

## Educational Material Preparation Workshop Report

### WP2.1.1

<b>Event</b>	Educational Material Preparation Workshop
<b>Type of event</b>	Workshop
<b>Venue</b>	University of Parma (using Webex meetings tool with IUG)
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<b>Organizer</b>	University of Parma
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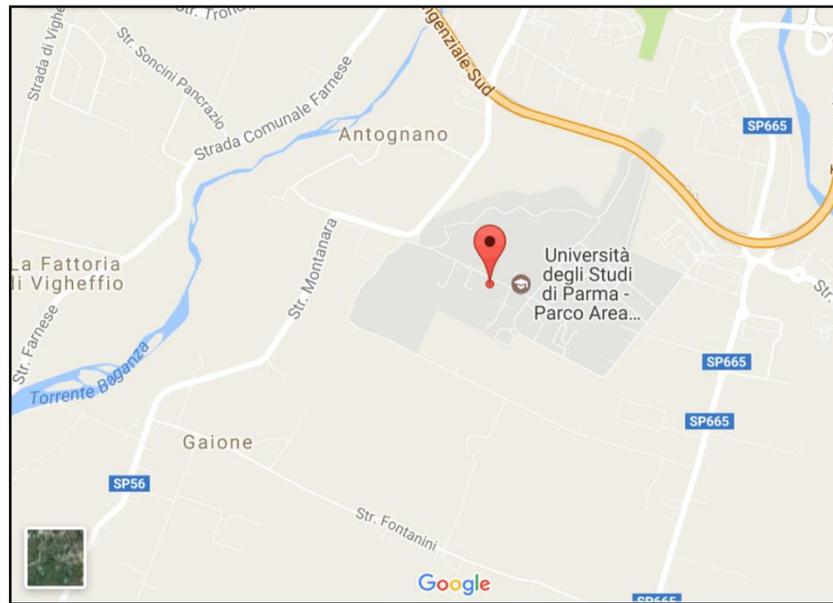
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## 1 Venue

- The University of Parma Campus, Parco Area delle Scienze (The southern part of Parma city).
- The Campus is easily reachable from the city center and the hotels by means of public transportation (buses) or taxi.
- On the first day, May 15th, the workshop will be held at Centro S. Elisabetta (nearby the CUS Parma gym), which is about 1 minute walking distance from the bus stop.
- On May 16th and 17th the workshop will be held in a nearby meeting room.

## 2 Map



### 3 Participants

Institution	Institution
<b>3.1.1 Islamic University of Gaza (P1)</b> <ul style="list-style-type: none"> <li>- Rawia Awadallah</li> <li>- Iyad Alagha</li> <li>- Samir Afifi</li> <li>- Ramzi Abed</li> <li>- Iyad Alshami</li> <li>- Basem Alijla</li> </ul>	<b>3.1.2 Birzeit University (P2)</b> <ul style="list-style-type: none"> <li>- Adnan Yahya</li> <li>- Diana Sayej</li> </ul>
<b>Al-Quds Open University (P3)</b> <ul style="list-style-type: none"> <li>- Yousef Abuzir</li> <li>- Husni Awad</li> <li>- Baha' (Mohammad Ghalib)</li> </ul>	<b>3.1.3 Vienna University of Technology (P4)</b> <ul style="list-style-type: none"> <li>- Tomasz Miksa</li> </ul>
<b>3.1.4 Universita Degli Studi Di Parma (P5)</b> <ul style="list-style-type: none"> <li>- Stefano Caselli</li> <li>- Anna Maria Tamaro</li> </ul>	<b>3.1.5 University of Brighton (P6)</b> <ul style="list-style-type: none"> <li>- David Anderson</li> <li>- Janet Delve</li> </ul>
<b>University of Glasgow (P7)</b> <ul style="list-style-type: none"> <li>- Joy Davidson</li> </ul>	<b>3.1.6 Palestine Technical University - Kadoorie (P8)</b> <ul style="list-style-type: none"> <li>- Nael Salman</li> <li>- Mutamed Khatib</li> <li>- Basim Alsayid</li> <li>- Samer Alsadi</li> </ul>

### 4 Objectives of the Parma Workshop

The main objectives of Parma workshop is to discuss the educational material needed to build capacity in Research Data Management (**RDM**) in partner Palestinian Higher Education Institutions (**PS HEIs**) in the following settings:

- Vocational training materials for technical capacity building
- Vocational training materials for operational capacity building (content management)
- Material for academic courses in digital curation and preservation/digital library/information science (through special mobility stand to partner European Higher Education Institutions, and through academic curricula development in PS HEIs)

The Parma Workshop has discussed and defined:

- The context of RDM
- The stakeholders of ROMOR RDM
- The key competencies in the ROMOR RDM process

## 5 Program Minutes

**Day 1: Monday, May 15, 2017**

Time	Action
11:05	Rawia Awadallah, from IUG, started her presentation by highlighting the progress of the project, what has been done so far, and the activities to be done in WP2 (Preparing educational material).
11:14	<p>Iyad AlShami, from IUG, talked in his presentation about the research output management requirements of PS HEIs. He reviewed the stakeholder groups, which include the contributors to the repositories, end users (internal and external), IT staff, librarians, and research administrators. The roles assigned to each stakeholder group as well as the corresponding requirements were explained in detail. These requirements were identified based on the results of the needs assessment studies and the discussion with the working groups. He then presented the categories of research outputs to be captured and stored in the repository along with the assigned priorities from the perspective of IUG. The specific requirements for each category content, such as metadata, policies, and copyright issues, were also discussed. He finally discussed the training needs of IUG.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B2kTbbnactQSFZCdVV6WUhdYTQ/view?usp=sharing">https://drive.google.com/file/d/0B2kTbbnactQSFZCdVV6WUhdYTQ/view?usp=sharing</a></p>
11:25	<p><b>Discussion:</b></p> <p>Rawia commented that we created some working groups at IUG to identify the requirements that have been mentioned in the presentation. We have requirements regarding the type of materials that should go in the repository, requirements regarding what exactly should be captured and stored, what should be preserved in the repository, and for what we need training. These requirements were determined based on the discussion with the working groups that were established in IUG. We assume that our partner PS universities have identified their requirements similarly.</p>
11:30	<p>The training needs at KAD were presented by Nael Salman. He reviewed the stakeholders at KAD (IT staff, Library staff and research office staff, e-learning staff), and discussed the training needs of each stakeholder group.</p> <p><b>Link to presentation:</b></p>

	<a href="https://drive.google.com/file/d/0B4w_JOLZP1jT1MwTFpHSWNZM00/view?usp=sharing">https://drive.google.com/file/d/0B4w_JOLZP1jT1MwTFpHSWNZM00/view?usp=sharing</a>
11:42	<p>Yousef AbuZir, from QOU, explained the requirements that the repository at QOU must accommodate. He said that the repository must enable to store/search for content of various types and to manage data at different levels of granularity. In addition, the metadata should conform to a widely recognized standard. He also discussed the usage requirements of different stakeholders at QOU. He also emphasized the need to support Arabic language and to be based on open source software.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B4E1VwD3hsneLU9hdFIRM2VFV00/view?usp=sharing">https://drive.google.com/file/d/0B4E1VwD3hsneLU9hdFIRM2VFV00/view?usp=sharing</a></p>
11:55	<p><b>Coffee Break</b></p>
12:05	<p>Anna Maria, from Parma, talked about curriculum frameworks for mapping needs and content. She discussed the DIGCURV framework, and the European e-competence framework. The EDISON data science framework was also presented along with its components, communities and proficiency levels.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0BxYEZGxfpryTQTVqUHJZZmVid2s/view?usp=sharing">https://drive.google.com/file/d/0BxYEZGxfpryTQTVqUHJZZmVid2s/view?usp=sharing</a></p>
12:17	<p>Joy, from GLA, discussed the possible training that can be provided to PS partners. She presented examples of training events provided by DCC (Digital Curation Center) (<a href="http://www.dcc.ac.uk/training/previous-training-events">http://www.dcc.ac.uk/training/previous-training-events</a>) and discussed topics that may be relevant to PS partner universities.</p> <p>Janet, from UoB, discussed courses at UoB that may be relevant for mobility students. She mentioned a course on data management that is offered as part of the degree of Master of Science in data analytics. She also listed areas that the UoB team has expertise in, and which include: data visualization, 3D modelling, digital preservation, data mining, data archiving and managing datasets. She also reflected on the results of the needs assessment report, and highlighted some of the needs of PS universities.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B-uHZZSqY8QVWRuYUxsSy1ET3M/view?usp=sharing">https://drive.google.com/file/d/0B-uHZZSqY8QVWRuYUxsSy1ET3M/view?usp=sharing</a></p>

