

WP1

Report on mobility flows and recognition procedures



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

*"This project has been funded with support from the European Commission.
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Background

During the preparation of the MERIC-Net application form, some discussions with UNESCO stressed the interest of including the revision of the Mediterranean convention on the “Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean” in the framework of the MERIC-Net project.

As mentioned in the application, one of the initial activity was to send out a questionnaire concerning the different networking activities and initiatives that already exist in the region in order to revise the Mediterranean convention (activity 1.2). The second point was to analyze the recognition practices and the main issues related to mobility and qualifications recognition (activity 1.3). Thus, the final report (activity 1.4) was expected to include a part on the revision of the Mediterranean Convention and another part on the recognition situation of each participating country.

But, after the launch of the project, UNESCO decided to focus on the revision of the “Arab convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States” on the basis of the Lisbon recognition convention, and not on the one foreseen when the project application was drafted. According to UNESCO there is an overlap with regional groupings (Europe, Arab states and Africa) and 10 countries that ratified the 1976 Mediterranean Convention, have all ratified at least one other UNESCO recognition convention (in 8 out of 10 cases, the Lisbon Convention).

Thus, the coordinator decided to rethink the WP1 and link it only to recognition procedures and mobility flows. The activity on the analysis of the recognition practices and main issues related to mobility and recognition of qualifications (activity 1.3) was reinforced: the consortium decided to draft questionnaires on mobility flows and recognition procedures in order to collect details and data to draft the final report (activity 1.4). The purpose of the survey is to show (1) the level of comparability with the recognition procedures available at European level, which are influenced by Lisbon Recognition Convention criteria (2) to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

I. Methodology

In August 2017, CIEP (Centre International d’Etudes Pédagogiques : International centre for Pedagogical Studies) conducted a survey addressed to the representatives of the South Mediterranean partners of the MERIC-Net project (Ministries and universities) in order to :

- analyse the volume of mobility flows among universities and ministries
- Identify policies and main practices adopted to support mobility
- understand existing recognition practices and procedures at institutional and national level

The questionnaires were distributed on August 2017 with a deadline of three months (end of November)

By the deadline, four out of 12 SouthMed partners had responded to the form. Between December 2017 and October 2018, six more partners had responded to the questionnaires. Two partners (one university and one ministry), had not responded by April 2019. This leaves us with a 75 % response rate for ministries and 87,5 % for universities for a 83 % response rate over all.

Even though we received 10 responses out of 12, we faced a problem with the answers provided. In fact, it was very difficult for the leader of this WP to make a representative analysis. Most of the partners did not answer to all the sections and most of the time the answer was limited to “yes” or “no” without any details.

The survey was divided into five sections for ministries and six sections for universities.

Ministries:

- Obstacles and policies for mobility
- Financial support for mobility
- Geographical distributions and mobility flows
- Mobility Data
- Recognition of qualification

Universities:

- Enhancement of mobility
- Balanced mobility and geographical distribution,
- Institutional strategies and financial support for mobility,
- Mobility tools
- Data on mobility flows at institutional level
- Recognition of qualification.

Concerning ministries, the survey shows that the three ministries who respond to the survey have the same status of the delivered equivalence. The document is legally binding and the criteria of the evaluation of foreign qualification are regulated at the national level. The questionnaire also shows that ministries are aware of the recognition procedures implemented in Europe.

The survey also shows that they are aware of recognition procedures implemented in Europe, but for political reasons, they still use equivalence in their country.

Concerning universities, a first analysis of the survey shows that the partner institutions tend to attach the same importance to incoming mobility as to outgoing mobility, that they focus their relationship with Europe, that they are quite well experienced in the adoption of internationally recognized mobility tools (learning agreement, transcripts etc..) and that the majority of them play an important role also in the recognition of foreign qualifications. One interesting point is related to the balance between incoming and outgoing students. South Mediterranean universities do not seem to be so focused on it. The majority receives less students than those that are going abroad. Nevertheless, they consider that the possibility to host international students for 1 or 2 semesters is an important tool to strengthen “internationalization at home” and to increase the international dimension of their classes.

Another interesting aspect is the heterogeneity of the responses received from the eight universities in relation to the following aspects:

- Mobility policy and Networking
- Financial support for mobility and services
- Credits and recognition tools and policies
- Recognition of qualification

It reflects the choice of MERIC-Net to identify quite different patterns of countries and institutions in Mediterranean region, both for geographical reasons, size, status and approaches towards internationalization.

II. Relevant trends

1. Ministries:

1.1. Obstacles and policies for mobility

Considering the main obstacles to mobility of students that the partners are facing (Questions 1), it appears clearly that the three ministries are facing the same obstacles such as:

- Lack of adequate financial support
- Lack of support by university of origin
- Lack of support by university of destination

To the question 2 related to national strategies/actions plan to remove these obstacles, the three ministries gave these answers without any details

- Initiatives with universities to assure financial support

- Erasmus + mobility actions
- Bilateral Agreement between MEHE & Foreign countries to support and exchange researchers
- Encourage banks to grant student loans
- Organise information and awareness for student

Concerning the 3rd question on the implementation of national measures/programmes to remove existing obstacles, the three ministries mentioned:

- agreement with universities and other institutions (AUF, CNRLS, etc...)
- agreements between MEHE & Foreign Countries
- Simplification of procedures and criteria of the equivalence
- Smoother recognition of private higher education institutions

1.2. Geographical distribution and mobility flows

According to the received answers, ministries indicated that national strategies/actions plan prioritise some geographical region for mobility flows. Europe seems to be the first one.

Concerning Morocco, the first 10 country of origin of incoming students are France, Belgium, Spain and Germany and the first 10 country of destination of outgoing students are: France, Spain, Belgium, Tunisia, Canada, Germany, Russia, Ukraine, Senegal and Romania.

Data were not provided from Tunisian and Lebanese ministry. The Algerian ministry did not answer to the survey.

1.3. Services and financial support for mobility

To this section, the three ministries explain that some measures have been implemented to foster mobility such as:

- granting scholarships
- facilitating accommodation for international students
- improving recognition procedures

1.4. Mobility Data

No data have been provided from ministries for this section

1.5. Recognition procedures

According to the given answers, the three ministries mentioned that recognition procedures are regulated at national level (legally binding decision).

The results to question 3 show that, generally speaking, the traditional educational tools (i.e. degrees/certificates, length of the education or training programme, transcripts of records) are the most often used. Respondents indicate that most of the tools developed at European level (i.e. diploma supplement, overarching QFs, credits systems) are rarely used in the assessment/recognition of foreign qualifications.

The list of criteria used in the assessment for recognition of foreign qualification is regulated at national level, the ministries uses the following criteria:

- recognition status of the awarding institution
- type of awarding institution.
- list of courses / content
- quality /accreditation
- formal rights (function of the qualification in the home country; e.g. access to further activities)
- nominal duration
- admission requirements

2. Universities

2.1. Policy and enhancement of mobility

Based on the answers provided in this section, all universities explained that the focus is on outgoing students. 6 answers out of 8 universities mentioned that there are some strategies implemented by universities without giving any explanation (except USEK). They also mentioned that these strategies involved both students and professors.

USEK Strategy:

- Strengthens its partnerships with international organizations.
- supports the international mobility of its students and members of the university community.
- Encourages the involvement of its structures in the international networks of Scientific Research.
- The University improves the reception of foreign students and teachers.

- Update agreements with national and international organizations to help integrate and promote the exchange
- Adopt some specific measures/ programmes to enhance mobility such as Info days, communication tools and e-communication tools.
- To provide a specialized contact points within all university institutions to share, inform and to help candidates regarding mobility programmes.

2.2. Balancing between incoming and outgoing and geographical priorities

This section analyses the balance between incoming and outgoing students and the geographical priorities among the universities involved. The respondents underlined a big interest on attracting international students but a lack of international recruitment policies except USEK. They explained that:

- They send students to Europe more than they receive
- They receive students from Sub-Saharan countries more than they send.
- They are a net exporter institution (more outgoing than ingoing students) except of Rabat university which consider that they are net importer because they have more incoming students as degree seekers (about 1600 students from which about 200 are PhD students), comparing to outgoing as exchange students (about 400 in Erasmus+, joint programs).
- There is a significant imbalance concerning mobility flows with France, Belgium, China, Spain, Italy, Poland and Greece

2.3. Financial support for mobility and services

This section focused on any financial support provided by universities to foster mobility and to any service adopted.

3 answers out of 8 underlined the fact that most of the contributions are for supporting the mobility of their own students abroad.

Concerning the services for incoming students, universities mentioned the following:

- Implementation of the “Be a buddy” programme
- Students dorms (only for female) and personalised support provided to students who want to find an accommodation around the campus

- Activities for international students (welcome session, excursions, Christmas gathering....)
- Accommodation in student residences

2.4. Credits, recognition tools and mobility agreements

This section shows to which extent SouthMed partner universities are adopting credit systems, international recognized mobility tools and are familiar with Eu projects and international agreements. Based on the answers provided, the following elements should be underlined:

- All universities used learning agreement and transcript of records as a mobility tool in the framework of exchange programmes
- Some universities need to implement a credit conversion table and a grading scale conversion table.
- Some universities should implement a Diploma Supplement to improve mobility and recognition
- Some universities should better communicate on the existing exchange programmes

2.5. Data on mobility flows at institutional level

In this section, universities gave some data concerning the number of incoming and outgoing students. As mentioned before, Europe is holding the leading position in terms of outgoing students.

➤ Antonine University:

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)

1	France	75 students (2011-2016)	7 students (2011-2016)
2	Belgium	24 students	
3	Canada	37 students	
4	China	21 students	

➤ University of Tunis El Manar

No.	Country	Number of students (credit mobility)
1	Italy	14
2	Spain	05
3	France	02

➤ University of Monastir

No.	Country	Number of students (degree mobility)
1	Mauritania	12
2	Palestine	8
3	Jordon	6
4	Cote d'Ivoire	4
5	Cameroon	1
6	Libya	1

➤ Rabat university

No.	Country	Number of students (degree mobility)
1	TUNISIA	92
2	MAURITANIA	76

3	SAUDI ARABIA	58
4	MALAYSIA	56
5	GABON	48
6	PALESTINE	41
7	COMOROS ISLANDS	39
8	LIBYA	35
9	GUINEA BISSAU	34
10	IVORY COAST	31

No.	Country	Number of students (credit mobility)
1	FRANCE	14
2	Turkey	7
3	USA	4
4	Senegal	2
5	Mauritania	2
6	Romania	2
7	Greece	1

2.6. Recognition of qualifications

This section focuses on recognition of qualification and the role of universities within the selected countries.

Universities declare that degree recognition process is carried out at centralised level (ministries) and Credit recognition process is carried out at decentralised level

(universities). Professors from universities are involved in the process of recognition of qualification.

Universities are aware of the criteria implemented and national level, but they consider that there is a lack of information sharing with ministries.

III. Summary of the results and conclusion

3.1. Summary of the results

Concerning the awareness of recognition procedures, the results of the survey show that:

- Awareness of recognition procedures and criteria by universities is the highest; even though it is carried out at central level
- Awareness of implemented policies by ministries is low
- Great diversity exists between Lebanon and the three north African countries concerning the strategy of attracting students.
- Traditional documents (i.e. degree, length, marks) are preferred to the transparency tools developed at European level;
- QFs are very rarely used and are considered as an information tool (mainly on the level of qualifications and the education and training systems)
- All partners consider that there is a real need to implement QF in their country
- All partners consider that there is a real need to implement a recognition procedure instead of equivalence to facility and improve mobility.
- Most partners consider that it is important to develop and implement strategy to become more attractive

3.2. Concluding remarks

Based on those results, we would like to draw attention on the following concluding remarks :

- Equivalence might be seen as more conservative when considering recognition/credentials evaluation, as the mainly used tools are the good old ones (i.e. degree, length, marks).
- transparency tools developed at national and European level are firstly considered as education-related tools, providing some information on foreign qualifications as well as education and training systems. But there are not considered as a primary source of information.
- There is a strong demand for information on the implemented educational policies at national level
- There is a strong demand to have a close cooperation between ministries and universities
- The low answer concerning the data represent an issue that should be resolve. Most of universities and ministries explained that they do not have access to statistics within their institutions and therefore they could not provide them in the questionnaire.

IV. Annexes

1. Questionnaire from Alger 1 university and Abou Bekr Belkaid de Tlemcen university
2. Questionnaire from Moroccan ministry of education, vocational training, higher education and scientific research and Mohammed V Rabat university

3. Questionnaire from Tunisian ministry of higher education and scientific research, Tunis El Manar university and Monastir university
4. Questionnaire from Lebanese ministry of education and higher education and Antonine university

1. Questionnaire from Alger 1 university and
Abou Bekr Belkaid de Tlemcen university

Student Mobility Flows within MERIC-Net partner countries

QUESTIONNAIRE for Universities

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 3-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name: LARRAS NADIA

Position/Role in the institution: Department Head of Cooperation, Partnership and University Exchange

Organisation/Institution: University of Algiers 1

Country: Algeria

Date when questionnaire was completed: November, 27th 2017

Please send the completed questionnaire by **date** to **e-mail**

1 - Enhancement of mobility

The following questions aim at gaining more insight into institutional endeavors to increase mobility.

1. *Do you have an institutional quantitative target for mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ **X No, not for students**
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please specify the target(s):

2. *Do you have an institutional strategy/action plan to enhance mobility?*

- ☒ **X Yes, for outgoing students**
- ☐ Yes, for incoming students
- ☐ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please describe briefly your strategy/action plan: **The action plan is mainly based on information strategy for students within all faculties and department of the University.**

3. *Did you implement specific measures/programmes to enhance mobility?*

- ☒ **X Yes, for outgoing students**
- ☐ Yes, for incoming students
- ☐ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates

☐ No, not for doctoral candidates

If yes, please give some examples: **By signing different agreements and partnership**

4. *Were or are these measures/programmes successful in enhancing mobility?*

☒ **Yes** ☐ No

If yes, please give one or two examples:

Our students have become more interested and committed to the idea of mobility. The number of outgoing students has progressively increased through last years.

3 - Balanced mobility

The following questions aim at receiving more information on imbalanced student mobility within your institution and on possible strategies and measures to achieve a more balanced mobility.

1. *How would you label your institution in terms of student mobility?* a net importer

☐ (more incoming than outgoing students) **a net exporter (more outgoing than incoming**

☐ **students)** an institution with more or less balanced student mobility

☐ If mobility is not balanced: with which countries or regions does your institution have significant imbalances?

2. *Do you have an institutional strategy/action plan to strive for more balanced exchanges?*

☐ Yes ☒ **No**

If yes, please describe briefly your strategy:

3. *Did you implement specific measures/programmes to achieve more balanced student mobility?*

☐ Yes ☒ **No**

If yes, please give one or two examples:

3 – Institutional strategies and action plans

The following questions look at institutional quantitative targets and at policies aiming to foster mobility.

1. Does your institution have strategies or action plans to foster mobility? ☒ Yes ☐ No
(please continue to question No. 3)

If yes, please provide a reference: **Information process within faculties**

2. Does your strategy/action plan prioritise particular geographic Regions for student mobility?
☐ Yes ☒ No

If yes, please complete the following table by ticking the boxes where applicable

Priority Region	Incoming students	Outgoing students
Europe	<input type="checkbox"/>	<input type="checkbox"/>
Latin America	<input type="checkbox"/>	<input type="checkbox"/>
USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>
Australia/New Zealand	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	<input type="checkbox"/>	<input type="checkbox"/>
Africa	<input type="checkbox"/>	<input type="checkbox"/>
Asia	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

If you have Regional priorities, please give reasons:

3. Has your institution implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
Loans for incoming students	<input type="checkbox"/>	<input type="checkbox"/>

Grants/scholarships for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Loans for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

4. Has your institution implemented other support measures or programmes to foster student mobility? (i.e. accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services, etc.)

No

5. Does your institution participate in EU programmes in order to increase the mobility of your students?

☐ X Yes ☐ No

If yes, please provide some details about the EU programme and the specific action, including some details about concrete results achieved (i.e. number of students involved, typology of mobility, etc.):

EU-Metalic in the framework of Erasmus + including 2 mobilities (1 student in biology and 1 teacher in law)
Dire-med Project including 1 teacher in training

4 – Data on mobility flows at institutional level

The following questions look at data of student mobility collected at institutional level.

1. Does your institution collect data on student mobility?

☐ Yes ☐ No (please continue to question No. 7)

If yes, please specify the nature of these data:

- ☐ Only incoming student data collected
- ☒ **X Only outgoing student data collected**
- ☐ Both incoming and outgoing student data collected

2. Does your institution collect data on credit mobility and degree mobility?

- ☐ Only credit mobility data collected
- ☐
- ☐

Only degree mobility data collected

X Both credit and mobility data collected

3. Which details do you take into account collecting data on student mobility flows?

Incoming students:

- ☐ Country of origin of the student (citizenship)
- ☐ Country of origin of the last qualification issued to the student, also in the case of domestic students
- ☐ Country of origin of the last qualification issued to the student, not considering domestic students
- ☐ All these criteria

Outgoing students:

- ☐ Country of destination of domestic student
- ☐ Country of destination of graduates in your country (for foreign students only)
- ☐ Country of destination of graduates in your country (for foreign and domestic students)
- ☒ All these criteria

4. Please list the first 10 country of origin of incoming students enrolled in your study programmes (degree mobility).

No.	Country	Number of students (degree mobility)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

5. If these data are collected, please list the first 10 country of origin of incoming students participating in your study programmes (credit mobility) for a study period.

