



Università
Ca' Foscari
Venezia

**Dipartimento
di Studi sull'Asia
e sull'Africa
Mediterranea**

**Department
of Asian and North
African Studies**

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Allegato al quadro A1.a Consultazione con le organizzazioni rappresentative - a livello nazionale e internazionale - della produzione di beni e servizi, delle professioni (Istituzione del corso)

Corso di Laurea Magistrale in *Integrazione e investimenti tra le due rive del Mediterraneo / Crossing the Mediterranean: towards Investment and Integration (MIM)*

Nel corso dei mesi gennaio, febbraio, marzo e aprile 2014 le tre Università partner avviarono consultazioni con alcune organizzazioni internazionali specializzate sulle tematiche del Mediterraneo in occasione della presentazione ad EACEA del progetto per un Joint Master Degree, poi finanziato nel 2015. Quelle consultazioni permisero di stringere accordi con le medesime organizzazioni internazionali che sono poi divenute Associated partner del progetto e che quindi assicureranno agli studenti uno stage presso le proprie prestigiose istituzioni. Esse sono: Anna Lindh Foundation, il Centre de recherche français di Gerusalemme, il Barcelona Centre for International Affairs (SIDOB), lo European Institute of the Mediterranean (IEMED), la Fundación Tres Culturas del Mediterráneo, il MUCEM di Marsiglia. Nel corso delle consultazioni esse ci segnalano la necessità di preparare figure di esperti socio-politici in Think tank su tematiche del Mediterraneo, specialisti della comunicazione (stampa, televisione, cinema, social network, consulenza editoriale) e di esperti di mediazione transculturale in associazioni e organizzazioni culturali.

EACEA ha trasmesso in data 29 luglio 2014 la valutazione del progetto presentato, che si allega, dalla quale emerge che la proposta presentava un approccio ben integrato e condiviso tra i partner basato sul radicamento di una esperienza che datava da molti anni e che vedeva collaborare insieme con ottimi risultati partner accademici e non accademici e offriva esperienze di stage significative nelle aree di studio trattate. Si segnalava che il progetto offriva ottime possibilità di riuscita lavorativa agli studenti interessati alle relazioni e allo sviluppo delle due rive del Mediterraneo.

Il giorno 24 settembre 2015 sono state inoltre indette ulteriori consultazioni via skype, a cura del docente coordinatore del progetto MIM. In particolare, secondo il Program Coordinator Emergenza Minori presso la Fondazione L'Albero della Vita:

“La figura formata all'interno del Master MIM ha la possibilità di poter sfruttare il carattere multidisciplinare che caratterizza il corso. Il bagaglio di conoscenze e capacità acquisite consentono una notevole flessibilità ed adattabilità a posizioni professionali tipiche delle organizzazioni non governative o più in generale no-profit, sia a livello nazionale che internazionale.

All'interno dell'organizzazione che rappresento, una figura che esce dal Master MIM può trovare collocamento in diversi ambiti. Nell'area nazionale, come project manager nelle progettazioni legate a contesti emergenziali inerenti al fenomeno migratorio, oppure in ruoli operativi o di coordinamento in strutture di accoglienza per ragazzi di origine straniera. L'approfondimento delle tematiche legate allo sviluppo e alla cooperazione, nonché i focus tematici legati ai singoli paesi ne favoriscono la possibilità di collocazione come project manager dei



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progetti di cooperazione internazionale. Inoltre l'ampio spazio dedicato durante il master al project cycle management apre le porte a possibili inserimenti nell'area progettazione, sia nazionale che internazionale, sia come progettista che come desk paese.”

Secondo il Project Manager dell'ISCOS (Ong italiana che lavora in Marocco):

“Il Master MIM è stato molto utile per il mio lavoro e per tutte le esperienze che sto facendo in Marocco, come la collaborazione con due ONG italiane. Infatti, ho potuto mettere in pratica tutte le metodologie e gli strumenti acquisiti durante la formazione, riguardanti la progettazione all'interno della cooperazione internazionale e inerente lo sviluppo sostenibile. Partecipare alla scrittura di un progetto da presentare all'Unione Europea mi ha permesso di tradurre in realtà tutta la teoria appresa, soprattutto durante il modulo di Barcellona, in cui abbiamo studiato le varie fasi del ciclo del progetto e la sua gestione. Riuscire ad attuare le azioni e le attività previste da un determinato progetto di sviluppo in modo partecipativo e sostenibile, dà molta soddisfazione e poterle realizzare insieme alla società civile e agli attori coinvolti permette di concretizzare anche il lavoro di mediazione, cooperazione e comunicazione interculturale per il quale siamo stati preparati e che possiamo svolgere in modo molto professionale.”

Secondo il Project Manager della Cooperativa Impresa Sociale Ruah - Bergamo:

“Un aspetto importante di ciò che la nostra associazione ha notato quando ha ospitato qualche studente del Master MIM è la formazione acquisita in materia di migrazione. In particolare lo sguardo sul fenomeno in quanto tale ma anche come nei vari paesi dell'Europa hanno messo in atto i dispositivi in materia di immigrazione. Questo comporta che nel momento in cui lo studente collabora con noi non ha solo la percezione del qui e ora ma uno sguardo più ampio. Questa visione aiuta anche nel rapporto con gli utenti del centro di accoglienza, aspetto da non sottovalutare poiché c'è bisogno di lavorare a stretto contatto e con reciproca fiducia. Il bagaglio delle diverse conoscenze linguistiche, l'aver vissuto in diversi paesi, come ad esempio il Marocco e l'aver condiviso la formazione con studenti stranieri aiuta molto lo studente del MIM nell'approccio con gli utenti e nella pratica quotidiana del lavoro. L'aspetto che riguarda la progettazione è meno presente nelle nostre attività ma si percepisce che lo studente ha una visione più ampia e che riesce ad inquadrare le mansioni che sta svolgendo in un quadro generale arrivando ad essere anche più propositivo”.

Agenda incontro parti sociali a livello internazionale "Mediazione intermediterranea: investimenti e integrazione (MIM)"

Gennaio-Aprile 2014

Nel corso del mese di gennaio 2014 l'Università di UPVM ha iniziato le consultazioni con il MUCEM di Marsiglia e Anna Lindh di Alessandria in Egitto per discutere della programmazione del futuro corso di laurea magistrale. In particolare nel corso delle consultazioni sono state prese in esame le tipologie di figure professionali che potevano essere utili per strutturare una figura di operatore culturale esperto di tematiche socio politiche specializzate sull'area mediterranea, partendo dall'esperienza di stagisti di UPVM presso tali organizzazioni.

Nel corso dei mesi di febbraio e marzo l'Università di UAB ha avviato le consultazioni con SIDOB (Barcelona centre for international affairs), la Fundacion Tres Culturas del Mediterraneo e IEMED (European Institute of the Mediterranean). Nel corso delle consultazioni sono state prese in esame le modalità per formare specialisti della comunicazione sul Mediterraneo (stampa, televisione, cinema, social network, consulenza editoriale). Alle consultazioni hanno partecipato ex studenti del Master MIM che ora lavorano nelle dette organizzazioni internazionali, i quali hanno offerto la propria esperienza e know how al fine di migliorare il percorso formativo dei futuri studenti e permettere loro di attrezzarsi al meglio ed essere competitivi per inserirsi nel mercato del lavoro a livello internazionale.

Nel mese di aprile UNIVE ha avviato le consultazioni con il CRFJ (Centre de Recherche français de Jerusalem) inviando un assegnista del Dipartimento di Studi sull'Asia e sull'Africa mediterranea a Gerusalemme per studiare con il Direttore del Centre stesso ed altri ricercatori affiliati al centro di ricerca la tipologia di esperto che potesse meglio rispondere alle problematiche legate alla risoluzione di conflitti nell'area mediorientale. Altri ex studenti del Master MIM avevano fatto in passato uno stage presso il CRFJ e sono stati anch'essi consultati.



KA1 Joint Master Degrees

Before you begin completing this eForm:

- Test your connection to the Agency's online submission service. Click on the 'Test your connection' button in the footer of the eForm. This is not to submit your form but merely to test that your software settings and internet connection allow an application to be submitted. If having clicked on this button, you do not receive a confirmation that your connection was successful, please consult the 'Known Issues' section of the eForm homepage. Here you can find, amongst other things, advice on internet settings and Adobe (Reader or Acrobat) security settings, either of which can prevent a successful connection to the Agency's online submission service. Please note that, if after performing a successful test, you move your eForm to a different computer or upgrade your version of Adobe Reader, you will need to perform the test again. This is because the original test result will no longer be valid. For a fuller description of how the 'Test your connection' function works please consult the eForm User Guide.

- Check that you have the latest available version of the eForm. In the event of a significant eForm problem arising, the Agency may decide to make available an updated i.e. corrected version of the eForm. The latest version number of each eForm is displayed on the eForm homepage whilst specific details of any problem and its impact would be published on the funding opportunity webpage of the programme concerned.

These resources and other useful links can be found in a table located at the end of this eForm.

[Click to access table.](#)

Programme :

Erasmus+

Key action :

Learning Mobility of Individual (KA1)

Action :

Student and staff mobility in Joint Master Degrees

Action type :

Joint Master Degrees

Call for proposals :

EAC/S11/13

Deadline for submission :

27/03/2014

12:00 midday (Brussels time)

Project title * :

Crossing the Mediterranean: towards investment and integration

Project acronym * :

MIM

Language used to complete the form * :

English



List of participating organisations

Partner no	PIC	Role	Organisation Name	City	Country
P1	999897341	Applicant Organisation	UNIVERSITA CA' FOSCARI VENEZIA	VENEZIA	Italy
P2	999986484	Partner Organisation	UNIVERSITAT AUTONOMA DE BARCELONA	CERDANYOLA DEL VALLES	Spain
P3	984247943	Partner Organisation	UNIVERSITE MONTPELLIER III PAUL VALERY	MONTPELLIER CEDEX 5	France



Part A. Identification of the applicant and if applicable other organisation(s) participating in the project

This part must be completed separately for each organisation participating in the project, after they have registered in the central database (URF-PDM)

A.1 Organisation

Partner number :	P1
Role in the application :	Applicant Organisation
PIC number :	999897341
Full name of the organisation in Latin characters :	UNIVERSITA CA' FOSCARI VENEZIA
Business name :	UNIVE
Label	
Accreditation type :	
Accreditation number :	
Status :	Public
Non profit organisation :	Yes
NGO :	No
Type of organisation * :	Higher education institution (tertiary level)
Registration date :	1968-05-28
Registration location :	ROMA
Registration country code :	IT



Registered address:

Street name and number :

DORSODURO 3246

Postcode :

30123

Town :

VENEZIA

Cedex :

PO Box :

Country :

Italy

Region * :

IT32

Internet address :

www.unive.it

Telephone 1 :

0039-41-2348340

Telephone 2 :

0039-41-2348340

Fax :

0039-41-2348112

A.2 Person responsible for the management of the application (Contact person)

Title * :

Prof.

Family name * :

Trevisan Semi

First name * :

Emanuela

Department / Faculty :

Asian and North Africa Studies

Role in the organisation * :

Associate Professor

E-mail address * :

tresemi@unive.it



Check this box if the address is different from A.1

Address:

Street name and number * :

San Polo 2035

Postcode * :

30125

Town * :

Venezia

Cedex :

PO Box :



Country * :

Italy

Region * :

Veneto

Telephone 1 * :

+38 041 234 8976

Telephone 2 :

+39 041 234 8805

Fax :

+39 041 234 8629



Check this box if the legal representative is different From the person responsible for the management

A.3 Person authorised to represent the organisation in legally binding agreements (Legal representative)

Title * :

Prof.

Family name * :

Carraro

First name * :

Carlo

Department / Faculty :

Role in the organisation * :

Rector

E-mail address * :

rettore@unive.it



Check this box if the address is different from the address provided in section A.1

Address:

Street name and number * :

DORSODURO 3246

Postcode * :

30123

Town * :

VENEZIA

Cedex :

PO Box :

Country * :

Italy

Region * :

IT32

Telephone 1 :

041 234 8211

Telephone 2 :

Fax :

041 234 8321



Part A. Identification of the applicant and if applicable other organisation(s) participating in the project

This part must be completed separately for each organisation participating in the project, after they have registered in the central database (URF-PDM)

A.1 Organisation

Partner number :

P2

X

Role in the application :

Partner Organisation

PIC number :

999986484

Full name of the organisation in Latin characters :

UNIVERSITAT AUTONOMA DE BARCELONA

Business name :

UAB

Label

Accreditation type :

Accreditation number :

Status :

Public

Non profit organisation :

Yes

NGO :

No

Type of organisation * :

Higher education institution (tertiary level)

Registration date :

1968-06-06

Registration location :

MADRID

Registration country code :

ES



Registered address:

Street name and number :

Campus UAB -BELLATERRA- s/n

Postcode :

08193

Town :

CERDANYOLA DEL VALLES

Cedex :

PO Box :

Country :

Spain

Region * :

Cataluña

Internet address :

http://www.uab.es

Telephone 1 :

0034935811832

Telephone 2 :

Fax :

0034935812023

A.2 Legal representative / contact person

Title * :

Family name * :

First name * :

Dr.

Donaire Benito

Juan Jesús

Department / Faculty :

Role in the organisation * :

E-mail address * :

Vice-rector

professorat.programacio.academica@uab.cat

Check this box if the address is different from A.1

Address:

Street name and number * :

Campus UAB -BELLATERRA- s/n

Postcode * :

08193

Town * :

CERDANYOLA DEL VALLES

Cedex :

PO Box :



Erasmus+

Form version : 2.0.2 EN Adobe Reader version : 11

Country *:

Spain

Region *:

Cataluña

Telephone 1 *:

+34 93 581 1104

Telephone 2:

Fax:

+34 93 581 2200



Part A. Identification of the applicant and if applicable other organisation(s) participating in the project

This part must be completed separately for each organisation participating in the project, after they have registered in the central database (URF-PDM)

A.1 Organisation

Partner number :	P3	X
Role in the application :	Partner Organisation	
PIC number :	984247943	
Full name of the organisation in Latin characters :	UNIVERSITE MONTPELLIER III PAUL VALERY	
Business name :	UPV	
Label		
Accreditation type :		
Accreditation number :		
Status :	Public	
Non profit organisation :	Yes	
NGO :	No	
Type of organisation * :	Higher education institution (tertiary level)	
Registration date :	1993-01-01	
Registration location :	MONTPELLIER	
Registration country code :	FR	



Registered address:

Street name and number :

ROUTE DE MENDE

Postcode :

34199

Town :

MONTPELLIER CEDEX 5

Cedex :

05

PO Box :

Country :

France

Region * :

Languedoc-Roussillon

Internet address :

<http://www.univ-montp3.fr/index.php>

Telephone 1 :

+33467145465

Telephone 2 :

+33467145465

Fax :

A.2 Legal representative / contact person

Title * :

Prof.

Family name * :

FRAÏSSE

First name * :

Anne

Department / Faculty :

Role in the organisation * :

Présidente de l'Université

E-mail address * :

secretariat.presidence@univ-montp3.fr

Check this box if the address is different from A.1

Address:

Street name and number * :

ROUTE DE MENDE

Postcode * :

34199

Town * :

MONTPELLIER CEDEX 5

Cedex :

05

PO Box :



Erasmus+

Form version : 2.0.2 EN Adobe Reader version : 11

Country * :

France

Region * :

Languedoc-Roussillon

Telephone 1 * :

+33 (0)4 67 14 55 61

Telephone 2 :

+33 (0)4 67 14 55 71

Fax :



Part B. Description of the project

B.1 Summary of the project

For successful applications, this section will be published, as presented below, in compendia and other publications used for the promotion and publicity of the Joint Master Degrees programme. You should therefore ensure that it gives a concrete overview of the joint programme in its content, structure and main characteristics (thematic area(s) covered, institutions involved, structure and length of the programme, final degree(s) awarded, etc.).

Please provide your summary in English, French or German language only. * : English

Please provide your summary * :

The European Master "Crossing the Mediterranean: towards Investment and Integration" (MIM) is a two-year study programme jointly offered by Università Cà Foscari Venezia (Venice), Universitat Autònoma de Barcelona (Barcelona) and Université Paul-Valéry Montpellier 3 (Montpellier). With an experience of 15 years, the MIM is a highly qualified academic programme focused on Mediterranean exchanges and integration. Its course is structured to give students a total of 120 ECTS, with three nationally recognized degrees (Master di I livello, Magister, M2). The three universities have an outstanding reputation in their respective fields: languages, history, literature, religion, gender studies of the Southern bank of the Mediterranean (Cà Foscari); communication, human development, multimedia and Euro-Mediterranean regional integration and migrations (Universitat Autònoma de Barcelona); applied social and human sciences, education, European law and immigration policies, migration studies and decentralized cooperation (Université Paul-Valéry Montpellier 3). The MIM provides students with the methodological tools to pursue research-oriented activities or research training, and with high-level competences in the field of mediation and cooperation. In this way, it meets the demand for skilled professionals and researchers capable to understand and master all the different scenarios presented by a complex and heterogeneous reality such as the Mediterranean area. The adequacy of the programme is reflected by the high level of employability of the MIM students. A number of associated partners, which include the Université de Strasbourg, Université Moulay Ismail (Mekhnes), Université de Sousse, Anna Lindh Foundation, the Centre de recherche français de Jerusalem, the Barcelona Centre for International Affairs, the European Institute of the Mediterranean and the Fundación Tres Culturas del Mediterráneo provide a strong framework of complementary training and/or internship periods.

B.2 Priorities addressed *

Please identify in the box below, which of the Priorities this application addresses (maximum 2 choices)

Priorities

Horizontal priorities



- Fostering the assessment of transversal skills*
- Promoting the take-up of practical entrepreneurial experiences in education, training and youth work*
- Promoting the professional development of staff and youth workers in ICT methodologies*
- Supporting the production and adoption of Open Educational Resources in diverse European languages*
- Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways*

Sectorial priorities

- Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda*
- Developing partnerships between education and employment*

*Describe briefly how your project addresses these priorities * :*

Open Educational Resources will be available mainly through the programme's website. The students and the wider public will have access to selected project results, such as proceedings of conferences/workshops, videos, book reviews, etc. Partnerships between education and employment will be developed through the MIM's well-established internship network (agreements have been in place for many years with NGOs, associations, international organizations in Europe, North Africa and the Middle East).

B.3 Dates and languages

B.3.1 Dates and duration of the project

Start date * : 01/09/2014 End date * : 31/08/2019 Duration (months) :

 60

B.3.2 Language for grant agreement and communication with the Agency

English



B.4 Grant request

The JMD grant is entirely composed by lump sums and unit costs. All elements, on the basis of which the grant is automatically calculated, are requested in a separate Excel table available on the JMD eForm Website, which must be attached to the eForm. The total JMD grant request amount as calculated by the Excel table and the amount entered in this field must be identical. All budgetary information must be provided in EURO - €.