12:36	<p>Tomasz, from TUWIEN, presented the courses offered at the TUWIEN which can be relevant to ROMOR scope. He explained the DP (Digital Preservation) course that is provided to Master students and reviewed its content, teaching method, exercises and details.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0BwdfVsSKpOzvUFdQenRxU3M1QjA/view?usp=sharing">https://drive.google.com/file/d/0BwdfVsSKpOzvUFdQenRxU3M1QjA/view?usp=sharing</a></p>
12:45	<p><b>Discussion:</b></p> <p>Rawia asked to fill a form that shows the title of proposed course, who will propose it, and when, its syllabus, website and targeted level. She emphasized that we should not mix between training courses and academic teaching. For training sessions, we should specify courses based on two levels: basic training, and advanced training. Regarding the academic teaching, we need to have a similar matrix including courses at both bachelor and graduate levels. She also said that EU partners should fill a matrix to map the required knowledge and skills of each stakeholder to relevant courses. She also said that we need to map the training knowledge areas to training courses.</p> <p>Tomasz asked: I don't understand what do you mean by a course because we are supposed to give the training in the summer school for Master and Bachelor students.</p> <p>Rawia answered that by courses she actually means the training courses that will be delivered by EU partners.</p> <p>Other discussion cannot be heard due to the low quality of voice</p>
13:00	<p><b>Lunch Break</b></p>
13:52	<p>Joy explained the key elements of the DCC curation lifecycle model (<a href="http://www.dcc.ac.uk/resources/curation-lifecycle-model">www.dcc.ac.uk/resources/curation-lifecycle-model</a>). She also explained the DCC guide for HEIs to get started in developing RDM services (<a href="http://www.dcc.ac.uk/resources/developing-rdm-services">www.dcc.ac.uk/resources/developing-rdm-services</a>)</p>
2:05	<p>Tomasz discussed potential constraints and challenges that may be encountered during the summer school when travelling to Palestine to deliver training. He proposed that a group of trainers will go to Gaza and West bank for 1-2 days to deliver lectures and give assignments to students. Trainers will then review and discuss assignments in person in West bank and online with Gaza. He proposed to shift the summer school to September. The summer school will last for 13 days in total.</p> <p><b>Link to presentation:</b></p>

	<a href="https://drive.google.com/file/d/0BwdfVsSKpOzvODNSNjl4VV9Wc1E/view?usp=sharing">https://drive.google.com/file/d/0BwdfVsSKpOzvODNSNjl4VV9Wc1E/view?usp=sharing</a>
2:17	<p>Rawia discussed the arrangements for the summer school and training sessions: she started with the initial proposal to have the summer school in EU partner countries (TUWIEN, PARMA and GLA), and talked in detail about the advantages and problems of this proposal. She said that students and staff will have the opportunity to get live training and interact with real systems if they travel to EU countries. However, the mobility of IUG staff and students will be a constraint.</p> <p>The second proposal is to have the summer school in Gaza and West bank in June and July. Team members from EU partners will come to Palestine to deliver the training. However, this option has several disadvantages that include: the lack of live training that will make people lose interest, the budget reduction, and the need to shift the training after the Ramadan.</p> <p>The third proposal is to have two training events and a summer school:</p> <ul style="list-style-type: none"> <li>- The first training event will be called intensive basic training and will last for 3 days in QOU whereas team members from TUWIEN and GLA will come to West bank to deliver the training. The intensive basic training was planned to be delivered in July so that PS partners will get basic knowledge to start with the development work package.</li> <li>- The second training event was called advanced training and evaluation, and will be held in BZU and Gaza for 7 days (including travel) in January 2018.</li> <li>- The summer school will be conducted in EU partner countries (PARMA, TUWIEN and GLA) in June/July 2018, and will last for 2 days in each EU partner. Selected staff members and students from PS partners will travel to have the summer school at EU partners.</li> </ul> <p>Rawia then discussed how the summer school and the Special Mobility Strand (SMS) come together. She talked about the numbers to be sent to each EU partner for both summer school and SMS.</p> <p>After discussion with both PS and EU partners, it has been agreed to prepare the training material by EU partners as early as possible in June/July 2017. In addition, the intensive training session will be held in September 2017 in Parma. The summer school will be in May 2018.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B2aU3ro2bO9iMVhrWDZablpUd0U/view?usp=sharing">https://drive.google.com/file/d/0B2aU3ro2bO9iMVhrWDZablpUd0U/view?usp=sharing</a></p>
4:25	<b>Closing</b>

**Day 2: Tuesday, May 16, 2017**

Time	Action
10:40	<p>Alessandro Bernazzoli, Officer of Parma Internationalization Office, shortly presented Erasmus Charter at the University of Parma. He intruded briefly the Erasmus Charter, and then he talked about his role. He also focused on ROMOR SMS, and presented the facilities his office will provide to the mobility students including information packages, logistic support...etc., he also mentioned that PS mobility students will receive an Italian language course too.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0BxYEZGxfpryTX25ETXJHNkdudmc/view">https://drive.google.com/file/d/0BxYEZGxfpryTX25ETXJHNkdudmc/view</a></p>
10:50	<p><b>Questions and Discussion:</b></p> <p>Alessandro asked about if mobility students will be in one group that will visit the four EU partner universities. Rawia denoted that these students will be distributed across independent groups, so the group that will go to Parma, will be different from the group that will go to TUWIEN...etc.</p> <p>Alessandro also asked about what are the requirements from the University of Parma to prepare for the mobility students? Rawia mentioned that logistic support is the main requirement, in addition to facilitating students learning process. She also advised to transfer all mobility discussions to the session that is dedicated for this point later today.</p> <p>Afterward, Rawia asked about the required date to send PS students names and info to Alessandro office in order to prepare for their mobility in September 2017? Alessandro indicated that issuing visa may take up to 90 days, but this process can be speeded up to take 30-40 days, so it will be fine to receive PS students' details by mid of June 2017.</p> <p>Nael suggested to send mobility students to Parma in the fall semester, as PS representatives may have a meeting in September there, so their presence with PS students will be better to help them in setting up their mobility? Rawia mentioned that the main restriction for sending students in the fall semester is the lack of enough time to obtain students' visas, but in case they can get visas before September, sending them in the fall is possible.</p>

	<p>Diana from BZU, suggested to split students into two semesters instead of one, and Rawia mentioned that she already has two proposals for the mobility, and these proposals will be presented in the SMS discussion session.</p>
11:15	<p>Anna Maria presented briefly a mobility strand agreement examples based on Parma previous experience. She explained what should be documented in the Interinstitutional Agreement (IIA) and Learning Agreement (LA), in addition to the Staff Mobility Agreement (SMA). She also highlighted what should be taken on mind for selecting students for mobility.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0BxYEZGxfpryTNDVqcVdheEZUcVE/view">https://drive.google.com/file/d/0BxYEZGxfpryTNDVqcVdheEZUcVE/view</a></p>
11:25	<p><b>Questions and Discussion:</b></p> <p>Anna Maria said that they have a problem at PARMA in introducing new courses for the mobility students. Rawia mentioned that it is not required from PARMA to propose new special courses for the mobility students, as existing courses fit the needs if they were taught in English.</p> <p>Adnan Yahya suggested to work on making the mobility implementation occurs with minimal efforts for both the EU hosting universities and the PS sending universities, he explained his idea by supposing that the hosting institutes shall not introduce special courses for the mobility students, and the PS institutes shall select mobility students carefully so they can easily enroll in the hosting institutes offered courses. He also agreed to Rawia suggestion to do student mobility at the second semester instead of the first one, as mobility students will not miss the registration of the next semester at their universities after finishing the mobility because of the variances in semesters end dates between PS and EU universities.</p> <p>In order to select mobility semesters, Rawia asked the EU partners to specify their universities first and second semesters start and end dates.</p> <p>Anna Maria mentioned that receiving mobility students early is a good choice as they can be familiar with the hosting university and they may take some preliminary tutorials to help them during their mobility. She also highlighted the point that selecting students and courses should be based on the ROMOR objectives. In addition, she said that mobility students can be involved in internships at the EU hosting institutes, especially for those EU institutes who has agreements with companies to host internship students, and university of Parma is one of these universities who already has agreements with companies to host internship students. Adnan replied to this point by stating that mobility students have plenty of</p>