No.	Country	Number of students (credit mobility)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about those data (i.e. programmes considered, links and source of information, etc.):

6. Please list the first 10 country of destination of outgoing domestic students (degree and credit mobility).

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)
1	Croatie	/	01
2	Autriche		Training 01 month
3			
4			
5			
6			

7			
8			
9			
10			

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

EU-METALIC Project / Cardiff University

7. Do you collect data related to recognition cases?

☐ Yes ☐ **No**

If NO, which institution/body is in charge to collect these details? (i.e. ministries, other bodies, etc.):

If YES, please provide details about the number of foreign degrees recognised at institutional level, including some information about the country of origin of those foreign qualifications:

8. Do you have agreements with other higher education institutions to:

	YES	NO
Facilitate/increase the mobility of your students?	<input type="checkbox"/>	<input type="checkbox"/>
Establish joint programmes?	<input type="checkbox"/>	<input type="checkbox"/>
Exchange students for a certain period?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please provide details about those agreements:

at DIRE-MED project, we have an agreement to exchange students, teachers and administrative staff with partner universities on both sides of the Mediterranean.

Monitoring of Academic Recognition Procedures within MERIC-Net partner countries

QUESTIONNAIRE

The present questionnaire collects details on recognition practices in the MERIC-Net partner countries with the aim to draft the four **National Recognition Reports for Algeria, Lebanon, Morocco and Tunisia** according to the activities foreseen within WP1 of the MERIC-Net project. The present questionnaire was created starting from the experience of the ENIC-NARIC centres, in order to understand the academic recognition procedures available at the moment within the MERIC-Net partner countries. The purpose of the survey is to show the level of comparability with the recognition procedures available at European level, which are influenced by Lisbon Recognition Convention criteria.

This questionnaire is structured in 8 sections with 17 questions in total, starting from different “statements” regarding recognition procedures to collect all the details of those procedures and rules available at national level.

PLEASE PROVIDE YOUR DETAILS:

Name:

**Position/Role in the institution: : Department Head of Cooperation, Partnership and University
Exchange**

Organisation/Institution: University of Algiers 1

Country: Algeria

Date when questionnaire was completed: November, 27th 2017

Please send the completed questionnaire by **date** to **e-mail**

QUESTIONS ABOUT COMPETENT AUTHORITIES

Who is (are) the competent authority(ies) for academic recognition in your country?

- ☒ **X Ministry of Education**
- ☐ National information centre/department/office
- ☐ Higher education institutions
- ☐ Other, please specify:

COMMENTS:

What is the status of the statements or reports by the national competent authority?

- ☐ Information only
- ☐ Recommendation or advise
- ☒ **X Legally binding decision**
- ☐ Other, please specify:

COMMENTS:

1 – Access to an Assessment

Statement: *Holders of qualifications shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.*

QUESTION 1 – Is access to an assessment regulated at national level (national law; government regulation; any other legal act)?

- ☒ **X YES, the access to an assessment is regulated at national level**

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

2 – Criteria and Procedure

Statement: *National authorities shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.*

QUESTION 2 – Are the assessment criteria and procedures regulated at national level (national law; government regulation; any other legal act)?

☐ YES, criteria and procedure are regulated at national level

If YES, what is the title of the legal act?

In original language:

In French :

In English:

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

QUESTION 3 – If the assessment and recognition criteria are regulated at national level, does the regulation list the criteria to be used in the assessment and recognition of the foreign qualification?

☐ **X YES**

If ☐ YES, what are the criteria: recognition status of the awarding institution type of awarding institution learning outcomes list of courses / content quality / accreditation formal rights (function of the qualification in the home country; e.g. access to further activities)

☐ **level in the qualifications**

☐ framework(s) workload nominal duration profile admission requirements

☐ ☐ **X other, please specify: Legal status of the institution**

☐

☐

☐ **NO**

If NO, please present the reason why the list of assessment criteria is not regulated:

QUESTION 4 – If the assessment and recognition procedures are standardised and regulated at national level, does the regulation lists the elements of the procedure?

☐ **YES**

If ☐ YES, do the elements of procedure include: time needed fee charged documentation required description of the assessment process the status of recognition/assessment report other, please specify:

☐

☐

☐ **X NO**

If NO, please present the reason the procedure is not a subject for national regulation:

QUESTION 5 – Are the assessment and recognition criteria and procedures available on-line?

☒ **X YES**

If YES, in which language(s): French and arabic

If YES, please present direct web address:

☐ **NO**

If the criteria and procedures are NOT available on-line, are there other publications making the criteria and procedure available for applicants (please name)?

Are there also other publications available online (please name)?

3 – Time Limit

Statement: *Decision on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information on the case has been provided.*

QUESTION 6 – Is the time limit regulated at national level (national law; government regulation; or any other legal act)?

☐ YES, the time limit is regulated at national level

If YES, what is the time limit?

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s) the time limit is regulated (LINK or COPY of the text):

☒ **X NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

COMMENTS:

4 – Right to Appeal

Statement: *If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.*

QUESTION 7 – In case recognition is withheld, or if no decision is taken, is there a possibility for an applicant to appeal?

☐ YES, there is a national regulation for the applicant's right to appeal in case recognition is withheld, or if no decision is taken

If YES, please name the body and procedure for the appeal:

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the procedure of the right to appeal (LINK or COPY of the text):

☐ **YES**, the applicant's right to appeal is regulated internally by the competent recognition or assessment authorities.

If it is regulated at institutional level (internally), how do the national authorities supervise the internal regulations and their implementation?

☐ **X NO**, the applicant has no right to appeal

If NO, please specify the reason:

COMMENTS:

QUESTION 8 – Is the information on the applicant's right to appeal published and available on-line?

☐ YES

If YES, please present direct web address:

☒ NO

If NO, is it published in other sources (please specify)?

☐ NO, the applicant has no right to appeal

COMMENTS :

5 – Information on Education System

Statement: National authorities shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its educational system is provided.

QUESTION 9 – Is the information on national educational system available on-line?

☒ YES

If YES, to whom do(es) the website(s) belong (name of institution): **Higher Education ministry**

In which language(s) is the information is available: Arabic and french

If YES, please name the web address(es): <https://www.mesrs.dz/>

If YES, does it include information on: school education system (educational system with description of qualifications giving

access to higher education)

higher education legal framework and administration access
qualifications types of higher education institutions higher
education qualifications national qualifications framework

☐☐☐☐☐☐☐☐☐

MERIC-Net

Mediterranean Network of National Information Centres
on the Recognition of Qualifications

credit and grading system quality assurance
system / accreditation samples of educational
credentials

NO

☐

If NO, is the information on the educational system published in other sources (please specify):

COMMENTS:

6 – Information on Higher Education Institutions

Statement: *National authorities shall provide adequate information on any institution belonging to its higher education system, and on any programme operated by these institutions.*

QUESTION 10 – Is the list of institutions that belongs to the national higher education system published and available on-line?

☐ **X YES**, the list of higher education institutions is published by the national authorities and is available electronically (website)

If YES, please provide the direct web address to the list: <https://www.mesrs.dz/>

If YES, in which language(s) the list is available: Arabic and French

☐ **NO**, the list of higher education institutions is not available on-line

If NO, is it published in other sources (please name):

COMMENTS:

QUESTION 11 – Is the information on the programmes provided by the recognised higher education institutions which belong to the national higher education institutions published and available online?

Mediterranean Network of National Information Centres
on the Recognition of Qualifications

- ☐ **YES**, the list of higher education programmes is available on the website(s) of the national authorities (accreditation agency; ministry of education; etc)

If YES, please name the institution under which the list is available:

If YES, please provide direct web address of the list (database):

- ☐ **NO**, there is no list of higher education programmes by national authorities, but there is a link from the web site of a national authority to the sites the programmes listed by the higher education institutions.

If NO, please provide the link to the website of the national authority:

COMMENTS :

7–Differences considered for the refusal of recognition

Statement: Qualifications, periods of study and qualifications giving access to higher education conferred in other countries shall be recognized unless a (substantial) difference can be shown between the qualification or period of study for which recognition is sought and the corresponding qualification or period of study in the national context.

QUESTION 12 – Is there a definition of (substantial) differences taken into account when refusing the recognition at national level?

- ☐ **YES**, there is a definition at national level
- ☐ **NO**, it is up to the competent recognition authorities to interpret them
- ☐ **NO**, but there are regulations or rules at institutional level

COMMENTS:

QUESTION 13 – Please provide a list of what may be considered a (substantial) difference between a foreign qualification and a corresponding national qualification.

- a) Different access requirements
- b) Nominal duration of study is more than one year shorter

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
NO	YES
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	32
<input type="checkbox"/>	<input type="checkbox"/>

- c) **Institution or programme is not accredited (quality assured)**
- d) **No final thesis**
- e) **Less requirements for final thesis**
- f) Differences in programme content/courses
- g) **On-line studies**
- h) **Part-time studies**
- i) **Qualification is awarded by a private educational institution**
- j) The programme is not provided in our country
- k) The institution is recognised in home country, but it is unknown to us
- l) The institution is recognised in home country, but is missing in the international databases (e.g. IAU-WHED)
- m) Teaching staff has not the same qualification requirements as required in our country (for example less professors who have a PhD-level degree, than required in our country)
- n) Other (please specify):

COMMENTS

:

QUESTION 14 – In addition to the case of (substantial) differences between the corresponding qualifications please provide any other reason a foreign qualification is not recognised in your country by a competent academic recognition authority or not recommended to recognise it.

COMMENTS:

QUESTION 15 – Do competent recognition authorities take rankings into account when assessing foreign higher education qualifications?

☐ **YES**, it is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the provision (LINK or COPY of the text):

☐ **YES**, it is not regulated at national level, but competent recognition authorities using ranking as an assessment criterion

☐ **X NO**, ranking is not used in assessment of foreign qualifications, and it is not an

assessment and recognition criterion

COMMENTS

:

8 –MERIC Network

QUESTION 16 –Are you aware of the past activities within the MERIC network?

COMMENTS:

QUESTION 17 –What are the existing networking in your countries at national, regional and international level?

COMMENTS:

Student Mobility Flows within MERIC-Net partner countries

QUESTIONNAIRE for Universities

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 3-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name: Djamel Sebbagh & Omar Behadada

Position/Role in the institution: Vice rector & assistant of the vice rector

Organisation/Institution: University of Tlemcen

Country: Algeria

Date when questionnaire was completed:

Please send the completed questionnaire by **date** to **e-mail**

1 - Enhancement of mobility

The following questions aim at gaining more insight into institutional endeavors to increase mobility.

5. *Do you have an institutional quantitative target for mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ **No, not for students**
- ☐ Yes, for outgoing doctoral candidates
- ☐ **Yes, for incoming doctoral candidates (PNExceptionnel)**
- ☐ No, not for doctoral candidates

If yes, please specify the target(s):

6. *Do you have an institutional strategy/action plan to enhance mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ **No, not for students**
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please describe briefly your strategy/action plan:

7. *Did you implement specific measures/programmes to enhance mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ **No, not for students**
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please give some examples:

8. *Were or are these measures/programmes successful in enhancing mobility?*

☐ Yes ☒ **No**

If yes, please give one or two examples:

3 - Balanced mobility

The following questions aim at receiving more information on imbalanced student mobility within your institution and on possible strategies and measures to achieve a more balanced mobility.

4. *How would you label your institution in terms of student mobility?* a net importer

☐ (more incoming than outgoing students) a net exporter (more outgoing than incoming

☒ students) an institution with more or less balanced student mobility

☐ If mobility is not balanced: with which countries or regions does your institution have significant imbalances?

5. *Do you have an institutional strategy/action plan to strive for more balanced exchanges?*

☐ Yes ☒ **No**

If yes, please describe briefly your strategy:

6. *Did you implement specific measures/programmes to achieve more balanced student mobility?*

☐ Yes ☒ **No**

If yes, please give one or two examples:

3 – Institutional strategies and action plans

The following questions look at institutional quantitative targets and at policies aiming to foster mobility.

6. *Does your institution have strategies or action plans to foster mobility?* ☐ Yes ☒ No

(please continue to question No. 3)

If yes, please provide a reference:

7. Does your strategy/action plan prioritise particular geographic Regions for student mobility?

☐ Yes ☐ No

If yes, please complete the following table by ticking the boxes where applicable

Priority Region	Incoming students	Outgoing students
Europe	<input type="checkbox"/>	<input type="checkbox"/>
Latin America	<input type="checkbox"/>	<input type="checkbox"/>
USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>
Australia/New Zealand	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	<input type="checkbox"/>	<input type="checkbox"/>
Africa	<input type="checkbox"/>	<input type="checkbox"/>
Asia	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

If you have Regional priorities, please give reasons:

8. Has your institution implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
Loans for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Loans for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

9. *Has your institution implemented other support measures or programmes to foster student mobility? (i.e. accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services, etc.)*

10. *Does your institution participate in EU programmes in order to increase the mobility of your students?*

☐ Yes ☐ No

If yes, please provide some details about the EU programme and the specific action, including some details about concrete results achieved (i.e. number of students involved, typology of mobility, etc.):

- Erasmus Mundus
- Erasmus +
- Intra africa program

4 – Data on mobility flows at institutional level

The following questions look at data of student mobility collected at institutional level.

4. *Does your institution collect data on student mobility?*

☐ Yes ☐ No (please continue to question No. 7)

If yes, please specify the nature of these data:

- ☐ Only incoming student data collected
- ☐ Only outgoing student data collected
- ☐ Both incoming and outgoing student data collected

5. *Does your institution collect data on credit mobility and degree mobility?*

- ☐ Only credit mobility data collected
- ☐ Only degree mobility data collected
- ☐ Both credit and mobility data collected

6. *Which details do you take into account collecting data on student mobility flows?*

Incoming students:

- ☐ Country of origin of the student (citizenship)
- ☐ Country of origin of the last qualification issued to the student, also in the case of domestic students
- ☐ Country of origin of the last qualification issued to the student, not considering domestic
- ☐

students All these criteria

Outgoing students:

- ☐ Country of destination of domestic student
- ☐ Country of destination of graduates in your country (for foreign students only)
- ☐ Country of destination of graduates in your country (for foreign and domestic
- ☐ students) All these criteria

9. Please list the first 10 country of origin of incoming students enrolled in your study programmes (degree mobility).

No.	Country	Number of students (degree mobility)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

10. If these data are collected, please list the first 10 country of origin of incoming students participating in your study programmes (credit mobility) for a study period.

No.	Country	Number of students (credit mobility)
1	Turkey	
2	Germany	
3	France	

4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about those data (i.e. programmes considered, links and source of information, etc.):

11. Please list the first 10 country of destination of outgoing domestic students (degree and credit mobility).

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)
1	Poland		
2	Turkey		
3	Espagne		
4	Italie		
5	France		
6	Portugal		
7			
8			
9			
10			

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

12. Do you collect data related to recognition cases?

☐ Yes ☐ No

If NO, which institution/body is in charge to collect these details? (i.e. ministries, other bodies, etc.):

If YES, please provide details about the number of foreign degrees recognised at institutional level, including some information about the country of origin of those foreign qualifications:

13. Do you have agreements with other higher education institutions to:

	YES	NO
Facilitate/increase the mobility of your students?	<input type="checkbox"/>	<input type="checkbox"/>
Establish joint programmes?	<input type="checkbox"/>	<input type="checkbox"/>
Exchange students for a certain period?	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please provide details about those agreements:

Monitoring of Academic Recognition Procedures within MERIC-Net partner countries

QUESTIONNAIRE

The present questionnaire collects details on recognition practices in the MERIC-Net partner countries with the aim to draft the four **National Recognition Reports for Algeria, Lebanon, Morocco and Tunisia** according to the activities foreseen within WP1 of the MERIC-Net project. The present questionnaire was created starting from the experience of the ENIC-NARIC centres, in order to understand the academic recognition procedures available at the moment within the MERIC-Net partner countries. The purpose of the survey is to show the level of comparability with the recognition procedures available at European level, which are influenced by Lisbon Recognition Convention criteria.

This questionnaire is structured in 8 sections with 17 questions in total, starting from different “statements” regarding recognition procedures to collect all the details of those procedures and rules available at national level.

PLEASE PROVIDE YOUR DETAILS:

Name: Djamel Sebbagh

Position/Role in the institution: Vice Rector

Organisation/Institution: University of Tlemcen

Country: Algeria

Date when questionnaire was completed:

Please send the completed questionnaire by **date** to **e-mail**

QUESTIONS ABOUT COMPETENT AUTHORITIES

Who is (are) the competent authority(ies) for academic recognition in your country?

