlighted by the European Union (EU), to “prevent conflict and marginalisation of citizens due to their cultural identity” and “to establish links and common grounds among cultures, communities, and peoples”.

This major objective of promoting comprehension and interaction between different cultures may be tested within the framework of the cooperation between **Higher Education Institutions (HEIs)**, on the southern and northern shores of the Mediterranean, that seek to develop the international mobility of their students, together with their academic and non-academic staff.

In point of fact, international mobility contributes to knowledge transfer, but it also allows for the acquisition of educational and professional transversal competences such as self-reliance, proficiency in a foreign language, adaptability, etc. These experiences abroad have an added value which improves professional integration and employability; since they generate cultural and economic prosperity both in the home country as well as in the host country.

I.1 About DIRE-MED

The DIRE-MED project, funded in the framework of ERASMUS+ European Programme Key Action 2 - Capacity Building, aims to contribute to the modernisation, accessibility and internationalisation of Higher Education in the South Mediterranean regions. In order to achieve this, the project aims to reinforce, on the one hand, the management, innovation and internationalization abilities of the HEIs. On the other hand, the project seeks to enlarge the cooperation between HEIs from the southern and northern Mediterranean regions and the European and Maghrebi socio-economic system.

DIRE-MED has spanned over a period of 4 years, from the **15th October 2016 to 14th October 2020**, and it has the following objectives:

- **Creating a cooperation framework** to facilitate the student, academic and non-academic exchange from HEIs of the Mediterranean basin.
- **Encouraging university-society cooperation** through the promotion of intercultural dialogue, and by reinforcing the international dimension and the entrepreneurial mindset in the region, with the final aim of activating the labour market.
- **Strengthening the capacities of HEIs International Relations Office Staff** of the southern Mediterranean countries in order to promote international opportunities and foster internationalisation.



- **Taking action on future policies** for the consolidation, enhancement and development of new programmes and initiatives fostering Euro-Mediterranean cooperation in the field of Higher Education.

Project partners include:

- *Union des universités de la Méditerranée* - UNIMED, Italy (Coordinator)
- *Università di Catania*, UNICT, Italy
- *Université Paris 1 Panthéon-Sorbonne*, - UP1 France
- *Région Provence-Alpes-Côte d'Azur* - PACA, France
- *EUSA* - EUSA, Spain
- *International Consulting and Mobility Agency* - INCOMA, Spain
- *Université Abdelmalek Essaâdi* - UAE, Morocco
- *Institut Agronomique et Vétérinaire Hassan II* - IAV, Morocco
- *Université Mohamed Lamine Debaghine de Sétif 2*, Algeria
- *Université d'Alger 1 Benyoucef Benkhedda*, Algeria
- *Université de Tunis Al Manar* - UTM, Tunisia
- *Université de Carthage* - UCAR, Tunisia

I.2 Contribution of the results of previous projects

Strengthening university cooperation and exchanges is a priority for the regional HEIs, especially in the Maghreb, as shown by the UNIMED survey on mobility carried out in 2014, and by the survey developed and carried out in the framework of this project. Since 2012, UNIMED organizes annual international conferences on this topic.

This project is based as well on the results of previous projects, maintaining and adapting impactful and successful initiatives, such as the promotion of intercultural dialogue as a means to develop and establish a lasting relationship of trust, mutual understanding and intercultural awareness among Mediterranean countries. This bond should lead subsequently to a more dynamic and close cooperation. Among these projects, we will highlight MEDMOBIL, MARCOPOLO and INCHIPE, briefly summarized below:

- **MEDMOBIL Project (Supportive international approach to increase and improve the mobility and exchange)**

The main objective of this project was the creation of a new framework for the improvement of educational and professional mobility in the Mediterranean basin, including capacity building activities in each associated country, where the identification and respect of cultural differences



were the most important tasks. MEDMOBIL developed on the creation of a cooperation framework between Spain, Italy, Greece, Palestine, Jordan, and Lebanon. The project facilitated the exchange of students, professionals and young entrepreneurs in the Mediterranean, through the support of future regulations and the improvement and consolidation of programmes already in progress.

MEDMOBIL sought to facilitate the exchange, the training and the transfer of knowledge among their citizens, in order to strengthen social, economic and cultural cooperation in the region.

The project, which is now finalised, was very successful among partner countries. The partnerships and agreements between universities have endured and have become a first basis for cooperation in the Mediterranean thanks to the mobilities, the cooperation agreements and the intercultural exchanges that were developed.

Among the project results, we may underline the following points:

- A methodology for the development of capacity building;
- The organisation of a Train the Trainers seminar, with the participation of 27 people;
- 4 local training seminars, with 135 participants;
- The implementation of all actions foreseen in the project, which benefited a total of 243 people: 172 who participated in mobility pilot actions, and 71 who participated in local transcultural events;
- A total of 34 cooperation agreements signed in the framework of the MEDMOBIL project.

- **MARCO POLO Project**

This ongoing project has the objective of building interregional and international cooperation between universities in South-Eastern Asia by the definition and implementation of a plan to modernise the International Relations Offices of the participating countries. Moreover, the project contributes to the international cooperation network between universities, the reinforcement of knowledge exchange in education, learning and research, and the definition of a mobility framework for students, researchers and university staff.

MARCO POLO aims to improve the development of international cooperation systems in the HEIs of partner countries through the modernization of their International Relations Office and thanks to the business potential of teaching, learning and research in all involved countries. The project will be carried out through pilot trials with project partners, where they will identify and adapt the best practices and they will develop national recommendations. Internationalisation will be reinforced with the creation of a cooperation network for the HEIs to participate in; other European and Asian universities are also expected to join. The project will also create a mobility framework prototype.



The MARCO POLO project started in October 2016, and its results could be considered a good practice for the DIRE-MED project, given the importance of the development and improvement of academic relations between countries which are culturally distant, as the exchange of knowledge could be very positive and enriching for all parties involved.

- **INCHIPE Project** (Programme for the internationalisation of the universities of Chile and Peru)

The INCHIPE project addresses the needs of the two partner countries (Chile and Peru) for an organized and systematic internationalisation in their universities.

INCHIPE's main goal is to enlarge the capacities of institutions from non-European countries in terms of international cooperation, and to contribute to the improvement of international networking and the boost and exploitation of the potentials of teaching, learning and research.

This project started in October 2015 and over half of the project has already been completed.

INCHIPE can be considered a good practice thanks to the materials already produced, which promote the exchange among partner countries, and the network they are trying to implement.

Other projects:

Moreover, a few DIRE-MED partners have developed strong cooperation bonds thanks to initiatives from previous projects, and also as members of the UNIMED network. These pre-existing links among partners guarantee working patterns and promote a transparent cooperation.



II Report Objectives and Methodology

II.1 Objectives

The goal of this deliverable is to provide partners from Mediterranean countries with positive and successful examples in the management of international initiatives and opportunities.

The first version of this collection was presented in October 2017, and the document has been updated up until the end of the project thanks to regular revisions. Each partner HEI has identified a good practice related to each target group (students, academic and non-academic staff) to present them during the training seminars that took place in March, July and November 2018.

The preparation of this manual was developed through documentary research, surveys and interviews. The collection includes good practices selected by the partners in regards to their adequacy with the needs and gaps previously identified. These good practices were presented during the training seminars (WP3).

This report consists of two main parts:

- **The analysis of the data obtained from the shared questionnaires.**
- **The identification and presentation by the partners of their selected good practices.**

II.2 Methodology

A **questionnaire** was distributed to students, academic and non-academic staff from partner institutions with the aim of collecting data on their previous mobility experiences. Based on their responses gathered, a **set of needs** was identified in order to improve the management of international mobility opportunities. Based on these needs, partners **identified and presented good practices** which had already been implemented in their institutions and which meet the analysed needs. Additional good practices were integrated during the project life, according to new measures implemented by partner institutions. This good practice collection and the electronic presentations that were shared in the training seminars are available and published on the DIRE-MED website (<https://www.diremedproject.eu/>). Additionally, the final report will be available in French, English and Arabic for further regional dissemination.



II.3 Questionnaire

A main consideration for this project is the diversity of the partners' status: out of 12 partner institutions, 9 are universities.

The distribution of the questionnaires developed by the Work Package coordinator (University of Carthage) was delivered at the end of May/early June 2017. All partners sent their contributions in due time. Additionally, among them, 4 universities shared testimonies in video format.

Here is a breakdown of the analysed questionnaires, after revision of the received corpus:

	Q-Academic staff	Q-Students	Q-Administrative staff
P1 UNIMED	0	11	2
P2 University of Catania	20	26	2
P3 Paris 1 Panthéon-Sorbonne University	2	4	2
P4 EUSA	8	11	3
P5 Abdelmalek Essaâdi University	13	45	6
P6 Hassan II Institute of Agronomy and Veterinary Sciences		16	6
P7 Mohamed Lamine Debaghine Sétif 2 University	14	10	12
P8 Tunis El Manar University	7	20	4
P9 University of Carthage	4	4	1
P10 Alger 1 University	6	5	7
P11 INCOMA	8	8	3
P12 PACA Region	2	6	3
Total	84	166	51

As shown in this table, responses to the questionnaires point towards large differences between universities (and also between university and non-university partners), which could be explained by



the different degree of involvement in respective mobility programmes, but also by the difficulty in mobilizing students and staff who have previously participated in mobility programmes.

Data analysis from the questionnaires allowed us to discern the positive and successful points and examples concerning the management of already existing international initiatives and opportunities. Correspondingly, it also identified weaker points. Based on this analysis, the partnership was able to suggest and propose good practices, identified thanks to documentary research processes and additional interviews with the partners.

III Data analysis

The questionnaire was developed following a chronological order (before, during and after mobility) for each target category (students, academic and non-academic staff), in order to facilitate its understanding. Data analysis was carried out according to the following scheme:

- Section 1: **the quality and flow of information about mobility programmes** – this section covers responses from questions 1 through 5 in all questionnaires (for students, for academic staff and non-academic staff)
- Section 2: **the organisation of mobilities and the material/financial conditions of mobility stays** – this section covers responses to questions 7, 9 and 10 (the only one for administrative staff), and 15b (only for students).
- Section 3: **the comparison between the objectives of the mobility and its impact upon completion** – both on the beneficiary and on the home institution – this section covers responses to questions 6, 8, 11, 12, 13 and 14 in all questionnaires.

The open question included in each questionnaire has been analysed and covered in the different sections, according to the content of the evaluations and suggestions of the answers.

III.1 Evaluation of the quality and flow of information about mobility programmes

Concerning the information on the involvement of universities in mobility programmes (Q1), for the most part, the results are positive and highly consistent among academic staff, administrative staff and students.

Q1: - Is your University involved in one or more international mobility programmes?

Category	Yes	No	I don't know
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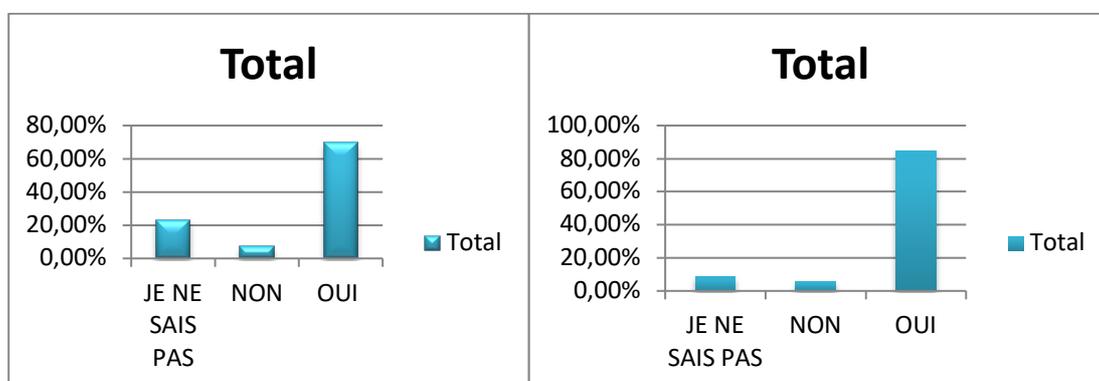


Academic staff	100%	0%	0%
Students	95.18%	3.01%	1.81%
Administrative Staff	96.08%	1.96%	1.96%

In regards to the existence of a service responsible for mobility programmes in each university (Q2), results show that students are significantly less informed than academic and non-academic staff.

Category	Yes	No	I don't know
Academic staff	91.57%	3.61%	4.82%
Students	75.76%	6.67%	17.58%
Administrative Staff	94.12%	1.96%	3.92%

However, comparing the responses of students from the Northern shore of the Mediterranean and those of the Southern shore, we can conclude that the latter are less informed about this specific matter.