	<p>opportunities at the hosting EU institutes like doing project works in the modern and specialized labs, as these labs are not available at their home institutes, so spending the mobility trips in theoretical and practical courses is better than attending internships.</p> <p>Anna Maria asked about the number of credit hours needed to be registered by the PS student in a semester. Rawia mentioned that it is 18 for the undergraduate students which equals to 30 ECTS, and 9 for the master students which equals to 15 ECTS.</p> <p>Anna Maria asked about the preferable mobility courses' level for the PS universities, whether undergraduate or postgraduate. Rawia answered: it depends on the university as QOU and KAD have only undergraduate programs, so they prefer to have only undergraduate courses for their mobility students, while IUG and BZU have both undergraduate and postgraduate programs, so they prefer to have both levels for their mobility students.</p>
<p><b>11:50</b></p>	<p>Tomasz presented in brief mobility strand at TUWIEN, he highlighted the point that TUWIEN can only accept master students in the areas related to ROMOR. He also mentioned that TUWIEN can only accept mobility students at the second semester that starts on March and ends on June.</p> <p>He also presented the four entities they offer for the mobility students, which are:</p> <ul style="list-style-type: none"> <li>- Lectures in digital preservation (DP)</li> <li>- Exercises in DP</li> <li>- Seminar on data management (DM)</li> <li>- Project work</li> </ul> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0BwdfVsSKpOzvODZxYmNGb1FBVjg/view">https://drive.google.com/file/d/0BwdfVsSKpOzvODZxYmNGb1FBVjg/view</a></p>
<p><b>11:55</b></p>	<p><b><u>Questions and Discussion:</u></b></p> <p>Rawia asked about the number of credit hours for these offered entities. Tomasz answered, lectures + exercises = 6ECTS, while number of credit hours for seminars and project work depends on how many hours student will spend on them.</p> <p>Rawia asked about the possibility of offering other courses from other research groups in TUWIEN like information retrieval or data mining. Tomasz answered, it is not easy, but it needs to be discussed with the group that offers the requested course.</p>

<p><b>12:00</b></p>	<p>Joy presented Glasgow offered postgraduate level courses for ROMOR mobility students, she mentioned that the offered courses are from the postgraduate program “Information Management &amp; Preservation”, so these courses are not for students from library sciences. She also described in brief this master program, and highlighted some offered courses.</p> <p>Details about the program can be found at:</p> <p><a href="http://www.gla.ac.uk/postgraduate/taught/informationmanagementpreservationdigitalarchivesrecordsmanagement/">http://www.gla.ac.uk/postgraduate/taught/informationmanagementpreservationdigitalarchivesrecordsmanagement/</a></p>
<p><b>12:10</b></p>	<p>Vittore Casarosa from PARMA presents “Digital Libraries in the time of the Web” postgraduate course which is one of the digital library (DL) master program. Vittore comes over the contents of this course, and he described the activities and the assignments assigned to students.</p> <p><b>Link to presentation:</b></p> <p>{missing presentation}</p>
<p><b>12:45</b></p>	<p>Michele Tomaiuolo from PARMA presented Engineering post graduate courses introduced in first and second semester, he introduced the following courses which are about information systems and taught in English:</p> <ul style="list-style-type: none"> <li>- Artificial Intelligence (AI) which is presented in the first semester</li> <li>- IoT which is presented in the second semester</li> <li>- Network/Information Security, which is presented in the second semester</li> <li>- Machine Learning for Pattern Recognition, which is presented in the second semester</li> <li>- Communication Engineering, which is presented in the second semester</li> </ul> <p>He also talked about the possibility for the mobility students to participate in laboratory projects like Italian students, as some courses are based on practical activities in the lab.</p> <p>At the end of the presentation, Michele mentioned that other courses are taught in Italian, but training material are almost in English, also there are tutors to support students in any kind of difficulties including language.</p> <p><b>Link to courses web site:</b></p> <p><a href="http://cdlm-ii.unipr.it/studiare/insegnamenti">http://cdlm-ii.unipr.it/studiare/insegnamenti</a></p>
<p><b>12:50</b></p>	<p><b>Questions and Discussion:</b></p> <p>Nael asked about the possibility for the mobility undergraduate student to study a postgraduate course, but to be assessed differently?</p>

	<p>Anna Maria anticipated that it is possible, but it depends on the selection committee at the PS universities as they should select undergraduate students with high capabilities, and the student may be assessed by doing lab project work.</p> <p>Tomasz asked about which semester PS partner universities will send the mobility students? and what will happen if a student fails? He also asked about the possibility of registering students in courses that have prerequisites. And finally, he highlighted the cultural differences between PS and EU students and how could these differences affect the performance of PS mobility students.</p> <p>Rawia mentioned that if the student fails in a course, then he or she will not receive the certificate for that course. Adnan said student failure will not be a problem as the student can take another course from his university when he or she returns home. Nael mentioned that the selection committees at PS universities are required to select best students to keep the possibility of failure as minimum as possible. He also proposed that mobility students should be aware of their responsibility to pass these courses and if they fail then they will be responsible for taking other courses at their home institutes.</p> <p>Yousef Abuzir asked about what should be payed from the grant to the mobility student in case he or she fails in all the mobility courses. Rawia mentioned that according to the regulations, a mobility students will receive the full grant upon submitting the mobility final report, so he will receive 70% of the grand when signing the agreement, and then the remaining 30% will be issued when submitting the final report regardless if he pass or fail.</p> <p>Anna Maria mentioned that mobility courses need to be customized in timing, content, and language, and this what should be included in the interinstitutional agreement (IIA). She also asked whether the IIA should be a multilateral or a bilateral. Rawia said that she already asked this question to the agency but till now she has no answer, but what is obvious from the agreement form is that the IIA should be multilateral.</p>
<p><b>13:05</b></p>	<p><b>One hour lunch break</b></p>
<p><b>14:05</b></p>	<p>Rawia then talked about the Special Mobility Strand (SMS) preparation phase which includes announcing the mobility calls, selecting mobility candidates, preparing and signing mobility agreements. Afterward she talked about the IIA template available on the EACEA website, then she highlighted the SMS student's requirements. In addition, she mentioned ROMOR SMS training sessions and how are they distributed along the project lifetime.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B2aU3ro2bO9iZFzkSHduQk56MGM/view">https://drive.google.com/file/d/0B2aU3ro2bO9iZFzkSHduQk56MGM/view</a></p>

**14:15** Questions and Discussion:

Rawia asked each one of the EU partners to provide any special requirements for the courses they offer for the mobility students, so these special requirements will be appended to the general requirements available in the IIA template. She also proposed keeping international offices at each partner university in contact with each other to simplify coordinating mobility process.

Anna Maria suggested to have an interinstitutional learning agreements with common criteria to reflect the objectives of ROMOR. To reflect this, Rawia asked all partners to send her any previous IIAs they have to help her in formulating the ROMOR SMS IIA. In addition, Anna Maria will work on proposing the structure of ROMOR IIA. Tomasz suggested to start with the IIA template available at Erasmus website, and then to change any required sections according to what will be agreed on with the partners.

