

2018

**Report on SUP4PCL/ ERASMUS+
Training Workshops' Wrap Up
Meeting 1st of March 2018 at
Moataz ElAlfi, The American
University in Cairo, Egypt**

Project name:

School and University Partnership for Peer Communities of learners

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List of Acronyms and Abbreviations:

Partners Acronyms	
AUC	American University in Cairo
ANSU	Ain Shams University
AU	Alexandria University
HU	Helwan University
ULEIC	University of Leicester
UON	University of Northampton
UL	University of Limerick
MLU	Martin-Luther University
Other acronyms and abbreviations	
SUP4PCL	School University Partnership for Peer Communities of Learners (Title of this ERASMUS+ Project)
CDFE	Capacity Development of Faculties of Education in International Approaches to Teacher Education (Title of the TEMPUS project)
MEIHE	Middle East Institute for Higher Education
ARAS	Action Research in All Schools
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
AR	Action Research
WP	Work package
QA	Quality Assurance
PCL	Peer Communities of Learners
SEN	Special Educational Needs
PD	Professional Development
M&E	Monitoring and Evaluation
STEAM	Science, Technology, Art, Engineering and Mathematics

SUP4PCL/ERASMUS+ Training Workshops' Wrap Up Meeting Report

March 1st, 2018

The American University in Cairo

Egypt

Thursday 1st of March, 2018

Introduction and Welcome note:

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

Prof. Zaalouk welcomed all the partners to the workshops' wrap up meeting and expressed her pleasure with the outcomes of the workshops and the level of engagement and motivation of the teachers. The outcomes of the workshops proved that some basic steps in the development of PCLs have begun and a new model of PCLs is being formed in the Egyptian context.

Prof. Zaalouk briefed the participants of the meeting agenda. Since reflection and self-reflection are main aspects of the project, the first session allowed each FOE to reflect in their own group on their own good practices and the significant lessons learned. Furthermore, the FOEs reflected on the areas that require further efforts as well as the solutions. In parallel, the European partners as one group and the AUC reflected on their own practices and reported the results to all partners. Afterwards, each FOE reported back by presenting their collective findings. The reflections contribute to strengthening the PCL between FOEs by sharing the different practices and ideas with each other. Based on the reflections, the second session unfolded the way forward.

I. Session One: Reflections

Good Practices:

The following were the presentations of the teams on their own good practices:

Dr. Maha Elkomy, and Dr. AlSaeed AlShamy, Alexandria University (AU)

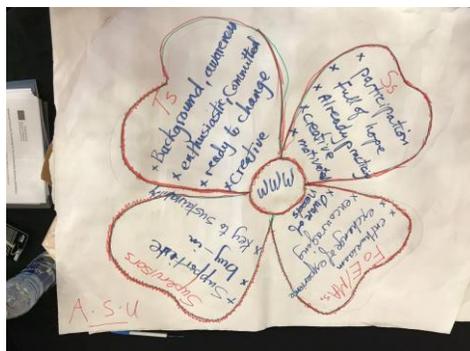


Dr. Elkomy expressed AU's satisfaction with the workshops as the teachers were highly engaged and motivated. The AU team realized that the teachers conduct good practices, yet they were not familiar with the terminologies. The teachers need to get more training. Another positive aspect realized during the workshops is that the teachers from different schools were engaged, they also reflected on each other's work. The workshop helped building the team spirit between them and raised the level of motivation among teachers. Another interesting point as mentioned by Dr. ElShamy is that the teachers realized that it is not a "one size fits all" and that there is a need to tailor the frameworks and material based on the need and context of each. Dr. ElShamy elaborated that some schools are ahead in certain aspects, some schools already have partnerships with thirty schools, one of them is located in a different governorate, in Mansoura. Training is provided to the thirty schools. Another high school for girls reported that their students are sent to train others at a primary school. The presenters also added that many teachers in the schools are not part of the project. A teacher expressed her willingness to get all the teachers at her school to attend the same workshop. The last point mentioned by the AU team is that coherent PCLs are witnessed on different levels at both the FOE and schools, between the FOE and the teachers and between the FOE and EU partners.