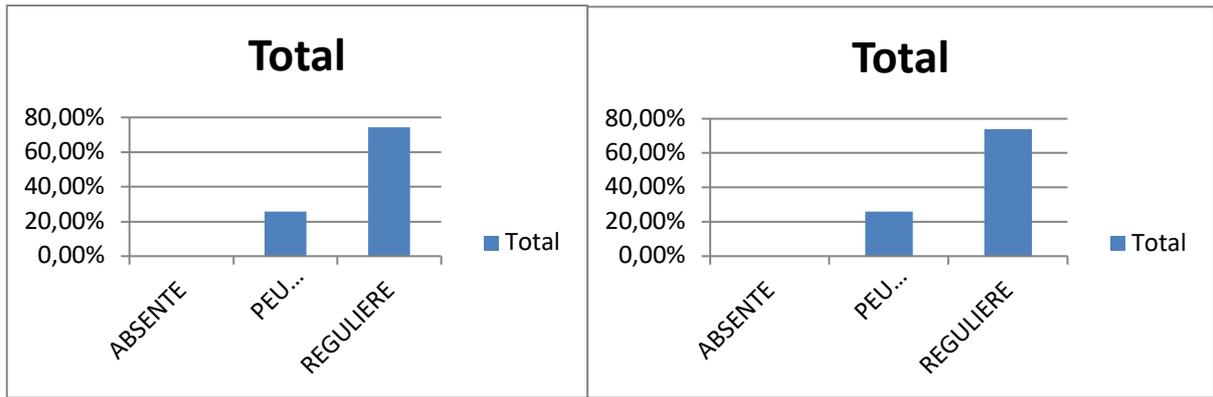


a) Southern-shore students

b) Northern-shore students

The degree of satisfaction regarding the regularity of the information about these programmes (Q3) is almost consistent among academic and non-academic staff:

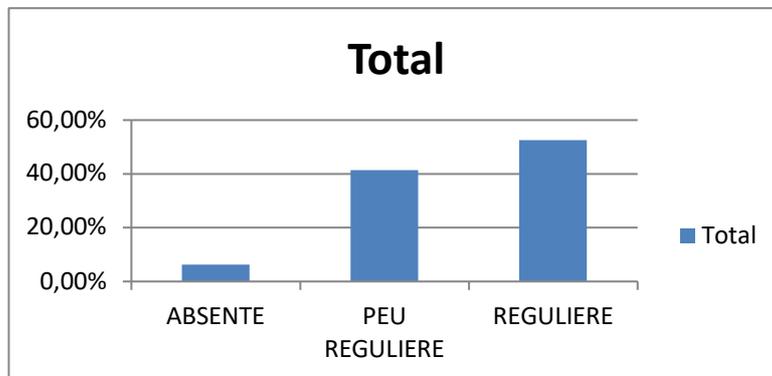




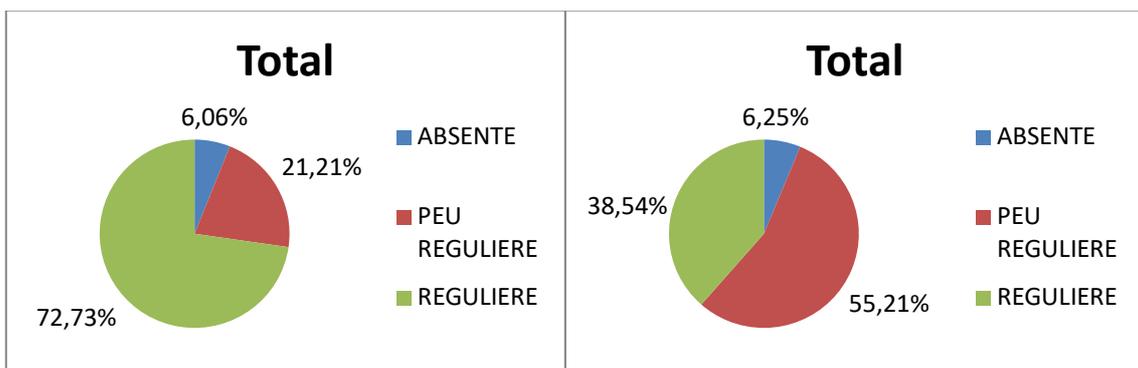
a) Academic staff

b) Administrative staff

Students, however, are less satisfied with the regularity of the information sharing process.



A clear gap appears between the satisfaction degree of northern-shore students (NS) and those from the southern shore (SS):



a) NS students

b) SS students

In regards to the information source about mobility programmes (Q4), the following table shows that the administrative channels predominate as the main source for teachers and administrative



staff, and that the website/online channel is more effective for students. In addition, data shows that a “word of mouth” tendency is relatively important among students and administrative staff. Finally, information about the mobility coming from the host university remains very poorly perceived by all three categories.

Category	Administrative channels	University website	From the host university	Word of mouth
Academic staff	78%	44%	12%	15%
Students	35%	59%	9%	38%
Administrative Staff	74%	51%	11%	35%

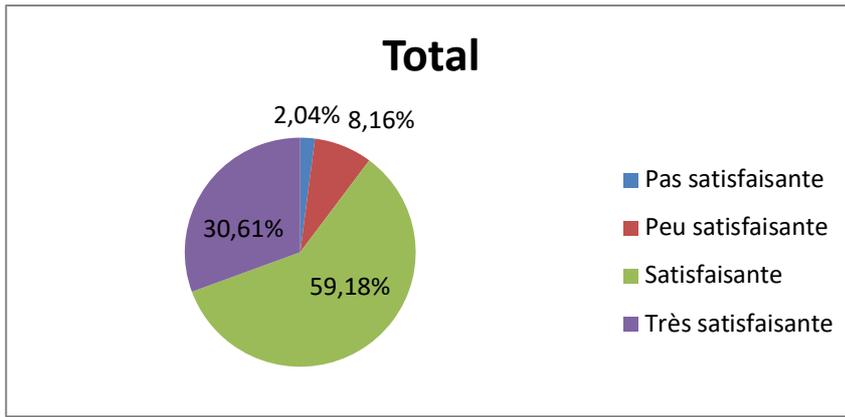
These results could be explained by the fact that young people incline towards new communication channels. However, all three categories do not seem to be informed about mobility procedures which depend on host universities, hence the need to seek out information through their websites.

In addition, those interested in mobility programmes could be informed by one or more sources at the same time. Responses collected here show that the majority of respondents were only informed by one source.

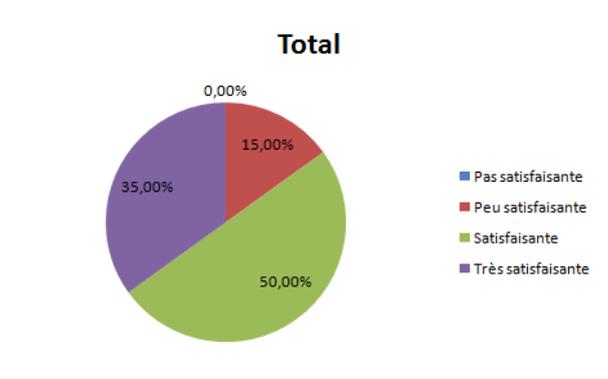
Category	1 source
Academic staff	57%
Students	67%
Administrative Staff	45%

The fifth question (Q5) included an overall assessment about the quality of the information received, which in a way relates to all the previous questions. Concerning the administrative staff, there is no significant difference between those from the Northern shore and those from the south.

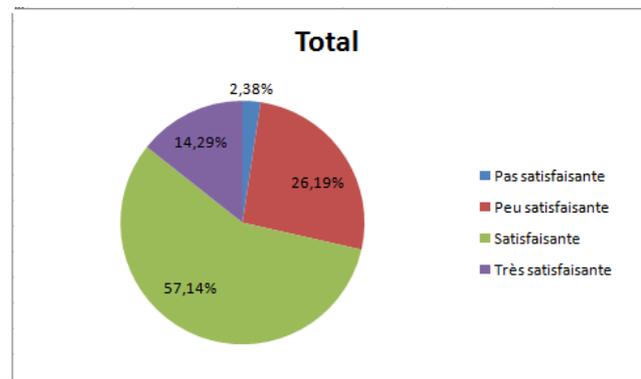




However, for academic staff there is a significant difference between the two shores:

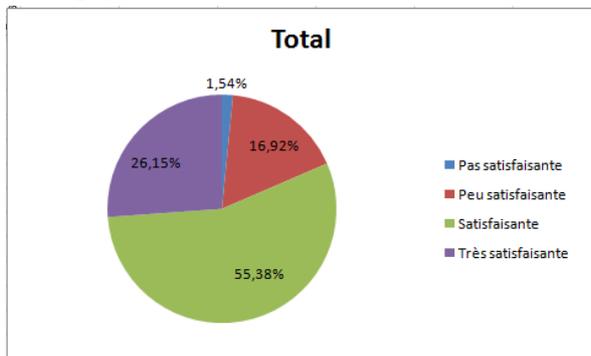


a) NS Academic staff

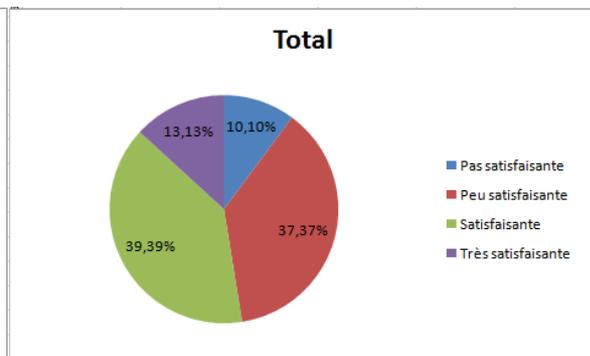


b) SS Academic staff

The gap between students from the northern shore and the south is more noticeable:



a) NS Students



b) SS Students

The answers to the open questions were focused on demanding a better information process concerning mobility programmes and their applying procedures. Information should flow more effectively and by different means and channels.



III. 2 Evaluation of the organization of mobilities and their financial conditions

2.1 Organization of mobilities

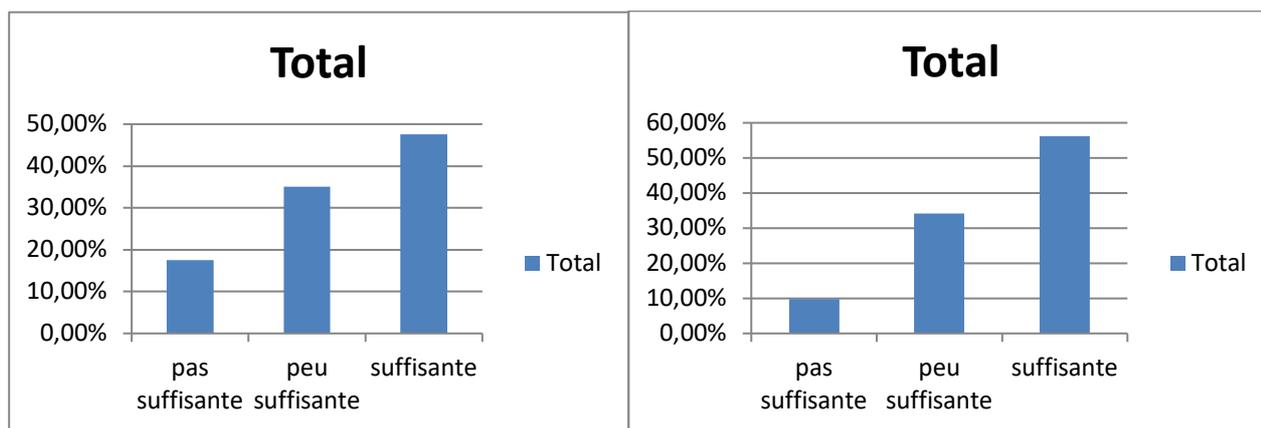
The questionnaires may have not included enough questions about the preparatory phase and the development of the training at the host institution. However, the open questions compensate in some measure for this lack. The analysis of the responses reveals the following issues and claims:

- Collaborators complain about the cumbersome administrative procedures, the short deadlines for preparing the dossiers, and the lack of support before and during the mobility.
- Collaborators mentioned linguistic difficulties with interlocutors of the host universities.

2.2 Financial conditions

In regards to question 10 (Q10, for all three categories) the majority of respondents confirmed that they had not received additional help/support from their university. Inadvertently, question 9, concerning the adequacy of the grants, was only included in the questionnaires designed for academic staff and students; and was not included in the questionnaires sent to the administrative staff.

Moreover, by comparing the responses from academic staff, we observe that those from the northern shore are less satisfied with the total of the mobility grants than those from the southern regions (Q9).