Rawia and Tomasz summarized what have been agreed on during the first day of the workshop as the following:

For summer school and staff training:

- A 3-days training in September 2017, 18 PS staff will go to Parma
- A 2-days training in January 2018 at WB
- A 2-days advanced training in May 2018 at TUWIEN

For student mobility:

- Second semester of 2018: 10 students to TUWIEN + 10 students to Parma
- First semester of 2018: 10 students to GLA
- Second semester of 2019: 10 students to BU

For staff mobility, Rawia mentioned that it is difficult for the staff at the PS universities to leave their universities during semesters, therefore she suggested that staff mobility to be done during the summer (July and August).

Tomasz asked about the duties of the mobility staff. Rawia answered they should do some research and attend seminars.

Tomasz asked about the outcomes of the mobility staff. Rawia answered that they may present research papers or provide reports, but this is not mentioned in the guidelines. For this, Rawia asked EU partners to inform her about their previous experiences in staff mobility and what should be included in the mobility staff final report.

Joy mentioned that it is important to have a clear view of what should mobility staff do during the mobility. In addition, she mentioned that two-months mobility is a short period, so it is difficult to measure mobility outcomes. Rawia replied: if a staff member intends to do a research during the mobility, then he should start working on the

intended research before the mobility, and then he can finalize this research during the mobility.

Anna Maria highlighted the importance of identifying the outcomes of the mobility in advance, therefore mobility students should present their mobility outcomes in the mobility final report. Also, staff mobility objectives or projects should be identified too.

Samir Afifi suggested that each mobility staff is requested to provide a 3-4 pages' mobility proposal, this proposal should include what should be done during the mobility two months, in addition to the name of the EU supervisor that the mobility staff plans to work with. Smair also suggested that mobility staff should submit a report containing his achievements during the mobility.

Adnan suggested that mobility dates should be flexible, and the mobility itself should be based on an agreed proposal with clear outcomes.

Nael suggested that hosting institutions are requested to provide call for proposals, and then interested PS staff would submit proposals based on these calls.

Rawia mentioned that the minimum number on mobility students is 40 and the minimum number of mobility staff is 32. Tomasz asked about the possibility of shifting the number of mobility staff and students between EU partners. Rawia said that this is possible according to the guidelines, but this can happen if EU partners agree on that. She also mentioned that the distribution of mobility staff and students is initial, and it can be changed according to EU partners' suggestions. She highlighted the point that the initial distribution of mobility staff and students will be 10 mobility students and 8 mobility staff per EU partner, but the timing and the objectives of the mobility should be prepared according to the EU partners' preferences and based on this workshop discussions.

Tomasz summarizes the discussion of this topic in two points, what is the deadlines for providing mobility proposals by EU partners, and who is the responsible and for what? Rawia mentioned that PARMA is requested to submit their call for proposals ASAP as they will receive the first group of students.

Anna Maria and Rawia agreed to conduct a near skype meeting to arrange students' mobility to PARMA.

Samir mentioned that it is very important to develop criteria for mobility students jointly between PS and EU partners, this will guarantee the quality of mobility students. He also suggested to develop a common online form to be filled by all PS mobility students when registering for the mobility.

Stefano stated that there is a high possibility to have high quality students as the number of mobility students is 5 from the 4 PS universities. He also mentioned that PARMA will not be able to offer many courses to be taught in English as PARMA is a small non-English speaking university. On the other hand, he mentioned that it

	<p>possible for mobility students to be enrolled in the courses offered in the master program, moreover, these students can enroll in project work courses.</p> <p>Adnan suggested that EU universities should present courses prerequisites, so mobility students can select the mobility courses which they fulfill their prerequisites.</p> <p>Diana suggested that for staff mobility, PS universities should study their needs and then to inform the EU partners about these needs in order to offer suitable mobility for the PS staff.</p> <p>Participants agreed to specify end of May to be the deadline for providing request for proposals from the EU partners.</p> <p>Rawia asked PS partners to provide their preferences for the number of mobility students and the semesters they wish to be enrolled in. She also asked the EU partners to provide list, dates and capacity of their offered courses. Afterward she will match the PS partners needs and the EU partners offers, taking into account the proposed minimum number of mobility students and staff.</p> <p>Nael mentioned that increasing the number of mobility students may affect the specified budget, but Rawia stated that increasing number of mobility beneficiaries may not affect the assigned budget if mobility durations were shortened.</p> <p>Participants agreed on using ECTS for the call for proposals for student mobility, and in learning agreement course equivalency will be mentioned.</p>
<p><b>15:30</b></p>	<p>Iyad Alagha presented “Academic Plans and Curricula Development at IUG”, he talked about the two tracks of training courses in ROMOR; SMS courses, and the developed courses at PS universities which will be integrated in their curricula. Afterward, he talked about course plans for all the departments of the faculty of IT at IUG, and he highlighted the undergraduate and the postgraduate courses those can be developed to include material relevant to ROMOR project.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B-WRCqTeodZDTkVSTm1PQTY1Ums/view">https://drive.google.com/file/d/0B-WRCqTeodZDTkVSTm1PQTY1Ums/view</a></p>
<p><b>15:42</b></p>	<p><b><u>Questions and Discussion:</u></b></p> <p>Nael suggested developing three or four elective courses relevant to ROMOR by the PS partner universities, so these courses can be offered as elective courses at these universities, Iyad Alagha replied: it is a good idea, but the main concern is to develop existing courses to be mapped to the contents of similar courses at EU universities,</p>

	<p>moreover, there are some restrictions in changing curricula at PS universities as it can't be changed in a period less than four or five years.</p>
<p><b>15:50</b></p>	<p>Adnan Yahya talked about educational aspects related to ROMOR project at Birzeit University. Birzeit used to have a course on library sciences and it was mandatory for all undergraduate students but that was in the past. The course covered search libraries and using catalogs. However, that course was abandoned later due to the intensive load resulting from teaching it to all university students. Nowadays, most of our library has converted to electronic versions, so we do not offer any courses to familiarize our students with library content, and they have to do this through extra-curricular activities. There is no formal academic offering in library sciences at Birzeit University. However, Digital preservation has been a concern at Birzeit: the institutional repository at Birzeit has been launched a year ago, Birzeit has the Palestinian archive called AWRAQ, and the museum is trying to preserve its collections. Therefore, much more work on preserving research output for internal use and for better usability is being conducted. Even before Birzeit converts to a repository it has its own system to preserve research outputs. So archiving internal university material has been a topic of discussion for a long time but there was no major success in that area.</p> <p>In the last three years, we have been offering a course on information retrieval and web search. It is an elective course for postgraduate and undergraduate students. This is the most related course to the issue we are discussing here. This course is limited to IT and engineering students, and it addresses aspects related to NLP. The perceived demand in the market for such skills issues is high, so it would be attractive to teach students courses in this area because the market demands it and not only because it is related to the project. We are making efforts to make it a core course. The questions that may be raised here: Can it be expanded? Can it become more open? Can we remove some prerequisites? Will there be a demand for it to get modified?</p> <p>There is a vision to propose a general course on preservation without a prerequisite that can be studied by all students, but we have to compete with other elective courses at the university with can be more attractive. Possible considerations: Who will offer this course? Will it be IT heavy or IT light? The course approval is quite tedious and has to pass through many stages. Partner experience can help produce a better course and sell the idea. Can it be joint between local partners or even with other EU institutions? Can it be partially electronic?</p> <p><b>Link to presentation:</b>  <a href="https://drive.google.com/open?id=0B02Yipj8Uym5bFBoVjVtR0tUMm8">https://drive.google.com/open?id=0B02Yipj8Uym5bFBoVjVtR0tUMm8</a></p>

