



**Finally approved by the Quality Assurance Team 15/12/2022**

Budget: € 903.749

1

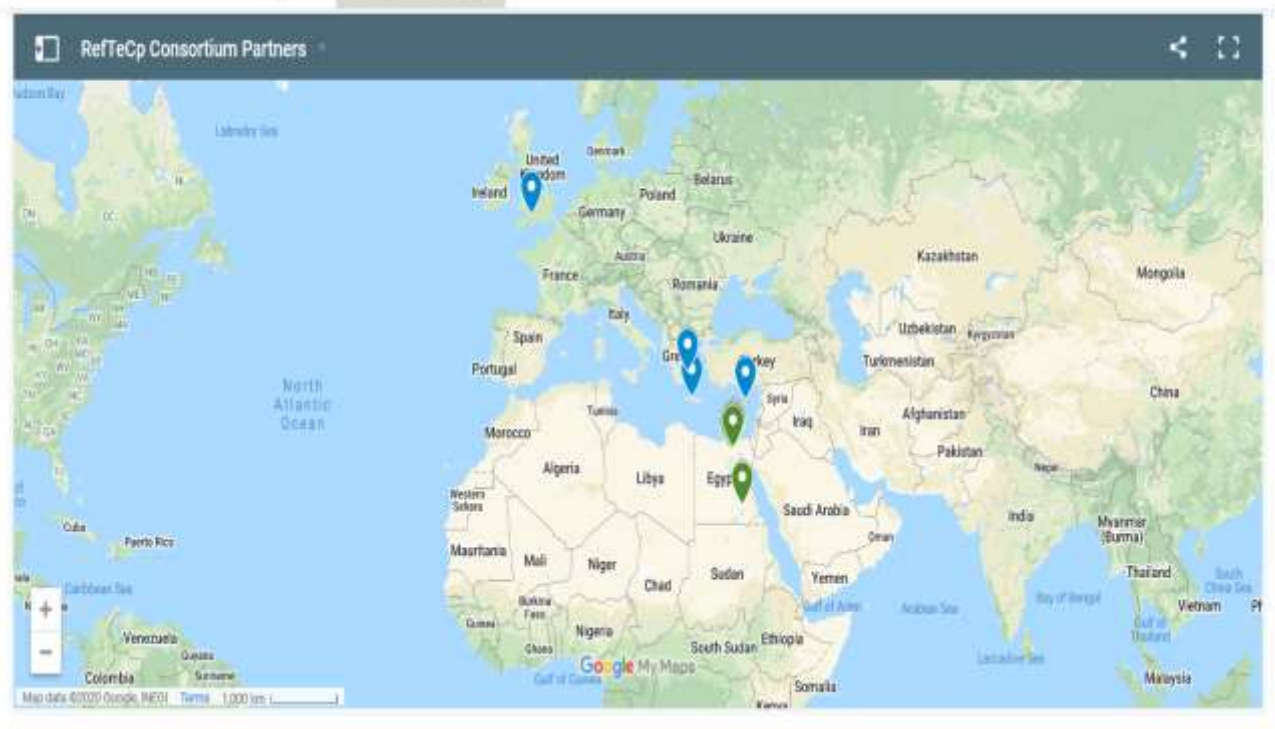
## Table of Contents

- Executive summary**
- ReFTeCp Project Overview**
- Work Packages and Deliverables**
- Project Management**
- Conflict Resolution Strategy**
- Communication Strategy and Tools**
- Reporting Strategies and Tools**
- Guidelines Communicated to the Partners**
- Templates for Project Management and Administration**

## Executive Summary

This deliverable outlines the structures and procedures of the RefTeCp project with respect to its management and communication. The main roles in the RefTeCp project are the Project Coordinator, the Project Management Board, and the Work Package Leaders. Project Management describes roles and responsibilities, the decision-making and conflict resolution strategy, reporting procedures and dissemination. Communication channels describe the communication facilities used in the project. In total, six consortium managerial meetings were carried out followed up by internal/local managerial meetings due to Covid pandemic. During the project funded period six managerial meetings were carried out supplemented by more than 10 side events focusing in managerial meetings, usually internally and/or with the participation of other partners.

## RefTeCp Consortium



## EU Partners

- [Frederick University](#)
- [Bath Spa University](#)
- [University of Crete](#)
- [RCE Crete](#)

## EU Partners

- [Aswan University](#)
- [6th October University](#)
- [Al-Azhar University](#)
- [Heliopolis University](#)
- [Zagazik University](#)
- SDF
- ETIJAH

## Project rationale

In recent years, the Middle East Region has faced one of the most critical refugee crises, with global consequences, especially for EU. Based on various sources, the number of the refugees in Egypt is increasing in the last few years including a large amount of Syrians (approximately 400,000) with 30,000 of them being of school age and with only half of them being enrolled in school. While Syrian refugee children are allowed to enroll in public schools, the majority go to refugee schools organised by the Syrian community. According to our needs analysis, this is largely due to that refugee children find the community schools more suitable because their teachers are Syrians, while Egyptian teachers lack skills to tackle the needs of refugee learners.

Refugee children are a unique learner group due to their prior traumatic and extraordinary experiences. There is need of a refugee-centered pedagogy that most teachers, even refugee teachers, do not possess. Refugee teachers in Egypt estimated to 4000 face considerable constraints in accessing certified in-service training. 500 refugee teachers are working in the Syrian community schools. NGOs and other organizations have gone some way to addressing refugee children's schooling, but their interventions are not tied to educational pathways that lead to certified lasting programs.

Our needs analysis, based on policy documents and discussions with key stakeholders reveals that in order to tackle the above, consideration should be given to engaging both Egyptian and refugee teachers in different capacities to provide learning support for refugee children. Both Egyptian and refugee teachers should undergo training to gain awareness of the refugee experience as well as the cultural backgrounds of refugee learners so that they can be responsive to refugee needs and be sensitive to trauma reactions. The transmission style of teaching that is prevalent in Egyptian schools needs to shift towards a pedagogy that focuses on learning and the needs learners bring in the classroom. There is also an urgent need to provide language support to refugee children so that they can understand the Egyptian dialect in public schools.

Given the current situation in the partner institutions and widely in Egypt, there is lack of effective, job-embedded professional development for teachers to address refugee children's education. While the partner universities are situated in geographical areas with high refugee population, none of refugee teachers can have access to any professional development program. Similarly, neither Egyptian pre-service and in-service teachers have opportunities to get knowledge and skills related to the needs of the refugee children. This has a negative impact on the refugee children's choice to attend public schools. Thus, the great majority of refugee children attend community schools run by the refugees themselves, providing inadequate education to refugee children. Besides that, teachers' inadequate skills to cope with the problems faced by refugee children, there is lack of effective, job-embedded professional development opportunities for both Egyptian and refugee teachers.

These problems and challenges could be tackled through the development of an innovative in-service teacher certification program enabled through blended learning, established in the faculties of education in the partner universities. Using a blended-learning setting – face-to-face-instruction connected by the experiences gained “on the job” – can be one way to meet the needs of quality teaching. The proposed project addresses two crucial needs.

First, the unsatisfying structures of teacher education in relation to preparing pre-service and in-service teachers to respond to the pedagogical challenges raised by the policy to integrate refugee children in public schools in Egypt.

Second, the need to develop an innovative in-service training program driven by a refugee-centered pedagogy needed by teachers involved in refugee children's education. These are in line with national and regional priorities.

As such, the proposed project responds to a cross-cutting priority by giving access to refugee teachers to the Egyptian Higher Education through a post-graduate diploma focusing on refugee-centered pedagogy. It is also consistent with the subject of teacher training and education science, one of the subject priorities as well as in integrating innovative learning tools, teaching methodologies and pedagogies, including flexible learning paths, blended learning.

This project has synergies with the “Children of Peace” initiative, which the EU launched in 2012. It also concerns the UN initiative of SDGs, an EU top priority. The EU Children of Peace initiative, coordinated by the European Commission's Humanitarian Aid and Civil Protection (ECHO) focus on humanitarian projects for children in conflict regions, providing them with access to schools where they can learn in a safe environment, as well as with psychological support to heal their traumatic war experiences. The proposed project will be of critical importance to such initiatives, to prepare societies for eventual post-conflict or post-disaster reconstruction and social and economic development.

## **Project Objectives**

As documented in the rationale for undertaking this project, more and better qualified educators and practitioners related to the refugee crisis in the Middle East region are needed to respond to the educational, social-psycho-emotional, physical, and cognitive needs of children and youth affected by the refugee crisis and forced migration. Accordingly, the proposed project adopts an inter/multidisciplinary,

holistic and systemic approach that at a wider level aims to build and strengthen the capacities of students, faculty, educators and teachers, including refugee teachers to respond to the educational needs of children and youth from conflict and displaced countries. Specific objectives, within the aforementioned wider are to:

1. Develop a blended in-service teacher training program leading to a post-graduate diploma of 60 ECTS in the partner HEIs focusing on refugee children education accessible for both Egyptian and refugee teachers.
2. Support the development of the faculties of education in partner universities to align curriculum, teaching, learning and research in the area of refugee children education.
3. Build capacity of academic staff at the faculties of education in order to contribute to the development, implementation and evaluation of the in-service teacher training program accessible to both Egyptian and refugee teachers.
4. Develop innovative teaching, learning and curriculum materials in the form of an e-Tool Kit addressing refugee children education.
5. Develop a Euro-Arab Network of Refugee Teachers to link up teachers teaching refugee children in host countries in Europe, in Middle East and North Africa as well as globally.

## **Expected Changes**

The ways, in which the situation set out will be changed, can be described as follows:

- Refugee and migrant children will not continue to miss out on vital schooling. Both Egyptian and refugee teachers will have access to a certified professional development program delivered in each partner university which will have considerable impact on refugee children education opportunities.
- There will be a shift from attending schools organised by the refugee community which offer limited accessibility and limited coverage of cognitive needs to the public Egyptian schools which will have teachers trained in tackling the educational and psychosocial needs of the refugee children.
- The Faculties of Education at the partner universities in Egypt will be offering courses for prospective teachers that are infused with refugee education. This will promote the career orientation of the RefTeCp beneficiaries. Strengthening teachers' ability to refugee education needs positively interact in more effective and meaningful education in schools. Trained teachers will become more motivated to improve their teaching methods with consequent impact on refugee children's accessibility and quality education.
- The development of a Euro-Arab Network of Refugee Teachers will boost activities and provide a resource that will result in making a positive difference on refugee education issues both in Egypt, the Middle East region and Europe.

## **Key Outputs**

1. Refugee teaching standards and competences framework
2. Training materials & resources (e-Tool kit for RefTeCp)
3. 50 Teacher educators trained; 2000 students (preservice teachers)
4. RefTeCp Syllabi/Course modules revised (N= 40-50)
5. MOOCs courses developed (N=2-3; in total 6-9)

6. Postgraduate diploma in refugee teaching for in-service teachers (N= 600-700)
7. Blended Learning Laboratories to support RefTeCp (N=4)
8. Euro-Arab Network for Refugee Teachers
9. Papers presented in conferences (N=10); articles published in journals (N= 15-20).

## **Work Packages and Deliverables**

### **WP1 (DEV) Project Management**

- D1.1 Kick-off meeting; management teams, and consortium agreements
- D1.2 Project management manual
- D1.3 Project biannual templates for reporting
- D1.4 Organisation of key project outcomes

### **WP2 (PREP) Getting stakeholders' Involved**

- D2.1: Data is collected to identify pre/in-service teachers' needs and competences
- D2.2 Stakeholders' survey is carried out to identify more data on refugee teaching competences
- D2.3: Preparing guidelines for developing a refugee teaching standards and competences framework

### **WP3 (DEV): Setting-up the Human Resource and Technical Infrastructure**

- D3.1: Task Forces are establish 7 WPs
- D3.2: Running workshops for teacher educators on refugee teaching and course infusion
- D3.3: Running workshops for peer coaches and mobile mentors
- D3.4: Setting ICT-Blended Learning Laboratories to support RefTeCp

### **WP4 (DEV) Design and Development**

- D4.1: Mapping courses for revision
- D4.2: RefTeCp course curriculum revision
- D4.3: Pre-service course syllabi/modules infused with refugee education
- D4.4 Post-graduate diploma in RefTeCp developed
- D4.5 RefTeCp curricula and tools are validated and accredited

### **WP5 (DEV): Implementing the RefTeCp Programme**

- D5.1 Pilot assessment of the RefTeCp program is carried out
- D5.2 The RefTeCp blended learning environment is set up
- D5.3 Full implementation of the RefTeCp programme

### **WP6 (MQPL): Monitoring and Quality Assurance**

- D6.1 Developing the monitoring and quality assurance plan & reports
- D6.2 Developing external M&QA reports

### **WP7 (DISS) Dissemination, Valorisation and Sustainability**

- D7.1 Sustainability strategic plan
- D7.2 Project Website & associated social media
- D7.3 Disseminating MOOCs on refugee teaching
- D7.4 Euro-Arab Network of Refugee Teachers
- D7.5 Organising the RefTeCp international conference & list of joint

publications/good practices

## RefTeCp Indicators

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
<b>Barriers to academia-community cooperation identified</b>	<b>Students (pre-service teachers)/teaching staff/community</b>	<b>Number of barriers identified</b>	<b>Bridging the gap between academia and community</b>
<b>Competences suitable for refugee teaching identified by internal and external stakeholders.</b>	<b>Students/teaching staff/higher education</b>	<b>More than 100 competences identified</b>	<b>Courses revised towards refugee teaching reflect societal needs/stakeholders' identified needs</b>
<b>Refugee Teaching Standards and Competence Framework</b>	<b>Teaching staff; pre/in-service teachers/professionals in RefTeCp</b>	<b>Number of teaching staff (N= 40-50)/pre (N= 1500)-in-service teachers (N= 500) &amp; 150 professionals involved in the RefTeCp competence survey</b>	<b>Added value to the infusing refugee teaching in courses</b>
<b>Readiness for implementing peer coaching and mobile mentoring</b>	<b>In-service teachers (Egyptian &amp; refugee teachers) participating in the professional development programme</b>	<b>Number of trained (100-120 in-service teachers trained to function as peer coaches and mobile mentors during the full implementation of the diploma programme)</b>	<b>Quality of feedback provided to peers</b>
<b>Readiness to start course curriculum revision towards refugee teaching</b>	<b>Teaching staff</b>	<b>40-50 teacher educators trained</b>	<b>Competent staff for refugee teaching curriculum revision</b>
<b>Knowledge of the Bologna process</b>	<b>Teaching staff/Administrators/NGOs/Civic Societies</b>	<b>40-50 teaching staff trained, 20 administrators and 10 from NGOs/Civic Societies</b>	<b>Adoption of Bologna principles in curriculum development</b>
<b>Multi-stakeholder</b>	<b>Teaching</b>	<b>Number and</b>	<b>Course curricula more</b>

<b>involvement in course curriculum validation</b>	<b>staff/students/administrators/key community experts/NGOs/government officials</b>	<b>representativeness of stakeholders' involvement</b>	<b>inclusive and “Voice of the Client” fulfilled.</b>
<b>ICT-blended learning labs established</b>	<b>Teaching staff/pre/in-service teachers; students</b>	<b>Number of students (N= &gt; 1500) and teaching staff (N= 100-150) using labs</b>	<b>Well-functioned blended learning labs</b>
<b>Peer-reviewing of course curricula</b>	<b>Teaching staff/curriculum experts</b>	<b>Number of courses peer-reviewed (N= 40-50)</b>	<b>Revised courses comply with refugee teaching standards</b>
<b>Professional development diploma in refugee teaching for in-service teachers institutionalised.</b>	<b>In-service teacher/teaching staff</b>	<b>Number of in-service teachers registered (N= 600-700 in total in the Faculties of Education)</b>	<b>Life-long learning opportunities for refugee teaching available.</b>
<b>Awareness raising for the ReTcCp Diploma programme widely visible</b>	<b>Students/teachers/teaching staff/administrators/community/public, etc.</b>	<b>Number of target groups reached (N= expected more than 4000)</b>	<b>Increased visibility of the RefTeCp programme outputs</b>

<b>Long term impact</b>	<b>Target groups/potential beneficiaries</b>	<b>Quantitative indicators</b>	<b>Qualitative indicators</b>
<b>Refugee children attending local schools</b>	<b>Refugee and migrant displaced children</b>	<b>Number of enrolment in schools</b>	<b>Refugee children receive quality education that addresses their educational, social, psychological needs.</b>
<b>Teaching staff qualified to refugee teaching issues</b>	<b>Teaching staff</b>	<b>Number of teaching staff qualified</b>	<b>Quality education provided</b>
<b>Increased employability prospects</b>	<b>Graduates from the certified in-service teacher in refugee teaching</b>	<b>Number of graduates employed in schools, NGOs, UN organisations, community services, etc.</b>	<b>Refugee children who live in conflict-affected countries receive better education with consequent effects to peace, social justice and socio-economic development.</b>
<b>Euro-Arab Network of refugee Teachers</b>	<b>Teachers working in schools with refugee children in host</b>	<b>Number of teachers registered in the network; frequency of</b>	<b>Informal and nonformal learning activities on refugee</b>

