Catalogue of good practices in the field of Social Political and Behavioural Sciences

Erasmus+ Programme

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Project information

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Action	CBHE-JP - Capacity Building in higher education - Joint Projects
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Project duration	36 months

About PACTUM Project

PACTUM is a capacity-building project aiming to develop a high-quality, multi-disciplinary, and stimulating program in social, political, and behavioural sciences. The target country of this project is Tunisia, a key partner for European Union Higher Education Institutions. Tunisian universities have recently undergone a remarkable transformation, which is bound to, and complements, the processes of modernization and democratization of the political system. Academic cooperation in a delicate and rapidly evolving field like that of social sciences – and in particular those disciplines that are central to the formation of future ruling classes and higher civil servants – is a crucial test for prospective cooperation among Tunisian HEIs and European HEIs engaging with capacity-building activities.

The PACTUM project aims to share best practices and knowledge in the field of social sciences, with a special focus on modernization, sustainability, and Internationalization of the Higher Education system in Tunisia. The goals of the project converge on the crucial need to boost positive impact on students and mutual enrichment between European and Tunisian academics.

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PACTUM

PACTUM's main outcomes will be an integrating Master's Program and a series of five summer schools dedicated to sustainability, good governance and public administration, democratic theories, and participation in the Mediterranean area. All these activities will be held at five Tunisian universities and will involve three European Universities (University of Siena, University of Montpellier, University of Granada, and UNIMED).

More at: https://pactum-project.eu/

Project Partners

- University of Siena, Italy (coordinator)
- University of Carthage, Tunisia
- University of Sfax, Tunisia
- University of Sousse, Tunisia
- University of Tunis El Manar, Tunisia
- University of Kairouan, Tunisia
- University of Granada, Spain
- UNIMED - Mediterranean Universities Union, Italy
- University of Montpellier, France
- Ministry of Higher Education and Scientific Research, Tunisia

Document Information

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Abstract (for dissemination)	The D1.2 good practice catalogue has the objective to collect and disseminate "good examples" in the field of Social Political and Behavioural Sciences which can be used as reference for the future developments of Higher Education Institutions and for the achievement of PACTUM project's objectives

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Acknowledgments

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Introduction

The first step of the project is to conduct an up-to-date needs analysis of the Tunisian Higher Education System in the field of social, political, and behavioural sciences. This has been carried out thanks to a comprehensive literature review aimed at identifying the existing governance frameworks and thanks to the development of a tailored analysis of key dimensions with the support and collaboration of the Tunisian universities, both partners and not partners of the Pactum project. The study aims to identify the current situation of the universities involved in the project and enables the identification of specific needs to address in the field of social, political, and behavioural sciences. Covering a number of dimensions related to the Tunisian teaching system in this field, the study aims also to delineate both gaps and priorities in fields like social sciences, setting several objectives to achieve. The analysis is based on a combination of desk research, an evaluation made with the distribution of a series of questionnaires, and a focus group.

The study has been carried out starting from desk research, consisting of reviewing relevant literature and collecting previous expertise to develop a baseline knowledge and standardize the understanding of concepts and terminologies related to HE governance among the consortium institutions. Upon the desk research findings, the report has been informed by the data from a survey and the results of the focus groups. Results have been elaborated by the WP1 Leader, UNIMED, with the cooperation of the project coordinator. All the other partners have contributed to the analysis providing key information to the researchers and supporting UNIMED in fully understanding the key features of the Tunisians' HE system.

The current is thus a catalogue of good practices collected as "good examples" in the field of Social Political and Behavioural Sciences which can be used as reference for the future developments of Higher Education Institutions and for the achievement of PACTUM project's objectives. This document should be considered as part of the D1.1 Updated Need Analysis Report.

Structure of the Report

The report is composed of four main sections:

1. Methodological note
2. Catalogue of good practices in the field of Social Political and Behavioural Sciences

Therefore, the first section offers a summary of the research methodology used during the research. The second section provides a series of good practices on teaching related to the field of social political and behavioural sciences. These good practices are the result of a series of research activities conducted by the WP 1 Leader, UNIMED, with the active cooperation of the partners of the project.

1. Methodological Note

The purpose of the good practice catalogue is to collect and disseminate "good examples" in the field of Social Political and Behavioural Sciences which can be used as a reference for the future developments of Higher Education Institutions and the achievement of the PACTUM project's objectives. The catalogue has been developed in cooperation with the partners of the project and aims to make visible some of the good practices. In addition, the catalogue will be a means of dissemination, transfer, and implementation of good practices from one context to another.