<p><b>16:00</b></p>	<p>Diana Sayegh presented about FADA: the institutional repository at Birzeit University. The objective of establishing FADA was to increase the visibility of the university and share its research output. Daiana reviewed how the development of FADA started until it researches the current state. She said that they started with Master theses, doctoral dissertations, research and conference papers written by the faculty members, reports , articles etc. The university journal and newsletter, educational materials (audio, video and presentations), and now we are looking forward to add the archeological pieces, ethnographic and artistic collections, and we started with few of the rare books. She then reflected few statistics about FADA: What is important about FADA is that if you search on Google scholar or ResearchGate it will direct you to FADA directly. FADA currently has around 3800 items in the repository and 77600 links at Google to FADA. Google statistics show that FADA is used worldwide, and Diana presented few numbers in this regard. FADA has returning visitors up to 40%, which indicates that many people are interested in getting back to FADA. Diana then presented FADA's stakeholders that include EIFL, University administration, the library staff, faculty members, IT people and researchers. She then discussed few of the problems they encountered when they started the development of the repository: The first problem is the scanning process of paper-based material. Another problem is the conversion of the museum materials into digital formats on the repository, the customization of metadata, the need to learn more about datasets and how to deal with them. Other topics they care about is adding custom search fields, build custom work sheets, protected PDF documents from being downloaded and allowing view-mode only, allowing to add several images at one page. There is also a need for more training to link DSpace with Google scholar and ResearchGate, develop reports and show number of views or downloads for an item.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B02Yipj8Uym5MHdycUgwV2pPa2s/view?usp=sharing">https://drive.google.com/file/d/0B02Yipj8Uym5MHdycUgwV2pPa2s/view?usp=sharing</a></p>
<p><b>16:12</b></p>	<p><b><u>Discussion and Questions:</u></b></p> <p>Nael Salman indicated that Birzeit has made several steps forward comparing to local PS universities. He asked about what enhancements they are planning to add to the existing repository as a partner in ROMOR? Diana said that we can help at Birzeit University for the basic skills because we started and we have steps forward than others, but we still have several needs to move ahead. Regarding the library courses at Birzeit University, Diana said that we have submitted several proposals at different levels (minor, diploma) because we lack this profession in the country as a whole, and no single institution has a program on library sciences (Gaza used to have in the past). Unfortunately, all proposals have been refused. The reasons behind refusals were: first, we have no enough faculty members carrying the profession with the PhD or</p>

	<p>Master levels, second: if we open this profession, do we have positions for the graduates to work?</p> <p>Another point she highlighted: if we are to design courses on library or information sciences or interrelated with IT, we should not repeat courses in each partner institution. We could have them run as E-courses. If Gaza decided to have two or three courses, Birzeit could have another one, PTUK could work on a third, QOU could work on a fourth, and then we could share and have them as online courses.</p> <p>Joy commented by saying that she liked the idea of having a collaborative training program and a shared model to address the gaps during the course development process.</p>
<p><b>16:20</b></p>	<p>Yousef Abuzir, from QOU, discussed the possibility to integrate two or three courses related to ROMOR in the curriculum at QOU. We can either have new courses that are in the theme of ROMOR such as information retrieval and digital libraries. The other option is to have additional chapters in existing courses to address issues related to ROMOR scope. The problem we have at QOU is that we teach in Arabic language, thus we have to prepare the whole material which generally takes a long time. QOU has DSpace but they use it just for e-learning material. Last year we started preparing a new plan for a program on digital libraries. We have a plan to propose it as a single (standalone) program, or as a minor program in other departments or faculties.</p> <p>At QOU we do not have Master programs, and most of our students are not full time students because we are in open education. Yousef then reviewed the IT programs at QOU focusing on courses related to information retrieval and digital libraries.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B4E1VwD3hsneZGdpTmpOMUd0Qnc/view?usp=sharing">https://drive.google.com/file/d/0B4E1VwD3hsneZGdpTmpOMUd0Qnc/view?usp=sharing</a></p>
<p><b>16:30</b></p>	<p><b><u>Discussion and Questions:</u></b></p> <p>Stefano, from Parma, explained that ,in the ECTS system, we have 60 credits per year, and the undergraduate degree is three years. So it takes 180 ECTS credits for graduation. It is assumed to be for a student fulltime, so if we have part-time students, it is going to get longer. I know that there are documents stating the relation between the credit hours in Palestine and the ECTS system, would you explain that please?</p> <p>Yousef replied saying that we are sending students for mobility in Turkey and there is no problem. Our students have to attend 25% of the lectures at least while the rest of lectures are taught online, and we provide them with all the resources they need. In other traditional universities, the number of credit hours is almost the same. The</p>

	<p>only difference between QOU and traditional universities is the duration of study: it is limited to 6 years in traditional universities while it can double in QOU.</p> <p>Stefano commented that in Parma we used to have small courses that are equivalent to 4 or 5 ECTS credits, but eight years ago the government mandated to have fewer exams. So we have courses that are equivalent to 6, 9 or even 12 ECTS credits with fewer number of exams. Therefore, students coming to Parma may take a single heavy course, and a single exam may be assessed to two or three exams at your university because you have smaller courses.</p> <p>Anna Maria was interested to know more about distance learning in Palestine, and how students do exams in distance learning setting.</p> <p>Yousef said that students have to attend 25% of lectures, but they have to come to campus to do exams. We offer course material online and on CDs, and we have 19 branches where students can come to ask instructors at any time. More than half of our staff are part-time staff coming from other PS universities.</p>
<p><b>16:40</b></p>	<p>Nael Salman, from PTUK, discussed the IT programs offered at PTUK. He said that we do not have any postgraduate program, and we have a 2-year program diploma. There are two bachelor programs related to ROMOE scope, which are: a computer engineering program (5 years), and students have to finish 168 credit hours to graduate plus the field training. The other bachelor program is called applied computing: a four-year program and students have to complete 135 credit hours. If the course is practical, then each credit hour is worth 2 contact hours in the lab. We tried to identify courses from our curricula that are relevant to ROMOR scope. Nael then reviewed compulsory and elective courses in PTUK academic plans. For elective courses, there are courses on advanced database management, data mining and machine learning, but they have not be introduced due to the lack of specialized staff.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B4w_JOLZP1jNDhLQ2IEMHptTDg/view?usp=sharing">https://drive.google.com/file/d/0B4w_JOLZP1jNDhLQ2IEMHptTDg/view?usp=sharing</a></p>
<p><b>16:47</b></p>	<p><b><u>Discussion:</u></b></p> <p>Rawia said that each PS partner needs to prepare one or two courses at three levels (vocational, undergraduate and postgraduate): It is good to think of vocational training for diploma degree, and this could be particularly important for QOU. We can also have courses at the bachelor level, and courses at the graduate level. As proposed by Diana, we do not have to work and develop the same course by everyone. We should work on different courses and then share them online, through MOOC perhaps. Let's assume that we at IUG work on a course at Master level and develop its curricula. Maybe people at Birzeit university work on a course at the undergraduate level. Maybe people at QOU and PTUK work on vocational training.</p>

	We should discuss this in more detail. In order to develop these courses, we will hear a lot from our EU partners. We will have a look at their materials, and the way they teach courses. I am proposing that during the mobility of the staff we can work on the development of curricula.
<b>17:00</b>	Closing

### Day 3: Wednesday, May 17, 2017

Time	Action
<b>10:40</b>	Anna Maria from Parma is opening the third day sessions. She introduced Paola Gargiulo. Paola which has an important role and has been involved in research output management since the beginning of her career. She was involved in negotiations of licenses for journals and is working for The Italian consortium of Universities. She is also involved in OpenAIRE project funded by the European Commission to manage open access in Europe.
<b>10:45</b>	<p>Paola Gargiulo discussed the European Commission policy on Open Access and Open Science. She then discussed the Horizon 2020 funding program and its open access policy to publications and research data. She then described the OpenAIRE project's infrastructure which has been funded by the European Commission since 2009 to collect all publications deposited into institutional archives all over European.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0BxYEZGxfpryTeHVPcmpTaU52bm8/view?usp=sharing">https://drive.google.com/file/d/0BxYEZGxfpryTeHVPcmpTaU52bm8/view?usp=sharing</a></p>
<b>11:22</b>	<p><b>Questions and Discussion:</b></p> <p>Rawia Awadallah, from IUG, asked Paola how to change the culture of people towards open access? How to start with administration bodies in PS to change the culture of people, the reward system and the promotion roles in universities, which is not a trivial task?</p> <p>Paola indicated that changing the reward system is an important issue that should be considered in Europe first where most publishers come from. Paola said that, for Palestine, researchers often want to publish in high impact journals, and this is understandable, so you cannot do much because you cannot ask young researchers not to publish in high impact journal and go for open access ones. What you can do is to make them aware that most of the publishers allow to deposit the post-print. We should also make authors aware of good journals that have impact factors and have no fees. Palestinian researchers could also support the movement that is taking place worldwide to change the reward system. She thinks that in counties like Palestine</p>

open access is very important because it gives opportunities to your researchers to make themselves visible, but the ball is in our court to change the reward system. Thus, all emerging countries should support open access, but on the other hand, they want to publish in the impact factor journals.