- ☒ Ministry of Education
- ☐ National information centre/department/office
- ☐ Higher education institutions
- ☐ Other, please specify:

COMMENTS:

What is the status of the statements or reports by the national competent authority?

- ☐ Information only
- ☐ Recommendation or advise
- ☒ Legally binding decision
- ☐ Other, please specify:

COMMENTS:

9 – Access to an Assessment

Statement: *Holders of qualifications shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.*

QUESTION 1 – Is access to an assessment regulated at national level (national law; government regulation; any other legal act)?

- ☐ **YES**, the access to an assessment is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

10 – Criteria and Procedure

Statement: *National authorities shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.*

QUESTION 2 – Are the assessment criteria and procedures regulated at national level (national law; government regulation; any other legal act)?

☐ **YES**, criteria and procedure are regulated at national level

If YES, what is the title of the legal act?

In original language:

In French :

In English:

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

QUESTION 3 – If the assessment and recognition criteria are regulated at national level, does the regulation list the criteria to be used in the assessment and recognition of the foreign qualification?

☐ **YES**

If ☐ YES, what are the criteria: recognition status of the awarding institution type of awarding institution learning outcomes list of courses / content quality / accreditation formal rights (function of the qualification in the home country; e.g. access to further activities) level in the qualifications framework(s) workload nominal duration profile admission requirements ☐ other, please specify:

☐ **NO**

If NO, please present the reason why the list of assessment criteria is not regulated:

QUESTION 4 – If the assessment and recognition procedures are standardised and regulated at national level, does the regulation lists the elements of the procedure?

☐ **YES**

If ☐ YES, do the elements of procedure include: time needed fee charged documentation required description of the assessment process the status of recognition/assessment report other, please specify:

☐ **NO**

If NO, please present the reason the procedure is not a subject for national regulation:

QUESTION 5 – Are the assessment and recognition criteria and procedures available on-line?

☐ **YES**

If YES, in which language(s):

If YES, please present direct web address:

☐ **NO**

If the criteria and procedures are NOT available on-line, are there other publications making the criteria and procedure available for applicants (please name)?

Are there also other publications available online (please name)?

11 – Time Limit

Statement: *Decision on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information on the case has been provided.*

QUESTION 6 – Is the time limit regulated at national level (national law; government regulation; or any other legal act)?

☐ **YES**, the time limit is regulated at national level

If YES, what is the time limit?

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s) the time limit is regulated (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

COMMENTS:

12 – Right to Appeal

Statement: *If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.*

QUESTION 7 – In case recognition is withheld, or if no decision is taken, is there a possibility for an applicant to appeal?

- ☐ **YES**, there is a national regulation for the applicant's right to appeal in case recognition is withheld, or if no decision is taken

If YES, please name the body and procedure for the appeal:

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the procedure of the right to appeal (LINK or COPY of the text):

- ☐ **YES**, the applicant's right to appeal is regulated internally by the competent recognition or assessment authorities.

If it is regulated at institutional level (internally), how do the national authorities supervise the internal regulations and their implementation?

- ☐ **NO**, the applicant has no right to appeal

If NO, please specify the reason:

COMMENTS:

QUESTION 8 – Is the information on the applicant's right to appeal published and available on-line?

☐ **YES**

If YES, please present direct web address:

☐ **NO**

If NO, is it published in other sources (please specify)?

☐ **NO**, the applicant has no right to appeal

COMMENTS :

13 – Information on Education System

Statement: National authorities shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its educational system is provided.

QUESTION 9 – Is the information on national educational system available on-line?

☐ **YES**

If YES, to whom do(es) the website(s) belong (name of institution): Ministry of Higher Education

In which language(s) is the information is available: french and arabic

☐ If YES, please name the web address(es): www.mesrs.dz

☐ If YES, does it include information on: school education system
(educational system with description of qualifications giving
access to higher education)

☐ higher education legal framework and
administration access qualifications types of
higher education institutions higher education
qualifications national qualifications framework

☐ credit and grading system quality assurance
system / accreditation samples of educational
credentials

NO

If NO, is the information on the educational system published in other sources (please specify):

COMMENTS:

14 – Information on Higher Education Institutions

Statement: National authorities shall provide adequate information on any institution belonging to its higher education system, and on any programme operated by these institutions.

QUESTION 10 – Is the list of institutions that belongs to the national higher education system published and available on-line?

☐ **YES**, the list of higher education institutions is published by the national authorities and is available electronically (website)

If YES, please provide the direct web address to the list: www.mesrs.dz

If YES, in which language(s) the list is available: French and arabic

☐ **NO**, the list of higher education institutions is not available on-line

If NO, is it published in other sources (please name):

COMMENTS:

QUESTION 11 – Is the information on the programmes provided by the recognised higher education institutions which belong to the national higher education institutions published and available online?

☐ **YES**, the list of higher education programmes is available on the website(s) of the national authorities (accreditation agency; ministry of education; etc)

If YES, please name the institution under which the list is available: www.univ-tlemcen.dz

If YES, please provide direct web address of the list (database):

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on the Recognition of Qualifications

- ☐ **NO**, there is no list of higher education programmes by national authorities, but there is a link from the web site of a national authority to the sites the programmes listed by the higher education institutions.

If NO, please provide the link to the website of the national authority:

COMMENTS :

15 –Differences considered for the refusal of recognition

Statement: Qualifications, periods of study and qualifications giving access to higher education conferred in other countries shall be recognized unless a (substantial) difference can be shown between the qualification or period of study for which recognition is sought and the corresponding qualification or period of study in the national context.

QUESTION 12 – Is there a definition of (substantial) differences taken into account when refusing the recognition at national level?

- ☐ **YES**, there is a definition at national level
- ☐ **NO**, it is up to the competent recognition authorities to interpret them
- ☐ **NO**, but there are regulations or rules at institutional level

COMMENTS:

QUESTION 13 – Please provide a list of what may be considered a (substantial) difference between a foreign qualification and a corresponding national qualification.

- | | NO | YES |
|--|--------------------------|--|
| o) Different access requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Nominal duration of study is more than one year shorter | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Institution or programme is not accredited (quality assured) | <input type="checkbox"/> | <input type="checkbox"/> |
| r) No final thesis | <input type="checkbox"/> | <input type="checkbox"/> |
| s) Less requirements for final thesis | <input type="checkbox"/> | <input type="checkbox"/> |
| t) Differences in programme content/courses | <input type="checkbox"/> | <input type="checkbox"/> |
| u) On-line studies | <input type="checkbox"/> | <input type="checkbox"/> |
| v) Part-time studies | <input type="checkbox"/> | <input type="checkbox"/> |
| w) Qualification is awarded by a private educational institution | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> 51 |
| | <input type="checkbox"/> | <input type="checkbox"/> |

- x) The programme is not provided in our country
- y) The institution is recognised in home country, but it is unknown to us
- z) The institution is recognised in home country, but is missing in the international databases (e.g. IAU-WHED)
- aa) Teaching staff has not the same qualification requirements as required in our country (for example less professors who have a PhD-level degree, than required in our country)
- bb) Other (please specify):

COMMENTS

:

QUESTION 14 – In addition to the case of (substantial) differences between the corresponding qualifications please provide any other reason a foreign qualification is not recognised in your country by a competent academic recognition authority or not recommended to recognise it.

COMMENTS:

QUESTION 15 – Do competent recognition authorities take rankings into account when assessing foreign higher education qualifications?

☐ **YES**, it is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the provision (LINK or COPY of the text):

☐ **YES**, it is not regulated at national level, but competent recognition authorities using ranking as an assessment criterion

☐ **NO**, ranking is not used in assessment of foreign qualifications, and it is not an assessment and recognition criterion

COMMENTS

:

16 –MERIC Network

QUESTION 16 –Are you aware of the past activities within the MERIC network?

COMMENTS:

QUESTION 17 –What are the existing networking in your countries at national, regional and international level?

COMMENTS:

2. Questionnaire from Moroccan ministry of education, vocational training, higher education and scientific research and Mohammed V Rabat university



Student Mobility Flows within MERIC-Net partner countries

QUESTIONNAIRE for Ministries of Education

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 4-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name: Mustapha TAÏMI

Position/Role in the institution:

Director of Legal Affairs Equivalences and Litigation

Organisation/Institution:

Ministry of National Education, Training Professional, Higher Education and Scientific Research

Country:

Morocco

Date when questionnaire was completed:

3/4/2018

Please send the completed questionnaire by **date** to e-mail

MERIC-Net partner countries

QUESTIONNAIRE for Universities

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 3-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name: Ilham BERRADA

Position/Role in the institution: Vice President of Academic affairs and student life

Organisation/Institution: Mohammed V University

Country: Morocco

Date when questionnaire was completed: 1 December 2017

Please send the completed questionnaire by **date** to **e-mail**

1 - Enhancement of mobility

The following questions aim at gaining more insight into institutional endeavors to increase mobility.

1 Do you have an institutional quantitative target for mobility?

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please specify the target(s):

9. Do you have an institutional strategy/action plan to enhance mobility?

- ☒ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please describe briefly your strategy/action plan:

- Creation of international relations office
- Development of joint programs
- Implementation of English learning
- Implementation of online courses or/and training

10. Did you implement specific measures/programmes to enhance mobility?

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students

☐
☐

No, not for students

☒ Yes, for outgoing doctoral candidates

☒ Yes, for incoming doctoral candidates

☐ No, not for doctoral candidates

If yes, please give some examples:

- implementation of English online course in partnership with the British Council
- Implementation of double graduation
- Creation of an Arabic learning Center for non-Arabic speakers
- Implementation of ECTS and Diploma Supplement for 4 representative programs
- Enhancement of partnership
- Creation of Turkish Center (Yunus Emre)
- Creation of Confucius Center for the promotion of Chinese Language
- Creation of African Studies Center

11. *Were or are these measures/programmes successful in enhancing mobility?*

☒ Yes ☐ No

If yes, please give one or two examples:

3 - Balanced mobility

The following questions aim at receiving more information on imbalanced student mobility within your institution and on possible strategies and measures to achieve a more balanced mobility.

7. *How would you label your institution in terms of student mobility?*

☐ a net importer (more incoming than outgoing students)

☐ ☒ a net exporter (more outgoing than incoming students)

an institution with more or less balanced student mobility

***When we say that our University is a net importer we mean that we have more incoming students as degree seekers (about 1600 students from which about 200 are PhD students), comparing to outgoing as exchange students (about 400 in Erasmus+, joint programs).**

If mobility is not balanced: with which countries or regions does your institution have significant imbalances?

Europe: We send students to Europe more than we receive European students

Sub Saharan African countries: We receive students more than we send students to these countries

8. *Do you have an institutional strategy/action plan to strive for more balanced exchanges?*

☒ Yes ☐ No

If yes, please describe briefly your strategy:

We are implementing strategies to encourage receiving foreign students by Confocius Center for example. We will create a center

9. Did you implement specific measures/programmes to achieve more balanced student mobility?

☒ Yes ☐ No

If yes, please give one or two examples:

See answers above

3 – Institutional strategies and action plans

The following questions look at institutional quantitative targets and at policies aiming to foster mobility.

11. Does your institution have strategies or action plans to foster mobility? ☒ Yes ☐ No

(please continue to question No. 3)

If yes, please provide a reference:

Creation of international relations office

12. Does your strategy/action plan prioritise particular geographic Regions for student mobility?

☒ Yes ☐ No

If yes, please complete the following table by ticking the boxes where applicable

Priority Region	Incoming students	Outgoing students
Europe	X	X
Latin America	X	X
USA/Canada	<input type="checkbox"/>	X
Australia/New Zealand	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	X	X
Africa	X	X
Asia	X	X
Other (please specify)		

If you have Regional priorities, please give reasons:

Our priorities are based namely on language (we receive and send students to and from French speaking and English, Arabic speaking countries).

13. *Has your institution implemented any of the following financial support measures to foster student mobility?*

Measure	Credit mobility	Degree mobility
Loans for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Loans for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for outgoing students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

14. *Has your institution implemented other support measures or programmes to foster student mobility? (i.e. accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services, etc.)*

Accommodation in student residences

15. *Does your institution participate in EU programmes in order to increase the mobility of your students?*

☒ Yes ☐ No

If yes, please provide some details about the EU programme and the specific action, including some details about concrete results achieved (i.e. number of students involved, typology of mobility, etc.):

Erasmus + ICM: 126 students (Incoming and outgoing)

Joint programs :

4 – Data on mobility flows at institutional level

The following questions look at data of student mobility collected at institutional level.

7. *Does your institution collect data on student mobility?*

☒ Yes ☐ No (please continue to question No. 7)

If yes, please specify the nature of these data:

☐
☐

Only incoming student data collected

Only outgoing student data collected

☒ Both incoming and outgoing student data collected

8. Does your institution collect data on credit mobility and degree mobility?

☐ Only credit mobility data collected

☐ Only degree mobility data collected

☒ Both credit and mobility data collected

9. Which details do you take into account collecting data on student mobility flows?

Incoming students:

☒ Country of origin of the student (citizenship)

☐ Country of origin of the last qualification issued to the student, also in the case of domestic students

☐ Country of origin of the last qualification issued to the student, not considering domestic students

All these criteria

Outgoing students:

☒ Country of destination of domestic student

☐ Country of destination of graduates in your country (for foreign students only)

☐ Country of destination of graduates in your country (for foreign and domestic

students) All these criteria

14. Please list the first 10 country of origin of incoming students enrolled in your study programmes (degree mobility).

No.	Country	Number of students (degree mobility)
1	TUNISIA	92
2	MAURITANIA	76
3	SAOUDI ARABIA	58
4	MALAYSIA	56
5	GABON	48

6	PALESTINE	41
7	COMOROS ISLANDS	39
8	LIBYA	35
9	GUINEA BISSAU	34
10	IVORY COAST	31

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

15. *If these data are collected, please list the first 10 country of origin of incoming students participating in your study programmes (credit mobility) for a study period.*

No.	Country	Number of students (credit mobility)
1	FRANCE	14
2	Turkey	7
3	USA	4
4	Senegal	2
5	Mauritania	2
6	Romania	2
7	Greece	1
8		
9		
10		

Please provide some useful details about those data (i.e. programmes considered, links and source of information, etc.):

16. *Please list the first 10 country of destination of outgoing domestic students (degree and credit mobility).*

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)
-----------	----------------	---	---

1	France		47
2	Spain		8
3	Germany		7
4	Finland		11
5	Turkey		6
6	Greece		3
7	Belgium		1
8	Portugal		1
9			
10			

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

17. Do you collect data related to recognition cases?

☐ Yes ☒ No

If NO, which institution/body is in charge to collect these details? (i.e. ministries, other bodies, etc.): The Ministry

If YES, please provide details about the number of foreign degrees recognised at institutional level, including some information about the country of origin of those foreign qualifications:

18. Do you have agreements with other higher education institutions to:

	YES	NO
Facilitate/increase the mobility of your students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Establish joint programmes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exchange students for a certain period?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please provide details about those agreements:

3. Questionnaire from Tunisian ministry of higher education and scientific research, Tunis El Manar university and Monastir university

Monitoring of Academic Recognition Procedures within MERIC-Net partner countries

QUESTIONNAIRE

The present questionnaire collects details on recognition practices in the MERIC-Net partner countries with the aim to draft the four **National Recognition Reports for Algeria, Lebanon, Morocco and Tunisia** according to the activities foreseen within WP1 of the MERIC-Net project. The present questionnaire was created starting from the experience of the ENIC-NARIC centres, in order to understand the academic recognition procedures available at the moment within the MERIC-Net partner countries. The purpose of the survey is to show the level of comparability with the recognition procedures available at European level, which are influenced by Lisbon Recognition Convention criteria.

This questionnaire is structured in 8 sections with 17 questions in total, starting from different “statements” regarding recognition procedures to collect all the details of those procedures and rules available at national level.

PLEASE PROVIDE YOUR DETAILS:

Name: Mounir Maali

Position/Role in the institution: Private Higher Education and Equivalence Director

Organization/Institution: Ministry of Higher Education and Scientific Research

Country: Tunisia

Date when questionnaire was completed: 05 Mars 2018

QUESTIONS ABOUT COMPETENT AUTHORITIES

Who is (are) the competent authority(ies) for academic recognition in your country?

- ☐ Ministry of Education
- ☐ National information centre/department/office
- ☐ Higher education institutions
- ☒ Other, please specify: Ministry of Higher Education and scientific research

COMMENTS:

What is the status of the statements or reports by the national competent authority?

- ☐ Information only
- ☐ Recommendation or advise
- ☒ Legally binding decision
- ☐ Other, please specify:

COMMENTS:

17 – Access to an Assessment

Statement: *Holders of qualifications shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.*

QUESTION 1 – Is access to an assessment regulated at national level (national law; government regulation; any other legal act)?

☒ **YES**, the access to an assessment is regulated at national level

If YES, what is the title of the legal act?

In original language:

- الأمر عدد 519 لسنة 1996 المؤرخ في 25 مارس 1996، والمتعلق بمراجعة الترتيب المتعلقة بمعادلة الشهادات والعناوين.