JMD Grant Requested * : 2 249,00 €



Attachments

Step 1 - Description of the project: Award criterion "Relevance of the project" * (Word, PDF, ODT) (maximum 15 pages - Times New Roman - Font 11)

Document: MIM Project Description - A1.pdf

Step 2 - Description of the project: Award criteria 2, 3, 4 (maximum 20 pages - Times New Roman - Font 11) & Projects implemented /Skills and expertise /Other EU grants * (maximum number of characters apply) - Word document (doc, docx,odt) or PDF document (pdf)

Document: MIM Project Description - B1_B2_B3.pdf

JMD Grant request /JMD Typology * (Excel)

Document: MIM Grant Request Typology.xls

Declaration on Honour by the Legal Representative of the Applicant Organisation & Mandate by each full partner * (PDF)

Document: MIM Declaration honour + mandates.pdf

Other relevant annexes (Word, PDF, ODT) (maximum 50 pages)

Document: MIM Appendix.pdf



Erasmus+

Form version : 2.0.2 EN Adobe Reader version : 11

Submission number :

553641-EPP-1-2014-1-IT-EPPKA1-JMD-MOB



Useful links

Item	Link
Agency's eForm homepage :	http://eacea.ec.europa.eu/eforms/index_en.php
eForm technical user guide :	http://eacea.ec.europa.eu/eforms/index_en.php
Known technical issues :	http://eacea.ec.europa.eu/eforms/index_en.php#issues

[Go back to first page](#)



Project Description
A.1 Relevance

This document reproduces the EACEA questions which are relevant to the **step 1** of the JMD evaluation process. The answers are given after each question.

A.1.1 Proposal's relevance with regard to learning mobility for individuals

*In which way does the proposal support the **general, specific and operational objectives** of Key Action 1 for learning mobility of individuals?*

The MIM proposal, as the ambitious development of an **already existing** one-year programme which has been running for **15 years** and produced **almost 400 graduates**, aims to enhance the excellence and attractiveness of the European Higher education Area (EHEA) by offering a demonstrably high-quality, **two-year (120 ECTS)** Master programme in the field of Mediterranean integration and mediation. The new programme offers a balanced combination of academic modules, seminars, language courses, complementary training and internships (→ MIM Workplan, B.1.1; and MIM Appendix, Table Course Content), and will meet the **objectives** of Key Action 1 for the learning mobility of individuals in the following ways:

- become a reference Master degree for **excellent** students from Europe, the Partner countries and beyond (→ A.1.3)
- promote further **specialization** in the field of Mediterranean integration and mediation, by extending the previous one-year programme to two years (→MIM Appendix, Table Course Content)
- increase **students'**(and staff) **mobility** not only within Europe but also towards the Southern bank of the Mediterranean (in a North-South and not South-North direction);
- **empower** the students with a sense of initiative and entrepreneurship, as well as with principles of governance and intercultural awareness (→ A.1.4);
- enhance students' **employability** and career prospects through its internship programme (→ A.1.4 and B.3.5);
- improve **linguistic competences** (→MIM Appendix, Table Course Content);
- increase the partners' capacity to operate at EU/international level and draft EU/international project proposals (→ A.1.4, B.1.1);
- reinforce **cooperation** with the associated partners, exploring ways to extend full membership to partner countries (→ A.1.3, A.1.4, A.1.5);
- improve the processes of **recognition** and **validation** of competences gained during the course (→ A.1.6).

Crucially, the MIM is not designed as a static enterprise but as an **evolving** exercise, striving to extend its geographical scope and address extremely different educational and cultural environments. In its initial, inclusive effort to reach out to both the Western and Eastern parts of the Mediterranean, the consortium (made up of universities from the Programme Countries of **Italy, Spain, France**) has succeeded in involving institutions also from the Partner Countries of **Morocco, Tunisia, Israel and Egypt** (→ A.1.5).

*In which way is **mobility** instrumental to the learning outcomes and success of the JMD?*

Mobility is a **crucial** component of the MIM programme, integral to both sides of tuition (providers and recipients) and financially very significant (→MIM Appendix, Business plan). It has been designed to transfer knowledge and to stimulate exchanges between the shores of the Mediterranean, along an axis that is expected, in the long run, to contribute to a *rapprochement* between Southern Europe and the MENA region (Middle East and North Africa). The MIM implies mobility in its very title ("Crossing the Mediterranean: towards investment and integration"): it is through mobility that the MIM consortium has built an **interdisciplinary** team (→ MIM Appendix, Table Course Content) and a robust **international** trans-Mediterranean network, and is now in a position to offer students a rich portfolio of job opportunities in international agencies/organizations as well as at local and national stakeholders (→A.1.5). At the end of the programme, students have an excellent knowledge of Euro-Mediterranean affairs with a focus on issues of migration, integration processes, media communication and international and cultural relations **precisely** because **they have spent both**

academic- and professional-driven periods in different European and extra-European locations with international teachers (→ B.1.1). The MIM students are exposed to a variety of academic social, cultural and professional environments in Italy, France, Spain, Morocco, Tunisia, Israel, where modules, complementary training and internship periods will be spent and will allow students to experience new settings and acquire practice in the fields of economics, culture and law applied to the Mediterranean. The experimenting of different teaching **modalities** in three European Universities, the dialogue between different learning methods, the research workshops at the associated partner universities of the Southern shore (Université de Sousse, Tunisia; Université Moulay Ismail, Morocco; Université de Strasbourg, France) will allow competencies to develop in a deeply international and mobile context. **Staff mobility** is also an inner characteristic of the programme, aimed at ensuring a highly international dimension. Beside teachers and researchers who are internal to the full partner universities, the MIM will involve – in every edition of the course – an interdisciplinary team of approx. 70 external teachers/trainers/lecturers (→ MIM Appendix, Table Course Content) from **European** countries (France, Spain, Italy), **North Africa** (Morocco, Tunisia, Algeria) and the **Middle East** (Israel, Palestine, Lebanon, Egypt), all having considerable expertise in different aspects of Euro-Mediterranean social, cultural, anthropological, historical, juridical, political and economic relations. These teachers/trainers/lecturers ensure a strong and dependable collaboration, because they have all been part of the MIM network for many years.

A.1.2 Justify how the proposal is linked to identified and relevant needs in a European/world-wide context.

In which way does the proposal contribute to increasing the attractiveness of the European Higher Education Area?

Europe has a **need** to integrate the Southern Shore of the Mediterranean, to transfer and exchange knowledge, to develop intercultural and commercial exchanges, to induce a new and more consensus-based processes of democratization and to establish friendly relations between areas of conflict – and strengthen the presence of the EU in these contexts. Issues of migration and of cultural, social, as well as economic integration have become a **pressing question** in the whole of the Euro-Mediterranean region. The recent economic crisis and the rise of xenophobia and anti-immigration discourses in different countries of the EU on the one hand, and the political and economic turmoil of North Africa in the aftermath of the so-called “Arab Spring” on the other, has made these issues even more urgent for academics, NGO workers, government and international organizations employees and many others. The MIM addresses a critical question for today’s Europe, which is however likely to impact on other areas of the world as well: the integration of migrants and the relations between people, institutions and companies working in very different, yet highly interconnected cultural, geographical and political areas (in our case the Northern and Southern shores of the Mediterranean). The challenge is to train a new generation of **European and Mediterranean specialists** who are sensitive to the problems and issues of the Mediterranean region, capable to mediate between contents, practices, ideas, and establish networks among academic and non-academic actors (stakeholders, policy makers, industrial operators, EU citizens, journalists).

The context is **wide**, and stakes are high. The **Europe 2020** flagship Initiative "Resource efficient Europe" (supporting the shift towards a resource efficient and low-carbon economy) aims to promote infrastructure projects of major strategic importance also in the Mediterranean regions. **Horizon 2020** (H2020) and its Work Programmes (WP) for international cooperation actions crucially include the countries covered by the European Neighbourhood policy (hence the MEDA countries, too), with a view to developing a 'Common Knowledge and Innovation Space' and improving the research and innovation competences of these countries. The S&T agreements will be developed into strategic long-term partnerships also with the Mediterranean countries. In its recently approved “Inclusive reflective societies” programme, the call INT-6-2015 is on “Re-invigorating the partnership between the two shores of the Mediterranean” and INT-7-2015 on “Towards a new geopolitical order in the South and East Mediterranean region”: both strongly encourage a broad participation of international partners from the Mediterranean region. Under the H2020 WP Climate, the call WATER-5-2014/2015:

Strengthening international R&I cooperation in the field of water requires a connection to local knowledge, socio-economic development cultures, policy institutions, and international cooperation is encouraged, in particular with non-EU Mediterranean countries and Africa (proposals must include participation of organisations from the above-mentioned regions). In H2020 WP Food security, ISIB-3-2015: Unlocking the growth potential of rural areas through enhanced governance and social innovation, activities should cover diverse types of rural areas across the EU and Associated Countries and non-European Mediterranean countries (proposals are encouraged to include third country participants, especially those established in Mediterranean countries).

Over the years, the MIM has met **job demands** both at local and international levels. Some graduates have went on a research track (especially in international relations), many others have been integrated in NGOs (e.g. Danish Refugee Council, Oxfam Italia, CISS, CEFA, Africa 70, Un ponte per, Cestim, Mlal, Camelot), Think Tanks (Cespi, ISMU, RAIH Reseau d'accueil insertion, Cimade, Volontari per lo Sviluppo, UNHCR Italia) as well as local institution (Municipalities and other local authorities in the Italian *Regioni*, and Arc Latin in several Mediterranean countries). They have been advisors to universities and cultural associations (e.g. Rheinisch-Westfaelische Technische Hochschule Aachen, Departamento de Comunicación y Relaciones Institucionales CEMyRI Almeria, Georgetown University School of Foreign Service in Qatar, Friedrich-Naumann-Stiftung für die Freiheit - Internationale Politik, Sole luna festival, *CUCID ULPGC* in Las Palmas de Gran Canaria, Zur nachahmung empfohlen, Fondazione Feltrinelli, Ressources Plurielles).

*Based on the **needs analysis** undertaken (at national/international level), what does the proposal offer as added value in concrete terms?*

In terms of educational offer, the MIM is **unique** in the European scenario. Most of the Master-level degrees addressing similar topics offer programmes on International Relations or Development (not specifically focusing on the Mediterranean), Middle East and Mediterranean studies (but not North Africa), International cooperation/Human Rights and Heritage (basically about cooperation), EU/Maghreb relations (without the Middle East). Others are centred on economics or tourism. All of them, in the consortium's view, lack the international clout and integrated mobility dimension which are necessary to go **beyond** the current educational "state of play" and give to the EHEA a leading edge in the field of mediation and integration. The EIRENE project (<http://www.mediation-eirene.eu>) has shown that there is a great need for homogenization in the field, both at legislative and educational levels. European countries and neighbouring countries have very different approaches to cultural mediation, and diverse and blurred "bottom-down" university programs (generally focusing on immigration or on economics) that usually do not meet the profile required by cultural mediation in the Mediterranean - a combination of competencies in humanities, languages and social sciences.

The MIM curriculum fills the gap between the skills and competencies of Cultural Mediator and International Relation Expert, but this is possible only **from the "inside"**, through an extensive network of researchers and scholars from diverse locations in as Europe, North Africa and the Middle East. The MIM's continuity of attractiveness over the years is a **proof** in this respect. The professional profile of the MIM graduates is **innovative**: MIM graduates have general expertise on Euro-Mediterranean and international relations, in societies and cultures, but also in pioneering fields as Diaspora relations, trans-Mediterranean civil societies and new social movements (→ B.1.2). They can manage professional relations in at least three European languages and Arabic, and/or Arabic dialects. They are given the project management skills and the international mobility dimension (including the North-to-South mobility) which are essential in the field, and experience several models of transfer of competences and best practices. Above all, they can rely on a long-standing (15 years) network of professionals spread in both the Southern and the Northern Banks of the Mediterranean. The MIM has several agreements with NGOs, associations, international organizations located all over Europe, in North Africa and beyond, which **testify** to the demand for exchanges, transfer of knowledge and graduates. Centres such EU Center for Fundamental rights (FRA), the EU Commission against Racism and Intolerance (ECRI), the International Organization for Migration (IOM), the European Network against Racism (ENAR), MUCEM (Musée des Civilisations Européennes et Méditerranéennes), the Secrétariat Général de l'Union pour la Méditerranée (UpM) and Union du Maghreb Arabe (UMA), IEMED, Anna Lindh foundation and others are just a few examples of organizations that have been

able to benefit from the competencies of the MIM's graduates.

How does this justify EU financial support?

The MIM proposal is not a new venture. The consortium has successfully been running a one-year programme (60 ETCS) for as many as **15 years**, gathering considerable experience and developing robust collaboration patterns both in academia and in the world of work (internships have been an integral and mandatory part of the course since 1998). Social and professional **bridges** have carefully and progressively been built over many years, in a geographical area which is known to be very sensitive politically, socially and economically. The monitoring and the assessment of students' needs has been **standard practice** in the MIM since its inception, just as financial **independence** and sound management. The consortium is thus in a position to **capitalise** on a consolidated brand and evolve into a **more ambitious** undertaking: the time is ripe for the MIM's educational commitment to become a world-wide reference. However, this will be possible only with the EU's full support.

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A.1.3 Describe how the proposal contributes to university excellence, innovation and competitiveness, including the cooperation perspectives of Partner Countries.

What is new and innovative in your JMD proposal, and how does this contribute to university excellence?

The MIM will innovate the EHEA by developing a course which is **not available** on the market and has **successfully** been running for many years (on a one-year basis). It will build on the synergies of its existing network of national and international scholars and researchers, enhancing their complementarity. Starting from Italy, France and Spain, and the Partner Countries from the South Bank of the Mediterranean, it will reach out to other MENA countries (→ A.1.1). Such broadness is embedded in the very nature of the MIM. The academic curriculum will enhance the excellence of the EU in a field and in an area which are crucial to the future enlargement and/or integration prospects of the EU. The MIM is focused on the Mediterranean, and its international structure is an added value in comparison with other Master programmes which are mainly based only at individual universities with no joint programming, and/or in one single country. The participation of **renowned scholars** and **NGO workers** from all over Europe and the Mediterranean (→ B.1.1, B.2.1) is another asset of the programme, that responds to our idea of academic excellence. Only a highly diverse and experienced team can equip the students with the educational and professional tools which are needed to enter a very competitive job market. Issues such as governance in the Euro-Mediterranean region (which are essential to interpret ongoing processes in the Southern shore, starting with the "Arab Spring") are tackled in a context of **daily interaction** and **dialogue** with students coming from countries directly experiencing those events.

How relevant are the expected results in terms of strengthening not only the HEIs involved, but also European Higher Education in general vis-à-vis other regions and competitors in the education field?

The MIM Master has been running for 15 years in the fields of Mediterranean integration and cultural mediation (at UNIVE it was officially converted into "*Master di primo livello*" on 31 January 2003), building brand, educational expertise and work opportunities in a collaborative manner. Its activities and results go well **beyond** the individual HEIs, and have the potential (and the ambition) to add considerable academic value and cooperation between institutions of the Northern and Southern shores of the Mediterranean. The MIM curriculum and internal staff (→ Skills and expertise of key staff) is **multidisciplinary** by nature and its focus on the Mediterranean distinguishes it from other competitors in the education field and to students coming from different academic disciplines. The new, two-year programme is expected to further enhance the international character of each partner university, and **extend** the research and educational network from the Western to the Eastern Mediterranean. Besides, partner institutions will establish closer links with other inter-Mediterranean academic networks, such as the RAMSES Network (Aix/Marseille Université) – where members of the MIM staff are already involved – the Master Programme will establish and in other regions working on the Mediterranean

region. A key element of the MIM is **internationalization**: partners want to attract the best students and scholars from the Southern shore of the Mediterranean, the EU and beyond. This also responds to clear needs at **regional level**. The Languedoc-Roussillon region, Cataluna and the Venetian region are all spaces which have experienced considerable migration from the Southern shore of the Mediterranean. The MIM has been supported for many years by a network of institutional actors and associations based in these regions (→ A.1.5), and consider the programme as a mean to further professionalize the politics of reception and integration of migrants.

*What are the benefits for **Partner Countries** in cooperating with your consortium, and how relevant are these benefits in the respective country?*

The long-standing cooperation between MIM partners from Europe and the Partner Countries shows that there is clearly an **added value** also for Partner countries. Several key actors have formally committed themselves (→ MIM Letters of Intent), and further inclusion is the one of the MIM targets. This is no improvised or theoretical approach, but the outcome of many years of concrete initiatives. The consortium has been promoting interest and participation from the Partner Countries at international conferences (e.g. Montpellier in 2004, Venice in 2005), a panel at the WOCMES conference in Barcelona (July 2010), the 2nd EMUNI Research Souk (Euro-Mediterranean Multi-Conference of Research: Living Together in the Multi-cultural Society, June 2010), the III International Conference “Communication, Development and Human Rights: social change and media flows” in partnership with the International and Intercultural Section (ICC) of the European Communication Research and Education Association (ECREA) (UAB, November 2013), as well as in other international meetings in Venice focussed on individual Mediterranean countries (Turkey, Cyprus, Morocco, Libya, Egypt, Algeria, Lebanon). These events have been complemented by the **publication** of proceedings (MERIFOR) with contributions of outstanding scholars from MENA countries as well as of members of NGOs - they are recognised to be a very useful tool for both academic and non-academic actors (stakeholders, policy makers, activists, EU citizens, journalists) in the EuroMed area. Another example is the creation of 11 on-line modules co-funded by the EACEA “The Euro-Mediterranean Region: sustainability between people and politics” (EU-MeS) under the Lifelong Learning Programme (510379 LLP-1-2010-1-IT-ERASMUS-ECDE), organised by the MIM partners (UNIVE, UAB, UPV) the SOAS (London) and Paris VIII (Paris) to allow students from Morocco and Algeria to follow online courses validated by their own institution. The cooperation between the EU and Morocco established in the Association Agreement of 2000, in particular, has helped to transform the latter in one of the most privileged commercial partners of the EU, both in economic and financial terms (Morocco is the largest recipient of EU Neighborhood Policy Instrument funds). Morocco is also an important partner in political dialogue and institutional support (see the Joint declaration establishing a mobility partnership between Morocco, UE and its Member States signed in June 2013). The North African monarchy has recently undergone a number of reforms (the Family Code in 2004, the Nationality Code in 2007 and more recently has signed a bilateral agreement on migration control). The associated partner of Meknes has a very important role to play in this process. We intend to implement cooperation through internships on both sides of the Mediterranean, helping fulfil the principles of the Cairo Declaration, and the instruments proposed by Horizon 2020. If the MIM proposal is financed, all these benefits will be strengthened, with shared seminars, workshops and projects. This is expected to increase the transfer and exchange of knowledge to the Partner Countries and foster mobility between the two shores of the Mediterranean, beside developing intercultural and business exchanges. Eventually, the MIM hopes to contribute to a **rapprochement** between Southern Europe and the MENA region, and foster friendly relations between conflict areas.

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A.1.4 Describe the cornerstones of the academic programme and the related learning outcomes of this JMD.