Rawia commented: the main concern is the quality, so if the administrative bodies in the universities can guarantee some sort of quality of the open access publications then they do not have any concerns about this. The other critical point is the lack of budget required for open access publishing (peer review and so on), and this is where the fears come from. Another controversial point is the emergent research management systems, like VIVO, which tries to replace the open access institutional repositories. What do you think of this movement?

Paola replied: We in Italy right now use DSpace and DSpace cris module: The solution we adopted in Italy was not to buy any current research information system that commercially owned. This is because universities need to have full control of the data. We can put you in contact with a former colleague of us, Andria Polleni, who is the one who developed DSpace cris module and in the developers committee of DSpace. There is the solution which is adopted by 67 universities where was basically DSpace which provides both roles: a full research information system to administrate all the research workflow including the projects, laboratories, etc, plus using it as an institutional repository which is also used for the national and institutional assessment. Our position is to never go to anything that is not open source and is not owned by the community. I think this is the direction you should go for in Palestine because by using the Dspace cris as an open access repository so that you will be able to link open access with research assessment to avoid any duplication in effort on the side of researchers.

Rawia asked: You mentioned also something about preprocessing fees for open access which is a very complicated thing and we end up that people who cannot pay for peer-reviewed journals also cannot adhere the cost for the open access publications.

Paola replied: There are some initiatives in Europe: one of them is the Open Libraries for Humanities: The idea is to build some kind of open access journals that can get some sponsorship from foundations so that the authors do not have to pay any fees. Whether this is going to be possible in other fields, but this is the approach that probably can be successful in humanities and social sciences. The European Commission is also supporting what we call it a European publishing platform so authors do not have to pay. Someone else like the funder, the professional association, or the society, should put money into it but not the researchers.

Adnan Yahya from Birzeit, commented: I want to argue on the opposite direction. I am not sure if it is useful for us as in developing countries to go for open access in terms of publications. I think publishing in high impact journals is the way forward for us: We need to go that path because it is the only way we can put our research output in relation with research output elsewhere. I am not aware of too many journals that

	<p>require you to pay processing charges in my area of expertise (Engineering and computer science), so absolutely this has never been an obstacle. Maybe it is an obstacle to have an access to these journals but that is a different story. On that part, I wish you guys in Europe stipulate to the publishers who are based in Europe that they have to grant access even to the commercial journals. You can also shorten the period of embargo, so I think if you aim to create double peer system where poor people publish in poor journals, and better people publish in better journals, there will be no incentive.</p> <p>Joy said that changing the reward system is definitely a problem everywhere. We have dual reality: we have national level of assessment exercises. In the UK we have the research excellence framework with high impact journals, and our researchers have to publish in these high impact journals. We also have higher education funding council which is working within that framework that focus on open access publications. However, it is not just what is happening at the top level, we are starting to see many things happening at individual institutions: last year, I think, the first job description I have ever seen came out from Germany Universities and it was for a high senior professor and one of the criteria was "You have to demonstrate that you are in praise for open science movement". We cannot wait for everything to change but things should go in parallel.</p> <p>Iyad, from IUG, asked Paola about publications from European institutions that are published through publisher in US. These publishers may not be committed to open access. So how will you handle the conflict in this case?. Paola replied: "I don't think there is much difference between European publishers and US publishers because most European publishers are commercial enterprises. We actually have internal contradictions in Europe because, on one hand, we have director of research and innovation which fosters open access, and, on the other hand, we have commercial publishers and we rely on digital economy. One said wants to make everything open access while the other side says I need to earn money. What we basically suggest is that countries should support and pay for funders to make publications open access. However, this is an issue for countries because even some countries in Europe cannot pay for that. One of the examples is one project promoted by Max Planck that aims to transfer all journals to open access. This can be achieved by keep paying what we are paying to subscribe to these journals, but then the articles should be made open access. However, there is a lot of criticism for this idea because we are not actually changing the publication model and are still paying millions of Euros on subscriptions.</p>
<p><b>11:41</b></p>	<p>Serena Sangiorgi, the Library Coordinator at the University of Parma, introduced open access policies at the University of Parma. She talked about the structure, development and growth of the institutional repository at Parma. She also talked about their efforts to create a new state of mind for publishing by shifting from researcher's perspective to teacher's perspective.</p> <p><b>Link to presentation:</b></p>

	Could not find it on the drive!
<b>11:50</b>	<p><b><u>Questions and Discussion:</u></b></p> <p>Nael Salman, from PTUK, admitted that everyone needs a cultural shift to move towards open access. He asked Serena: "how do you find the situation in the University of Parma and other universities that you are in touch with? Are people enthusiastic for open access publishing or they are happy with the current situation of publishing?"</p> <p>Serena replied: "I think that most students are enthusiastic because it is easier for them to get what they want, and most teachers theoretically agree with this vision, but in practice it is difficult to convince teachers to publish in open access, and they are keen to publish in high impact factor journals. It is difficult to change the mentality of researchers but it is easier to change the mentality of young generations towards open access "</p> <p>Stefano, from Parma, said that it is definitely substantial for younger researcher to publish in high impact journals. The question is how we can have credible journals that are open access, and which can gain high impact factor?, otherwise young researchers will not get tenured. He continued: "One solution to this is to have open access journal with open linked data, because if you collect and publish your research data with all metadata, many other people in the world are going to use this data and will have to reference your dataset even it is published in open access journals, and thus the journal will get high impact factor. Having a dataset and linking your paper with this dataset is a powerful lever to gain recognition"</p> <p>Joy, from Glasgow, said that what Serena was saying was absolutely true, and that she found in the UK that you do get the best results with early career researchers, so people who are coming through the system are those who are likely to be the advocates later on. Because we have the chance the curriculum through this project, there should be a change to advocate people to get them understand the importance of open access.</p>
<b>12:06</b>	<b>Ten minutes break</b>
<b>12:22</b>	Baha Thabet, from QOU, presented about the open educational resources at QOU. He explained the Open Educational Resources (OER) strategy and model at QOU, and highlighted the challenges and practices. He also talked about the deanship of scientific research, the institutional repositories and learning platforms at QOU.
<b>12:33</b>	Questions not heard. There was a problem with the mic.
<b>12:43</b>	Rawia Awadallah discussed the special mobility strand and highlighted the modification of the mobility scheme. She stressed that the minimum number of mobilities should be 40 students from partner countries and 32 staff members from partner countries, and that these numbers should not be reduced. She asked local

	<p>and European partners to input, through an Excel sheet on ROMOR drive, number of mobilities for students, level of study (master or bachelor), duration, and semester for both staff and student mobility.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/file/d/0B2aU3ro2bO9iZfZkSHduQk56MGM/view?usp=sharing">https://drive.google.com/file/d/0B2aU3ro2bO9iZfZkSHduQk56MGM/view?usp=sharing</a></p>
<p><b>12:54</b></p>	<p><b><u>Questions and Discussion:</u></b></p> <p>Tomasz, from TUWIEN, asked about the minimum number of mobilities and where did we get these numbers from?, because the special mobility is an optional thing and it is not part of the agreement. So why does the European Union make it 40 not 20 or 100?. Rawia said that we should accept the whole package and respect what we proposed. Tomasz asked what would happen if you cannot get the minimum number of students if not enough students apply for the mobility? Rawia said this is something called force majeure and it is out of control, and the European Commission will discuss this issue by itself. In normal cases you should respect the minimum number. Raiwa said that she contacted the agency yesterday and they emphasized this point.</p> <p>Adnan Yahya highlighted one point regarding the teaching of Palestinian staff at EU Universities: He said that timing should not be a big problem because our semesters are not in sync: There are occasion where we are on holiday while others are teaching. The most important thing is: Are the EU partners really interested in this type of staff mobility (staff teaching)? The second question is whether it is possible to interpret the numbers as person-number rather than numbers and that would be an easy way to go around that.</p> <p>Rawia said that she put the details and summary in the Excel sheet.</p> <p>Nael Salman suggested an idea because PTUK has undergraduate students only and does not have Master students. He said: "We can leave opportunity for different universities to decide how the students are going to study. For example, students can spend less time in lectures and more time in project-based work, and then get report from Parma about the skills gained by students. These skills can then be equivalence to courses in the curriculum".</p> <p>Rawia said that this should be clear in advance in the inter-institutional agreement and in the learning agreement.</p>
<p><b>13:00</b></p>	<p>Rawia then talked about the project activities in general: She presented the project activities sheet on the ROMOR drive, and the Word document that summarizes the activities in last year and keeps track of the progress of activities. Regarding the complains about the Freedcamp, Rawia said that work-package leaders have the edit right and should be responsible for updating the content of each work-package . They should specify who should be notified of each task in order not to annoy anybody or people who are not interested.</p>