The EU partners' reflections at the end of each day enabled the AU team to reflect and improve their practices. In conclusion, the AU team were pleased to say that their PCLs are starting to emerge and that the workshops helped in supporting the PCLs as well as in empowering the teachers as they were partially in control and led the workshops with some guidance from the AU team.

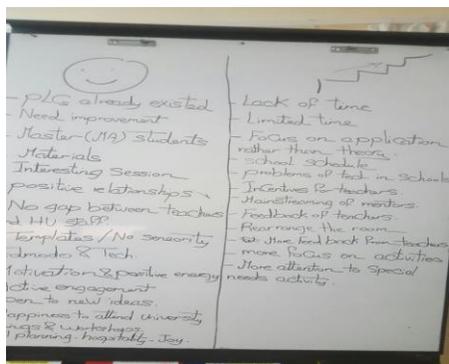
Prof. Zeinab El-Naggar, Ain Shams University (ANSU)



The lessons learned and good practices are divided into four sections: students, supervisors, FOE and teachers:

- In the workshop, the students from preparatory and secondary schools were active, creative and full of hope. They want to be part of the change and were looking forward to expressing ideas that could be taken into consideration.
- ANSU was the pioneer of the idea of inviting supervisors. The supervisors are key factors in the process of change, and without their support and involvement, it will be more difficult for the teachers to adopt what they learn from the project. The supervisors were engaged in the workshop and asserted that they will train the rest of the teachers and sustain the change within schools.
- Regarding the FOE, the PCL started to develop. The team was highly committed. The junior staff were engaged with the seniors by sharing ideas, All ideas were encouraged within the FOE.
- Similar to what is shared by AU, the teachers had good experiences, practices and knowledge about the concepts presented, yet, they are not familiar with the terminologies. The teachers have already been practicing some of the project concepts in groups and activities such as including the global citizenship concept in their activities. The teachers also have high levels of enthusiasm and motivation, In addition, they are willing to commit to the project and want to be part of the change process.

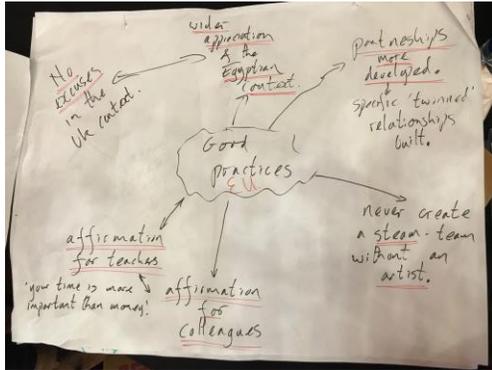
Dr. Lubna Shehab and Dr. Hanan Morsy, Helwan University (HU)



Dr. Shehab reported that the teachers and the school teams attending the workshops were enthusiastic and motivated to attend the full event. The school teams mentioned that the workshop was well organized and full of commitment from both the FOE and the teachers. Dr. Morsy added that the photos that were published on social media motivated others to participate in the project. Within the FOE, the seniority and hierarchy was broken and the communication was easily flowing. Photos from the workshop were presented to reflect the mentioned aspects captured by the HU team. The PCLs are developing and witnessed more participation. One of the FOE members expressed his/her interest in attending workshops on PCLs. Students also expressed their interest in understanding the concept of PCLs and wanted to be involved. Another good practice took place in HU workshops is that the HU team prepared templates that guides teachers to plan, reflect and document their lessons, ideas, activities and the PCL work. Copies from the templates were distributed to all participants.