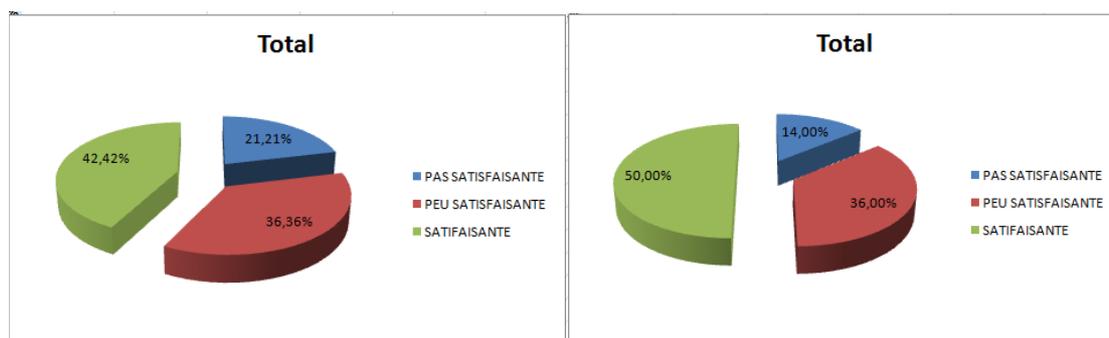


a) NS Academic staff

b) SS Academic staff



The same conclusion is drawn in the students' responses:



a) NS Students

b) SS Students

Furthermore, certain participants in mobility programmes complained about the delay in the payment of the grant.

Questions 15a and 15b are specific to students. The first one relates to an overall assessment of the difficulties and obstacles encountered during the mobility experience. Globally, the satisfaction rate (very easy/easy) is high (83.11%),

In reference to the issues encountered during mobility, difficulties linked to language and accommodation, transport and catering conditions were highlighted. Secondly, difficulties related to the inadequacy of the pre-requisites and the welcoming and support conditions were mentioned.

University	Language	Lack of pre-requisites	Welcome/support	Cultural	Accommodation /Transport/Catering
University of Catania	7	1	2	0	2
Paris 1 University	2	0	0	0	0
EUSA	3	0	1	0	2
Abdelmalek Essaâdi University	7	6	5	0	9
Hassan II Institute of Agronomy and Veterinary Sciences	4	1	1	1	4
Sétif 2 University	6	2	1	6	0
Tunis El Manar University	1	0	0	4	8



University of Carthage	2	0	0	0	0
Alger 1 University	0	3	3	0	3
UNIMED	4	1	0	0	4
INCOMA	0	0	0	1	3
Perpignan University (PACA Region)	0	0	1	0	3
Total	36	14	14	1	38

Responses to question 7 (Q7) showed that the majority of the academic staff delivered their own lessons and courses upon their return:

	Percentage
Were delivered by a colleague	21%
Were replaced before/after your return	57%
No answer	22%

III. 3 Evaluation of the adequacy between objectives, training and impact of the mobility

In regards to the goals of mobility (Q8), we observe that the objective of training is the most important one for all three target groups. This observation is even more prominent in the case of the administrative staff. Self-training is a significantly more important objective for students, whereas less significant for the academic staff.

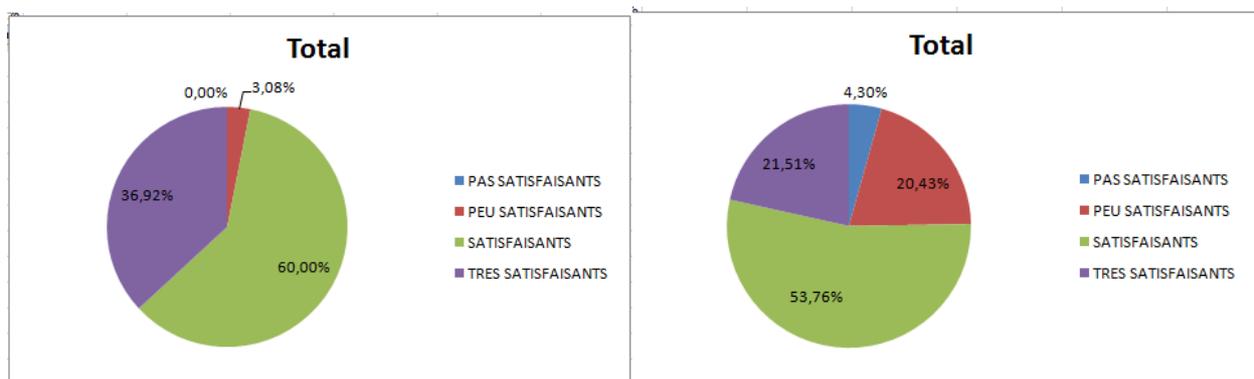
Category	Training	Self-training	Combined
Academic staff	57.33%	2.67%	40.00%
Students	53.75%	10.63%	35.63%
Administrative staff	70.21%	6.38%	23.40%



The quality assessment of the mobility programmes (Q11) are considerably positive (responses 1+2) for all three categories, despite the fact that the satisfaction rates are lower for students and even more for administrative staff:

Category	Highly satisfactory	Satisfactory	Moderately satisfactory	Unsatisfactory
Academic staff	40.26%	49.35%	5.19%	5.19%
Students	27.25%	56.33%	13.29%	2.53%
Administrative Staff	32.61%	50%	15.22%	2.17%

Within the student group, the gap in satisfaction rates between those from the northern shore (96,92% for answers 1 and 2) and those from the southern shore of the Mediterranean (75.27%) is rather significant:



a) NS Students

b) SS Students

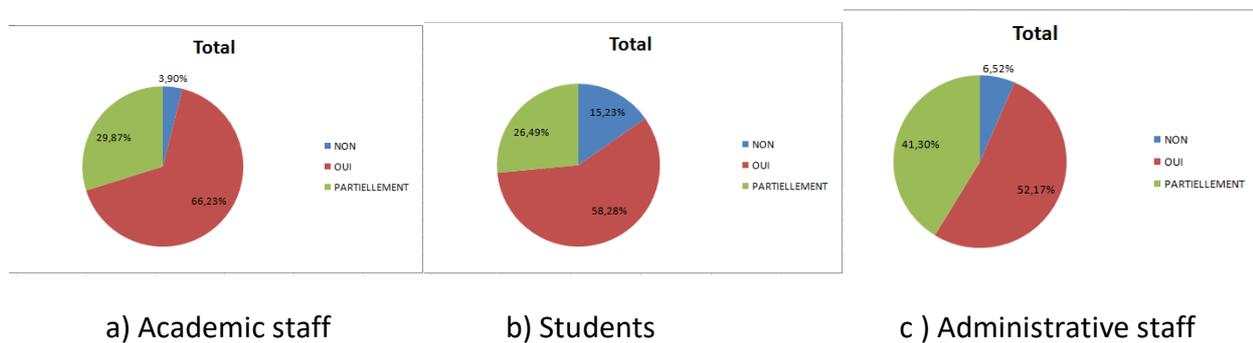
The answers to the open questions raised awareness on issues which could affect the quality of the trainings:

- the first obstacle relates to the training language, often being English;
- the second difficulty mentioned is linked to the adequacy of the training content with the prerequisites and the needs of the participants. This gap and difference happens both downwards and upwards; and it concerns all three categories of beneficiaries in different institutions;

- the third important issue involves the selection of training modules and courses, with overlapping and validation problems;

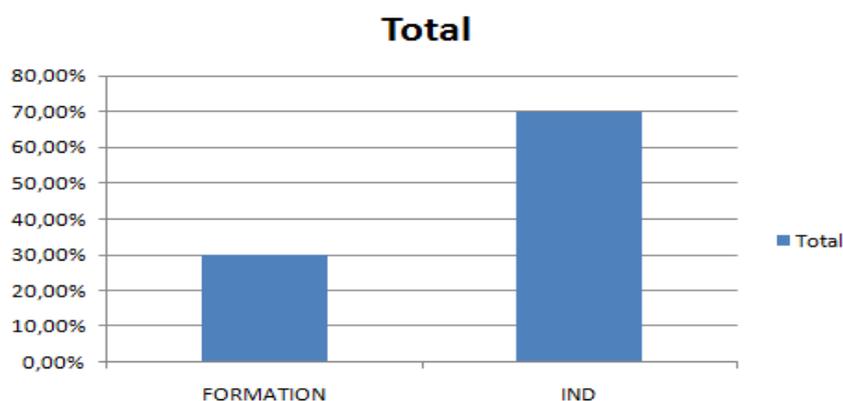
- the last difficulty is that of duration. A great number of respondents to the open question expressed their wish to lengthen the duration of the training, in relation to the coherence of the training content.

As for the question about the investment of competences/skills upon return (Q12), responses are overall considerably positive, with a downward trend starting with the academic staff (66,23%), students (58,28%), and administrative staff (52,17%):

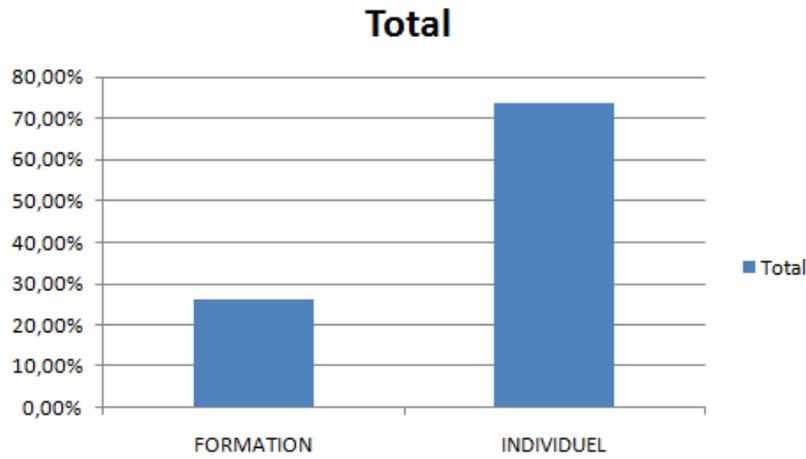


In this framework, the rate of dissatisfaction is significant among students (15.23%).

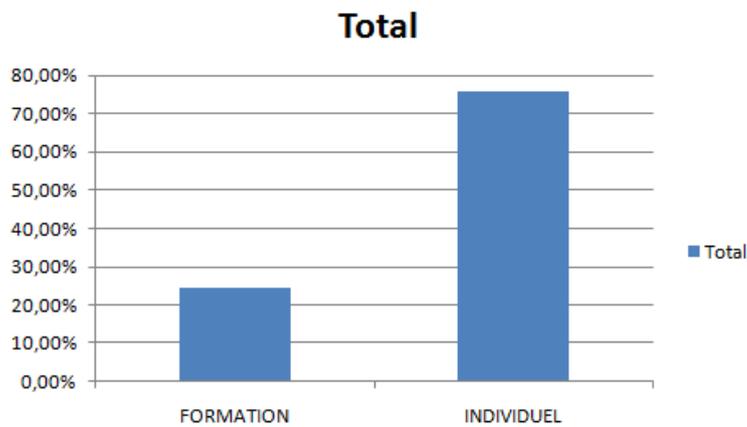
The question concerning the sharing of competences/skills upon return (Q13a and Q13b) presents a moderate assessment: positive responses (academic staff: 89.33%, students: 68.97% and administrative staff: 88.89%) contrast with the dominant individual sharing method, which is a sign of the lack of a knowledge and competence dissemination strategy; and the lack of real opportunities and platforms for competence sharing in home institutions.



a) Academic staff



b) Students



c) Administrative staff

However, the overall positive responses should not hide the sometimes negative feedback at a local level: some of the students questioned confirm that they had not shared with their peers their skills/competences upon return.



Finally, regarding the impact of the training, results are consistent and very similar between academic staff and students, with the personal impact as the most important effect, followed then by the academic impact:

Category	Career	Academic	Personal	None
Academic staff	23.02%	32.54%	40.48%	3.97%
Students	23.75%	32.18%	38.31%	5.75%

Concerning the academic staff, the majority assures that the training had an impact, however, this information is limited as the nature of such impact was not specified.

III. 4 Testimonies

As previously mentioned, some partners have shared testimonies in video format from mobility programme beneficiaries. The University of Catania has put all these testimonies together in an informative video available here:

- Mobilité en Méditerranée : une expérience formidable ! (UniCT)
<https://youtu.be/Wk5zjodwZNo>
- Mobilité en Méditerranée : pour obtenir de meilleurs résultats à l'avenir ! (partenariat DIRE-MED)
<https://youtu.be/cTcmj1SKa2M>



IV Summary of identified weak points and areas for improvement

The matrix table below summarizes the identified strengths and weaknesses and the proposed recommendations:

Topics	Strengths	Weak Points	Objectives	Proposed corrective actions (or how to reach the set goals)
QUALITY AND FLOW OF INFORMATION	<ul style="list-style-type: none"> -Overall satisfaction with the regularity, flow and quality of information (specially for academic staff and administrative staff). 	<ul style="list-style-type: none"> - Southern shore students are less well-informed. - Low effectiveness of certain channels and means of information. 	<ul style="list-style-type: none"> - Disseminate information in a regular and clear manner in order to reach all involved categories. - Work on making operational the unproductive channels/means of information 	<ul style="list-style-type: none"> -(For International Relations Offices, IROs) research and disseminate new mobility opportunities by traditional and alternative information channels at all levels (universities, institutions, departments...). - Ensure better coordination (direct and by various means) between the management offices, the institutional coordinators and the department directors in order to avoid the problems of the very slow and inefficient administrative circuit. - Training of teachers (by the IRO) regarding the different international cooperation programmes so that they may function as relays and active participants in the information flow.
ORGANIZATION OF MOBILITIES		<ul style="list-style-type: none"> - Cumbersome administrative procedures, short deadlines for dossier preparation, lack of support before and during mobilities. - Issues with the language once in the host institution. 	<ul style="list-style-type: none"> - Facilitate procedures and find solutions in order to assist the participants with issues before and during their mobility experience. 	<ul style="list-style-type: none"> -Designate, at the home university and the host university, points of contact to facilitate the implementation of the mobility. - Involve volunteer students (who speak a common language) for the support and care of the mobility beneficiaries, when necessary. - Prepare in advance the students, by trainers/staff of the host country, for the potential cultural shock they may suffer abroad. - Language training provided by the language centres.