	<b>countries, including Europe.</b>	<b>visiting the network portal; number of postings, etc.</b>	<b>teaching; improved practice; increased commitment; learning communities.</b>

## Project Management

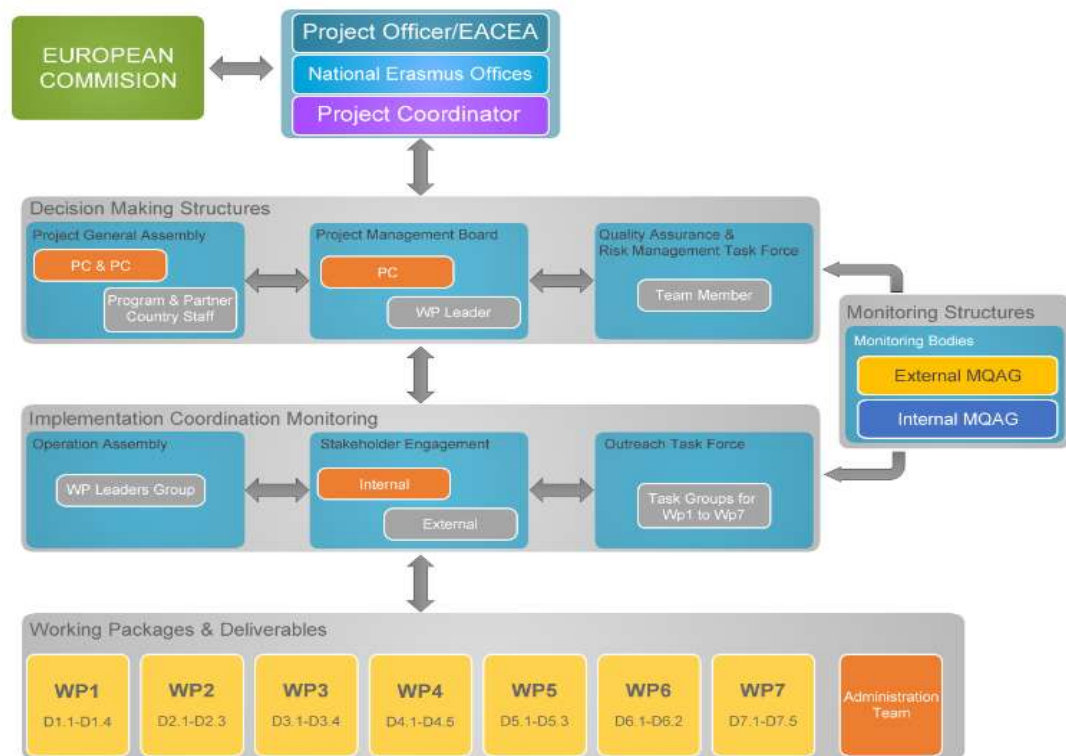


Figure 1. RefTeCp management structure

## Distribution of Roles

### *Project Coordinator*

Project Coordinator is the official link between the RefTeCp project and the European Commission. The PC will set up a RefTeCp Project Office. On behalf of the Project Coordinator the RefTeCp Project Office will handle all financial and other operational matters of the project. The main responsibilities are:

- manage the delivery and the flow of administrative and financial documents;
- manage the release of deliverables and reports to the Commission;
- organise all project meetings (i.e. sending interim reports, meetings minutes, etc.) seeking to minimize time and expenses;
- maintain a high level of communication within the consortium.

## **The Project Management Board**

The Project Management Board consists of one delegate from each partner (the contact person) and is chaired by the Project Coordinator. The PMB has the following responsibilities:

- The PMB is the formal decision-making body of the consortium.
- Quality Monitoring: The PMB decides on the acceptance/rejection of deliverables
- Conflict Resolution: If necessary, the PMB will resolve conflicts by majority voting
- Coordination of internal and external project activities
- Assessment of the progress of the entire project (comparison planned vs. realized work) and taking corrective actions, if necessary.

The PMB meets at least once a year and will be chaired by the PC. Additional PMB meeting may be called by the PC, or at request of partners. Decisions will be taken by consensus whenever possible; only in case of conflict decisions will be taken by voting. Each partner will have one (1) vote and majority (2/3) of votes will be needed. Video conference or e-meetings might be used whenever possible to reduce travel expenses. In addition, the PMB will monitor the technical direction of the project, approve all major technical decisions, decide and approve any budget variances.

## **Work Package Management (WPM)**

The Work Package Leaders are the experts who manage the individual work packages (WP). The WP leaders will also coordinate the contributions of the respective WPs to the annual project review reports and the final project report. WP meetings and inter-WP meetings will be arranged when it is deemed necessary and will be combined with PMB meetings if possible. In order to facilitate this, all WP leaders are also PMB delegates.

Under the coordination of the PC, WP leaders will be in charge of:

- Leading technical progress in order to ensure the WP goals are met on time and within budget restrictions.
- Having the expected deliverables on time
- Ensuring efficient communication within the participants in the WP and between WPs

## **Conflict Resolution Strategy**

The conflict-handling philosophy of the consortium is in the first place based on prevention. In case a conflict arises, it will immediately be tackled at the lowest possible level and, at the same time, brought to the attention of the PC. If necessary, the PMB will resolve conflicts by simple majority voting. With these conflict avoidance and resolution mechanisms in place, it is expected that decision making will for the most part occur on a consensual basis. Also, issues related to protect intellectual property will be settled out. In general, the products produced will be the

property of those partners which have contributed to them. The degree of ownership will depend on the degree of contribution to the product.

## **The QA and Risk Management**

The Risk Management Plan lists potential risks that may occur during the project lifecycle. Early identification of these potential risks to the project will help project management team to help to elaborate appropriate solutions and adjustments in time. In general, internal and external risks as well as other issues that might affect the progress of the project are also critical to be addressed. Risk is a measure of the inability to achieve overall project objectives within defined cost, schedule, and technical (performance and quality) constraints. Each WP leader will report to the Project Coordinator any risk situation that may affect the accomplishment of the objectives properly and in time. In these cases, the Project Management Board (PMB) will be consulted. The PMB will establish plans to reduce the impact of risk occurring. Responses may include:

Based on the analysis of the likelihood/probability and consequences of a risk event, risk ratings can be assigned as of: Low, Moderate, or High (Figure 3). Low risk has little or no potential to obstacle the project's planning and implementation. Moderate risk may cause some problems such as, disruption of schedule, or degradation of performance and/or quality, and thus special action and management attention may be required to control acceptable risk. Finally, high risk is likely to cause significant disruption of schedule, or degradation of performance and/or quality. To avoid such an event, significant additional interventions are required to control acceptable risk.

## **Risk Analysis**

***List factors that could pose a risk to the project's success, assess their likelihood and severity, and detail the action you will take to prevent them from happening (or manage them if they if they occur).***

<b>Risk Description</b>	<b>Probability (P) 1 – 5 (1 = low 5 = high)</b>	<b>Severity (S) 1 – 5 (1 = low 5 = high)</b>	<b>Risk Score (PxS)</b>	<b>Detail of action to be taken (mitigation / reduction / transfer / acceptance)</b>

Risk	Probab.	Impact	Counter-measures
	Low/ medium/ high	Low/ medium / high	

Figure 3: Risk rating

### Impact

- High – Risk that has the potential to greatly impact project cost, project schedule or performance
- Medium – Risk that has the potential to slightly impact project cost, project schedule or performance
- Low – Risk that has relatively little impact on cost, schedule or performance

Impact	H			
	M			
	L			
		L	M	H
Probability				

Each major risk (those falling in the Red & Yellow zones) will be assigned to a project team member for monitoring purposes to ensure that the risk will not “fall through the cracks”. For each major risk, one of the following approaches will be selected to address it:

**Avoid** – eliminate the threat by eliminating the cause

**Mitigate** – Identify ways to reduce the probability or the impact of the risk

**Accept** – Nothing will be done

**Transfer** – Make another party responsible for the risk (buy insurance, outsourcing, etc.)

For each risk that will be mitigated, the project team will identify ways to prevent the risk from occurring or reduce its impact or probability of occurring. For each major risk that is to be mitigated or that is accepted, a course of action will be outlined for the event that the risk does materialize in order to minimize its impact. Possible risk indicators are in the project. A template for responding to risks is the following.

### Responding to Risk Worksheet

Risk	Mitigation Strategies	Implementation
List of the risks	List each of the mitigation strategies chosen for each risk	Who will be responsible to carry out the

		mitigation strategies

## Risk Handling and Monitoring

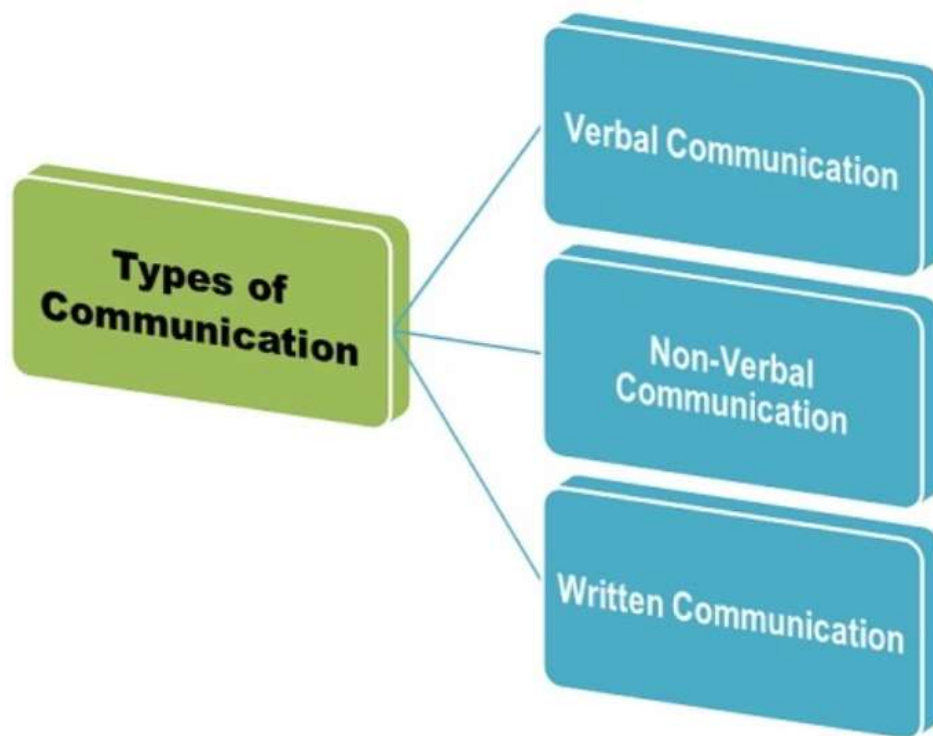
After the project's risks have been identified and assessed, the approach to handle each significant risk must be developed, using appropriate monitoring and techniques for handling the emergent risks. The person responsible for implementing and tracking risk handling is the PC and the WP leaders. Risk monitoring systematically tracks and evaluates the performance of risk-handling actions. It is part of the Project Coordinator's task and the Work Package Leaders' function and responsibility.

## Communication Strategy

### *How Communication Works*

Before we dive into strategy, let's establish a baseline for understanding communication. Merriam-Webster defines communication as "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior." Essentially, it's the process by which we share information, ideas, and intentions with each other. For the purposes of this project, since the persons involved come from different socio-cultural backgrounds, it is of critical importance to consider the other's cultural perspectives regarding the following three types of communication:

- **Verbal communication:** The way we speak, whether in a formal setting or through a casual conversation.
- **Written communication:** Considering how frequently we use emails, text messages, and social media to communicate well through writing is a vital skill.
- **Behavioral communication:** Sometimes, gestures, appearance and facial expressions may mean different things for different people. Learn the others' norms for this type of communication.



### **Communication Strategy and Tools**

The strategy to carry out communication between the managerial bodies and all those involved in the REFTECP project is based on the following model. The project coordinator and the local coordinator along with the institutional coordinators will constitute the core body for communicating:

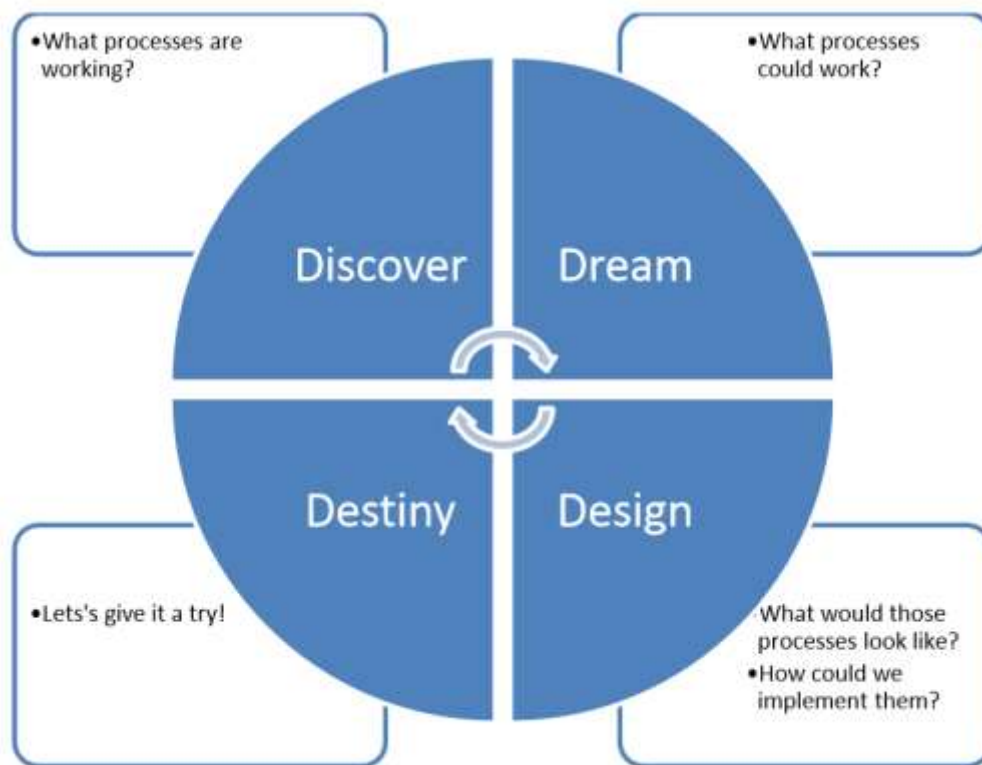
- 1) All issues related to the design, development, implementation and assessment of the project
- 2) Function as the channels for communicating with Work Package Leaders
- 3) Communicating the problems, risks and other issues related to the smooth development of the project

Based on our previous experiences and working together with most of the REFTECP partners in previous projects, this strategy seems to be very effective as it eliminates delays and distributes responsibilities effectively. In particular, this communications strategy shows how effective communications can:

1. help us achieve our overall organisational objectives
2. engage effectively with stakeholders
3. demonstrate the success of our work
4. ensure people understand what we do
5. change behaviour and perceptions where necessary

The key tools to be used include e-mails, Skype/Zoom meetings whenever possible, and tools such as the Community of Practice and LMS platform. Some templates through which we gather communication inputs related to project deliverables are the following: a) a biannual report template; minutes template for the managerial

meetings, the periodic PC reporting activities and the dissemination activities, described in relevant deliverables. For communication purposes the following model can be used to facilitate the process and reach the desirable outcomes.



## Communication Strategies for Peer-reviewing Activities

### PARTNER COUNTRIES PEER-REVIEWING DISCUSSION GROUPS

<b>G</b>	<b>UNIVERSITY</b>	<b>PEER-REVIEWER</b>
1	AL-AZHAR UNIVERSITY	ASWAN UNIVERSITY
	<b>Names and e-mails of syllabi/modules authors</b>	<b>Names and e-mails of syllabi/course modules reviewers</b>
2	ASWAN UNIVERSITY	ZAGAZIG UNIVERSITY
	<b>Names and e-mails of syllabi/course modules authors</b>	<b>Names and e-mails of syllabi/course modules reviewers</b>
3	ZAGAZIG UNIVERSITY	HELIOPOILIS UNIVERSITY
	<b>Names and e-mails of syllabi/course modules authors</b>	<b>Names and e-mails of syllabi/course modules reviewers</b>
5	6 <sup>th</sup> OCTOBER UNIVERSITY	AL-AZHAR UNIVERSITY
	<b>Names and e-mails of syllabi/course modules authors</b>	<b>Names and e-mails of syllabi/course modules reviewers</b>

--	--	--

## Reporting Strategies

Reporting includes: 1) approval of deliverables; 2) biannual project management meetings; and 3) biannual progress reports. The strategies for the approval of deliverables is based on the Quality Assurance Task Group consisted of the Project Coordinator, the institutional coordinators and the external evaluators. For the biannual project management reporting, a template has been developed that will be used. Similarly, for biannual progress reports another template has been created to elicit partners' progress on deliverables.