The HU team also witnessed that there are multiple PCLs emerging at different levels including ones between the FOE and students. The PCLs will communicate through an application named “Edmodo” to share material and to facilitate and encourage constant interactions and exchanges. In addition, representatives from The Cairo Educational Directorate attended the HU workshop as well as this Wrap Up Meeting. The strong involvement of the Directorate supports the HU team and addresses their needs.

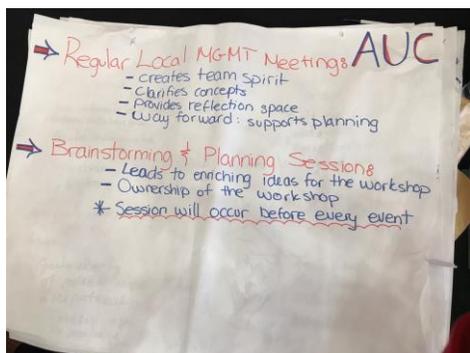
Prof. Christopher Wilkins, University of Leicester (ULEIC)



Representing the EU partners, Prof. Wilkins stated that one of the good practices of the EU teams is the affirmation and the applauding given to the teachers. There is a deficit of motivation and recognition in their profession; therefore, it was partially the responsibility of the EU partners to provide them with a surplus of appreciation. The mentoring role was important in the workshop. Moreover, the way the workshops operated gave teachers enough time to interact. One of the teachers commented that the time given to them is appreciated more than money. Another positive aspect of the workshops is that the twinning partners got an opportunity to interact, communicate and contribute to strengthen their relationship for the case studies.

The EU partners learned about the Egyptian context and culture in the workshops. They also got the chance to observe the opportunities and gaps in the developing PCLs. Moreover, after witnessing the outstanding outputs of the teachers knowing that they work in difficult conditions, huge workload and limited resources, the EU partners will stop giving excuses to other teachers back home who work in better conditions. In addition, Dr. Underwood (UON) has already proceeded in changing the terminology STEM to STEAM in his institution and the lessons presented realizing the importance of including Art in the STEAM component.

Prof. Malak Zaalouk and Dr. Heba El-Deghaidy, American University in Cairo (AUC)



Conducting local management meetings was one of AUC's positive practices according to Prof. Zaalouk. The local meetings are useful in the following ways:

- Creating team spirit.
- Clarifying concepts.
- Providing space for reflection.
- Supporting the planning of the way forward.

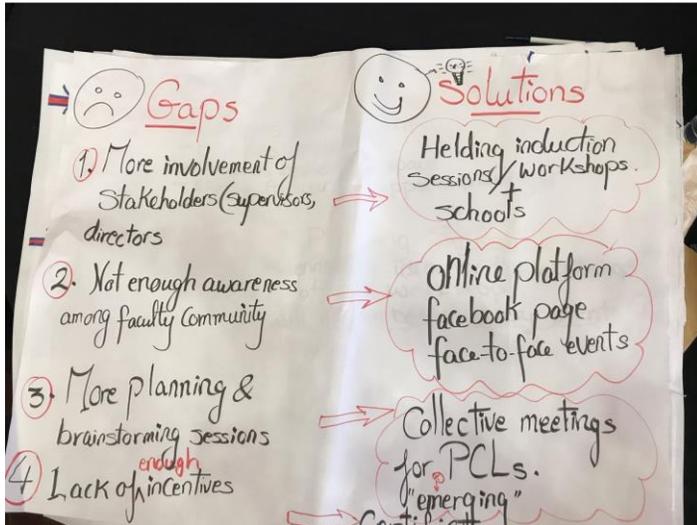
Prof. Zaalouk encouraged all partners to engage in regular management meetings within their FOE and with the twinning partners. Dr. El-Deghaidy added that the collaboration between the Egyptian teams was powerful. The preparatory meeting which was conducted prior to the workshops with the representatives from each Egyptian FOE, led to enriching ideas for the workshops and gave the FOEs the sense of ownership. Consequently, this practice will continue to happen and the preparatory meetings will be conducted before each event. Prof. Zaalouk thanked the FOE representatives who attended the preparatory meeting and added that although the initial plan for the workshops was prepared by the AUC team, the preparatory meeting led to more profound creative ideas on the agenda that enriched the workshops.