*Which are the **academic focal areas/topics** on which the JMD proposal has been built?*

The MIM programme has been structured around the provision of theoretical knowledge and technical experience across different contexts and disciplines. The **three** focal areas on which the programme

has been developed are:

1. **Humanities** at Ca' Foscari University (languages, history, literature, religion, anthropology, gender studies of the south bank of the Mediterranean);
2. **Communication and Media** at the Universitat Autònoma de Barcelona (Communication and Development in the Mediterranean, Communicative and Media System, audiovisual language);
3. **Political sciences** and European law and policies on immigration at Université Paul-Valéry Montpellier 3 (a comparative approach to state and society in the Mediterranean, migration studies, asylum seekers co-development and decentralized cooperation).

The one-year programme has been revised and full details on the planned classes/lectures are already available (→ MIM Appendix, Table Course Content). The goal is to train professionals and researchers in fieldwork techniques and methodological approaches in migration studies, policies and law, communication, and to work independently in the development, promotion of cultural expressions and events with a focus on the Mediterranean. The programme includes tuition in sociology and law of migration, economic and social development, communication but also literature, anthropology, history. Theoretical courses are accompanied by workshops on **project design/management** skills and techniques, learning by doing (the ability to monitor the progress of a project, foresee risks and plan adjustments), organization of events and conferences, technical skills in the field of communication (broadcasting language, audiovisual language, web text-editing). The dissemination of knowledge in human and social sciences, in literature and drama is also a major key for the promotion of intercultural dialogue between societies and for the strengthening of a common identity based on cultural diversity. The MIM consortium is responding to the conclusions and recommendations of the Anna Lindh Foundation (one of MIM's associated partners → MIM Appendix, Letters of Intent), in close collaboration with Transeuropéennes dedicated to the Mapping of translation in the Euro-Mediterranean. In this respect, MIM students are trained to **build bridges** for ideas, cultures, stories and traditions, and expand people's cultural horizons by:

- highlighting the centrality of the communication process and the transfer of knowledge in every field that has potential for dialogue (books, performance, interpreted discourse);
- promoting the transfer of knowledge as a basis for cultural and economic exchanges
- developing partnerships among the relevant actors engaged in this field in the Euro-Mediterranean region;
- acting as a bridge for cultural operators and policy tools for decision-makers and funders.

Complementary training will be offered by the associated partners (**Université de Sousse, Université Moulay Ismail, Université de Strasbourg** via its Centre d'étude et de recherche sur l'intervention sociale, CERIS). All these partners have provided formal letters of intent (→ MIM Appendix, Letters of Intent). The Université de Sousse and the Université Moulay Ismail (Meknes) will offer standard Arabic and Moroccan Arabic respectively, as well as research methodology and fieldwork. The Université de Strasbourg will provide research methodology training in core scientific competencies, along a **research track** which is an important feature in the new MIM programme. The CERIS' contribution will be on conflict analysis, institutional dynamics, social mediation. Students will acquire specific knowledge of the social situation in the Arab countries, via a specific working group headed by Prof. Smain Laacher and Catherine Delcroix. Students will have the possibility to acquire comparative methodological and theoretical skills with German students participating in the German-French exchange between the Faculty of Social Sciences of the University of Strasbourg and the Department of Social Sciences of J.W. Goethe-University, Frankfurt/M (Germany), where Profs. Apitzsch, Kontos and Inowlocki of the Goethe-University of Frankfurt are specialist in biographical evaluation method. The Laboratoire Dynamiques Européennes, (DynamE) a centre of research both financed by the University of Strasbourg and the French National Center of Scientific Research (CNRS), based at the Maison de Sciences Humaines d'Alsace in Strasbourg will also contribute to the MIM programme: the students will experience concretely how a research centre works, participating in the meetings and debates of the specific group Construction(s) de l'Europe, mobilités, frontières, as well as in the conferences and presentations of research projects. Professors both of the CERIS and DynamE may supervise master students' researches (theoretical construction of the research, data collection, analysis and writing).

*Which are the **key competences and skills** that the Master aims to provide, and how relevant are they for the graduates in order to maximise their **employability prospects** in the related academic and non-academic sectors?*

The general aim of the MIM is to equip qualified individuals with competencies in a range of subjects bearing on **Euro-Mediterranean** relations, and with specific skills in the fields of international relations, migration, linguistic and cultural mediation, communication, co-development and project drafting/management, with a focus on the Mediterranean. The **specific skills and competences** that students will acquire are:

- deep knowledge of Mediterranean and European **history** and **international relations**;
- **theoretical** interdisciplinary knowledge to study migrations in Mediterranean area;
- **socio-historical skills** to implement socio-economical project in the long term and **sociological tools** to analyse social policies in both Northern and Southern Mediterranean countries;
- **research management skills**: research methodology (in particular qualitative methodological tools as life stories, biographical policy evaluation), approach to fieldwork and analysis of data;
- **linguistic** skills. Students will develop and/or further their competence in French (a lingua franca in the Mediterranean), English, Spanish, Italian and Arabic (with an option of Hebrew and Moroccan Arabic), as well as code-switching skills and non-verbal communication in multicultural societies (→ MIM Appendix, Table Course Content). B1 is required at entry level for English and French (which are languages of instruction together with Spanish and Italian), and will be the target level also for Italian, Spanish, Arabic and Hebrew;
- ability to cope with **diverse** situations and new socio-professional environments, and to transfer competences and best practices not only South-North but also in a North-South trajectory;
- **communication** skills (doing presentation in different languages, organization of events for different audiences, etc.)
- **project design, drafting and management** skills.

In accordance with the EQF, the project will provide students with highly **specialized knowledge**, some of which is at the forefront of the theory and practice of international relations, intercultural mediation, gender studies and communication. This is intended to serve as a basis for original thinking, scientific **entrepreneurship** and/or research-related skills, together with the development of critical awareness of crucial issues within the field and in relation to other disciplines. Consequently, the MIM also aims to promote effective and sustainable development **projects** related to EuroMed cooperation, both in the social and cultural fields, as well as in economic matters, with a view to assessing impact on the cultures that make up this geopolitical area. The MIM aims to increase the participation of **civil society** and people in planning and implementing measures of development; in strengthening democracy, human rights and the rule of law; in promoting youth exchanges and cultural cooperation; and in developing human resources. The consortium is linked to several initiatives and guidelines that have been implemented by the EU within the political framework of the Barcelona process and supported by specific financial and technical measures that accompany the reform of economic and social structures. Moreover, the consortium is committed to realize its specific aim of fostering interaction and cooperation between education and training systems within the Community, so that they can become world-quality points of reference. The **teachers/trainers/lecturers** who cooperate in the MIM are recognized by the international scientific community as among the major experts of the different countries of the Mediterranean (→ MIM Appendix, Table Course Content) and the Master represents also a great opportunity for scholars to meet with one another in a very special context. As the programme will be carried out in different countries, students will acquire the expertise to manage relations at different institutional, administrative and social levels, thus learning norms and practices useful in future projects and research. Students are invited to deepen their investigation on Euro-Mediterranean bilateral and multilateral relations.

- The **Université Moulay Ismail** (Meknes, Morocco) will provide skills related to the Moroccan

language, a very important tool for graduates who intend to work with NGOs dealing with Moroccan immigrants in Europe (the second component of foreign migrants and the first Arab speakers in Italy and in Spain). It will also provide supervision during field work for students in research track interested in sociological and anthropological topics as well for students interested in professional track especially in topics related to migration (south-south, or south-north, and also north-south) undocumented migrant children, sustainable tourism, enterprise integration.

- The **Université de Sousse** (Sousse, Tunisia) will provide skills related to the Arabic language, an essential tool for graduates who intend to go on with research in communication in the Mediterranean and in cultural mediation and also for graduates who intend to work with NGOs dealing with migrants or refugee seekers from Syria, Palestine, Egypt, Libya. Sousse will also provide supervision during field work in research track interested in migration studies and with graduates interested in professional track especially in refugee studies (there are many refugee camps and international NGOs in the South of Tunisia for Libya refugees), in sustainable tourism and enterprise integration.
- The **Université de Strasbourg** (Strasbourg, France) will provide skills related to methodology of research in social sciences (qualitative tools like the capacity to make interviews, to collect histories of life etc. and quantitative tools, the use of statistic and data). The Centre d'études et de recherches sur l'intervention sociale, CERIS (Faculty of Social Sciences of the University of Strasbourg, UDS) will help MIM students to acquire the technical skills needed to cope with their studies and to plan their formative and educative project career both toward scientific research and social intervention. In particular, the Centre trains student in qualitative research methodologies as "life stories" and "biographical policy evaluation method" - in fact some of the most known specialists of qualitative method of research and analysis in socio-anthropology crossed life stories and biographical method are there (ex. CNRS researcher Daniel Bertaux).

Other important learning outcomes will be **entrepreneurship** and increased sense of **responsibility**. This will be achieved not only through project work and learning-by-doing methodologies, but also by giving specific tasks to the students (e.g. assistance in building presentations, workshops). MIM students will be encouraged to contribute to the website by feeding personal material (e.g. their own project work, pics, videos, blogs etc.), researching and posting news (clips, articles...), and collecting students' and alumni's feedback and testimonials. They will be in a position to increasingly self-organise learning resources using 'cloud' services such as Dropbox, Facebook and other social networking platforms for interaction and communication. Crucially, students will also experience the basic principles of **governance**, and their representatives will have a concrete say in the steering of the action (→ Consortium Agreement, 3.3.2).

A.1.5 Describe the ways in which you plan interaction between the JMD consortium and non-academic players during course implementation.

*For what specific purpose and how concretely does your consortium plan to collaborate with stakeholders/players from the **non-academic public** and **private sectors**?*

The new MIM addresses a crucial question for today's Europe, which is however likely to impact on other areas of the world as well: the integration of migrants and the relations between people, institutions and firms working in different yet highly interconnected cultural, geographical and political areas. The consortium has therefore a rich and well-established **internship** network, with agreements which have been in place for many years with NGOs, associations, international organizations located in Europe, North Africa and the Middle East. So far, MIM host organisations have included (among others):

- CIR - Consiglio Italiano Rifugiati, Roma (Italian Refugee Centre)
- ALDA (Association of local and democracy agencies) Strasbourg
- Paralleli – Istituto euromediterraneo del Nord Ovest, Torino (EuroMed Institute)
- Students' Affairs Department – Al-Quds Universit
- MEDIA DIVERSITY INSTITUTE (London)
- CeTuMA (Centre de Tunis pour la Migration et l'Asile), Sousse

- Association ESCLAVAGE TOLERANCE ZERO, Marseille
- AGIR Association de Gestion Intégrée des Ressources; Al Hoceima (Morocco)
- Centre d'Estudis sobre Inversions i Desenvolupament Catalunya -Marroc (CERID)
- Fundación Tres Culturas (Seville)
- IEMed (Barcelona)
- Associació Cultural Ibn Batuta (Barcelona)
- Patronal de la Petita i Mitjana Empresa a Catalunya (PIMEC) (Barcelona)
- Fundació InterArts (Barcelona)
- ACSUR Las Segovias (Barcelona)
- Radio-Televisió Marroquina (Morocco)
- AMSED (Francia)
- GENERALITAT de Catalunya (Secretaria general de la Joventut) (Barcelona)
- Casa Árabe (Madrid y Córdoba)
- Museu de la Mediterrània (Torroella de Montgrí- Girona)
- Col·legi de Periodistes de Catalunya (Barcelona)
- Observatorio Mediterráneo de la Comunicación (OMEC) - (Bellaterra-Barcelona)
- CEDAL (Perú)
- Ass. Hollaback; Istanbul (Turkey)
- Conseil Général de l'Hérault (Montpellier)
- Arc Latin (Montpellier)
- Cimade (Montpellier)
- DEFI (Montpellier)
- IRD (Montpellier)
- MSH (Montpellier)
- Association Nouas (Montpellier)
- Chambre de commerce (Montpellier)
- UNHCR (Geneva)
- UNHCR (Rabat)
- Fondation Anna Lindh (Alexandria)
- Conseil Général (Hérault)
- OFII (Montpellier)
- Embassy of Spain (Algeria)
- Forum-Réfugiés (Paris)
- IRMC (Tunis)
- CIMADE (Montpellier)

The list is not static – indeed, one of the consortium's ambitions is to extend the network to other areas in the future (especially Israel and the Palestinian Territories, Egypt, Lebanon etc.), also by tapping into the alumni network. The best MIM students have often been **recruited** by the same organisations where they had spent their internship periods, but the value of these arrangements crucially goes **beyond** employment. Students have become **multipliers**, not only in terms of programme information and promotion, but also in terms of enhanced networking, career prospects, bridge building and needs assessment (→ A.1.2). A few examples:

- FAL - Anna Lindh Foundation, Alessandria (Egypt) - the first student hosted by FAL was Irene Kontogiannis (2010-11) who, at the end of the internship period, signed a 3-year employment contract. In 2013 she helped introduce another MIM student, Alessia di Basilio (2012-13) who has also been recruited by FAL. Two months ago, FAL solicited the MIM consortium to send new interns;
- IEMed - European Institute of the Mediterranean, Barcelona (Spain), where Laura Aimone (2005-06) and Elisabetta Ciuccarelli (2006-07) have been part of the staff since the end of their internship period. IEMed welcomes approx. two MIM students every year, for paid and/or unpaid internships;
- ALDA (Association of local and democracy agencies), Strasbourg (France). An internship agreement was signed in 2013, thanks to a former MIM student Laura Odasso (2005-06), who

went on to obtain a PhD in co-tutelle with in Strasbourg and has now been awarded a Marie Curie fellowship at the Université Libre de Bruxelles;

- Danish Refugee Council, Tunis (Tunisia): two internships were offered in 2011, thanks to prof. Boubakri (University of Sousse) and one of the two student, Susanna Zanfrini, is now DRC project manager based in Tripoli (Libia). She has been invited to meet other MIM students in order to promote new collaborations;
- OIM, Organisation Internationale pour les Migration, Bruxelles (Belgium). In 2004 e 2005, after their internship, two MIM students started to work at OIM. In 2013 Nicola Graviano was the referent for Giordania and he is now based in Toronto, Canada. Other MIM students - such as Giulia Miccichè (1999-2000) are based in Morocco (she has become project manager in programmes where MIM students spent their internship, and/or cooperates in specific issues. Silvia Coccioli graduated with a thesis on young migrants from Morocco, rooted in her internship experience;
- CRFJ, Centre de Recherche Français à Jerusalem (Israel), one of the associated partners (→ MIM Appendix, Letters of Intent). MIM organized the first internship in 2011 and three students have conducted research thesis in RIC (Compared International Relations): Giorgia Foscarini (2012-13) and Emilio Maria Maroscia and Davide Ruscelli (2010-11).

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*How **relevant** are these players in the given academic field, and how do you **ensure** that their commitment and active involvement in the project will materialise?*

The players listed above are **all** relevant to MIM's educational scope, insofar as they are active stakeholders in the context of Euro-Mediterranean relations and are crucial to empower cooperation. The MIM consortium takes the view that civil society, researchers, policy makers, journalists etc. can contribute to the project and add concrete value to its objectives, and the institutions listed above have been regular contributors to the MIM. The interaction with these non-academic stakeholders is highly relevant also for the MIM's **sustainability**: it is through the internship programme and networking activities that agreements can be developed and new sponsoring generated (scholarship arrangements etc.) (→ B.3.4 and MIM Appendix, Business Plan, section 3). Because of its long-standing mandatory **internship** programme, the consortium can safely assume that there will be no problems to guarantee continuity, and indeed increase the scope and quality of the internships. However, to reinforce the commitment from key players who are not full partners but are directly involved in the programme implementation, some key organisations have **formally** been co-opted in the project as associated partners (→ MIM Appendix, Letters of Intent):

The MIM has involved **nine associated partners**, whose supervision has been shared/agreed by the consortium (→ Consortium Agreement, 3.1.C). The academic players (Université de Sousse, Université Moulay Ismail, Université de Strasbourg) will provide complementary training on the basis of their specific academic expertise (→ A.1.4) and previous collaboration with the MIM full partners. The other six associated partners will offer internships and also participate in other activities, in function of needs and availability. All associated partners have signed formal letters of intent (→ MIM Appendix) - only the letter of the MUCEM has not been included in the application package (for reasons of space).

- The **Anna Lindh Foundation** (ALF) (<http://www.annalindhfoundation.org/>) runs the largest Network of civil society organisations involved in the promotion of intercultural dialogue across Europe and the Mediterranean. Its purpose is to bring people together from across the Mediterranean to improve mutual respect between cultures and to support civil society. It is co-financed by the 42 countries of the Union for the Mediterranean and the European Commission, and is run by a Board of Governors composed by representatives of those countries.
- The **Barcelona Centre for International Affairs** (CIDOB) (<http://www.cidob.org/en/>) is a think-tank which promotes global governance and good practices. Its dynamic community of analysts work to formulate and promote policies to all political actors (from individual citizens to international organisations) for a more secure, free, and fair world.
- The **Centre de recherche français à Jérusalem** (CRFJ) (<http://www.crfj.org/>) is a joint research unit in the field of humanities and social sciences, dependent on the CNRS and the French Ministry of Foreign Affairs. Based in Jerusalem, it welcomes and trains young researchers and

values their own research and French research materials in the fields of archeology, history, study the three monotheistic religions of anthropology, linguistics, philosophy, psychology, ethnomusicology or political science. As a part of the network of French research institutes abroad, the CFRJ fosters research activities and cooperation between French and Israeli research centers.

- The **Musée des civilisations de l'Europe et de la Méditerranée (MUCEM)** (<http://www.mucem.org/>) in Marseille concentrates its international initiatives at the intersection of the Mediterranean and European worlds. Its aim is to ensure a wide range of differing viewpoints and historical trajectories, and to be a Museum not of civilisation, but of civilisations, taking into account their strong singularities as well as their commonalities. By creating dialogue, and not by imposing its influence worldwide, the MuCEM hopes to decentralise viewpoints and to change perspectives as much as approaches. For this reason, it leads strong cooperative projects, based on a reciprocal approach, with museums and institutions in the Mediterranean and Europe. These include: an exhibition with Istanbul Modern; an agreement with Morocco' national museum foundation; a strong partnership with the Benaki Museum in Athens, and links with Alexandria, Brussels or Berlin, as well as participation in some European Union schemes.
- The **Fundación Tres Culturas** (<http://www.tresculturas.org/>) is a cultural fundation, established in 1998, based on the principles of peace, dialogue and tolerance. It promotes the encounter between peoples and cultures of the Mediterranean. Its multinational presence is highly representative and balanced among its members, and is open to all Mediterranean countries.
- The **European Institute of the Mediterranean (IEMED)** (<http://www.iemed.org/>), founded in 1989, is a consortium comprising the Catalan Government, the Spanish Ministry of Foreign Affairs and Cooperation and Barcelona City Council. It incorporates civil society through its Board of Trustees and its Advisory Council formed by Mediterranean universities, companies, organisations and personalities of renowned prestige. In accordance with the principles of the Euro-Mediterranean Partnership's Barcelona Process, and the objectives of the Union for the Mediterranean, it aims to foster actions and projects which contribute to mutual understanding, exchange and cooperation between the different Mediterranean countries, societies and cultures as well as to promote the progressive construction of a space of peace and stability, shared prosperity and dialogue between cultures and civilisations in the Mediterranean.

Others will be invited to join as the new MIM develops, in function of the strategy decided by the governing board with the advice of the advisory panel (→ MIM Appendix, Consortium Agreement).