### TEMPLATE FOR MANAGERIAL MEETINGS REPORTS

<i>Meeting/Project Name:</i>			
<i>Date of Meeting: (DD/MM/YYYY)</i>		<i>Time:</i>	
<i>Meeting Facilitator:</i>		<i>Location:</i>	

#### 1. Meeting Objective

--

#### 2. Attendees

<i>Name</i>	<i>Partner Institution</i>	<i>E-mail</i>	<i>Phone</i>



3. Agenda and Notes, Decisions, Issues					
Topic		Partner		Time	

4. Action Items					
Action		Partner		Due Date	

5. Next Meeting (if applicable)					
Date: (DD/MM/YYYY)		Time:		Location:	
Objective:					

<p align="center"><b>REFTECP BIANNUAL ACTIVITY REPORT</b></p> <p align="center">[Insert Partner Institution Name]</p> <p align="center">[Insert period]</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------

**Progress Against Milestones**

[Insert key milestones achieved to date]

Insert key activities/outputs undertaken/occurred during the period covered]

**Variations**

[Insert milestones missed/delayed and likely impact on the project]

Justify variations occurred]

**Current Problems & Risks**

[Insert problems and risks occurred during the period covered and any remedial actions taken]

**Anticipated Problems & Risks**

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

**Additional Information of Notable Achievements**

[Provide additional information including the impact and value of the work achieved]

**Details on Capacity Building**

**Number of academic staff from the partner country's Higher Education Institutions** (professors, assistants with teaching tasks, etc.) **trained/retrained** to the date of the report submission:

Male

Female

<b>Number of non-academic staff from the partner country's Higher Education Institutions</b> (librarians, staff from the International Office, IT specialists, etc.) <b>trained/retrained</b> <u>to the date of the report submission</u> :	Male	
	Female	
<b>Number of staff from the partner country's non Higher Education Institutions</b> (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) <b>trained/retrained</b> <u>to the date of the report submission</u> :	Male	
	Female	
<b>Number of students from the partner countries who have attended programmes/courses developed in the framework of the project to</b> <u>the date of the report submission</u> :	Male	
	Female	
<b>Communication Strategy- Achievements</b> [Provide information on the dissemination of the project results]		
<b>Communication Strategy- Forthcoming</b> [Provide information on how you intend to communicate the results of the project in the next period]		

## Management Guidelines

### PROCEDURES FOR PURCHASING EQUIPMENT

In the following table, as well as in the attached file, you will see the budget of equipment allocated each partner university in Egypt and Jordan together with what this budget will be spent. Pay considerable attention to the following and come back to me with your comments by 20th of March at the latest.

The following revised budget for equipment has been approved by the programme officer in Brussels. The prices are indicative. The final ones will be based on the competitive offers from at least three different companies in the local market. No changes will be allowed to the types of equipment in the following table. The items can change based on the final best price offered. In your call for tenders, you do not disseminate the prices listed in the table, but only the items.

#### IMPORTANCE NOTICE

In the event of purchase of equipment over €25.000, the provisions set under section 3.2.5 'Award of Contracts' of these Guidelines will apply. Even in case that your actual budget for equipment will be a bit less than €25.000, you are asked to follow the tendering procedure.

Not any purchase of equipment will be finalised by any partner before sending all the required documents to the Coordinating Institution, to the attention of Nikos Larios

(you will receive e-mail address) and without the approval of the General Coordinator.

You have to take action now for the tendering. The process must be finalised within three months. Take also procedures for the computer lab that will be exclusively used for the REFTECP programme. There must be no split of the budget equipment. It is good if all partners in each partner country cooperate to avoid differences in prices in the same country. Be aware of the exclusion of tax.

### **3.2.5 Award of Contracts and Tendering procedure**

#### **3.2.5.1 Background**

In addition to the provisions set out in Article II.9 and Article II.10 of the General Conditions of the Grant Agreement, where the value of a contract awarded in accordance with those Articles is over EUR 25.000 and less than EUR 134.000, the beneficiaries shall launch a tendering procedure and obtain competitive offers from at least three suppliers and retain the one offering best value for money, observing the principles of transparency and equal treatment of potential contractors and taking care to avoid conflicts of interests. Where the estimate value of a contract to be awarded in accordance with those Articles exceeds EUR 134.000, national legislation will be applicable.

Please note that the beneficiaries may not split the purchase of equipment into smaller contracts below the threshold in order to avoid launching a formal tendering procedure.

The points mentioned below are a quick guidance to help the beneficiaries when preparing their tendering procedure.

**It is provided for guidance purposes only and its content is not intended to replace consultation of the applicable rules or the necessary advice of an expert, where appropriate.**

#### **3.2.5.2 General Guidance to prepare a tendering procedure**

When it comes to tendering a key aim of each beneficiary institution is to purchase the most qualitative equipment/services/supplies at the best price (sound financial management) while also ensuring that the required equipment/services/supplies are made available within agreed timeframes.

**Tender specifications** are mandatory and instrumental in achieving this goal.

Tender specifications describe **what the beneficiary institution is going to buy**. The quality of the description determines not only the quality it will get, but also the price that it will pay.

It is also particularly important to ensure total consistency between the tender specifications and the other tender documents (i.e. the invitation to tender, draft contract and various annexes).

The tender specifications must always indicate (see explanation under section 3.2.5.3):

- ☐ the **exclusion and selection criteria** that must be fulfilled by tenderers (analysis of the tenderers)
- ☐ the **award criteria** and their relative weighting (analysis of the quality and price)
- ☐ the **technical requirements**, i.e. the technical specifications (including, whenever relevant, the minimum technical requirements)

The following general requirements should also be followed as principles:

- ☐ the description must be comprehensive, clear, precise and transparent
- ☐ the tender specifications must ensure equal access to tenderers (equal treatment and non-discrimination) and must not have the effect of creating unjustified obstacles to competitive tendering (widest competition possible)
- ☐ the choice of the criteria described above (exclusion, selection and award) has to be proportional in relation to the subject and the value of the purchase
- ☐ Sound financial management
- ☐ Establishment of an evaluation committee

Each tendering procedure must contain at least the following elements:

- ☐ Invitation to tender
- ☐ Tender specifications
- ☐ Minutes of the tender opening
- ☐ Tender evaluation report from the evaluation committee
- ☐ Commercial offers
- ☐ Etc.

**Please note that the beneficiaries must clearly document each tendering procedure and retain all the documentation in particular for audit purposes in accordance with Article II.27 of the General Conditions of the Agreement.**

### **3.2.5.3 Specific Guidance to prepare a tendering procedure**

When preparing the tender specifications, the beneficiaries should make sure to address all the issues underlined below:

#### **Information on tendering**

The information provided in this part of the tender specifications is of a more administrative nature. It addresses issues such as:

- ☐ participation in the procedure (access to the market)

- ☐ contractual conditions
- ☐ joint tenders
- ☐ subcontracting
- ☐ content and period of validity of the tenders
- ☐ identification of tenderers (legal capacity and status)
- ☐ etc.

### **Title, purpose and context**

The title should, as much as possible, be short and precise and refer to the subject of the contract. It must be used consistently throughout the documents issued during the procedure.

The beneficiaries have to provide with as much background information and (Internet based) reference documents as possible. This will help avoiding potential unequal treatment of tenderers.

### **The technical specifications**

The technical specifications describe what the beneficiary's institution is going to buy. The description should be comprehensive, clear and precise. Providing tenderers with the fullest possible information is the only way to avoid possible unequal treatment. It should include the characteristics and technical requirements of the products, services or materials to be ordered, considering the purpose for which they are intended by beneficiary's institution. These characteristics may include:

- ☐ the quality levels
- ☐ the levels and procedures of conformity assessment
- ☐ safety or dimensions, including, for supplies, the sales name and user instructions, and, for all contracts, terminology, symbols, testing and test methods, packaging, marking and labelling, production procedures and methods
- ☐ delivery and payment terms
- ☐ warranty service and technical support conditions
- ☐ etc.

In marginal cases where it is not possible to provide a sufficiently detailed and intelligible description of the subject of the contract, the description must be followed by the words "or equivalent".

The duration of execution of tasks must also be specified. It is recommended to include the period of approval of deliverables in the period of execution of the tasks.

### **Estimate value of the contract**

The estimate value of the contract must be specified. Indeed, it is essential that interested economic operators are perfectly aware about the size of the contract they are competing for.

## Evaluation and award of the contract

This part of the tender specifications describes the evaluation process and specifies the different types of criteria which will be applied to decide on the award of the contract:

- ☐ the **exclusion criteria** allow the beneficiary to determine whether an economic operator is qualified to participate in the tendering procedure.
- ☐ the **selection criteria** is to allow the beneficiary to determine whether a tenderer has the financial, economic, technical and professional capacity necessary to carry out the work and in principle they relate to their past experience. Selection criteria are not exhaustive and are general in nature. They must be drafted in a non-discriminatory manner that is consistent with the purpose and complexity of the future contract.
- ☐ finally, the **award criteria** will allow the beneficiary to choose the best tender out of those submitted by tenderers which are not excluded and which meet the selection criteria. Award criteria deal with the quality and price of the tender, without ever going back to the capacity of the tenderer or its past performance.

The **award method will be the "best value for money"** meaning that the winning tender is the one offering the best quality/price ratio, taking into account the criteria announced in the specifications.

### **PAY ATTENTION TO THE FOLLOWING**

Compared to the equipment as specified in the original application, minor adaptations in terms of quantity and product in the purchased equipment can be accepted without prior authorisation provided that the budgetary ceilings are respected, the corresponding equipment items are eligible, the modification can be justified and is related with the project objectives.

In case of significant changes of the equipment to be purchased compared to the equipment as specified in the original application, prior written authorisation from the Agency should be given during project implementation.

In any case of doubt the coordinator shall contact the Agency and ask for prior written approval based on clear justifications. It is however the responsibility of the coordinator to ensure that in case approval is given, the purchased items comply with the eligibility criteria since the verification of the eligibility of the specific equipment items will only be carried out following the submission of the final report.

The total expenses for Equipment may not exceed 30% of the maximum grant as specified in Article I.3 of the Agreement, excluding the 10% flexibility as referred in section 3.1.2.

## **Supporting documents:**

For the purpose of any **financial evaluation and/or audit**, beneficiaries will have to **retain with the project accounts** the following supporting documents:

☐ ☐ Invoice(s) and bank statement(s) for all purchased equipment (please note that order forms, pro-forma invoices, quotations or estimates are not considered as proof of expenditure).

☐ ☐ When the threshold of EUR 25.000 is exceeded and below EUR 134.000, documentation on the tendering procedure and three quotations from different suppliers.

☐ ☐ When the threshold of EUR 134.000 is exceeded, documentation on the tendering procedure applied according to national legislation.

☐ ☐ Proof that the equipment is recorded in the inventory of the institution.

The beneficiaries may not split the purchase of equipment into smaller contracts below the threshold.

In addition, the declared costs must be identifiable and verifiable, in particular being recorded in the accounting system of the beneficiary. Furthermore, the equipment must be properly registered in the inventory of the institution concerned.

With the exception of the elements described in the shaded box below, **supporting documents should not be sent** with the Final Financial statement. At final reporting stage, the Agency will take note of the expenses on the basis of the final financial statements (list of expenses) sent by the coordinator (see Annex VI of the Agreement - "Final Financial statement") and will examine these expenses in detail to verify their eligibility. If there are doubts on any particular point, the Agency may request to provide **all the supporting documents**.

The **following documents must be provided** with the Final Financial statement:  
For equipment with a total value of more than EUR 25.000, a copy (not original) of the invoice(s) and the competitive offers must be sent as supporting documents.

Any prior authorisation from the Agency



**Refugee Teaching Certification Programme  
for Egyptian and Refugee  
Teachers Enabled by Blended Learning  
(No. 598437-EPP-1-2018-1-CY-EPPKA2-CBHE-JP)  
1<sup>st</sup> Managerial Meeting & Workshop  
6-9 June, 2019 Bath Spa University, Bath, U.K.**

Day 1: 6 <sup>th</sup> June, 2019	
10:00-10:30	Registration
10:30-11:00	Welcome
11:00-13:00	<b>Session 1: Overview of the RefTeCp Project Progress</b>
11:00-11:30	<b>RefTeCp Project Achievements &amp; Task Planned for 2019</b> Prof. Vassilios Makrakis, Frederick University, Project Coordinator
11:30-12:00	Discussion
12:00-12:30	<b>Managerial Issues: Reporting activities, potential problems and impacts</b> (Each partner has 10 minutes available)
12:30-13:30	<b>Managing Staff Employment and Purchase of Equipment</b>
	<b>Workshop 1: Heliopolis University; Aswan University- Al- Azhar University- October 6 University- Zagazig University-</b> Monitored by Prof. Ahmed Ghalab (Aswan University)
13:30-15:00	Lunch
15:00-17:00	<b>Session 2: Peer-Reviewing the Selected Undergraduate Courses and Concepts</b>
15:00-15:30	<b>Aswan University-</b> Reviewed by Prof. Nelly Kostoulas (University of Crete)
15:30-16:00	<b>Al Azhar University-</b> Reviewed by Prof. Pat Black (Bath Spa University)
16:00-16:30	<b>October 6 University-</b> Reviewed by Prof. Vassilios Makrakis (Frederick University)
16:30-17:00	<b>Zagazig University-</b> Reviewed by Prof. Kate Reynolds (Bath Spa University)

Day 2: 7 <sup>th</sup> June, 2019	
10:00-11:00	<b>Session 3: The CARE Methodology for Developing Student-Driven Learning Activities</b>
09:30-10:00	<b>The CARE Methodology</b> Prof. Vassilios Makrakis, Frederick University
10:00-11:00	<b>Workshop 2: Practicing examples based on the CARE Methodology</b> Prof. Nelly Kostoulas (University of Crete)
11:00-11:30	Coffee Break

11:30-12:30	Continuing Workshop 2
12:30-13:30	Discussion
13:30-15:00	Lunch
15:00-16:15	Reporting on Public Schools Mr. Omar Eldahan; Reporting on Refugee Schools; Prof. Omar Ramzy; Reporting on qualitative study results Mr. Omar Eldahan
16:15-17:30	Workshop 3: Identifying the stakeholders' inputs for the RefTeCp curriculum planning and development Monitored by Prof. Omar Ramzy

Day 3: 8 <sup>th</sup> June, 2019	
10:00-13:00	Session 6: Applying the Identified Stakeholders' Inputs on the Teachers' Standards and Competences Framework
09:00-09:30	Presenting the Stakeholders' Inputs
09:30-11:00	Workshop 4: Presenting and discussing the RefTeCp Experts' Inputs: Prof. Pat Black (Bath Spa University); Prof. Nelly Kostulas (University of Crete); Prof. Vassilios Makrakis (Frederick University)
11:00-11:30	Coffee Break
11:30-13:00	Workshop 5: Applying the Stakeholders' and RefTeCp Experts' Inputs on the Teachers' Standards and Competences Framework Presenting the results
13:00-13:30	Discussion
	Lunch
15:00-17:00	Session 7: Reporting on Stakeholders' Survey
15:00-17:00	Virtual Session through ZOOM- Aswan University- Prof. Adel Abdel Faheem; Al Azhar University- Virtual Presentation Prof. Said Sedouky; October 6 University-Prof. Mohammed Bedawi (Personally present); Zagazig University

Day 4 : 9 <sup>th</sup> June, 2019	
09:00-13:00	Session 6: The RefTeCp Communication, Reporting and Virtual Training Environment
09:00-10:00	The RefTeCp Communication Media and Dissemination- Prof. Nelly Kostoulas (University of Crete)
10:00:-10:30	The RefTeCp Reporting Environment- Prof. Vassilios Makrakis (Frederick University)
10:30-11:00	The RefTeCp Virtual Training Environment- Prof. Vassilios Makrakis (Frederick University)
11:00-11:30	Coffee Break
11:30-13:00	Workshop 6: Using the RefTeCp Resources Monitored by Prof. Vassilios Makrakis (Frederick University)
13:00-15:00	Lunch
15:00-17:00	Workshop 7: Closing and Assessing the RefTeCp 1 <sup>st</sup> Managerial Meeting and Workshop Monitored by Prof. Pat Black (Bath Spa University)

MINUTES

Dr. Pat Black from Bath Spa University welcomed participants followed up by some representatives from the host institution. DR. Pat asked participants to introduce themselves.

Then, the Project Coordinator introduced the project to give the participants a sense of the relative level of importance of the effort expected from all partners.

The overview provided included details about the contract, statement of work in relation to deliverables. Particular attention was given to this issue and a followed-up discussion clarified many issues.

After that, each partner institution was given a few minutes to introduce the activities carried out and the managerial issues they wanted to discuss.

The key issues raised were related to the budget administration, the issue of equipment purchase stressing the problem of shortage in terms of finance to purchase large part of the equipment.

Through the discussion it was decided to make priorities and purchase the most needed equipment.

Participants also raised the issue of internal cooperation and the role of the local coordinator.

It was decided that since partner institutions by the majority are from the greater metropolitan area of Cairo, to organize frequent meeting to solve issues.