Summarizing the groups presentations on good practices, Prof. Zaalouk noted that the mentorship concept started gradually to develop in both HU and AU and that all are on their way to stronger mentorship practices. In addition, the HU team's templates that were used for documentation of the activities and lessons in the workshops were beneficial. Moreover, their use of "Edmodo" application for enhanced communication will support the development of PCLs and overcome the challenge of time constraint. In ANSU, inviting the supervisors was entirely theirs and they pioneered the idea.

Moving to the following group work, Prof. Zaalouk clarified that the reflections in these sessions aim to target the FOEs and not the teachers. Therefore, Prof. Zaalouk asked the groups to reflect on what each FOE could have done better with suggested solutions. She noted that one of the gaps in the workshops was the absence of proper mentorship as more "training" occurred.

Areas that require Further Efforts and Solutions:

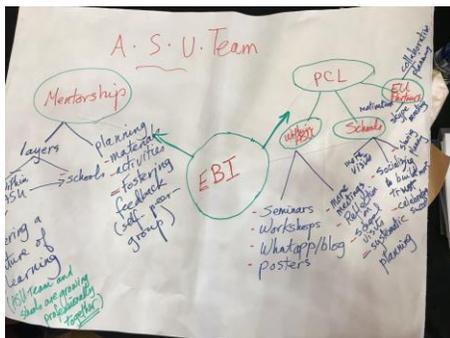
Dr. Dalia Elhawary, Alexandria University (AU)



The four gaps that need to be addressed in AU were:

- 1) To communicate more with stakeholders. The supervisors and directors need to be involved in the project. The AU team need to bring them together. Therefore, induction sessions and workshops need to be conducted.
- 2) There is a lack of awareness about the project among the FOE community; therefore, online platforms, face to face events, seminars, and workshops will be created.
- 3) Brainstorming and planning sessions were performed with mentors of each school separately. collective meetings that bring all mentors together will be planned. This will enhance and support the development of PCLs with schools.
- 4) Lack of incentives: Attendance certificates were not given to the teachers in the workshops as a form of acknowledgement. Certificates will be distributed to participants in the coming events.

Dr. Rasha Kamal, Ain Shams University (ANSU)



To develop and reach the objectives of the project, Dr. Kamal explained that the ANSU team should focus on the areas that need to be developed. These areas were summarized in the following:

More regular mentoring is needed from the senior faculty to the juniors as well as to the MA students. The exchange of information within the FOE should work in parallel to the mentorship in schools. In addition, feedback from the schools on the FOEs mentorship will be required. The schools and FOE will grow and develop hand-in-hand. To achieve this, the schools will be involved with the FOE in all the activities, in addition, constant self-reflection and reflection will be practiced.

Another area that needs further development is the PCLs. The PCLs are still not strong enough. Seminars and information sessions will be conducted to raise awareness about PCLs and the project. These seminars and information sessions will have an open invitation for all members at different faculties to attend. Furthermore, the FOE will start creating PCLs in their own classrooms, a step that is already taken by Dr. Kamal in her class. Another suggestion would be that the FOE team will have more systematic reflection and planning for school visits together and with the EU partners to develop the PCLs on both levels. Regular skype meetings with EU partners will proceed for the whole team and not merely with the PI of the project. The PCL with teachers will start by celebrating the success of the workshops together and will develop by attending more formal and informal events.

Prof. Zaalouk commented that it is ANSU's first international project; therefore, all partners should acknowledge their rapid development and engagement.