*What are the expected benefits and **tangible outputs** of this cooperation for course implementation, and how relevant is this for the future **sustainability** of your JMD beyond its initial EU funding?*

The consortium aims at creating experts able to promote effective and sustainable development projects related to EuroMed cooperation, both in the social and cultural fields, as well as in economic matters. The participation/cooperation of **civil society** in this educational and training process is fundamental, because MIM professionals are entrusted with planning and implementing measures of development, contribute to strengthen democracy, human rights and the rule of law; and are involved in the promotion of youth exchanges and cultural cooperation, as well as in organizing cultural events and human resources. The interaction with non-academic players is a process of networking and communication in the first place – MIM's full partners are at the **forefront** of seminal, workshop and conference activities in the field of EuroMed cooperation. This is a two-way process, where academic and non-academic players exchange ideas and criticism from different standpoints, and generate the **state of the art** which is necessary to review educational curricula. Also the MIM students and alumni themselves are powerful agents of cooperation, as shown above. Students are free to choose their **internship** destination, in function of their interests and available supervision. Those who choose non-academic destinations have the opportunity to develop **Master thesis subjects** which are relevant to the activities of the host institutions and the wider professional context. As alumni, they strengthen the ties within the existing MIM network and lay the foundations for future collaborations, initiatives and projects as described above. A concrete example are the MIM graduates who are invited to train new students or give courses during the modules, for example Francesca Russo from Banque Africaine in Tunis and Cote d'Ivoire, and Alberto Tetta from TMNews Press from Istanbul; Thomas Du Moulin, now in Sorbonne-Abu Dhabi, Ludovica Piccardo working for the campaign Il razzismo è una brutta storia (sponsored By Fondazione Feltrinelli in Milan); Antonio Guicciardo from Fundació InterArts,

Barcelona. Some alumni are currently working at Ca' Foscari and at least one, Enrica Battista, works at the MIM coordination of Arabic Language's courses, meanwhile Paola Gandolfi, now researcher at Bergamo University, teaches Moroccan Language to the MIM students. Many of them are based in Morocco, collaborating with Italian ONGs, many others works in cultural programs in Italy, France and other countries. Martina Valdetara (2002-03) is now in La Haye-Holland with OIAC – an interview has been published in Le Magazine de l'UPV, n. 139, mars 2014, p. 10 http://www.univ-montp3.fr/filemanager/le_dit/dit139.pdf. The Facebook page of ancient and new MIM students (www.facebook.com/groups/mastermim) has 365 followers who exchange information about possibilities of recruiting and about relevant events.

A.1.6 Describe the "jointness"/integration of your proposed JMD, and how relevant this integration is for the successful implementation of the JMD.

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*How does your proposed JMD reflect a **common** and **integrated** approach by the consortium?*

The MIM consortium has been running a joint programme for **many years**, developing a “corporate identity” and a good degree of integration:

- the curricula in Barcelona, Venice and Montpellier are **complementary**, because only a process of **collaboration** and **cross-fertilisation** between institutional actors (academic and non-academic) from the two shores of the Mediterranean can offer students a knowledge of the different juridical, economic, social, political and cultural systems in the Mediterranean region, and build the skills which are necessary to propose, conduct and evaluate **projects** of co-development in the area (→ B.1.1);
- all the course modules are **mandatory**, with a closed mobility pattern (all students must attend the same module in the same place) (→ B.1.1);
- the high level of **tuition** and **training** which is quantitatively and qualitatively necessary to run this kind of Master course is made possible by a well-established, **common** network of external teachers/trainers/lecturers, acting in synergy with the full partners' internal staff (→MIM Appendix, Table Course Content)
- joint **meetings**, **workshops** and **conferences** are regularly organised, and the **internship** programme is mandatory for all students (→ B.1.1).

However, a **deeper** degree of “jointness” is necessary for the MIM to become an EHEA pole of excellence in Mediterranean studies, and the programme approach, concept and structure have been revised to strengthen this dimension:

- the consortium has developed a specific, professional **Consortium Agreement** (→ MIM Appendix) to regulate all aspects which are relevant to project implementation in a fair, comprehensive and cooperative manner;
- **tuition** and **resources** have carefully been planned and detailed, in an integrated manner (→MIM Appendix, Table Course Content);
- a single **budget** has been worked out, together with a professional **business plan** which justifies all costs in detail (→MIM Appendix, Business Plan);
- **associated** membership has been formally defined (→MIM Appendix, Letters of Intent) from a number of selected institutions which are part of the MIM network, and possibilities to involve them as full partners will be explored;
- the **internship** programme will be agreed upon and detailed by the consortium on the basis of a common strategy, well in advance of each edition (→ MIM Appendix, Consortium Agreement, 3.1.C);
- consortium-level **meetings** (both virtual and face-to-face) have been foreseen on a regular basis, to strengthen integration at strategic and management level, and prevent disputes (→ MIM Appendix, Consortium Agreement, 3.3).

In the preparatory year, a series of specific quality/quantity **indicators** will be defined as part of the quality assurance plan (→ B.3.1, B.3.3), to assess the various aspects of the MIM including its jointness/integration dimension.

Which concrete elements of "jointness" (from student application to graduation) have been tailored and incorporated into the Master design/structure?

The new MIM has several elements of jointness, most of which have formally been defined and detailed in the Consortium Agreement (→ MIM Appendix):

- in terms of **course structure, content and methodologies**, the MIM will build on its existing joint curriculum and practices, and the governing board (made up of all course directors, one from each full partner institution) will act as a joint selection and examination board;
- a clear and joint **schedule** (→ B.1.1) has been agreed and developed;
- in terms of **governance** there will be a coordinator, a governing board (made up of all course directors) and an advisory panel (including a permanent external advisor) (→ MIM Appendix, Consortium Agreement, 3.2). All will perform activities which are not in the interest of the individual partners alone, but of the whole consortium;
- for the **application and admission** process, the Secretariat will act as a single entry point and apply common rules (→ MIM Appendix, Consortium Agreement, 4.2);
- students' **selection and assessment** will be the preserve of the governing board acting as a joint selection and examination board (→ MIM Appendix, Consortium Agreement, 4.2);
- robust **support services, tutoring and supervision** will be offered to the students (in particular those from Partner Countries) by all full partners (→ B.1.1, B.1.3 and MIM Appendix, Business Plan, 2.B);
- for the day-to-day **implementation**, there will be a Secretariat (at the coordinating institution) acting in cooperation with two contact points (→ B.1.3 and MIM Appendix, Consortium Agreement, 3.2);
- monthly **operational** meetings will take place between the course directors and their collaborators (→ B.1.4 and MIM Appendix, Consortium Agreement, 3.3.1);
- a series of consortium-level **seminars and workshops** have been streamlined and organised in conjunction with the modules (→ B.1.4 and MIM Appendix, Consortium Agreement, 3.3.1);
- two consortium-level **review meetings** have been planned in 2017 and 2019, as milestones to review activities and take any corrective action (→ MIM Appendix, Consortium Agreement, 3.3.2);
- **communication/dissemination** material (flyers, brochure, syllabus etc.) will be jointly produced by the consortium (→ B.3.2)
- in terms of **monitoring/review**, there will be a permanent external advisor (acting in the interest of the whole consortium) as well as a joint advisory panel to deliver independent judgement on the quality of the action, and joint **evaluation** exercises (such as surveys) to assess project performance (→ B.1.4, B.3.3 and MIM Appendix, Consortium Agreement, 6);
- a MIM dedicated **website** will create tools for students (e.g. an online platform to guide students in the choice of internship and allow them to provide feedback, post research work by previous graduates, exchange experiences, advertise lectures etc.) (→ B.1.3);
- steps will be taken to widen recognition of the current **multiple (triple) degree**, and provide joint a diploma supplement.

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*How relevant are these elements, and in particular the proposed **integrated learning mobility**, for achieving the JMD's aims and objectives?*

The elements described above are not only relevant, but also **essential** for the implementation of the MIM course. The strong learning mobility, in particular, is an indispensable feature (→ B.1.1). The MIM programme is built around a set of shared theoretical assumptions and teaching modules, which are developed and managed by each partner institution **strictly in function** of the **competence and expertise** of their staff (→ Skills and expertise of key staff). Students' relocations are therefore a direct consequence of the tuition offer. In addition, the modules must be complemented by seminars and practice-oriented workshops that require mobility of students and teachers alike. The MIM mobility pattern is however also **flexible**, insofar as it combines mandatory elements (modules and complementary training) with a free choice of internship periods and Master thesis. Mobility also broadens the opportunities for the students also jobwise, because they can liaise with those who have already finished the MIM (both in the academic and non-academic environment).



Project Description B.1, B.2, B.3
Other projects/Activities
Skills/Expertise of key staff
Other EU grants

*This document reproduces the EACEA questions which are relevant to the **step 2** of the JMD evaluation process, and totals 20 pages (including cover page). The answers are given after each question (or group of questions where relevant).*

B.1 Quality of the project design and implementation

B.1.1 Describe in detail the **structure** and **content** of the proposed Master curriculum, including the organisation of the **student** and **scholar mobility**.

*What are the JMD's **main structural features** and **the core teaching modules**?*

The MIM aims to extend its current course to a period of **two years**, i.e. four semesters, with a) three course **modules** (one at each full partner university), b) a three-month **complementary training** period, c) an **internship** period of up to four months, and d) a **thesis** preparation period (→ MIM Workplan, Gantt Chart). All are mandatory elements. The mobility pattern is basically closed (all students must attend the same modules), but there is a degree of flexibility in some elements (summer school, complementary training and internship destinations).

After an induction week and a language course, the **first module** will take place at the **Universitat Autònoma de Barcelona (UAB)** from mid-September to December of the first year, with the core teaching activities of this module divided in five thematic clusters: 1) Project Management Techniques in Communication and Cooperation; 2) Communication, Cultural Mediation and Human Development; 3) International Development Cooperation; 4) Globalization, Euro-Mediterranean regional integration and migrations; 5) Research on Communication and Development in the Mediterranean. The students will also be given a **seminar** on research methodology techniques, provided by one of the associated partners (Strasbourg University and its Centre d'étude et de recherche sur l'intervention sociale).

The **second module** will take place at **Ca' Foscari University, Venice (UNIVE)** from January to March, and activities will range from 1) cultural mediation to 2) migration policies, 3) gender in the Mediterranean area, 4) cooperation and sustainable development in the Mediterranean, and in depth analysis of several countries of the Southern shore of the Mediterranean. Local seminars/workshops will be offered on Arab literature and culture.

Between April and June of the first year, students will be offered a three-month **complementary training** period provided by the associated partners (**Université de Sousse, Université Moulay Ismail, Université de Strasbourg** via its Centre d'étude et de recherche sur l'intervention sociale). The courses on offer are:

- Université de Sousse: standard Arabic, research methodology and fieldwork
- Université Moulay Ismail, Meknes: Moroccan Arabic, research methodology and fieldwork
- Université de Strasbourg: research methodology training in core scientific competencies

As from September, students will be offered by UPV a **summer school** on an optional basis, to improve the level of French.

The **third module** will take place at **the Université Paul Valéry, Montpellier III (UPV)** from Mid-September to January of the second year, will entail teaching activities in the areas of: 1) European legislation and policies on immigration; 2) globalisation and development cooperation; 3) cultural mediation; 4) decentralized cooperation and its management by local authorities.

An **internship** period is foreseen at the end of module 3, lasting up to four months in the period February – April/May). The final period of the programme (May/June - September) will be devoted to the preparation and writing of the final **thesis**, which will be discussed in the month of October of the last year.

Examinations will take place at the end of each module, with re-sitting options in June and September. The languages of **instruction** will be English, French, Spanish, Italian. Language courses will be offered in conjunction with all modules, more specifically: intensive Spanish (module 1) and Italian (module 1 & 2) for beginners, French intermediate level for the preparation of the thesis (module 3), Arabic both beginners and intermediate (module 1,2,3 + complementary training), and Hebrew beginners and intermediate (module 1, optional).

To run the new two-year course, the MIM consortium has carefully reflected on its general approach and identified three “vertical” action areas, each dealing with a specific dimension:

- **Education, training and career** as the core part of the joint degree, with the students as primary stakeholders;
- **Management, integration and sustainability** for an efficient and effective project implementation both during and beyond the project’s life-cycle;
- **Monitoring and review**, to ensure that the JMD can meet the highest performance standards throughout project implementation.

Quality assurance will be transversal to all action areas.

*How is the **student mobility** organised around these modules?*

Students will start the Master course at Barcelona, then will relocate to Venice after three months. At the end of the second module, they will go to Meknes (Morocco), or Sousse (Tunisia) or Strasbourg for complementary training (→ A.1.4). After the vacation period, they will need to move to Montpellier for the third module. As from February of the second year, they will be seconded to associated partners (or other institutions) in both EU and non-EU countries for the internship period. Students will then move to one of the full partner institutions (or other locations where they can be properly supervised) to prepare their thesis. The defence of the thesis and the graduation ceremony will take place in Montpellier, in the month of October. Mobility is a crucial component of the MIM programme, and has been designed to transfer knowledge and to foster exchanges between the shores of the Mediterranean (→ A.1.6).

4/20

*What plans are in place for ensuring the proper **academic induction** of the students, especially those coming from Partner Countries?*

The academic induction will be ensured through the initial week at Barcelona. Upon their arrival, students (especially those from Partner Countries) will be introduced into the new environment and enjoy the assistance of the UAB’s International Welcome Point, as well as initial tutoring service. Briefings and other meetings will be organized half-way through the module, to ease the transition bureaucracy and instalment procedure. The **tutoring** service will be streamlined and tailored to the students’ needs. Intensive language courses are foreseen in the first two modules (Spanish and Italian), to help the students to familiarize with the local environments. Students tutors will also be active throughout the modules, for more practical issues. From the **academic** side, a seminar on research methodology techniques will be offered during the induction week, by the associated partner Strasbourg University (and its Centre d’étude et de recherché sur l’intervention sociale). Specific bibliography and preparatory readings will also be given prior to the beginning of the courses. Guidance material, including a shared syllabus and practice-oriented notes, will be developed during the preparatory year and be available for the start of the programme. This will allow students to become familiar with the topics which will be addressed during the course, as well as other project dimensions. Students from Partner Countries will enjoy dedicated tutoring for academic matters, and study groups will be organized to assure a smooth integration with the students from Programme Countries.

*If applicable, how often will the students (from the same or different JMD course intakes) **meet and exchange**?*

Meetings, exchanges of experiences and peer-to-peer activities between students from the **same cohort** will be strongly encouraged throughout the whole programme. Indeed, they have been a tenet of the MIM philosophy over 15 years. The fact that the three modules are mandatory and common will promote cohesion and cross-fertilisation among students. There will also be the opportunity for students from **different intakes** to meet face-to-face at the consortium seminar of February in Venice (and at the review meetings also taking place in Venice), once a year. To facilitate collaboration and exchange of good practices and information between current students, as well as with the MIM alumni, virtual space will be envisaged in the MIM website. The MIM in general entertains a constant flow and exchange of information between alumni, teachers and students, providing continuous opportunities for evaluation and assessment. Alumni have always been invited to meet the new

students on a regular basis, to deliver on their academic and job experience. This aspect will be maintained and reinforced at the seminars.

*Outline the draft strategy/planning for the effective involvement of **scholars/guest lecturers** for the benefit of the students.*

Over the past 15 years, many MIM core teaching and training activities (seminars, classes...) have been entrusted to a number of **external** teachers/lecturers/trainers, under the supervision of the full partners, and the new MIM undertaking intends to maintain and reinforce this successful collaboration pattern. These external collaborators are familiar with the MIM and the students' typology and needs, and the consortium has planned their participation very accurately (→MIM Appendix, Table Course Content). Approx. 70 external teachers/lecturers/trainers per year are foreseen, for ca 964 hours of tuition for every intake (→ MIM Appendix, Business Plan). Another few high-profile, external scholars will be invited to seminars/review meetings, basically in an advisory function. Both the stays of the external teachers/lecturers/trainers and of the invited scholars have been assumed to count towards the minimum total duration of eight (8) weeks as required by the EACEA for external participants. All external participants will be given access to the MIM **website** via a dedicated platform, in order to communicate with the students, upload teaching material and set up discussions in the common blog dedicated to the various topics. In this way students will be encouraged to interact with the teachers and exchange points of view. Group discussions, workshops, conferences and book presentations will also be organised within the MIM context.

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B.1.2 Explain to what extent the JMD is the result of a **jointly developed programme**, ready to be delivered and recognised in all participating Programme Countries.

*How has the **curriculum** been designed, and how are the academic strengths of the individual partners reflected in it?*

The curriculum of the new MIM programme (→MIM Appendix, Table Course Content) has been jointly designed by the three full partners on the basis of the **experience** gained during the fifteen previous editions of the one-year programme (the date of conversion into “*Master di primo livello*” is 31 January 2003, but the first edition started off in 1998). Over the years, the MIM partners have constantly updated the course content, building a considerable amount of expertise and networks in the academic and non-academic world. The consortium is thus in a position to propose a very strong educational offer, emphasizing the assets and expert knowledge of all partners.

- The **UAB's** expertise is in the field of Communication, Development Cooperation, and sociocultural Mediation in the Mediterranean area - their module will range from the knowledge of the theoretical and methodological foundations of international cooperation and communication, to the knowledge of society in the MENA region. The module also addresses business and economics areas, to provide an overview on the organization of the media in the Mediterranean, as well as with insights on EuroMed regional integration. It will additionally offer courses of Spanish language at the beginning of each edition of the MIM programme.
- The module run by **UNIVE** will be in oriental languages (Arabic), historical, political, cultural and economic disciplines, specifically linked to the Mediterranean area in its comparative geographical and political perspective, with a special focus on gender studies. Thanks to the participation of prominent external lecturers in the fields of cultural mediation and Middle Eastern studies (and the School of International Relations), this module fully mirrors the academic strength of Ca' Foscari University.
- **UPV** in Montpellier will contribute in the areas of European migration law, migration studies and decentralized cooperation, offering students a thorough knowledge of these topics by way of courses, seminars and workshops to be conducted both by internal and external staff co-opted also from the area of French development cooperation and local authorities and NGO involved in migration and integration issues in the region. The UPV will additionally offer an optional two-week summer school of French as a foreign language during the month of July.

*How does the course **validate** the learning outcomes?*

The MIM Governing board (→ MIM Appendix, Consortium Agreement) has designed a common validation procedure of the learning outcomes for each module, training and internship period. In all phases of the course (academic modules, complementary training and internship periods), **presence sheets** will be required from students to ensure their attendance to all activities. The validation procedures will include simulation of development cooperation projects, multimedia and communication assignments, presentations etc. Students will be given the opportunity to deliver oral presentations (either individually or in groups) also at the consortium-level seminars/workshops held in each module (→ MIM Workplan, Gantt Chart). At the end of each **module**, the validation will consist in written exams to test the individual students' level. For **language courses**, validation will also be conducted through written exams, to test the language level attained by the students. For the **internships**, students are assigned two supervisors (an academic supervisor from his/her admitting institution and a tutor from the host institution), who – at the end of the internship – will jointly assess the students on the basis of a report (→ MIM Appendix, Consortium Agreement). At the end of the course, successful students will receive the double degree on the basis of their previous performance and of a final thesis or mémoire, which should reflect the student's ability to draft a research or a professional project.