<p>MOBILITY: FINANCIAL CONDITIONS</p>	<p>-Majority of respondents are satisfied with the financial conditions of their stay abroad.</p>	<p>- Northern shore academic staff are less satisfied with the amount of the grants than their counterparts of the southern shore.</p> <p>- Some students are not satisfied with accommodation, transport and catering conditions in the host country.</p>	<p>- Improve financial conditions and support for people on mobility programmes according to the cost of living in their host countries.</p>	<p>- Inform students before departure, put them in contact with students who went to the same university to share “tips”.</p> <p>- The same services are offered to national and international students; some countries provide free higher education (room, catering, administration fees, etc.) for their students and they provide it also for the international ones.</p>
<p>QUALITY OF THE TRAINING AND ITS IMPACT</p>	<p>- Overall, all three categories are satisfied with the training content of mobility programmes.</p>	<p>-Lack of adequacy between the content of the training, the prerequisites and the needs of participants.</p> <p>- Learning agreements not always respected.</p> <p>- impact upon return remains unorganized and not relevant.</p>	<p>- Adapt the training content to the needs of the applicants.</p> <p>- Respect the agreements between home and host universities concerning the contents.</p> <p>- Ensure the organization and structure of the feedback /dissemination circuits upon return of beneficiaries.</p>	<p>- Designate, both at the home and host universities, pedagogical contact points (academic staff) in order to guarantee the adequacy of the onsite training and the mobility training.</p> <p>- Implement verification and validation of all documents before the mobility.</p> <p>- At the end of the mobility period, and upon return of the students, the academic team studies the participant dossier, should validate credits and awards them with the resulting diploma.</p>

In addition, in order to succeed in this cooperation and mobility project, other general conditions are necessary, namely:

- thoughtful practices allowing us to submit our own attitudes and actions to both an external and a retrospective look, in order to adjust one’s choices, means, procedures and action methods;

- the boldness to take initiatives, searching for innovative solutions, investing on one’s own means in order to avoid cumbersome administrative tracks;

- openness to different competences and to dynamic and motivated people who could provide added value to the project;



- immediate, plural and thoughtful actions in a cooperative framework to sort out all potential shortcomings without getting lost in complicated and remote deadlines.

V Good Practices Index Cards

The good practices included in this section were identified and shared by the partners throughout the project life.

They reflect:

- previously implemented practices within the universities;
- practices that were implemented during the project life as a response to identified needs/gaps.

They have different sources:

- practices specific to the university;
- national practices, particularly from ministries;
- practices observed in other educational institutions;
- practices developed in the framework of previous cooperation projects.

Following the same structure as the questionnaire, good practices have been collected and organized considering the three phases of the mobility:

- prior to the mobility experience;
- during the mobility experience;
- after the mobility experience.

Depending on their characteristics, some good practices can be found in different phases of mobility.

It was decided that, when the same practices are implemented by several partners, those will not be systematically repeated in this document.

Description of the good practice cards:

The good practice card was created as a functional tool and includes:



- **Target group** (academic staff, students, administrative staff)
- **Description** of the good practice (difficulties, solutions, collaborators, key stakeholders)
- **Indicators**
- **Examples** given by one of the partners

V.1 Before the mobility

STRENGTHENING THE STRUCTURE OF ORIENTATION AND MOBILITY MANAGEMENT
<p>Target group:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Administrative Staff
Description of the good practice
<p>With the aim of overcoming difficulties and intervening immediately when needed in the management of mobilities, it is considered useful to appoint, in both the home and the host university, administrative and academic staff working in coordination and in direct contact with incoming/outgoing mobility candidates.</p> <p>Thus, coordinators from the sending university should be in regular contact with their counterparts in the host partner university in order to successfully organize administrative mobility tasks and student monitoring.</p> <p>This objective can be achieved, for example, by the implementation of a management system for incoming students (incoming coordinator) and outgoing students (outgoing coordinator). Also, by a regular monitoring by email of students on mobility, to make sure their stay/experience is running smoothly and to remind them of the different administrative procedures.</p> <p><i>Difficulty:</i> The issue of human resources is vital for the implementation of such an organization.</p> <p><i>Solution:</i> Normalizing procedures within universities/departments has proven to be useful and effective even in very small team scenarios.</p> <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● IRO staff from home universities ● IRO staff from affiliated institutions/departments/schools.
Indicators for the assessment of the good practice
<ul style="list-style-type: none"> ● Rate of satisfaction from candidates regarding the quality of the information shared by the IRO ● Rate of satisfaction from candidates regarding the well-timed publication of information about mobility programmes by the IRO



- Rate of satisfaction from candidates regarding the support and monitoring received.
Measurement tool: evaluation questionnaires

A. Reinforcement of the structure of orientation and mobility management

Creation of a network of contact points: "International Relations"	
Partner	University of Carthage - UCAR
Short description of the good practice	<p>At the request of the university, the deans/directors of the schools and HEIs affiliated to the UCAR have created together a small unit made up of administrative staff (normally, the General Secretary of the institution) and academic staff (director of the institution, director of studies, internship director...) to be the "International relations" contact points for the University of Carthage.</p> <p>☐ This unit is required to carry out the following tasks:</p> <p>Phase 1: Application process:</p> <ul style="list-style-type: none"> ▪ Strong dissemination of mobility opportunities coming from the university: sending emails to all department directors, laboratory directors, doctorate schools; display of mobility offers in common areas, and in the website and social media of the institution. ▪ Support for teachers wishing to participate in mobility programmes and assistance with all their different questions/doubts. ▪ Monitoring of teachers during the submission process in order to verify the eligibility and suitability of their dossier. <p>Phase 2: Accepted applications & preparation of the mobility:</p> <ul style="list-style-type: none"> ▪ Provide candidates with the contact information of the host staff charged with logistics and incoming mobility. ▪ Guarantee the coordination between the host party and the candidates to ensure a timely flow of information. ▪ Support academic staff in the preparation of their courses, with the resources available. <p>Phase 3: During the mobility:</p> <ul style="list-style-type: none"> ▪ Make sure that the candidates have arrived at the host institution and that their working conditions are adequate. <p>Phase 4: After the mobility:</p> <ul style="list-style-type: none"> ▪ Make sure all candidates who benefited from the mobility have transferred a mission report to their superiors. ▪ Identification and analysis of the recommendations of beneficiaries to improve the service of the "International



	<p>Relations” contact points.</p> <p>☒ To ensure better support, teachers who are members of these contact units are invited by the university to participate in the meetings of the student selection commission for the Erasmus+ programme, when their institutions are affected by this particular exchange.</p>
Contact	Hajer FERCHICHI - Head of the International Cooperation Office ferchichi.hajer85@gmail.com

Network of international relations delegates in the university subdivisions	
Partner	University Paris 1 Panthéon-Sorbonne - UP1
Short description of the good practice.	<p>Paris 1 Panthéon-Sorbonne has implemented a network of international relations delegates which acts as a relay for the International Office management in the different university departments (training and research units and institutes) and which ensures support and pedagogical monitoring for students, before, during and after their mobility (outgoing or incoming).</p> <p>Delegates are academic staff designated in their own departments. They support students with their projects and guarantee the pedagogical and academic suitability of their cooperation agreements.</p> <p>International Relations delegates manage the educational aspects of the mobility, advising the outgoing candidates with their projects, verifying and validating outgoing/incoming learning agreements and, overall, guaranteeing the recognition of the mobility.</p> <p>The UP1 delegates are in contact with students not only by email and telephone but also during weekly on-call services. These teachers obtain a discharge of their normal teaching obligations and duties for their work as international relations delegates.</p> <p>The delegates’ role is particularly important as they guarantee a double impact:</p> <ul style="list-style-type: none"> - by reinforcing the link between academic and administrative aspects and tasks; - by their presence within all university subdivisions and sites (Paris 1 Panthéon-Sorbonne is not centralized in one campus but is divided in more than 20 sites).
Contact	Head of the mobility department- international-mobility@univ-paris1.fr



Orientation	
Partner	EUSA
Short description of good practices	<p>The management of student mobility is carried out by an incoming coordinator, in charge of incoming students; and an outgoing coordinator, for all outgoing students. Each coordinator is in regular contact with their counterparts in partner institutions to organise the administrative and monitoring management of students.</p> <p>The incoming coordinator receives from their counterpart a list with their nominated students for the mobility programme at EUSA. The coordinator then manages all communications with these students, assisting them with the application procedures and providing them with all the necessary information, previous to their arrival (about the city, the university, accommodation options, cost of life, etc.) which will ensure a successful experience abroad.</p> <p>Coordinators organise an Orientation Day for incoming students before the classes start. Additionally, for ensuring a close monitoring for the rest of the semester, the coordinator maintains a very strict and regular communication with both the teachers of the chosen courses and the home coordinators. For this, collaboration with the faculty is key, hence an orientation is also organized with the academic staff.</p> <p>All these implemented actions have the aim of reducing the administrative procedures as much as possible and providing a strong student care added value, shared with the partner institutions.</p> <p>The outgoing coordinator procedures and functions are very similar. Regular contact with host coordinators and with our students, before and during the mobility, in order to guarantee that the experience is progressing smoothly and that all administrative tasks are completed, but also for demanding their help with the dissemination of international programmes in our social media (pictures, testimonies, etc.).</p> <p>Collaborators/stakeholders</p> <ul style="list-style-type: none"> ● Incoming/Outgoing coordinators ● IRO staff ● Academic staff <p>Example of an initiative linked to this good practice:</p>



	<p>Organisation of an orientation meeting with academic staff previous to the arrival of international students to cover the following topics:</p> <ul style="list-style-type: none"> ● treatment of international students; ● specificities and requirements from partner institutions; ● academic calendar (specific calendars are applied to certain international students); ● communication with the IRO, etc.
Contact	EUSA International Office - internationaloffice@eusa.es

Management and strategies for the International and Erasmus department	
Partner	University of Catania -UNICT
Short description of the good practice	<p>The UNICT has a strict organisational structure for the organisation of a functional system, academic and administrative-wise: one Erasmus coordinator, 3 international delegates for the scientific, humanities and medicine fields of studies, along with the mobility managers of each department.</p> <p>Everyone works in synergy and collaborates with the Office of International Mobility (OMI), for reaching the goals set in the strategic plan for internationalization. Each department also includes administrative units which provide a unique role in the monitoring, dissemination and preparation of administrative procedures. Coordinators propose political and strategic orientations (cooperation, agreements, selection criteria, grant support on mobility, etc.)</p> <p>Among the most effective actions the following are highlighted:</p> <ul style="list-style-type: none"> ● Preparation of questionnaires with questions regarding mobility. ● Analysis of results and proposals for actions to implement in the future. ● Scientific and administrative meetings with the participation of the Office of International Mobility. ● Preparation of manuals. ● Creation of an admission and equivalence chart for the evaluation of mobilities, and a human resources commission for the evaluation of the dossiers. ● Preparation, by the institutional Erasmus coordinator, of a document containing the objectives and proposals to approve each year by the different university bodies.