Another issue discussed was concerned with the process of monitoring and quality assurance.

It was said that the instruments developed were effective but close look especially through the monitoring team is needed.

Participants also presented preliminary results of the stakeholders surveys and organized a virtual meeting with staff from partners' institutions to take part in the discussion.

This was proved very useful and participants benefitted much from the discussion

## 1<sup>st</sup> Managerial and Training Workshop Assessment

### KNOWLEDGE AND UNDERSTANDING ACQUIRED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INCREASED	4	50,0	50,0	50,0
	HIGHLY INCREASED	4	50,0	50,0	100,0
	Total	8	100,0	100,0	

### IMPACT OF WORKSHOP PRESENTATIONS FOR CAPACITY BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STIMULATING	5	62,5	62,5	62,5
	HIGHLY STIMULATING	3	37,5	37,5	100,0
	Total	8	100,0	100,0	

#### IMPACT OF WORKSHOP ACTIVITIES FOR CAPACITY BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EFFECTIVE	2	25,0	25,0	25,0
	HIGHLY EFFECTIVE	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

#### ADDITIONAL NEEDS FOR FUTURE WORKSHOPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	1	12,5	12,5	12,5
	YES	7	87,5	87,5	100,0
	Total	8	100,0	100,0	

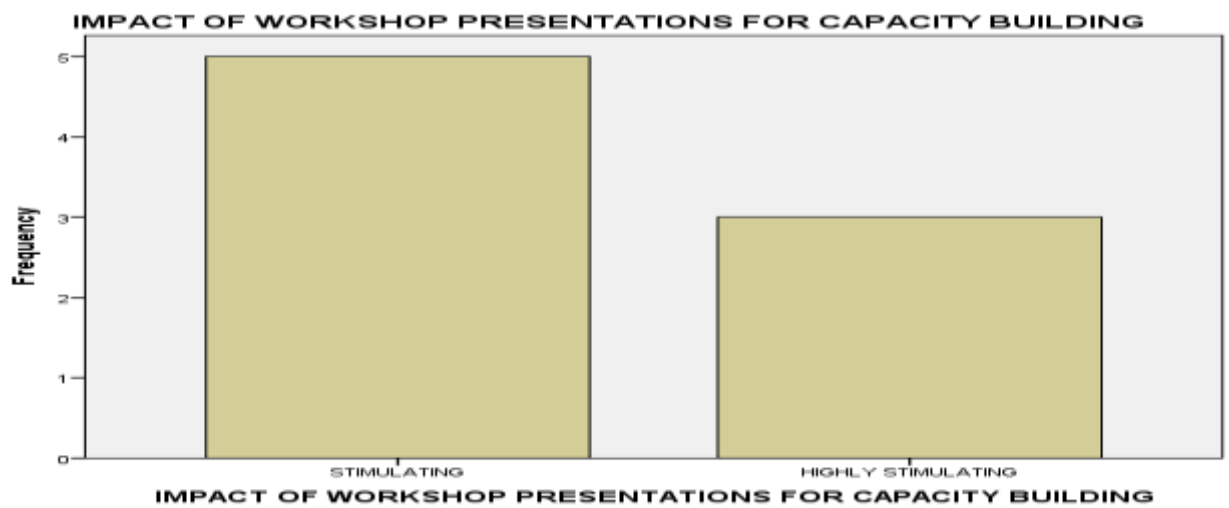
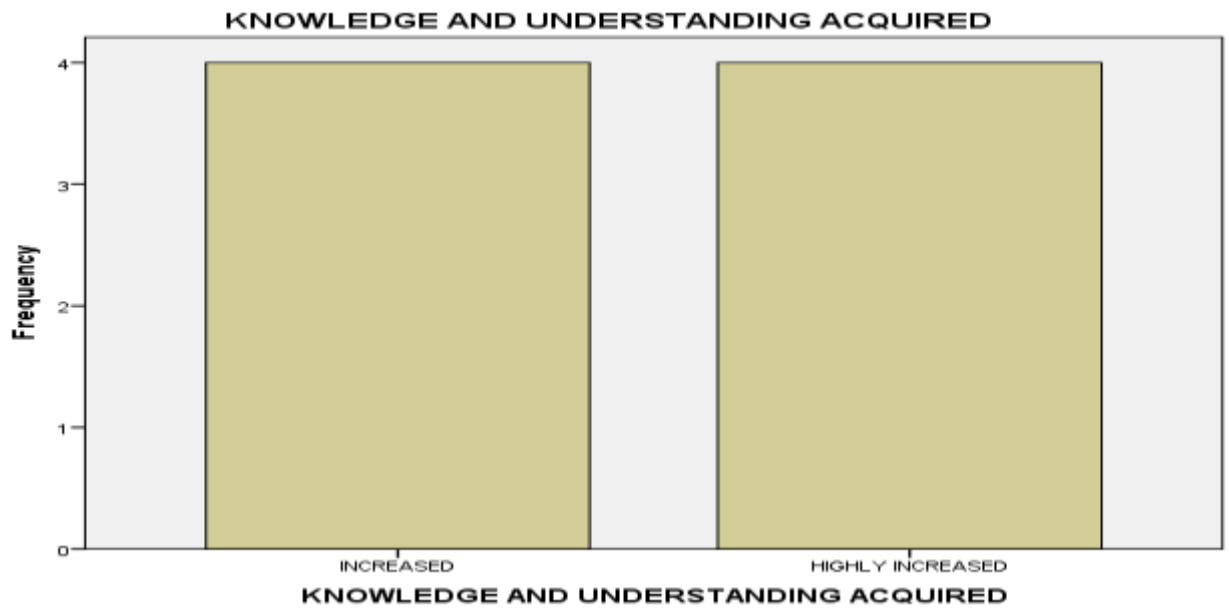
#### CAPACITY ACQUIRED TO COPE WITH COORDINATION AND ADMINISTRATION

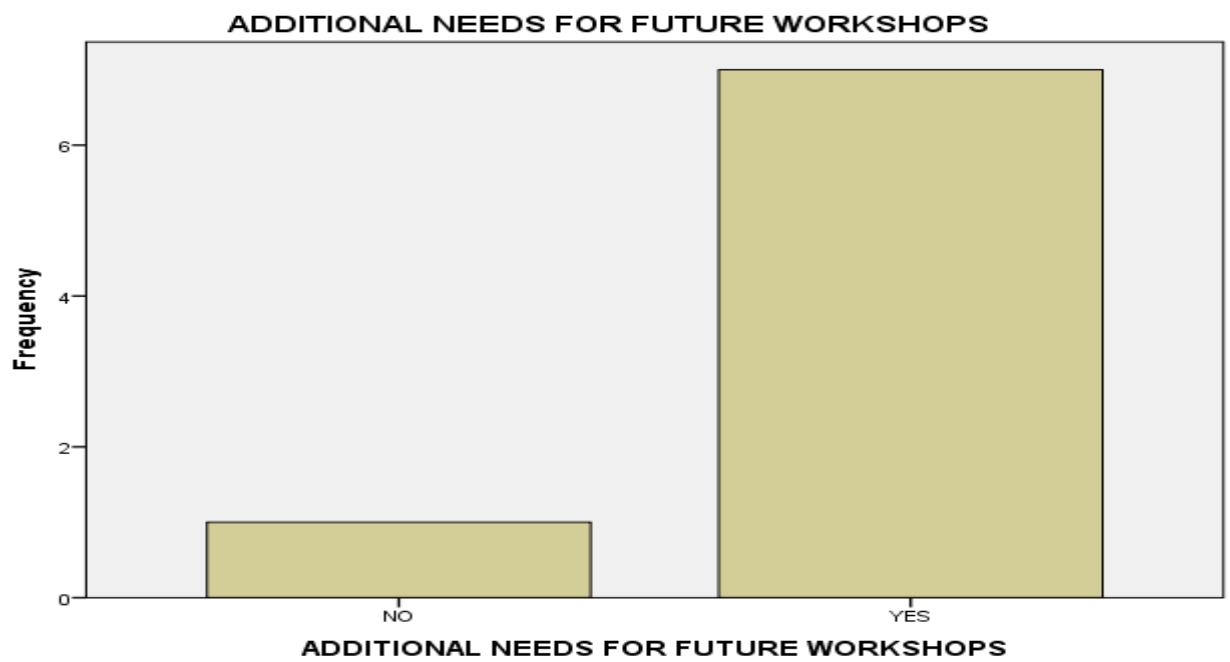
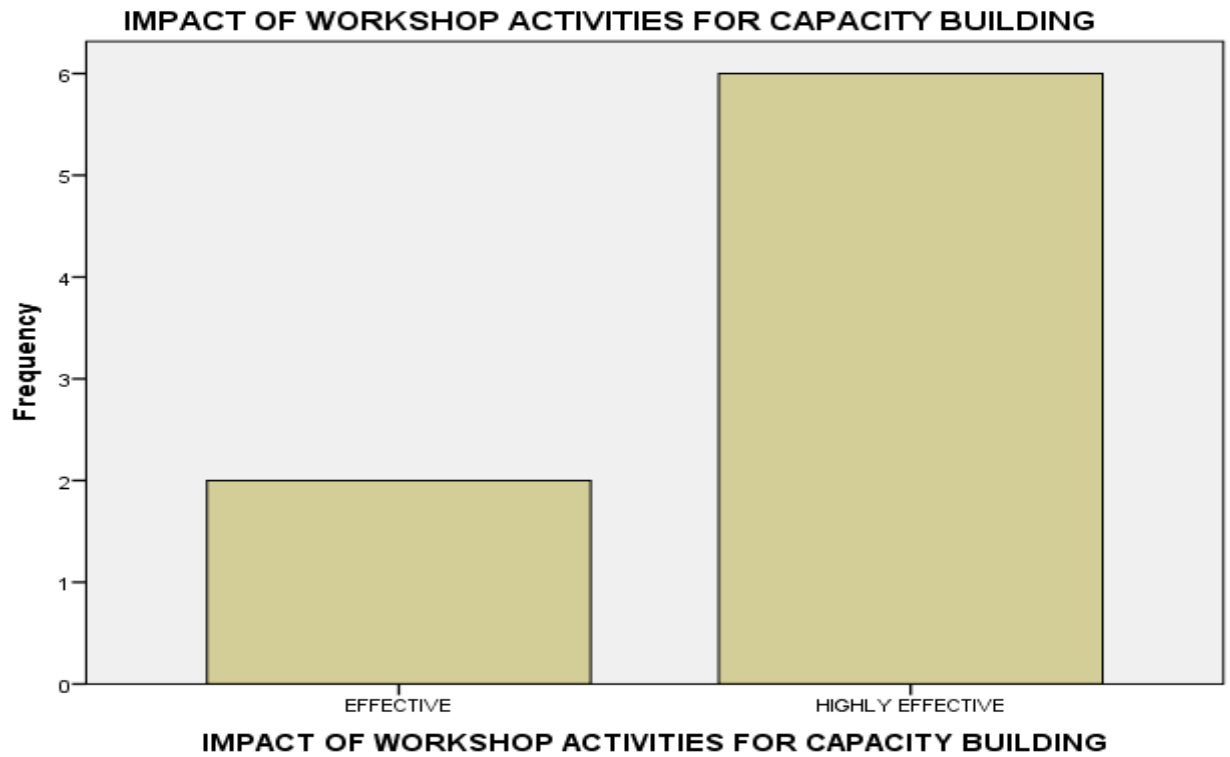
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT IMPROVED	1	12,5	14,3	14,3
	MODERATELY IMPROVED	1	12,5	14,3	28,6
	IMPROVED	1	12,5	14,3	42,9
	HIGHLY IMPROVED	4	50,0	57,1	100,0
	Total	7	87,5	100,0	
Missing	9,00	1	12,5		
Total		8	100,0		

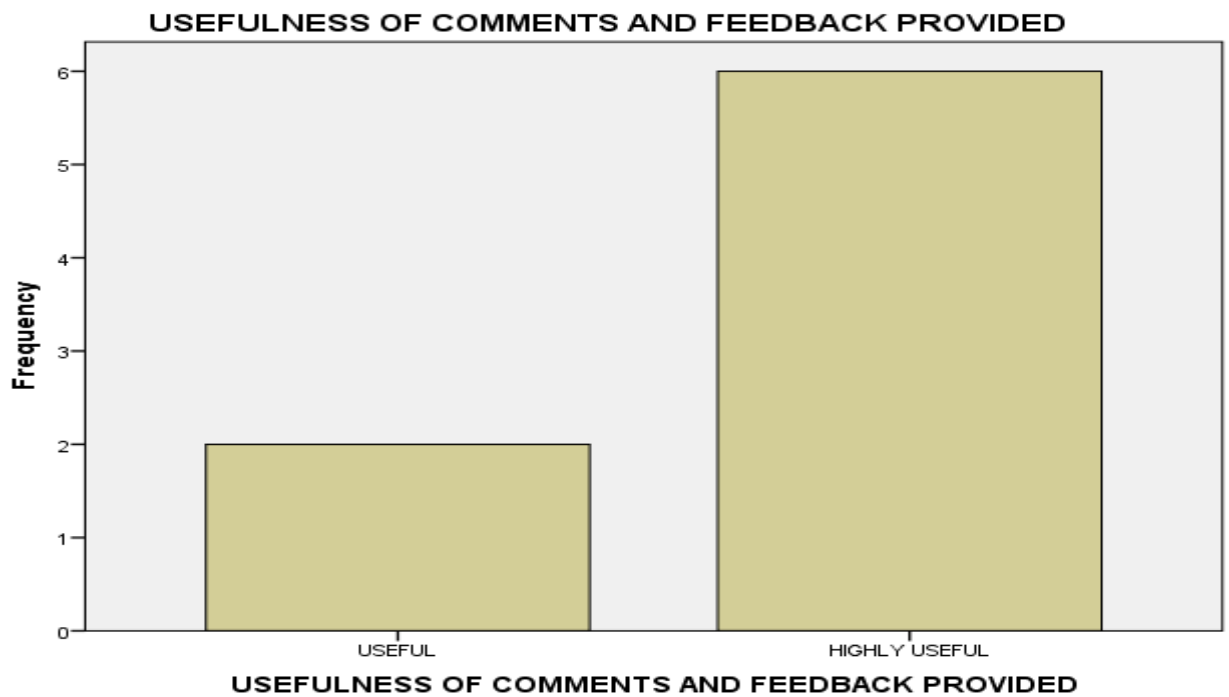
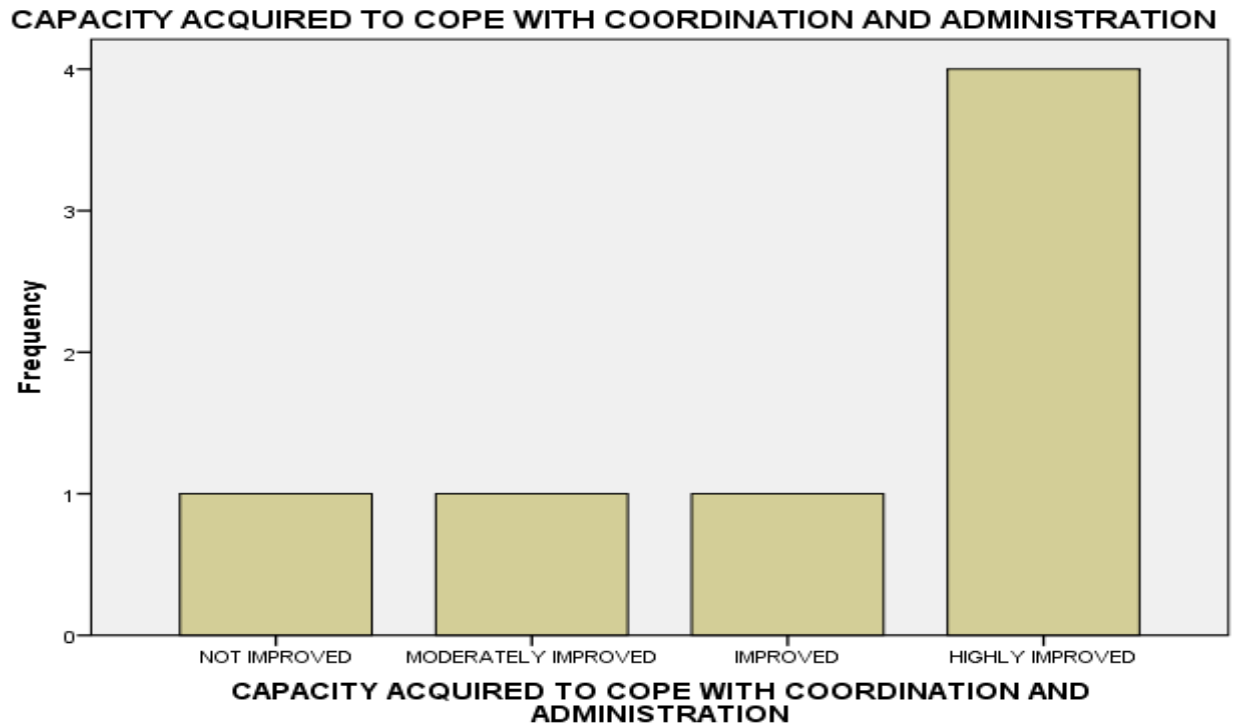
#### USEFULNESS OF COMMENTS AND FEEDBACK PROVIDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	USEFUL	2	25,0	25,0	25,0
	HIGHLY USEFUL	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