*Explain the use of ECTS and/or other built-in mechanisms for **performance assessment**, and outline the common methods for examination/re-sitting exams/pass marks/thesis defence.*

Students performances will be assessed with in itinere examinations throughout the whole programme. Each academic module will be awarded 30 ECTS, and the internship period and the final thesis will be awarded 15 ECTS each, for a total of 120 ECTS as shown in the table below:

Modules	University	ECTS
Module 1	UAB	30*
Module 2	UNIVE	30*
Module 3	UPV	30
Internship	-	15
Thesis	-	15
		120

**Note: the ECTS assigned to module 1 and 2 include also the evaluation of the complementary training period*

The final grade is the mean of the grades obtained in every module of the programme. To continue the course after each module, students must receive a minimum grade of D (Satisfactory – see table below) in each category. **Re-sitting** is envisaged in case of failure of a module. If the student fails one of the first two modules (UAB, UNIVE), or both, he/she will have to resit at the end of the modules, i.e. June of the first year, and pass the examinations previously failed. In case of failure of the third module (UPV) the student will have to resit at June or September of the second year and pass the examinations previously failed, before the defence of the thesis. The defence of the final thesis will be in October (→ MIM Workplan, Gantt Chart). Students will be evaluated fairly, considering that each university has a different scoring system. The grading system and conversion table is shown below:

ECTS Scale	Spain (UAB)	Italy (UNIVE)	France (UPV)
A / 0 (Highest 10%) EXCELLENT	9.0-10	30 e lode	16 - 20
B / 1 (Next 25%) VERY GOOD	8-8.9	29 – 30	14 – 15
C / 2 (Next 30%) GOOD	7-7.9	27 – 28	12 – 13
D / 3 (Next 25%) SATISFACTORY	6-6.9	24 – 26	11
E / 4 (Next 10%) SUFFICIENT	5-5.9	18 – 23	10
FX / 5 (FAIL)	3.1-4.9	> 18	9
F / 5 (FAIL : no credit)	0-3	> 18	> 9

How is the JMD integrated within the partners' degrees catalogue?

At UNIVE, the one-year MIM programme “Mediazione Intermediterranea: investimenti e integrazione” (→ MIM Appendix, Decree UNIVE) features amongst the highest-ranking professional Master programmes: the JMD will thus be already perfectly integrated in the educational offer of Ca' Foscari University, and is also officially recognized by the Italian Ministry of Education (the degree has been running for 15 years, and was officially converted into “*Master di primo livello*” on 31 January 2003). Also at the UAB, the MIM “Máster Europeo en Mediación Intermediterránea: Inversión Económica e Integración Intercultural” (→ MIM Appendix, Leaflet) will benefit from the established reputation of the former one-year programme, which is integrated in the educational offer of the institution, on the basis of the correspondences (see above). As far as UPV is concerned, the Master “2 Développement Social, Spécialité « Migrations Inter-Méditerranéennes” (→ MIM Appendix, Diplomas/Leaflets) is already integrated in its degree catalogue and fully recognised by the Ministry of Higher Education and of Research. It is also issued with a diploma supplement, which must however be streamlined – if the new MIM is financed – in function of the new undertaking.

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Which type of degree (joint, multiple) and Diploma Supplement will be issued by the HEIs?

Students completing the entire JMD programme will receive a **triple degree**. Each partner university will issue its own degree in “Crossing the Mediterranean: towards investment and integration (MIM)” recognized by the other partners. Ca' Foscari University will issue a “Master Universitario di Primo Livello”, the Universitat Autònoma de Barcelona will issue a Máster Oficial, and Université Paul Valéry de Montpellier will issue a Master 2.

What is the recognition status of the JMD within each HEI from the Programme Countries participating in this project?

The new JMD will be fully recognized by each HEI from the Programme Countries participating in the programme. In Spain, according to the Spanish Royal Decree 861/2010 that modifies the Royal Decree 1393/2007, all those joint degrees that are selected by the European Commission under the Erasmus Mundus programme/JMD are automatically registered and accredited in the RUCT (Register of Spanish Higher Education Institutions and Programmes) by the Spanish Ministry of Education (→ MIM Appendix, Spanish proof of recognition).

B.1.3 Describe the relevant **information** and **services** for students before and after course enrolment, as well as the rights and obligations of students envisaged in the JMD **student agreement**.

How will the JMD be promoted world-wide, and how will the application/selection procedure be jointly organised?

The MIM programme will be promoted worldwide through a dedicated **website**, which will be developed by the UAB during the preparatory year taking into account the EACEA's recommendations for an Erasmus+ Joint Master Degree Website and other quality standards. All (full) partner institutions are nevertheless expected to contribute to the website development and maintenance, feeding contributions on the respective activities and providing all the necessary information. The website will address both future students and professionals in the field of cultural mediation and international cooperation who wish to collaborate with the programme. If the project is financed, other promotional measures will be defined at the kick-off meeting taking place in Venice in September 2014 (→ MIM Workplan, Gantt Chart). The UAB has considerable expertise in communication techniques and technologies, and will engage in promotion and dissemination in a professional way.

For the common **selection procedure**, the Secretariat at the coordinating institution (UNIVE) will gather and file all applications, and sort them out to each partner according to the geographical proximity of the applicant's place of origin. Candidate students must have completed a first higher education degree (bachelor's or Master's degree/s of at least 180 ECTS) by the time of enrolment. Additional entry requirements are a pre-intermediate knowledge (B1) of French and English. The

course will be advertised in January of each edition year, and candidates will have to complete their registration by the end of April. The MIM Governing board will select candidates on the basis of a) excellence/merit (very good study results and academic potential), b) an essay, c) a motivation letter, d) recommendation letters (testimonials). The application must therefore include:

- A max. 2 (two) pages Curriculum Vitae. including: extracurricular activities: courses, seminars, conferences, published researches etc. and professional experience related to the fields of knowledge of the Master;
- A transcript of records;
- Certified knowledge of English and French at level B1(CEFR);
- A motivation letter explaining his/her future plans and ambitions;
- A short essay in English (2000 words) on the concept of cultural mediation and its relevance in the MENA region, OR a short essay in French (2000 words) on the topic of Euro-Mediterranean relations;
- Two letters of recommendation written and submitted by academics, researchers and, exceptionally, by professionals who have been involved with the candidate and have participated in their academic or professional training.

Applications will be evaluated by the Governing board according to the scoring table below:

Criteria	%
Academic Excellence/Merit	20%
Essay	30%
Motivation Letter	30%
Recommendation Letters	20%

Students with a minimum score of **80 points** will be admitted to the interview (May/June), either in presence of the candidate or via Skype (if resident at more than 1000 km). Selection results will be made available by the end of July. Students can register with any of the full partners. The course is full time and students are not allowed to enrol in other study programmes. In the selection process, the Governing board will pay particular attention to gender equality, integration of the disabled, enhancement of social and economic cohesion and the combat of xenophobia.

Which services will the consortium be able to offer to students at the host institutions during their mobility periods?

At each full partner institution, students will enjoy full assistance for administrative issues, visa requirements, housing, canteens and all activities which will be important for the integration in the academic environment of the hosting partner institutions. Students (especially those from the Partner Countries) will enjoy a full **tutoring** service (→ MIM Appendix, Business Plan). This service will crucially include dedicated practical-oriented assistance (transitions between institutions, applications for visas, administrative issues, provision of accommodation, etc.) as well as advice/support to ensure integration in the learning environments of both the full partners and the associated partners. All students will be given full access to the libraries, internet services, social services and sport facilities. In particular:

- **Library Services:** students will enjoy full access to the libraries (all are equipped with reading and study rooms, and computers with Internet access through the eduroam international roaming service). Information sessions are organised for new students.
- **Sports:** in each full partner university, students can choose between a wide range of sports and physical activities: supervised activities, outdoor courses, university tournaments in some sports and much more (SAF in UAB; CUS in UNIVE and Pratique Encadrée in UPV).
- **Cultural life and activities:** full partner universities offer activities, courses and workshops (such as Cultura en viu – UAB; Ca' Foscari ARTI – UNIVE; CROUS – UPV) supporting creation and other artistic activities. Drama, Dance, Music, Cinema courses and Literature workshops and readings are organised by all partner universities.

At the university associated partners, students will also enjoy full access to the libraries, internet connection, social services and sport facilities, local and distance tutoring. At Strasbourg, where the research aspects are particularly significant, MIM students will have access to the libraries and all the facilities of the University (for example Courses of French at the Center of Resources and Learning of Languages (CRAL) of UDS, courses of extra-European languages at SPIRAL, internship office, International Relations office and activities, etc). They will also have access to the Strasbourg National Library (BNU). The MIM is committed to providing high quality services in a manner which is fair, efficient and polite. However, should a student feel that her/his expectations have not been met, he/she will be entitled to a **complaint procedure**. A distinction is made between teaching/learning issues and other matters:

- Feedback or complaints relating to the teaching or learning process: students should contact the staff member who is directly involved in the process, or their supervisors/tutors. If they feel that they have not received a satisfactory clarification, or are uncomfortable with approaching the staff member, they may contact the course director;
- Complaints or feedback relating to other matters: students should address via e-mail the university services which are responsible for the matter. If they feel that they have not received a satisfactory clarification, they should write to the relevant Head or Director of the service.

*How will **support** for accommodation, language training, and administrative formalities (e.g. visa, residence permits) be organised and maintained at each partner institution?*

All partners are aware of the importance of the services to be provided to incoming students, especially those from Partner Countries, and they have a 15-year experience in dealing with all relevant matters.

- **Prior** the students' arrival at the different partner universities, practical information on housing, visa etc. will be provided by the Secretariat and/or the contact points, before the beginning of each module;
- **welcome points** and other relevant administrative facilities will be available at the premises of the full partners (e.g. the International Welcome Point at UAB; the International Welcome Desk in UNIVE and the CROUS in UPV). Instruction and advice will be given on formalities and procedures to be followed for registration, visa requirements, student residence permits (as well as student work permits to take into account training/work dimensions). Through shared supervision (→ MIM Appendix, Consortium Agreement, 3.1.C), partners will make sure that similar services can be available to students also at the premises of the **associated partners**;
- specific **guidance material** will be developed during the preparatory year (both curriculum and practice related);
- an **induction** process will be in place at each full partner. Through a buddy programme, fellow student from the same places of origin of the MIM students will provide peer assistance and advice. Partner Country students will especially benefit from tailor-made supervision and tutoring, depending on specific needs. Supervision will be available for complementary coaching/mentoring (→ MIM Appendix, Business Plan, 2.B);
- supporting **language courses** will be offered: Spanish (at the UAB), French at UPV and Italian at UNIVE (→ MIM Workplan, Gantt Chart), to provide students with the basic linguistic tools to fully understand classes and lectures. These courses will be directly coordinated by the course directors in each partners institution. A summer school of French as a foreign language will be also be offered in the summer of the first year by UPV

*Which **insurance scheme** for the students will be adopted by the consortium?*

The consortium will adopt a **single** insurance scheme to meet the EACEA requirements (each partner will remain however in charge of the insurance implementation for the students who are enrolled in their institutions). Existing insurance schemes at the full partners have been considered, but the consortium has also sought alternative quality schemes. The Marsh Insurance Broker has provided a quote, additionally certifying that their coverage specifically meets the JMD terms (→ MIM Appendix, Insurance Quote and Declaration). This quote will be further evaluated in the preparatory

year, in function of the applications typology and other elements. A final decision will be taken in good time, to make sure that the scheme is up and running before the start of the course.

*How will the **equity issues** (e.g. balanced gender participation, students with special needs) be addressed?*

In the **selection** process, the Governing board will not discriminate against candidates in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition. However, female applicants (on an equal score with male applicants) may be retained if the Governing board considers that this is necessary to ensure a balanced cohort in terms of **gender**. The MIM records show that this is rarely the case (in the period 1999-2014 there have been 304 female and 92 male students). The consortium is committed to a representative gender balance also at the level of staff, supervisory and managerial level. This is achieved through an equal opportunity policy at recruitment, without, however, taking precedence over quality and competence criteria. External and internal staff are quite gender balanced (50% women and 50% men), just as the internal staff. A balanced and diverse student body has always been a priority for the partners, who are also committed to broaden participation and advancement of students traditionally underrepresented. To do so, the consortium has planned the intake of 90 students (30 students/intake), where more than 50% (54) are expected to come from the **Partner Countries** (→ MIM Grant Request/Typology). 50% of all students will be JMD scholarship holders. An even distribution of JMD scholarships will be made (five to each full partner institution). Given the programme contents, the consortium will involve experts and teachers from third countries, and promote seminars on gender equality, migration flows and integration policies. Students with **special needs** will be provided with specific assistance which includes personalized tutoring/supervision and teaching, adjustments to the curriculum to ensure accessibility to the content and adequate evaluation systems, adapted transport services and personal accompaniment. Accessibility to different spaces and premises will also be considered to organise the courses and seminars. Also the associated partners are assumed to be committed to these standards, and it will be up to the course directors to oversee compliance. Finally, MIM governance features (meetings, decisions...) have been designed on the basis of fair representation and equity standards (→ Consortium Agreement, 3.3). The **MIM governance model** combines a top-down “centralised” approach (strong, seamless coordination) with a bottom-up approach, allowing external experts and students to have a concrete say in project implementation.

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*What are the **course rules** and the mutual rights and obligations concerning the academic, administrative and financial aspects of the JMD implementation?*

The MIM Master is a highly integrated course (→A.1.6 and B.1.1), subject to common admission, selection and assessment rules which have been set against the MIM experience, and have been defined to meet the highest quality standards in terms of governance and implementation. The three tenets of the new MIM cooperation framework are (i) the **Consortium Agreement**, (ii) the **Table Course Content** and (iii) the **Business Plan**.

- The **Consortium Agreement** (→ MIM Appendix) has been professionally devised ad hoc, with clear definitions and rules bearing on eight different elements of the action: (i) subject, scope and duration, (ii) membership and governance, (iii) course organisation, (iv) promotion and communication/dissemination, (v) monitoring and review, (vi) confidentiality, (vii) legal provisions, (viii) final provisions.
- The **Table Course Content** (→ MIM Appendix) has been developed by extensively revisiting and upgrading the experience and organisation of the current one-year course. It presents information broken down in the following parameters: (i) progressive number, (ii) Topic/Subject, (iii) Title of class/lecture, (iv) Name of Teacher/ Trainer, (v) Type of Staff (external/internal), (vi) Language of instruction, (vii) Duration (in hours), (viii) number of ECTS, (ix) Location, (x) Schedule (calendar). This organisation is important, because it allows data to be sorted by individual parameters for future statistical purposes;
- The **Business Plan** (→ MIM Appendix) has been accurately designed and developed in function of the increased needs for a two-year course, with detailed estimates and cost justifications for the JMD scholarships management, along three fundamental items: (i) Tuition/Training, (ii)

Implementation and (iii) Evaluation/Monitoring. It also presents complementary funding and internal allocation criteria, without overlapping the information with other mandatory tables of the e-form.

As to the **students**, it will be their responsibility to keep informed on and comply with the regulations of the different host institutions, as well as with the rules and regulations which are posted on the MIM website, as well as with the guidance material which is issued and distributed by the consortium. Students will be expected to participate in all programme activities and exams, complete a total of 60 ECTS annually (for a total of 120 ECTS) and contribute to the programme evaluation (→ MIM Appendix, Consortium Agreement).

*How will the JMD scholarships be **managed** vis-à-vis the students?*

The EU contribution to JMD scholarships will be received by the coordinating institution (UNIVE) and redistributed to the other full partners according to the best Erasmus Mundus practices and EACEA administrative requirements. The partner institutions will manage the allocated JMD scholarships (as well as any other scholarship scheme and/or paying fees) in compliance with the provisions of the Consortium Agreement and the Grant Agreement, as well as the rules of their institutions, without prejudice to the services which must be provided to all MIM students. The partners will distribute the scholarships to their students on a monthly basis.

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B.1.4 Describe the envisaged activities and facilities to ensure the effective **integration of the JMD students within their socio-cultural and professional environment.**

*Which measures have been built into the programme to expose students to the **socio-economic environment** related to the field of studies?*

The consortium has a **long tradition** and **experience** in exposing its students to socio-economic environments that are related to the fields of cultural mediation, development cooperation and academic research. A wide network of NGO, cultural foundations, academic institutions, local authorities and other public bodies has been built during the years to provide students with a wide range of opportunities in terms of internship and employment (→ A.1.5). This network also feeds the external teachers, lecturers, trainers and practitioners who provide an essential part of the tuition (→ MIM Business Plan, 2.A), and generates a constant flow and exchange of information between alumni, teachers and students.

*Does the consortium organise **internships**?*

The MIM has a **strong** and **mandatory internship scheme**, which is based on an extensive network of connections developed by the consortium during the 15 years of its one-year course with NGOs, local authorities, research centres and foundations active in development cooperation and immigration policies (→A.1.5). Many students have been recruited by the organisations where they spend their internship periods, but the value of these arrangements crucially goes beyond employment: the MIM alumni are also agents of course promotion, networking, bridge building and needs assessment. Crucially, the internship network extends between the opposite shores of the Mediterranean (→A.1.1).

*How is **networking** supported within the programme and through the partners?*

The networking will consist in several and diverse activities:

- the **Secretariat** and the **contact points** will liaise with the associated partners and the teaching staff, and provide full support to the governing board (which is made up of the three course directors). A list will be constantly updated with the contact details of all staff and students;
- the **governing board** will oversee tuition and supervising activities, and entertain contacts with the Advisory panel and their extended network of academic and non-academic stakeholders; it will additionally benefit from the advice of a permanent external advisor;
- monthly **operational meetings** will take place between the course directors and their collaborators;

- a series of consortium-level **seminars** and **workshops**, organised in conjunction with the modules;
- two consortium-level **review meetings**, as milestones to review activities and take any corrective action;
- a MIM dedicated **website** will create tools for students (e.g. an online platform to guide students in the choice of internship and allow them to provide feedback, post research work by previous graduates, exchange experiences, advertise lectures etc.);

What role do associated partners and scholars/guest lecturers play in this context?

The associated partners and external teachers/trainers/lecturers play a **fundamental** role not only in terms of tuition quality (A.1.1, A.1.6) but also in terms of internship and specialisation, because they advise and guide students in their choice of the internship destinations and thesis preparation.

B.2 Quality of the project team and the cooperation arrangements

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B.2.1 Explain the excellence of the **consortium composition** and the relevant **expertise** of each partner related to the field of study (if applicable also in its socio-economic environment) of the proposed JMD.

What institutional expertise and key staff experience does each partner bring to this specific JMD proposal, and how are their strengths complementary and of added value for the implementation of the Master?