	Collaborators/stakeholders: <ul style="list-style-type: none"> ● Incoming/outgoing mobility coordinators ● IRO staff ● Academic staff
Contact	Office of International Mobility - umi@unict.it Coordinator: Mrs Tutino - cinzia.tutino@unict.it

Mobility Project Committee (International Relations Office/Teacher-Researcher)	
Partner	Tunis El Manar University (UTM)
Short description of the good practice	<p>To overcome the problem of the lack of staff to manage mobility projects for faculty and students, the IRO systematically calls for teacher-researchers for support in the different phases of mobilities implementation.</p> <p>In each faculty or school of the 15 UTM institutions, several teachers are often called upon to be part of a committee which manages the mobility from the moment the convention is implemented up until the end of the mobility experience (commission, call for applications, evaluation grill, interviews, academic follow-up, etc.)</p> <p>Selection criteria for the participation of teachers-researchers in the committee:</p> <ul style="list-style-type: none"> ● experience ● motivation ● availability ● a trusting relation
Contact	Sub-directorate of Scientific Research, International Cooperation and University Evaluation International Cooperation Service Mr. Khalifa Harbaoui: khalifa.harbaoui@utm.tn

Definition of an innovative mobility thanks to reinforced dialogue	
Partner	DIRE-MED Partnership
Short description of the good practice	The DIRE-MED project has supported the implementation of short-term south/south pilot mobilities. Thanks to a reinforced dialogue between the



	<p>International Relations Offices and the academic staff involved in the project, the partners have defined two types of innovative mobilities:</p> <ul style="list-style-type: none">- the implementation of a “crossed” mobility: one academic mobility with two student’s mobility, e.g. a crossed mobility between the Alger 1 and the IAV teams, and between the Alger 1 and UCAR teams.- the implementation of “crossed” students mobilities, carried out in a enterprise (having subsidiaries in both on the countries concerned) with the scientific supervision of the host university e.g. an engineer student from the UAE made an internship in a company in Tunisia with the double scientific supervision from both their home university and their host university, the University of Carthage (UCAR)
Contact	DIRE-MED partnership: info@diremedproject.eu



B. Strengthening mobility in the Mediterranean basin

STRENGTHENING MOBILITY IN THE MEDITERRANEAN BASIN	
Target group: <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Academic staff <input checked="" type="checkbox"/> Administrative staff	
Description of the good practice:	
<ul style="list-style-type: none"> ● Creation of an improvement framework for training and professional mobilities in the Mediterranean basin, with the creation of a cooperation framework between partner countries. ● Implementation of activities fostering the respect for different cultures ● Facilitation ● Support in the exchange, training and transfer of knowledge among the citizens of partner countries <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● Institutions working on mobility actions for the youth ● Students ● Academic staff ● Administrative staff 	
Indicators for the assessment of the good practice:	
<ul style="list-style-type: none"> ● Number of mobilities performed divided in the different existing categories: incoming, outgoing, of students, academic staff, and administrative staff. ● Number of mobility agreements developed between enterprises, training centres, etc. 	

MEDMOBIL Project	
Partner	International Consulting and Mobility Agency (INCOMA)
Short description of the good practice	The goal of the INCHIPE project was to create a new framework for the improvement of mobilities, at a training and professional level, in the Mediterranean basin. The main tasks within the project were the activities for capacity building organized in each partner country, along with the activities promoting the identification and respect of different cultures.



	<p>Thanks to MEDMOBIL, a cooperation framework has been created between Spain, Italy, Greece, Palestine, Jordan and Lebanon. This plan has facilitated the exchange of students, professionals and young entrepreneurs in the Mediterranean region by supporting future regulations and by improving and consolidating already existing initiatives.</p> <p>http://www.medmobil.eu/</p>
Contact	<p>Project Officer - International R&D Projects Beatriz González del Valle – bgonzalez@incoma.net</p>

INCHIPE Project	
Partner	International Consulting and Mobility Agency (INCOMA)
Short description of the good practice	<p>The main objective of the project is to increase the capacities of non-European countries in regards to international cooperation, and to contribute with an improvement on their international network, and the rise and exploitation of the potential of training and researching activities.</p> <p>www.inchipe.us.es</p>
Contact	<p>Project Officer - International R&D Projects Beatriz González del Valle – bgonzalez@incoma.net</p>

MARCO POLO Project	
Partner	International Consulting and Mobility Agency (INCOMA)
Short description of the good practice	<p>The aim of the MARCO POLO project is the reinforcement of interregional and international cooperation of southeast Asian universities through the design and implementation of a modernisation plan for the IROs of partner institutions. Additionally, through the promotion of an international cooperation network between universities, the strengthening of knowledge exchange about training and research, and the creation of an international mobility framework for students, researchers and university staff.</p> <p>www.marcopoloproject.eu</p>
Contact	<p>Project Officer - International R&D Projects Beatriz González del Valle – bgonzalez@incoma.net</p>



C. Definition of mobility opportunities

MOBILITY DEFINITION BETWEEN THE SENDING AND HOST UNIVERSITIES	
Target group: <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Academic staff <input checked="" type="checkbox"/> Administrative staff	
Description of the good practice	
<p>Obstacle: As laid out in the surveys carried out at the beginning of the project, there are certain elements that can damage the quality of the mobility experience, such as: the language gap; the unsuitability between the academic content and the requested prerequisites for participants; the difficulty in choosing courses, the overlapping and credit validation issues; mobility duration, etc.</p> <p>Objective: To make sure that the mobility definition and content matches the academic and administrative needs of the participants and their institutions.</p> <p>Key actions: To define and establish in advance all conditions and prerequisites expected for the mobility, both for the sending and the host institution.</p> <p>Collaborators/key-actors:</p> <ul style="list-style-type: none"> ● IRO from the home and host institutions ● School/Faculty Deans ● Students, academic staff and administrative staff. 	
Indicators for the assessment of the good practice	
<ul style="list-style-type: none"> ● Number of funding requests submitted ● Number of funding requests accepted ● Number of mobilities carried-out ● Analysis of the experience evaluation surveys 	

ICM – KA1 Mobilities	
Partner	IAV (<i>Institut agronomique et vétérinaire de Rabat</i>)
Short description of the good practice	<p>In the framework of funding research for mobilities, it is crucial to identify the expectations and needs of the two involved partner institutions respectively.</p> <p>First, it is necessary to ensure the adequacy and compatibility of the educational</p>



	training aspects and identify the right interlocutors in each side. It is also necessary to establish, along with the partner, the nature and number of mobilities available, and the profile of the potential beneficiaries. Each sending institution must then proceed with the candidate selection.
Contact	Cooperation, partnerships and development Direction dcpd@iav.ac.ma

DIRE-MED Pilot mobilities	
Partner	DIRE-MED partnership
Short description of the good practice	<p>In the framework of the pilot mobilities carried out in the DIRE-MED project, especially regarding administrative staff mobility, partners have worked together to reach the greater adequacy between the needs of the person on mobility and what the host institution could offer. This way, mobilities have been implemented in various areas of the university administration, for instance within the tuition services, university library, IT services, etc.</p> <p>For the academic mobilities, partners completed a form in advance to indicate the scientific fields of common interest. Based on the needs communicated by the sending institution and the profile of selected candidates, the host universities developed the best possible mobility programmes/agenda taking into account the expectations and the duration of the mobility.</p>
Contact	DIRE-MED Partnership info@diremedproject.eu



D. Promotion of mobility opportunities and increase of information channels

MULTIPLE INFORMATION CHANNELS

Target group:

- Student
- Academic staff
- Administrative staff

Description of the good practice

Obstacles: The results of the DIRE-MED survey have shown that the information about mobility opportunities was not always circulating efficiently or regularly, and the respondents expressed the need for further efforts regarding the flow of updates about the international opportunities for students, academic staff and administrative staff.

Objective: To ensure the best promotion possible for the different international mobility opportunities for the three target groups (students, academic staff and administrative staff)

Key actions: dissemination of information on different media in order to reach the maximum number of people.

It is beneficial to disseminate the relevant information using different means at the same time: boards for promotional purposes, websites and newsletters from the universities (and from the different subdivisions: faculties, schools...); emails to stakeholders and target groups about the mobility, presentation of the information in the classrooms and throughout departments; overseeing a better coordination between the management offices, the faculties' coordination teams and the department directors in order to avoid the too slow and too inefficient administrative circuits.

It should be highlighted that the diversity of promotional activities and the fact of programming them throughout the year could help reaching a more important visibility for the programmes and services of the international cooperation offices.

Among the different promotional activities, the following are pointed out:

- Orientation and information days.
- Organisation of an annual international forum with stands and sessions to provide students with information about mobility opportunities, international internships, volunteering abroad or double degree options.
- The regular contact with the student associations and their network is also a useful way to share positive experiences with newcomers.
- Information/training sessions for the new academic staff in order to make them aware of the existing international cooperation programmes and to make them key operators in the flow of information.

Collaborators/stakeholders:



- IROs staff from the home university
- IROs staff from the university faculties, departments, schools, research centres, etc.
- Students' associations

Indicators for the assessment of the good practice

- Requests of information on published offers
- Increasing number of candidates for mobilities
- Increasing number of attendees to Orientation/Information Days and events

Display and mailing	
Partner	University of Carthage
Short description of the good practice	New mobility opportunities are displayed on the website of the university and on its Facebook page. Moreover, the UCAR sends to its own departments, schools and centres, an official letter to encourage them to disseminate that information to their target audiences (students, academic and administrative staff) with all means at their disposal.
Contact	Hajer FERCHICHI - Head of the International Cooperation Office ferchichi.hajer85@gmail.com

Promotion of exchange programmes	
Partner	Paris 1 Panthéon-Sorbonne University
Short description of the good practice	<p>The university implements various actions:</p> <ul style="list-style-type: none"> - Promotion of exchange programmes in the institutional website where students have access to all the necessary information. - Provision of a search engine (mobility map "carte des mobilités": https://outgoing.univ-paris1.fr/publisher/1/fra), via the university website, allowing students to find all mobility options and opportunities. - On-call special services in the different university centres during application periods, to assist students with the procedures and to promote the exchange programmes. - Information dissemination from the delegate teachers of International Relations to the students, especially in the meetings organized at the beginning of the training periods. - Organization of an annual event (in October) focused on the promotion of exchange programmes, international mobility and existing grants: the International Exchange Day, which gathered around 700 participants in 2019.



Contact	Head of the mobility department- international-mobility@univ-paris1.fr
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Organisation of an Orientation/Information Day	
Partner	University of Carthage
Short description of the good practice	<p>Organisation of an orientation day for students, academic staff and administrative staff to provide information about:</p> <ul style="list-style-type: none"> • Erasmus+ programme • Application submission • Preparation of the learning agreement for students and the work plan for teachers and administrators • Logistics and preparation of the mobility • Active Erasmus project and their timeline • Contact list for each partner • Participation and testimony of previous beneficiaries of the Erasmus grants <p>For this day to be successful a correct flow of information is vital;</p> <ul style="list-style-type: none"> • Inform the directors and contact points of all departments, schools, faculties, etc. • Post dissemination material and advertise on the university website and those of the different departments
Contact	Hajer FERCHICHI - Head of the International Cooperation Office ferchichi.hajer85@gmail.com

Information Dissemination	
Partner	EUSA
Short description of the good practice	<p>With the aim of maximising the dissemination of mobility opportunities among students, academic and administrative staff, at EUSA the following actions are implemented:</p> <ul style="list-style-type: none"> - Dissemination of mobility opportunities through the EUSA website and the institutional newsletter. - Regular display of information on the boards used for this purpose in the departments concerned by the offers. - Massive email sending to all target groups and stakeholders concerned with the mobilities (students and academic staff) - Promotion of opportunities through social networks pages like Facebook



	<p>and Twitter.</p> <ul style="list-style-type: none"> - Organisation of orientation days/meetings, in-class presentations for the different mobility options (Erasmus+, internships, Work & Travel options, etc.) - Utilize national and international alumni (students who have benefited from mobility programmes) in order to share the experiences with the newcomers: use of blog or video report. <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● IROs staff ● Marketing and Communication Department staff ● Information and Orientation Department staff ● Alumni <p>Screening of information concerning the IRO activities at the entrance of the main building of the institution, for the promotion of mobility offers, available scholarships, deadlines and important dates, etc. and the agenda of the organised events: orientation days, cultural activities, etc.</p>
Contact	International Office - internationaloffice@eusa.es

Register for the collection of mobility preferences	
Partner	University Sétif 2
Short description of the good practice	<p>The university has a register available for students where they can express their needs and expectations regarding international experiences. This allows the university to target certain institutions in their partnership research in order to meet the needs of their students.</p> <p>This register also helps identify the students in the Erasmus+ mobility framework but also for other mobility opportunities funded by the national government in the framework of bilateral conventions. A number of students have benefited from mobilities grants thanks to this procedure.</p>
Contact	Vice-Rectorate of External Relations Bilateral and Multilateral Cooperation Department erasmusmobility.relex@gmail.com

E. National Programmes promoting international mobility

MOBILITY FUNDING PROGRAMMES



Target group: <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Academic staff <input checked="" type="checkbox"/> Administrative staff
Description of the good practice
<p>Obstacles: the problem of financing mobility remains a major issue, as the demand for mobility is always bigger than the available offer.</p> <p>However, since international mobility is recognized as a rich experience at a personal, relational and professional level, it is important for universities to be able to offer opportunities to their entire academic community: students, academic staff and administrative staff.</p> <p>Objective: To ensure and develop a sustainable funding programme for mobility.</p> <p>Key actions: In order to guarantee a form of sustainability and equal opportunities for all, the existence of annual mobility funding program is a strong point for universities. The existence of such programs also allows universities to set the criteria for awarding such mobility based on the expected benefits.</p> <p>Within the framework of educational grants, a percentage is allocated each year to students to complete their research or their studies.</p> <p>Collaborators/key-actors</p> <ul style="list-style-type: none"> • Ministries responsible for higher education • The universities
Indicators for the assessment of the good practice
<ul style="list-style-type: none"> • Annual number of funded mobilities • Number of thesis finalizations (example of grants) • Number of joint supervision agreements and research themes developed.