#### Bar Chart









**Refugee Teaching Certification Programme for Egyptian and  
Refugee Teachers Enabled by Blended Learning (No. 598437-EPP-1-  
2018-1-CY-EPPKA2-CBHE-JP)**

**2<sup>nd</sup> Managerial Meeting and Train-the-Trainer Workshop  
27-30, October, 2019 Athens, Greece**

<b>Day 1: 27<sup>th</sup> October, 2019</b>	
<b>09:00-09:30</b>	<b>Registration &amp; Welcome</b>
<b>09:30-13:00</b>	<b>Session 1: Overview of the RefTeCp Project Progress</b>
<b>09:30-10:00</b>	<b>RefTeCp Project Achievements &amp; Tasks Planned for 2020</b> Prof. Vassilios Makrakis, Frederick University, Project Coordinator
<b>10:00-11:00</b>	<b>Reporting activities on equipment purchase</b> (Each partner has 10 minutes available)
<b>11:00-11:30</b>	<b>Discussion</b>
<b>11:30-12:00</b>	<b>Coffee Break</b>
<b>12:00-13:30</b>	<b>Reviewing Training Needs and Competences</b>
<b>12:00-13:00</b>	<b>Workshop 1: Peer-reviewing carried out by each partner University</b> Monitored by Dr. Aravella Zachariou (Frederick University)
<b>13:00-13:30</b>	<b>Discussion</b>
<b>13:30-15:30</b>	<b>Lunch</b>
<b>15:30-17:00</b>	<b>Session 2: Teacher Education Course Curriculum Revision Applying DeCoRe plus Methodology.</b> Prof. Omar Ramzy & Mr. Mohammed Anwar (Heliopolis University)
<b>15:30-16:00</b>	<b>An example of Aswan University-</b> Presented by Prof. Yasmin Elsayed Kamel Mohamed Mahran
<b>16:00-16:30</b>	<b>An example of Al Azhar University-</b> Presented by Prof. Said Desouky
<b>16:30-17:00</b>	<b>An example of October 6 University-</b> Presented by Prof. Mohammed Farrag Badawi
<b>17:00-17:30</b>	<b>An example of Zagazig University-</b> Presented by Prof. Mohammed Elbarbari & Prof. Eslam Ahmed
<b>17:30-18:00</b>	<b>Syrian community schools in the wider area of Cairo and their involvement in the project-</b> Presented by Mr. Kareem Shawer, Etijah
<b>18:00-18:30</b>	<b>Strategies for infusing refugee teaching and learning in teacher education curricula.</b> Prof. Vassilios Makrakis (Frederick University)

Day 2: 28 <sup>th</sup> October, 2019	
09:00-11:00	<b>Session 3: Integrating RefTeCp Student-Driven &amp; Interdisciplinary Learning Activities into Teacher Education Course Curriculum</b>
09:00-10:00	<b>Workshop 2: Presenting RefTeCp Learning Activities (Each partner University has 10 minutes for presenting its own 5 developed short versions of learning activities).</b> Monitored by Prof. Omar Ramzy (Heliopolis University)
10:00-11:30	<b>Workshop 3: Developing pre-service and in-service course syllabi and course curricula.</b> Prof. Nelly Kostoulas (University of Crete)
11:30-12:00	<b>Coffee Break</b>
12:00-13:30	<b>Workshop 4: Strategies for addressing refugee children's learning needs in light of the problems facing in the host country's school environment.</b> Prof. Aspasia Chatzidaki (University of Crete)
13:30-14:00	<b>Discussion</b>
14:00-15:30	<b>Lunch</b>
15:30-16:30	<b>Workshop 5: Guidelines to teachers who are working with refugee children facing problems of anxiety, rejection and psychic trauma.</b> Dr. Ioanna Katsounari (Frederick University)
16:30-17:30	<b>Workshop 6: Learning activities that develop refugee children's emotional intelligence, ability to recognize their emotions and to understand others' emotions.</b> Dr. Panayiota Christodoulou & Dr. Nataly Loizidou-Ieridou (Frederick University)
17:30-18:30	<b>Workshop 7: Learning activities for all classroom children to understand the experience of refugee children.</b> Dr. Aravella Zachariou (Frederick University & Pedagogical Institute of Cyprus)

Day 3: 29 <sup>th</sup> October, 2019	
09:00-10:00	<b>Workshop 8: Developing experiential-learning-based activities using participatory video methodologies.</b> Prof. Vassilios Makrakis (Frederick University)
10:00-11:30	<b>Workshop 9: Practising the development of RefTeCp learning activities and their integration in teacher education course curricula.</b> Prof. Nelly Kostoulas (University of Crete)
11:30-12:00	<b>Coffee Break</b>
12:00-13:30	<b>Workshop 10: Preparing capacity building for peer-coaches and mobile mentors.</b> Prof. Vassilios Makrakis (Frederick University)
13:30-14:00	<b>Discussion</b>
14:00-15:30	<b>Lunch</b>
15:30-17:30	<b>Workshop 11: Using the Creative Art-based Research to Develop Refugee-Centered Pedagogies.</b> Prof. Antonios Hourdakis and Prof. Pella Kalogiannakis (University of Crete)
17:30-18:00	<b>Discussion</b>

Day 4: 30 <sup>th</sup> October, 2019	
09:00-13:00	Session 4: The RefTeCp Communication Media, the ICT-blended learning tools and RefTeCp e-Toolkit
09:00-09.30	The RefTeCp Communication Media, Dissemination & Reporting- Prof. Nelly Kostoulas (University of Crete)
09.30:-11:30	Workshop 12: The ICT-blended learning environment, the OnCoP and the RefTeCp e-Tollkit Prof. Vassilios Makrakis (Frederick University)
11:30-12:00	Coffee Break
12:00-13:00	Financial Issues Related to Staff Cost, Travelling Cost and Equipment Purchase
13:00-15:00	Lunch
15:00-17:00	Closing and Assessing the RefTeCp Train-The-Trainers Workshop Monitored by RCE

Meeting/Project Name:		
Date of Meeting:	27-30, October, 2019	Time:
Minutes Prepared By:	Mr. Mohamed Anwar	Location: Oasis Gleeveda Hotel, Athens

Name	Department/Division	E-mail
Dr. Vasilis Makrakis	Frederick University	
<b>Dr. Panagiota Christodoulou</b>	Frederick University	
Dr. Aravella Zachariou	Frederick University	
*****	Frederick University	
Dr. Nelly Kostoules	University of Crete	
Prof. Antonios Hourdakias	University of Crete	
<i>Prof. Pella Kalogiannakis</i>	University of Crete	
Dr. <i>Vigkou Katerina</i>	RCE Crete	
Dr. <i>Dimitrios Gkostos</i>	RCE Crete	
*****	RCE Crete	
Dr. Mohamed El-Barbary	ZU	
Miss. Asmaa Bakr Hamed	ZU	
Dr. Shery Mosaad Halem	ZU	

Dr. Eslam Hamed	ZU	
Dr. Hamdy Zayan	Al-Azhar University	
Dr. Said Desouky	Al-Azhar University	
Dr. Mohamed Farag	Al-Azhar University	
Dr. Yasmine Elsayed Kamel	Aswan University	
Dr. Ahmed El- Otify	Aswan University	
Dr. Mohamed Badawi	O6U	
Dr. Omar Ramzy	HU	
Mr. Mohammed Anwar	SDF	
Mr. Karim Shawer	Etijah	
Topic		Leader
<p><a href="#">Day 1 (27/10/2019)</a>  <a href="#">Session 1: Overview of the RefTeCp Project Progress</a>  <a href="#">RefTeCp Project Achievements &amp; Tasks Planned for 2020</a></p> <p>Dr. Vassiolios Makrakis the project coordinator gave an overview of the achievements of the project in the last 8 months. Starting from the kick off meeting to the current workshop. Contributions from the partners for the extra activities that have been conducted within the project framework.</p> <p>Reporting activities on equipment purchase (Each partner has 10 minutes available)</p> <p>Zagazeeg university provided a detailed plan for the purchasing of the equipment starting from the preparation of the ICT lap to the tender and specification of the equipment</p> <p>Al AZhar University as well highlighted on the situation of the equipment purchasing. Dr. Said Dosooky the coordinator of Al AZhar confirmed that if one of the government universities did a tender and it was approved any other governmental university could use it with the same number and specification of the equipment.</p> <p>Aswan, O6U and Heliopolis university presented the situation of their cases</p> <p>Dr. Vassiolios Makrakis confirmed that the equipment should be purchased before 6 months minimum of the project end. Any after that will be considered as an eligible cost.</p>		<p><b>Prof. Vassilios Makrakis, Frederick University, Project Coordinator:</b></p>

Action	Leader
<p>Workshop 1: Peer-reviewing carried out by each partner University Monitored:</p> <p>A workshop moderated by Dr. Aravella Zachariou has been conducted on the courses developed by each partner university. She divided the participants into 4 groups and each group took one course from different universities and provided a detailed feedback.</p> <p>Session 2: Teacher Education Course Curriculum Revision Applying DeCoRe plus Methodology:</p> <p>Heliopolis University gave a presentation about the DeCoRe + methodology and how it could be implemented within the courses reviewed from the undergraduate courses. Each partner university was asked to develop a detailed syllabus for 1 of the undergraduate courses based on the DeCoRe + methodology to be presented within the workshop and this was done by all partners.</p> <p>Later on the participants were divided into 4 groups to conduct a peer review for 1 course from other university</p> <p>Presentations from the groups were presented and comments were taken from each university in order to add it as amendments for the course</p> <p>During this session Dr. Makrakis confirmed that all the courses have to tailored with the refugee teaching education needs and competence as this was stated clearly in the project proposal and the finding agency will check this.</p>	<p><i>Dr. Aravella Zachariou (Frederick University)</i></p> <p><b>Prof. Omar Ramzy &amp; Mr. Mohammed Anwar (Heliopolis University &amp; SDF)</b></p>
<p>Workshop 2. Strategies for infusing refugee teaching and learning in teacher education curricula:</p> <p>During this session Dr. Makrakis presented the innovative teaching methodologies that could fit with the refugee teaching approaches for teacher education. How it could be connected to the ICT enabled tools and student driven activities was one of the topics that were discussed in details will all participants</p>	<p><b>Prof. Vassilios Makrakis (Frederick University)</b></p>

Day 2 (28/10/2019)

Workshop 2:

Presenting RefTeCp Learning Activities (Each partner University has 10 minutes for presenting its own 5 developed short versions of learning activities).

Each university prepared in advance before the workshop 5 examples of students driven activities that represent the international days. During this workshop dr. Ramzy highlighted the concept of student driven activities. Later on each participant went through the 5 examples providing a quick overview. Al Azhar university gave a comprehensive example of the process that led to the final outcome of the activities.

Prof. Omar Ramzy  
(Heliopolis  
University)

Workshop 3:

Developing pre-service and in-service course syllabi and course curricula.

During this workshop Dr. Nelly focused on the importance of integrating the refugee as a core topic into the courses syllabus that will be developed within the project. The case of O6U was good example to confirm on this issue as the main requirement of the project.

Prof. Nelly  
Kostoulas  
(University of  
Crete)

Workshop 4: Strategies for addressing refugee children's learning needs in light of the problems facing in the host country's school environment.

Prof. Asp from Crete University started the session by interactive games that energized the entire team to continue the full day activities. One of these examples the activity entitled "Where are you standing?". The participants after the activity realized how difficult and unnecessary to categories people on the basis of their looks and that there can be no clear distinction on the basis of 'race'.

She confirmed on the importance of the activities that are designed based on the needs and competences of the refugee teaching and learning.

**Prof. Aspasia  
Chatzidaki  
(University of  
Crete)**

**Dr. Ioanna  
Katsounari  
(Frederick  
University)**

Workshop 5: Guidelines to teachers who are working with

refugee children facing problems of anxiety, rejection and psychic trauma.

The main objective of this workshop was Increasing the participants' knowledge in terms of post-traumatic etiology, symptomatology and related symptoms (anxiety, rejection) in refugee children. The session was divided into 4 main sections as follows:

1. Understanding Trauma Symptomatology
2. Impact of trauma and anxiety on learning and behavior
3. Strategies to use when dealing with the aftermath of trauma in the classroom
4. Selecting appropriate strategies when dealing with learners' difficulties

Workshop 6: Learning activities that develop refugee children's emotional intelligence, ability to recognize their emotions and to understand others' emotions.

Dr. Panagiota Christodoulou started the session by defining the Emotional Intelligence in a very simple way. Then she addressed a very important and essential topic which is the problems that refugees learners are facing. She addressed as well the pre-migration and post-migration experiences through storytelling.

In the second part of the presentations she addressed the common symptom of psychological disorders in refugee children as follows:

- **Post-traumatic stress disorder**
  - Persistent avoidance of stimuli: specific fears; fear of being alone; withdrawal
  - Re-experiencing aspects of the trauma: nightmares; visual images; feelings of fear and helplessness
  - Persistent symptoms of increased arousal: easily aroused; disorganized and agitated behavior; lack of concentration
- **Other anxiety symptoms**
  - Marked anxiety and worry: irritability, restlessness
  - Other sleep disorders
  - Somatic symptoms including headaches and abdominal pain
- **Depression**

*Dr. Panagiota  
Christodoulou &  
Dr. Nataly  
Loizidou-Ieridou  
(Frederick  
University)*

*Prof. Vassilios  
Makrakis  
(Frederick*

- Low mood
- Loss of interest or pleasure
- Declining school performance
- **Conduct disorders**

Day 3 (29/10/2019)

## Workshop 10: Preparing capacity building for peer-coaches and mobile mentors.

Dr. Makrakis provided a comprehensive PPT about participatory video and digital storytelling and the workshop went as follows:

- **Participatory Video (PV)**
  1. What are the goals of PV?
  2. What are key components of PV?
  3. Why is it important to develop PV?
- **Digital Storytelling**
  1. What is it?
  2. How can it be used?
  3. Why are we deciding to use it?
  4. Voices that we want to start hearing

Mohammed Anwar presented a digital story-telling example from his study in the ICT for ESD master program about the consequences of the high dam in Egypt

University)

**Prof. Nelly  
Kostoulas  
(University of  
Crete)**

### Workshop 9: Practicing the development of RefTeCp learning activities and their integration in teacher education course curricula:

During this session the hereunder important points were discussed:

- It is a must to revise the undergraduate courses. We have to revise between 40 to 50 courses from the 4 universities (undergraduate courses) -Dr. Makrakis said clearly minimum 15 courses to be revised by each university
- Firstly we focus on the core courses (it is better that the majority 60 to 70 % to be core courses)
- Each university decide on the courses that they are having in such high quality to be imbedded in these 15 courses
- Focus should be given to the strengths that each

university have; strength means the area that the faculty has a competitive advantages in it. In this regard Dr. Makrakis confirmed that each strength could cover many courses - our focus in this project is teaching methodologies (mathematics, English and social studies teaching methodologies for example)

- Again the core of the project is the teaching methodology courses
- It was agreed that 10 courses are common among the 4 universities and this should be the start of the process (the process is to revise the courses based on the DecCoRe+ methodology - CARE Methodology - 10Cs - UNESCO Pillars of learning)
- Dr. Makrakis confirmed clearly after negotiated with Dr. Esslam (it should be finalized perfectly 45 Courses)
- First draft to be reviewed internally (inside the university) the second step is to be revised by university Crete - later on external reviewer will go through it
- All what has been mentioned in the sessions have to be taken into consideration and we have to follow up all these while we are preparing the courses- all theses materials were shared here including the funny energizers (Zip - Zap 🌀)
- The revised syllabus should include all these materials - should be visible in this syllabus - Deadline is the end of December Sharp to deliver there revised courses
- Peer review will be conducted on the 4 international days delivered by all universities.
- The end of November 2019 to submit the deconstructed courses (no delay)
- Feedback will be delivered to the deconstructed courses after 15 days of the submission date. Deconstruction phase is the major effort in the entire process - it is preferable to be sent earliest as much as we can.