In English:

- Decree n° 96-519 dated March 25, 1996, revising the regulations on academic recognition of diplomas and qualifications.

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

18 – Criteria and Procedure

Statement: National authorities shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.

QUESTION 2 – Are the assessment criteria and procedures regulated at national level (national law; government regulation; any other legal act)?

☒ **YES**, criteria and procedure are regulated at national level

If YES, what is the title of the legal act?

In original language:

- القرار المؤرخ في 15 أوت 1996، والمتعلق بضبط المعايير التي تسند على أساسها معادلة الشهادات والعناوين.
- قرار من وزير التعليم العالي والبحث العلمي والتكنولوجيا مؤرخ في 15 أوت 1996 يتعلق بضبط المعايير التي تسند على أساسها معادلة الشهادات والعناوين، كما وقع تنقيحه وإتمامه بالقرار المؤرخ في 28 مارس 2002

In French :

- Arrêté de 15 août 1996, fixant les critères sur la base desquels l'équivalence est accordée aux diplômes et titres.
- Arrêté du ministre de l'enseignement supérieur, de la recherche scientifique et de la technologie du 15 août 1996, fixant les critères sur la base desquels l'équivalence est accordée aux diplômes et titres, tel qu'il a été modifié et complété par l'arrêté du 28 mars 2002.

In English:

- Order of the Minister for Higher Education and Scientific Research dated August 15, 1996 setting the criteria of academic recognition.
- Executive order of the minister of Higher Education and Scientific Research and Technology dated March 28 2002, amending and supplementing the Order dated August 15 1996, setting the criteria and the procedures of academic recognition.

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

QUESTION 3 – If the assessment and recognition criteria are regulated at national level, does the regulation list the criteria to be used in the assessment and recognition of the foreign qualification?

☐ **YES**

If YES, what are the criteria:

- ☐ recognition status of the awarding institution
- ☐ type of awarding institution
- ☐ learning outcomes
- ☐ list of courses / content quality / accreditation
- ☐ formal rights (function of the qualification in the home country; e.g. access to further activities)
- ☐ level in the qualifications framework(s)
- ☐ workload nominal duration
- ☐ profile admission requirements
- ☐ other, please specify: homogeneity of studies/ Academic studies / duration of studies (Number of years)/

☐ **NO**

If NO, please present the reason why the list of assessment criteria is not regulated:

QUESTION 4 – If the assessment and recognition procedures are standardised and regulated at national level, does the regulation lists the elements of the procedure?



☐ **YES**

If YES, do the elements of procedure include:

☐
☐
☐
☐
☐
☐

time needed

fee charged

documentation required description of the assessment
process

the status of recognition/assessment report

other, please specify:

☐ **NO**

If NO, please present the reason the procedure is not a subject for national regulation:

QUESTION 5 – Are the assessment and recognition criteria and procedures available on-line?

☐ **YES**

If YES, in which language(s): Arabic and French

If YES, please present direct web address:

http://www.mes.tn/page.php?code_menu=171&code_menu_parent=170

☐ **NO**

If the criteria and procedures are NOT available on-line, are there other publications making the criteria and procedure available for applicants (please name)?

Are there also other publications available online (please name)?

19 – Time Limit

Statement: Decision on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information on the case has been provided.

QUESTION 6 – Is the time limit regulated at national level (national law; government regulation; or any other legal act)?

☒ **YES**, the time limit is regulated at national level

If YES, what is the time limit?

1 month

If YES, what is the title of the legal act?

In original language: مقرر معادلة

In English:

Please present the article(s) the time limit is regulated (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

COMMENTS:

20 – Right to Appeal

Statement: If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.

QUESTION 7 – In case recognition is withheld, or if no decision is taken, is there a possibility for an applicant to appeal?

☒ **YES**, there is a national regulation for the applicant's right to appeal in case recognition is withheld, or if no decision is taken

If YES, please name the body and procedure for the appeal: A committee headed by the minister of higher education and scientific research


If YES, what is the title of the legal act?

• In original language: القرار المؤرخ في 15 أوت 1996، والمتعلق بضبط المعايير التي تسند على أساسها معادلة الشهادات والعناوين.

• قرار من وزير التعليم العالي والبحث العلمي والتكنولوجيا مؤرخ في 15 أوت 1996 يتعلق بضبط المعايير التي تسند على أساسها معادلة الشهادات والعناوين، كما وقع تنقيحه وإتمامه بالقرار المؤرخ في 28 مارس 2002

- In English: Order of the Minister for Higher Education and Scientific Research dated August 15, 1996 setting the criteria of academic recognition.
- Executive order of the minister of Higher Education and Scientific Research and Technology dated March 28 2002, amending and supplementing the Order dated August 15 1996, setting the criteria and the procedures of academic recognition.

Please present the article(s), which regulate(s) the procedure of the right to appeal (LINK or COPY of the text):

 **YES**, the applicant's right to appeal is regulated internally by the competent recognition or assessment authorities.

If it is regulated at institutional level (internally), how do the national authorities supervise the internal regulations and their implementation?

☐ **NO**, the applicant has no right to appeal

If NO, please specify the reason:

COMMENTS:

QUESTION 8 – Is the information on the applicant's right to appeal published and available on-line?

 **YES**

If YES, please present direct web address: WWW.mes.tn

☐ **NO**

If NO, is it published in other sources (please specify)?

☐ **NO**, the applicant has no right to appeal

COMMENTS :

21 – Information on Education System

Statement: National authorities shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its educational system is provided.

QUESTION 9 – Is the information on national educational system available on-line?

☒ **YES**

If YES, to whom do(es) the website(s) belong (name of institution):

Ministry of higher education and scientific research.

In which language(s) is the information is available: Arabic and French

If YES, please name the web address(es): www.mes.tn

☐

If YES, does it include information on:

☐
☐
☐
☐
☐
☐
☐
☐
☐

school education system (educational system with description of qualifications giving access to higher education)
higher education legal framework and administration access qualifications
types of higher education institutions higher education qualifications national qualifications framework credit and grading system quality assurance system / accreditation samples of educational credentials

☐

NO

If NO, is the information on the educational system published in other sources (please specify):

COMMENTS:

22 – Information on Higher Education Institutions

Statement: National authorities shall provide adequate information on any institution belonging to its higher education system, and on any programme operated by these institutions.

Mediterranean Network of National Information Centres
on the Recognition of QualificationsMediterranean Network of National Information Centres
on the Recognition of Qualifications

QUESTION 10 – Is the list of institutions that belongs to the national higher education system published and available on-line?

☒ **YES**, the list of higher education institutions is published by the national authorities and is available electronically (website)

If YES, please provide the direct web address to the list:


If YES, in which language(s) the list is available:

☐ **NO**, the list of higher education institutions is not available on-line

If NO, is it published in other sources (please name):

COMMENTS:

QUESTION 11 – Is the information on the programmes provided by the recognised higher education institutions which belong to the national higher education institutions published and available online?

 **YES**, the list of higher education programmes is available on the website(s) of the national authorities (accreditation agency; ministry of education; etc)

If YES, please name the institution under which the list is available: DIRECTION GENERALE DE LA RENOVATION UNIVERSITAIRE

If YES, please provide direct web address of the list (database): 88888888888888888888

☐ **NO**, there is no list of higher education programmes by national authorities, but there is a link from the web site of a national authority to the sites the programmes listed by the higher education institutions.

If NO, please provide the link to the website of the national authority:

COMMENTS :

23 – Differences considered for the refusal of recognition

Statement: *Qualifications, periods of study and qualifications giving access to higher education conferred in other countries shall be recognized unless a (substantial) difference can be shown between the qualification or period of study for which recognition is sought and the corresponding qualification or period of study in the national context.*

QUESTION 12 – Is there a definition of (substantial) differences taken into account when refusing the recognition at national level?



YES, there is a definition at national level



NO, it is up to the competent recognition authorities to interpret them



NO, but there are regulations or rules at institutional level

COMMENTS:

QUESTION 13 – Please provide a list of what may be considered a (substantial) difference between a foreign qualification and a corresponding national qualification.

	NO	YES
cc) Different access requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
dd) Nominal duration of study is more than one year shorter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ee) Institution or programme is not accredited (quality assured)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ff) No final thesis	<input checked="" type="checkbox"/>	<input type="checkbox"/>
gg) Less requirements for final thesis	<input type="checkbox"/>	<input type="checkbox"/>
hh) Differences in programme content/courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii) On-line studies	<input type="checkbox"/>	<input type="checkbox"/>
jj) Part-time studies	<input type="checkbox"/>	<input type="checkbox"/>
kk) Qualification is awarded by a private educational institution	<input type="checkbox"/>	<input type="checkbox"/>
ll) The programme is not provided in our country	<input type="checkbox"/>	<input type="checkbox"/>
mm) The institution is recognised in home country, but it is unknown to us	<input type="checkbox"/>	<input type="checkbox"/>
nn) The institution is recognised in home country, but is missing in the international databases (e.g. IAU-WHED)	<input type="checkbox"/>	<input type="checkbox"/>
oo) Teaching staff has not the same qualification requirements as required in our country (for example less professors who have a PhD-level degree, than required in our country)	<input type="checkbox"/>	<input type="checkbox"/>
pp) Other (pleasespecify):		

COMMENTS

:

QUESTION 14 – In addition to the case of (substantial) differences between the corresponding qualifications please provide any other reason a foreign qualification is not recognised in your country by a competent academic recognition authority or not recommended to recognise it.

COMMENTS: plagiarism

QUESTION 15 – Do competent recognition authorities take rankings into account when assessing foreign higher education qualifications?

☐ **YES**, it is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the provision (LINK or COPY of the text):

☐ **YES**, it is not regulated at national level, but competent recognition authorities using ranking as an assessment criterion

☒ **NO**, ranking is not used in assessment of foreign qualifications, and it is not an assessment and recognition criterion

COMMENTS
:

24 –MERIC Network

QUESTION 16 –Are you aware of the past activities within the MERIC network?

COMMENTS: yes but we didn't use to deal with it

QUESTION 17 –What are the existing networking in your countries at national, regional and international level?

COMMENTS: no

Student Mobility Flows within MERIC-Net partner countries

QUESTIONNAIRE for Universities

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 3-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name: Youssef Ben Othman

Position/Role in the institution: Vice President in charge of Programs, Training and Professional Integration

Organisation/Institution: University of Tunis El Manar

Country: Tunisia

Date when questionnaire was completed: 30-11-2017

Please send the completed questionnaire by **30 November** to triek@ciep.fr

1 - Enhancement of mobility

The following questions aim at gaining more insight into institutional endeavors to increase mobility.

12. *Do you have an institutional quantitative target for mobility?*

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☒ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please specify the target(s):

13. *Do you have an institutional strategy/action plan to enhance mobility?*

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☒ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please describe briefly your strategy/action plan:

14. *Did you implement specific measures/programmes to enhance mobility?*

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☒ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please give some examples:

15. *Were or are these measures/programmes successful in enhancing mobility?*

☐ Yes ☐ No

If yes, please give one or two examples:

3 - Balanced mobility

The following questions aim at receiving more information on imbalanced student mobility within your institution and on possible strategies and measures to achieve a more balanced mobility.

10. *How would you label your institution in terms of student mobility?*

- ☒ a net importer (more incoming than outgoing students)
- ☒ a net exporter (more outgoing than incoming students)
- ☐ an institution with more or less balanced student mobility

If mobility is not balanced: with which countries or regions does your institution have significant imbalances?

Imbalances depending on countries

11. *How would you label your institution in terms of student mobility?*

It should be more attractive for foreign students

12. *Do you have an institutional strategy/action plan to strive for more balanced exchanges?*

☒ Yes ☐ No

If yes, please describe briefly your strategy:

13. *Did you implement specific measures/programmes to achieve more balanced student mobility?*

☐ Yes ☐ No

If yes, please give one or two examples:

3 – Institutional strategies and action plans

The following questions look at institutional quantitative targets and at policies aiming to foster mobility.

16. Does your institution have strategies or action plans to foster mobility? ☒ Yes ☐ No
(please continue to question No. 3)

If yes, please provide a reference:

17. Does your strategy/action plan prioritise particular geographic Regions for student mobility?
☒ Yes ☐ No

If yes, please complete the following table by ticking the boxes where applicable

PriorityRegion	Incomingstudents	Outgoingstudents
Europe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Latin America	<input type="checkbox"/>	<input type="checkbox"/>
USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>
Australia/New Zealand	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	<input type="checkbox"/>	<input type="checkbox"/>
Africa	<input type="checkbox"/>	<input type="checkbox"/>
Asia	<input type="checkbox"/>	<input type="checkbox"/>
Other (pleasespecify)		

If you have Regional priorities, please give reasons:

Language; culture; proximity; etc.

18. Has your institution implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
Loans for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Loans for outgoingstudents	<input type="checkbox"/>	<input type="checkbox"/>

	—	—
Grants/scholarships for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

19. Has your institution implemented other support measures or programmes to foster student mobility? (i.e. accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services, etc.)

20. Does your institution participate in EU programmes in order to increase the mobility of your students?

☒ Yes ☐ No

If yes, please provide some details about the EU programme and the specific action, including some details about concrete results achieved (i.e. number of students involved, typology of mobility, etc.):

<http://www.utm.rnu.tn/utm/fr/cooperation--projets-erasmus-plus>

4 – Data on mobility flows at institutional level

The following questions look at data of student mobility collected at institutional level.

10. Does your institution collect data on student mobility?

☒ Yes ☐ No (please continue to question No. 7)

If yes, please specify the nature of these data:

- ☐ Only incoming student data collected
- ☐ Only outgoing student data collected
- ☒ Both incoming and outgoing student data collected

11. Does your institution collect data on credit mobility and degree mobility?

- ☐ Only credit mobility data collected
- ☐ Only degree mobility data collected
- ☒ Both credit and mobility data collected

12. Which details do you take into account collecting data on student mobility flows?

Incoming students:

- ☐ Country of origin of the student (citizenship)
- ☐ Country of origin of the last qualification issued to the student, also in the case of domestic students
- ☐ Country of origin of the last qualification issued to the student, not considering domestic students
- ☒ All these criteria

Outgoing students:

- ☐ Country of destination of domestic student
- ☐ Country of destination of graduates in your country (for foreign students only)
- ☐ Country of destination of graduates in your country (for foreign and domestic students)
- ☒ All these criteria

19. Please list the first 10 country of origin of incoming students enrolled in your study programmes (degree mobility).

No.	Country	Number of students (degree mobility)
1	Mauritania	
2	Algeria	
3	Libya	
4	Oman	
5	Palestine	
6	Saudi Arabia	
7	Kuwait	
8	Cameron	
9	Senegal	
10	Niger	

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

20. If these data are collected, please list the first 10 country of origin of incoming students participating in your study programmes (credit mobility) for a study period.

No.	Country	Number of students (credit mobility)
-----	---------	--------------------------------------

1	Italy	14
2	Spain	05
3	France	02
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about those data (i.e. programmes considered, links and source of information, etc.):

21. Please list the first 10 country of destination of outgoing domestic students (degree and credit mobility).

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)
1	France		24
2	Germany		16
3	Italy		15
4	Norway		9
5	Sweden		8
6	Belgium		02
7			
8			
9			

10			
----	--	--	--

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

22. Do you collect data related to recognition cases?

☐ Yes ☒ No

If NO, which institution/body is in charge to collect these details? (i.e. ministries, other bodies, etc.):

Ministry of Higher Education and
Scientific Research

If YES, please provide details about the number of foreign degrees recognised at institutional level, including some information about the country of origin of those foreign qualifications:

23. Do you have agreements with other higher education institutions to:

	YES	NO
Facilitate/increase the mobility of your students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Establish joint programmes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exchange students for a certain period?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please provide details about those agreements:

<http://www.utm.rnu.tn/utm/fr/cooperation--projets-erasmus-plus>

Monitoring of Academic Recognition Procedures within MERIC-Net partner countries

QUESTIONNAIRE

The present questionnaire collects details on recognition practices in the MERIC-Net partner countries with the aim to draft the four **National Recognition Reports for Algeria, Lebanon, Morocco and Tunisia** according to the activities foreseen within WP1 of the MERIC-Net project. The present questionnaire was created starting from the experience of the ENIC-NARIC centres, in order to understand the academic recognition procedures available at the moment within the MERIC-Net partner countries. The purpose of the survey is to show the level of comparability with the recognition procedures available at European level, which are influenced by Lisbon Recognition Convention criteria.

This questionnaire is structured in 8 sections with 17 questions in total, starting from different “statements” regarding recognition procedures to collect all the details of those procedures and rules available at national level.

PLEASE PROVIDE YOUR DETAILS:

Name: Youssef Ben Othman

Position/Role in the institution: Vice President in charge of Programs, Training and Professional Integration

Organisation/Institution: University of Tunis El Manar

Country: Tunisia

Date when questionnaire was completed: 30-11-2017

Please send the completed questionnaire by **30 November** to trieb@ciep.fr

QUESTIONS ABOUT COMPETENT AUTHORITIES

Who is (are) the competent authority(ies) for academic recognition in your country?