University Sétif 2 “Programme National Exceptionnel”	
Partner	University Sétif 2
Short description of the good practice	<p>The PNE (<i>Programme National Exceptionnel</i>) is a training programme intended for teacher-researchers, medical university students, and permanent researchers for the finalization of their doctorate thesis. This programme is funded by the Algerian Ministry of Higher Education.</p> <p>The PNE considers the shortage of senior/master level professors and the establishments' development plan, as well as the prospective study of the needs expressed by training and research institution up to 2021. The impact of this</p>



	<p>programme is significant in terms of quality theses finalisations, in particular thanks to the alignment with international standards and the experience acquired in international research laboratories. This is a programme with lasting effects for the Algerian higher education system.</p> <p>The PNE programme varies in duration from 7 months to 18 months, depending on the candidate's progress in the research, the number of applications and the date planned for the thesis defence. The thesis director presents a progress report on the candidate's work, which allows the period of the grant to be assessed.</p>
Contact	<p>Vice-Rectorate of External Relations Bilateral and Multilateral Cooperation Department erasmusmobility.relex@gmail.com</p>

National Scholarship Programme for Excellence	
Partner	University Sétif 2
Short description of the good practice	<p>The national scholarships for Excellence are part of a mobility programme funded by the Algerian Ministry of Higher Education and Scientific Research addressing major students of each year group enrolled in a double degree programme for a period of time.</p> <p>This programme is intended for graduated students for continuing their studies in the second cycle (Master), or for continuing their post-graduate studies (Doctorate). It varies from 2 years for master studies and 3 years for the doctorate. For certain destinations, an additional year may be added intended for the improvement of the language level (e.g. scholarships for China). Priority topics and fields are chosen each year (such as English studies, math-IT, pharmacy studies, etc.).</p>
Contact	<p>Vice-Rectorate of External Relations Bilateral and Multilateral Cooperation Department erasmusmobility.relex@gmail.com</p>

Tunisian National Programme promoting mobility	
Partner	Carthage University (UCAR)
Short description of the good practice	<p>The Ministry of Higher Education and Scientific Research from Tunisia supports student mobility through different programmes:</p> <p>-Work & Study scholarships: grant allocated to Tunisian students enrolled in public</p>



	<p>universities (2nd year of a masters or 1st, 2nd or 3rd year of doctorate) for researching and training in a EU country or Canada, for a maximum period of 6 months. The candidate selection is done at the university level through a commission led by the dean and the faculty and doctorate schools' directors.</p> <ul style="list-style-type: none"> - Scholarship for engineers' degree completion projects (<i>projet fin d'étude</i>): this grant is an additional training practice, compulsory for apprentices. Their duration is often 6 months and the selection are done at the university level through a commission led by the dean. - Research grant: they are exclusively intended for doctoral students and the candidate selection is carried out by research structures/institutes. This is a short-term mobility, usually for an internship or to attend a symposium, which can be done anywhere in the world. <p>The Ministry of Higher Education and Scientific Research from Tunisia supports as well academic staff mobility through grants for research. Selection is carried out by research structures/institutes and it is mainly a short-term mobility that can be implemented anywhere in the world.</p> <p>Upon their return, participants must complete a mobility report.</p>
Contact	<p>International Cooperation Office: Head: Mrs. Ferchichi, ferchichi.hajer85@gmail.com</p>

F. Language Prerequisites

LINGUISTIC LEVEL CONTROL
<p>Target group:</p> <p><input checked="" type="checkbox"/> Student</p> <p><input type="checkbox"/> Academic staff</p> <p><input type="checkbox"/> Administrative staff</p>
Description of the good practice



Obstacles: As laid out in the survey carried out at the beginning of the DIRE-MED project, the linguistic barrier is frequently mentioned by the participants of the mobilities as an important obstacle.

Objective: This difficulty could be overcome by assuring a minimum level in terms of linguistic knowledge from the students, thus assuring that they all can follow courses and guaranteeing a favourable academic experience.

Key action: this difficulty could be overcome in different stages of mobility. Prior to the mobility, by making sure that students have the minimum language skill level required (e.g. that the beneficiary fully meets language requirements from the B1, B2 levels, etc.) and during the mobility through different actions:

- The designation of volunteer students who are learning the mother tongue of the international beneficiary, for support, language development and motivation for both the local student and the incoming one.
- The organization of free intensive language training for incoming students.
- The advantage of the university's network relations with language institutes, for the benefit of the international students.

Collaborators/stakeholders:

- The IROs
- Academic staff in charge of mobilities
- Volunteer students

Indicators for the assessment of the good practice

- Feedback regarding the linguistic barrier during the mobility in the evaluation studies/surveys.
- Rate of encountered issues related to language
- Evolution of the number of students using language support courses
- Number of application files including linguistic level proof documents

Language requirements	
Partner	EUSA
Short description of the good practice	For all new partnerships and conventions that we develop and implement, we include a language requirement as a necessary condition. Incoming and also outgoing students are not able to benefit from an international mobility opportunity if they do not obtain a B2 level in the language of study in the host institution. If incoming students encounter some difficulties in



	<p>comprehension/communication with a teacher or administrative staff, our IRO staff is available for support and/or translations, if necessary.</p> <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● IRO staff ● Local students ● International students
Contact	International office - internationaloffice@eusa.es

Language level control and psychological interviews	
Partner	Tunis El Manar University (UTM)
Short description of the good practice	<p>In the framework of Erasmus+ outgoing mobility grants, the UTM controls the linguistic level of the candidates through the following actions:</p> <ul style="list-style-type: none"> - linguistic interviews supported by a psych-technical test provided by language teachers (French, English, Italian, Spanish). Language certificates (DELFI/ TOFEL...) are expected as the minimum required in terms of language knowledge. - support from psychologists from the Higher Institute of Human Sciences of Tunis (http://www.issht.rnu).
Contact	<p>Sub-directorate of Scientific Research, International Cooperation and University Evaluation</p> <p>International Cooperation Service</p> <p>Mr. Khalifa Harbaoui : khalifa.harbaoui@utm.tn</p>

G. Pre-departure information and preparation for the intercultural experience

PRE-DEPARTURE INFORMATION AND PREPARATION
<p>Target group:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Academic staff <input checked="" type="checkbox"/> Administrative staff
Description of the good practice
<p>Obstacle: Results from the DIRE-MED survey had shown the need of providing more information on</p>



mobility, especially about practical aspects, student life and cultural immersion. Despite the habit of managing mobility at an institutional level, this activity remains above all a personal experience that must be prepared as best as possible.

Objective: As far as possible, every person who is going to benefit from a mobility opportunity should have the maximum amount of useful information about their destination: the host university campuses, the student associations, the city, health & safety, etc.

Key actions: Universities should communicate more about potential integration tools and the mobility dates should be defined so international students could attend the integration activities or orientation day/week in their hosting universities. Generally, university websites have pages dedicated to this kind of information; the IRO of the sending institution could then support the students by showing them these sites and encouraging them to communicate with the host university for additional information if needed.

Collaborators/stakeholders:

- The IROs
- Academic staff in charge of mobilities
- Volunteer students and students' associations

Indicators for the assessment of the good practice

- Evolution in the number of support demands for the IRO in case of difficulties.
- Evolution of the rate of obstacles /difficulties expressed by participants during mobility.
- Evolution of the number of counselling about practical information on the universities' websites.

Welcome guide for international students

Partner	Paris 1 Panthéon-Sorbonne University
Short description of the good practice	A welcome guide for international students is published in French and English in order to present and inform the students about the Paris 1 University, the arrival in France and the life in Paris (administrative procedures, budget, transport system, etc.), university life (study organisations, resources, etc.) and further practical information (calendar, contact list, check-lists, etc.). This guide is distributed in a paper format. It is also available in its online version on the university website and shared on social networks.
Contact	Head of the mobility department- international-mobility@univ-paris1.fr

Preparation week on interculturality



Partner	Sétif 2 University
Short description of the good practice	<p>A training week is organized by the Algerian Ministry of Higher Education and Scientific Research in order to prevent cultural shock as well as to prepare the candidates of the grants.</p> <p>These preparatory trainings are intended for the group of students who will benefit from a mobility opportunity and are organized jointly with the embassies of the hosting countries. Professors coming from the host universities provide the training and the logistic information.</p> <p>As an example, students receiving merit scholarships to the United Kingdom are provided with training courses organized by the Regional University Conferences (East, Centre, West) in order to prepare beneficiaries for the scholarship.</p>
Contact	Vice-Rectorate of External Relations Bilateral and Multilateral Cooperation Department erasmusmobility.relex@gmail.com

V.2 During mobility

A. Linguistic Support

LINGUISTIC SUPPORT
<p>Target group:</p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Academic staff</p> <p><input type="checkbox"/> Administrative staff</p>
Description of the good practice
<p>Obstacle: As laid out in the survey carried out at the beginning of the DIRE-MED project, the linguistic barrier is frequently mentioned by the mobility participants as an important obstacle.</p> <p>Objective: This difficulty could be overcome by providing a linguistic support for the student and thus assuring that they all can follow courses and guaranteeing a favourable academic experience.</p> <p>Key action: as mentioned before, this difficulty could be overcome prior to mobility, but different measures and solutions can be applied during the mobility:</p>



- The designation of volunteer students who are learning the mother tongue of the international beneficiary, for support, language development and motivation for both the local student and the incoming one.
- The organization of free intensive language training for incoming students.
- The advantage of the university's network relations with language institutes, for the benefit of the international students.

Collaborators/stakeholders:

- The IROs
- Academic staff in charge of mobilities
- Volunteer students

Indicators for the assessment of the good practice

- The number of mobile / foreign students taking language courses at university level
- Evaluation of the rate of difficulties encountered related to the language
- Assessment of language level at the end of the mobility

Italian language courses

Partner

University of Catania

Short description of the good practice

The project "Scuola d'Italiano per Stranieri" was created by the University of Catania with the aim of teaching Italian language and culture to international students. The school, whose headquarter is the magnificent baroque monastery of the Benedict, offers different learning alternatives.

The school offers all Erasmus students free Italian courses (10 hours) in order to reach an A2 language level in the European common competence framework, through a communicative and practical methodology. Once the basic knowledge is learned, students have the option to continue the training of 100 hours of language learning for free. Moreover, the university offers as well, in collaboration with ICON (Italian Language and Culture on the Net), free online Italian courses.

These courses also include an important component about the Italian culture, for an in-depth look and knowledge of authors and fundamental texts of literature, art, history and traditions. Learning modules are always developed according to the students' different language skills. The school offers the possibility of getting to know the territory from a historical, artistic and archaeological point of view.



Contact	Department of Human Sciences – Pr. Cetti Rizzo : crizzo@unict.it
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Arabic language courses	
Partner	Tunis El Manar University
Short description of the good practice	<p>This UTM university provides Arabic courses to foreign students at the Bourguiba Institute of Modern Languages, institution that is part of the University.</p> <p>Students who come as part of the ERASMUS+ mobility program can benefit from special rates which vary between 20% and total free when the Institute itself takes part in the inter-institutional agreement.</p>
Contact	<p>Sub-directorate of Scientific Research, International Cooperation and University Evaluation</p> <p>International Cooperation Service</p> <p>Mr. Khalifa Harbaoui: khalifa.harbaoui@utm.tn</p>

B. Welcoming and integration approaches for students

Welcome and integration of international students
<p>Target group:</p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Academic staff</p> <p><input type="checkbox"/> Administrative staff</p>
Description of the good practice
<p>Obstacle: respondents to the DIRE-MED questionnaire mentioned inadequacies in terms of welcoming and support conditions at the host university.</p> <p>Objective: to provide all the useful information before departure and upon arrival to allow each mobility beneficiary to evolve as easily as possible in the new international environment.</p> <p>Key action: this difficulty could be overcome prior to the mobility by providing greater information and communication at all levels, presentation of the university, conditions of access to university accommodation/services, use of public transport, etc. Information and orientation sessions facilitating integration can also be organized on the arrival of mobility participants.</p> <p>Collaborators/key-actors:</p>



- The IROs
- Academic staff in charge of mobilities
- Volunteer students and students' associations

Indicators for the assessment of the good practice

- Number of Information/Orientation sessions organized
- Number of students participating in Orientation sessions
- Evaluation of the number of support requests made to the IROs to resolve integration issues.
- Evolution of the number of visits to the "practical information" page or section in the university website.