The **Università Ca' Foscari Venezia (UNIVE)** (http://www.unive.it/nqcontent.cfm?a_id=1) was founded in 1868 as the first Italian high school devoted to commerce and economics, and oriental languages, has developed into a modern university with a student body of 19000 students. It is organized in eight departments which are responsible for the promotion, coordination and organization of teaching and research activities. The departments of Linguistic and Comparative Cultural Studies and the Department of Asian and North African Studies teach a broad range of Western and Oriental languages (40 in all). In addition, the **Interdepartmental School of International Relations'** degree in Compared International Relations (RIC), currently with almost 100 students enrolled, offers solid competences in the fields of languages, economics, law, politics and history, and enjoys interdisciplinary teaching supported by the Departments of Linguistics and Comparative Cultural Studies, Asian and North African Studies, Economics, Humanities, and Philosophy and Cultural Heritage. The MA in Compared International Relations is connected to the MIM programme, and will contribute significantly to its development by providing a conducive environment where MIM students can mix and confront with their peers on various issues. A project financed by EACEA (The Euro-Mediterranean Region: sustainability between people and politics (EU-MeS) (510379 LLP-1-2010-1-IT-ERASMUS-ECDE) testifies to the successful cooperation between the MIM, the and SOAS (London), Paris VIII (Paris), 3 Universities in Morocco and one in Algeria. In this project, 11 online modules were produced, allowing EU students and students from Morocco and Algeria to follow online courses validated by their own institutions. These courses could be further developed in the new JDM programme. UNIVE can rely on its a consolidated and internationally recognized team of scholars and fellows, all working in the fields of languages, Mediterranean history and culture, diaspora studies.

The **Universitat Autònoma de Barcelona (UAB)** (<http://www.uab.es/>) was founded in 1968. It is therefore a young university, but in its short history it has moved forward at a rapid pace. In 2013, the UAB had more than 42000 students enrolled (28505 undergraduates, 10698 graduate students continuing education students, and 3.657 PhD students). There are 13 Faculties, and – with the Graduate School and other 13 member centres and affiliated university schools – offers a total of 85 degree courses, 116 official masters, 79 Doctorates and more than 500 other postgraduate courses and specialisation. UAB has been recognized as a Campus of International Excellence, with high expertise in mobility programmes. The university welcomes each year around 2200 foreign students and more than 1200 UAB students participate in mobility programmes around the world. The MIM falls within the activities of the **Department of Journalism and Communication Sciences**, one of the strongest departments in the Faculty of Communication Sciences. The Department offers degree courses in the

fields of Journalism, Audiovisual Communication, Advertising and Public Relations, and coordinates the PhD programme in Communication and Journalism, the official Master in Research in Communication and Journalism and other seven Master and Postgraduate programmes, including the MIM and the Graduate Diploma in Communication, International Cooperation and Social and Cultural Mediation in the Mediterranean. The teaching and research staff cover all MIM-related fields, such as cultural studies, intercultural dialogue, international cooperation, communication for development, analysis of media discourse. The MIM learning environment additionally benefits from the expertise of the Laboratory of Prospective and Research in Communication, Culture and Cooperation (LAPREC), and the Mediterranean Observatory of the Communication (OMEC), which has recently contributed to the project “Renforcement de la mission de service public audiovisuel dans la région Maghreb/Mashrek” developed with the Institut Panos Paris and eight local partners in Algeria, Morocco, Tunisia, Egypt, Jordan, Lebanon, Siria and Palestinian Territories, and funded by the Catalan Agency of Cooperation for Development, Irish Aid and Open Society Foundation.

The **Université Paul-Valéry Montpellier 3 (UPV)** (<http://www.univ-montp3.fr/>) hosts 19000 students in six faculties specialised in arts, languages, social sciences and humanities, and one institute dedicated to information and communication sciences. Research at UPV is led by approximately 650 researchers in 19 laboratories and two doctoral schools. The international activity is developed by means of 120 inter-university cooperation agreements with institutions from all around the world, more than 300 Erasmus agreements, an active policy of welcoming visiting professors, the introduction of 60 joint supervision of doctoral studies, and a growing involvement in European projects. UPV is also engaged in a process of internationalization by the establishment of joint degrees and decentralized training. The UPV commitment to international activities is proven by its numerous bilateral and multilateral cooperation agreements, as well as its participation in international networks of excellence, such as the Coimbra group or network Latinus, thus fostering the emergence of joint projects and the visibility of UPV research teams in the fields of human and social sciences. The UPV provides an experienced and consolidated faculty staff with a sound experience in different fields such as art, literature, languages, law, finance, human and social sciences. All these disciplines will be effectively integrated in the new JMD programme, thus providing students with a knowledge on various aspects of the Mediterranean basin.

There are **nine associated partners**, whose supervision has been shared and agreed by the consortium (→ Consortium Agreement, 3.1.C). The **Université de Sousse** (http://www.uc.rnu.tn/index.php?option=com_content&task=blogcategory&id=38&Itemid=189&lang=fr), the **Université Moulay Ismail** (<http://www.umi.ac.ma/>), **Université de Strasbourg** (<https://www.unistra.fr/index.php?id=accueil>) will provide complementary training on the basis of their specific academic expertise (→ A.1.4) and previous collaboration with the MIM full partners. The other associated partners will offer internships and also participate in other activities, in function of needs and availability (→ A.1.5). All associated partners have signed formal **letters of intent** (→ MIM Appendix) - only the letter of the MUCEM has not been included in the application package (for reasons of space).

How strong is the partners' institutional commitment to the JMD?

As far as the **Università Ca' Foscari** is concerned, the university – as the coordinating institution – will be committed to the JMD through the central administration and the International Relations office for matters related to incoming students, and through the department of Asian and North African studies and Linguistics and Comparative Cultural Studies for tuition/training. The departments will also set up the MIM Secretariat in Venice (actually building on the current Secretariat), which will take care of general coordination and the management of the Venice module. UNIVE has demonstrably shown considerable commitment for the preparation of the present proposal, involving teaching staff as well as MIM students, MIM alumni and its extended network. An expert has been entrusted with the drafting of the Consortium Agreement, the Business Plan (→ MIM Appendix) and other documents, and the same person will be co-opted as a permanent advisor if the project is successful. The **Universitat Autònoma de Barcelona (UAB)** is fully committed to the implementation of the MIM in several ways, including automatic recognition (→ B.1.2). The UAB has recently created recently the *Unitat de Projectes Educatius Internacionals* (Unit of International Educational Projects) to centralise support in the management of such programmes. Thanks to its participation in several Erasmus

Mundus projects, UAB has streamlined procedures and will be able to perform academic and administrative management very efficiently. With its organisational skills, human resources and institutional experience (academic, administrative and financial) also the **Université Paul-Valéry Montpellier 3 (UPV)** is fully committed to the MIM. UPV places a strong emphasis on personal and customized services to its incoming and outgoing students, quality management and administrative support for student and staff mobility. Its International Relations Office and the administration of the faculties of social, economic and juridical sciences will contribute to the promotion and dissemination activities, and foster institutional cooperation in order to ensure the sustainability of the project. In this regard, UPV has demonstrated a high degree of commitment, for it will charge non-JMD scholarship holders only 480 EUR as registration fees (included social security), i.e. it will cover most of the participation costs through own funding (→ MIM Appendix, Business Plan).

*How will **scholars/guest lecturers** add value to the academic team delivering the teaching part of the JMD?*

The consortium crucially envisages to involve as many as **70 external teachers/lecturers/trainers** (→ MIM Appendix, Table Course Content), for ca 964 hours of tuition in the two year-period. They are part of the extended MIM network (→ A.1.2, A.1.3) and will play a fundamental, continuous and regular part in the activities of the course, under the direct supervision of the course directors and full partners' internal staff. Most of them are already familiar with the MIM course and the students' typology and needs. Because of their structural importance, their cost has been integrated in the students' participation cost (→ MIM Appendix, Business Plan). Other external scholars will be co-opted in the seminars and other actions, but to a much lesser extent and in a complementary role. The selection of both the external teachers/lecturers/trainers and the scholars, which is a prerogative of the MIM governing board, will respond to clearly identified curriculum needs, and to the highest quality standards. The external staff will also advise the students on their internship periods and employment opportunities

B.2.2 Describe in detail each partner's **role** and **duties**, and the **human/logistic resources** available for an effective implementation of the JMD.

*How – in concrete terms – will the duties and tasks (especially course promotion/marketing, networking, performance assessment, programme evaluation, administrative support, financial resources, scholarship payments, etc.) be **distributed** among the partners?*

Duties and tasks have been redistributed very clearly in the **Consortium Agreement** (→ MIM Appendix, Consortium Agreement 3.1). In particular, each full partner shall be responsible for the logistics, organisation and teaching of their own modules, as well as for the consortium seminars they host, the students they enrol and the internal/external staff they co-opt. Each will manage their own JMD scholarships and contribute to the development, promotion and marketing of the course content (in agreement with the other full partners), as well as to performance assessment and programme evaluation. The coordinating institution shall be the intermediary between the full partners and the Agency and perform all tasks as required by the Consortium Agreement and the Grant Agreement: in particular, set up and run the MIM Secretariat, convene and chair all consortium meetings and seminars, receive and redistribute to the full partners their budget shares, draft the reports for the Agency on the basis of the contributions from all full partners among other things. The supervision of associated partners has been fairly redistributed (→ MIM Appendix, Consortium Agreement, 3.1.C), and the consortium will conduct selected induction visits at the beginning of the complementary training and/or the internships periods.

*If applicable, what **role** do the full partners (especially those coming from Programme Countries) and associated partners play in the consortium? How are each partner's roles and tasks defined and endorsed at the **consortium** level?*

MIM full partners are party to the Consortium Agreement and Grant Agreement while the associated partners are not (→ MIM Appendix, Consortium Agreement 1). The full partners are therefore responsible for the management of the whole programme. The associated partners will contribute to the action with complementary training or internships on the basis of institutional letters of intent, and

of a workplan which must be agreed upon with the governing board at the latest three months before the start of their activities. Roles and tasks at consortium level are detailed in the Consortium Agreement.

*Which **management bodies** and working mechanisms will be established for effective project implementation and performance monitoring? How will **students** be represented in these management structures?*

The management bodies are the governing board, the Secretariat, the contact points. Full details are given in the Consortium Agreement (→ MIM Appendix). Students will be formally represented at the mid- and final meetings held during the modules, and at the review meetings which are convened, chaired and hosted by the coordinating institution as from the second year of the first edition.

B.2.3 Describe the common quality criteria and practical mechanisms for jointly managing the **student application/selection process**.

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*How will the whole process from course **promotion** to student application and selection be organised?*

If the proposal is accepted, the MIM action will start in **September 2014**, with the preparatory year (→ MIM Workplan, Gantt Chart). A kick-off meeting will take place in Venice between the course directors, the representative from the full partners' administrations and other collaborators. The agenda will include the organisation of the Secretariat and of the contact points, the selection/confirmation process of internal and external teachers/trainers, prospective membership of the Advisory Panel, the insurance scheme and other preparatory actions. The Consortium Agreement will need to be finalised and signed. As soon as the website is ready, promotional activities will be able to start and applications will be solicited as from January 2015. The preparation of guidance and reference material (quality assurance plan, indicators, students' agreement, handbooks, reporting formats...) should start as early as possible, so that everything can be ready in draft by early summer and be finalised by the first student intake. April and May will be devoted to the selection procedure and to interviews. Enrolment and administrative issues will be dealt with in the months of June and July.

*Which role do the **partners** play in this process?*

All partners will take part in the preparatory activities. After the kick-off meeting in Venice, UNIVE will set up the Secretariat, and define/organise its working group. UAB and UPV will organise their own contact points, while UAB will additionally design/test the new MIM website soliciting feedback from all the partners. Promotional measures will be upgraded and streamlined, with the cooperation of all partners (including the associated partners and the extended MIM network). Scholarships will be advertised through the MIM website, as well as through the institutional websites of the full and associated partners and other channels. There will be a common application and selection procedure for all candidate students, who will be able to apply online to the Secretariat for the pre-registration. An intranet system will allow the Secretariat to distribute the applications to the full partners' contact points. The governing board (the course directors) will then evaluate the applications and select the candidates for the interview, which will take place at the premises of the different partner institutions (depending on the candidates' place of origin). Candidates will then be informed of the selection results. Successful candidates will formally be enrolled as MIM students at the different full partners.

*Which **quality criteria** will be applied by the consortium?*

Quality criteria have been established by the consortium and are detailed in sections 4.2.2 and 4.2.3 of the Consortium Agreement (→).

B.2.4 Explain in detail how the **student participation costs** have been calculated for this JMD proposal and how the EU's fixed contribution to the management costs of the JMD is expected to be spent.

Full details on the calculation of the students' participation costs and management costs are given in the Business Plan (→ MIM Appendix).

B.3 Impact and dissemination

B.3.1 Describe how the project will generate **impact** and how this will be measured by the project.

*What is the expected **impact** at institutional level (faculty/university/consortium) when running the proposed JMD?*

The MIM is expected to **impact** on several institutional levels: (i) the quality of the EHEA educational offer; (ii) the national and international dimension in terms of networking, incoming students, external collaborations, financial sustainability; (iii) the opportunity to reinforce/upgrade experience and good practices at educational, administrative and research-related level; (iv) the promotion of the image of all institutions (full and associated partners); (v) potential developments in terms of consortium membership (→A.1) and education/research, e.g. a centre on the study of Inter-Mediterranean migration patterns and trends, new research tracks, etc.; (vi) new ideas and initiatives to develop both educational and research-driven international projects .

*How will the JMD support the **internalisation strategy** of the involved partners and facilitate their outreach towards stakeholders at national/European/international level?*

The JMD will boost an **already** successful, strongly international enterprise: the consortium will extend its interdisciplinary and international trans-Mediterranean network, reaching out even more to civil society, industry, NGOs and local/regional/national stakeholders. Both the students' and staff mobility is instrumental to the outcomes of the new Master programme. One of the MIM ambitions is to extend the geographical scope of the MIM, in terms of full and associated membership. Moreover, by connecting to already existing inter-Mediterranean academic networks (such as the RAMSES Network (Aix/Marseille Université) where members of the MIM staff are already involved), the Master Programme will seek to establish additional linkages with other academic institutions in the Mediterranean region.

*Which **tools** will you use to **assess** the expected impact?*

To assess impact, the consortium will: (i) draft and evaluate internal **reports** on project implementation, (ii) conduct a yearly **survey** among students, staff and/or other stakeholders, (iii) take stock of the criticism and recommendations formulated by the **advisory panel** at the review meetings, (iv) develop a number of **quantitative indicators** as a part of the quality assurance plan.

B.3.2 Describe the types, methods and target groups of the **promotion** and **dissemination** activities envisaged in your proposed JMD.

*How will the project raise world-wide **awareness** and promote its activities and results?*

The **promotion/dissemination** measures of the MIM aim to raise the awareness of stakeholders and the general public towards the issues of Euro-Mediterranean integration and policies, and foster a better knowledge of these issues on both shores of the Mediterranean. This will help to enhance the excellence of the EHEA EU in development cooperation, cultural exchanges, gender studies in the Mediterranean, diaspora studies and migration policies. Measures will include (i) a dedicated website, (ii) the organisation of cultural events and publications, (iii) the submission of policy recommendation papers to think tanks etc., (iv) other measures as established by the consortium in the preparatory year, to be taken at both partner and consortium level.

*Apart from the student community, which **key players** will be targeted under your dissemination strategy?*

The MIM **primary** target groups are:

- European and governmental organizations engaged in promoting and supporting EU policy in the Mediterranean region, through direct programmes in the fields of economic, political or social issues and transnational activities or transversal policies;
- NGOs and non-profit associations active in the implementation and development of bilateral activities and cooperation projects between Europe and MENA countries;
- Public authorities at local and national level, who play an active role in the field;
- Universities and research centres who can increase the participants' EQF through the activation of PhD programmes or others study programmes in many different fields of application both directly related to Euro-Mediterranean cooperation than in transversal disciplines studied in depth during the project programme.
- The private sector, chambers of commerce and industry, who are interested in increasing investments and promoting the start-up of new activities.

Secondary target groups will be:

- students who do not directly participate in the programme, but will attend seminars, take part in workshops and use the MIM material (uploaded on the MIM website) in their research/study projects. The highly specialized content of the courses will produce learning outcomes which are linked to the European Qualification Framework (EQF) indicators, thus enabling students to enter both national and international job markets with a set of clearly recognized skills and competencies;
- administrative staff from the partner universities who will get acquainted with the EQF, thus facilitating the alignment of their institutions with European norms.

*Which **concrete tasks** will the consortium partners carry out to implement the JMD promotion/dissemination action plan?*

Each full partner will promote the new programme with the current logo and through their own established channels, so as to ensure continuity and guarantee successful marketing.

- **UNIVE** will promote the programme through open days (http://www.unive.it/nqcontent.cfm?a_id=69910), fairs and career days (http://www.unive.it/nqcontent.cfm?a_id=39247), as well as special days organised by Ca' Foscari's Challenge school and the Almalaurea consortium. Moreover, Ca' Foscari will advertise the programme through its institutional website both in English and Italian, within the list of all professional master's degree on offer (http://www.unive.it/nqcontent.cfm?a_id=53856), giving detailed information on the new JMD MIM programme and redirecting students to the joint website dedicated to the programme. The MIM website will provide students with all the information on the Master, including admission requirements.
- **UAB** participates annually in different Education Fairs such as the "Saló de l'Ensenyament" and the "Futura" Master's and Postgraduate Exhibition, to present its graduate and postgraduate offer. The "Saló de l'Ensenyament" is now in its 25th edition, organized by Fira de Barcelona, and receives over 75,000 visitors every year (<http://www.ensenyament.com/en/home>); the "Futura" had over 6,500 visitors last year (<http://www.salofutura.com/en/inicio>). The UAB also organizes each year its own "Graduate Fair" The UAB has a website in English, Catalan and Spanish that lists all postgraduate degrees offered (<http://www.uab.cat/postgraduate>). The Department of Journalism and Communication Sciences of UAB (→ B.2.1) will provide information about the Master and redirect students to the MIM website. The MIM will also enjoy the support of the Laboratory of Prospective and Research in Communication, Culture and Cooperation (<http://grupsderecerca.uab.es/laprec>) and the Mediterranean Observatory of Communication (<http://omec.uab.cat>).
- **UPV** will promote the course through the website of the university (http://formations.univ-montp3.fr/fr/modules/schoolpath/schoolpath.html?schoolpathid=FR_RNE_0341089Z_PR_1263815892723&educationid=FR_RNE_0341089Z_PR_1263815892672&lang=fr). The course will be advertised also by the faculty of Economic, Juridical and Social Sciences which will provide basic information and redirect students to the joint website dedicated to the programme.

A key tool for promotion and dissemination will be the **MIM website**, where students may find all kind of practical information on the programme, and the reference/guidance material. Importantly, the

design and development of the website will comply with the guidelines issued by the EACEA for the JMD action, and integrate all features which the governing board will consider to be appropriate. Also project results will find their way on the MIM website (proceedings of conferences and workshops, videos of lectures, book reviews, final theses etc.). In addition, as in the current one-year edition of the MIM programme, the most significant contributions of scholars and lecturers may be published in a series of volumes dedicated each time to a particular topic (UNIVE has also started the procedure to publish a new series of volumes on Mediterranean studies, through its University Press). One of the focuses of the MIM is on the crucial role of the dissemination of knowledge in human and social sciences, in literature and theatre, as a major key for the promotion of intercultural dialogue between societies and for the strengthening of a common identity based on cultural diversity. Every partner will play an important role in this respect, through their academic communities, students' associations, websites and international networks.