#### **Aswan Case:**

Dr. Yassmine confirmed to deliver the 15 courses by 15 November 2019 as per Dr. Nadi Confirmation via phone call Dr. Nadi sent the bylaw of Aswan faculty of education with all undergraduates' courses at Aswan University

*Prof. Antonios  
Hourdakakis and  
Prof. Pella  
Kalogiannakis  
(University of*

**Al Azhar Case:**

Dr. Hamdy emphasized on the participatory Videos and digital storytelling

**October 6 University Case**

Dr. Farragg emphasized on the added value of this workshop that he gained

He asked for a summary of the DeCoRe and CARE and 6 Pillars of learning (He said I will develop a framework to be as criteria and checklist to be used by all partners)

**Workshop 11: Using the Creative Art-based Research to Develop Refugee-Centered Pedagogies.**

- Prof. Antonios Hourdakis started his presentation by emphasized on the fact of using art in teaching is not a luxury or simple issue; it has a broader meaning and perspective. It has to do with transformative approach through art
- He presented a photo from Paris refugee children
- He emphasized on scientific obsession. He said that is not academic to use photos to express feelings and people's daily life. Be very careful when you address this issue when it comes to the feeling of the refugees.
- For the academic staff the photo, video, painting and so on to be embedded in away that match the art based research approaches
- He said that the word integration has to be replaced by inclusiveness, who includes whom and by which term???!!
- Terms represent a lot of things and it has to be utilized carefully as it may lead to different approaches and strategies.
- Art-based methodology in the area of integration of refugees and immigrants. Inclusiveness is not a matter of only for refugees including in the culture of the host country but to get them involved by their culture into the national culture. They are added value for the national culture or they supposed to be like that.
- We use artistic to understand and challenge human experiences
- Marginalized groups could be integrated through art-based methods not traditional methods
- The 20th century was the century of refugees according to the bibliography

*Crete)*

- He mentioned the term Refugization and it has to be embedded into the refugee centered pedagogy (through the art-based methods)
- Changing roles is essential in the art-based methodology; to think of being in the place of the refugee in order to prepare your lesson accordingly
- Alternative scenarios is part of the ESD pedagogy
- Empathy not sympathy to be the paradigm in the art-based research methods
- There is an application of the UNHCR - my life as a refugee in order to adapt to the reality of those marginalized people
- The future teacher has to be transformed in terms of actions and not by words and this started from us as teachers of the teachers
- He presented a video of Syrian student - 11 years old - by this video the teacher realized that he has a different case. The Syrian student that he suffered in the beginning from bullying, later on he followed the Greek curriculum and he was in challenge in the beginning but later on the acquainted to all these challenges as he is free now in the community
- He asked his student to watch the video before they go to the Greek school to be well prepared before going on preparing the lesson
- We are missing voices to be embedded in the preparation of the teaching methods (voice of clients)
- In art-based research you translate life. You try uncover the invisible issues in their daily life and to see their interactions, we assume that we know refugees and we have to work on that - Dr. Makrakis emphasized that by saying **reading the text reading the world.**
- Dr. Esslam gives an example for the pharmacology complicated issues by simplifying it as songs
- Another example is visual installation which facilitate the understanding of the complicated issues (photo of the sea could transfer this message)
- We have to pay attention in the art-based research by not emphasize more on the professionalism of art but to use it to help us, some resources will be delivered
- **Interactive session:**
- An example was presented for virtual teaching using

***Prof. Nelly  
Kostoulas  
(University of  
Crete)***

<p>art-based methodology (Peace &amp; War)</p> <ul style="list-style-type: none"> <li>- Case studies were presented in order to use art in it (storytelling and painting)             <ol style="list-style-type: none"> <li>1. Stories of refugees without ending (Fatima from Sudan &amp; Zlata from Sarajevo)</li> <li>2. Give your feedback in drawing for the workshop (what are the major changes you gained in terms of refugee teaching education)</li> </ol> </li> </ul> <p>All participants gave creative ending of the story of Fatima, some optimistic and the other somehow pessimistic with unhappy ending</p> <p><u>Day 4 (30/10/2019)</u></p> <p><b>The RefTeCp Communication Media, Dissemination &amp; Reporting</b></p> <p>P.7 Al Azhar is coordinating this work package and Dr. Saied Dossoky asked for the future plan for dissemination from each partner university to be sent to him</p> <p>Dr. Mohammed Farrag from O6U highlights what is needed for dissemination:</p> <ol style="list-style-type: none"> <li>1. Project flyers</li> <li>2. Link the website of the project to the university website</li> <li>3. Dissemination plan and activities</li> <li>4. Arabic version of the website has to be initiated</li> </ol> <p><b>Al-Azhar University PPT for the dissemination</b></p> <p>We should use the table for dissemination that Dr. Said shared via Whatsapp group</p> <p>Dr. Nelly suggested initiating Facebook page for the project Google drive for the project will be initiated (Hu will create this Google Drive according to the work packages / one for the financial)</p> <p><b>Aswan University PPT for the dissemination</b> <b>Dr. Oteifi</b></p> <p>He gives a very short presentation about Aswan activities and Dr. Makrakis emphasized on the activities of Aswan</p> <p><b>Zagazig University PPT for the dissemination</b> <b>Dr. Esslam</b></p> <p>He highlighted the activities of Aswan University activities of</p>	<p><i>Prof. Vassilios Makrakis (Frederick University)</i></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------

the project in newspaper  
Facebook page of the project on ZUMAC Facebook page

### Workshop 12: The ICT-blended learning environment, the OnCoP and the RefTeCp E-Toolkit

100 -120 should be trained among those who will be apart of the diploma

TOT for 10-15 trainers should be conducted for them to train the others

Develop a platform for the TOT that should take place within (November - December 2019)

DREAM methodology will be used for mobile mentors

Coordination for the TOT and all other tasks to be taken into consideration

Materials for this training could be prepared from now (peer coaching and mobile mentoring toolkit)

Dr. Makrakis selected some of the other material developed by others from open resources (no payment available for that)  
Where and When?

All partners should search from their institution as trainers (no subcontracting for this)

Within 1 week this key trainer should be defined

Dr. Makrakis will send ASAP materials to me( Mohammed Anwar) via email for this background (Dr. Makrakis said this is the main cornerstone for the quality of the project)

**Heliopolis should have the responsibility for the TOT for the mobile mentor and peer reviewing workshop!!!!!!!!!!**

Each partners university should read the materials about mobile mentor and peer reviewing

Kareem from Etijah has to ensure the balance between Refugee teachers and public school teachers when it comes to the candidates of the diploma

The 100-120 trainers will be selected from both the faculties and refugee community

10000 euros as Subcontracting for some tasks and needs that all universities could not take over from the budget

### **Budget**

4 installments (25% each) will be given (the last 25% will be delivered after the external evaluation on the Erasmus -after the expiry date for the project)

The third installment will be 8 month before the project

The money transferred to staff as travel and accommodation cost should be done via bank transfer (this is new for Erasmus projects - )

### **Bath spa Case**

Nobody answer from the office even the phone call and

<p>emails</p> <p>Joseph quit the office and he said he met Pat and she is active and working in the university</p> <p>The dean as well did not answer the emails as well.</p> <p>We have to decide about this issue</p> <p>According to the regulation if the patent is not active we have to think of the withdrawal</p> <p>In this case we have to contact the legal representative to explain the case of Bath Sap delay of delivering the tasks</p> <p>In case of withdraw we will distribute the money among the other partners</p> <p>No negative consequences will be in Brussels (they will lead to asking what will be the impact)</p> <p>If the money will distributed we have to justify how it will be done</p> <p>We have to restructure the budget</p> <p>They already got the first installment</p> <p>We will formulate an official letter to the legal representative to explain the case of Bath Spa</p> <p>We can claim for the British visa rejection expenses which is about (3000 euros)- the program officer will check it</p> <p>Visa rejection should be part of the reason to withdraw Bath Spa University</p>				
<b>Date:</b> (22/02/2019)		<b>Time:</b>		<b>Location</b> :
<b>Objective</b> :				

## 2<sup>nd</sup> Managerial and Training Workshop Assessment

```
SAVE OUTFILE='C:\Users\User\Desktop\REF2MANAGERIAL.sav'
/COMPRESSED.
DATASET ACTIVATE DataSet1.
```

### Frequency Table

#### KNOWLEDGE AND UNDERSTANDING ACQUIRED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INCREASED	6	35,3	35,3	35,3
	HIGHLY INCREASED	11	64,7	64,7	100,0
	Total	17	100,0	100,0	

#### IMPACT OF WORKSHOP PRESENTATIONS FOR CAPACITY BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STIMULATING	7	41,2	41,2	41,2
	HIGHLY STIMULATING	10	58,8	58,8	100,0
	Total	17	100,0	100,0	

#### IMPACT OF WORKSHOP ACTIVITIES FOR CAPACITY BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EFFECTIVE	6	35,3	35,3	35,3
	HIGHLY EFFECTIVE	11	64,7	64,7	100,0
	Total	17	100,0	100,0	

#### ADDITIONAL NEEDS FOR FUTURE WORKSHOPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	5	29,4	29,4	29,4
	YES	12	70,6	70,6	100,0
	Total	17	100,0	100,0	

#### CAPACITY ACQUIRED TO COPE WITH COORDINATION AND ADMINISTRATION

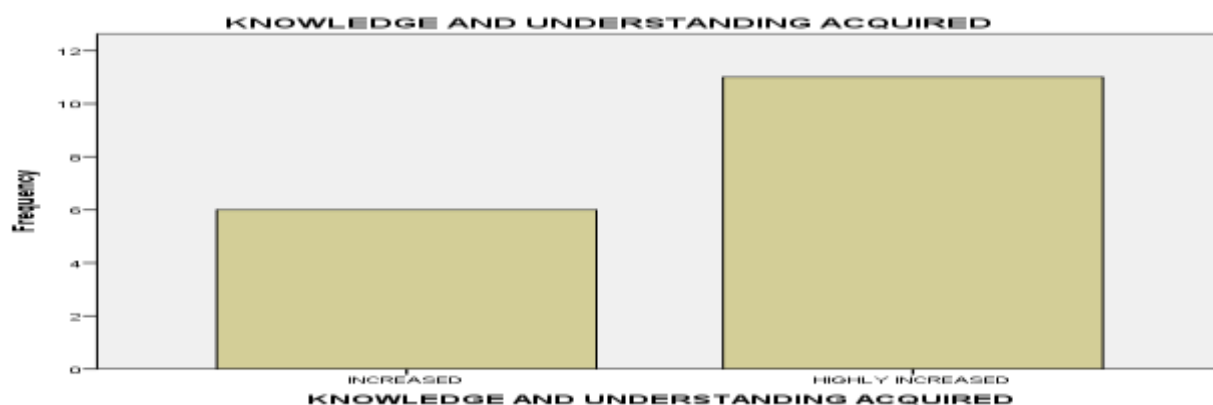
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT IMPROVED	1	5,9	6,3	6,3

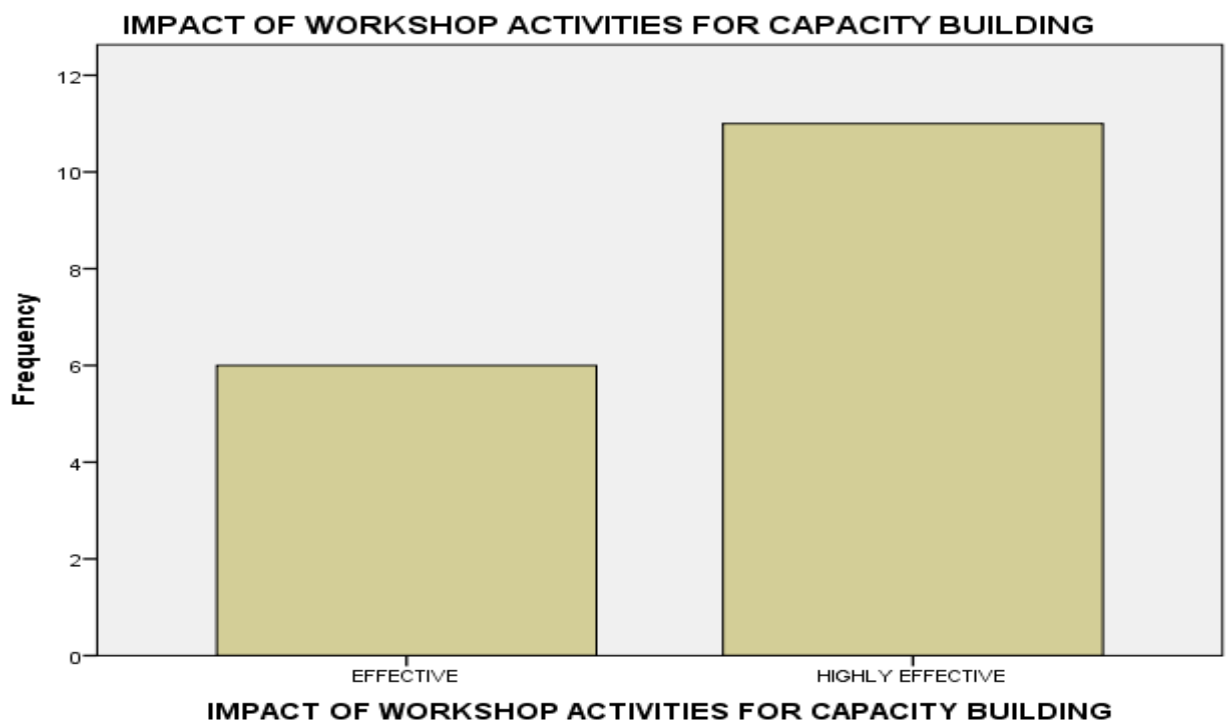
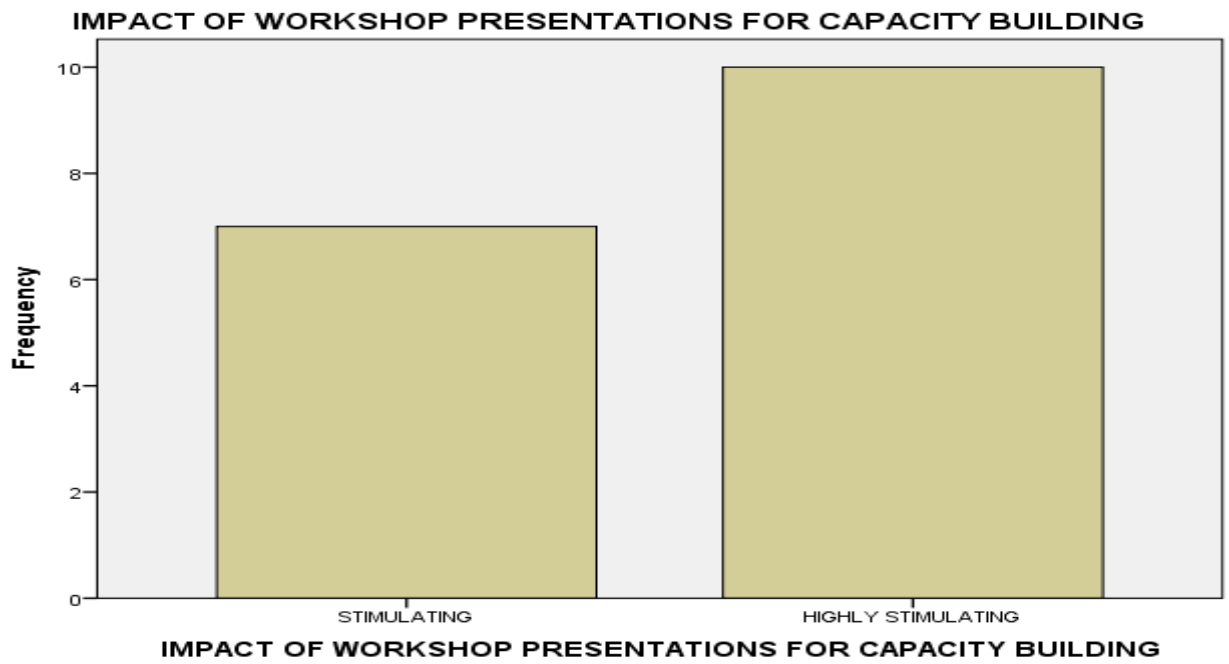
	MODERATELY IMPROVED	1	5,9	6,3	12,5
	IMPROVED	7	41,2	43,8	56,3
	HIGHLY IMPROVED	7	41,2	43,8	100,0
	Total	16	94,1	100,0	
Missing	9,00	1	5,9		
Total		17	100,0		