- ☐ Ministry of Education
- ☐ National information centre/department/office
- ☐ Higher education institutions
- ☒ Other, please specify:

Ministry of Higher Education and
Scientific Research

COMMENTS:

The Ministry of Education is responsible for primary and secondary education.

What is the status of the statements or reports by the national competent authority?

- ☐ Information only
- ☐ Recommendation or advise
- ☒ Legally binding decision
- ☐ Other, please specify:

COMMENTS:

25 – Access to an Assessment

Statement: *Holders of qualifications shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.*

QUESTION 1 – Is access to an assessment regulated at national level (national law; government regulation; any other legal act)?

☒ **YES**, the access to an assessment is regulated at national level

If YES, what is the title of the legal act?

In original language: حقّ النفاذ إلى المعلومة

In English: **Right of access to information**

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

26 – Criteria and Procedure

Statement: *National authorities shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.*

QUESTION 2 – Are the assessment criteria and procedures regulated at national level (national law; government regulation; any other legal act)?

☒ **YES**, criteria and procedure are regulated at national level

If YES, what is the title of the legal act?

In original language: **معادلة الشهادات**

In French : **Equivalence des diplômes et des titres**

In English: **Equivalence of diplomas and qualifications**

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

file:///C:/Users/youssef%20othman/Downloads/arrete_28_03_2002.pdf

file:///C:/Users/youssef%20othman/Downloads/arrete_15_08_96.pdf

file:///C:/Users/youssef%20othman/Downloads/decret_96_519.pdf

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

QUESTION 3 – If the assessment and recognition criteria are regulated at national level, does the regulation list the criteria to be used in the assessment and recognition of the foreign qualification?

☒ **YES**

If ☐ YES, what are the criteria: recognition status of the awarding institution type of awarding institution learning outcomes list of courses / content quality / accreditation formal rights (function of the qualification in the home country; e.g. access to further activities) level in the qualifications framework(s) workload nominal duration profile admission requirements ☐ other, please specify:

☐ **NO**

If NO, please present the reason why the list of assessment criteria is not regulated:

QUESTION 4 – If the assessment and recognition procedures are standardised and regulated at national level, does the regulation lists the elements of the procedure?

☒ **YES**

If ☐ YES, do the elements of procedure include: time needed fee charged documentation required description of the assessment process the status of recognition/assessment report other, please specify:

☐ **NO**

If NO, please present the reason the procedure is not a subject for national regulation:

QUESTION 5 – Are the assessment and recognition criteria and procedures available on-line?

☒ **YES**

If YES, in which language(s): **Français et arabe**

If YES, please present direct web address:

http://www.mes.tn/page.php?code_menu=171&code_menu_parent=170

☐ **NO**

If the criteria and procedures are NOT available on-line, are there other publications making the criteria and procedure available for applicants (please name)?

Are there also other publications available online (please name)?

27 – Time Limit

Statement: *Decision on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information on the case has been provided.*

QUESTION 6 – Is the time limit regulated at national level (national law; government regulation; or any other legal act)?

☒ **YES**, the time limit is regulated at national level

If YES, what is the time limit?

One Month

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s) the time limit is regulated (LINK or COPY of the text):

http://www.mes.tn/page.php?code_menu=172&code_menu_parent=170

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

COMMENTS:

28 – Right to Appeal

Statement: *If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.*

QUESTION 7 – In case recognition is withheld, or if no decision is taken, is there a possibility for an applicant to appeal?

☒ **YES**, there is a national regulation for the applicant's right to appeal in case recognition is withheld, or if no decision is taken

If YES, please name the body and procedure for the appeal:

Recourse procedures

If YES, what is the title of the legal act?

In original language: الطعن: المراجعة، الاعتراض

In English: **Recourse**

Please present the article(s), which regulate(s) the procedure of the right to appeal (LINK or COPY of the text):

☒ **YES**, the applicant's right to appeal is regulated internally by the competent recognition or assessment authorities.

If it is regulated at institutional level (internally), how do the national authorities supervise the internal regulations and their implementation?

☐ **NO**, the applicant has no right to appeal

If NO, please specify the reason:

COMMENTS:

QUESTION 8 – Is the information on the applicant's right to appeal published and available on-line?

☒ **YES**

If YES, please present direct web address:

http://www.mes.tn/page.php?code_menu=173&code_menu_parent=170

☐ **NO**

If NO, is it published in other sources (please specify)?

☐ **NO**, the applicant has no right to appeal

COMMENTS :

29 – Information on Education System

Statement: *National authorities shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its educational system is provided.*

QUESTION 9 – Is the information on national educational system available on-line?

☒ **YES**

If YES, to whom do(es) the website(s) belong (name of institution):

[Ministry of Higher Education and Scientific Research](#)

In which language(s) is the information is available:

[Arabic, French](#)

If YES, please name the web address(es):

<http://parcours-lmd.salima.tn/>

www.mes.tn

<http://www.iort.gov.tn/>

☐

If YES, does it include information on: school education system

☐

(educational system with description of qualifications giving

☐

access to higher education)

☐
☐

higher education legal framework and

☐

administration access qualifications types of

☐

higher education institutions higher education

☐

qualifications national qualifications framework

☐

credit and grading system quality assurance

☐

system / accreditation samples of educational

credentials

☐

NO

If NO, is the information on the educational system published in other sources (please specify):

COMMENTS:

30 – Information on Higher Education Institutions

Statement: National authorities shall provide adequate information on any institution belonging to its higher education system, and on any programme operated by these institutions.

QUESTION 10 – Is the list of institutions that belongs to the national higher education system published and available on-line?



YES, the list of higher education institutions is published by the national authorities and is available electronically (website)

If YES, please provide the direct web address to the list:

http://www.mes.tn/annuaire.php?code_menu=22

If YES, in which language(s) the list is available:

Arabic , French

☐ **NO**, the list of higher education institutions is not available on-line

If NO, is it published in other sources (please name):

COMMENTS:

QUESTION 11 – Is the information on the programmes provided by the recognised higher education institutions which belong to the national higher education institutions published and available online?

☒ **YES**, the list of higher education programmes is available on the website(s) of the national authorities (accreditation agency; ministry of education; etc)

If YES, please name the institution under which the list is available:

Ministry of Higher Education and Scientific Research

If YES, please provide direct web address of the list (database):

<http://parcours-lmd.salima.tn/>

☐ **NO**, there is no list of higher education programmes by national authorities, but there is a link from the web site of a national authority to the sites the programmes listed by the higher education institutions.

If NO, please provide the link to the website of the national authority:

COMMENTS :

31 –Differences considered for the refusal of recognition

Statement: *Qualifications, periods of study and qualifications giving access to higher education conferred in other countries shall be recognized unless a (substantial) difference can be shown between the qualification or period of study for which recognition is sought and the corresponding qualification or period of study in the national context.*

QUESTION 12 – Is there a definition of (substantial) differences taken into account when refusing the recognition at national level?

- ☒ **YES**, there is a definition at national level
- ☐ **NO**, it is up to the competent recognition authorities to interpret them
- ☐ **NO**, but there are regulations or rules at institutional level

COMMENTS:

QUESTION 13 – Please provide a list of what may be considered a (substantial) difference between a foreign qualification and a corresponding national qualification.

	NO	YES
qq) Different access requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
rr) Nominal duration of study is more than one year shorter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ss) Institution or programme is not accredited (quality assured)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
tt) No final thesis	<input checked="" type="checkbox"/>	<input type="checkbox"/>
uu) Less requirements for final thesis	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vv) Differences in programme content/courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ww) On-line studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
xx) Part-time studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
yy) Qualification is awarded by a private educational institution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
zz) The programme is not provided in our country	<input checked="" type="checkbox"/>	<input type="checkbox"/>
aaa) The institution is recognised in home country, but it is unknown to us	<input checked="" type="checkbox"/>	<input type="checkbox"/>
bbb) The institution is recognised in home country, but is missing in the international databases (e.g. IAU-WHED)	<input type="checkbox"/>	<input type="checkbox"/>
ccc) Teaching staff has not the same qualification requirements as required in our country (for example less professors who have a PhD-level degree, than required in our country)	<input type="checkbox"/>	<input type="checkbox"/>
ddd) Other (pleasespecify):		

COMMENTS

:

QUESTION 14 – In addition to the case of (substantial) differences between the corresponding qualifications please provide any other reason a foreign qualification is not recognised in your country by a competent academic recognition authority or not recommended to recognise it.

COMMENTS:

QUESTION 15 – Do competent recognition authorities take rankings into account when assessing foreign higher education qualifications?

☐ **YES**, it is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the provision (LINK or COPY of the text):

☐ **YES**, it is not regulated at national level, but competent recognition authorities using ranking as an assessment criterion

☒ **NO**, ranking is not used in assessment of foreign qualifications, and it is not an assessment and recognition criterion

COMMENTS

:

32 –MERIC Network

QUESTION 16 –Are you aware of the past activities within the MERIC network?

COMMENTS: YES, Eric-Naric Project

QUESTION 17 –What are the existing networking in your countries at national, regional and international level?

COMMENTS:

Student Mobility Flows within MERIC-Net partner countries

QUESTIONNAIRE for Universities

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 3-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name:

Abdelkader BOUZIDI – Head of the department of international cooperation

Salma AMMAMOU- Administrator advisor

Sawssen HARALLAH- Network project cell Coordinator

Rim GRAJA- Head of the Office of Student Affairs

Zied ROMDHANE – Technology Transfer Manager

Position/Role in the institution:

Organisation/Institution: University of Monastir

Country: Tunisia

Date when questionnaire was completed: 29/11/2017

Please send the completed questionnaire by **30 November** to trieb@ciep.fr

1 - Enhancement of mobility

The following questions aim at gaining more insight into institutional endeavors to increase mobility.

16. *Do you have an institutional quantitative target for mobility?*

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☒ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please specify the target(s):

- Scientific exchange
- Knowledge transfer
- Networking
- Set up networks to develop capacity building projects and research programmes.

17. *Do you have an institutional strategy/action plan to enhance mobility?*

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☒ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

Our university adopt an internationalization strategy, the most important elements of this strategy are:

- Strengthens its partnerships with international organizations.
- The University supports the international mobility of its students and members of the university community.
- Encourages the involvement of its structures in the international networks of Scientific Research.
- The University improves the reception of foreign students and teachers.
- Update and enter into agreements with national and international organizations to help integrate and promote the exchange

Did you implement specific measures/programmes to enhance mobility?

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☒ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

- We adopt some specific measures/ programmes to enhance mobility such as Info days, communication tools and e-communication tools.
- Make available a specialized contact points within all university institutions to share, inform and to help candidates regarding mobility programmes.

18. *Were or are these measures/programmes successful in enhancing mobility?*

- ☒ Yes ☐ No

If yes, please give one or two examples:

Considerable attendance of candidates in info days organization events.

3 - Balanced mobility

The following questions aim at receiving more information on imbalanced student mobility within your institution and on possible strategies and measures to achieve a more balanced mobility.

14. *How would you label your institution in terms of student mobility?*

- ☐ a net importer (more incoming than outgoing students)
- ☒ a net exporter (more outgoing than incoming students)
- ☐ an institution with more or less balanced student mobility

If mobility is not balanced: with which countries or regions does your institution have significant imbalances?

Spain, France, Italy, Turkey, Poland, Greece,

15. *Do you have an institutional strategy/action plan to strive for more balanced exchanges?*

- ☒ Yes ☐ No

If yes, please describe briefly your strategy:

Improve and strengthen our host procedure for incoming student by giving them the necessary information, guide, accompaniment and survey.

16. Did you implement specific measures/programmes to achieve more balanced student mobility?

☒ Yes ☐ No

If yes, please give one or two examples:

- Info-days “Erasmus + Mobility”
- Procedures Manuel has been carried out to improve the mobility execution system (outgoing and incoming)
 - Improve and strengthen our host procedure for incoming student by giving them the necessary information, guide, accompaniment and survey.

3 – Institutional strategies and action plans

The following questions look at institutional quantitative targets and at policies aiming to foster mobility.

21. Does your institution have strategies or action plans to foster mobility? ☒ Yes ☐ No (please continue to question No. 3)

If yes, please provide a reference:

Erasmus + Mobility Procedures manuel is ongoing to be prepared and published.

22. Does your strategy/action plan prioritise particular geographic Regions for student mobility?

☒ Yes ☐ No

If yes, please complete the following table by ticking the boxes where applicable

Priority Region	Incoming students	Outgoing students
Europe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Latin America	<input type="checkbox"/>	<input type="checkbox"/>
USA/Canada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Australia/New Zealand	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Africa	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Asia	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

If you have Regional priorities, please give reasons:

Europe, Middle east, North Africa, Africa

Reasons: Geographical proximity, Language, Educational system

Has your institution implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
Loans for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Loans for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for outgoing students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

23. *Has your institution implemented other support measures or programmes to foster student mobility? (i.e. accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services, etc.)*

Yes, University of Monastir has signed an agreement with the Office of academic services for the hosting of incoming students in Student's residence

24. *Does your institution participate in EU programmes in order to increase the mobility of your students?*

☒ Yes ☐ No

If yes, please provide some details about the EU programme and the specific action, including some details about concrete results achieved (i.e. number of students involved, typology of mobility, etc.):

- Erasmus Mundus: - Al Idrisi I, al Idrisi II, alyssa, Al Fehri, E-Gov TN, Green IT, EMMAG
- Erasmus plus KA1: 15 IIA projects.
- MERIC KA2
- International Erasmus plus info day
- DAAD
- MEWLANA
- Research Programmes (CMCU Internships)

4 – Data on mobility flows at institutional level

The following questions look at data of student mobility collected at institutional level.

13. Does your institution collect data on student mobility?

- ☒ Yes ☐ No (please continue to question No. 7)

If yes, please specify the nature of these data: [\(Please refer to appendix 1/2 for more details\)](#)

- ☐ Only incoming student data collected
☒ Only outgoing student data collected
☐ Both incoming and outgoing student data collected

14. Does your institution collect data on credit mobility and degree mobility?

- ☐ Only credit mobility data collected
☐ Only degree mobility data collected
☒ Both credit and mobility data collected

15. Which details do you take into account collecting data on student mobility flows?

Incoming students:

- ☐ Country of origin of the student (citizenship)
☐ Country of origin of the last qualification issued to the student, also in the case of domestic students
☐ Country of origin of the last qualification issued to the student, not considering domestic students
☒ All these criteria

Outgoing students:

- ☐ Country of destination of domestic student
☐ Country of destination of graduates in your country (for foreign students only)
☐ Country of destination of graduates in your country (for foreign and domestic students)
☒ All these criteria

24. Please list the first 10 country of origin of incoming students enrolled in your study programmes (degree mobility). *(Number of students (degree mobility) regarding 2017/2018 academic year)*

No.	Country	Number of students (degree mobility)
1	Mauritania	12

2	Palestine	8
3	Jordon	6
4	Cote d'Ivoire	4
5	Cameroon	1
6	Libya	1
7		
8		
9		
10		

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

25. *If these data are collected, please list the first 10 country of origin of incoming students participating in your study programmes (credit mobility) for a study period.*

No.	Country	Number of students (credit mobility)
1	Spain	4
2	italy	3
3	France	2
4	Germany	1
5	Morocco	2
6		
7		
8		
9		
10		

Please provide some useful details about those data (i.e. programmes considered, links and source of information, etc.):

26. Please list the first 10 country of destination of outgoing domestic students (degree and credit mobility).

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)
1	Mauritania	12	
2	Palestine	8	
3	Jordon	6	
4	Cote d'Ivoire	4	
5	Cameroon	1	
6	Libya	1	
7	Spain		4
8	italy		3
9	France		2
10	Germany		1
11	Morocco		2

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

27. Do you collect data related to recognition cases?

☒ Yes ☐ No

If NO, which institution/body is in charge to collect these details? (i.e. ministries, other bodies, etc.):

If YES, please provide details about the number of foreign degrees recognised at institutional level, including some information about the country of origin of those foreign qualifications:

28. Do you have agreements with other higher education institutions to:

	YES	NO
Facilitate/increase the mobility of your students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Establish joint programmes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exchange students for a certain period?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, please provide details about those agreements:

Tempus, ARF, masech,
Erasmus + double diploma degree Bragança,
Erasmus + Med Health
Five Joint Degree programmes

APPENDIX 1

Number of students enrolled in our institutions taking part in an exchange or mobility programme abroad, specifying their destinations:

Surname/Name	Home institution	Host country	Partner University of the E + project	Duration/Period
Ghada CHTIOUI	ISIMA	Poland	E+ Université Bialystok (1) BUT	S2 A. Univ 2015 -2016
Cyrine EL KAMEL	ISIMA	Poland	E+ Université Bialystok (1) BUT	S2 A. Univ 2015 -2016
Slimen CHRIF	ISIMA	Poland	E+ Université Bialystok (1 bis) BUT	S2 A. Univ 2016 -2017
Ikram HATTAB	ISIMA	Poland	E+ Université Bialystok (1 bis) BUT	S2 A. Univ 2016 -2017
Pr Anis HADJ SAID	ISIMA	Poland	E+ Université Bialystok (1) BUT	5 days 09 -13 Mai 2016
Mr Adel BEN FTIMA	ISIMA	Poland	E+ Université Bialystok (1) BUT	5 jours 09 -13 Mai 2016