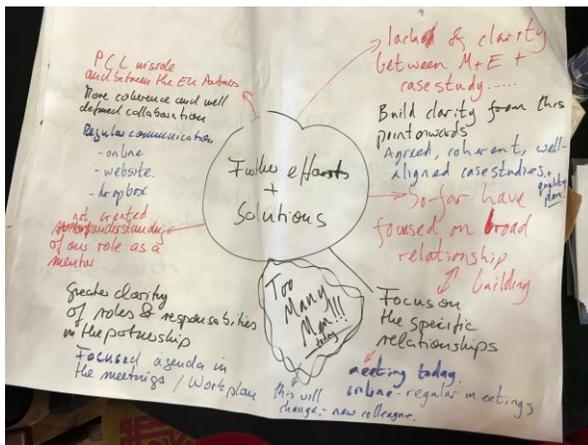
Ms, Samah Mohamed Abdelaal (Cairo Educational Directorate) , Prof. Maha Abu Hatab, and Dr. Shaza Ahmed Imam, Helwan University (HU)

Good practices	Areas need further efforts
<ul style="list-style-type: none"> - Highly motivated teachers - Motivation of HU mentors - Teachers engagement - PCL already existed <ul style="list-style-type: none"> - No seniority between HU staff and teachers. - Well prepared and organized workshop 	<ul style="list-style-type: none"> Better understating of the concepts Need more practices Limited time Incentives for teachers More attention to special needs School schedule English language More focus on school needs

The first points mentioned by the presenters were the lack of understanding to some concepts such as STEAM and global citizenship, in addition to the need for more practices. The limited time is another challenge to the HU team. Prof. Abu Hatab explained that the HU team need more time to meet and more practical involvement. Accordingly, the HU team will organize online platforms for communication such as Facebook, Edmodo.Com, and WhatsApp to overcome the limited time and the overloaded schedules. The presenters added that although the teachers were highly engaged and involved, the HU team should provide them with more incentives to sustain their motivation. Dr. Imam elaborated that SEN activities were limited; therefore, the HU team will focus on engaging SEN in activities with teachers. The FOE's English language skills, technological skills and teaching methods should be developed further so they can deliver better to the teachers.

The presenters added that the HU team will invite supervisors to engage in the project activities since their role is vital. Furthermore, Ms. Abdelaal annotated that there are four levels of PCLs that need to develop. One of which is between the five schools, as well as between the faculty. Hence, the HU team will form a network between the five schools on Edmodo.com and promote constant communication between them.

Dr. James Underwood, Northampton University (UON)

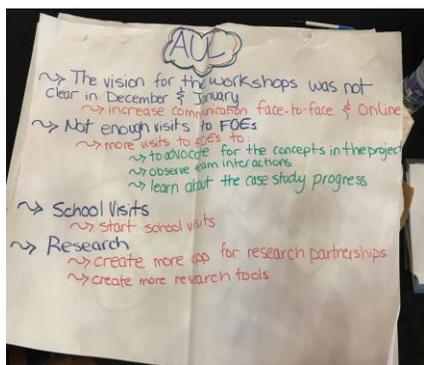


Dr. Underwood explained that the EU partners need to have more collaboration with the professional learning communities by communicating regularly with the Egyptian partners online. All online conversations will be followed by an email that summarizes the outcomes and key points. Moreover, there was no common understanding on mentorship among both EU and Egyptian partners; therefore,

through more discussions with the Egyptian partners, the roles and responsibilities in mentorship will be clarified and defined.

Another point that requires further effort is the lack of clarity from the EU partners on the stages of M&E and the stages of the case studies. To narrow the gap, the EU partners should provide a clear vision about both. Finally, the EU partners have not focused on the twining partnership. This twin relationship needs to be deeper and stronger. To achieve this, regular online meetings and communications will be more frequent and planned. In addition, it will be an opportunity to involve other academics with helpful experiences. The presenter added that there is a new female member joining from Leicester, who is both a poet and an academic, she will add an artistic side to the partnerships.