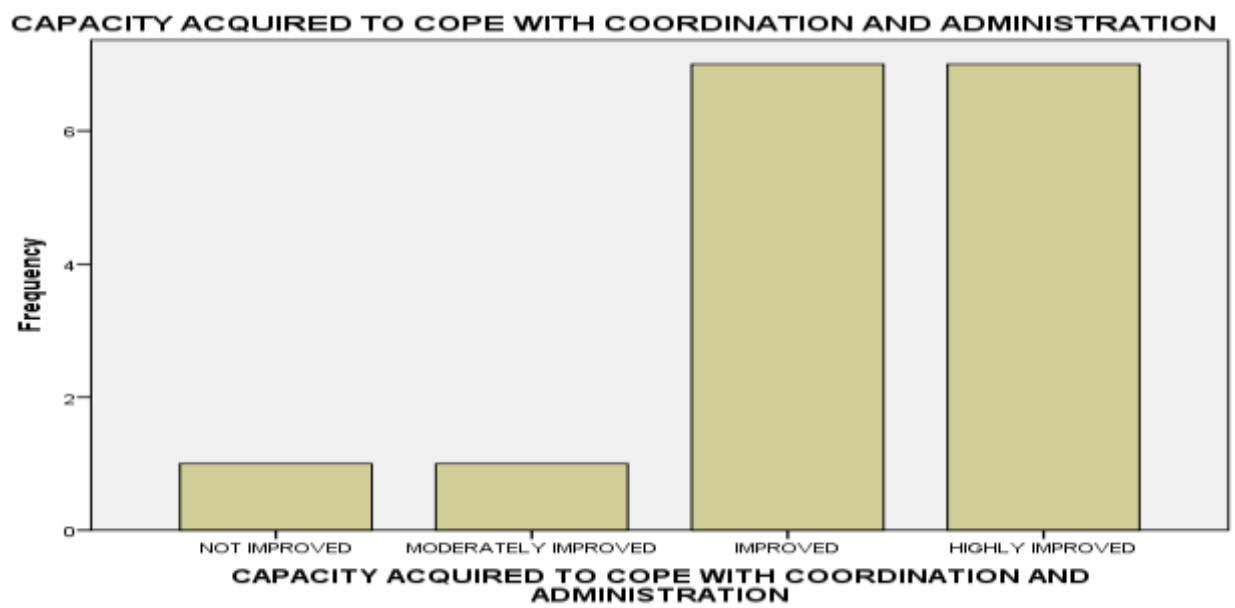
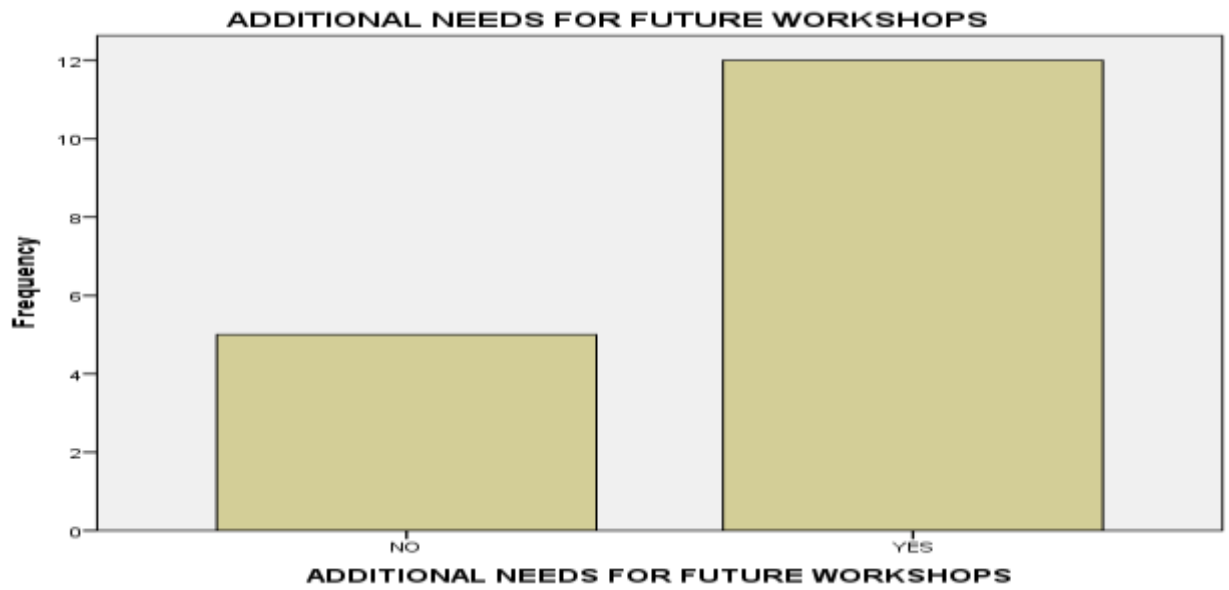
#### USEFULNESS OF COMMENTS AND FEEDBACK PROVIDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	USEFUL	4	23,5	23,5	23,5
	HIGHLY USEFUL	13	76,5	76,5	100,0
	Total	17	100,0	100,0	

#### Bar Chart









**Refugee Teaching Certification Programme for Egyptian and Refugee Teachers Enabled by Blended Learning (No. 598437-EPP-1-2018-1-CY-EPPKA2-CBHE-JP)**

**3<sup>rd</sup> Managerial Meeting and Pre-service Course Syllabi/Modules and In-service Course Curriculum Workshop**

**1-4, March, 2020 Aswan University, Aswan, Egypt**

Day 1: 1st March, 2020	
09:00-09:30	<b>Registration &amp; Welcome</b>
09:30-13:00	<b>Session 1: Overview of the RefTeCp Project Progress &amp; Achievements</b>
09:30-10:00	<b>The RefTeCp Project Progress &amp; Achievements</b> Prof. Vassilios Makrakis, Frederick University, Project Coordinator (Via Skype)
10:00-10:30	<b>Reporting activities on the training of Teacher Educators</b> Dr. Said Desouky (Al-Azhar University), Dr. Eman Moustafa, (Al-Azhar University) Dr. Ghada Abdo, (Al-Azhar University). Dr. Eslam Hamed (Zagazig University). Dr. Adel Abdel Faheem (Aswan University).
10:30-11:00	<b>Reporting activities on the training of peer-coaches and mobile mentors</b> Dr. Sherine Emara (Al-Azhar University) – Dr. Yassmin Mahran (Aswan Uni), Dr. Esslam Hamed (Zagazig Uni), Dr. Doaa Dossoky & Dr. Mohammed Farrag (October 6 Uni).
11:00-11:30	<b>Reporting the assessment of training</b> (Dr. Mohammed Farrag & Dr. Amin Adobakre or all the group)
11:30-12:00	<b>Coffee Break</b>
12:00-14:00	<b>Session 2: Developing the RefTeCp e-Toolkit</b>
12:00-12:30	<b>Progress on the updating of the Aswan, Al Azhar, 6<sup>th</sup> October University, Zagazig RefTeCp lesson plans and activities for infusing ICTs</b> Moamen hanem & Menna Mohammed (Heliopolis University) and Dr. Hamdy Zayan (Al-Azhar University)
12:30-13:15	<b>Progress on the updating of the Aswan RefTeCp lesson plans and activities for infusing refugee issues</b> (Bath Spa University) Dr. Pat
13:15-14:00	<b>Progress on the updating of the Aswan RefTeCp lesson plans and activities for infusing intercultural understanding</b> Prof. Aspa Chatzidaki (University of Crete) Via Skype
14:00-15:30	<b>Lunch</b>
15:30-18:30	<b>Session 3: Presenting the Preservice Course Syllabi/Modules</b>
15:30-16:15	<b>The Case of Al-Azhar University</b> Presented by Dr. Hamdy Zayan and Dr. Sahar Noaman (Al-Azhar University)
16:15-17:00	<b>The Case of Zagazig University-</b> Presented by Prof. Mohammed Elbarbari & Dr. Eslam Ahmed
17:00-17:45	<b>The Case of 6<sup>th</sup> October University-</b> Presented by Prof. Mohammed Farrag Badawi
17:45-18:30	<b>The Case of Aswan University</b> Presented by Dr. Yassmin Mahran

**Day 2: 2<sup>nd</sup> March, 2020**

09:00-11:00	<b>Session 4: Developing the RefTeCp In-service Course Curriculum</b>
09:00-10:00	<b>Workshop 2: Presenting the identified courses for the In-service course curriculum</b> Monitored by Prof. Omar Ramzy (Heliopolis University) & Dr. Nadi Girges (Aswan University) & Dr. Mohamed Farag (Al-Azhar University)
10:00-11:30	<b>Workshop 3: Assessing the identified courses</b> Monitored Prof. Omar Ramzy & Support via Skype from Prof. Vassilios Makrakis (Frederick University).
11:30-12:00	<b>Coffee Break</b>
12:00-13:30	<b>Workshop 4: Finalizing the RefTeCp In-service Course Curriculum</b> Monitored Prof. Omar Ramzy (Heliopolis University), Dr. Nadi Girges & Dr. Mohamed Farag (Al-Azhar University)
13:30-14:00	<b>Discussion</b>
14:00-15:30	<b>Lunch</b>
15:30-17:00	<b>Workshop 5: Planning the development and accreditation of the RefTeCp In-service course curriculum.</b> Monitored by Profr. Nady Gergis & Prof. Mohammed Badawy Farrag & Dr. Mohammed El Barbary
17:00-17:30	<b>Discussion</b>

Day 3: 3 <sup>rd</sup> March, 2020	
09:00-11:30	<b>Reporting on the development of the ICT Labs</b>
09:00-09:15	The Case of Al-Azhar University Dr. Mohamed Farag
09:15-09:45	The Case of Aswan University Dr. Adel Abdel Faheem
09:45-10:00	The Case of Heliopolis University Dr. Omar Ramzy
10:00-10:15	The Case of Zagazig University Dr. Esslam Hamed
10:15-10:30	The Case of 6 <sup>th</sup> October University Dr. Mohammed Badawi Farrag
10:30-11:00	<b>Discussion</b>
11:00-11:30	<b>Coffee Break</b>
12:00-13:30	<b>Workshop 6: Planning the development and piloting of RefTeCp in-service diploma courses.</b> Monitored by Dr. Said Desouky (Al-Azhar University), Prof. Nady Gergis (Aswan Uni),
13:30-14:00	<b>Discussion</b>
14:00-15:30	<b>Lunch</b>
15:30-17:30	<b>Reporting dissemination activities using the dissemination table.</b> Each partner will present a .ppt on all dissemination activities up to now. Dr. Mohamed Farag (Al-Azhar University) – Prof. Ahmed El Oteify (Aswan Uni), Dr. Esslam Hamed (Zagazig Uni), Prof. Mohammed Badawi Farrag (October 6 Uni)
17:30-18:00	<b>Discussion</b>

Day 4: 4 <sup>th</sup> February, 2020	
09:00-13:00	<b>Session 5: The ICT-blended learning environment &amp; Preparing the Intermediate Report</b>
09:00-10:30	<b>Each partner will present its plan for the blended learning environment to support the peer coaches and mobile mentors</b>
10:30-11:00	<b>Discussion</b>

<b>11:00-11:30</b>	<b>Coffee Break</b>
<b>11:30-13:00</b>	<b>Workshop 7: Preparing the RefTeCp intermediate report</b> Monitored by Prof. Vassilios Makrakis (Frederick University)
<b>13:00-15:00</b>	<b>Lunch</b>
<b>15:00-17:30</b>	<b>Workshop 8: Monitoring budget spending and supporting documents.</b> Monitored by Prof. Omar Ramzy (Heliopolis University)
<b>17:30-18:00</b>	<b>Workshop Assessment</b>

<b>Meeting/Project Name:</b>	<b>Development of the Pre-service Course Syllabi/Modules and In-service Course Curriculum</b>		
<b>Date of Meeting:</b>	<b>1<sup>st</sup> to 4<sup>th</sup> of March 2020</b>	<b>Time:</b>	<b>From 09:00 to 05:30 pm everyday</b>
<b>Minutes Prepared By:</b>	<b>Mr. Mohamed Anwar</b>	<b>Location:</b>	<b>Aswan University</b>

### 1. Meeting Objective

- 1) Deciding the mandatory and elective pre-service of the diploma
- 2) Define the Procedures for the accreditation for the diploma
- 3) Establish action and time plan for finalizing the development pre-service courses for the diploma
- 4) Establishing commite for the peer review of the pre-service courses of the diploma
- 5) Present the ICT lap status for each partner university
- 6) Present the dissemination activities for each partners university

### 2. Attendance at Meeting

<b>Name</b>	<b>Department/Division</b>	<b>E-mail</b>	<b>Phone</b>
Mr. Mohamed Anwar	SDF		
Dr. Omar Ramzy	HU		
Dr. Ahmed Mohamed El-Otify	Aswan University		
Dr. Yasmin Elsayed Kamel	Aswan University		
Dr. Adel Abdelfaheem	Aswan University		
Dr. Nady Kamel Aziz	Aswan University		

Dr. Abd Elnasser Fayez Mahmoud	Aswan University		
Dr. Ahmed Ghallab	Aswan University		
Dr. Mohamed El-Barbary	ZU		
Dr. Eslam Hamed	ZU		
Dr. Hamdy Zayan	Al-Azhar University		
Dr. Said Desouky	Al-Azhar University		
Dr. Mohamed Mansour Farag	Al-Azhar University		
Dr. Eman Mostafa Kafafi	Al-Azhar University		
Dr. Ghada AbdoTaha	Al-Azhar University		
Dr. Sherinre Emar	Al-Azhar University		
Mr. Karim Shawer	Etijah		
Mr. Rassem El Attasy	Etijah		
Dr. Mohamed Badawi	O6U		
Dr. Doaa Ahmed Desouky	O6U		
Dr. Amin Abo Bakre	O6U		
Dr. Patichia Black	Bath Spa Univesity		
Dr. Kyriaki	Bath Spa Univesity		

### 3. Agenda and Notes, Decisions, Issues

Topic	Leader	Time
<b>Day 1. 1<sup>st</sup> Of March 2020</b> <b>Session 1. The RefTeCp Project Progress &amp; Achievements</b> Dr. Makrakis gave a brief about the project progress and achievements according to the time plan and deliverables of the project. He did the session via Skype as he could not come due to health reasons. He stressed that in-service course curriculum (suggested titles with short summary) to be finalized by 15 march and follow up development after review by 15 April, Lesson plans and activities for review by 15 march. Piloting diploma (action plan by	Dr. Vassilious Makrakis via Skype	10:00-11:30

<p>15 April), Installing Moodle LMS in each partner university by 31 March, Dissemination templates by 31 march.</p> <p>He stressed on delivering supporting documents for monitoring and evaluation <b>(DEADLINE 31 March)</b> all documents should be in English identifying keywords, dates, amounts, and currencies (hand written translation of the key information). Staff, stay, equipment, subcontracting and travel costs were discussed.</p> <p>Dr. Said Desouky from Al Azhar asked for a subcontract for translation and Dr. Makrakis said that costs should be subcontracted with SDF, if translation was done by the beneficiary is not subcontracting.</p> <p>An action plan is needed for the translation process costs.</p> <p>The courses will be coordinated with all other universities and suggest a united structure. The credited hours for the diploma 60 ACTS and Dr Nady asked that all diplomas in Egypt with Max 40 credited hours???</p>		
<p><b><u>Session 2. Reporting activities on the training of Teacher Educators</u></b></p> <p>Dr. Said, Dr. Ghada and Dr. Eman from Al-Azhar University started their reporting the teacher educators training providing a case study from one of the trainees (Dr. Eman Kafafi for the course of comparative Education).</p> <p>Dr. Yasmin from Aswan Uni. Reported their activities providing an example of the courses developed throughout the training (Educational Technology).</p> <p>Dr Islam from Zagazig Uni. presented their activities for the teacher educator training and their procedures. He also shed some lights on peer coaching training.</p> <p>Dr Farrag reported their teacher training presenting samples of photos, worksheets and videos.</p>	<p>1. Al-Azhar University: Dr. Dr. 2. Eslam Hamed (Zagazig University). 3. Dr. Adel Abdel Faheem (Aswan University).</p>	<p>11:30 to 12:30</p>
<p><b><u>Session 3: Reporting activities on the training of peer-coaches and mobile mentors</u></b></p> <p>Dr Sherein from Al-Azhar Uni. presented the efforts undertaken to training peer coaches and mobile mentors referring that the workshop was delayed for logistic regulations and it will be held next week.</p> <p>Dr Yasmin from Aswan Uni. reported their schedule of the training and procedures for implementation.</p> <p>Dr. Farrag from O6U presented the case of O6U for the peer coaching and mobile mentors and he stressed on the active participation from Etijah for attracting many teachers from the Syrian community</p>	<p>Dr. Sherine Emara (Al-Azhar University) Dr. Yassmin Mahran (Aswan Uni) Dr. Mohammed Farrag (O6U).</p>	<p>12:30 to 14:00</p>
<p><b><u>Session 3: Progress on the updating of the Aswan RefTeCp lesson plans and activities for infusing refugee issues</u></b></p> <p>Dr Kiriaki and Patricia from Bath Spa University presented the new structure of the project team at the bath spa university.</p> <p>They reviewed the project they are a part of that might help in the development of the current project such as Art Together, RAISED (Reveal Culture, Acknowledge pre-migration experience, Identify post-migration systemic barriers, Support family .....). They went through the lessons plan of Aswan university.</p>	<p>Dr. Patricia Black</p> <p>3( Mr. Moamen hanem &amp; Ms. Menna Mohammed (From Heliopolis</p>	<p>14:00 to 15:00</p> <p>15:00 to 15:30</p>