Welcome guide for international students

Partner	Paris 1 Panthéon-Sorbonne University
Short description of the good practice	A welcome guide for international students is published in French and English in order to present and inform the students about the Paris 1 University, the arrival in France and the life in Paris (administrative procedures, budget, transport system, etc.), university life (study organisations, resources, etc.) and further practical information (calendar, contact list, check-lists, etc.). This guide is distributed in paper format. It is also available in its online version on the university website and shared on social networks.
Contact	Head of the mobility department- international-mobility@univ-paris1.fr

Welcome week for international students

Partner	Paris 1 Panthéon-Sorbonne University
Short description of the good practice	<p>Paris 1 University organizes a welcome/integration week at the beginning of every semester, dedicated to students on mobility, especially including those participating in the Erasmus+ programme. The week programme includes:</p> <ul style="list-style-type: none"> - An information session where the exchange students are welcomed and informed about the institution by both the vice-president and director of the IRO. During this meeting, students are informed about administrative procedures and are given presents from the university (pens, bags, and the international student guide). Different members of the staff present the various services of the university such as the sport department, the language



	<p>department or the student associations, which propose and supervise activities for students. Additionally, the multilingual staff from the IRO is available during the week for answering all questions from the international students.</p> <ul style="list-style-type: none"> - A placement test and several French courses for the issuing of language level diplomas, based on the CEFR, with the monitoring of 14 certified teachers. - Disciplinary methodology courses delivered every afternoon by the different university subdivisions/components staff. - A cocktail at the end of the Integration Week in the Pantheon premises of the University.
Contact	Head of the mobility department- international-mobility@univ-paris1.fr

ANFITRIONE Project	
Partner	University of Catania
Short description of the good practice	<p>The ANFITRIONE project, managed by the AEGEE-CATANIA association, aims to help Erasmus students, at the beginning of their stay in Catania, by assigning them a “tutor” (student of the University of Catania), who will be available for supporting them in all aspects of daily and university life. The choice of a student tutor is important and effective because the developed relationships are more relaxed and facilitate exchange and interculturality.</p> <p>The Erasmus Student Network (ESN) is a structure of European non-profit associations with more than 500 sections in 38 countries. Since 2009 this network has helped mobility students, especially with their principal project “Housing”. The project aims to facilitate the search for accommodation in the city, and it counts with an important network for offers and alternatives.</p> <p>This system has already been implemented and it has led to very positive results in terms of time-saving, budget and adapted solutions according to student’s demands.</p>
Contact	International Mobility Office: umi@unict.it Coordinator: Mrs. Tutino: cinzia.tutino@unict.it

Student associations and supporting staff in the university faculties and departments	
Partner	Paris 1 Panthéon-Sorbonne University



Short description of the good practice	<p>Paris 1 University has more than 150 student associations. For several years, the IRO has worked in close collaboration with the ISAP (the International Student Association of Paris 1) which offers, among other services, the opportunity of arranging a tandem system with international students.</p> <p>In addition, IRO delegates are present in several departments. For instance, the Sorbonne Law School, the Sorbonne Economic and Management school, or the Sorbonne Art School have a staff team in charge of supporting and monitoring student mobilities in their faculties. More precisely, this team is composed of administrative staff who have responsibilities in the field of international exchange. These administrators manage student care and incoming and outgoing mobility, from Erasmus+ programmes or bilateral exchange conventions.</p>
Contact	Head of the mobility department- international-mobility@univ-paris1.fr

“Discovering Sicily” Initiative	
Partner	University of Catane
Short description of the good practice	<p>Discovering Sicily is a project sponsored by the local “Lions Club” (<i>Catania Bellini, Noto Città del Barocco, Acireale, Ragusa Host, Scordia, Palagonia, Militello Val di Catania</i>) in collaboration with the University of Catania and the Erasmus Student Network (ESN) association, and it is aimed at incoming Erasmus+ students.</p> <p>The main goal of this initiative is to allow Erasmus students to organize several trips around Sicily to discover the most beautiful spots of the island, to highlight the Sicilian territory, its history, its culture and its peoples. Language meetings and snacks are organized to bring local and international students together and promote immersion and integration.</p>
Contact	International Mobility Office: umi@unict.it Coordinator: Mrs. Tutino: cinzia.tutino@unict.it

Mobilisation of student volunteers and former mobility beneficiaries	
Partner	Tunis El Manar University
Short description of	With the aim of facilitating the integration of foreign students on mobility



the good practice	<p>programmes, the UTM mobilises volunteers and former beneficiaries of mobility grants from the Tunisian <i>Institut Supérieur des Sciences Humaines</i>, for supporting and helping the new students:</p> <ul style="list-style-type: none"> - Airport reception - Accommodation: provide help to find cheap apartments or residences close to the university campuses. - Promotion of academic and cultural integration by the organization of Orientation Days. - Welcoming Ceremony at the Tunis El Manar University - Cultural visits and tours.
Contact	<p>Sub-directorate of Scientific Research, International Cooperation and University Evaluation International Cooperation Service Mr. Khalifa Harbaoui : khalifa.harbaoui@utm.tn</p>

Buddy Programme	
Partner	EUSA
Short description of the good practice	<p>We have developed a Tandem Buddy Programme to facilitate the adaptation of international students in the campus, and to help them with their integration in the local lifestyle and with mobility related procedures (internet, accommodation, bank, sim card, etc.).</p> <p>In order to implement this programme, local students are put in contact with international students, ideally before their mobility, so they can get support before and during their experience abroad. Local students wishing to participate must have a minimum level of English, French or German.</p> <p>Additionally, an orientation session is organized with national students in order to inform them clearly about the programme's objectives and expectations.</p> <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● IRO staff ● Local students ● International students
Contact	International office - internationaloffice@eusa.es



C. Strengthen the representative role of mobility students/staff in the host universities

Strengthen the representative role of mobility students and staff at host universities

Target group:

- Students
- Academic staff
- Administrative staff

Description of the good practice

Obstacles: mobilities are seen, above all, as personal experiences. Students and staff on mobility are ambassadors of their home university and they could become, at the same time, ambassadors of their host university. This institutional dimension is not always taken into consideration.

Objective: reinforce and raise awareness of the institutional dimension of international mobilities.

Key actions: universities could provide further support to this new aspect by encouraging the students to become mobility representatives for their home university, and the academic and administrative staff to become representatives and relays also for their host university.

In order to have more information concerning the development and the positive impact of their mobility, universities need to encourage students to share their experiences and the different activities carried out during their mobility, for instance, using the university social networks.

Collaborators/stakeholders:

- Students/participants on mobility programmes
- Alumni
- Staff of the sending university IRO

Indicators for the assessment of the good practice

- Number of social media posts regarding mobility
- Number of viewed and shared posts
- Number of debriefing/follow-up meetings organized upon return from mobilities



Encouraging students to become “ ambassadors”	
Partner	Abdelmalek Essaâdi University (UAE)
Short description of the good practice	<p>Students from UAE who are on mobility should provide information about their experiences as much as possible, by different means and actions:</p> <ul style="list-style-type: none"> - Communication and sharing on social media about the extracurricular activities carried-out by students who are experiencing a mobility programme in a partner university (activities from the student clubs, tourism visits, student events, etc.). - Sharing general information regarding the hosting country and city: the culture, the gastronomy, the history, etc. <p>By supporting this flow of information, the student becomes the ambassador of their host university/host country within his home academic community and can raise the interest of other students for this mobility opportunity.</p>
Contact	FST -Vice-dean in charge of educational affairs M.Diani: mdiani@uae.ac.ma

Development of administrative and academic mobility programmes	
Partner	EUSA (Estudios Universitarios y Superiores de Andalucía)
Short description of the good practice	<p>At EUSA’s IRO a protocol has been defined for the development of mobility programmes for national and international professors, administrative or experts invited to our institution. Firstly, we put in contact the invited staff with their counterparts in our university, and we help and monitor the proper development of a common collaboration project: delivery of courses, job shadowing, conference participation, etc.</p> <p>The IRO is in charge as well of contacting and communicating with the different institutions mentioned in the mobility proposal, which is created according to the profile of the visiting person, their interests and expectations for this mobility/visit.</p> <p>EUSA takes advantage of these exchanges and gathering opportunities to organise meetings for the visiting staff with direct collaborators of our institution, especially with the Chamber of Commerce and the University of Seville: two important organisations that work in a great variety of academic, cultural and researching domains. With these actions, we wish to maximize the impact of the mobility for the incoming institution, and to promote potential agreements and collaboration</p>



	<p>projects between the two regions.</p> <p>Additionally, this good practice allows us to reinforce the bonds and relations with our local partners and associates, and with the international visiting organisations.</p> <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● The IRO staff ● Local collaborators and partners: Chamber of Commerce, University of Seville, etc. ● Administrative and academic staff from different departments.
Contact	International office - internationaloffice@eusa.es

D. Supporting academic monitoring during mobility

Supporting academic monitoring during mobility
<p>Target group:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students <input type="checkbox"/> Academic staff <input type="checkbox"/> Administrative staff
Description of the good practice
<p>Objective: as it was highlighted in the results of the DIRE-MED survey, in the case of credit mobility it is very useful to facilitate and provide academic monitoring for the students during their experience abroad. Also, this follow-up must be maintained between both the home and the host institutions with the aim of ensuring that all potential modifications made on the learning agreements are taken into account and recognised by their sending university. The available digital and online tools bring flexibility and time-saving for many of these related procedures.</p> <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● Staff of the home and host universities IROs ● Students on mobility programmes
Indicators for the assessment of the good practice
<ul style="list-style-type: none"> ● Number of information requests and applications



OLA+: Dematerialization of learning agreements	
Partner	Paris 1 Panthéon-Sorbonne
Short description of the good practice	<p>The monitoring of students on mobility is managed by the international department but it is operated in close collaboration with the university faculties (international relations delegates and supporting administrative staff), especially with regard to the learning agreement.</p> <p>The validation of the learning agreements (LA) and their modifications must be approved and monitored by the academic contact point. This way, the recognition of mobility upon return is guaranteed.</p> <p>When a student wishes to modify their LA, they must firstly contact the International delegate from their home university (incoming students) or host university (outgoing students).</p> <p>The normal practice is to obtain, in the first place, the approval of the home university and secondly the host university's confirmation. The approval of all involved parties (both institutions and the student), and their signature in the relevant document, are necessary for the new pedagogical agreement to be valid.</p> <p>Paris 1 university participates in a strategic partnership project called OLA+ (Online Learning Agreement), aiming to fully dematerialize the learning agreements.</p> <p>Several faculties and departments have chosen to implement this new procedure, which accelerates the signing of documents and formalizes the validation circuit, for their students on mobility (incoming and outgoing). In this framework, students who initially created their LA on the platform OLA+ must proceed with any modification through the same platform. Once the document is signed by the participant, it is automatically and electronically delivered to the home institution, and to the host institution afterwards. The faculties currently using this platform are very satisfied, and other departments are showing their interest in implementing the tool.</p> <p>The modification deadlines for the learning agreements vary greatly depending on the faculty or department.</p>
Contact	Head of the mobility department- international-mobility@univ-paris1.fr



V.3 After the mobility

A. Assessment of the mobility at an institutional level

Assessment of the mobility at an institutional level
<p>Target group:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Students<input checked="" type="checkbox"/> Academic staff<input checked="" type="checkbox"/> Administrative staff
Description of the good practice
<p>Obstacles: although mobility takes place within a combined institutional framework (home and host universities), the personal/individual dimension of the mobility remains a very strong aspect. Beyond the role of “ambassador” or representative that beneficiaries could maintain during their mobility, this dimension should be reinforced upon their return.</p> <p>Objective: to communicate and provide feedback about the mobility experience in order to be able to assess and recognize it within their home and host university. Experience evaluation and recognition within institutions will have a dissemination impact on cooperation agreements and mobility opportunities, as well as the recognition of the work carried out by the IROs.</p> <p>Key actions: Sending and host universities could systematically organise exchange meetings after the mobility in order to draw elements and aspects that will allow an improvement or a redirection of the mobilities if necessary.</p> <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none">● Participant on mobility programmes● IRO● Academic community involved in international mobility activities
Indicators for the assessment of the good practice
<ul style="list-style-type: none">● New contacts between partner universities● Collaboration projects● New mobility opportunities● Good practice exchange



Satisfaction questionnaire following mobility and students testimonials	
Partner	Paris 1 Panthéon-Sorbonne University
Short description of the good practice	<p>For mobilities carried out in the framework of the Erasmus+ programme, the participants (students, academic and administrative staff) are requested to complete a standard satisfaction questionnaire, created by the Erasmus+ agency. This form consists of questions concerning the following topics:</p> <ul style="list-style-type: none"> - Preparation: motivation to go on mobility, information access, etc.; - Academic monitoring: quality of the courses, credit validation (procedures, etc.) and grading system; - Competences and skills improvement (linguistic, interpersonal, etc.); - Professional and personal perspectives; - Practical and organisational aspects; - Accommodation and expenses. <p>The results of these questionnaires allow the hosting university to obtain a specific feedback of students on their mobility experiences, not only to identify improvement points but also in order to enhance the positive aspects highlighted in the questionnaires.</p> <p>Under these valorisation perspectives, Paris 1 university has elaborated a specific form allowing the compilation of the testimonials of students who went on international mobility, which are then published in the institutional website: https://www.pantheonsorbonne.fr/international/etudiants-de-pantheon-sorbonne/temoignages-detudiants/.</p>
Contact	Head of the mobility department- international-mobility@univ-paris1.fr

