

MED2IaH

Mediterranean
Countries **Towards**
Internationalisation
at Home

Lesson 2: Outgoing mobility and its benefits for students, teachers, and universities

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This lesson will start with the description of mobility programmes, with a special focus on **outgoing mobility from MED countries**.

This topic is elaborated as follows:

- About Mobility in MED countries: some data and good practices (Erasmus + programme and some useful data and good practices from MED Countries: Morocco, Egypt, Jordan, Tunisia and Lebanon)
- The role of intercultural international offices (IRO) in supporting the mobility
- Benefits for students (personal, study, employability)
- Benefits for sending University: academic and administrative staff (personal, administrative, teaching and research level)



Some useful data and good practices from MED Countries: Morocco, Egypt, Jordan, Tunisia and Lebanon

Jordan:  There are some good practices developed in Jordan context, especially on capacity building and “virtual mobility” that deserve to be mentioned. For example:

- **Jovital**, (ERASMUS+ CBHE Project on Virtual Mobility, Jordan Opportunity for virtual innovative teaching and learning). Under the umbrella of the JOVITAL project, a series of staff training workshops has been conducted in Jordan on topics related to the use of ICT in Higher Education and academic exchange using virtual mobility. Here is the link with some useful information: <https://jovital.eu/>.
- **JUST**, one of the leading universities in Jordan, to the current epidemiological conditions, decided to carry out the mobility on 2021 via video conference. The following activities were carried out during the virtual mobility:

Jovital project: <https://jovital.eu/>

Some useful data and good practices from MED Countries: Morocco, Egypt, Jordan, Tunisia and Lebanon

Morocco ➡ The number of Moroccan students at the tertiary level studying abroad was estimated at a peak of 56,730 in 2019. There are several actions undertaken at national level to build and strengthen relationship to foster mobility outside Morocco.

A good page to check in order to find updates and useful information on mobility programme development in Morocco is ESN Morocco page: <https://esn.org/news/establishing-sustainable-erasmus-community-morocco>

Egypt: ➡ The number of Egyptian students at the tertiary level studying abroad amounted to 38,667 in 2018. North America and Western Europe were the most popular destinations. The Arab States followed with roughly 14 thousand Egyptian enrollees in 2017. There are many websites that offer further information on mobility from Egypt, also connected to Erasmus + Network. Further info available here:

<https://www.erasmusplus-egypt.eu/index.php/en/about-us/who-are-we>

Some useful data and good practices from MED Countries: Morocco, Egypt, Jordan, Tunisia and Lebanon

Tunisia ➡ A good example of increase of Mobility between Tunisia and Italy is given by the 42 international exchanges in 2 years had been carried out among Italian and Tunisian Universities, in the framework of the **International Credit Mobility project COMMO III**, co-funded by the European Commission and part of the KA107 of the Erasmus+ Programme. Further information is available here: <https://www.uni-med.net/mobility-between-tunisia-and-italy-42-new-exchanges-in-two-years/>

Lebanon ➡ In Lebanon, there are some exchange programmes. Some of them well developed. Here is a table given to all the Lebanese institutions in Credit Mobility Partnership with Programme countries (European) Institutions: <http://erasmusplus-lebanon.org/content/840> Erasmus + Lebanon <http://erasmusplus-lebanon.org/content/840>. Unfortunately, the current critical situation of the Country, has raised the need of an increasing need of internationalization also at home.

The role of intercultural international offices (IRO) in supporting the mobility



An IRO office is supposed to cover some aspects related to cooperation and administration.