Pr Hedi BEL HADJSALAH	U M	Poland	E+ Université Bialystok (1) BUT	5 jours 09 -13 Mai 2016
Yosra CHEBBI	FSM	Italy	E+ Université Messina (1)	S2 A. Univ 2015 -2016
Asma BEN TEKAYA	ISSATMah	Italy	E+ Université Messina (1)	S2 A. Univ 2015 -2016
Khouloud BOUJNAH	ISSATMah	Italy	E+ Université Messina (1)	S2 A. Univ 2015 -2016
Rahma AROUS	ENIM	Italy	E+ Université Messina (1)	S2 A. Univ 2015 -2016
Meriem BEDOUI	U M	Spain	E+ Université Granada	5 days 16 -20 Mai 2016
Chedli CHAHLOUL	ISLAMok	Spain	E+ Université Granada	S2 A. Univ 2016 -2017
Oussama MAHJOUB		Italy	E+ Université Messina (2)	S1 A. Univ 2016 -2017
Pr Mnaouar CHOUCHE	ENIM	Greece	E+ Université Arsitotle Thessalonik (2)	12 jours
Pr Néji LADHARI	ISMMode	Greece	E+ Université Arsitotle Thessalonik (2)	12 jours
Ridha BEN ABDELHAFIDH		Greece	E+ Université Arsitotle Thessalonik (2)	7 jours
Néjib KASMI		Greece	E+ Université Arsitotle Thessalonik (2)	S1 A. Univ 2016 -2017
Meriem MABROUK	FSM	Turkey	E+ METU (1)	S2 A. Univ 2015 -2016
Meriem MABROUK	FSM	Turkey	E+ METU (2)	S1 A. Univ 2016 -2017
Amira SALEM	ENIM	Turkey	E+ METU (2)	S1 A. Univ 2016 -2017
Fatma WESLATI	ENIM	Turkey	E+ METU (2)	S1 A. Univ 2016 -2017
Ahmed BOUGAMMOURA	ISIMM	Turkey	E+ METU (2)	5 jours
Sabrine BEN SOUSSIA	U M	Czec	E+ Université Masaryk (1)	5 jours
Abdelkader BOUZIDI	U M	Spain	E+ Université Deusto (1)	12 jours 12-23 Sept 2016
Yosra WESLATI	ISLAMok	Spain	E+ Université Deusto (1)	S2 A. Univ 2015 -2016
Dorsaf AHMADI	ISLAMok	Spain	E+ Université Deusto (1)	S2 A. Univ 2015 -2016
Anissa SOUDANI	ISLAMok	Spain	E+ Université Deusto (1)	S2 A. Univ 2015 -2016

Seifeddine JALLELI	ISLAMok	Spain	E+ Université Deusto (1)	S2 A. Univ 2015-2016
Yosr BEN ABDELHAFIDH	ENIM	Spain	E+ Université Deusto (1)	12 jours 5- 16 Sept 2016
Rana CHOKRI	ISLAMok	Spain	E+ Université Santiago	S1 A. Univ 2017-2018
Hela BELAID	ISLAMok	Spain	E+ Université Santiago	S1 A. Univ 2017-2018
Dorsaf JLALI	ISLAMok	Spain	E+ Université Santiago	S1 A. Univ 2017-2018
Doha BRICHI	ISLAMok	Spain	E+ Université Santiago	S1 A. Univ 2017-2018
Dorra BELGHOUTH	ISLAMok	Spain	E+ Université Santiago	S1 A. Univ 2017-2018
Haifa ZAGUIA	ISLAMok	Spain	E+ Université Santiago	S1 A. Univ 2017-2018
Tahar HIDOURI	FSM	France	E+ Aix Marseille	S1 A. Univ 2016-2017
Zouhour BEN JBARA	FSM	France	E+ Aix Marseille	S2 A. Univ 2016-2017
Ameni HADJ MOHAMED	FSM	Greece	E+ Université Arsitotle Thessalonik	S1 A. Univ 2017-2018
Karim CHAKHARI	ENIM	Greece	E+ Université Arsitotle Thessalonik	S1 A. Univ 2017-2018
Hela MABROUK	FSM	Greece	E+ Université Arsitotle Thessalonik	S1 A. Univ 2017-2018
Sadok ZAYENE	FM	Greece	E+ Université Arsitotle Thessalonik	5 jours
Raja RAHMOUNI	ISSATMah	Italie	E+ Université Messina	S1 A. Univ 2017-2018
Achwek AMARA	ISSATMah	Italie	E+ Université Messina	S1 A. Univ 2017-2018
Chayma DHIF	ISSATMah	Italie	E+ Université Messina	S1 A. Univ 2017-2018
Sabrine JARBOUI	FPM	Italie	E+ Université Messina	S1 A. Univ 2017-2018
Yassine KHALIJ	FPM	Italie	E+ Université Messina	S1 A. Univ 2017-2018
Sarra AYADI	ENIM	Turkey	E+ METU	S2 A. Univ 2016-2017
Hajer HAMDI	ENIM	Turkey	E+ METU	S2 A. Univ 2016-2017

Zeineb LABIAD	ENIM	Turkey	E+ METU	S2 A. Univ 2016-2017
Abdelkader BOUZIDI	U M	Turkey	E+ METU	5 days
Yosr BEN ABDELHAFIDH	ENIM	Spain	E+ Université Santiago	5 days
Abir MILI	ENIM	Spain	E+ Université Santiago	5 days
Wisseem KHEDHER	ENIM	Spain	E+ Université Santiago	5 days
Khouloud BAATOUT		France	E+ UPMC	S1 A. Univ 2017-2018
Marwa SAAF		France	E+ UPMC	S1 A. Univ 2017-2018
Arij RIABI		France	E+ UPMC	S1 A. Univ 2017-2018

APPENDIX 2

Number of students enrolled in a foreign institution who will spend a period as exchange students in our institutions according to each destination

Surname/Name	Project	Home Institution	Host country	Duration/Period
Serge RIFFARD	Al Idrisi I	Higher Institute of Applied Sciences and Technologies of Mahdia and other institutions	France	1 mois pendant l'année univ 2013-2014
Lucia GIANGRECO	Al Idrisi I	Faculty of Medicine of Monastir	Italy	11-09-2012 au 15/02/2013
Maria ASUNCION ARRUFAT	Al Idrisi I	Higher Institute of Applied Languages of Moknine	Espagne	09-09-2013 au 02/06/2014
Carmela TRAGNO	Al Fihri	Higher Institute of Applied Studies in Humanity in Mahdia	Italy	20-12-2014 au 11-06-2015



Caroline KRÜGER	Al Fihri	Labo Pr Lotfi GAHA - Faculty of Medicine of Monastir	Allemagne	01-10-2014 au 30/03/2015
Guilia DEBERTOLIS	Al Fihri	Faculty of Medicine of Monastir	Italy	01-12-2014 au 31/05/2015
Manuela ALVAREZ	Al Fihri	Higher Institute of Applied Languages of Moknine	Espagne	10-01-2014 au 10/02/2014
Michelle DE LONG	Al Fihri	Higher Institute of Applied Languages of Moknine	Espagne	27-01-2014 au 10-02-2014
Ortiz DE URBINA	Al Fihri	Higher Institute of Applied Languages of Moknine	Espagne	10-01-2014 au 10/02/2014
George LE PALEC	EMMAG	Ecole Nationale des Ingénieurs de Monastir	France	28-09-2015 au 05/12/2015
Minerva SAMPEDRO PEREZ	Green IT	Ecole Nationale des Ingénieurs	Espagne	10 months in 2015 -

		de Monastir		2016
Andriana SURLEVA	Green IT	Faculty of Pharmacy of Monastir	Bulgarie	20-04-2016 au 20/05/2016
Angelef SANDEVAL	Green IT	National Engineering School of Monastir	Espagne	15-06-2014 au 15/07/2014
Miguel DIAZ-CACHO MEDINA	Green IT	National Engineering School of Monastir – Faculty of Sciences	Espagne	15-06-2014 au 15/07/2014
Iago MORENZA PEREZ	E Gov Tn	National Engineering School of Monastir	Espagne	10 mois pendant l'année scolaire 2015 - 2016
Carlos GARCIA	Al Idrisi II	Higher Institute of Applied Languages of Moknine	Espagne	20-09-2015 à 16/07/2016
Issam OUESLATI	Al Idrisi II	Faculty of Sciences	Portugal	01-04-2016 à

				30/04/2016
Mathilde LE GALLO	E Gov Tn	Higher Institute of Applied Languages of Moknine	France	5 months since 15 – 09- 2016
Alice DA COSTA	E Gov Tn	Higher Institute of Applied Languages of Moknine	France	5 months since 15 – 09- 2016
Pascal LAFOUCADE	E Gov Tn	Faculty of Sciences	France	1 month in 2016-2017
Tarak BEN ZINEB	E Gov Tn	National Engineering School of Monastir	France	1 month in 2016-2017
Luca ZANELLA	Al Idrisi II	Faculty of Medicine of Monastir	Italy	10 months since 26 – 09- 2016
Silvia BOGOTTO	Al Idrisi II	Faculty of Medicine of Monastir	Italy	10 months since 26 – 09- 2016

Monitoring of Academic Recognition Procedures within MERIC-Net partner countries

QUESTIONNAIRE

The present questionnaire collects details on recognition practices in the MERIC-Net partner countries with the aim to draft the four **National Recognition Reports for Algeria, Lebanon, Morocco and Tunisia** according to the activities foreseen within WP1 of the MERIC-Net project. The present questionnaire was created starting from the experience of the ENIC-NARIC centres, in order to understand the academic recognition procedures available at the moment within the MERIC-Net partner countries. The purpose of the survey is to show the level of comparability with the recognition procedures available at European level, which are influenced by Lisbon Recognition Convention criteria.

This questionnaire is structured in 8 sections with 17 questions in total, starting from different “statements” regarding recognition procedures to collect all the details of those procedures and rules available at national level.

PLEASE PROVIDE YOUR DETAILS:

Name:

Abdelkader BOUZIDI (Head of the department of international cooperation)

Houda BOUAFSOUN (Director of Academic Affairs and Scientific Partnership)

Rim GRAJA (Head of the Office of Student Affairs)

Position/Role in the institution:

Organisation/Institution: University of Monastir

Country: Tunisia

Date when questionnaire was completed: 28/11/2017

Please send the completed questionnaire by **30 November** to trieb@ciep.fr

QUESTIONS ABOUT COMPETENT AUTHORITIES

Who is (are) the competent authority(ies) for academic recognition in your country?

- ☒ Ministry of Education (Ministry of Higher Education and scientific research)
- ☐ National information Centre/department/office
- ☐ Higher education institutions
- ☐ Other, please specify:

COMMENTS:

In Tunisia The competent authority for academic recognition is The Ministry of Higher Education and scientific research.

What is the status of the statements or reports by the national competent authority?

- ☐ Information only
- ☐ Recommendation or advise
- ☒ Legally binding decision
- ☐ Other, please specify:

COMMENTS:

The Ministry of Higher Education and scientific research provides a decision of equivalence.
Sometimes additional training is required.

33 – Access to an Assessment

Statement: Holders of qualifications shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.

QUESTION 1 – Is access to an assessment regulated at national level (national law; government regulation; any other legal act)?

☒ **YES**, the access to an assessment is regulated at national level

If YES, what is the title of the legal act?

- In original language: Arabic: [قرار من وزير التعليم العالي والبحث العلمي والتكنولوجيا مؤرخ في 15 أوت 1996 يتعلق بضبط المعايير التي تسند على أساسها معادلة الشهادات والعناوين، كما وقع تنقيحه وإتمامه بالقرار المؤرخ في 28 مارس 2002](#)
- French : [Arrêté du ministre de l'enseignement supérieur, de la recherche scientifique et de la technologie du 15 août 1996, fixant les critères sur la base desquels l'équivalence est accordée aux diplômes et titres, tel qu'il a été modifié et complété par l'arrêté du 28 mars 2002.](#)

In English: Order of the Minister of Higher Education, Scientific Research and Technology dated 15 August 1996, fixing the criteria on the basis of which equivalence is granted to diplomas and titles, as amended and supplemented by the Decree of 28 March 2002.

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

http://www.mes.tn/page.php?code_menu=170

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

34 – Criteria and Procedure

Statement: *National authorities shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.*

QUESTION 2 – Are the assessment criteria and procedures regulated at national level (national law; government regulation; any other legal act)?

☒ **YES**, criteria and procedure are regulated at national level

If YES, what is the title of the legal act?

- In original language: Arabic: [قرار من وزير التعليم العالي والبحث العلمي والتكنولوجيا مؤرخ في 15 أوت 1996 يتعلق بضبط المعايير التي تسند على أساسها معادلة الشهادات والعناوين، كما وقع تنقيحه وإتمامه بالقرار المؤرخ في 28 مارس 2002](#)
- French : [Arrêté du ministre de l'enseignement supérieur, de la recherche scientifique et de la technologie du 15 août 1996, fixant les critères sur la base desquels l'équivalence est accordée aux diplômes et titres, tel qu'il a été modifié et complété par l'arrêté du 28 mars 2002.](#)

In English: Order of the Minister of Higher Education, Scientific Research and Technology dated 15 August 1996, fixing the criteria on the basis of which equivalence is granted to diplomas and titles, as amended and supplemented by the Decree of 28 March 2002.

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

QUESTION 3 – If the assessment and recognition criteria are regulated at national level, does the regulation list the criteria to be used in the assessment and recognition of the foreign qualification?

- ☒ **YES**
- If ☒ YES, what are the criteria:
- ☐ recognition status of the awarding institution
- ☐ type of awarding institution
- ☐ learning outcomes

list of courses / content

quality / accreditation

formal rights (function of the qualification in the home country; e.g. access to further activities)

level in the qualifications framework(s)

workload

nominal duration

profile admission requirements

☒ other, please specify: the graduation, Number of years of study,

☐ **NO**

If NO, please present the reason why the list of assessment criteria is not regulated:

QUESTION 4 – If the assessment and recognition procedures are standardised and regulated at national level, does the regulation lists the elements of the procedure?

☒ **YES**

If ☒ YES, do the elements of procedure

☒ include: time needed

fee ☐

☒ charged

☒ documentation required

☐ description of the assessment process

☐ the status of recognition/assessment

report other, please specify:

☐ **NO**

If NO, please present the reason the procedure is not a subject for national regulation:

QUESTION 5 – Are the assessment and recognition criteria and procedures available on-line?

☒ **YES**

If YES, in which language(s): Arabic and French

If YES, please present direct web address:

http://www.mes.tn/page.php?code_menu=172&code_menu_parent=170

☐ **NO**

If the criteria and procedures are NOT available on-line, are there other publications making the criteria and procedure available for applicants (please name)?

Are there also other publications available online (please name)?

35 – Time Limit

Statement: Decision on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information on the case has been provided.

QUESTION 6 – Is the time limit regulated at national level (national law; government regulation; or any other legal act)?

☒ **YES**, the time limit is regulated at national level

If YES, what is the time limit? One Month

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s) the time limit is regulated (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

COMMENTS:

36 – Right to Appeal

Statement: *If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.*

QUESTION 7 – In case recognition is withheld, or if no decision is taken, is there a possibility for an applicant to appeal?

☒ **YES**, there is a national regulation for the applicant's right to appeal in case recognition is withheld, or if no decision is taken

If YES, please name the body and procedure for the appeal:

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the procedure of the right to appeal (LINK or COPY of the text): http://www.mes.tn/page.php?code_menu=173&code_menu_parent=170

☒ **YES**, the applicant's right to appeal is regulated internally by the competent recognition or assessment authorities.

If it is regulated at institutional level (internally), how do the national authorities supervise the internal regulations and their implementation?

YES, the applicant's right to appeal is regulated internally by the competent recognition or assessment authorities.

If it is regulated at institutional level (internally), how do the national authorities supervise the internal regulations and their implementation?

☐ **NO**, the applicant has no right to appeal

If NO, please specify the reason:

COMMENTS:

QUESTION 8 – Is the information on the applicant's right to appeal published and available on-line?

☒ **YES**

If **YES**, please present direct web address:
http://www.mes.tn/page.php?code_menu=173&code_menu_parent=170

☒ **YES**

If YES, please present direct web address:

☐ **NO**

If NO, is it published in other sources (please specify)?

☐ **NO**, the applicant has no right to appeal

COMMENTS :

☐ **NO**

If NO, is it published in other sources (please specify)?

☐ **NO**, the applicant has no right to appeal

COMMENTS :

37 – Information on Education System

Statement: National authorities shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its educational system is provided.

QUESTION 9 – Is the information on national educational system available on-line?