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:



The first area that requires further attention as clarified by Prof. Zaalouk is that the vision of the workshops was not clear in December and January visits. AUC will solve this issue by engaging in more online and face to face communication with the partners to have and provide more clarity in the upcoming events. Moreover, the AUC team did not conduct enough visits to the Egyptian FOEs. The AUC will be more present in the Egyptian universities to advocate for the concepts of the project, observe team interactions and learn about the case study progress. The role of AUC team will be more of an insider outsider role. At the same time, the AUC team will start visiting schools. At the beginning, the timing was not appropriate to visit schools since the FOEs were still introducing the project to the schools and conducting their needs assessment.

Regarding research, the AUC team missed the opportunity of research in the workshops. Although one questionnaire was used as a tool, more tools should have been used. Furthermore, all partners should highlight the opportunities of research available in the project for the FOE, MA students, and teachers. The culture of research should be advocated for, and including the teachers as co-authors is an important initiative as well. Prof. Zaalouk gave an example of the culture to be promoted. She mentioned that in the ARAS project, the teachers who were involved in Action research attended the thesis defense of the MA student in their group to support him/her. On the thesis, the names of the whole AR team were written.

Although PhD students are not financially supported by the project, they can do their research on the themes of the project. MA students will be paid though as long as they are affiliated to the FOE.

During the break, the twin partners used the time to have more conversations with each other to deepen their partnership and work on some case study issues.

II. Session Two: Strategies of The Way Forward

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

Prof. Zaalouk started the second session by thanking the participants for the brilliant reflections. She added that developing the mentorship culture is a long journey. Deepening the culture of mentorship should evolve from the “training” delivery mode to the mentorship mode; therefore, regular online meetings with EU partners and the whole team from the FOE should be pursued. The meetings will help in practicing mentorship, developing the PCLs, and deepening our understandings of the concepts. These online meetings should be structured, thematic, timed and recorded in meeting notes. The records of the conversations will be used as documentations in the case studies. Moreover, the teams should brainstorm for themes before every meeting.

Another area to focus on is to create a bank for the material. The accumulation of material started with the Dropbox created and populated by the EU partners. AUC has also sent few resources to the partners. In addition, Edmodo was another tool used by HU with their teams and schools. Edmodo can be a very useful tool to collect and share material till the website is ready. These tools will evolve and move to a website. And the material should be shared with both FOEs and schools, Moreover, the templates prepared by HU can be used by other FOEs as documentation, but each FOE should adopt them to suit their own context.

Furthermore, from this time till the end of the project, we need to focus on material development. We need to focus on multi-grade but also SEN. There was an observed gap in SEN activities; therefore, FOEs should draw on experts at their own universities and can also ask UON for their own expertise in SEN. UON are experts in the field of SEN and can provide materials. UON can also give the materials to the EU partners to distribute and discuss with their own twin partners. In the upcoming meeting and events, the gap in SEN should be addressed.

Answering Dr. Morsy’s question about the meaning of developing material, Prof. Zaalouk clarified that there are two sides to the development of materials: conceptual and actual activities. The conceptual side deals with the clarity of concepts. For example, the A for STEAM was absent in the workshops and there are contested concepts such as Global Citizenship. The project does not look at Global Citizenship from a legal or political side, but it looks at it in terms of global values that should be adopted. Hence, if some partners would prefer to replace the term citizenship with values, they can call it Global Values. The concept is about uniting values among human beings around the world and agreeing on human

values such as justice and acceptance of the other. On the national level, many political dialogues suggested the enforcement of Global Citizenship. All partners should enhance and guide the teachers to be more enlightened about the concepts.

Another point to highlight is to create active learning material with diverse activities. Although many policy makers suggest that we create activities outside of the curriculum, we want it as part of the curriculum. Hence, hand-in-hand with EU partners, we can develop a bank of student-centered materials and activities. This bank will be good to accredit, propagate and mainstream nationally.