The creation of a catalogue of good practices is part of the broader analysis of the current state of the art of the Tunisian teaching system in the field of social and political sciences. The overall objective is to provide the partnership with a clear picture of the Tunisian teaching system in these fields and to underline barriers and opportunities.

The examples within the catalogue have a common thread in that they cover a number of fields within which innovation in the Tunisian teaching system has been done. The list in the catalogue is by no means exhaustive with respect to relevant activities and practices in the field of social, political, and Behavioural Sciences.

The following paragraphs briefly explain the research tools used to collect the information needed to complete the catalogue of good practices.

1.1 Research tools

This report, as part of the work under Work Package 1 of the PACTUM project, is the result of more than 6 months of research, reflections, conversations, exchanges, and writing conducted by the UNIMED team in strong collaboration with the project coordinator, and the contribution by

all the Tunisian Universities of the Consortium: University of Carthage, University of Sfax, University of Sousse, University of Tunis El Manar, University of Kairouan. The research has been structured in several steps, conducted contemporary and subsequently, all framed into a comprehensive methodology. First, desk research has been performed resulting in two complementary but different results: on the one side, an overview of the Tunisian Higher Education system functioning, based on the sources shared by the Ministry and the universities member of the consortium, in particular the report developed in the framework of the SAGESSE Project[1]; on the other side, the definition of the basic concepts related to the Tunisian teaching system in the field of social and political sciences, shared and agreed by the Tunisian universities as a common reference.

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[1] SAGESSE Project, Report WP1 - Autonomy, Governance and Quality Assurance in Tunisian Universities: State of the art

Second, two surveys have been delivered by UNIMED to different groups of stakeholders. A first survey has been sent to the five Tunisian universities members of the consortium. A second survey has been delivered to the other public Tunisian universities not partners of the PACTUM project. The objective of these surveys is to gather information needed to elaborate a comprehensive analysis of the current situation of the social, political, and behavioural sciences in Tunisia. All the surveys combine both quantitative and qualitative research approaches.

Third, a Focus Group has been arranged in September 2021 on Zoom, because of the COVID-19 pandemic, which prevents the organisation of a face-to-face focus group. The objective of this virtual focus group was to validate the analysis conducted on the survey responses and to jointly discuss the dimensions of the universities' needs to be addressed, improved, revised, and subsequently focused on during the capacity-building action.

Through the use of these tools, UNIMED was able to identify the needs, weaknesses, and limits of Tunisian HEIs in the field of action of the PACTUM project, but also the priorities and strengths of each university involved in the project. Moreover, the tools allowed us to identify the dimensions and subdimensions of social and political sciences teaching in need of improvement. Results were carefully analyzed and the analysis allowed to integration of further data where more information was needed or in the case, of interesting results, have been further explored.

2. Good Practices

While conducting the analysis, the research team identified the "practices" that may be upscaled and taken into consideration for the next activities. Among those practices, a selection has been made to identify inspiring actions at the national and regional levels, which may serve as inspiring practices for stakeholders, university leaders, and in general for all the actors involved in the field of study.

Among all the practices identified, a selection has been made so that the inspiring examples could represent the widest possible set of initiatives, addressing the most comprehensive range of internationalization dimensions. The criteria for the selection of practices are listed and explained below:

- impactful: able to generate a change in the context, with an emphasis on quality over quantity.
- transferable/replicable: able to be transferred or replicated to other contexts/countries/institutions and still generate a positive similar impact.
- sustainable: able to rely on existing resources and survive over time.
- adaptable: able to be adapted to other contexts and still generate a positive impact.
- innovative: exhibiting innovative elements with respect to the status quo.
- added value: able to build on and improve processes and results, overall being capable of becoming a learning experience for others.

Each inspiring practice is described and assessed in the following tables.

● Higher Education Institutions initiatives

Demos Rights - Master's Degree in Democratic Governance and Human Rights
Coordinator: Université Moulay Ismail, Morocco Countries involved: Morocco, Lebanon, Tunisia, Spain, Netherlands, Greece
Type of initiative North-South/ cooperation

Abstract

This project aims to develop a two-year multidisciplinary Master's Program in Democratic Governance and Human Rights, including online distance learning and part-time, which will combine theoretical approaches and project-based learning by realizing their project with the broad use of online learning tools. It will be based on the collaboration of higher education systems and the exchange of knowledge and good practices in the field of governance and human rights. Students attending this degree will be able to understand and analyse legal and political theories of democratic governance and international and regional human rights regimes. The objective is to prepare graduates and professionals in south-Mediterranean countries to use classical and contemporary theoretical approaches of good and human-rights-based governance, inspection mechanisms that allow compliance with international human rights, transitional justice, and efficient use of social media for change. Implementation of the skills acquired in state building, development aid and non-governmental organizations can lead to the change in the culture of political thinking and acting. The project-specific objectives aim to: Support the modernization and internationalization of Democratization Studies in Tunisia, Morocco and Lebanon through the transfer of know-how and academic mobility; Support Tunisia, Morocco and Lebanon to address the needs in their higher education system in the field of Social and Behavioural Science, including those of quality, relevance and equity of access, benefiting academics, students and Syrian refugees as potential students; Contribute to closer cooperation between the EU and our partner countries by promoting research activities and development of innovative infrastructure if the HEIs, with the involvement of academics and students. Finally promotes voluntary convergence with EU developments of curriculum development in Social and Behavioural Science by adapting EU-HEIs curricula to the specific needs of PC-HEIs and training adequate academics and tutors.

Keywords

Regional cooperation, Joint Master, Governance, Human Rights

Reference

https://www.demos-project.eu/

Evaluation criteria

impactful	transferable or replicable	sustainable	adaptable	innovative	added value
★★★	★★	★★	★★	★★★	★★★

Value from 1 to 3 stars (low/medium/high)

Arab Master in Democracy and Human Rights, ARMA

Coordinator: University of Saint-Joseph, Lebanon

Countries involved: Lebanon, Palestine, Morocco, Tunisia, Jordan, Egypt, Italy, Denmark

Type of initiative

South-South cooperation

Abstract

The Arab Master in Democracy and Human Rights is a unique programme designed to meet the needs of students, professionals and experts who want to deepen their knowledge and develop their skills in the field of democratic governance and human rights in the Middle East and North Africa. Established in 2015, it is the youngest of the Global Campus' regional masters. The programme was coordinated by the European Inter-University Centre during its first three editions, in collaboration with the Ca' Foscari University in Venice. It moved to Beirut in 2017 and is now coordinated by the Saint Joseph University. The Arab Master in Democracy and Human Rights is supported by a growing network of partner universities from the region: Saint Joseph University (Lebanon), Birzeit University (Palestine), International University of Rabat (Morocco), University of Carthage (Tunisia). Professors from the University of Jordan (Jordan) and the University of Cairo (Egypt) are also engaged in the programme. The partnership is also open to institutions beyond the region such as: the European Inter-University Centre (Italy), the Danish Institute for Human Rights, the University of Southern Denmark. The Arab Master in Democracy and Human Rights aims to support the next generation of experts, academics and practitioners and to give them the practical experience needed for building up their professional career and academic activities. It offers cross-regional mobility, with one semester in Beirut (Lebanon) and another in one of the following universities: Birzeit University (Palestine), the International University of Rabat (Morocco), the University of Carthage (Tunisia) or the University of Jordan (Jordan).

Keywords

Regional cooperation, Joint Master, regional mobility, Democratic governance

Reference

https://arma-isp.usj.edu.lb/

Evaluation criteria

Value from 1 to 3 stars (low/medium/high)

impactful	transferable or replicable	sustainable	adaptable	innovative	added value

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| ★ ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ ★ | ★ ★ ★ |

● **Civil Societies Initiatives**

Local Governance and Participatory Democracy
Project by I WATCH
Type of initiative Local governance capacity-building and participatory democracy promotion
Abstract The project aims to strengthen the capacities of youth and civil society at the local level and enhance their participation in political life through education, training, and accountability mechanisms. The project aims to strengthen the capacities of youth and civil society at the local level, which can lead to significant changes in local governance and participatory democracy. The project's focus on educating young people and providing training on democratic participation can be transferred or replicated in other regions or countries facing similar challenges related to local governance and civic engagement. The project's emphasis on training and education makes it adaptable to different contexts and communities, allowing for adjustments based on specific needs and challenges. It focuses on youth empowerment, education on democratic processes, and accountability mechanisms, which can lead to positive changes in local political dynamics.

Keywords

Local governance, participatory democracy, youth empowerment, civil society, political education, accountability mechanisms.

Reference

The project is implemented in partnership with Action-Aid and is detailed on the I Watch website at https://iwatch.tn/ar/article/81.

Evaluation criteria

Value from 1 to 3 stars (low/medium/high)

impactful	transferable or replicable	sustainable	adaptable	innovative	added value
★★★	★★★	★★	★★★	★★	★★★

Chnowa Barnemjeck

Funded by Konrad-Adenauer-Stiftung

Type of initiative

Public-private partnership for digital democracy promotion in Tunisia

Abstract

Chnowa Barnemjeck is an initiative on advance digital democracy in Tunisia. This initiative focuses on enhancing access to information and encouraging young citizen participation in political processes through two digital platforms: www.ra9eb.tn and the relaunched Boîte à Questions. The www.ra9eb.tn platform serves as a digital Think & Do Tank for Tunisian youth, providing real-time tracking of electoral promises and political evaluations. The Boîte à Questions offers interviews with political personalities and educational videos to make politics more understandable for Tunisian citizens, particularly the youth.

The project aims to promote access to information and participation in political life in Tunisia through digital platforms, potentially leading to significant improvements in democratic processes and citizen engagement.

The digital platforms created under this partnership can serve as models for other regions or countries seeking to enhance digital democracy and political participation, making the initiative transferable and replicable. The focus on digital platforms indicates a sustainable approach, as these platforms can continue to operate and evolve over time, providing ongoing opportunities for citizen engagement and access to political information. The use of digital tools and platforms can be adapted to different contexts and countries, allowing for flexibility in implementation while maintaining the positive impact of promoting digital democracy. The creation of a digital Think & Do Tank for political and technological issues, along with interactive platforms for citizen engagement like the Baromètre Politique, represents an innovative approach to promoting democracy and political transparency. By providing digital platforms for real-time tracking of electoral promises, political interviews, and educational content, the project adds value by increasing political transparency, accessibility, and citizen involvement in Tunisia's political landscape. Most importantly, the project is fully led and put into action by university students.

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Reference

https://chnowabarnemjek.tn/en

https://www.kas.de/fr/web/tunesien/titre-unique/-/content/nouveaux-projets-nouveaux-formats-politique-jeunesse-digitalisation

Evaluation criteria

Value from 1 to 3 stars (low/medium/high)

impactful	transferable or replicable	sustainable	adaptable	innovative	added value
★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★

Good Governance and Anti-Corruption in Tunisia

The project was financially supported by the Foreign and Commonwealth Office of the UK and implemented by the OECD in collaboration with Tunisian counterparts from 2017 to 2020.

Type of initiative

Good governance promotion and anti-corruption measures implementation

Abstract

The project aimed to enhance the citizen-state relationship, improve governance efficiency and transparency, and create inclusiveness and opportunities for marginalized groups in Tunisia. It emphasized the importance of public integrity as a strategic and sustainable response to corruption, highlighting its significance in political, economic, and social structures for the well-being and prosperity of individuals and societies.

The project aimed to improve citizen-state relationships, governance efficiency, transparency, and inclusiveness, addressing critical issues such as corruption and promoting public integrity. These efforts can have a significant impact on governance and societal well-being. The strategies and approaches used in this project to tackle corruption and promote good governance can be transferred or replicated in other countries facing similar challenges, making it a valuable model for anti-corruption efforts. The emphasis on public integrity as a strategic and sustainable response to corruption indicates a long-term commitment to combating corruption and promoting good governance, contributing to the overall well-being and prosperity of society. The project's strategies and interventions can be adapted to different contexts and countries, allowing for flexibility in implementation while maintaining the core focus on good governance and anti-corruption measures.

Keywords

Good governance, anti-corruption, citizen-state relationship, transparency, inclusiveness, marginalized groups, public integrity.

Reference

https://www.oecd.org/mena/governance/anti-corruption-in-tunisia/

https://www.oecd.org/mena/governance/good-governance-and-anti-corruption-in-tunisia-highlights-en.pdf
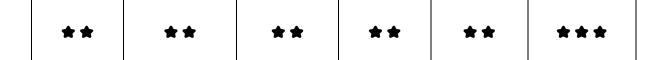
Evaluation criteria

Value from 1 to 3 stars (low/medium/high)

impactful	transferable or replicable	sustainable	adaptable	innovative	added value

★★	★★	★★	★★	★★	★★★

Toolkit: Like, Share, Change: Youth, politics & the digital sphere
Type of initiative Toolkit development for promoting youth political participation and civic engagement online

Abstract

The toolkit is a result of the experience and learning gathered by DRI Tunisia, Al Qatiba, and Yaluna Magazine during the implementation of the #Y-TeD project "Youth Talks e-Democracy," funded by the Ifa Zivik Foundation. It aims to facilitate the fostering of youth political participation and civic engagement online by sharing experiences and providing practical recommendations for civil society organizations (CSOs), activists, formal or informal youth groups, and media and content creators.

The toolkit aims to foster youth political participation and civic engagement online, which can have a significant impact on democratic discourse and youth involvement in societal issues.

The toolkit's practical recommendations and strategies for promoting youth engagement using social media can be transferred or replicated by civil society organizations, activists, and media in other contexts or countries, making it valuable and accessible.

By providing information, tools, and methodologies for developing effective social media strategies, the toolkit contributes to sustainable efforts in promoting youth engagement in the democratic discourse over the long term.

The toolkit's focus on practical recommendations and flexible strategies allows it to be adapted to different social media platforms and contexts, ensuring relevance and effectiveness across diverse settings.

The toolkit represents an innovative approach to leveraging social media for youth political participation, offering new insights and strategies for creating impactful online campaigns and amplifying youth voices.

Keywords

Toolkit, youth engagement, political participation, civic engagement, online campaigning, social media strategy, youth-centered, practical recommendations

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Reference

The toolkit is developed by DRI Tunisia, Al Qatiba, and Yaluna Magazine as part of the #Y-TeD project "Youth Talks e-Democracy," funded by the Ifa Zivik Foundation.

https://democracy-reporting.org/en/office/tunisia/publications/toolkit-like-share-change-youth-politics-the-digital-sphere

https://democracyreporting.s3.eu-central-1.amazonaws.com/pdf/65f1bc89bdd72.pdf

Evaluation criteria

Value from 1 to 3 stars (low/medium/high)

impactful	transferable or replicable	sustainable	adaptable	innovative	added value
★★★	★★★	★★★	★★★	★★★	★★★

Académie Génération A'venir

Friedrich-Ebert-Stiftung

Type of initiative

Youth empowerment and capacity-building through comprehensive training programs

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Abstract

The Académie Génération A'venir consolidates various youth training projects, including Génération A'venir, Ecole Politique, Youth For Change, and Tunisian Democracy Lab. This initiative aims to equip young participants with theoretical knowledge, practical skills, and networks to engage effectively in civic life, develop grassroots initiatives, and contribute to positive social change in Tunisia.

The initiative's focus on combining theoretical knowledge with practical project implementation and engagement in societal issues represents an innovative approach to youth empowerment and civic education. By providing training in various domains including politics, economics, human rights, sustainable development, and project management, the initiative adds value by equipping young participants with skills and knowledge necessary for active citizenship and leadership roles.

Keywords

Youth empowerment, capacity-building, training programs, political engagement, civic participation, grassroots initiatives, social change, Tunisia.

Reference

https://tunisia.fes.de/activites/acteurs-progressistes/generation-avenir

Evaluation criteria

Value from 1 to 3 stars (low/medium/high)

impactful	transferable or replicable	sustainable	adaptable	innovative	added value
★★★	★★★	★★★	★★★	★★★	★★★

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Conclusion

The above initiatives whether led by Higher Education Institutions or by civil society and organizations can represent real-world applications of theoretical concepts that can be taught in Higher Education Institutions. They provide practical insights and experiences that can complement academic knowledge, making them valuable resources for students and staff seeking to bridge the gap between theory and practice.

Civil society-led initiatives often operate at the grassroots level, engaging directly with communities and addressing pressing societal issues. This grassroots approach fosters a deeper understanding of local dynamics, social challenges, and effective strategies for civic engagement and democratic participation, which are essential aspects of Social Political, and Behavioural Sciences. These initiatives by civil society organizations and NGOs demonstrate innovative and adaptive approaches to complex social and political issues, especially for the Tunisian context. They showcase agility, creativity, and responsiveness to changing circumstances, offering valuable lessons for Higher Education Institutions in curriculum design, research methodologies, and outreach strategies.

Furthermore, the outcomes of these initiatives can create opportunities for knowledge exchange, capacity building, and co-creation of solutions, enriching the educational experience for students and enhancing the relevance of academic research and teaching.

Thus, civil society-led initiatives can also represent a rich source of "good examples" that can inspire, inform, and build on.