	<p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhVjVoVjA/view?usp=sharing">https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhVjVoVjA/view?usp=sharing</a></p>
<p><b>13:03</b></p>	<p><b>Questions and Discussion:</b></p> <p>Tomasz said that Freedcamp works well but what we are missing in one-to-one discussion, skype calls and interaction. He said: "If I am creating sub-task, Freedcamp is very in-humane. If I am responsible for a discussion in a summer school, for example, I prefer to send email to each person, set up a meeting, have a call and send meeting minutes which contains five or six items we have to do and everyone knows what to do and it is done. Using Freedcamp as a main tool for communication does not really prove to be useful for us. It could be useful for large project when you have 20 or 30 tasks".</p> <p>Rawia replied that her point of view is that organizing the mail box is catastrophic for me, and by communicating through Freecamp you can easily track the topics and the discussion, and associate this to tasks and subtasks. With respect to emails, this will be a big miss, and it will be difficult to organize and reach specific emails. The flow of communication should go like this as reported in the kick-off meeting report: We first send emails and then go to freedcamp and document things. We don't want to lose the association between the topic we are discussing and its subtasks.</p> <p>Tomasz said that the project is not huge to lose association, and we can manage and resolve issues through basic communication because there are not too many topics.</p> <p>Rawia said that having regular Skype meeting may not be feasible, and having one Skype meeting in the month will be fairly enough. It is difficult for us (IUG team) to have weekly meetings due to the many tasks we are doing here including teaching and exam corrections. It will be a headache to prepare the infrastructure and prepare the agenda for meetings.</p> <p>Tomasz thinks it is enough to have one meeting per month just to have heads-up: it can be 5 minutes or one hour, just to be in the safe side that everyone knows what he/she is supposed to do. We can also delegate staff and assign responsibilities to discuss specific tasks.</p> <p>Nael Salman agreed with Tomasz to have regular meetings, and that there will be no need to prepare an agenda beforehand.</p> <p>Rawia said she will set up a doodle to identify time for the next meeting.</p>
<p><b>13:12</b></p>	<p>Rawia then talked about the upcoming representative meetings and discuss the dates for them with all partners.</p> <p><b>Link to presentation:</b></p>

	<a href="https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing">https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing</a>
<b>13:14</b>	<p><b><u>Questions and Discussion:</u></b></p> <p>Tomasz said that the representative meetings are meant to discuss issues related to the project, and we will be addressing these things in the regular meetings, so why should we have representative meetings?</p> <p>Rawia replied that we may discuss things we may not cover in regular meetings such as management aspects and reporting requirements. In the regular meetings we expect to discuss the work-package details but not management and reporting requirements.</p> <p>Since we are going to have several regular monthly meetings, the representative meeting can last for 1 day and can be made online, and thus there will no need to travel to partner countries to have the meeting, and this has been proposed in the proposal.</p> <p>Nael Salman thinks that the first and last representative meetings should be in person while the rest could be made online. Rawia said this does not make sense.</p> <p>It has been decided to have the first representative meeting in September. The next representative meeting will be in January 2018, and will be in Ramallah.</p> <p>Rawia indicated that in the January meeting we have to do evaluation besides the training. The evaluation should be done by quality assessment committee. Three events (project representative meeting, quality assessment and advanced training) will be done in one trip (January meeting).</p> <p>Tomasz asked how long is the event in juaunary? Rawia said it will be three days: 2 day for the training and one day for the representative meeting.</p> <p>It has been decided to have the meeting in the 15, 16 and 17th of January. PTUK team indicated that they are willing to host it.</p>
<b>13:32</b>	<p>Rawia then discussed the preparation of the training material for the basic training.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing">https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing</a></p>
<b>13:32</b>	<p><b><u>Questions and Discussion:</u></b></p> <p>Diana Sayegh, from Birzeit, asked whether Birzeit will be involved to give the basic training if there is budget for this?</p> <p>Rawia thanked Diana and appreciated her suggestion. She said that we had no idea about the institutional repository (FADA) in birzeit at the time of writing the proposal, and it will not be a good idea in front of the agency if one of the local universities,</p>

	<p>which is supposed to benefit for capacity building, to deliver the training, and it is difficult to justify this in the budget. Rawia asked Diana not to take this in person.</p> <p>Nael Salman said that Birzeit can send people who are not well trained and they still need training.</p>
<b>13:37</b>	Lunch Break
<b>2:35</b>	<p>Rawia started discussion on curriculum development for PS academic teaching, and Tomasz asked about the difference between current development and the development of training material.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing">https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing</a></p>
<b>2:36</b>	Partners in Parma decided to have a private discussion ....
<b>2:41</b>	<p><b><u>Questions and Discussion:</u></b></p> <p>Tomasz was wondering about the relation between teaching and the summer school, and colleagues explain to him that the material to be developed for the summer school are not those that will be used for academic teaching. So curriculum development for teaching at PS universities has nothing to do with the summer school</p> <p>Rawia said that the PS partners will take care of the development of academic courses for the next generations, which is also important for the sustainability of the project. She said that curricula will be developed by PS partners based on the expertise of the EU partners. We will have a look at the curricula that have been presented yesterday (2<sup>nd</sup> day to Educational Material Workshop), and the developed courses should be related to the objective of ROMOR.</p>
<b>2:44</b>	<p>Rawia then discussed the training delivery plan. The plan should specify how the training that you proposed will be delivered to the trainees in the training session. Besides, the timing and the agenda for the training should be included in the plan. The plan should be really, for the three training events (basic training in September 2017, advanced training in January 2018 and summer school in May 2018) by the end of July.</p>
<b>2:46</b>	<p><b><u>Questions and Discussion:</u></b></p> <p>Tomasz suggested to split the delivery plan in three deadlines: one for the basic training and one for the advanced training and one for the summer school. This will help to see what will happen in the September training and then adjust the plan for the other training events if there is a need for that. Rawia agreed on that.</p>

	<p>Anna Maria said that the outline for all training events will be prepared in July.</p> <p>Rawia said once we have the vocational material to be delivered in July ready we will start translating it to Arabic because trainees from different backgrounds and they may prefer to have it in Arabic. The deadline for the translated material will be November 2017 because we are expecting an update on the material based on the actual training in September. All the experience from the September training should be reflected on the Arabic material.</p> <p>Anna Maria asked who will doing the translation? Rawia said: the Palestinian partners, and there will be a meeting to assign tasks. Anna asked whether we will have expert translators or not? Rawia said that the team members at IUG and other PS partners will do that because they are familiar with the technical aspects. It also depends on other PS partners what they prefer: If they can guarantee the quality of translation, it is up to them to assign it to a translator or to anyone.</p> <p>Adnan Yahya asked: Can we think about making the introductory training sessions (in September) video tapped and make them available for future training?</p> <p>Rawia answered: yes, this is what we assume actually. They should be recorded because we need to publish this.</p> <p>Regarding the translation, Nael Salman suggested to have a meeting after the end of the training to agree on the terminology and approach that will be used in translation because there are no standard Arabic terms used for English counterpart.</p> <p>Yousef AbuZir said the QOU has a good experience in this because most their academic books are in Arabic language and we have experts translators who can help in this regard.</p>
2:57	Rawia then discussed the dates for upcoming events.
2:59	<p><b><u>Questions and Discussion:</u></b></p> <p>Tomasz suggested discussing the date for the summer school in the next monthly meeting because Joy is not present. Rawia said that the academic teaching in Palestine in local universities will be carried out in the second semester 2018, and the curricula should have been prepared in January 2018. We can deliver two courses in the second semester 2018, and the other two courses will be delivered in the first semester 2019 (Four course in total). More discussion will be needed to decide what will be delivered in which semester, and what will be delivered for the graduate level and what will be delivered for the undergraduate level.</p>
3:07	Rawia then discussed the quality plan, which is almost ready but needs finalization, and other comments from other partners will be appreciated. The plan will be delivered by the end of the May.