☒ **YES**

If YES, to whom do(es) the website(s) belong (name of institution): Ministry of Higher Education and scientific research

http://www.mes.tn/page.php?code_menu=23

In which language(s) is the information is available: French, Arabic

If YES, please name the web address(es): Ministry of Higher Education and scientific research If YES, does it include information on:

- ☒ school education system (educational system with description of qualifications giving access to higher education)
- ☒ higher education legal framework and administration access qualifications
- ☒ types of higher education institutions
- ☒ higher education qualifications
- ☐ national qualifications framework
- ☐ credit and grading system

☐ quality assurance system / accreditation

samples of educational credentials

NO

If NO, is the information on the educational system published in other sources (please specify):

COMMENTS:

38 – Information on Higher Education Institutions

Statement: National authorities shall provide adequate information on any institution belonging to its higher education system, and on any programme operated by these institutions.

QUESTION 10 – Is the list of institutions that belongs to the national higher education system published and available on-line?

- ☒ **YES**, the list of higher education institutions is published by the national authorities and is available electronically (website)

If YES, please provide the direct web address to the list:

http://www.mes.tn/annuaire.php?code_menu=22

If YES, in which language(s) the list is available:

☐ **NO**, the list of higher education institutions is not available on-line

If NO, is it published in other sources (please name):

COMMENTS:

QUESTION 11 – Is the information on the programmes provided by the recognised higher education institutions which belong to the national higher education institutions published and available online?

☒ **YES**, the list of higher education programmes is available on the website(s) of the national authorities (accreditation agency; ministry of education; etc)

If YES, please name the institution under which the list is available: Ministry of Higher Education and scientific research

If YES, please provide direct web address of the list (database):

<http://parcours-lmd.salima.tn/>

☐ **NO**, there is no list of higher education programmes by national authorities, but there is a link from the web site of a national authority to the sites the programmes listed by the higher education institutions.

If NO, please provide the link to the website of the national authority:

COMMENTS :

39 –Differences considered for the refusal of recognition

Statement: *Qualifications, periods of study and qualifications giving access to higher education conferred in other countries shall be recognized unless a (substantial) difference can be shown*

between the qualification or period of study for which recognition is sought and the corresponding qualification or period of study in the national context.

QUESTION 12 – Is there a definition of (substantial) differences taken into account when refusing the recognition at national level? (Information available in the Ministry of Higher Education and scientific research)

- ☐ **YES**, there is a definition at national level
- ☐ **NO**, it is up to the competent recognition authorities to interpret them
- ☐ **NO**, but there are regulations or rules at institutional level

COMMENTS:

QUESTION 13 – Please provide a list of what may be considered a (substantial) difference between a foreign qualification and a corresponding national qualification.

	NO	YES
eee) Different access requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>
fff) Nominal duration of study is more than one year shorter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ggg) Institution or programme is not accredited (quality assured)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
hhh) No final thesis	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii) Less requirements for final thesis	<input type="checkbox"/>	<input type="checkbox"/>
jjj) Differences in programme content/courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>
kkk) On-line studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lll) Part-time studies	<input type="checkbox"/>	<input type="checkbox"/>
mmm) Qualification is awarded by a private educational institution	<input type="checkbox"/>	<input type="checkbox"/>
nnn) The programme is not provided in our country	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ooo) The institution is recognised in home country, but it is unknown to us	<input type="checkbox"/>	<input type="checkbox"/>
ppp) The institution is recognised in home country, but is missing in the international databases (e.g. IAU-WHED)	<input type="checkbox"/>	<input type="checkbox"/>
qqq) Teaching staff has not the same qualification requirements as required in our country (for example less professors who have a PhD-level degree, than required in our country)	<input type="checkbox"/>	<input type="checkbox"/>
rrr) Other (please specify):		

COMMENTS

:

QUESTION 14 – In addition to the case of (substantial) differences between the corresponding qualifications please provide any other reason a foreign qualification is not recognised in your country by a competent academic recognition authority or not recommended to recognise it.

COMMENTS:

QUESTION 15 – Do competent recognition authorities take rankings into account when assessing foreign higher education qualifications?

☐ **YES**, it is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the provision (LINK or COPY of the text):

☐ **YES**, it is not regulated at national level, but competent recognition authorities using ranking as an assessment criterion

☒ **NO**, ranking is not used in assessment of foreign qualifications, and it is not an assessment and recognition criterion

COMMENTS

:

40 –MERIC Network

QUESTION 16 –Are you aware of the past activities within the MERIC network?

COMMENTS:

Yes

QUESTION 17 –What are the existing networking in your countries at national, regional and international level?

COMMENTS:

4. Questionnaire from Lebanese ministry of education and higher education and Antonine university

Student Mobility Flows within MERIC-Net partner countries

QUESTIONNAIRE for Ministries of Education

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 4-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name	Position
Ahmad JAMMAL	Director General of Higher Education
Sobhi Abou Chahine	Member of Technical & Equivalence Committees

Organisation/Institution: **MEHE - DGHE**

Country: **Lebanon**

Date when questionnaire was completed: **13 December 2017**

Please send the completed questionnaire by **30 NOVEMBER** to trieb@ciep.fr

1 - Obstacles to mobility

The following questions aim at identifying the main mobility obstacles and existing examples of good practices to remove these obstacles.

1. *What are the main obstacles to mobility of students, graduates and doctoral candidates from your country?*

Multiple answers are possible:

- ☒ Lack of adequate financial support
- ☒ Lack of support by university of origin
- ☒ Lack of support by university of destination
- ☐ Insufficient foreign language competencies
- ☐ Poor academic recognition of academic achievements gained abroad
- ☐ Lack of individual motivation for going abroad
- ☐ Other, please specify:

2. *Do you have a national strategy/action plan to remove these obstacles?*

- ☒ Yes ☐ No

If yes, please describe briefly your strategy:

- Initiative from CNRSL and Universities to assure financial support for research.
- Initiatives with AUF and IF at the embassy of France & Erasmus + mobility action.
- Bilateral Agreement between MEHE & Foreign countries to support and exchange researchers

3. *Did you implement specific national measures/programmes to remove existing obstacles?*

* Yes

If yes, please give one or two examples:

- Agreements between CNRSL & UNIV . and AUF
- Agreements between MEHE & Foreign Countries

4. *Were or are these measures/programmes successful in removing existing obstacles?*

- ☒ Yes

If yes, please give one or two examples

- 250 thesis on the plan of action at the national level

2 - Enhancement of mobility

The following questions aim at gaining more insight into national endeavors to increase mobility.

Do you have a national quantitative target for mobility?

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☒ No, not for doctoral candidates

If yes, please specify the target(s):

Do you have a national strategy/action plan to enhance mobility?

- ☒ Yes, for outgoing students
- ☒ Yes, for incoming students
- ☐ No, not for students
- ☒ Yes, for outgoing doctoral candidates
- ☒ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please describe briefly your strategy/action plan:

Erasmus Mobility, Agreements with foreign countries

1. *Did you implement specific measures/programs to enhance mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐

Yes, for incoming doctoral candidates

☐ No, not for doctoral candidates

If yes, please give some examples:

2. *Were or are these measures/programmes successful in enhancing mobility?*

☐ Yes

If yes, please give one or two examples:

3 - Balanced mobility

The following questions aim at receiving more information on imbalanced student mobility across the South Mediterranean region and on possible national strategies and measures to achieve a more balanced mobility.

1. *How would you label your country in terms of student mobility?*

☐ a net importer (more incoming than outgoing students)

☐ a net exporter (more outgoing than incoming students)

☐ a country with more or less balanced student mobility

If mobility is not balanced: with which countries or regions does your country have significant imbalances?

The mobility is mainly within Erasmus+ mobility programs with European countries, we have more outgoing than incoming students

2. *Is the question of balanced/imbalanced mobility on your national policy agenda?*

☐ Yes ☐ No

If yes, please describe briefly how exactly you address this topic in what kind of national policy agenda?

3. *Is the question of brain drain or brain circulation on your national policy agenda?*

☐ Yes ☐ No

If yes, please describe briefly how exactly you address this topic in what kind of national policy agenda?

4. Do you have a national strategy/action plan to strive for more balanced exchanges?

☒ Yes ☐ No

If yes, please describe briefly your strategy:

The DGHE encourages Higher Education Institutions to increase mobility of students and to enhance international relations through Erasmus Mobility projects and agreements with foreign countries and foreign higher education institutions

5. Did you implement specific measures/programmes to achieve more balanced student mobility?

☒ Yes ☐ No

If yes, please give one or two examples:

Agreements between MEHE & Foreign Countries

Increase in number of Erasmus+ mobility projects including increase of nobilities for incoming students

Offering degrees suitable for incoming students like TAFL teaching of Arabic as a foreign language

6. Have you taken specific measures to avoid brain drain?

☐ Yes ☒ No

If yes, please give one or two examples:

4 – National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

1. Does your country have national strategies or action plans to foster mobility? ☐ Yes ☒

No (please continue to question No. 5)

If yes, please provide a reference:

2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

3. Are these targets the same for students in all cycles or are there differences?

☐ Same ☐ Differences

If there are differences, please specify:

Does your national strategy/action plan prioritise particular geographic Regions for student mobility?

☐ Yes ☐ No

If yes, please complete the following table by ticking the boxes where applicable

Priority Region	Incoming students	Outgoing students
Europe	<input type="checkbox"/>	<input type="checkbox"/>
Latin America	<input type="checkbox"/>	<input type="checkbox"/>
USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>
Australia/New Zealand	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	<input type="checkbox"/>	<input type="checkbox"/>
Africa	<input type="checkbox"/>	<input type="checkbox"/>
Asia	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

If you have Regional priorities, please give reasons:

4. Has your country implemented any of the following financial support measures to foster student mobility?

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded.

² Mobility for an entire degree programme.

Measure	Credit mobility	Degree mobility
Loans for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Loans for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)		

5. Has your country implemented other support measures or programmes to foster student mobility? (i.e. accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services, etc.)

5 – Data on mobility flows at national level

The following questions look at data of student mobility collected at national level.

1. Does your country collect data at national level on student mobility? ☐ Yes ☒ No
(please continue to question No. 5)

If yes, please specify the nature of these data:

- ☐ Only incoming student data collected
- ☐ Only outgoing student data collected
- ☐ Both incoming and outgoing student data collected

2. Does your country collect data on credit mobility and degree mobility at national level?

- ☐ Only credit mobility data collected
- ☐ Only degree mobility data collected
- ☐ Both credit and mobility data collected

3. Which details do you take into account collecting data on student mobility flows?

Incoming students:

Country of origin of the student (citizenship)

- ☐ Country of origin of the last qualification issued to the student, also in the case of domestic students
- ☐ Country of origin of the last qualification issued to the student, not considering domestic students
- ☐ All these criteria

Outgoing students:

- ☐ Country of destination of domestic student
- ☐ Country of destination of graduates in your country (for foreign students only)
- ☐ Country of destination of graduates in your country (for foreign and domestic students)
- ☐ All these criteria

4. Please list the first 10 country of origin of incoming students enrolled in your study programmes (degree mobility).

No.	Country	Number of students (degree mobility)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

5. If these data are collected at national level, please list the first 10 country of origin of incoming students participating in your study programmes (credit mobility) for a study period.

No.	Country	Number of students (credit mobility)
1		

2		
3		
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about those data (i.e. programmes considered, links and source of information, etc.):

6. Please list the first 10 country of destination of outgoing domestic students (degree and credit mobility).

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)
1			
2			
3			
4			
5			
6			
7			
8			

9			
10			

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

7. Do you collect at national level data related to recognition cases?

☐ Yes ☐ No

If NO, which institution(s) is in charge to collect these details? (i.e. single universities, other bodies, etc.):

If YES, please provide details about the number of foreign degrees recognised at national level, including some information about the country of origin of those foreign qualifications:

8. Do you have special treaties with other countries in order to facilitate the recognition of foreign qualifications coming from other countries?

☐ Yes ☐ No

If yes, please provide details about those treaties at national level:

Student Mobility Flows within MERIC-Net partner countries

QUESTIONNAIRE for Universities

The present questionnaire collects details on the student mobility flows between the MERIC-Net partner countries with the aim to draft a **Report on Mobility Flows**, according to the activities foreseen within WP1 of the MERIC-Net Project. The information will help to understand the actual situation of student mobility and will be the basis for the other WPs of the project.

This questionnaire is structured in 5 sections with 3-8 questions each, starting from the description of the aim of the questions.

The information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys, etc.) which you have used to provide your responses to the specific questions.

PLEASE PROVIDE YOUR DETAILS:

Name: Rony Darazi

Position/Role in the institution: Chargé for European Cooperation, European Project Manager

Organisation/Institution: Université Antonine (UA)

Country: Lebanon

Date when questionnaire was completed: November 30

Please send the completed questionnaire by **30 November** to trieb@ciep.fr

1 - Enhancement of mobility

The following questions aim at gaining more insight into institutional endeavors to increase mobility.

19. *Do you have an institutional quantitative target for mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please specify the target(s):

20. *Do you have an institutional strategy/action plan to enhance mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please describe briefly your strategy/action plan:

21. *Did you implement specific measures/programmes to enhance mobility?*

- ☐ Yes, for outgoing students
- ☐ Yes, for incoming students
- ☒ No, not for students
- ☐ Yes, for outgoing doctoral candidates
- ☐ Yes, for incoming doctoral candidates
- ☐ No, not for doctoral candidates

If yes, please give some examples:

22. *Were or are these measures/programmes successful in enhancing mobility?*

☐ Yes ☐ No

If yes, please give one or two examples:

3 - Balanced mobility

The following questions aim at receiving more information on imbalanced student mobility within your institution and on possible strategies and measures to achieve a more balanced mobility.

17. *How would you label your institution in terms of student mobility?* a net importer

☐ (more incoming than outgoing students) a net exporter (more outgoing than incoming
☒ students) an institution with more or less balanced student mobility

☐ If mobility is not balanced: with which countries or regions does your institution have significant imbalances?

France, Belgium, China

18. *Do you have an institutional strategy/action plan to strive for more balanced exchanges?*

☐ Yes ☒ No

If yes, please describe briefly your strategy:

19. *Did you implement specific measures/programmes to achieve more balanced student mobility?*

☐ Yes ☒ No

If yes, please give one or two examples:

3 – Institutional strategies and action plans

The following questions look at institutional quantitative targets and at policies aiming to foster mobility.

25. Does your institution have strategies or action plans to foster mobility? ☒ Yes ☐

No (please continue to question No. 3)

If yes, please provide a reference:

<http://www.upa.edu.lb/decouvrir-l-ua/relations-internationales.html>

Université Antonine Sexennial report (2011-2016)

26. Does your strategy/action plan prioritise particular geographic Regions for student mobility?

☐ Yes ☒ No

If yes, please complete the following table by ticking the boxes where applicable

Priority Region	Incoming students	Outgoing students
Europe	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latin America	<input type="checkbox"/>	<input type="checkbox"/>
USA/Canada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Australia/New Zealand	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	<input type="checkbox"/>	<input type="checkbox"/>
Africa	<input type="checkbox"/>	<input type="checkbox"/>
Asia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (please specify)		

If you have Regional priorities, please give reasons:

We are a traditional French speaking institution

27. Has your institution implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
Loans for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for incoming students	<input type="checkbox"/>	<input type="checkbox"/>
Loans for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>
Grants/scholarships for outgoing students	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)		

28. *Has your institution implemented other support measures or programmes to foster student mobility? (i.e. accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services, etc.)*

Yes

29. *Does your institution participate in EU programmes in order to increase the mobility of your students?*

☒ Yes ☐ No

If yes, please provide some details about the EU programme and the specific action, including some details about concrete results achieved (i.e. number of students involved, typology of mobility, etc.):

ERASMUS+ ICM, 3 students (2nd cycle) Master program going from Lebanon to France, Mobility for 5 months, since 2017

4 – Data on mobility flows at institutional level

The following questions look at data of student mobility collected at institutional level.

16. *Does your institution collect data on student mobility?*

☒ Yes ☐ No (please continue to question No. 7)

If yes, please specify the nature of these data:

- ☐ Only incoming student data collected
☐ Only outgoing student data collected
☒ Both incoming and outgoing student data collected

17. *Does your institution collect data on credit mobility and degree mobility?*

- ☐ Only credit mobility data collected
☐ Only degree mobility data collected
☒ Both credit and mobility data collected

18. *Which details do you take into account collecting data on student mobility flows?*

Incoming students:

- ☒ Country of origin of the student (citizenship)
☒ Country of origin of the last qualification issued to the student, also in the case of domestic students
☐
☐

Country of origin of the last qualification issued to the student, not considering domestic students
All these criteria

Outgoing students:

- ☒ Country of destination of domestic student
☐ Country of destination of graduates in your country (for foreign students only)
☐ Country of destination of graduates in your country (for foreign and domestic
☐ students) All these criteria

29. Please list the first 10 country of origin of incoming students enrolled in your study programmes (degree mobility).

No.	Country	Number of students (degree mobility)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

30. If these data are collected, please list the first 10 country of origin of incoming students participating in your study programmes (credit mobility) for a study period.