Publication of mobility testimonials	
Partner	DIRE-MED partnership
Short description of the good practice	<p>In the framework of the DIRE-MED project, all students, academic and administrative staff are invited to share a testimonial of their mobility, in written or video format. These testimonials are published in the project website not only to share the mobility and the rich experience but also to become a source of encouragement for mobilities.</p> <p>Testimonials are available here: https://www.diremedproject.eu/mobilites/</p>



Contact	DIRE-MED partnership : info@diremedproject.eu
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Presentation of the mobility experience in the hosting university	
Partner	Abdelmalek Essaâdi University (UAE)
Short description of the good practice	<p>At the end of their mobility experience at the Abdelmalek Essaâdi University (UAE), the administrative staff of a partner university produced a PowerPoint presentation describing the main activities programmed during their stay, and presenting information about different teaching and researching actions carried out in the host university (UAE) and, subsequently, they reviewed the different services and research laboratories they visited.</p> <p>This presentation was very useful for the hosting university to assess the perception and feedback of a visiting international administrative staff, to evaluate and identify the strengths of the mobility experience as well as the improvement points and future collaboration opportunities.</p>
Contact	FST -Vice-dean in charge of educational affairs M.Diani: mdiani@uae.ac.ma

Feedback on mobility at home university	
Partner	Alger 1 University
Short description of the good practice	In the framework of DIRE-MED, Alger 1 has implemented a meeting upon return of the mobilities carried out within the same project framework. These meetings are an opportunity of communication and sharing of experiences that has allowed the university's international cooperation service to consider different forms of feedback about the definition of the mobility and its administrative implementation.
Contact	International Cooperation Service Head of Department: Mrs. Larras - larrasnadia@yahoo.fr



B. Recognition of mobility experiences in the career development

Mobilities' recognition
<p>Target group:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Academic staff <input checked="" type="checkbox"/> Administrative staff
Description of the good practice
<p>Obstacles: the DIRE-MED partnership acknowledges the current difficulty for mobility recognition in the professional career. When it comes to credit mobility, the recognition is more evident, as the added value of the experience abroad for students. The issues around the recognition for short-term mobilities has been experimented in the framework of DIRE-MED pilot mobilities. This question was raised in the discussions with the project's external evaluator and some partners mentioned the possibility, in the medium term, of allocating credits for these short-term mobility experiences.</p> <p>Concerning academic staff mobility, recognition is somehow more evident thanks to the possibilities that may rise thanks to the mobility: developing joint qualifications and programmes, collaboration on the creation of scientific articles, etc.</p> <p>The most important obstacles are for administrative staff mobilities, which are not yet entirely developed (compared with the other two types of mobility) nor fully perceived as an enriching element with an impact at an institutional level.</p> <p>Collaborators/Key actors:</p> <ul style="list-style-type: none"> ● Administration services of the home and host universities ● Students, academic and administrative staff
Indicators for the assessment of the good practice
<i>Observations and conclusions still in progress between the partners</i>

Mobility Recognition	
Partner	Sétif 2 University
Short description of the good practice	<p>Following the mobility carried out as part of a National Programme, participants may be offered positions at the university.</p> <p>For example, after a student mobility (funded by the Algerian Ministry Higher Education and Scientific Research) in the framework of a bilateral convention with Chine, the beneficiary was offered a position of Chinese teacher at the language centre within the Sétif 2 university. In this case, the beneficiaries of the mobility act as a knowledge multiplier, with a lasting effect for the university.</p>



	<p>Students sign a contract at the start of the mobility and are committed to serve the university as a full-time teacher for a minimum of 5 years.</p> <p>All types of mobility have a recognition system divided by category. PNEs (National Programmes) are oriented towards the defence of their doctoral thesis and they recognize the period of time on mobility spent at the host institution. Erasmus + students also have a credit recognition system.</p>
Contact	<p>Vice-Rectorate of External Relations Bilateral and Multilateral Cooperation Department erasmusmobility.relex@gmail.com</p>

C. Development of other forms of collaboration and exchanges

Mobility as an instrument of cooperation
<p>Target group:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Academic staff <input checked="" type="checkbox"/> Administrative staff
Description of the good practice
<p>Mobility opportunities for students, academic and administrative staff, when correctly monitored and supported, allow:</p> <ul style="list-style-type: none"> ● To reinforce bilateral relations between partner universities ● To develop research programmes/ joint programmes ● To better articulate mobility according to the cooperation priorities established between establishments ● To identify the most high-performance partner universities in terms of mobility. <p>Collaborators/stakeholders:</p> <ul style="list-style-type: none"> ● Home and host university/institution ● Students, academic and administrative staff on mobility ● IROs
Indicators for the assessment of the good practice
<ul style="list-style-type: none"> ● The quality of bilateral relations ● The number of agreements/projects developed ● Academic productivity and new pedagogical capacities of mobility beneficiary teachers



Definition of a common roadmap for publications	
Partner	Alger 1 University
Short description of the good practice	An academic mobility carried out at Karl-Franzens-Universität Graz (Austria), within the framework of the EU-METALIC II programme , made it possible to organize not only conferences for the benefit of students and advisers/lawyers on tax law in a comparative approach, but also to set up a roadmap for joint publication projects and the means of institutional cooperation between the two involved institutions.
Contact	International Cooperation Service Head of Department: Mrs. Larras - larrasnadia@yahoo.fr

Joint course development and conference organization	
Partner	IAV (<i>Institut agronomique et vétérinaire de Rabat</i>)
Short description of the good practice	It is important, as an institution, to take advantage of all opportunities of international mobility to develop and strengthen cooperation and partnerships. For example, following the individual mobility of two students under the KA107 mobility, cooperation agreements, joint courses and conferences were organized by the partners of the home and host universities.
Contact	Department of Cooperation, Partnerships and Developments dcpd@iav.ac.ma

Development of new partnership agreements	
Partner	IAV/ Carthage University /UAE/Catane University
Short description of the good practice	DIRE-MED pilot mobilities have made it possible to experiment with an innovative modality: to combine student and academic mobility. Thanks to these mobilities, the partners were able to share and deepen common themes in teaching and research and were thus able to define more specific cooperation agreements.
Contact	DIRE-MED partnership: info@diremedproject.eu



VI. Good Practices summary table

Before mobility	Reinforcement of the structure of orientation and mobility management	Creation of a network of contact points: "International Relations"
		Network of international relations delegates in the university subdivisions.
		Orientation
		Management and strategies for the International and Erasmus Department
		Mobility Project Committee
		Definition of innovative mobilities by reinforced dialogue
	Strengthening mobility in the Mediterranean basin	MEDMOBIL project
		INCHIPE project
		MARCO POLO project
	Promotion of mobility opportunities and increase of information channels	Display and mailing
		Promotion of exchange programmes
		Organisation of an Orientation/Information Day
		Information Dissemination
		Register for the collection of mobility preferences
	Definition of mobilities	ICM – KA1 Mobilities



		DIRE-MED Pilot mobilities
	National programmes promoting international mobility	Algerian “Programme National Exceptionnel”
		National Scholarship Programme for Excellence
		Tunisian National Programme promoting mobility
	Language prerequisites	Language requirements
		Language level control and psychological interviews
	Pre-departure information and preparation for the intercultural experience	Welcome guide for international students
		Preparation week on interculturality
During mobility	Linguistic Support	Italian language courses
		Arabic language courses
	Welcome and integration approaches for students	Welcome guide for international students
		Welcome week for international students
		ANFITRIONE Project
		“Discovering Sicily” Initiative
		Student associations and supporting staff in the university faculties and departments
		“Buddy Programme”
		Mobilisation of student volunteers and former mobility beneficiaries
		Encouraging students to become “ambassadors”



	Strengthen the representative role of mobility students/staff in the host universities	Development of administrative and academic mobility programmes
	Supporting academic monitoring during mobility	OLA+: Dematerialization of learning agreements
After mobility	Assessment of the mobility at an institutional level	Presentation of the mobility experience in the host institution
		Feedback on mobility at the home university
		Satisfaction questionnaires and students' testimonials
		Publication of mobility testimonials
	Recognition of mobility experiences in the career development	Mobility Recognition
	Development of other forms of collaboration and exchanges	Joint course development and conference organization
		Definition of a common roadmap for publications
		Development of new partnership agreements



Annexes



DIRE-MED - Dialogue Interculturel, REseaux et Mobilité en MEDiterranée

WP1 Identification and selection of best practices QUESTIONNAIRE

I For Academic Staff:

University: Department:

1- Is your university involved in one or more international mobility programmes?

Yes No I don't know

2- There is a department/office in charge of mobilities within your university?

Yes No I don't know

3- The information about available mobility opportunities in your university is transferred:

Regularly Not regularly On no occasion

4- The information about international mobility programmes reaches you through:

- The administrative circuit

- The university website



- the partner university

-“Word of mouth”

5- The information made available concerning these programmes is:

-Highly satisfactory

-Satisfactory

-Moderately satisfactory

-Unsatisfactory

6- Have you ever participated in a mobility programme?

Yes

No

7- During your mobility, your courses at your home university:

-Were delivered by a colleague

-Were reschedule before/after your return

8- The objective of your mobility was:

Training

Self-training

Combined

9- The grant allocated by the programme was:

Adequate

Moderately adequate

Not adequate

10- Have you benefited from additional financial assistance from your university?



Yes

No

11- The developed mobility programmes have been:

A)-

- Highly satisfactory
- Satisfactory
- Moderately satisfactory
- Unsatisfactory

B)- If you have answered negatively, why?:

.....
.....

12-

A)- Upon your return, have you developed/worked on the new competences acquired during your mobility?

Yes

Partially

No

B)- If not, why?:

.....
.....

13-

A)- Upon your return, have you disseminated and shared with others the acquired competences?

Yes

No

B)- If yes, this has been done:

Individually

In the framework of an organized training



14- Upon your return, your mobility has had an impact:

- On your professional career:
- On your academic level
- At an interpersonal level
- None

15- Which would be your suggestions in order to improve the mobility programmes in your university?

- :
- :



ANNEXE II



DIRE-MED - Dialogue Interculturel, REseaux et Mobilité en MEDiterranée

WP1 Identification and selection of best practices

QUESTIONNAIRE

II For Students:

University: Department/Degree:

1- Is your university involved in one or more international mobility programmes?

Yes

No

I don't know

2- There is a department/office in charge of mobilities within your university?

Yes

No

I don't know

3- The information about available mobility opportunities in your university is transferred:

Regularly

Not regularly

On no occasion

4- The information about international mobility programmes reaches you through:

- The administrative circuit

- The university website



- The partner university

-“Word of mouth”

5- The information made available concerning these programmes is:

-Highly satisfactory

-Satisfactory

-Moderately satisfactory

-Unsatisfactory

6- Have you ever participated in a mobility programme?

Yes

No

7- The objective of your mobility was:

Training

Self-training

Combined

8- The grant allocated by the programme was:

Adequate

Moderately adequate

Not adequate

9- Have you benefited from additional financial assistance from your university?

Yes

No

10- The developed mobility programmes have been:

A)-



- None

14- Which would be your suggestions in order to improve the mobility programmes in your university?

-:

-:

15-

a)- Your integration in the host country has been:

Very easy Easy Difficult Very difficult

b)- if you had any difficulties regarding integration, please, specify the causes:

- * Language level
- * Inadequacy of the requested requisites to follow the programme
- * Welcome issues and lack of support and monitoring
- * Cultural difficulties
- * Difficulties with the accommodation conditions
- * Catering/food issues
- * Transportation



ANNEXE III



DIRE-MED - Dialogue Interculturel, REseaux et Mobilité en MEDiterranée

WP1 Identification and selection of best practices

QUESTIONNAIRE

III For Administrative Staff

University:..... Department:.....

1- Is your university involved in one or more international mobility programmes?

Yes

No

I don't know

2- There is a department/office in charge of mobilities within your university?

Yes

No

I don't know

3- The information about available mobility opportunities in your university is transferred:

Regularly

Not regularly

On no occasion



4- The information about international mobility programmes reaches you through:

- The administrative circuit
- The university website
- The partner university
- “Word of mouth”

5- The information made available concerning these programmes is:

- Highly satisfactory
- Satisfactory
- Moderately satisfactory
- Unsatisfactory

6- Have you ever participated in a mobility programme?

Yes No

7- The objective of your mobility was:

Training Self-training Combined

8- The grant allocated by the programme was:

Adequate Moderately adequate Not adequate

9- Have you benefited from additional financial assistance from your university?

Yes No



10- The developed mobility programmes have been:

A)-

- Highly satisfactory
- Satisfactory
- Moderately satisfactory
- Unsatisfactory

B)- If you have answered negatively, why?:

.....
.....

11-

A)- Upon your return, have you developed/worked on the new competences acquired during your mobility?

Yes

Partially

No

B)- If not, why?:

.....
.....

12-

A)- Upon your return, have you disseminated and shared with others the acquired competences?

Yes

No

B)- If yes, this has been done:

Individually

In the framework of an organized training



13- Upon your return, your mobility has had an impact:

Yes

No

14- Which would be your suggestions in order to improve the mobility programmes in your university?

-:

-:

