

PACTUM

Update needs analysis Report

State of the Art of the Tunisian Teaching system in
the field of social and political sciences

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Abstract (for dissemination)	The D1.1 Update needs analysis Report aims to provide an up-to-date state of the art of the Higher Education System in Tunisia with a particular focus on the field of social and political sciences, and identifies priorities, gaps and good practices that have to be addressed.



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About PACTUM Project

PACTUM is a capacity-building project aiming to develop a high-quality, multi-disciplinary and stimulating program in social, political and behavioral 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 which 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 at sharing 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.

PACTUM's main outcomes will be an integrating Master 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).

The **specific objectives** of PACTUM are the following:

- The organization of a series of Summer School in synergy with the Master Course in order to set up teaching activities for students, public employees, institutions personnel, general public.
- The creation of a post-lauream master course in Social Political and behavioural sciences.
- Implement capacity building actions for teachers, researchers, technicians and administrative staff of HEIs Partners from Tunisia.
- Engage stakeholders for the enlargement of target groups and the improvement of employability opportunities for master students.

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

PACTUM PROJECT

Projecting Academic Capacities with Tunisian Universities through Master courses

618888-EPP-1-2020-1-IT-EPPKA2-CBHE-JP

- University of Granada, Spain
- UNIMED - Mediterranean Universities Union, Italy
- University of Montpellier, France
- Ministry of Higher Education and Scientific Research, Tunisia

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Acknowledgements

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Any error in data and statistics reported in this Report is the sole responsibility of the UNIMED research team and represent only UNIMED views.

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 at identifying 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 these field, the study aims also to delineate both gaps and priorities in fields like social sciences, setting a number of objectives to achieve. The analysis is based on a combination of a 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 in reviewing relevant literature and collecting previous expertise in order 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 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 Report sums up all the activities performed, representing on the one side the first achievement of the project, on the other side the knowledge base upon which the subsequent activities are designed (from the capacity building action, to the outlining of the actions plans and the governance reform process itself).

Structure of the Report

The report is composed of four main sections:

1. Methodological note
2. Overview on the Tunisian Higher Education System
3. Tunisian Teaching System in the Field of social and political sciences: findings and needs
4. Stakeholders' mapping

Therefore, the first section offers a summary of the research methodology used during the research. Then, an overview on the Tunisian Higher Education System is provided according to different perspectives. The second section provides details on the history, legislation and national policies of the higher education system in Tunisia, complemented by key information on tertiary education,

admission requirements, mobility, internationalization etc. The third section will present the main findings as results of the quantitative and qualitative research, allowing to highlight the main features of the higher education system in Tunisia and an analysis of the dimensions related to the teaching of social and political sciences. The fourth section provides a mapping of stakeholders as they participate in the life of the HEIs in Tunisia.

1. Methodological Note

The overall objective of the study is to provide Partners with a picture of Tunisian teaching system in the field of social and political sciences, which serves as a reference for the future developments of Higher Education Institutions in the country with the aim of creating international academic cooperation in a delicate and rapidly evolving field like that of social sciences. Researchers relied on a qualitative methodology to conduct data collection and the Report has been written by directly involving PACTUM partners, both Tunisian and European.

1.1 Research tools

This report, as part of the work under the 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 Project¹; 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.

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 partner of the PACTUM project. The objective of these surveys is to gather information needed in order to elaborate a comprehensive

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

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 which need to be addressed, improved and revised, and subsequently focused on during the capacity building action.

Through the use of these tools, UNIMED were able to identify the needs, weaknesses and limits of Tunisian HEIs in field of action of the PACTUM project, but also 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 for improvement. Results were carefully analysed and the analysis allowed to integrate further data where more information was needed or in the case interesting results have been further explored.

1.2 Desk Research

As mentioned above, the first step of the analysis on the state of the art of the role of the social and political sciences teaching in Tunisia has been a comprehensive desk research conducted by the UNIMED research team with the collaboration of the PACTUM partners. The aim of the desk research is twofold: on the one side it aimed to provide an Historical Background and National legal framework of the Tunisian Higher Education System, so that the whole Consortium agrees on a shared knowledge base; on the other side, it served to frame the data into a well-known context and to better understand the functioning of the Tunisian Teaching System in the field of social, political and behavioural sciences by underlining the needs and possible developments.

Secondary sources for the desk research have been identified through:

- Web search
- Internal consultation with the PACTUM partners
- Known resources of international references

Sources were selected in English, French and Arabic, including also some secondary sources produced by international organizations. Details on the consulted books, articles, rules and references are available in the bibliography of the Report.

For all the terms and definitions translated from Arabic language, the UNIMED team decided not to use a scientific transliteration in order to facilitate the readability of the text also to a non-specialist public. Therefore, the UNIMED team decided to use the most common version of terms available on the web.

1.3 Online Surveys

The surveys addressed to University Leaders (Presidents or Vice-presidents) and to different Directors and Units, aim at drawing up an objective and up-to-date state of play of teaching system in the field of social and political sciences at the Tunisian universities, both partners and not partners of the Consortium.

The surveys have been built to gather both qualitative and quantitative pieces of information, as complementary methods to get results that are both wide-reaching and deep. Quantitative data got us some numbers to complement general points, while qualitative data gave us the details and the depth to fully understand the context.

The analysis of the survey results presented in this Report contributes to the identification of universities' needs, to the recognition of good practices implemented in the universities analysed and to the definition of possible action plans to strengthen the actions foreseen by the project.

Instructions on how to fill in the surveys were provided to the partners and the other Tunisian Universities:

- GENERAL INFORMATIONS about your University (Questions from 1 to 10)
- INFORMATION about the university's teaching system in the field of social, political and behavioural sciences (Questions from 11 to 24)
- INFORMATION about training needs (Questions from 24 to 28)
- INFORMATION about Master program validation and approval (Questions from 28 to 32)

Quantitative questions have been designed to collect numbers and were meant to investigate the numbers of national students, academic and administrative staff, national and foreign staff but also teaching methods, tools and needs related to the field of analysis dealing with the main project activities, which are the design/establishment of a yearly Summers School in social, political and behavioural sciences in the Tunisian Partner Universities, the design of the post-lauream master course always in social, political and behavioural sciences. Qualitative questions collected information to describe the topics more than to measure them, they served to collect impressions, opinions, and views, to gain information about people's motivations, thinking, and attitudes. While this brings depth of understanding to your research questions, it also makes the results harder to analyse and interpret. That is why the analysis and interpretation of the surveys' results have been further corroborated and validated during the virtual Focus Groups.

The chapter 4.1 of this Report will present the results of the Online surveys in detail.

1.4 Virtual Focus Group

In September 2021, the Tunisian Partners met for a Virtual Focus Groups on the role of social and political sciences teaching in the Tunisian Higher Education Institutions. The virtual focus group was

organized and coordinated by UNIMED, with the support of the University of Siena, and with the active participation of the Tunisian universities' members of the consortium. The scope of the meetings was to deepen the understanding of the functioning of the Tunisian Higher Education system, validating the information gathered through the surveys and the desk research and collecting new data on key aspects of the universities' educational offer in the field of social and political sciences. Main topics for the discussion were:

- the existing structures/programs in the universities related to the fields of research,
- the relation between the Universities and the civil society,
- the relation between HEIs and the Ministry of Higher Education and Scientific Research,
- influences and participation in the decision-making process,
- international cooperation,
- good practices.

All the 5 Tunisian Universities of the PACTUM project took part in the virtual focus group, sharing their experiences and reflections on the future developments of Higher Education Institutions in the field of social, political and behavioural sciences. The Virtual Focus Group was moderated by UNIMED, lasted about 2 hours and allowed participants to answer a number of set questions and elaborate freely on the topics of discussion.

The chapter 4.2 of this Report will present the results of the Virtual Focus Group in detail.

2. The Tunisian Higher Education System

2.1 Historical Background

The idea of Tunisian “higher education” (the expression is from the 19th century) can be traced back to the two major restructuring phases of the Zaytouna University (founded in 734 in Tunis), which took place under the reigns of Ahmad Bey, in 1843, and Muhammad Sadok Bey, in 1875 and in 1876. Between the two phases, a commission was appointed in 1862, with a view to making Zaytouna a modern university, comprising faculties where a series of scientific courses were taught alongside the traditional religious disciplines (N.Sraïeb, 1994)². This institution grew to the point that after the Second World War, it created extensions in several regions of Tunisia (K. Bendana, 2004)³ and outside Tunisia. In 1948 the Zaytouna University became a public institution with legal personality.

The modern national university, which materialized with the decree dated March 31, 1960, was not established in an institutional vacuum, but on a nucleus of constellations of institutions spread over two poles. The first pole includes the Zaytouna and its various extensions. The second one is made

² Sraïeb, N. (1994), *Le collège Sadiki de Tunis : 1875-1956. Enseignement et nationalisme*, Paris, CNRS Éditions

³ Bendana, K. (2004). *Diplôme et université en Tunisie dans les années 1950. Maghreb et sciences sociales*

up of the Pasteur Institute (created in 1893); the Higher School of Arabic Language and Literature (1911); the Center for Law Studies of Tunis (1922), the Institute of Higher Studies of Tunis (IHET); the École Normale Supérieure, created in 1956; the Colonial School of Agriculture, created in 1898 and later became in 1959 the National Institute of Agriculture of Tunis; and other institutions.

Apart from these two poles, there was another institution which has been distinguished, since its creation in 1896, by open and modern education. This was the Khaldounia which offered training courses similar to those authorized by the Protectorate administration. Thanks to this process of modernisation and thanks to the creation of other institutions after the Second World War (such as the Institute of Islamic Studies in 1945, the Arab Institute of Law in 1946 and the Arab Institute of Philosophy in 1946), the Khaldounia, began the process for obtaining official recognition of its courses by older universities in Egypt, Iraq and Syria.

The proclamation of a Tunisian University by the independent State, in 1960, was a pivotal moment for the country even if this event did not meet the necessary interest to proceed swiftly to a general reform of the Tunisian higher education system. The definition of the University mission, objectives, administrative structure, its relations with public authorities and the modalities of its governance has been taken through a series of regulatory interventions that have gradually reformed the system.

In particular, there have been four reform interventions that determined the evolution of the higher education system in Tunisia:

The first legislative intervention was the Decree N° 68-33, dated February 3, 1968, amending Decree N° 60-98, dated March 31, 1960. The objective of this first reform was to give to Tunisian education its national character, to unify and democratize it. This was the period of the first independence, and there was the need to open the teaching to the outside world and to make the education system sensitive to socio-economic transformations and scientific and technical developments. Basically, the Decree N° 68-33, dated February 3, 1968, changed the organization of the University which should have been composed by the president of the university, the University Board chaired by the president and composed of a pro-rector and elected representatives of teachers and students. Nevertheless, in practice, this rector will never be appointed: it is a pro-rector with a secondary role who will be responsible for this function. In addition, the deans and directors of institutions do not have any autonomy of their own, since all higher educational institutions have a common civil personality, called "University of Tunis" and directly attached to the central administration.

The second legislative intervention was the Law N°69-3, dated January 24, 1969, on the Organization of Higher Education. This law has above all abolished the university as a global entity and eliminated the post of rector. This legislative action provided civil personality and financial autonomy to higher education institutions and attached them directly to the ministry. Thanks to other changes, the Law N°69-3 introduces autonomy and a sort of a representative system through elections into the functioning of higher education institutions.

The third legislative reform arrived with the approval of Law N° 86-80, dated August 9, 1986. This legislative action established again the university as a legal entity after its abolition in January 1969, attached faculties, schools and institutes to the university and revoked the principle of elections for deans and directors. It is important to underline that this law was a key moment in the choice of decentralizing the Tunisian university. In fact, higher education was, at the time, organized in three universities, the University of Tunis for the north of the country, the University of Monastir for the centre and the University of Sfax for the south. These universities exercise control over their respective university institutions, research centres and academic offices. At the same time, this process of progressive regionalisation was followed by an equally progressive process of restriction of the autonomy formerly granted to university institutions by means of a specific status for its heads of institutions.

The fourth action was the Law N° 89-70, dated July 28, 1989. This Law, after amended and supplemented by Law N°67, dated July 17, 2000, established the autonomy of universities, broadened the powers of university presidents and introduced the multidisciplinary structure of universities to promote links between courses. The university was for the first time established and identified as an organization with its own organization chart, bodies and internal structures; it acquired the status of a public institution enjoying civil personality and financial autonomy, in addition to ensuring scientific, educational and financial supervision over the relevant institutions.

The University, headed by a designated president, also had two governance bodies. The first is a University Board whose decisions are deliberative and have a very high degree of representativeness. The second body is the scientific and educational committee, composed of the president of the university, the vice-presidents and heads of institutions under the university, and whose opinions and proposals are of an advisory nature⁴.

From 1986 until the 2000s, the 13 public universities were created, bringing together different institutions, faculties and schools, and ensuring better access to higher education across the country, in particular through the creation of universities in the inland and southern regions of the country.

The 2000s coincided with a moment of significant massification: a record level was reached in 2010 with more than 86,000 graduates (compared to less than 16,000 in 1997). Finally, the reforms of 2006 and 2008 brought several changes to the structure of the Tunisian universities, in particular with the adoption of the LMD system, the principles of contracting and autonomy, and the establishment of a new governance of Tunisian universities. The current organization of higher education is the direct consequence of the transformations and reforms introduced in the 2000s.

Tunisia started reforming its higher education system and implementing the Bologna Process in 2006, which led to the adoption of a new Law on Higher Education in 2008 (Higher Education Act -

⁴ SAGESSE Project, Report WP1 - Autonomy, Governance and Quality Assurance in Tunisian Universities: State of the art

Law n°2008-19). This legislative action reformed the university administration by offering institutions the option of moving from centralised management to a more flexible and autonomous form of management. In particular the Law n°2008-19 gave the possibility to the HEIs to establish themselves as public academic and/or technological institutions (EPSTs), if certain conditions relating primarily to the quality of their educational, academic, administrative and financial management were fulfilled⁵.

The most important intervention of the 2008 Higher Education Act was gradually introduction of the European Credit Transfer System (ECTS), the three-cycle system of study and the diploma supplement. In accordance with the Bologna process, the 2008 act introduced the LMD system: Bachelor (*Licence*), Master (*Mastère*) and Doctorate (*Doctorat*) degrees. Under this system, universities offer both academically and professionally oriented programs.

2.2 Key information on the Higher Education sector in Tunisia

In Tunisia, higher education is organized in the framework of 13 public universities (including 203 public faculties, schools or higher institutes), a network of 24 Higher Institutes of Technological Studies (HITS) and 76 private institutions⁶.

Public HEIs are under direct supervision of the Ministry of Higher Education and Scientific Research (MESRS) which develops and implements higher education policy after consultation with the Universities Council comprising the presidents of the country's universities. The MESRS allocates funds to the universities and controls the spending of the respective funds. Private HEIs do not receive any direct or indirect public funding, but instead their main source of income are tuition fees.

The Tunisian higher education system is divided into three levels, each is composed as follows. The first level is the three-year bachelor's degree. There are two different bachelor's degrees: the "academic (Fundamental) bachelor" which tends to be theoretical and prepares students for the continuation of academic study; the "applied bachelors" which are geared towards preparing students to directly enter the workplace and include an obligatory internship.

The second level is the Academic and Professional Master training Courses. There are also in this case two types of master's degrees which are typically two years: academic masters prepare students for a research career and are the prerequisite for a PhD. Professional masters prepare students for direct entry into the workplace.

Finally, the third level of study includes doctoral academic studies (PhD) with a minimum of three years of research and courses.

⁵ https://supporthere.org/page/higher-education-tunisia#_Toc488827705

⁶ http://www.meric-net.eu/files/fileusers/National_Report_template_MERIC-NET_Tunisia_French.pdf

Currently around 269.424 students⁷ are enrolled in the Tunisian higher education system (private and public sectors) and most students graduate in social sciences, trade and law (17.374 in 2018/2019)⁸. The government is looking to encourage more private sector employment and youth entrepreneurship.

According to the International Standard Classification of Education (ISCED), the 21 fields of study that attracted students in 2016 (source BEPP, 2016) are in order of priority: engineering and related techniques (45,831 students, i.e. 15.56% of the total), commercial and administrative affairs (44,752 students or 15.1% of the total), computer and multimedia sciences (38,606 students or 13% of the total), literature (34,716 students or 11, 7% of the total) and health (28,358 students, or 6.62% of the total).

On balance, we notice a maturity of the public higher education system. Thus, universities like Sfax (19 HEIs), Monastir (16 HEIs), Gabes (15 HEIs), Jendouba (13 HEIs), Manouba (13 HEIs), El Manar (15 HEIs) have seen the number of their institutions stabilize, since 2010. With the exception of the University of Kairouan (3 new HEIs) and Carthage (2 new HEIs), the other universities have incorporated one single HEI since 2010. Overall, the evolution of the structures of the 13 universities under the MESRST, in terms of teaching units, stopped after the creation of 8 HEIs between 2013 and 2015.

3. Tunisian educational offer in the field of social, political and behavioural sciences

3.1 Tunisian Teaching System in the Field of social, political and behavioural sciences: figures and needs

One of the objectives of these report is understand the current educational offer in Tunisia offer in the field of social, political and behavioural sciences. In order to do this, the collection of information, facts and data has been carried out starting from desk research, consisting in reviewing literature and the Tunisian universities' websites. Upon the desk research findings, the figures concerning the educational offer in social, political and behavioural sciences have been completed the data from the surveys and the results of the focus group.

In the light of this, the following table shows in detail the education offers of each Tunisian Public University in the field of social, political and behavioural sciences.

⁷ file:///C:/Users/utente/Downloads/dep19_20_ang.pdf

⁸ file:///C:/Users/utente/Downloads/dep19_20_ang.pdf

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Tunisian Partner	Name of the department	Educational Offer	
Université de Tunis El Manar	Faculté de Droit et des Sciences Politiques de Tunis	Mastère de recherche en Sciences politiques	
		Mastère de recherche en Droit international Humanitaire et Droits de l'Homme	
		Mastère professionnel en Démocratie et Gestion Electorales	
	Higher Institute of Human Sciences (UTM)	Mastère professionnel « in English and International Relations »	
Université de Tunis	Joint Research Master's Degree between: Higher Institute of Human Sciences (UTM) Faculty of Human and Social Sciences (UT) Faculty of Letters, Arts and Humanities of La Manouba (UMA)	Mastère de recherche « Migration Studies: Governance, Policies and Cultures »	
		Faculté des Sciences Humaines et Sociales de Tunis	Mastère de recherche en Sociologie du changement social : développement, travail, environnement, culture, communication, éducation
			Mastère professionnel en Sociologie du développement territorial et travail social Mastère professionnel en Démographie territoriale
Université de Carthage	Faculté des Sciences Juridiques, Politiques et Sociales de Tunis	Mastère de recherche en Sciences politiques	
		Mastère professionnel en Gouvernance de la commande publique.	

		Mastère bonne gouvernance et lutte contre la corruption
Université de Sfax	Faculté de Droit de Sfax	Mastère professionnel « organisation administrative » (Droit Public)
Université de Sousse	Faculté de Droit et des Sciences Politiques	Mastère de recherche en sciences publiques
		Master international Genre, sciences politiques, juridiques et Humanités
Université de Kairouan	None	None
Université de La Manouba	Institut de Presse et des Sciences de l'Information	Mastère de recherche en Sciences de l'information et de la communication
		Mastère professionnel en Communication politique
Université de Monastir	None	None
Université de Gabès	Sciences juridiques et Sciences Politiques	Mastère Professionnel en Gouvernance locale et développement durable
Université de Gafsa	None	None
Université de Jendouba	None	None
Université Ez-Zitouna	None	None
Université Virtuelle de Tunis	None	None

3.2 Good practices

While conducting the analysis, the research team identified the “practices” that may be upscaled and taken into consideration for next activities. Among those practices, a selection has been made to identify inspiring actions at national and regional level, 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 internationalisation 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.

Master Degree in Migration Studies: Governance, Policies and Cultures, MIGRANTS
<p>Coordinator: University of Palermo, Italy</p> <p>Countries involved: Tunisia, Italy, Spain, United Kingdom</p>
<p>Type of initiative</p> <p>North-South cooperation</p>
<p>Abstract</p> <p>MIGRANTS project intends to reinforce the institution capacity of Tunisia Higher Education System. Given its geo-political situation, Tunisia can play, in the specific context of Migrations, an important role for itself and for the surrounding countries, including, of course, the EU member states.</p> <p>In a coherent sense with Global Compact MIGRANTS project promotes a broad multi-stakeholder partnership to address higher education in Migration Studies in Tunisia in all its dimensions by including migrants, diasporas, local communities, civil society, academia, the private sector, parliamentarians, trade unions, national human rights institutions, the media and other relevant stakeholders in migration governance both in the Partner Country and in Europe.</p> <p>The main objective of MIGRANTS Project is to improve the quality of Tunisian higher education and enhance its relevance for the labour market and society in order to support its capacities in local, international cooperation and global partnerships for safe, orderly and regular migration, in line with national priorities, policies, action plans and strategies, through a whole-of-government and whole-of society approach.</p> <p>Specific Objectives of the project are:</p> <ul style="list-style-type: none"> - to develop a new Joint Master Degree in “Migration Studies: Governance, Policies and Cultures” between the three Partner Universities; - to improve Partner Universities teaching staff’s capabilities by a comprehensive programme of training, job shadowing, coaching and mentoring activities, and

<p>support in acquiring scientific qualification in Migration Studies;</p> <ul style="list-style-type: none"> - to disseminate and exploit the results of the project, step by step, in order to guarantee its impact and sustainability; - to realize an orientation plan for students in entrance, in itinere, and in exit for placement. 					
<p>Keywords</p> <p>Regional cooperation, Joint Master, Migration studies, migration governance, political sciences</p>					
<p>Reference</p> <p>https://migrantsproject.eu/</p>					
<p>Evaluation criteria</p> <p>Value from 1 to 3 stars (low/medium/high)</p>					
impactful	transferable or replicable	sustainable	adaptable	innovative	added value
					

<p>Stratégies numériques pour la formation doctorale en sciences humaines et sociales en Tunisie, RAQMYAT</p>					
<p>Coordinator: Université Paris 1 Panthéon Sorbonne, France</p> <p>Countries involved: Tunisia, Italy, France, Spain, Austria</p>					
<p>Type of initiative</p> <p>North-South cooperation</p>					
<p>Abstract</p> <p>Improving the training of Tunisian doctoral students in social sciences and humanities is now a strategic concern for Tunisian partner institutions. Tunisia is faced with difficulties relating to doctoral students' integration into the world of work. This can be explained by a weak academic interdisciplinarity, limiting their capacity to work on the multiple and complex issues of the Tunisian transition. The uneven inclusion of digital technology in pedagogical practices also participates to such difficulties. This is the reason why modernizing doctoral</p>					

<p>courses in SSH through the development of digital practices will be the primary focus of this project.</p> <p>The challenge of the RAQMYAT project (Stratégies numériques pour la formation doctorale en sciences humaines et sociales en Tunisie/ Digital Strategies for Doctoral Training in Humanities and Social Sciences in Tunisia) is to contribute to the emergence of a new SSH doctoral training model based on the existing legal framework in Tunisia. The methodological approach will be focused on the integration of digital technology in Tunisian doctoral students' research trainings and the development of cross-disciplinary skills, necessary to their occupational integration. The activities carried out within this project will ensure the cooperation of partners with all the necessary actors, i.e doctoral students and their teachers, heads of universities and institutions, directors of doctoral schools and members of the sectoral doctoral committees and research laboratories.</p> <p>This project seeks to achieve the following specific objectives:</p> <ul style="list-style-type: none"> - Encouraging the creation of a community of researchers and teachers involved in the field of digital humanities in order to overcome the institutional fragmentation of the Tunisian higher education and research field. - Giving the means to doctoral schools to develop and implement a digital strategy that would benefit their visibility and the quality of their training. The RAQMYAT project should allow each Tunisian institution to include relevant digital resources into their doctoral programs. - Realizing online training courses, integrable in the doctoral training of partners associated with the project. - Contributing to the creation of doctoral training in SSH open to the socio-economic and international world. 					
<p>Keywords</p> <p>Digital strategies, Doctoral training, international cooperation, humanities and social sciences</p>					
<p>Reference</p> <p>https://raqmyat.hypotheses.org/</p>					
<p>Evaluation criteria</p> <p>Value from 1 to 3 stars (low/medium/high)</p>					
impactful	transferable or replicable	sustainable	adaptable	innovative	added value
☆☆☆	☆☆☆	☆☆☆	☆☆	☆☆☆	☆☆☆

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)

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

INSAF-Fem - Technologie et Innovation Sociale Pour une Meilleure Employabilité des Femmes Tunisiennes

Coordinator: University of Cadix, Spain

Countries involved: Spain, Tunisia, Italy, Turkey,

Type of initiative

North-South cooperation

Abstract

The INSAF-Fem is a CBHE project, financed by the European commission, that aims to build the capacity of Tunisian women in the use of technology and communicative practices in order to become agents of local development, by adapting collaborative and transformative learning to the needs of the Tunisian context. The proposal aims to promote a development strategy especially for the internal Tunisian regions and cities where professional equality between men and women is not ensured. The project works to improve the status of women through an innovative approach of social compromise, solidarity practice, and the use of technology subordinated to the needs of the female community. This is done through the creation of networks to contribute to economic growth.

Keywords

Regional cooperation, Women, technology and innovation, Employability and labour market



Reference

<http://www.insaf-fem.tn/>

Evaluation criteria

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

impactful	transferable or replicable	sustainable	adaptable	innovative	added value
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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 Program in Democratic Governance and Human Rights, including online distance learning and part-time-on-campus, which will combine theoretical approaches and project-based learning by realizing their own project with the broad use of online learning tools. It will be based on the collaboration of higher education systems and 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 the 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, efficient use of social media for change. Implementation of the skills acquired to 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 transfer of know-how and academics' mobility; Support Tunisia, Morocco and Lebanon to address the needs in their higher education system in the field of Social and Behavioral 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. And finally promote voluntary convergence with EU developments of curriculum development in Social and Behavioral Science by adapting EU-HEIs curricula to specific needs of PC-HEIs and train adequately academics and tutors.

Keywords

Regional cooperation, Joint Master, Governance, Human Rights

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Reference https://www.demos-project.eu/					
Evaluation criteria Value from 1 to 3 stars (low/medium/high)					
impactful	transferable or replicable	sustainable	adaptable	innovative	added value
☆☆☆	☆☆	☆☆	☆☆	☆☆☆	☆☆☆

4. Key findings

The main results gathered in the following paragraphs were elaborated thanks to the analysis of the material collected through different research activities. Firstly, it has been carried out a research activity which involved an analysis of the general system of teaching of political and social sciences in Tunisia with a particular focus on the universities partners of the PACTUM project. Subsequently, the research activity continued through use of the data collection tools indicated in section “1. Methodological note” of this report. This allowed to verify and deepen the data and information identified during the first research phase. The analysis tools used were two questionnaires and the organisation of a virtual focus group.

4.1 Survey responses

In the framework of the PACTUM project, two surveys have been built in order to define an objective and up-to-date state of play of teaching system in the field of social and political sciences at the Tunisian universities, both partners and not partners of the consortium.

Each survey has been delivered to different groups of stakeholders. The first survey has been sent to the five Tunisian universities members of the consortium. The second survey has been delivered to the other public Tunisian universities. These surveys have been built to combine quantitative and qualitative research questions with the objective to get results that are both wide-reaching and deep. Quantitative data provide numbers needed in order to complete general points, while qualitative data gave the details and the depth to fully understand the context.

The objective of these survey is to gather information directly from the people involved in elaboration and definition of the needs and strategies and to have detailed data needed in order to elaborate a position paper on policy reforms in social, political and behavioural sciences at the academic level.

4.1.1. PACTUM Project - WP1 state of the art survey for Tunisian Universities members of the PACTUM Project

Methodology

Collection of data was carried out by means of an on-line questionnaire that was administered to the partners on May 3, 2021. The 32 items, including closed questions and scale and open questions, aimed at understanding teaching methods, tools and needs related to the field of analysis dealing with the main project activities. In order to pursue this aim, the questions were divided in three different groups:

- Closed questions and an open question on general information about your University (Questions from 1 to 10);
- Closed and open questions about the university's teaching system in the field of social, political and behavioural sciences (Questions from 11 to 24);
- Closed and open questions about training needs (Questions from 24 to 28);
- Closed and open questions about Master program validation and approval (Questions from 28 to 32).

The questionnaire has been drawn down by giving a series of questions grouped in thematic modules that the respondent has to answer in a set format. A distinction is made between closed-ended and open-ended questions. The response options for a closed-ended question are exhaustive and mutually exclusive. The types of response for closed-ended questions are rate scale responses presented with a continuous scale based on 4 levels: “very effective”; “Effective”; “Somewhat effective”; “Not effective”. Instead, an open-ended question asks the respondent to formulate his/her own answer in his/her own words. The questionnaire is provided as Annex I.

The partners had the opportunity to fill out the questionnaire in an online tool. This way, the answers provided to the questions were anonymous, but the evaluator can check which institution filled out the questionnaire completely and correctly.

The survey was closed on June 1st 2021.

Respondents

The questionnaire was administered to the 5 Tunisian partners of the PACTUM project: University of Carthage, University of Sfax, University of Sousse, University of Tunis El Manar, University of Kairouan. Four out of five partners completed the survey.

Results

Section A: General Information about the Universities

Name of University	Name of the department	Number of undergraduate and postgraduate students in the university	Number of academic staff in the University	Number of undergraduate and postgraduate programs in the University	Number of undergraduate students	Number of MSc students

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University of Sousse	Faculté de droit et des sciences politiques de Sousse	3000	120	10	2500	500
University of Kairouan	Department of law	9000	712	7	8300	700
University of Carthage	Faculty of Legal, Political and Social Sciences of Tunis - Department of Studies and Internship	89 permanent academic staff	89 permanent academic staff	17	1130	1083
Tunis El Manar University	NA	33000	3200	207	33000	5000
University of Sfax	NA	NA	NA	NA	NA	NA

The partners underlined the fact that there are other projects working in the field of social, political and behavioural sciences in which the Universities are involved. These projects/initiatives are the following:

- INSAF-Fem - Technologie et Innovation Sociale Pour une Meilleure Employabilité des Femmes Tunisiennes
- RAQMYAT - Stratégies numériques pour la formation doctorale en sciences humaines et sociales en Tunisie
- MIGRANTS Project - Master's Degree in Migration Studies: Governance, Policies and Cultures
- Demos Rights - Master's Degree in Democratic Governance and Human Rights

Section B: Information on the University's Teaching System in the Field of social, political and behavioural sciences

The first interesting element that emerged is that the current teaching program in the field of social, political and behavioural sciences in each Tunisian partner universities is provided within the faculty of law.

This is the case of the University of Sousse where the teaching courses in political and social sciences are provided by the department of "*Droit, sciences politiques, etudes genre, collectivités locales*". In

the same way, the University of Kairouan has a department of public law with a specific institution dedicated to the study and research on political and legal matters. The name of this Institute is “Higher Institute of Legal and Political Studies” and it is composed of 5 teachers.

With regards to the University of Carthage, the Faculty of Legal, Political and Social Sciences of Tunis (better known as *Faculté de Sciences Juridiques, Politiques et Sociales de Tunis – FSJPST*) provides a series of masters specifically dedicated to the teaching of social, political and behavioural sciences, in particular the following masters:

- Master’s in political sciences
- Master « Bonne gouvernance et lutte contre la corruption »
- Master professionnel « Gouvernance de la commande publique »

Finally, the University of Tunis El Manar has at least three different educational paths in the field of social, political and behavioural sciences. First, there is a MA focused on the topic of democracy and electoral management (*Démocratie et gestion électorale*). This Master is provided within the Faculty of Law and political Sciences and has 10 professors and 25 students enrolled. Secondly, there is a BA in international relations taught in English, followed by an MA in sociology. The third educational path can be identified in a MA in Psychology, provided by the Higher Institute of Human Sciences of Tunis (*Institut supérieur des sciences humaines de Tunis*).

In this context, the partners highlighted a number of strengths and weaknesses in the political and social science teaching system.

Firstly, one of the strengths is to be identified in the fact that, according to the respondent, the academic staff has very good experience in the field of law, which is the main framework for the social and political studies in Tunisia. This element, on one hand, shows that the level of expertise of academic staff in law schools is considered to be high in topics related to political sciences, on the other hand, it shows that there is a lack of academic offer in the field of political and social sciences. This does not mean that there are no training paths and academic staff entirely dedicated to teaching political science. According to the respondents, teachers in the field of political, social and behavioural sciences have recently make progress by publishing scientific literature and organizing scientific seminars. This has been possible thanks to the more openness to the international environment brought by new exchange and cooperation programmes developed in the last years, especially the cooperation with European countries. Nevertheless, it remains the fact that there is a lack of knowledge of the English language, by teachers and students, which constitutes a barrier both in terms of attractiveness and in terms of the quality of teaching. In this direction, it has been underlined that the current syllabuses are focusing more on internal political and administrative aspects as well as on economic and financial aspects and not too much on international and diplomatic aspects. In addition, the link between law teaching and political science teaching and the consequence multidisciplinary teaching system if it is considered as one of the strengths of the political science education, at the same time, it closes the multidisciplinary within

the Tunisian system and it stresses the point that there is a need of comparative study with foreign systems.

Considering the strengths and the weaknesses emerged, it has been asked what the main opportunities for the establishment of a new master course in social sciences should be. All the partners' answers went in the same direction. It has indeed stressed the point that the creation of a new master courses especially dedicated to the teaching of social, political and behavioural sciences will facilitate the creation of new structures, such as research units and laboratories capable of financing research in political science, bringing together researchers in the field and allowing to update both internal and international knowledge. The idea to put in place a capacity building action in these fields, such as that proposed by the PACTUM project, is considered useful for the development of new and up-to-date data analysis methods and new teaching tools. In addition, these actions should provide openness through the establishment of a specific course in English.

In this direction, a series of existing structures and/or programmes of the Tunisian partner universities has been mentioned as possible elements to be involved in the organization of the PACTUM Summer Schools and the Master. In particular, the University of Sousse mentioned the doctoral school and the already existing master's in political science and gender studies. The University of Kairouan mentioned the Higher Institute of Legal and Political Studies and the RAQMYAT Project. Finally, the University of Tunis El Manar, the Faculty of Law and Political Science of Tunis and the Higher Institute of Human Sciences of Tunis.

Section C: Training needs in the Field of social, political and behavioural sciences

Firstly, the partners were asked about the needs of teachers in terms of teaching methodologies and practices in the field of social, political and behavioural sciences. The answers underlined a series of common elements which can be summarized as follow:

- Need for more training on quantitative and qualitative analysis systems: all the respondents pointed out the need to provide training focused on new ICT technologies and how to manage the collected data;
- Need for more training on digital skills: more in general the respondent underlined the need to have more digital teaching and learning skills that are considered as needed, in particular after the COVID-19 pandemic;
- Need for more training on international cooperation management: according to the respondents, teachers in the field of political, social and behavioral sciences need to gain more skills through exchanging experiences and experiences with teachers from countries and others and organizing seminars and educational and training courses.

As evidence of these elements, the respondents indicated the type of training domains should be implemented in order to pursue a more qualified study programme in the field of social, political

and behavioural sciences. What is required is training in specific areas both in technical terms and in terms of general knowledge. On the one hand, training is considered necessary to provide technical skills, which are also useful for entering the labour market. These include Training on digital teaching and learning methods, training on quality and project management and training on international cooperation management. On the other hand, training in specific areas, such as administrative sciences and social sciences, are considered very useful for making political science teaching more effective.

The need for greater knowledge of the technical tools useful for conducting both quantitative and qualitative analyses also emerge from the less consideration for more traditional subjects in terms of added value to a political science course. Training on history, training on economics and training on communication techniques have been evaluated as the less effective for pursuing a more qualified study program.

Section D. Information about Master program validation and approval

The questionnaire provided a series of questions whose objective was to better know the accreditation and validation process for a new master degree in Tunisia. The need to include this type of question in the questionnaire is due to the main objective of the PACTUM project, which is the creation of a high-quality, multidisciplinary and stimulating master programme in social, political and behavioural sciences in Tunisia. The goal is to develop an innovative approach that might create positive effects both for the Tunisian teaching staff and the students. The importance of having direct information from Tunisian partner universities was crucial not only for the understanding of the accreditation mechanism, but also for a fast progress of the project. This was also necessary for the identification of the needs for the creation of the summer schools and other activities in the project.

In the light of this, the questionnaire investigated three main aspects in the process of accreditation and validation of a new university course in Tunisia. In particular these aspects are:

- the academic and national governing bodies in charge of the approval of new professional master courses and description of the administrative procedures in terms of annual deadlines;
- the description of the documentation requested for the validation process;
- the description of which type of validation is requested for the approval of a new master course.

With regard to the first aspect, that is the administrative procedure to be followed for the accreditation, the respondents explained the procedure and the authorities in detail.

In particular, the main bodies involved in this process are the scientific council of the faculty concerned, the University council and the national accreditation commission of the Ministry of

Higher Education & Scientific Research. These three main bodies reflect the three steps that need to be completed in order to achieve full accreditation at national level. The definition of a new master will first go through the internal bodies of the university involved. Once approved the new master program will move to the university authorities, and finally to the national level, where a commission from the ministry will analyse the proposal and possibly validate the new course of study.

In this regard, it has been clarified that at the level of the Ministry of Higher Education & Scientific Research there is a central scientific board which is in charge of studying and granting the approval/accreditation of any Master Program in Tunisia.

Regarding the procedure, a specific template needs to be filled in by all the Universities involved with a detailed syllabus and a file for each course to be taught. The demand needs to be accompanied by the number of scholars involved and teachers involved for each course of the Master.

Once designated the master, the institution's Scientific Council shall first grant its approval upon a mandatory collegial meeting. Afterwards, the demand can go through an administrative channel sticking to hierarchy rules and submitted to the "National Sectoral Commission: Law and Political Science" sitting at the Ministry of Higher Education & Scientific Research.

4.1.2. PACTUM Project - WP1 state of the art survey for Tunisian Universities not members of the PACTUM Project

Methodology

Collection of data was carried out by means of an on-line survey that was administered to the other Tunisian universities not member of the PACTUM project on May 21, 2021. The survey has been administrated to the same contact twice more, on June 15 and on July 7, because of the very low response rate.

The 28 items, including closed questions and scale and open questions, aimed at understanding teaching methods, tools and needs related to the field of analysis dealing with the main project activities. In order to pursue this aim, the questions were divided in three different groups:

- Closed questions and an open question on general information about your University (Questions from 1 to 10);
- Closed and open questions about the university's teaching system in the field of social, political and behavioural sciences (Questions from 11 to 24);
- Closed and open questions about training needs (Questions from 24 to 28);

The questionnaire has been drawn down by giving a series of questions grouped in thematic modules that the respondent has to answer in a set format. A distinction is made between closed-ended and open-ended questions. The response options for a closed-ended question are exhaustive

and mutually exclusive. The types of response for closed-ended questions are rate scale responses presented with a continuous scale based on 4 levels: “very effective”; “Effective”; “Somewhat effective”; “Not effective”. Instead, an open-ended question asks the respondent to formulate his/her own answer in his/her own words. The questionnaire is provided as Annex I.

The survey was closed at the end of July 2021.

Respondents

The questionnaire was administered to the other 8 Tunisian public Universities. Only one out of eight universities completed the survey. The only respondent was the University of Monastir.

Results

Section A: General Information about the Universities

Name of University	Name of the department	Number of undergraduate and postgraduate students in the university	Number of academic staff in the University	Number of undergraduate and postgraduate programs in the University	Number of undergraduate students	Number of MSc students
University of Monastir	Faculté des Sciences Economiques et de Gestion de Mahdian	18762	2092	50	//	//

Section B: Information on the University's Teaching System in the field of social, political and behavioural sciences

The University of Monastir pointed out the fact that currently there are no courses in political science. The University of Monastir has a Faculty of Economic Sciences and Management (*“Faculté des Sciences Economiques et de Gestion”*) that provides training in the field of economic sciences and management.

Despite the lack of education offer in in the field of social, political and behavioural sciences, the representative of the University of Monastir underlined strengths and weaknesses of the

educational training offers by the university. With regard to strengths, it was pointed out that there is a diversity of courses. This implies a good level of interdisciplinarity and consequently transversal knowledges. In addition, a point of strength is that the programmes are oriented towards both employment and research. With regards to weaknesses, it was pointed out that there is a limited offer of internship positions in the economic and administrative fields and that there is a lack of permanent follow-up of graduates. This raises the question of employment and of the capacity of the higher education system to provide good competences and skills for entering in the labour market.

Section C: Training needs in the Field of social, political and behavioural sciences

According to the respondent, the evolution of the Tunisian socio-political environment over the last ten years has largely freed up academic initiatives. Similarly, over the last two years, academic staff have invested in learning new pedagogical technologies. This means that the establishment of a new Master's degree in social and political sciences could be a new opportunity in order to develop new skills, and also in order to develop the education offer the University of Monastir.

With regards to the training needs, the respondent stressed that there is a need for training seminars on new teaching methods in order to make more effective distance learning, in particular there is a need for more training on digital skills. In addition to this, the respondent emphasizes the need for increasing English language teaching.

4.2 Virtual Focus Group main outcomes

Methodology

On September 27th, 2021, the Tunisian Partners of the PACTUM project met virtually for a Focus Group dedicated to the comprehension of current state of the art of role of social and political sciences teaching in the Tunisian Higher Education Institutions, the futures perspectives and trends and possible recommendations on reforms to be implemented in the next years. The scope of the meetings was to deepen the understanding of the functioning of the Tunisian Higher Education system, validating the information gathered through the surveys and the desk research and collecting new data on key aspects of the universities' educational offer in the field of social and political sciences.

The virtual focus group was organized and coordinated by UNIMED, with the support of the University of Siena, and with the active participation of the Tunisian universities' members of the consortium. The Main topics for the discussion were: the existing structures/programs in the universities related to the fields of research, the cooperation between and public body and with private organizations, the internationalisation of the higher education offer in political sciences and existing international cooperation programs, cooperation with civil society, influences and

participation in the decision-making process and others (see annex II – Questions pour le Focus Group sur l'état des lieux de la science politique en Tunisie).

Participants

All the 5 Tunisian Universities of the PACTUM project took part in the virtual focus group, sharing their experiences and reflections on the future developments of Higher Education Institutions. The Virtual Focus Group was moderated by UNIMED, lasted 2 hours and allowed participants to answer a number of set questions and elaborate freely on the topics of discussion.

The following partners took part in the virtual focus group:

Tunisian Partner	Name of staff member
Université de Carthage	Asma Ghachem
Université de Tunis El Manar	Asma Nouira
	Hanene TURKI
	Samira Mechri
Université de Sfax	Nejib Bouthelja
	Faiez GARGOURI
Univesité de Sousse	Ali MTIRAOUI
	Lotfi Tarchouna
Université de Kairouan	Taha Guerfel
	Karim Hachani
Université de Montpellier	Christophe Roux
Università di Siena	Matías Nestore
	Gianni Del Panta
UNIMED – Unione delle Università del Mediterraneo	Eugenio Platania
	Silvia Marchionne
	Federica De Giorgi
Non partner Institutions	
Université de Gabès	Mehrez Romdhane

Results

After a brief introduction of the topics to be addressed during the focus group, a short round of presentations has been carried out. In this first part of the focus group the participants shared information on their profile, the university to which they belong and their function within their universities.

The focus group was focused on understanding the current training offer in political science in Tunisia and the strategy of each university for the development of this educational offer. In addition to this, a number of questions were asked on the interaction between the universities and international institutions (foreign universities and other international bodies) and public administration and with civil society organizations.

Each question was introduced by a brief comment by UNIMED staff.

Topic n.1: The current education offers in political sciences in Tunisian Universities

The analysis of the answers provided to the questionnaires has shown that the teaching of political sciences in Tunisia is still part of the educational offers provided within the law faculties. It therefore seems that there are no faculties or institutes in Tunisia dedicated exclusively to the teaching of political sciences. In the light of this, the following questions on the current educational offer have been asked to the participants:

- What is the current educational offer in the field of political and social sciences?
- What are the obstacles preventing the creation of an education offer in political and social sciences?
- What are the main obstacles preventing political science training from becoming structural in higher education?
- What strategies and instruments has your institution put in place to strengthen political science education?

With regard to the University of Tunis El Manar, it was confirmed that the teaching of political science still takes place at the Faculty of Law and Political Science of the University of Tunis El Manar. As explained, the teaching of political science at the University of Tunis El Manar, and more generally in the Tunisian education system as a whole, went through two phases, one before 2011 and one after 2011. In the period before 2011, there were several attempts to create an autonomous political science teaching pathway. In particular, in 1992, a first "*Maîtrise en Science Politique*" was created as part of the teaching of public law. This *Maîtrise* remained until 2008, when the LMD system came into force in Tunisia. Since 2008, and with the change in the credit recognition system, several attempts have been made in order to create a three-year training course (named "*Licence en sciences politiques*"), without succeeding due to various obstacles, in particular barriers set by

institutional power. It was only in 2011 that a Master's degree in political science and international relations was created at the University of Tunis El Manar. In addition, in the last years, it has been created a Master's degree in English on International Relations at the Tunis El Manar Institute of Human Sciences.

As mentioned above, after 2011, there was a renewed attempt to create an independent political science teaching chain through the creation of an institute dedicated exclusively to political science. Nevertheless, the objective to provide more independence to the teaching of political science has continued to be subject to institutional resistance. The master's degree programme in political science remained at the University of Tunis El Manar until 2018, hosting students from different disciplines, some of which had nothing to do with political science. This lack of uniformity led to a lowering of the students' learning level and consequently to an increasing uselessness of the master's degree itself, so much so that the university decided to replace this research master's degree with a professional master's degree in political science specialising in the subject of democracy and electoral management, which still exists today.

The creation of this new professional master's degree also had its origins in the growing market demand for this type of training. After 2011, the need for training in political science did indeed emerge, but it was reflected in the need for a more generalised training on general aspects in order to comprehend and integrate the newly emerging political activity.

The barriers encountered during the creating process of an autonomous political science teaching path are embedded in the deep-rooted conviction that political science is a branch of law, and more specifically of public law. The main consequence is the belief that political science is not an autonomous discipline, endowed with autonomous scientific objectives independent of law and with its own methods of scientific analysis. Already present before 2011, this perception has remained more or less intact after 2011.

In addition to the problem of institutional resistance, there is another problem related to the lack of coordination not only at the national level, but also at the university level and even at the level of the institute itself.

Finally, it emerged from the focus group that the lack of training provision in political science in Tunisia is also closely linked to one of the main problems facing the country, namely the high unemployment rate and the difficulty of finding a job with a specialisation in political science. This is one of the main obstacles to the creation of an educational offer.

With regard to the University of Kairouan, it was pointed out that there is currently no master's degree dedicated to teaching political science. The representative of the University of Kairouan confirmed that the procedure for the creation of a professional master's degree in political sciences has recently been started and its preparation dossier has been submitted to the dedicated

commission of the Ministry of Higher Education for official accreditation. With the creation of this master's degree, the University of Kairouan intends to remedy this lack of educational provision and to give autonomy to a new strand of education in political science.

Like the other Tunisian universities, the University of Kairouan does not have a licence in political science. At this university, the teaching of political science is carried out exclusively through certain teaching modules that are included in the training course in public law. These modules are focused on the history of institutions, political organisation of the state, international relations.

With regard to the University of Sousse, a master's degree in political science was launched in the academic year 2011/2012, with the aim of providing adequate training in this field and opening up the university to this type of educational offer. On the basis of this initiative, it was planned to create a bachelor' degree, but this was not possible because of the lack of the minimum academic capacity (lack of teachers specialised in the different teaching subjects) needed to guarantee a new educational offer up to the university's own standards. Considering this first obstacle, the objective of creating a new bachelor' degree was also abandoned because it would have led to the duplication of a Bachelor of Law (named "*licence en Droit*") already existing, with only the inclusion of some modules linked to political science.

The master's degree started in 2011 and is still active today. The aim behind the establishment of this master's degree was to provide the skills for a more in-depth analysis of law, in particular public and constitutional law. For this reason, the master's degree took the form of an interdisciplinary master's degree with modules in philosophy, sociology, history and communication. This meant that most of the people enrolled in the master's course were professionals (journalists, philosophers, historians, etc.).

In recent years, efforts have also been made to improve the training on offer in political science through the creation of a new specialised master's degree in gender studies, which has been incorporated into the political science curriculum. The positive response and the growing enrolment in this new master's degree are certainly encouraging, as they show a certain interest of the public in training on current issues and on increasing skills useful to access higher level jobs in international organisations and/or international bodies (e.g. NGOs). Thus, there is a certain attention for political science as it can provide new professional opportunities. An interesting element is the increasing presence of representatives of civil society, who are particularly interested in this type of training.

Finally, with regard to the strategy followed by the University of Sousse, it is clear that the teaching of political science is still too theoretical and far from the reality. In view of this, it was made clear that the aim is to move towards the creation of masters' degrees in applied political science in order to provide more job opportunities after graduation.

In this direction the representative of the University of Sousse pointed out that the development of political science teaching in Tunisia needs to be regulated, in order to avoid a proliferation of institutions that could undermine the overall quality of teaching. The fear is that the increasing number of training courses/modules on political sciences will not lead to a corresponding increase in the quality of teaching and consequently to a lack of attractiveness for the employers.

Finally, it has emerged the need for training in management (for both the public administration and the private sector) capable of providing skills that go beyond those related to their field of application. It has been pointed out that the current educational offer has provided in recent years, very good technicians. Nevertheless, these technicians are lacking in terms of vision, understanding of decision-making mechanisms and the challenges to be faced. Additional training is needed in order to develop new skills that are sensitive to strategic reflection on new opportunities, to the mobilisation of local communities, and to the development of the country system in general. Basically, it is necessary to reflect on new policies to be implemented in a strategic way. In this direction the University of Sousse has shown itself to be sensitive to these issues and has created two professional master's degrees, one concerning the management of health services and local health systems, and one concerning management in the field of higher education.

There is a demand for more training in specific sectors and niches coming from the market to which the universities, at least for the moment, have not been able to respond.

Topic n.2: Employability and cooperation with the public sector

A number of important points emerged immediately from the discussion on this topic. First of all, in Tunisia there is no bachelor's degree (a three-year training course) in political science, but instead there are a number of professional master's degrees whose main objective is to provide specific skills for specific sectors and to increase the chances of entry into the labour market. However, this objective is not generally achieved, as the lack of a more in-depth training leads to a lack of specialisation which therefore prevents entry into the relevant sectors.

The tendency to have mainly theoretical courses and not applied to concrete cases also contributes to the lack of attractiveness. Finally, it is clear that there is still resistance from the entire institutional and university system, which prevents the creation of an institute, a faculty or simply a bachelor's degree in political science that is autonomous and independent of the law faculties.

The resistance at university level is based on the conviction that political science is a branch of public law, which continues to dominate the humanities curricula. The resistance at institutional level is based on the immaturity of the political and social system, which is not yet interested in developing a course of studies that would broaden the skills of public and private sector officials beyond purely technical competences.

Based on these initial observations, the following questions were asked:

- What are the job opportunities for political science students and professionals who decide to follow a professional master's degree in Tunisia?
- Given that one of the main job opportunities for students of political science is the public administration, are there any cooperation programmes between your universities and the public sector specifically dedicated to political science students?
- Does your university have a partnership with a public or private organisation?

In terms of job opportunities, administration is indeed the preferred sector. Another very important sector that could constitute a new source of employment in the future is information and communication, in particular the media sector.

As regards access to the world of work, it is essential to ensure a certain interdisciplinarity in political science courses. To this end, the political science curricula should be integrated with language teaching, knowledge of which is essential for entering the world of work, especially in the private sector or in international organisations.

For example, at the College of Humanities of the University of Tunis El Manar, a master's degree programme in international relations entirely in English was created in the academic year 2012/2013. Since the first years, it has been noted that students who have graduated from this master's programme have always received several jobs offers. This has shown that the knowledge of the English language, as well as an in-depth knowledge of the subjects taught, is a fundamental element for access to the world of work, particularly in the fields of international cooperation, public administration (Ministry of Foreign Affairs) and international organisations. This master also includes a series of courses and modules taught directly by actors playing on the field of international relations, such as diplomats, officials of the Ministry of Foreign Affairs, representatives of NGOs (UNHCR, IOM, etc.). Achieving a balance between theoretical training provided by university professors, more practical training provided by external stakeholders and English-language training has made it possible to achieve not only a high level of training but also a high rate of recruitment immediately following completion of the master's degree course.

As far as employment possibilities are concerned, a distinction must be made between students and those who already have a job. For the first category, there are several possible fields of employment: teaching, diplomacy, public administration. After 2011, there has been a process of professionalisation of civil society, which has led to the addition of a range of new work opportunities, such as work in international organisations or NGOs.

The second category, those who already have a job, decides to enrol in a Master's degree programme to further specialise in a specific field. This includes journalists, media workers, civil servants or people from NGOs or civil society organisations.

The past, the presence of employment opportunities was the main element used to promote the development of political science. What is clear is that there is no higher unemployment rate than in other disciplines, but people trained in political science do not always find employment in the corresponding sector. Thus, the training is certainly useful in developing transversal skills, but these are often put to use in areas of work other than those originally favoured (an example is entry into higher education).

Topic n.3: Employability and cooperation with the private sector

During the discussion several convergent and interesting points emerged. The first element is the "youthfulness" of the discipline. A clarification must be made regarding the notions of political science and political science. The first refers to the discipline of university teaching. The second category, on the other hand, refers to the set of disciplines that contribute to the training of public and private decision-makers, both at national and local level and at international level.

This distinction is particularly important in order to understand the current situation in Tunisia, because it is one thing to ask when the teaching of political science (also understood more generally as political and social science) began to develop, and quite another to ask when the need for the teaching of political science, i.e. the management of public or private affairs, began to emerge.

The evidence of resistance to granting greater autonomy seems to refer more to political science than to political and social sciences. The latter are in fact already taught at all levels, bachelors, masters and so on, while political science seems not yet to be able to break the resistance of other competing disciplines for greater autonomy. In relation to this, the following questions were asked:

- What are the reasons for workers such as media actors or public servants to enrol in professional masters' courses?
- Are there any courses or teaching modules that also aim to educate the citizens and therefore take the civic dimension into account?
- Are there any courses or modules within your training offer that refer to the concept of global citizenship, i.e. pathways whose aim is to show how to be active citizens in society sensitive to different issues such as human rights, health, access to public education and other disciplines that seek to encourage integration and participation in civil society?

In this time of transition, people are looking for a certain legitimacy in their own work field. It could be said that professionals wish to have a title that can legitimise them as specialists in the sector or subject. In this respect, the reason why professionals enrol in professional masters' courses is to acquire more skills in order to advance their careers. In addition, it should be noted that after 2011 there was a certain desire to understand institutional mechanisms and political science more

generally. This is a reflection of a certain freedom acquired after the change of regime that pushes not only young students, but above all, some specific professionals, such as journalists, media operators or freelancers, to be interested in public affairs.

With regard to the aspect of educating the citizens, the participants of the focus group underlined that the primary objective of the political science training currently provided is to teach new skills and knowledge. Of course, this does not prevent students from deciding to enrol in these courses also because he or she wishes to form his or her own civic conviction and conscience. The master's degree in democracy and management of electoral procedures is certainly attractive in this sense.

The current educational offer does not have the objective to form a citizen. The concept of global citizenship education is not so much widely spread and very well known. For example, the master's degree in human rights was created even before 2011 with the unofficial aim of obtaining a certain legitimacy and international recognition in this field. When the regime changed, the master's degree in human rights remained, but obviously the perspective has changed, and it certainly takes into account aspects linked to the rights of the citizen. This new approach is therefore also sensitive to the aspect of educating the citizen but it is emerging only in recent years and it is certainly not as developed. Much still depends on the individuality of the teacher.

Topic n.4: The level of internationalisation and the impact of cooperation programmes

From the discussion among the focus group participants, it emerges clearly that there are representatives of some professional categories who decide to follow training courses in order to reach a higher level of professionalisation in terms of new skills and professional recognition and in terms of understanding the mechanisms of public management. In addition to this, there are other professionals who decide to follow training courses in political science with the aim of entering the labour market at a higher level and maybe even reaching jobs abroad. In the light of this, the questions asked are the following:

- Given the importance of training courses involving mobility abroad, are there mobility programmes for political science students? If yes, how are they structured?
- Have you had any mobility of academic staff in the humanities and social sciences with EU and/or international universities?
- Are there any cooperation agreements with other universities in the field of political science?
- How do you assess the impact of these cooperation agreements on training? Is there cooperation only between faculties of political science and other faculties, especially the faculties of law? Does there exist international cooperation with other disciplines?

As regards the University of Tunis El Manar and the Faculty of Law, several cooperation agreements have been concluded with other universities in Europe, especially in France. In addition to this, an agreement has recently been signed with APSA - the American Political Science Association which provides for mobilities to attend workshops and seminars (Mena workshop 2018). Moreover, in the framework of other agreements, such as the one with the university of Lorraine (France) and the one with the University of Rennes (France), south-north and north-south exchanges were organised, also providing for the mobility of European students at the University of Tunis El Manar. The aim is to develop new exchange opportunities with foreign universities in order to provide students with more skills and make them more attractive to the labour market and especially to international and foreign organisations.

With regard to the University of Sousse, it has been confirmed that there are several partnerships with foreign institutions providing for mobility, but not in the field of political science. However, there has been some incoming mobilities of Italian and French students who went to the University of Sousse in order to follow modules on gender studies and community law. These students came thanks to Erasmus+ programme.

As for academic mobility, there are several exchanges with Germany (University of Hamburg), within the framework of the professional master's degree in community and local law. There are some sporadic activities with Italy and France.

With regard to the mobility of both students and academic staff, an important point concerns the language. Most of the partnerships set up and implemented by the Tunisian Universities involve the use of the French language, which is the most widely spoken foreign language in Tunisia.

Two considerations can be made in this respect. The first is that there is the need to improve the language skills in other languages, especially English, of both students and academic and administrative staff. The case of the master's degree in English at the University of Tunis El Manar shows that teaching courses in English open up various opportunities for knowledge, exchange and work opportunities

The second consideration concerns the possibility of reaching agreements with non-French-speaking institutions, which is in fact not much exploited today. The development of these new linguistic skills could at the same time increase the openness of the Tunisian academic world and its attractiveness for foreign students.

As regards international cooperation with other disciplines, this exists mainly with law faculties, some of which have specific modules dedicated to the teaching of political science.

As regards the impact of cooperation programmes, the answer is positive. An example of this is the effect of a cooperation agreement between the University of Tunis El Manar and the Open

Government Institute in Washington, which made it possible to integrate a specific module on open government into the master's degree course in political science. Given that Tunisia has become an official member of the International Open Government Organisation, it has been possible to integrate into the teaching courses a series of training meetings with experts from international organisations (World Bank, OECD, and others).

The impact is therefore present and visible not only in terms of training but also in terms of future perspectives for students. Another recent agreement signed between the University of Tunis El Manar and the OCDE provides a series of internships for students. With regard to the mobility of academics, it should be mentioned the Fulbright programme, which has enabled some professors to come to Tunisia.

Topic n.5: Cooperation with civil society

Given the impact of international cooperation and given also the evolution of the political context in Tunisia, which has seen the emergence of structures and movements, particularly from civil society, the following questions have been asked:

- What is the impact or influence of civil society actors (e.g. NGOs, trade unions, student associations, think tanks) in shaping academic careers in political science?
- How have civil parties (including civil society in all its forms) contributed to the definition of academic careers in political science?

With regard to cooperation with civil society, the University of Sousse took the initiative after 2011 to create associations within the university in order to make the university itself part of civil society. In fact, a group of teachers created an academic association called "*association for the study and research on democracy and local affairs*", whose aim was to support the initiatives set up within the framework of the master's course on local and territorial collectivities also launched in 2011. Thanks to the activities held by this association, it was possible to have a fruitful exchange with representatives of civil society organisations, such as parties and trade unions, which led to a series of reflections on the role of local communities in Tunisia.

Within the framework of the master's programme in political science and gender studies, contacts with civil society organisations were encouraged in order to have a direct exchange and sharing of views and expertise within the master's programme itself. This also made it possible to increase the number of people interested in the master's degree, which also included activists and representatives of civic organisations who wished to increase their background of practical and theoretical skills. From the teaching point of view, the aim was to train people who would later return to work in civil society and contribute to a general increase in the level of understanding of

the challenges, role, rights and duties of the citizen in civil society post-2011. Cooperation with civil society is therefore present and fruitful.

There are several students in the master's programme who are already active in civil society and therefore already make use of the training they have received in political science in their social and political activities.

Another positive point of cooperation with civil society concerns employment possibilities. Thanks to the different collaborations with NGOs or other organisations, it has been possible to give students the opportunity to do an internship or even to be employed in NGOs or international organizations. This type of cooperation is also organized at the level of specific courses such as the course on open government, in the framework of which there have been contacts with various civil society organisations directly involved in the process of consolidating democracy in Tunisia.

As regards the creation of masters' degrees, the process of collaboration with the ministry is not complex, as the accreditation is a bottom-up process. On the other hand, the creation of a bachelor's degree or an institute for political science requires prior political will coming for the ministry. The process is therefore bottom-up and it is clear that there is still some resistance.

Topic n.6: Strategy for the future

In the light of all these considerations, do you think that the creation of a bachelor's degree in political science could guarantee a greater impact of the masters, even at the level of applied science, as you suggested? In your opinion, could the creation of a bachelor's degree in political science guarantee greater dynamism and, consequently, greater possibilities of entry into the labor market? Looking ahead, what activities do you think should be prioritised to improve political science studies in Tunisia and what should be changed?

What should be done is to abandon the purely theoretical approach and include elements of applied political science in the current modules or masters. This would be useful both in terms of training and attractiveness. Basically, such a type of reform could trigger a virtuous mechanism of self-promotion of political science studies through the increasing of the usefulness of training provided.

It would be great to have a bachelor's degree, but the reality is that resources are not available, both in terms of financial availability and in terms of academic expertise. The advantage of the master's degree is that the scheduling of the courses is more flexible, which makes it possible to address issues that may also be important in light of the political conjunctures that have emerged in Tunisia in recent years (such as election management, democratic transition, participation of political parties in state management, crisis management).

The creation of an inter-university licence within the framework of the PACTUM project would be very useful and appreciated.

A distinction must be made here between political science training for research and vocational training, as the priorities change depending on the case. With regard to teaching for research, it is necessary to reinforce the methodological as well as the theoretical aspect. For vocational training, the inclusion of practical experience is essential.

The creation of a licence will be unavoidable as it is not possible to create a well-trained and comprehensive political scientist. The master's degree is too short to provide solid training in political science. Having said that, one of the difficulties currently encountered in the creation of a licence is that the necessary professors who could be part of one licence are dispersed in different institutions. There is therefore a need for cooperation between the Tunisian Universities to create a bachelor's degree in political science. The PACTUM project could provide this opportunity.

There are currently great opportunities to go beyond basic training. Today, there is a lack of training for managers and executives. It would be useful to create professional training that would increase the skills of decision-makers and make the policies to be implemented more realistic. There is a real training problem for people in positions of responsibility. To make up for this shortcoming, it is necessary to create a training programme that provides the decision-makers of the future with the necessary and useful basis for managing public affairs at all levels as competently and efficiently as possible. This is necessary to increase the capacity for general governance. It would be useful to have a training school for public administrators.

5. Stakeholders Map

According to Miles (2012), the concept of the ‘stakeholder’ has become central to business and to all kind of organizations, yet there is no common consensus as to what the concept of stakeholder means, with hundreds of different published definitions suggested. There are a number of different components that can be considered when defining the term, summarized in the following questions:

- Who are the stakeholders?
- Who is identifying the stakeholder?
- How does the organization impact the stakeholder?
- What is the nature of the stake?
- What does the stake relate to?

According to R. Edward Freeman, a stakeholder is “any group or individual who can affect or is affected by the achievement of the organization’s objectives”. For the purpose of the current research, a stakeholder is intended as those individuals or bodies having an interest in the activities of the university. From this perspective, a first general distinction is made between internal and external stakeholder, first in general terms, then in relation to the HE context and the university as the main actor. The following table outlines those which have been defined as internal and external stakeholders for HEIs in the Tunisian context.

Table 1: Internal and external stakeholder in the Iraqi HE context

INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS
Students	Ministry oh HE and SR
Students’ Union	Local authorities
Alumni	Private sector
Professors (including researchers)	Research institutes
Administrative staff	Donors
	International organizations
	European Union
	Non-governmental organizations

The following table is a list of the main external stakeholders for the Tunisian Higher Education Institutions.

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ORGANISATION / INSTITUTION	DESCRIPTION
<p>Amnesty International</p> <p>http://www.amnesty.org/</p>	<p>International NGO committed to the defense of human rights, with the aim of promoting, independently and impartially, the respect for human rights enshrined in the Universal Declaration of Human Rights and to prevent specific violations. In particular, it works on important dossiers that denounce, torture and violations of migrants' rights in the Maghreb area and Libya.</p>
<p>Human Rights Watch</p> <p>https://www.hrw.org/middle-east/n-africa/tunisia#</p>	<p>International NGO committed to the defense of human rights.</p>
<p>Terre d'Asile Tunisie</p> <p>https://www.facebook.com/TerreasileTunisie</p>	<p>International NGO (French with a Tunisian branch) active in the field of: anti-racism, migration and assistance to, welcoming of and provision of services to sub-Saharan migrants in Tunisia.</p>
<p>Alarm Phone</p> <p>https://alarmphone.org/fr/resseau/</p>	<p>Alarm Phone - Watch The Med was established in October 2014 by networks of activists and civil society representatives in Europe and North Africa. The project created a direct and self-organized telephone line for refugees in difficulty in the waters of the Mediterranean Sea.</p>
<p>I watch</p> <p>https://www.iwatch.tn/</p>	<p>Tunisian association that works mainly on corruption and rights violation in general.</p>
<p>Mnemty</p> <p>https://www.facebook.com/Mnemty</p>	<p>Small Tunisian association that works on integration and anti-racism.</p>
<p>IOM – International Organization for Migrations</p> <p>http://www.tunisia.iom.int/</p>	<p>United Nations Agency. Its programs mainly concern voluntary return.</p>
<p>UNHCR</p> <p>https://www.unhcr.org/tunisia.html</p>	<p>United Nations agency working on asylum and international protection. The Tunisian and Libyan offices are based in Tunis.</p>

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<p>Mercy Corps tn-presetunisie@mercycorps.org</p>	<p>International NGO (UK, US) active on both development and emergency. It implements several humanitarian programs on Libya and border areas between Tunisia and Libya.</p>
<p>ACTED (REACH initiative) https://www.acted.org/fr/pays/tunisie/</p>	<p>Joint initiative of two international NGOs ACTED and IMPACT and the UN Operational Satellite Applications Program (UNOSAT). Its mission is to strengthen evidence-based decision making by aid actors through efficient data collection, management and analysis before, during and after an emergency. It mainly implements emergency humanitarian programs.</p>
<p>Association recherche disparus, encadrement prisonniers tunisiens à l'étranger https://www.facebook.com/ardepte/about/?ref=page_internal</p>	<p>Tunisian association that works on the protection of the rights of Tunisians detained abroad and carries out awareness raising activities about the theme of missing Tunisians abroad and on the dangers of illegal immigration.</p>
<p>Association la terre pour tous https://www.facebook.com/laterrepourtous/</p>	<p>Tunisian association that carries out awareness raising activities about the issue of people lost at sea</p>
<p>Ligue tunisienne des droits de l'homme https://www.facebook.com/ldhariana/about/?ref=page_internal</p>	<p>Association active in the field of women's, migrants' as well as refugees' rights.</p>
<p>Afrique intelligence https://www.facebook.com/afriqueintelligence</p>	<p>Association committed to the protection of migrants' rights and dignity. They carry out education, information and awareness raising activities about migration issues.</p>
<p>Not 4 Trade https://not4trade.wordpress.com/</p>	<p>Tunisian association committed to defending human rights and raising awareness about the crime of human trafficking by conducting researches, writing articles as well as organizing conferences, workshops, and trainings.</p>
<p>Tunis Centre for Migration and Asylum</p>	<p>Tunisian NGO which conducts researches on migration issues and implements advocacy actions to promote the rights of migrants, refugees and asylum-seekers.</p>

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<p>https://www.facebook.com/etuma.tunis/</p>	
<p>Association Mères des disparus</p>	<p>Tunisian association created by the mothers of Tunisian migrants lost at sea. They carry out awareness raising activities about the phenomenon of people lost at sea as well as the danger of illegal migration</p>
<p>Forum Tunisien pour les Droits Economiques et Sociaux</p>	<p>Tunisian NGO committed to the protection and promotion of economic and social rights. They carry out researches and awareness raising activities concerning migrants and women' rights.</p>
<p>Radio Libre Francophone</p>	<p>Web radio dealing with migration issues with particular attention paid to the rights and condition of sub-Saharan migrants in Tunisia.</p>
<p>Association Migrants Sans Frontière</p>	<p>Migrants sans Frontières is an association promoting human rights. The association promotes the freedom of movement of people and works on several fields for helping migrants, among others: medical aid, fight against labour exploitation, support for micro-projects to encourage the empowerment of migrants, fight against trafficking, legal support for migrants and information on their rights in Tunisia, support for asylum requests, restoration of family ties, etc. An important part of its work concerns the defense of migrants arbitrarily arrested and / or sent to detention centers such as El Wardiya.</p>
<p>ALDA – Association pour le Leadership et le Développement en Afrique</p> <p>https://www.facebook.com/ALDA.Africa</p>	<p>ALDA is a Tunisian-Sub-Saharan association aiming at promoting development in Africa by fostering a sense of leadership among young African people. ALDA works on the promotion and protection of migrants' rights, with a special focus on promoting access to socio-economic rights for migrant populations in Tunisia.</p>
<p>AESAT – Association des étudiants et stagiaires africains en Tunisie</p> <p>https://www.facebook.com/Aesat-Page-officielle-443648175671477</p>	<p>AESAT is a Tunisian association aiming at promoting the integration of African students and trainees as well as African culture in its great diversity in Tunisia. The association brings together nearly 25 countries of sub-Saharan Africa. In the field of migration, AESAT works to promote and defend the rights of sub-Saharan migrants moving to Tunisia for studying and carrying out learning experiences.</p>
<p>Minority Rights Group</p> <p>https://minorityrights.org/</p>	<p>Minority Rights Group is an international NGO aiming at protecting and promoting the rights of disadvantaged minorities, included migrants, and indigenous people. Through training and education, legal affairs, publications and the media, the organization supports</p>

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	<p>minorities and indigenous people who strive to maintain their rights to the land where they live, the languages they speak, equal opportunities in education and employment, and full participation in public life.</p>
<p>Avocats sans frontières</p> <p>https://www.facebook.com/ASF.Tunisie/about/?ref=page_internal</p>	<p>AsF is an international NGO whose mission is to support the achievement of a just and equitable society, in which the law is at the service of the most vulnerable groups and populations. The “Mediterranean” regional office of AsF has focused its actions on the migration issue, in particular human rights violations and problems of access to justice for Tunisian migrants who have been expelled or refueled from Italy. The general objective of the action is to support Tunisian migrants in claiming and realizing their rights.</p>
<p>Institut arabe des Droits de l'homme</p> <p>http://www.aihr-iadh.org/ar/</p>	<p>The Arab Institute for Human Rights is a regional NGO aims to promote a culture of civil, political, economic, social and cultural human rights, enshrined in the Universal Declaration of Human Rights and international conventions, and to strengthen the values of democracy and citizenship. With regard to migration, the organization is committed to protect and promote migrants', refugees' and asylum seekers' rights.</p>
<p>Friedrich Ebert Stiftung Foundation</p> <p>https://www.fes-tunisia.org/</p>	<p>The Friedrich-Ebert-Stiftung (FES) is the oldest political foundation in Germany with a rich tradition dating back to its foundation in 1925. Today, it remains loyal to the legacy of its namesake and campaigns for the core ideas and values of social democracy: freedom, justice and solidarity. It has a close connection to social democracy and free trade unions. They had a project on promoting the role of trade unions in the joint governance of migration, rights-based mobility and social dialogue</p>
<p>CDCMIR - Citoyenneté, Développement, Cultures et migrations des deux Rives</p> <p>https://www.facebook.com/groups/448821349041449</p>	<p>CDCMIR is a Tunisian association fighting for the dissemination of the values of citizenship, democracy and human rights. The association carries out analysis and researches on migration issues and pays a particular attention to the protection and the promotion of migrants' rights through awareness-raising, advocacy and lobbying activities.</p>
<p>Association Tunisienne de Soutien aux Minorités</p> <p>https://www.facebook.com/AsTuSoMi/</p>	<p>Ngo working on the protection and promotion of the rights of minorities, included migrants and refugees</p>

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<p>Union générale tunisienne du travail</p> <p>http://www.ugtt.org.tn/</p>	<p>The Union Générale Tunisienne du Travail is a democratic national trade union organization. UGTT works in the field of the defense and promotion of the rights of migrant workers.</p>
<p>Observatoire National de la Migration</p> <p>http://www.migration.nat.tn/fr/</p>	<p>The ONM is a public administrative establishment. It is subject to the supervision of the Ministry of Social Affairs. the ONM is responsible for: observing the phenomenon of migration, collecting, updating and analyzing information and related data, carrying out research and studies.</p>

Organisation	Description
ATFD	Historic Tunisian feminist association. Interesting programs on gender-based violence and women's rights, with a focus also on migrant women
AFTURD	Historic Tunisian feminist association with a focus on research activities. AFTURD has also participated in advocacy initiatives for the promotion of migrants' and refugees' rights.
BEITY https://beity-tunisie.org/	Historic Tunisian feminist association. One of the most effective and deeply rooted local realities, providing proximity services to vulnerable people, included migrant women.
CAWTAR http://www.cawtar.org/en	Research center on women's rights and gender.
CREDIF http://www.credif.org.tn/	Research center on women's rights and gender. Particularly interesting for its researches on issues related to economic and social rights, rural development and access to land. CREDIF has also organized and participated in advocacy initiatives for the promotion and the protection of migrants' and refugees' rights.
UNFPA (Tunisian branch) https://tunisia.unfpa.org/	United Nations Agency. They mainly work on demography, population, maternal and child health, and gender-based violence. UNFPA works to increase understanding of migration issues, advocate for better migration data, and promote the incorporation of migration into national development plans.
ANBAR	Movement of Tunisian black women created in January 2020. It aims at raising awareness about the marginalization, the stigmatization as well as the xenophobia and the social and societal problems that black women have to face in Tunisia.

6. Needs of the Tunisian Higher Education system in the field of social and political sciences

After the conclusion of the thorough analysis on the Tunisian Higher Education system in the field of the social and political sciences, we can draw conclusions about the current state of the art of the educational offer and define a number of priorities to be followed for the improvement and modernization of the Higher Education Institutions in the field of analysis.

Increasing the independence of political science teaching

The analysis pointed out the fact that in Tunisia there is no bachelor's degree in political science, but instead there are a number of professional master's degrees whose main objective is to provide specific skills for specific sectors and to increase the chances of entry into the labour market. In addition to this, the analysis has shown that the teaching of political sciences in Tunisia is still part of the educational offers provided within the law faculties and that there are no faculties or institutes in Tunisia dedicated exclusively to the teaching of political sciences. The lack of a comprehensive educational offer in the field of political and educational sciences is determined by a still present resistance at institutional and university governance level and by the deep-rooted conviction that political science is a branch of law, and more specifically of public law. In the light of this, it should be improved the coordination between universities, and in particular between the academic staff involved in the teaching of political sciences courses and modules, in order to increase the synergies and to draw a defined plan for the construction of a bachelor's degree dedicated to teaching political science in Tunisia. Even if efforts have been made, in the recent years, to improve the training on offer in political science a more collaboration is needed.

Modernization of teaching and learning practices

In the framework of the academic autonomy granted to universities, efforts should be made to advance in teaching and learning practices and raise the quality of education in the field of political and social sciences. Education techniques are required to be amended to meet the social and technological demands. Without having the ambitious of exploring the entire range of possibilities in terms of teaching and learning practices, universities would benefit from training on designing course contents, online learning and the use of technology in education and collaborative learning.

What emerged is also that the educational offer of political and social sciences still remains too theoretical and far from the reality. What should be done is to abandon the purely theoretical approach and include elements of applied political sciences in the current modules or masters' courses. This would be useful both in terms of training and attractiveness. Basically, such a type of

reform could trigger a virtuous mechanism of self-promotion of political science studies through the increasing of the usefulness of training provided.

Increase the multi-disciplinarity of the Tunisian education offer in political and social sciences

Along with the development suggested for modernising the teaching and learning methods, the need of increase the multi-disciplinarity of the educational offer in political and social sciences has been considered as crucial. In this direction, it has been emphasised that the current syllabuses in political and social sciences are focused more on internal administrative aspects as well as on economic and financial aspects and not too much on international and diplomatic aspects or to the comprehension of the internal political mechanisms. As stated before, the link with the teaching of Law, in particular public law, is still very strong and this produce the effect to close the field of political and social sciences within the Tunisian system by excluding the possibility to have comparative studies with foreign systems. In addition, it remains the fact that there is a lack of knowledge of the English language, by teachers and students, which constitutes a barrier both in terms of attractiveness and in terms of the quality of teaching.

Increasing the multi-disciplinarity of the Tunisian education offer in political and social sciences, including in the future masters' degree, courses and modules taught directly by actors playing on the field of international relations, such as diplomats, officials of the Ministry of Foreign Affairs, representatives of NGOs, achieving a balance between theoretical training and more practical training and providing English-language trainings are all fundamental elements to make it possible to achieve not only a higher level of training but also a higher rate of employment immediately after completion of the master's degree courses.

Enhancing the social role of universities

From the analysis conducted, the Third Mission of the universities seems to be a process in need of further attention. Universities in Tunisia have the potential of being the starting point for the future of the country, the bridge between education and the job market, contributing to local developments. Capacity building activities should strengthen the capacity of staff members to engage in fruitful relations with the private sector and local communities, by engaging external actors from the socio-economic field in order to meet the real needs of the job market and provide students with the necessary skills. A special attention should be dedicated to the mechanisms to follow-up students during their university career and after the graduation. A major focus on employability and placement is recommended, building on the work already in place and by strengthening the administrative staff skills in managing and offer services to the students. Contamination between Higher Education Institutions, the private sector, companies and research

centres has the potential to increase graduates' employability and respond effectively to the socio-economic needs of the country.

Strengthening staff capacity to manage internationalisation opportunities

A focus should be posed in the training on the management of international relations. Capacity building should be directed to train staff of the Department of Scholarships and Cultural Relations (those in charge for international relations) to fully exploit all the possibilities offered by international cooperation. Improving the capacity of universities to manage internationalization opportunities may also result in the possibility to amplify and diversify the sources of revenue for HEIs. While strengthening staff capacities to manage international relations, a consequence would be to increase the degree of transparency and accountability in the management of international funds, which may in turn grant to the university a wider set of financial resources.

Annex I – Survey for Need Analysis

PACTUM	
Projecting Academic Capacities with Tunisian Universities through Master courses	
Erasmus+ Call for Proposals 2020 – EAC/A02/2019	
PROJECT REFERENCE NUMBER: 618888-EPP-1-2020-1-IT-EPPKA2-CBHE-JP	
Work package number	1
Work package type	Preparation
Title	Update needs analysis and review of good practices

Ce questionnaire vise à recueillir des données précises et fiables sur l'état actuel de la technique dans le domaine des sciences sociales et politiques au niveau des établissements d'enseignement supérieur tunisiens.

Le questionnaire est conçu dans le but de mieux comprendre les méthodes d'enseignement, les outils et les besoins liés au domaine d'analyse traitant des principales activités du projet, qui sont la conception/création d'une école d'été annuelle dans le domaine des sciences politiques, sociales et comportementales dans les universités partenaires tunisiennes, la conception du master post-lauream toujours en sciences sociales, politiques et comportementales.

Le questionnaire est divisé en quatre sections :

- Informations générales sur l'Université
- Information sur le système d'enseignement des sciences sociales, politiques et comportementales
- Information sur les besoins de formation et les bonnes pratiques

Les résultats du questionnaire seront soigneusement analysés afin d'évaluer les besoins et contribueront fortement à la définition d'un catalogue de bonnes pratiques sur les outils d'enseignement et de recherche et à la conception du cadre des activités du projet.

Section A : Informations générales sur l'Université

Nom de l'Université	
Nom du Département	

Nombre d'étudiants en Licence et en Mastère (mastère professionnel et mastère de recherche) dans l'Université	
Nombre de membres du personnel académique de l'Université	
Nombre de programmes (Licences et Mastères) dans l'Université	
Quelles sont les langues les plus parlées dans votre établissement pour l'enseignement et l'apprentissage ?	
Votre université fait-elle partie de projets, passés présents ou futurs, opérant dans le domaine des sciences sociales et politiques ? (autres que le PACTUM).	
Votre Université a ou prévoit d'avoir des collaborations avec des parties prenantes locales, régionales et internationales dans le domaine des sciences sociales, politiques	

Section B : Information sur le système d'enseignement des sciences sociales, politiques et comportementales dans votre Université

- 1- Décrivez le programme d'enseignement actuel des sciences sociales et politiques dans votre université : Nom et lieu du département, nombre de professeurs et nombre d'étudiants inscrits.

- 2- Selon vous, quels sont les principaux points forts et les faiblesses de votre programme d'enseignement des sciences sociales et politiques ?

3- Quelles sont les principales opportunités offertes par la mise en place d'un nouveau master en sciences sociales dans votre université ?

4- Quels ont été les changements les plus importants pour le personnel académique de votre pays au cours des cinq dernières années dans le domaine des sciences sociales et politiques ?

5- Décrivez le système de crédits actuel utilisé pour le programme d'enseignement actuel en sciences sociales et politiques de votre université (cours, laboratoires, formations spécifiques, programme de recherche, stages etc.).

6- Votre université a-t-elle un partenariat avec un organisme public ou privé ?

Oui	Non
Si oui, pouvez-vous fournir combien de partenariats votre université a siglé, le nom et une brève description de chacun d'eux ?	
Si non, pouvez-vous décrire quels sont les obstacles et les contraintes ?	

- 7- Veuillez indiquer les accords ou protocoles d'entente (Memorandum of Understanding) en cours avec des organisations locales/régionales/internationales dans le domaine des sciences sociales et politiques.

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- 8- Votre programme d'enseignement actuel en sciences sociales et politiques prévoyait des examens obligatoires ?

Examen Final	Oui	Non
Tous les semestres	Oui	Non
À la fin de chaque cours	Oui	Non
Si autre, veuillez fournir une brève description		

- 9- Votre programme d'enseignement actuel en sciences sociales et politiques offre la possibilité d'avoir un stage ou une expérience de travail dans le secteur public/privé

Oui	Non
Si oui, pouvez-vous fournir une description ?	
Si non, pouvez-vous décrire quels sont les obstacles et les contraintes ?	

- 10- Selon votre expérience, quelle est l'approche la plus efficace pour les programmes de formation de votre université (formation sur le terrain, visites d'étude, ateliers, séminaires, conférences, séances en ligne, ou autres)?

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- 11- Dans quelle mesure un master dans le domaine des sciences politiques, des politiques publiques et de la science de l'administration peut-il compléter votre offre de formation actuelle ?

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Section C : Information sur les besoins en formation

12- Décrivez les besoins des éducateurs en termes de méthodologies et de pratiques d'enseignement dans le domaine des sciences sociales et politiques

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13- Dans quelle mesure pensez-vous que les domaines de formation suivants proposés pourraient être efficaces pour poursuivre un programme d'études plus qualifié ?

Formation en langue anglaise	Très efficace	Efficace	Peu efficace	Inefficace
Formation sur la création de partenariats et la cartographie des parties prenantes	Très efficace	Efficace	Peu efficace	Inefficace
Formation sur la science des administrations	Très efficace	Efficace	Peu efficace	Inefficace
Formation en études internationales	Très efficace	Efficace	Peu efficace	Inefficace
Formation sur la durabilité sociale et la gestion de l'aide sociale	Très efficace	Efficace	Peu efficace	Inefficace
Formation en l'histoire	Très efficace	Efficace	Peu efficace	Inefficace
Formation en sciences politiques	Très efficace	Efficace	Peu efficace	Inefficace
Formation en communication	Très efficace	Efficace	Peu efficace	Inefficace
Formation en économie	Très efficace	Efficace	Peu efficace	Inefficace
Formation en Droit (droit public, droit administratif, droit constitutionnel, etc.)	Très efficace	Efficace	Peu efficace	Inefficace
Formation en digital teaching and learning	Très efficace	Efficace	Peu efficace	Inefficace

PACTUM PROJECT

Projecting Academic Capacities with Tunisian Universities through Master courses

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Formation en quality and project management	Très efficace	Efficace	Peu efficace	Inefficace
Formation sur la gestion de la coopération internationale	Très efficace	Efficace	Peu efficace	Inefficace
Formation en gestion financière	Très efficace	Efficace	Peu efficace	Inefficace
Formation sur l'utilisation des nouvelles technologies dans la gestion des projets	Très efficace	Efficace	Peu efficace	Inefficace
Observations ou commentaires supplémentaires				

14- Pouvez-vous suggérer des sujets précis qui pourraient être ajoutés à la liste des sujets et des séminaires ?

15- Veuillez indiquer une ou plusieurs bonnes pratiques que vous considéré comme utiles à mettre en évidence par rapport aux méthodologies et aux pratiques d'enseignement dans le domaine des sciences sociales et politiques

Annex II – Questions pour le Focus Group sur l'état des lieux de la science politique en Tunisie

Offre de Formation

- Dans vos établissements, quelle est l'offre de formation dans le domaine des sciences politiques et sociales ?
- Quelles sont les possibilités d'emploi pour les étudiants en sciences politiques en Tunisie ?
- Quelles sont les stratégies et les instruments mis en place par votre institution pour renforcer l'enseignement des sciences politiques ? Comment définissez-vous vos priorités ?
- Selon vous, quelles sont les forces et les faiblesses du parcours académique en science politique, tant au niveau de votre établissement universitaire qu'au niveau national ?
- L'offre de formation en sciences politiques comprend-elle des activités extrascolaires visant à faciliter l'apprentissage en sciences politiques ?
- Selon vous, quelles sont les principales opportunités offertes par la mise en place d'un nouveau master en sciences sociales dans votre université ?
- Votre programme d'enseignement actuel en sciences sociales et politiques offre la possibilité d'avoir un stage ou une expérience de travail dans le secteur public/privé ?
- Dans quelle mesure un master dans le domaine des sciences politiques, des politiques publiques et de la science de l'administration peut-il compléter votre offre de formation actuelle ?

Une première analyse des réponses a montré que les études en sciences politiques sont souvent intégrées dans le parcours d'études de droit, en relation à cela :

- Quels sont les principaux obstacles qui empêchent la formation en science politique de devenir structurelle dans l'enseignement supérieur ?
- Quels sont les obstacles qui empêchent la création d'un cursus pour la formation des fonctionnaires ?
- Selon vous, une réforme du système d'enseignement supérieur dans le domaine des sciences politiques serait-elle nécessaire ?
- Veuillez indiquer une ou plusieurs bonnes pratiques que vous considérez comme utiles à mettre en évidence par rapport aux méthodologies et aux pratiques d'enseignement dans le domaine des sciences sociales et politiques

Coopération avec l'administration publique

- Existe-t-il des programmes de coopération avec le secteur public spécifiquement dédiés aux étudiants en sciences politiques ?
- Votre université a-t-elle un partenariat avec un organisme public ou privé ?
- Existe-t-il l'équivalent de l'ENA (École nationale de l'administration) en Tunisie ?
- Existe-t-il un parcours consacré à la formation des fonctionnaires de l'État ?

L'internationalisation et l'impact des programmes de coopération

- Existe-t-il des programmes de mobilité pour les étudiants en sciences politiques ? Si oui, comment sont-ils structurés ?
- Existe-t-il des accords de coopération avec d'autres universités dans le domaine des sciences politiques ? S'agit-il d'accords nationaux ou internationaux ? Et avec d'autres facultés de sciences politiques ?
- D'après votre expérience, quels programmes de coopération ont eu/ont le plus grand impact sur la formation en science politique ?
- Selon vous, une expérience d'étude à l'étranger peut-elle être considérée comme utile pour un diplôme en sciences politiques ?
- Est-ce que vous avez eu des mobilités du personnel académique dans le domaine des sciences humaines et sociales avec des universités EU et ou internationales ?

Coopération avec la société civile

- Quel est l'impact ou l'influence des acteurs de la société civile (comme ONG, syndicats, associations d'étudiants, think tank) dans la définition des parcours académiques en science politique ?
- Comment les parties civiles (notamment la société civile en toutes ces formes) ont-elles contribué à la définition des parcours académiques en science politique ?
- Avez-vous des collaborations et ou partenariats avec les municipalités, les gouvernorats et les autres parties prenantes locales sur ce domaine ?

Sujets supplémentaires de discussion

- Impact de l'environnement externe : les études de science politique s'inscrivent nécessairement dans le cadre des politiques et institutions nationales. Existe-t-il une étude comparative qui prenne également en compte les dimensions régionales et internationales (y compris européennes) ?

- En ce qui concerne l'avenir, quelles activités devraient, selon vous, être prioritaires pour améliorer les études en sciences politiques en Tunisie ? et qu'est-ce qui devrait être modifié ?
- Le système d'enseignement des sciences politiques a-t-il changé ces dernières années à la lumière des changements constitutionnels qui ont eu lieu et de la transition démocratique qui s'en est suivie ?

Réflexions générales sur les défis et les opportunités : Échange de réflexions par le biais d'un débat entre les participants.