Prof. Zaalouk continued that research was mentioned many times during the reflection on the first session. Prof. Zaalouk asked the partners to start engaging students. Moreover, Prof. Zaalouk stressed on the point that the FOEs have opportunities to do research and publish in peer-reviewed journals. FOEs can publish with their twin partners and with other partners as well. Yet, disclaimers, consents, and transparency about the research are required as an essential ethical responsibility. Dr. Underwood added that there is a section on Dropbox for research proposals for topics related to the project. Sharing this information on Dropbox encourages transparency on research between all the partners. Prof. Zaalouk agreed and explained that partners should keep everyone informed to avoid the duplication of research and recognize the opportunities of emerging research with partners.

Concerning PCLs, Prof. Zaalouk described the formation of PCLs as a journey. Each FOE is at a different stage of the journey, yet, it is essential to be aware of our own progress. For this purpose, teachers and FOEs should keep diaries to document their emotions, thoughts and ideas. This is an important activity and an important data collection tool while conducting the case studies. The members of the FOE should be in the participant-observation modes, where they not only observe the PCLs for data collection, but also participate in the PCLs. Each Egyptian FOE will communicate with their twin partner about what they should be observing for the case studies. New indicators for PCLs will be created by the FOEs and applied to acknowledge the Egyptian context as well as the FOE and the schools contexts as the indicators presented earlier by EU partners might differ from the Egyptian indicators based on the context. The indicators should answer the following questions: How does an Egyptian PCL look like? What does a PCL mean in each of the Egyptian universities? What would be the indicators for each PCL?

With respect to the idea of celebrating learning, it is important to celebrate the success of the workshops with the schools. Now that we are moving forward with the project, the cluster of the ten additional schools for each FOE should be prepared for by planning how we can cluster. FOEs should account for the common factors between the schools to prepare for the clustering. Moreover, there can be mutual successes or learning to bring the schools together.

Concerning equipment and on the idea of technology, Prof. Zaalouk addressed an issue to be resolved. She elaborated that the AUC was informed by the ERASMUS+ headquarters office in Brussels that the equipment cannot be delivered to schools. The equipment should be distributed to the FOEs. Hence, there are two options:

- 1) To create labs at the universities for the schools to come and access the equipment at the universities. This will build a sustainable tie between the university and the school.

- 2) To loan the equipment to the schools till the end of the project with formal documentation to support the transaction.

Dr. Morsy asked the AUC to provide HU with a documented letter to state the situation and explain the reason behind the decision. This will help them to present the letter to the schools. Prof. Zaalouk confirmed that the AUC will provide all FOEs with formal letters and will forward the email from the headquarters to the FOEs.

Moreover, Dr. Kamal explained that it is a good idea to keep the equipment at the FOE to support the sustainability of the project. Yet, ANSU already communicated with the schools that the equipment is ready for collection. Hence, Dr. Kamal asked about the right way to approach a proper dialogue with the schools.

Prof. Zaalouk addressed the matter by stating that the AUC will prepare official letters to explain the situation and will also try to arrange between the ministries to transfer the equipment from one ministry to another with the consent of the two ministers since the protocol signed includes the equipment as an item. On the other hand, Dr. Kamal stated that ANSU does not have a problem to transfer the equipment with proper documentation from the Dean. Prof. Zaalouk clarified that this will be an external document and process that does not involve ERASMUS+. Dr. Morsy noted that the dean in HU has offered two rooms at the university for the project; therefore, the lab option would suit the HU's context. Prof. Zaalouk welcomed and encouraged the opportunity that will be given to teachers and students to have a more sustainable relationship with the university by providing space for them. The kind of reciprocity in the relationship should also encourage the teachers to give talks and lectures at the university similar to the initiative created in Assuit university as part of the CDFE/TEMPUS project.