*If and where applicable, describe how **educational materials** will be made freely available and promoted through open licences in order to increase the social impact of the project.*

During the preparatory year, guidance and reference material will be developed, organised and assessed for relevance and quality. All the outcomes of the project, such as proceedings of conferences, papers, documentaries and so forth will be made freely available on an **online educational and information platform** within the MIM website and through the new series of Mediterranean studies published online by Ca' Foscari University Press. The platform, provisionally managed by UAB, will provide information in an attractive & user-friendly way using new online technologies. It will collect information about the master programme and stories in a coherent, fast and automated way, through innovative technologies. The outcomes of all activities will be presented in different sections sorted geographically through the use of maps and by type of content, through an interactive grid, showing the links between the MIM programme and its different outcomes. Additionally, UPV has founded a **House of Humanities** (Maison des Sciences de l'Homme) whose research programme is completely dedicated to the Mediterranean: the MIM will benefit from the network developed by this structure, widening its scope and its impact on both the students, researchers, public and private institutions and civil society.

B.3.3 Explain the functioning of the **internal and external evaluation** mechanisms planned in your JMD, as well as the players involved. Explain how the results will be taken into account by the consortium to improve the overall quality of the Master.

*How and when will activities related to **internal and external project evaluation** be put into practice? Which consortium bodies and players will be involved in this exercise? What are the roles of national, international or professional **quality assurance bodies** involved in the external evaluation of the JMD?*

Internal and external project evaluation measures will be in place from the very start of the Master programme and throughout its implementation, to a) ensure the highest standards of project performance and b) allowing the programme to be constantly reviewed in function of evolving market needs.

- **Internally**, evaluation will be ensured through the governing board's operational meetings, the seminars, the yearly reports and surveys (including the students' appraisal reports of the EACEA online mobility tool), and the permanent control mechanisms and the procedures existing at each full partner institution. In particular, **UNIVE** will be expected to submit yearly internal reports to the Academic Senate on the Master's performance, results and sustainability. Evaluation is conducted also at national level by the AVA. **UAB** has Master's commissions in each Faculty, that report to the general Commission of Master at university level. **UPV** reports to the "Conseil de Perfectionnement" evaluating all programmes pertaining to Social Development. Meetings will also take place both half-way and at the end of each module between students and course coordinators. Also the students will contribute to the evaluation, both via the surveys mentioned above (to assess quality of the teaching activities, of the services offered by the host universities and of the co-curricular activities), and by reporting at the end of the complementary training and internship periods.

- **Externally**, the consortium will set up an advisory panel to will formulate criticism and recommendations on the basis of yearly reports (and will meet face-to-face at the review meetings), as well as a permanent project advisor with experience in EU project management/programme evaluation, Additional expertise may be sought for external technical evaluation of the course contents, in function of project needs. At **UAB**, Master programmes are subject to external evaluation and certification by the Agència per a la Qualitat del Sistema Universitari de Catalunya (AQU) (<http://www.aqu.cat/>) and the Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA), through its programme “Verifica” (<http://www.aneca.es/Programmeas/VERIFICA>). For **UPV**, external evaluation is carried out by the “Le Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur”. The consortium will also participate in the thematic cluster meetings organised by the EACEA and/or the National Contact Points, and explore ways to establish innovative and complementary peer review, e.g. by proposing EM projects in connected fields to pool resources and organise a joint evaluation exercise. Finally, the consortium will be subject to periodic assessment by the EACEA, on the basis of specific reporting criteria which will be analysed by the consortium as soon as they become available.

*Which **methodology** do you plan to apply for the internal and external evaluation processes? How will the assessment outcomes be **used** for monitoring, upgrading and improving the quality of the Master course?*

Evaluation will be based on a **quality assurance (QA)** plan, whose specific parameters need to be developed ad hoc during the preparatory year. The full partners consider that a full QA plan is necessary to meet the challenge posed by the restructuring of the curriculum and its organisation. The consortium is however in a position to outline the key elements which will inform the preparation of the QA plan: (i) the JMD reference material (guides, guidelines on financial and administrative management etc.), (ii) the practices developed by the consortium in the previous/current one-year editions of the MIM, (iii) the experience of Erasmus Mundus consortia and EM best practices (in particular the EM Handbook of Excellence (2012), the EACEA Synthesis Report on EM “Lessons Learnt” (2013), the EACEA Recommendations and Examples (2013) and the Clusters’ guidelines and good practices on recognition, employability and sustainability), (iv) other best practices gained with EU project design and management (in particular through other Erasmus Mundus projects as well as LLP multilateral projects and FP7/Horizon 2020 initiatives, cf. A.1.2), (v) the support and advice of the EACEA and the JMD National Contact Points, (vi) a series of quantitative indicators for both performance and impact (→ B.3.1).

B.3.4 Describe the consortium's mid/long-term **development** and **sustainability** strategy in relation to the proposed JMD.

*Which **medium-term** or **long-term** projections does the consortium have for the project and its **continuation** beyond the initial EU funding period?*

The MIM relies on the experience of the one-year version, that has sustained itself for the past 15 years. The complementary sources for the new two-year programme will be (as they have been so far) other scholarships schemes (MOY, Regions, Municipalities and Enpdap), student loans and self-paying students (→ MIM Appendix, Business Plan, section 3). The consortium expects that – with a wider curriculum and the greater JMD brand visibility – they will be able to ensure continuity on both a medium and a longer term. As part of the national catalogue of degrees in every partner institution, the MIM programme will be endorsed also at a national and institutional level, gaining appropriate level of resources (in addition to the JMD and complementary external funding). The consortium will explore ways to involve associated partners as full partners, and broaden the MIM scope in general, will be explored (→ A.1.1, A.1.5, A.1.6), for example by seeking tangible cooperation with the Euro-Mediterranean University (EMUNI) (<http://www.emuni.si/en/strani/451/About-EMUNI.html>) in Slovenia and associated countries.

*What measures will the partners put in place to support the further **development** and **sustainability** of the Master?*

The consortium will keep developing their networking activities with full partner institutions, associated partners, external staff, invited scholars, MIM graduates. This is not only expected to increase the portfolio of internship destinations, but also favour synergies with civil society and attract new **sponsors**. MIM stakeholders are planning an annual conference on the “new skills and new jobs” in the Mediterranean region, where the MIM alumni will be presenting their experiences and provide input to revisit employability paths and patterns. The consortium will monitor the intake and integration of its graduates in the job market, to further enhance the quality of the programme and its interaction with employers and stakeholders of the field. The consortium meetings, and especially the review meetings (→ MIM Appendix, Consortium Agreement, 3.3.2) will serve to discuss this “career tracking” dimension.

*How will the consortium try to **mobilise funding** from other sources (besides the EU) to support students with scholarships? How has the partners' commitment been defined and made **explicit** in this respect? Is there a financial sustainability plan (if yes, provide details)?*

As mentioned above, the MIM consortium has a **long-standing** practice in attracting external funding via other scholarships schemes/quality labels (MOY, Regions, Municipalities and Enpdap). One of the most prestigious is the MOY label, which has provided many MIM students with full scholarships and is expected to sustain the MIM also in the future. Also other National, regional and local scholarships will continue to support the programme. In addition, each full partner will make available non-JMD fee waivers to students on the basis of merit and income brackets. The partners have made explicit these provisions in the Consortium Agreement (→MIM Appendix), and the relevant institutions are therefore committed to the new programme.

B.3.5 Explain how the proposal takes into account the **involvement of employers** in the implementation process.

*How does the consortium take into account the needs of **future employers** in the field of studies in order to increase employability prospects for the JMD graduates?*

Thanks to a consolidated network of alumni who are employed in a large variety of professions all over the world (directly linked to the subjects taught in the programme: development cooperation, public administration, NGOs, Local authorities, CSOs, Universities and research centres, etc.), the MIM consortium will be able to take into account the need of the labour market and of future employers. Also the associated partners will play a fundamental role in this respect and increase of student's employability, offering internships and/or valuable complementary training (language skills, research methodologies and much more, → A.1.4) to enhance the students' profile and career prospects. In addition, the international staff will provide students with insights and advices on the academy and employments prospects throughout the programme. Finally, all students will enjoy the assistance of the placement help desk at partner universities: these facilities provide students with advice on the labour market and assistance in matters related to CVs, redaction of motivation letters, preparation to interviews, research of the right internship and much more.

*Which steps will be undertaken to closely involve potentially interested players from the **public and/or private sector** for strategic advice with regard to course curriculum development and/or attention to horizontal skills of the students?*

The internal/external evaluation bodies set up by each partner (→ B.3.3), but also the advisory panel, will include professionals and stakeholders from the world of development cooperation, public administration, NGOs. These representatives will critically evaluate the teaching/training content and help the consortium to better develop the curriculum and the organisation of the Master, improve the understanding of parameters for international and intersectoral mobility, assess the skills and knowledge expected by employers, review the appropriateness of the current programme for labour markets and facilitate constructive departure from the partner institutions. This body of knowledge will be transferred to the MIM students at the seminars/workshops, where stakeholders from the world of work and former MIM alumni will also be invited to compare and share good practices.

Projects/activities related to the area covered by the proposal

Università Ca' Foscari Venezia (UNIVE)

UNIVE has organized an international conference on Migration in the Mediterranean (Venice in 2005), a MIM consortium panel during the WOCMES conference in Barcelona (in July 2010), and many other international conferences in Venice (2011 - 2011) presenting the state of art of various Mediterranean countries. The proceedings have been published in a series of volumes: Turkey (two volumes), Cyprus, Lebanon, Egypt, Morocco, Lybia, Mediterranean migration), funded by the MERIFOR (Research on the Mediterranean, NGO). In the last two years, Cà Foscari has coordinated, in collaboration with UAB, UPV, SOAS (London), Paris VIII (Paris), Rabat (Morocco), Meknes (Morocco), El Ued (Algeria), a learning programme of 11 online modules, funded by the EACEA in 2010 (*The Euro-Mediterranean Region: sustainability between people and politics (EU-MeS)*) (510379 LLP-1-2010-1-IT-ERASMUS-ECDE). This programme allows students from the EU, Morocco and Algeria to follow online courses validated by their own institution. Jointly with UAB and UPV, it has been running the one-year MIM programme for the past 15 years, hosting 25-30 students each year. Finally, Ca Foscari is currently running LLP-funded projects related to the area covered by the proposed project such as: "Intercultural Education through Religious Studies" (539803-LLP-1-2013-1-IT-COMENIUS-CMP); "Developing Intercultural Training Skills" (2013-1-IT2-GRU03-51486). Other joint degrees UNIVE is running in similar areas are: Management of Cultural and Artistic Activities (MaBAC) and European Master's Degree in Human Rights and Democratization (E.MA).

Universitat Autònoma de Barcelona (UAB)

The UAB has a Graduate Diploma in Communication, International Cooperation and Social and Cultural Mediation in the Mediterranean, with a theoretical/practical approach in relation to the current reality of the context and different parts involved in the Mediterranean Euro Region in this field. It also has a Master's Degree in Research in Communication and Journalism taught by the Department of Journalism and Communication Sciences, a Master's Degree in International Relations, Security and Development, a Master's Degree in International Relations, It has organised the EMUNI Research Souk (Euro-Mediterranean Multi-Conference of Research: Living Together in the Multi-cultural Society, June 2010), the III International Conference on Communication, Development and Human Rights: social change and media flows in partnership with the International and Intercultural Section (ICC) of the European Communication Research and Education Association (ECREA) (November 2013). Jointly with UNIVE and UPV, it has been a partner in the one-year MIM programme for the past 15 years, hosting 25-30 students each year. It has further collaborated with UNIVE and UPV and other universities in the EU-MeS project (cf. above).EACEA Called "the (*The Euro-Mediterranean Region: sustainability between people and politics (EU-MeS)*". Lifelong Learning Programme EACEA -(510379 LLP-1-2010-1-IT-ERASMUS-ECDE).

Universite Paul-Valery Montpellier 3 (UPV)

The UPV has a long and successful experience in organising short and long-term student and staff mobility. In the 2012-2013 academic year, about 3500 foreign students studied at the UPV, accounting for 19% of the overall number of students. The UPV has successfully managed several European and international mobility programmes (Erasmus, CREPUQ, ISEP, programmes with English-speaking countries, etc.). Jointly with UNIVE and UAB, it has been a partner in the one-year MIM programme for the past 15 years; and a partner in AVERROES (Erasmus Mundus action 2 with the Maghreb, coordinated by Montpellier 2 University) managing more than 120 students' and staff mobilities. It has also been involved in three other Erasmus Mundus action 2 projects: as a partner in EDEN (coordinated by Alexandru Ioan Cuza university), and as an associate partner in ALYSSA (with Tunisia) and BACKIS with lot 5 countries, both coordinated by Montpellier 2 University. It has further collaborated with UNIVE and UPV and other universities in the EU-MeS project (cf. above).EACEA Called "the (*The Euro-Mediterranean Region: sustainability between people and politics (EU-MeS)*". Lifelong Learning Programme EACEA -(510379 LLP-1-2010-1-IT-ERASMUS-ECDE).

Skills and expertise of key staff

Università Ca' Foscari Venezia (UNIVE)

Emanuela Trevisan Semi is Associate Professor in Modern Hebrew and Jewish Studies at Ca' Foscari University in Venice. She is coordinator of the MIM and of the EACEA-financed project EU-MES (Sustainability between people and territory in the Mediterranean). She has written 10 monographs, edited 8 books and written more than 80 articles in many different languages. Her research interests are on marginality in Israeli Society, Karaites and Ethiopian Jews, and Jews in Morocco. Her last book is (with Hanane Sekkat Hatimi) *Mémoire et représentations des juifs au Maroc: les voisins absents de Meknès*, Paris, Publisud, 2011 and her last edited book (with Dario Miccoli, Tudor Parfitt) is *Memory and Ethnicity, Ethnic Museums in Israel and the Diaspora*, Cambridge, Cambridge Scholars Publishers, 2013.

Marcella Simoni is junior lecturer at UNIVE, where she teaches History of the Middle East and History of Contemporary Jewry. She has a twelve-year consistent record of publications, lecturing and active conference participation addressing various aspects of contemporary history of the Israeli-Palestinian conflict, with special reference to peace-building and civil society cooperation. She has brought to light new perspectives of investigation on the factors of 'the Israeli-Palestinian conflict', focussing on the complex interaction between education, medicine and (public) health, gender, youth, family, diasporas, collective trauma, civil society and associationism. Her latest work is *Israelis and Palestinians seeking, building and representing peace* (2013).

Giampiero Bellingeri is associate professor at Ca' Foscari University since 1986, where he teaches Turkish Literature and Language. The research areas of G. Bellingeri are: Turkish literature in Iran and Trans-Caucasia (XVI-XX centuries); Turkish-Venetians cultural relations in the XVIII century; Turkish-Russian, Caucasian and Central Asian literary relations in Czarist and Soviet times; research on literary texts in Ottoman Turkish in Venetian libraries and archives (Turkish commentaries on the novel of Alexander; the Mappamondo cordiforme of Cazi Acmed, Biblioteca Nazionale Marciana); descriptions and comments on the Turkish people of the Caucasus and Central Asia in Venetian sources after Marco Polo and up to the fall of the Venetian Republic; contemporary Turkish literature - including the translation and dissemination to the Italian public of authors such as Orhan Pamuk, Yahya Kemal, Yakup Kadri Karaosmanoğlu, Nâzım Hikmet, Mario Levi, Sunay Akin, Ahmet Altan, C. S. Taranci, Oğuz Atay.

Universitat Autònoma de Barcelona (UAB)

Teresa Velázquez is Professor of Journalism at UAB. Degree subjects: Communication Research Methodology; Communication, cooperation and development. Course in the Master in Research in Communication and Journalism: Module of Communication and cooperation for development. Director of the research project "The social construction of Inter-Mediterranean space and its correlation in the thematic agendas of the media. The information in the press and television" funded by the Spanish Ministry of Economy and Competitiveness (MINECO). Academic Coordinator at UAB of the Master MIM and the Postgraduate Diploma in Communication, International Cooperation and Social and Cultural Mediation in the Mediterranean.

Olga Del Rio is Lecturer at the University of Girona. Researcher at LAPREC and Vice-Chair of the OMEC and teacher for the Master MIM-UAB, the Postgraduate Diploma in Communication, International Cooperation and Social and Cultural Mediation in the Mediterranean and visiting professor of the Master in Research in Communication and Journalism, module: Communication and development cooperation. Specialist in Communication, Cooperation and Development and the Rights of Information, communication and the cyberspace. Expert in Cooperation and Development programmes for Latin America and Mediterranean countries.

Fernando Sabés is professor of Journalism at UAB. Degree subjects: Journalistic Production; Journalistic Writing for Press; Internet, Cyberjournalism and web 2.0; Communication management in organizations; Communication offices; External communication. Researcher at LAPREC. Professor of Master MIM-UAB and Postgraduate Diploma in Communication, International Cooperation and Social and Cultural Mediation in the Mediterranean. Tutor of the external internships of the MIM-UAB students.

Universite Paul-Valery Montpellier 3 (UPV)

Hocine Zeghib is Doctor and associate professor of Law. Coordinator of a programme on the Maghreb. Research fields: international relations law and foreign law and migration. Director of the Master programme "Inter-Mediterranean Migration" and "Euro-Mediterranean Relations" at the UPV. Scientific Director of the Encyclopaedia "Droit des étrangers " and author of the bimonthly column on the right of foreigners for the legal review Lexbase. Author and contributor of several books including: "Etre étranger en Europe du Sud", Edisud, 2005; "Migrazioni oggi e Mediterraneo", Casa editrice Il ponte, 2006, "Le Maghreb à l'épreuve des migrations subsahariennes-Immigration sur émigration", Ed Karthala, Paris, 2009 Also author of articles dealing mainly with immigration law, asylum rights and fundamental freedoms.

Eric Soriano is senior lecturer in political science at the UPV et researcher in the Comparative Anthropology Center of Montpellier. Since 1994, he has been teaching Politics of identity and Multiculturalism theory, sociology of migration and postcolonial legacy. His research is oriented on historical and political sociology, on political anthropology and on ethnic and racial relations in the French colonial Empire. He has recently published '*La fin des Indigènes. Le colonial à l'épreuve du politique en Nouvelle-Caledonie*'. At presents, he also manage a European Tempus Programme on social inclusion in North African Universities and benefit from an Averroes mobility grant in the University of Tetouan in Morocco.

Carolina Cerda-Guzman is Doctor in law, Associate Professor of Public Law. Course unit: Constitutional Law, Fundamental rights, Administrative Law, Constitutional dispute. Research fields: security and counter terrorism policies, and their consequences on the fundamental rights (freedom of speech for instance) and the cooperation between states. These fields are consistent whit this diploma since the questions of security and struggle against terrorism are important stakes in the Mediterranean area. Publications on this matter: "Constitutional jurisdictions v. Counter-terrorism measures », in A. Le Quinio (dir.) *Constitutional reactions to the globalization*, Roundtable of 31st may and 1st june 2013. France .