<p><b><u>Session 2 : Planning the development and accreditation of the RefTeCp In-service course curriculum.</u></b></p> <p>In this important session all participants agreed on the necessity of developing the file for the accreditation of the program ASAP. Dr. Nady confirmed that the process might continue for 6 to 9 months. The file for the accreditation will be developed by the team from O6U with support from Aswan university team. The description of the program (around 40 pages) in addition to the syllabus of the diploma courses should be ready by the end of April. The entire file has to be approved by faculties in each partner university. The next step to apply to the sector committee and later on to the supreme council of universities.</p> <p>Each university will apply for its accreditation separately.</p> <p><b><u>Day 3. 3<sup>rd</sup> Of March 2020</u></b></p> <p><b><u>Session 1: Reporting on the development of the ICT Labs</u></b></p> <p>Each partner university presented the case of purchase of the ICT equipment and the infrastructure of the ICT Lap. It seems from all presentations that all universities did the tenders and the laps are read for the equipment.</p> <p><b><u>Session 2 : Planning the development and piloting of RefTeCp in-service diploma courses</u></b></p> <p>The pilot phase will start in October 2020 in the 4 partner universities (according to the division of the courses) and the actual implementation with the 1<sup>st</sup> intake should be in Feb 2021 <i><u>(1 year(2 seemsters) before the end of the project according to the regulations of the Erasmus+)</u></i></p> <p>From 500 -600 teachers have to be enrolled in the diploma in the first intake. Dr. Makrakis discussed the issue of delivering the diploma without fees in the time of the project and some universities had many concerns. He delayed the final decision for that later on for more investigation of the possibilities of this approach.</p> <p><b><u>Session 3: Reporting dissemination activities using the dissemination table.</u></b></p> <p>Each partner will presented a .PPT on all dissemination activities up to now. Dr. Mohamed Mansour Farrag from Al Azhar university presented the appropriate template for the dissemination activities. He presented the website os the project and discussed the importance of working on the Arabic version of the website ASAP.</p> <p><b><u>Day 4. The 4<sup>th</sup> of March 2020</u></b></p> <p><b><u>Session 1: The ICT-blended learning environment</u></b></p> <p>The training that took place for the peer coaching and mobile mentors shed the light on the importance of the ICT enabled tools in for the success of the project. Each partner university discussed the process of establishing the blended learning environment for the project. They discussed as well the effective usage of the equipment's including the laptops and tablets for the mobile mentors and the peer coaches.</p> <p><b><u>Workshop 2: Monitoring budget spending and supporting documents.</u></b></p> <p>The last session of the workshop focused on the financial issues and dr. Ramzy confirmed on the importance of following the regulation of the guidelines of the Erasmus+ projects. He also asked each partner university to be ready by all documents (technical &amp; Financial documents) for the intermediate report.</p>	<p>Dr. Nady Aziz</p> <p>All partner universities' representatives</p> <p>Dr. Mohammed Badawi Farrag</p> <p>Dr. Mohammed Mansour Farrag &amp; All partner universities' representatives</p> <p>All partner universities' representatives</p> <p>Prof. Omar Ramzy</p>	<p>15:30 to 17:00</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

### **Session 3: Workshop assessment**

The assessment of the workshop will be sent to all partners via email. Mr. Mohammed Anwar will prepare the evaluation and send it to all partners

				Leader	Due Date
5. Next Meeting (if applicable)					
Date: 1 <sup>st</sup> & 2 <sup>nd</sup> April 2020		Time :		Location:	October 6 University
Objective :	<ul style="list-style-type: none"> <li>- Follow up the development of the in service diploma courses</li> <li>- preparing the file of the accreditation for the in service diploma</li> <li>- follow up for establishing the blended learning environment and the LMS in each partner university.</li> </ul>				



## 4<sup>th</sup> Managerial Meeting



### Refugee Teaching Certification Programme for Egyptian and Refugee Teachers Enabled by Blended Learning (No. 598437-EPP-1-2018-1-CY-EPPKA2-CBHE-JP) Managerial Meeting

7<sup>th</sup> March 2021 – October 6 University, Egypt

Day 1, October 6 University – 7 <sup>th</sup> March, 2021	
10:30 -10:45	Registration
10:45 to 01:30	Session 1: Report on the Implementation of Pre-service and Report on Piloting of the In-service Courses (Dr. Vasileios Makrakis (Frederick University) & Dr. Nelly Kostoula (University of Crete) will join virtually)
10:45 to 11:15	O6U (Dr. Mohammed Farrag)
11:15 to 11:45	Zagazig University (Dr. Eslam Hamed)
11:45 to 12:15	Al-Azhar University (Dr. Hamdy Taha)
12:15 to 12:45	ASAWN University (Dr. Yassmin Mahran)
12:45 to 13:00	Welcoming Speech (Dr. Magdy Rady)
13:00 to 13:30	Prof. Vasileios Makrakis via ZOOM & Prof. Omar Ramzy with all the team
13:30 to 14:30	Lunch Break

14:30-15:30	Session 2: The implementation of the Diploma
14:30-15:15	The action plan for the implementation of the RefTeCp Diploma (Dr. Eslam Hamed)
15:15 to 15:30	Last updates for the accreditation process Dr. Mohammed Farrag



<b>15:30 to 18:00</b>	<b>Session 3: Financial Updates and Dissemination Activities</b>
<b>15:30 to 15:50</b>	Aswan University (Dr. Nadi Aziz)
<b>15:50 to 16:10</b>	O6U (Dr. Mohammed Farrag)
<b>16:10 to 16:30</b>	Zagazig University (Dr. Mohammed Barbary)
<b>16:30 to 16:50</b>	Al-Azhar University (Dr. Saeed Desooky)
<b>16:50 to 17:10</b>	Etijah (Mr. Karim Shawer)
<b>17:10 to 17:30</b>	Heliopolis University & SDF (Prof. Dr. Omar Ramzy & Mr. Mohammed Anwar)
<b>17:30</b>	Closing & group Photo

**Date: 7<sup>th</sup> March 2021**

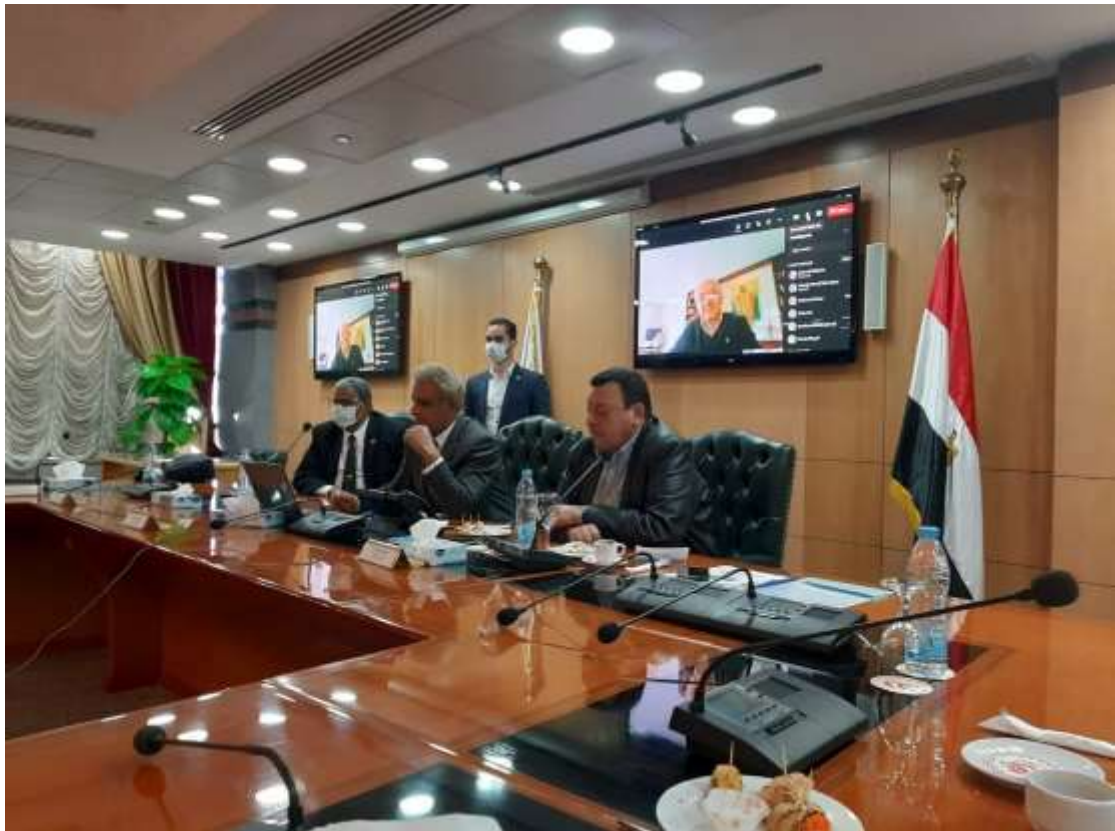
**Time: 10:30 to 18:00 Egypt time (GMT+2)**

**: 10:30 to 18:00 Cyprus time (GMT+2)**

**: 08:30 to 16:00 England time (GMT)**

### 3. Photos from the Workshop









**The managerial workshop took place at O6U premises with all necessity measurements and precautions for COVID-19**

**Session 1: Report on the Implementation of Pre-service**

Dr. Eslam Hamed from Zagazig university the leader of the implementation work package gave an overview of the implementation process of the RefTeCp revised courses in the different universities. He demonstrated the case of Zagazig university and provided an explanation of the process of the blended learning approach.

Dr. Farrag from O6U explained the case of the university and provided example of the course evaluation from the participants in the pilot phase from participants' teachers.

Dr. Yassmin Mahran from Aswan university demonstrated the DREAM methodology as ongoing evaluation. They provided students' examples of the process.

Dr. Hamdy Zayan presented the process of the implementation of The developed Pre-service courses and piloting the in-service Courses

Dr. Eslam Hamed

Dr. Mohammed  
Farrag

Dr. Hamdy Zayan

Dr. Yassmin  
Mahran

<p>Dr. Vassilios Makrakis contributed to the session via Zoon video conference. H could no join physically due to Corona issues.</p> <p>He confirmed on the necessity of documented all the activities of the pilot implementation; taking photos, videos, screenshots and comment from participants</p> <p>He confirmed on the importance of getting the accreditation for all universities regarding RefTeCp diploma</p>	
<p><b>Session 2: The implementation of the Diploma:</b></p> <p><b>The action plan for the implementation of the RefTeCp Diploma</b></p> <p>Dr. Hamed provided the action plan for the implementation of the RefTeCp diploma with detailed numbers of expected Egyptian &amp; Syrians teachers (focus on schools that participated in the stakeholders' engagement process in the beginning of the project)</p> <p><b>Last updates for the accreditation process</b></p> <p>Dr. Farrag gave an overview of the accreditation process and the file that will be presented by all universities to the committee of the education sector in the supreme council of universities</p> <p>He highlighted the flow of the process starting from the faculty department approval to university approval and finally the committee in the supreme council .</p>	<p>(Dr. Esslam Hamed)</p> <p><b>Dr. Mohmmmed Farrag</b></p>

<b>Session 3: Financial Updates and Dissemination Activities</b>  All partners' universities presented detailed financial reports with focus on the purchase of the equipment as follows:  Aswan University (Dr. Nadi Aziz)  O6U (Dr. Mohammed Farrag)  Zagazig University (Dr. Mohammed Barbary)  Al-Azhar University (Dr. Saeed Desooky)  Etijah (Mr. Karim Shawer)  Heliopolis University (Prof. Dr. Omar Ramzy)  Mr. Mohammed Anwar (SDF)				
<b>Action</b>				<b>Leader</b>
All universities should provide all the needed documents for the project's extension All universities have to finalize the accreditation of the RefTeCp diploma process Each university should provide the names of the teachers who will be joining the diploma and the teachers must have Syrians and Egyptians together All the resources that will be used in the diploma whether its readings or activities should be open source				
<b>Date:</b>		<b>Time:</b>		<b>Location:</b>
<b>Objective:</b>				

**Refugee Teaching Certification Programme for Egyptian and Refugee Teachers Enabled by Blended Learning (No. 598437-EPP-1-2018-1-CY-EPPKA2-CBHE-JP)**

**5<sup>th</sup> Managerial Meeting and Project Monitoring and Assessment for the Implementation of the RefTeCp Teachers' (Egyptians & Refugees) Training**

**22-25 May 2022–Etijah,**

**Alexandria, Egypt.**

**(Co- organized by ZU & HU)**

<b>Day 1 – 22<sup>nd</sup> May, 2022</b>	
<b>09:00-9:30</b>	<b>Registration</b>
<b>9:30-14:00</b>	<b>Session 1: Project Overview: Achievements and Plans up to the End</b>
<b>9:30-10:00</b>	<b>Project Achievements: Prof. Dr. Omar Ramzy – HU</b>
<b>10:00-10:30</b>	<b>Euro-Arab Teachers' Network for Refugee &amp; Migrant Education- Prof. Dr. Vassilios Makrakis (FU) &amp; Dr. Nikos Larios (RCE Crete)</b>
<b>10:30-11:00</b>	<b>Discussion: led by Prof. Dr. Nelly Kostoulas (UOC)</b>
<b>11:00-11:30</b>	<b>Break</b>
<b>11:30-13:00</b>	<b>Reports on the establishment of the Blended Learning Labs and their Utilization</b>  <b>Al Azhar University Report:</b> Associate Prof. Said Desooky <b>Aswan University Report:</b> Prof. Dr. Ahmed El-Oteify <b>Heliopolis University Report:</b> Prof. Dr. Omar Ramzy <b>October 6 University Report:</b> Prof. Dr. Safaa Afifi <b>Zagazig University Report:</b> Associate Prof. Eslam Hamed

<b>13:00-14:00</b>	<b>Discussion</b>
<b>14:00-15:00</b>	<b>Lunch</b>
<b>15:00-17:00</b>	<b>Session 2: Development of key Project Tools in Web-based Applications</b>
<b>15:00 - 17:00</b>	<b>Turning the CARE, DeCoRe &amp; PBL Tools &amp; Methodologies into Web-based Applications- Prof. Dr. Vassilios Makrakis (FU)</b>

<b>Day 2 – 23<sup>rd</sup> May 2022</b>	
<b>09:30-14:00</b>	<b>Session 3: Reporting on the implementation of the teacher in-service blended training</b>
<b>09:30-11:00</b>	<b>Al Azhar University Report:</b> Dr. Hamdy <b>Zayan Aswan University Report:</b> Prof. <b>Dr. Nadi Aziz October 6 University</b> <b>Report:</b> Prof. Dr. Safaa Afifi <b>Zagazig University Report:</b> Prof. Dr. Nermin Ateia
<b>11:00-11:30</b>	<b>Questions by the External Evaluator:</b> Prof. Dr. Michelle Biasutti (University of Padova, Italy)
<b>12:00-12:30</b>	<b>Break</b>
<b>14:00-15:00</b>	<b>L u n c h</b>
<b>15:00-17:00</b>	<b>Session 4: Discussion on the Implementation of the In-service Teacher Training for the Qualified and Non-Qualified Egyptian &amp; Refugee Teachers</b>
<b>15:00-17:00</b>	<b>Planning up to the end of the project &amp; expected outcomes: Panel discussion represented by all partner universities and NGOs</b>

<b>Day 3 - 24<sup>th</sup> May, 2022</b>	
<b>09:30-14:00</b>	<b>Session 4: Project Dissemination &amp; Publications</b>

<p><b>09:30 - 11:30</b></p>	<p><b>Dissemination Reporting Up to Now!</b></p> <p><b>Al Azhar University Report:</b> Associate Prof. Said Desooky</p> <p><b>Aswan University Report:</b> Dr. Yasmin El-Syed</p> <p><b>Heliopolis University Report:</b> Prof. Dr. Omar Ramzy</p> <p><b>October 6 University Report:</b> Prof. Dr. Safaa Afifi</p>
-----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<b>Zagazig University Report:</b> Associate Prof. Eslam Hamed <b>SDF:</b> Mr. Mohammed Anwar <b>Etijah:</b> Mr. Kareem Shawer
<b>11:30 to 11:45</b>	<b>Break</b>
<b>11:45-13:00</b>	<b>Planning the sessions in the upcoming International Conference organised by RCE Crete – Group discussion</b>
<b>13.00 -14:00</b>	<b>Lunch</b>
<b>14:00 - 15:30</b>	<b>Setting the framework of the External Evaluation:</b> Prof. Dr. Michelle Biasutti (University of Padova, Italy)
<b>15:30 - 17:00</b>	<b>Session 5. Discussion and Reflections on Project Evaluation for Quality Assurance</b>
<b>15:30– 17:00</b>	<b>Plenary discussion</b>

<b>Day 4 - 25<sup>th</sup> May, 2022</b>	
<b>09:30-17:00</b>	<b>Session 6: Managerial and Financial Issues</b>
<b>09:30 - 11:30</b>	<b>Planning the next managerial, reporting and evaluation meetings and workshops</b> Prof. Dr. Vassilios Makrakis (FU), Prof. Dr. Omar Ramzy (HU) & Prof. Dr. Nelly Kostoulas (UOC)
<b>11:30 to 11:45</b>	<b>Break</b>
<b>11:45-13:00</b>	<b>An overview of the reporting and supporting documents in the project Google Drive</b> Dr. Nikos Larios
<b>13.00 -14:00</b>	<b>Lunch</b>
<b>14:00 - 15:00</b>	<b>Project financial issues</b>
<b>15:00– 17:00</b>	<b>Closing and workshop evaluation</b>