On another note, and concerning the partnership and PCLs between universities and schools, Dr. Shehab commented that there should be scheduled monthly meetings that are supported by the higher policy level. Asserting that the AUC will work on the policy level, Prof. Zaalouk explained that the AUC will work on having terms with the MOE to provide time and space for teachers to meet with FOEs and work on their PCLs and PD. Prof. Zaalouk added that there is a clause that supports teachers to perform professional development out of school once a month; hence the AUC will work on activating this clause and try to work on more terms.

HU team stated that in this meeting a representative from the Cairo Educational Directorate attended, it would be beneficial if the directorate can help. Prof. Zaalouk responded that for the project, we need higher policy negotiations, yet, if the directorate can help, that is acceptable. Prof. Zaalouk added that policies as well as institutionalized practices support the project's objectives and sustainability. Therefore, the AUC team will organize for dialogues and conversations on the policy level. Populating the Quality Assurance units is another important point to work on. In addition, advocacy would be an important tool. For this reason, it will be important that the AUC visits schools. Media is another advocacy tool. AUC will organize for a media event to raise awareness about the project's initiatives. It might take place in March /April 2018.

Finally, the last point in the way forward is the M&E tool. Prof. Wilkins explained the templates and the few changes considered based on the 28th Feb meeting and discussion with EU partners. Initially, in CDFE/TEMPUS project, the Institutional Improvement Plan was filled out by the PIs from each FOE, In this project, we have a developmental reflection that will be filled out by the whole team together to encourage group reflection and communication.

Prof. Christopher Wilkins, University of Leicester (ULEIC)

Prof. Wilkins clarified that at the beginning of the project, the QA team wanted to replicate the model in the TEMPUS project, which was an Institutional Improvement Plan that used to be filed by the PI. However, the QA team in ULEIC decided to refine it to focus on enabling the members of the FOE to concentrate on the characteristic of the PCL's development and collectively reflect. The process will change to a reflective process and will be part of the developmental process. It will not only function as an M&E tool, but also as a research instrument for the case study data collection. Alongside the EU partners, FOEs will reflect on the individual member responses.

Furthermore, this M&E tool was supposed to be submitted in January, due to the lack of applicability, the partners need to collectively plan for a new date. Prof. Wilkins asked all partners to review the document and give feedback by the end of March, 2018. This QA tool is a key opportunity to build mentorship and communication between PCLs, and serve as a research instrument. Therefore, all partners should help develop it with the M&E team.

Dr. OGallchoir emphasized again that it is not only for M&E purposes, but also for collection of case study data, Hence, it should be collectively reviewed by the twin partners. Moreover, Prof. Zaalouk noted this model should not be regarded as a QA plan, but as a data collection tool to observe how the PCLs are evolving for the case studies. This M&E tool is a research instrument that will not duplicate the work but rather is considered as part of the data collected for the case studies.

Additionally, Prof. Wilkins added that the process of reflection will help build and develop the FOE's team as they will be able to communicate their thoughts, concerns, and reflections.

Prof. Zaalouk added that the AUC team will review the indicators and the QA plan by the end of March. Next October, 2018 there will be a management meeting in Limerick. Depending on the communication with the headquarters in Brussels and getting their approval, we might need to add a day to discuss the case studies. Prof. Zaalouk elaborated that from now until the management meeting, the twin partners should build the case study and initiate regular communications. Moreover, the EU partners suggested that the 11-day visit in September may be divided into two or more visits, depending on the budget of each of the universities. The dates of the visits will be arranged between the twin partners. Prof. Elkharashi added that UON and AU already decided on the dates of the visit in September.

To address Prof. Linder's question about the management meeting's date, Prof. Zaalouk stated that there will be a Doodle prepared to set the date that suits all the partners.

Lastly, the launch of the website will be announced soon. There are two sections in the website, one for internal use and the other for external use. Prof. Zaalouk announced that all partners should celebrate the end of a long successful workshops and management meeting. As Prof. Wilkins stated in the M&E report, there was a lot of pessimism at the early stages of the project, but now we are evolving into a more optimistic phase with more enthusiasm, excitement and richness.