Other EU grants

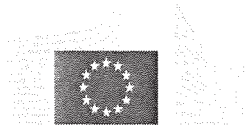
Projects for which the applicant organisation only (P1), respectively the department responsible for the management of this application, has received financial support from EU programmes or initiatives during the last financial year.

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
ERASMUS MUNDUS	2013-3119/001 -001	Ca' Foscari University of Venice	Strengthening higher education in Urban Sustainability and Transitions towards internationalization of Academic Institutions and Networks
LLP - Erasmus	2013-1-IT2-ERA04-52478	Ca' Foscari University of Venice	UNlock Your QUALities for Europe
LLP - Leonardo da Vinci	2013-1 -IT1 -LEO02-03604	Ca' Foscari University of Venice	Joint effort to Unlock coMPetencies and ideaS for sTARt-up creaTion
MOY - Pilot programme for mobility of students and young professionals of the Mediterranean Office for Youth	-	Ca' Foscari University of Venice	Master in Economics, Econometrics and Finance
ICI-ECP Italia-Australia	application n° 383799	University of Strasbourg	Creating Sustainable Innovative Competitive Advantages in International Business for EU-Australasia - C21st
ERASMUS MUNDUS	545865-EM-1-2013-1-GR-ERA MUNDUS-EMA21	National and Kapodistrian University of Athens	Humanities Education Revitalized via Mundus ExperienceS
ERASMUS MUNDUS	545650-EM-1-2013-1-ES-ERA MUNDUS-EMA21	University of Seville	Erasmus Mundus Broadening Educational OpporTunities
LLP - Comenius	539803-LLP-1-2013-1-IT-COMENIUS-CMP	Ca' Foscari University of Venice	Intercultural Education through Religious Studies
LLP - Erasmus	2013-1-IT2-ERA11-52226	Ca' Foscari University of Venice	LLP- Erasmus - Intensive Language Courses
LLP - Grundvig	2013-1-IT2-GRU03-51486	Ca' Foscari University of Venice	Developing Intercultural Training Skills
LLP - Erasmus	13_MBC_HEI_00021	Ca' Foscari University of Venice	Unlock your qualities for Europe
VII FP- ERC	335949	Ca' Foscari University of	Aristotle in the Italian Vernacular: Rethinking

		Venice	Renaissance and Early-Modern Intellectual History (c. 1400–c. 1650)
Interreg IPA adriatico	-	Ca' Foscari University of Venice	DeFishGear - Derelict Fishing Gear Management System in the Adriatic Region
VII FP	612789	Ca' Foscari University of Venice	RICHES - Renewal, Innovation and Change: Heritage and European Society
CIP ICT Policy Support Programme	621037	Ca' Foscari University of Venice	Europeana space - Spaces of possibility for the creative re-use of Europeana's content
Life+ Nature	LIFE12 NAT/IT/000331	Ca' Foscari University of Venice	SERESTO - Habitat 1150* (Coastal lagoon) recovery by SEagrass RESToration. A new strategic approach to meet both Hd and WFD objectives
Industrial Relations and Social Dialogue	VS/2013/0400	Ca' Foscari University of Venice	INTERNSTAGE - Internship, work placements, volunteering: stages on the road to decent work or to insecurity?
VII FP	GA 603521	Ca' Foscari University of Venice	PREFACE - Enhancing PREDiction oF tropical Atlantic ClimatE and its impacts
VII FP	320359	Ca' Foscari University of Venice	CITISPYCE - Combating Inequalities through Innovative Social Practices of and for Young People in Cities across Europe
VII FP	320270	Ca' Foscari University of Venice	SYRTO - SYstemic Risk TOMography: Signals, Measurements and Transmission Channels
VII FP	'609800	Ca' Foscari University of Venice	NEAR - North EAst Researchers' Night
VII FP	604305	Ca' Foscari University of Venice	SUN SUSTAINABLE NANOTECHNOLOGIES

EU grant applications submitted by the applicant organisation (UNIVE), respectively the department responsible for the project proposal, as well as by full partners for the same /similar /closely linked project and mention the EU programme concerned and the amount requested.

Programme concerned	Amount requested
“Euro-MedNetss - Transnational Networks in the Mediterranean beyond the Arab Springs” submitted by UNIVE under the Marie Curie IRSES programme, and comprising all MIM full partner institutions	€ 328.700



Prof. Carlo Carraro
UNIVERSITA CA' FOSCARI VENEZIA
DORSODURO 3246
IT - 30123 VENEZIA
Italia

Brussels, 29/07/2014
EACEA/A3/MH/ (2014)

**Subject: Erasmus+ Programme - Joint Master Degrees (JMD)
Call for proposals 2014 (EAC/S11/13)**

Title: Crossing the Mediterranean: towards investment and integration

Reference: 553641-EPP-1-2014-1-IT-EPPKA1-JMD-MOB
(Please quote this number in all correspondence)

Dear Prof. Carlo Carraro,

You have submitted an application to the Erasmus+ Programme, 2014 call for proposals for the Action specified above. The call for proposals closed on 27 March 2014. The Education, Audiovisual and Culture Executive Agency (EACEA) received 58 eligible applications for this call.

A panel of external experts assisted the Evaluation Committee in the evaluation of your application against the award criteria indicated in the call for proposals. The selection decision is based on the quality of the proposal, its relative position in comparison with the other proposals submitted, and the budget available. Applications were assessed on a scale from 0 to 100 points and were ranked according to merit.

As a result, the funding threshold has been set at 79.5/100 points.

I would like to inform you that your application has received **78/100 points** and it has been placed on a reserve list for EU co-funding. This reserve list remains valid until the end of the year.

Please note that applications on the reserve list can only be funded if applications in the main list drop out or if additional funding becomes available. Should this happen, the Executive Agency will contact you to request the documentation necessary to prepare your contract. This can only be known at the end of the contracting phase, i.e. by the end of October 2014. If however by the end of October you have not been notified by the Agency of a change in the status of your proposal, the latter will have to be considered as definitively rejected.

For your information, out of the 58 eligible applications, 9 have been selected for funding, and 2 have been placed on a reserve list.

The list of all selected projects will be published on the website of the Executive Agency when all applicants have been notified about the selection results:

http://eacea.ec.europa.eu/erasmus-plus/selection-results_en

Attached to this letter you will find an evaluation report based on the opinion of the external experts. Please take into account that most of the evaluation reports were written by non-native speakers. The Executive Agency will not elaborate further on these assessments.

We thank you for the interest you have shown in the programme and the time and effort you have invested in preparing your application. This decision is in no way a negative reflection on the value and importance of your project.

For information on future calls for proposals under the Erasmus+ Programme – Joint Master Degrees, please refer to the web page:

http://eacea.ec.europa.eu/erasmus-plus/funding_en.

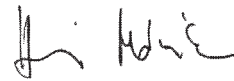
You may also contact the National Agencies for Erasmus+ located in your country which can provide you with assistance and support in the preparation of a new proposal:

http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index_en.htm.

Should you require any further information, please contact us through our functional mailbox:

EACEA-EPLUS-JMD@ec.europa.eu.

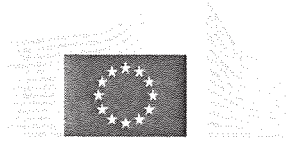
Yours sincerely,



Mónica HOLIK
Head of Unit

Annex: Evaluation report – Comments and recommendations from the academic experts who assessed your proposal

Cc: **(by email) Prof. Emanuela Trevisan Semi**



E+: KA1 – Joint Master Degrees Evaluation Report

Proposal number:	553641-EPP-1-2014-1-IT-EPPKA1-JMD-MOB
Proposal title:	Crossing the Mediterranean: towards investment and integration
Coordinator:	Emanuela Trevisan Semi
Applicant organisation:	UNIVERSITA CA' FOSCARI VENEZIA

Award Criteria
A1 Relevance of the project
<p>The two-year programme is an extension of an existing 60-credit programme jointly offered by the consortium members. The proposal describes the experiences of the last 15 years, giving good examples of successful international graduates, but a more systematic analysis of the previous cohorts (numbers, countries, employment areas) – as the basis of new policies – is missing. There are only a few words in the main text about the target groups and the selection criteria. However, it is clear, that there is a special focus on North Africa and the Middle East in harmony with the declared general objectives of the programme. The students will spend a semester-long module at each member university, and there is a mandatory internship in the fourth semester. Between the two academic years the three associate partners provide complementary trainings (language and research methodology). The proposal is less clear about the interwoven course design.</p> <p>The application explains how the proposed JMD will contribute to the attractiveness of the European Higher Education Area and meet the job demand at both the European and global levels. The proposal refers to the most important European documents, including references to the specifics of the Mediterranean region. A special emphasis is taken on widening the employment opportunities with training a new generation of Euro-Mediterranean specialists. Data about potential positions are provided, former students support the claim. The added value can be, amongst others, the profound expertise of graduates that are trained to mediate and manage professional relations in at least three European languages and Arabic, and/or Arabic dialects. The weak point is the lack of concrete justification for EU financial support. The application simply states that the extension of the existing Master course into an Erasmus Mundus+ JMD necessitates EU funding, but the only justification seems to be the robustness of the partnership and the sound management of the existing Master programme.</p> <p>The consortium has a good mix of members and associate partners from different European and non-European countries from the Mediterranean area. Using the resources of the partner universities, the proposal describes a flexible study framework, which is sensitive to the recent economic and political situation in the region. The previous collaboration of the consortium members gave the opportunity to collect a multidisciplinary knowledge base, and to involve key staff, taking into account the diverse specializations of each institution. The proposal includes a long list of previous and on-going projects, research initiatives and cooperation schemes of the last decade with those associate partners that have already signed the consortium agreement, and with some other potential partners. The course has unique elements that evolved from synergies of this existing network of national and international scholars and researchers. However little is said about what is actually new and innovative contextually in the JMD, apart from stating how essential the focal themes of the JMD – investment and integration between Southern Europe and the MENA region – are at European level.</p> <p>The academic content is built on the experiences of the previous one-year programme. The focal areas are distinctively outlined and distributed among the partner universities. Complementary training will be offered by three associated partner universities. There is mention of a newly introduced research track, which is prerequisite for scientific competencies. The key competencies and skills that students will acquire are profoundly discussed and embedded in applied and theoretical contexts. However, the great variety of institutions and programme modules would need a very thorough quality control and monitoring activity. Social policy, social work, management and communication skills, and migration are the key issues, indicating that the future work of the graduated students will be mainly associated with these competences applied to the Euro-Mediterranean area. Research support is strong, details are provided about the topics and the key staff.</p> <p>The consortium has a balanced structure, having institutions from the Programme Countries and from</p>

the Partner Countries. Their role is described in the curriculum and in the consortium agreement (teaching and research responsibilities create an important part of the agreement). There is a vast array of stakeholders from the public and private sectors. The application gives an impressive list of host organisations that have been cooperating with the consortium by providing internship opportunities. The list has been expanded during the 15 years life-span of the previous Master Programme. This cooperation could facilitate future employment. Alumni of the previous programme will also provide give assistance. The business plan underlines the significance of non-academic partners.

The proposal demonstrates a sound understanding of a common and integrated approach, which has been rooted in the joint experiences and lessons learned in the running programme. The integration of academic and non-academic partners has been demonstrated in several parts of the proposal: curriculum design, an integrated tuition and resource plan, arrangements of the internship programme with placement of graduated students, and specific quality/quantity indicators as part of a quality assurance plan. Proper details are given in the annexes (consortium agreement, business plan).

B.1 Quality of the project design and implementation

The structure and the content of the programme elements are clearly described. The role of each institution is determined properly. The sequence of mandatory and optional courses is built on each other logically. Training and internships are organic parts of the curriculum, however, it is not clear, how the ECTS credits are allocated amongst the semester-modules and the complementary trainings. Language courses are also included. According to the schedule the students need to travel frequently, therefore all partner institutions have made arrangements for a smooth start to the semester at different locations. Summer school is optional, therefore it is not credited with any ECTS credits, and its length is uncertain. The programme looks too ambitious with so many mandatory and optional components and travels. Based on their involvement in the previous programme the continuous participation of invited lecturers in the JMD is ensured. The proposal gives less information about the staff mobility between the partner institutions.

The programme has been designed as an extension of a previous one-year course offered by the consortium members. The proposal provides details about the expertise of each institution and their contribution to the new joint programme. There is mention of common validation procedures of the learning outcomes for each module, training and internship period. Assessment of the students and the unified requirements are given with a conversion table approved by all parties. The application does not mention the modalities of the thesis defence. The students will get a triple degree issued by the participating universities according to their national regulation. The JMD will be recognized officially in each country.

The programme seeks worldwide promotion through a web portal, which will be developed by the coordinating institution during the preparatory year. Other channels of information (e.g. alumni network, social media) got less attention. The application/selection procedures are clear and fairly distributed among partners and the two-step selection procedure is defined quite precisely. Students will enjoy full support for accommodation, language training, and administrative formalities by a full tutoring service. It is an important development that the consortium has negotiation with an agency to provide a single insurance scheme for the students. The rights and obligations of the students have been regulated in the Consortium Agreement and in the Business Plan; draft of a Student Agreement was not attached to the application.

The consortium members have 15-years experience in providing extra-curricular services for the students. The associate partners assist in these activities, yet the application gives no precise description of which particular institution will contribute in which specific activity. Networking is an important element of the programme and it is facilitated by the academic and non-academic staff. There is a mandatory internship scheme including cooperation with NGOs, local authorities, research centres and foundations active in development cooperation and immigration policies. The proposal does not give enough explicit information about the professional contacts to be provided by the associate partners (e.g. research, supervision of thesis work).

B.2 Quality of the project team and the cooperation arrangements

The Programme Universities are strong at running and managing international programmes. The key staff demonstrate diverse specialization of each institution. The proposal includes a long list of previous and on-going projects, research initiatives and cooperation schemes of the partners. The division of work is based on partner expertise. Nine associate partners with specific academic and non-

academic expertise will be involved, three will play a major role in the implementation of the JMD. Their selection fits the mission of the programme, to train a new generation of Euro-Mediterranean specialists. All three partners seem to be strongly committed to the JMD, each having contributed their expertise and past experience of international programmes to design the JMD and to make it accessible to the best students. The envisaged number of 70 external teachers/lecturers/trainers requires further explanation on integration in cross-curricular contexts.

The information provided in the main text of the application is rather general but duties and tasks among partners are outlined in the Consortium Agreement. There should have been mentioned associated partners' roles and tasks and how they will be defined and endorsed at the consortium level. Management bodies are merely listed, and again for more information one must refer to the Consortium Agreement in the annex. The application should have given a brief definition of each of these bodies and briefly explained their distinctive role. Although students will be associated with the governance mechanisms of the JMD, in what the application calls 'a bottom-up approach', their participation in the decision-making process and in quality assurance feedback (e.g. questionnaires, reviews for monitoring purposes) is less elaborated.

There is a clear understanding of how the process from course promotion to student application and selection will be organised. Promotion is mainly based on various internet tools. There is a jointly agreed procedure and a scoring system for admitting the best students with an 80% threshold, which can guarantee the quality. Equity issues are also taken into consideration. Quality criteria are outlined in the Consortium Agreement and contain all relevant information to ensure a fair and transparent selection. More details could have been given about the statistical analysis of the candidates, how to handle the possible inequalities and how to improve the efficiency of the process, if changes are necessary.

The consortium members drafted a Business Plan which gives detailed explanation on how the distribution of scholarships will be done and how different items of the budget have been calculated. The participation and management costs are specified in a table, containing activity, cost, scholarship items for the preparatory year and yearly intake. The cost items have been verified. The applicant will get a large share of the management cost compared to the other partners, because the applicant will be responsible for the work of the Secretariat, and most of other managerial duties.

B.3 Impact and dissemination

The programme has a regional character. The internationalization strategy of the partners will rest on the will to extend cooperation and linkage with other academic networks in related fields - only very general remarks are provided. The expected impact at institutional level is, among other things, to create a centre on the study of Inter-Mediterranean migration patterns and trends, and new research tracks and initiatives to develop both educational and research-driven international projects. The consortium plans to extend its interdisciplinary and international trans-Mediterranean network, amplifying co-operations with industry, NGOs and local/regional/national stakeholders. The assessment of the impact factors is only mentioned briefly, indicators and guidelines for evaluating them have not been provided.

Target groups of the promotion activities are given implicitly with the selection requirements. There is mention of primary and secondary target groups, however, it is advisable to specify NGO's and non-profit organisations, the private sector, chambers of commerce and industry, individuals and organisations falling in the category secondary target groups. The MIM website will be most instrumental in publicizing the course. More focused marketing actions (e.g. regarding sub-regions, students with specific background) are not discussed. Target groups of the dissemination are better elaborated, their roles are explained, however, specific approaches to various groups should have been introduced. The planned online educational and informational platform will be a useful tool of dissemination.

The quality assurance plan will be developed during the preparatory year. Evaluation will be based on a quality assurance (QA) plan, whose specific parameters are not yet defined. Nevertheless, the consortium is clear about the key elements, which will inform the preparation of the QA plan. The concept is to apply the QA mechanisms of the partner universities with the coordination of the managerial committee for internal evaluation, and to set up an advisory panel for external evaluation. Concrete measures and techniques are not described. A more advanced stage of QA would have been appropriate.

The application gives a list of financial support that the JMD may attract: other scholarship schemes

and complementary external funding - yet neither source of funding is defined in any precise quantitative way. The JMD plans to be essentially self-sufficient. As a consequence of a greater visibility of the new JMD, it hopes to attract students who will either be able to afford the course fees or will take out loans. By extending the scope and impact of the JD, the partners plan to attract new stakeholders that will provide further internship opportunities and also complementary funding through sponsoring. The Master further aims at developing employability schemes, that will help attract both students and employers, thus contributing to sustaining the JMD both academically and financially. Yet only very general information is provided.

The needs analysis contains references to the role of the potential employers, naming a few of them: NGOs, agencies, museums, foundations and several types of civil and governmental organizations. Those that are formally connected to the proposal as associate partners will be involved in the training and internship components of the programme. Moreover, guest lecturers will also be invited from the potential employers. The partner universities will operate placement desks to connect the graduated students to the job market. Again the involvement of non-academic players in delivering strategic advice about the course curriculum development and students' skills is described in too general terms - no concrete actions have yet been envisaged.

Overall comments

The proposal has potential to create a good opportunity for those students from Europe, North Africa and the Middle East who are interested in the development of the Mediterranean area, and want to find high-qualified jobs in different social and economic institutions, foundations, and enterprises. The programme is a continuation of the long-term collaboration of the partners, and has roots in a previous study programme. The learning objectives are clear, even if a little too ambitious in terms of integrating several sub-disciplines. The involvement of the associate partners is a strong point of the applications. The drafts of the Cooperation Agreement and the Business Plan show serious engagement from the participating institutions and partners. There is no clear evidence of the existence of a Student Agreement. There are detectable strengths with regard to the consortium composition and the relevant expertise of each partner, information and services for students. The management structure is clear, but fewer details are provided about the quality assurance mechanisms. A more elaborated promotion policy would be needed to reach the goal of attracting the best students from the region. Impact and dissemination are dealt with in general terms. More information justifying the sustainability of the JMD beyond EU funding should have been provided.