For Cooperation (some examples):

- supporting activities related to initiating and coordinating international cooperation of the home University with international universities and research institutions at the university-wide level;
- preparing bilateral agreements on scientific cooperation;
- coordinating exchange
- providing administrative support for mobility programmes and governmental scholarship holders
- organising trainings and meetings for international relations officers from partner universities;
- providing reception, service and co-organization of delegations and visits from foreign units, coordinated by Rector's Office or Office of the Vice-Rector for International Relations;
- organising and co-organising university-wide international events;
- implementing international educational and mobility projects with foreign entities;
- organisation of the recruitment process for mobilites of staff, administrative and financial support to staff qualifies for international mobilities,
- preparation of mobility financing agreements for staff

The role of intercultural international offices (IRO) in supporting the mobility



For Administration:

- providing administrative and financial assistance to all qualified for international mobility, i.e.: staff, PhD candidates and students of the University,
- accepting mobility application forms and their verification,
- defining mobility procedures and settlement of advance payments,
- information on the rules of calculation of expenditures on mobility,
- mobility database,
- collaboration with the Office of Human Resources,
- international insurance for staff, PhD candidates and students,
- financial assistance to mobility
- coordinating the collaboration with travel agencies;
- organizing tenders and call notices for the booking of plane, train and bus tickets;
- direct collaboration with the airlines.

Benefits for students (personal, study, employability)



To **study or train abroad during their studies:**

- expose students to **different views, knowledge, teaching and research methods as well as work practices** in their study field;
- help students to develop their **transversal skills** such as communication, language, problem solving, inter-cultural skills and research skills;
- support students in developing their **forward looking skills**, such as digital skills, that will enable them to tackle the challenges of today and tomorrow;
- facilitate **personal development** such as the ability to adapt to new situations and self-confidence.

Good communication between the IRO of the host university and the IRO of the receiving university remains crucial. **Cross-communication** and a clear agreement that is beneficial to the mover are the basis for ensuring a **successful outcome and protecting the interests of the student, faculty or staff member** spending time at another university. Validating and considering in the same way the path taken is crucial, as is allowing the relationship between the two universities to strengthen and improve academically, administratively and logistically.



Benefits for sending University: academic and administrative staff (personal, administrative, teaching)

Another benefit type of outgoing mobility, is that related to enable **any staff (administrative, teaching) to teach or train abroad as part of their professional development in order to:**

- **share their expertise**
- **experience new teaching environments;**
- **acquire new innovative pedagogical and curriculum design skills and digital skills;**
- **connect with their peers., exchange good practices and enhance cooperation between higher education institutions.**

Contact amongst members of same “working group” (e.g. administrative or professors expert on the same topic) can improve intergroup attitudes and reduce negative stereotyping, if four key conditions are met:

- **equal status**
- **common goals,**
- **intergroup cooperation**
- **Institutional support.**

Benefits for sending University: academic and administrative staff (personal, administrative, teaching)

Academics and staff who go abroad can gain of course bigger expertise from training/ teaching abroad, which is relevant to their current job and supports at best their professional development.

But what they bring back to their Origin Country and which benefits can provide to their “home University”:

- **Best practices discovered and new ideas.**
- **Inspiration gained by new colleagues and different perspectives.**
- **expertise and experience**
- **new ways of teaching, new tools and technologies in several fields**
- **Knowledge of a different education or administrative system.**
- **Wider international network contacts**
- **possibilities for future collaboration and partnership.**
- **new culture/ language knowledge**



Some useful links:

Interview to Erasmus Students	http://erasmus-erasmus.blogspot.com/p/interviste-di-studenti-erasmus.html
Erasmus student [Interview Fast & Curious]	https://www.youtube.com/watch?v=bOOOf_ByGl8Y
Erasmus Days - Interview with Erasmus+ students	https://www.youtube.com/watch?v=11tQrEe8Xj4
Why Study Abroad Marina Meijer	https://www.youtube.com/watch?v=P1Zha2CrJZ0
Erasmus Experience 4 Months in Lisbon	https://www.youtube.com/watch?v=LAQpgnEa51k
Study Abroad - Student Experiences - University of Sheffield	https://www.youtube.com/watch?v=Bgf6WlBgZaQ
Go international: How studying abroad can change your life Alexander Au.	https://www.youtube.com/watch?v=8BcaB4PiecU

Thank you for your attention!