No.	Country	Number of students (credit mobility)
1		
2		

3		
4		
5		
6		
7		
8		
9		
10		

Please provide some useful details about those data (i.e. programmes considered, links and source of information, etc.):

31. Please list the first 10 country of destination of outgoing domestic students (degree and credit mobility).

N.	Country	Number of students (degree mobility)	Number of students (credit mobility)
1	France	75 students (2011-2016)	7 students (2011-2016)
2	Belgium	24 students	
3	Canada	37 students	
4	China	21 students	
5			
6			
7			
8			
9			
10			

Please provide some useful details about these data (i.e. programmes considered, links and source of information, etc.):

General information about the exchange programmes can be found under the link below

<http://www.upa.edu.lb/decouvrir-l-ua/relations-internationales.html>

Detailed data are published in the Antonine University Sexennial report 2011-2016.

32. Do you collect data related to recognition cases?

☐ Yes ☒ No

If NO, which institution/body is in charge to collect these details? (i.e. ministries, other bodies, etc.):

ministries

If YES, please provide details about the number of foreign degrees recognised at institutional level, including some information about the country of origin of those foreign qualifications:

33. Do you have agreements with other higher education institutions to:

	YES	NO
Facilitate/increase the mobility of your students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Establish joint programmes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exchange students for a certain period?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please provide details about those agreements:

1. Université de Bourgogne, *France*
 - Accord-cadre (25 mai 2010)
 - Double diplôme : Master Professionnel en Ingénieur en Informatique (ESIREM) (25 mai 2010)
 - Double diplôme : Master 2 Science et Technologie de l'Information et de la Communication (25 mai 2010)
 - Double diplôme : Master 2 Base de Données et Intelligence Artificielle (25 mai 2010)
 - Contrat de développement avec le Centre d'Innovation Pédagogique et d'Evaluation
2. Haute École Léonard de Vinci, *Belgique*
 - Accord-cadre (23 mai 2002)
 - Double Diplôme : Licence en Sciences Infirmières (29 nov 2011)
3. Université Normale du Sud de la Chine, *Chine*
 - Accord-cadre (1 nov 2011)
 - Échange d'étudiants en Gestion des Affaires - "China Business Immersion Program"

-
- 4. Université Paris 1 - Panthéon-Sorbonne, *France*
 - Accord-cadre (23 mai 2002)
 - Double diplôme : Master Professionnel en Multimédia Interactif (19 novembre 2012)
- 5. Université Paris 1 - Panthéon-Sorbonne, *France*
 - Accord-cadre (23 mai 2002)
 - Double diplôme : Master Professionnel en Multimédia Interactif (19 novembre 2012)
- 6. Université Laval, *Canada*
 - Double diplôme : Master en Sciences Infirmières (3 janvier 2012)
- 7. Université de Pau et des Pays de l'Adour, *France*
 - Accord-cadre (24 octobre 2012)
 - Double diplôme : Master Informatique - Système Informatique pour le Génie de la Logistique Industrielle et des Services (11 février 2013)
- 8. Université catholique de Louvain, *Belgique*
 - Accord-cadre (14 mars 2008)
 - Master 2 en Physiothérapie (5 mars 2013)
 - Mobilité et stages étudiants en Physiothérapie (5 mars 2013)
- 9. Université de Lausanne, *Suisse*
 - Accord-cadre (12 mai 2013)
 - Contrat de développement avec le Centre de Soutien à l'Enseignement Formation Enseignants (Pédagogie Universitaire)
- 10. La Sapienza Università di Roma, *Italie*
 - Accord-cadre (28 juin 2013)
- 11. Université de Franche-Comté, *France*
 - Accord cadre (20 juillet 2010)
 - Double diplôme : Master de Recherche Informatique - Spécialité Informatique Mobile et Répartie (17 juillet 2013)
- 12. ISEP de Paris, *France*
 - Accord-cadre (23 janvier 2014)
 - Double diplôme : Master Spécialisé en Cloud Computing (23 janvier 2014)
- 13. Université d'Aix-Marseille, *France*
 - Accord-cadre (19 mars 2014)
 - Master en Gestion des Affaires - Management Euro-méditerranéen et Développement Durable
- 14. Université libre de Bruxelles, *Belgique*
 - Accord-cadre (2 décembre 2014)
 - Contrat de développement avec ULB Podcast

15. Université Paris 4 - Sorbonne, *France*
 - Accord-cadre (30 octobre 2015)
16. Université de Toulon, *France*
 - Accord cadre (9 septembre 2014)
 - Double diplôme Master Infocom Ingemedia (2 février 2015)
17. Université Lumière Lyon 2, *France*
 - Accord-cadre (16 juin 2015)
18. Université du Quebec en Abitibi-Temiscaningue, *Canada*
 - Accord-cadre (12 mars 2015)
19. Université Sorbonne Nouvelle - Paris 3, *France*
 - Accord cadre (11 octobre 2016)
20. Université Paris 8 , *France*
 - Accord-cadre (16 mars 2016)
21. Université de Technologie Belfort- Montbéliard, *France*
 - Accord-cadre (27 fev 2015)
 - Double diplôme : Master Professionnel en Ingénieur en Informatique (27 fev 2015)
22. Université Claude Bernard Lyon 1, *France*
 - Accord-cadre (20 janvier 2014)
 - Diplôme d'Université Européen de Préparation Physique (25 février 2016)
23. Université de Strasbourg, *France*
 - Accord-cadre (3 février 2017)

Monitoring of Academic Recognition Procedures within MERIC-Net partner countries

QUESTIONNAIRE

The present questionnaire collects details on recognition practices in the MERIC-Net partner countries with the aim to draft the four **National Recognition Reports for Algeria, Lebanon, Morocco and Tunisia** according to the activities foreseen within WP1 of the MERIC-Net project. The present questionnaire was created starting from the experience of the ENIC-NARIC centres, in order to understand the academic recognition procedures available at the moment within the MERIC-Net partner countries. The purpose of the survey is to show the level of comparability with the recognition procedures available at European level, which are influenced by Lisbon Recognition Convention criteria.

This questionnaire is structured in 8 sections with 17 questions in total, starting from different “statements” regarding recognition procedures to collect all the details of those procedures and rules available at national level.

PLEASE PROVIDE YOUR DETAILS:

Name: Rony Darazi

Position/Role in the institution: Chargé for European cooperation, European Project Manager

Organisation/Institution: Université Antonine (UA)

Country: Lebanon

Date when questionnaire was completed: November 30, 2017

Please send the completed questionnaire by **30 November** to trieb@ciep.fr

QUESTIONS ABOUT COMPETENT AUTHORITIES

Who is (are) the competent authority(ies) for academic recognition in your country?

- ☒ Ministry of Education
- ☐ National information centre/departement/office
- ☐ Higher education institutions
- ☐ Other, please specify:

COMMENTS:

Directorate General of Higher Education in Lebanon
Director General of Higher Education
Recognition Commission of Higher Education

What is the status of the statements or reports by the national competent authority?

- ☐ Information only
- ☐ Recommendation or advise
- ☒ Legally binding decision
- ☐ Other, please specify:

COMMENTS:

41 – Access to an Assessment

Statement: *Holders of qualifications shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.*

QUESTION 1 – Is access to an assessment regulated at national level (national law; government regulation; any other legal act)?

☒ **YES**, the access to an assessment is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

Please refer to the Directorate General of Higher Education in Lebanon
Director General of Higher Education
Recognition Commission of Higher Education

42 – Criteria and Procedure

Statement: *National authorities shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.*

QUESTION 2 – Are the assessment criteria and procedures regulated at national level (national law; government regulation; any other legal act)?

☐ **YES**, criteria and procedure are regulated at national level

If YES, what is the title of the legal act?

In original language:

In French :

In English:

Please present the article(s), which regulate(s) the access to an assessment (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

Please refer to the Directorate General of Higher Education in Lebanon

Director General of Higher Education

Recognition Commission of Higher Education

QUESTION 3 – If the assessment and recognition criteria are regulated at national level, does the regulation list the criteria to be used in the assessment and recognition of the foreign qualification?

☐ ☐ ☐ **YES**

If ☐ YES, what are the criteria: recognition status of the awarding institution type
☐ of awarding institution learning outcomes list of courses / content quality
☐ /accreditation formal rights (function of the qualification in the home country;
e.g. access to

☐
☐
☐
☐
☐

further activities)

level in the qualifications framework(s)
workload nominal duration profile
admission requirements

☐ other, please specify:

☐ **NO**

If NO, please present the reason why the list of assessment criteria is not regulated:

Please refer to the Directorate General of Higher Education in Lebanon

Director General of Higher Education

Recognition Commission of Higher Education

QUESTION 4 – If the assessment and recognition procedures are standardised and regulated at national level, does the regulation lists the elements of the procedure?

☐ **YES**

If ☐ YES, do the elements of procedure
☐ include: time needed fee charged
☐ documentation required description of
☐ the assessment process the status of
☐ recognition/assessment report other,
☐ please specify:
☐

☐ **NO**

If NO, please present the reason the procedure is not a subject for national regulation:

Please refer to the Directorate General of Higher Education in Lebanon

Director General of Higher Education

Recognition Commission of Higher Education

QUESTION 5 – Are the assessment and recognition criteria and procedures available on-line?

☐ **YES**

If YES, in which language(s):

If YES, please present direct web address:

☐ **NO**

If the criteria and procedures are NOT available on-line, are there other publications making the criteria and procedure available for applicants (please name)?

Are there also other publications available online (please name)?

Please refer to the Directorate General of Higher Education in Lebanon

Director General of Higher Education

Recognition Commission of Higher Education

43 – Time Limit

Statement: *Decision on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information on the case has been provided.*

QUESTION 6 – Is the time limit regulated at national level (national law; government regulation; or any other legal act)?

☐ **YES**, the time limit is regulated at national level

If YES, what is the time limit?

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s) the time limit is regulated (LINK or COPY of the text):

☐ **NO**, it is regulated by the individual HEIs for their internal use

If it is regulated at institutional level, how do the national authorities supervise the internal regulations and their implementation?

COMMENTS:

Please refer to the Directorate General of Higher Education in Lebanon
Director General of Higher Education
Recognition Commission of Higher Education

44 – Right to Appeal

Statement: *If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.*

QUESTION 7 – In case recognition is withheld, or if no decision is taken, is there a possibility for an applicant to appeal?

☐ **YES**, there is a national regulation for the applicant's right to appeal in case recognition is withheld, or if no decision is taken

If YES, please name the body and procedure for the appeal:

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the procedure of the right to appeal (LINK or COPY of the text):

☐ **YES**, the applicant's right to appeal is regulated internally by the competent recognition or assessment authorities.

If it is regulated at institutional level (internally), how do the national authorities supervise the internal regulations and their implementation?

☐ **NO**, the applicant has no right to appeal

If NO, please specify the reason:

COMMENTS:

Please refer to the Directorate General of Higher Education in Lebanon
Director General of Higher Education
Recognition Commission of Higher Education

QUESTION 8 – Is the information on the applicant's right to appeal published and available on-line?

☐ **YES**

If YES, please present direct web address:

☐ **NO**

If NO, is it published in other sources (please specify)?

☐ **NO**, the applicant has no right to appeal

COMMENTS :

Please refer to the Directorate General of Higher Education in Lebanon
Director General of Higher Education
Recognition Commission of Higher Education

45 – Information on Education System

Statement: National authorities shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its educational system is provided.

QUESTION 9 – Is the information on national educational system available on-line?

☒ **YES**

If YES, to whom do(es) the website(s) belong (name of institution):

Directorate General of Higher Education in Lebanon

☒

In which language(s) is the information is available: Mainly in Arabic

☒

☒

If YES, please name the web address(es):

☐

☐

☐

☐

☒

☐

<http://www.higher-edu.gov.lb/arabic/default.html>

☐

If YES, does it include information on: school education system (educational system with description of qualifications giving

access to higher education)

higher education legal framework and administration access
qualifications types of higher education institutions higher
education qualifications national qualifications framework
credit and grading system quality assurance system /
accreditation samples of educational credentials

NO

If NO, is the information on the educational system published in other sources (please specify):

COMMENTS:

There is not yet a National Qualification Framework in Lebanon

46 – Information on Higher Education Institutions

Statement: National authorities shall provide adequate information on any institution belonging to its higher education system, and on any programme operated by these institutions.

QUESTION 10 – Is the list of institutions that belongs to the national higher education system published and available on-line?

☒ **YES**, the list of higher education institutions is published by the national authorities and is available electronically (website)

If YES, please provide the direct web address to the list:

<http://www.higher-edu.gov.lb/arabic/default.html>

If YES, in which language(s) the list is available:

Arabic

☐ **NO**, the list of higher education institutions is not available on-line

If NO, is it published in other sources (please name):

COMMENTS:

QUESTION 11 – Is the information on the programmes provided by the recognised higher education institutions which belong to the national higher education institutions published and available online?

- ☒ **YES**, the list of higher education programmes is available on the website(s) of the national authorities (accreditation agency; ministry of education; etc)

If YES, please name the institution under which the list is available:

Directorate General of Higher Education

<http://www.higher-edu.gov.lb/arabic/default.html>

If YES, please provide direct web address of the list (database):

- ☐ **NO**, there is no list of higher education programmes by national authorities, but there is a link from the web site of a national authority to the sites the programmes listed by the higher education institutions.

If NO, please provide the link to the website of the national authority:

COMMENTS :

47 –Differences considered for the refusal of recognition

Statement: *Qualifications, periods of study and qualifications giving access to higher education conferred in other countries shall be recognized unless a (substantial) difference can be shown between the qualification or period of study for which recognition is sought and the corresponding qualification or period of study in the national context.*

QUESTION 12 – Is there a definition of (substantial) differences taken into account when refusing the recognition at national level?

- ☐ **YES**, there is a definition at national level
- ☐ **NO**, it is up to the competent recognition authorities to interpret them
- ☐ **NO**, but there are regulations or rules at institutional level

COMMENTS:

Please refer to the Directorate General of Higher Education in Lebanon
Director General of Higher Education

Recognition Commission of Higher Education

QUESTION 13 – Please provide a list of what may be considered a (substantial) difference between a foreign qualification and a corresponding national qualification.

	NO	YES
sss) Different access requirements	<input type="checkbox"/>	<input type="checkbox"/>
ttt) Nominal duration of study is more than one year shorter	<input type="checkbox"/>	<input type="checkbox"/>
uuu) Institution or programme is not accredited (quality assured)	<input type="checkbox"/>	<input type="checkbox"/>
vvv) No final thesis	<input type="checkbox"/>	<input type="checkbox"/>
www) Less requirements for final thesis	<input type="checkbox"/>	<input type="checkbox"/>
xxx) Differences in programme content/courses	<input type="checkbox"/>	<input type="checkbox"/>
yyy) On-line studies	<input type="checkbox"/>	<input type="checkbox"/>
zzz) Part-time studies	<input type="checkbox"/>	<input type="checkbox"/>
aaaa) Qualification is awarded by a private educational institution	<input type="checkbox"/>	<input type="checkbox"/>
bbbb) The programme is not provided in our country	<input type="checkbox"/>	<input type="checkbox"/>
cccc) The institution is recognised in home country, but it is unknown to us	<input type="checkbox"/>	<input type="checkbox"/>
dddd) The institution is recognised in home country, but is missing in the international databases (e.g. IAU-WHED)	<input type="checkbox"/>	<input type="checkbox"/>
eeee) Teaching staff has not the same qualification requirements as required in our country (for example less professors who have a PhD-level degree, than required in our country)	<input type="checkbox"/>	<input type="checkbox"/>
ffff) Other (please specify):		

COMMENTS

:

Please refer to the Directorate General of Higher Education in Lebanon

Director General of Higher Education

Recognition Commission of Higher Education

QUESTION 14 – In addition to the case of (substantial) differences between the corresponding qualifications please provide any other reason a foreign qualification is not recognised in your country by a competent academic recognition authority or not recommended to recognise it.

COMMENTS:

Please refer to the Directorate General of Higher Education in Lebanon

Director General of Higher Education

Recognition Commission of Higher Education

QUESTION 15 – Do competent recognition authorities take rankings into account when assessing foreign higher education qualifications?

☐ **YES**, it is regulated at national level

If YES, what is the title of the legal act?

In original language:

In English:

Please present the article(s), which regulate(s) the provision (LINK or COPY of the text):

☐ **YES**, it is not regulated at national level, but competent recognition authorities using ranking as an assessment criterion

☐ **NO**, ranking is not used in assessment of foreign qualifications, and it is not an assessment and recognition criterion

COMMENTS

:

Please refer to the Directorate General of Higher Education in Lebanon

Director General of Higher Education

Recognition Commission of Higher Education

48 –MERIC Network

QUESTION 16 –Are you aware of the past activities within the MERIC network?

COMMENTS: I am aware of the recent activities that already have been done so far involving Université Antonine.

QUESTION 17 –What are the existing networking in your countries at national, regional and international level?

COMMENTS: ERASMUS+ Lebanon office, ERASMUS+ Higher Education Reform Experts