	<p>Rawia also said that the dissemination plan should be finalized and still needs some touches.</p> <p>Rawia then discussed the special mobility strand and its requirements. She also presented the documents that need to be prepared. She said that each PS partner should send initial draft learning agreement to Parma by the end of May</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing">https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iMTluRFZhvVjVoVjA/view?usp=sharing</a></p>
<b>3:11</b>	<p><b><u>Discussion:</u></b></p> <p>Anna Maria said that the learning agreement should be individual (for staff or students). In the inter-institutional agreement we can put the content, outcomes and the offerings but the learning agreement has to be done in time the staff and students come to Parma. Rawia replied that this is a special mobility strand and you have to guide students to what courses they should take to meet the objectives of the project. Anna said that the selection process should be made before the learning agreement. Rawia said it is OK, and that the first step should be to work on the inter-institutional agreement.</p>
<b>3:14</b>	<p>Rawia then moved to the reporting and presented the deadlines with respect to reporting. She said that it has been decided to shift the deadline for the first Quality Assessment internal report to the end of May 2017. For this report, we have financial reporting and technical reporting: she does not expect much from partners regarding the financial reporting because they have not received money yet but maybe they have some staff conventions or joint agreements with the staff, time sheets and travel reports. She is expecting from all partners scanned copies of all time sheets and joint declarations to be uploaded to the drive. She then showed them where to upload the reports and explained related documents and sheets on the ROMOR drive.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iR2hZSkloaDh2NG8/view?usp=sharing">https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iR2hZSkloaDh2NG8/view?usp=sharing</a></p>
<b>3:18</b>	<p><b><u>Questions and Discussion:</u></b></p> <p>Nael Salman asked to extend the deadline for the financial and technical reporting to the end of June rather than the end of May. Rawia asked for voting on that. Everybody agreed to extend the date.</p> <p>Rawia did not fix a date for the QA report because Joy was not present.</p>

<p><b>3:20</b></p>	<p>Rawia then explained the exchange rate to make the required exchange for the first installment paid in November 2016. Rawia then explain the designation of reference numbers for supporting documents.</p> <p>Finally, Rawia asked partners to upload all materials related to the workshop, including the presentations, photos, minutes from the first day (in which we did not hear anything), and fill the evaluation form. She emphasized that we need to upload and show photos of everyone on the website to reflect that this project is for everyone and not just for IUG.</p> <p><b>Link to presentation:</b></p> <p><a href="https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iR2hZSkloaDh2NG8/view?usp=sharing">https://drive.google.com/a/iugaza.edu.ps/file/d/0B2aU3ro2bO9iR2hZSkloaDh2NG8/view?usp=sharing</a></p>
<p><b>3:30</b></p>	<p>Closing</p>

## 6 Summary of the Required Actions

A summary of the required actions is given the following table:

Task	Actions needed	Responsible	QA Review	Comments	When
WP2: Report on Parma workshop	<ul style="list-style-type: none"> <li>- Upload presentation. Photos, notes, comments, minutes to the drive</li> <li>- Evaluation form</li> <li>- Update relevant info in project plan, project timeline, activities in the drive, freedcamp, and project website</li> </ul>	<ul style="list-style-type: none"> <li>- All</li> <li>- All</li> <li>- Rawia &amp; Ramzi</li> </ul>	Anna Maria & Stefano	<ul style="list-style-type: none"> <li>- <b>First day</b> minutes: Tomasz</li> <li>- <b>Second day</b> minutes: Ramzi</li> <li>- <b>Third day</b> minutes: Iyad</li> <li>- <b>Actions:</b> Rawia</li> </ul>	15 June 2017
WP1: Finalizing WP1	Prepare the deliverable folder in its final shape (upload to E+ website, and also to Zenodo)	Rawia and Iyad	Joy	Iyad and Rawia will add the needs of PS mapped to the gabs list	31 May 2017
WP7: Dissemination & Exploitation Plan	Discuss with PS the plan: Next tasks? News letter? Facebook? Website? Dissemination activities report	QOU + KAD + BZU + IUG	Adnan Yahya and Joy Davidson		15 June 2017
WP6: Quality Assessment Plan	Meeting with Joy <ul style="list-style-type: none"> <li>- What is missing?</li> <li>- QA report?</li> </ul>	Joy	Janet, Tomasz, Anna Maria		31 May 2017

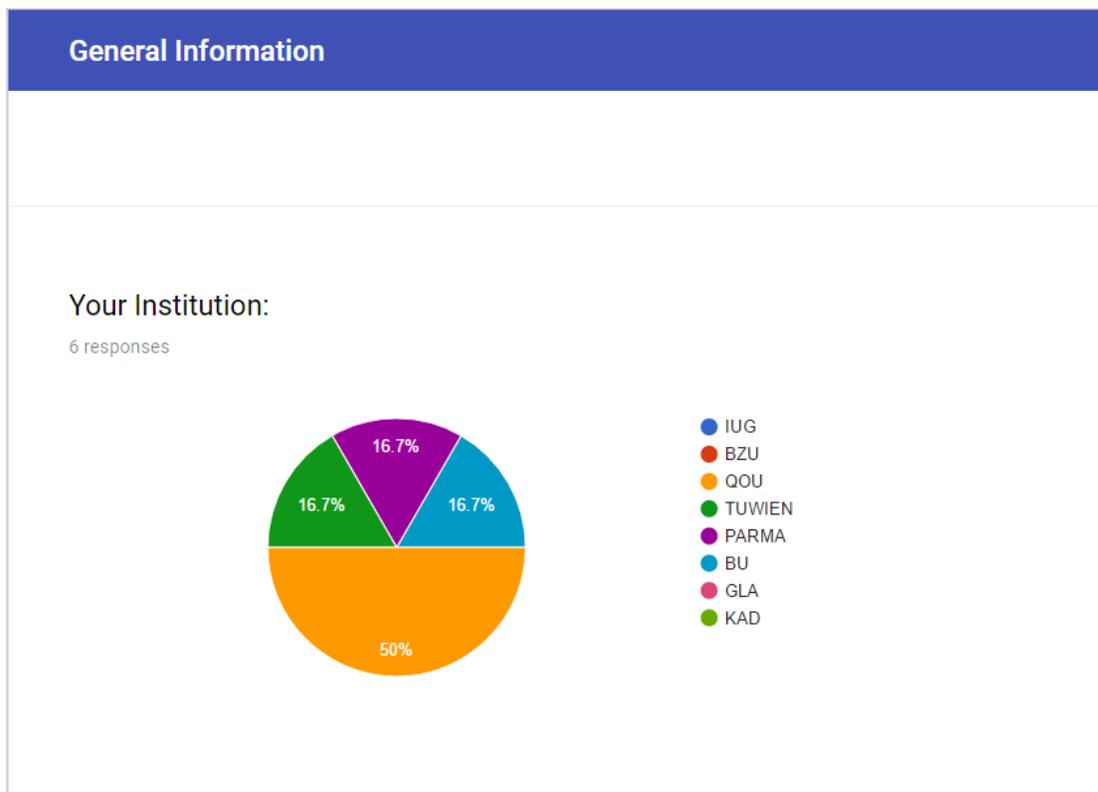
	- What is required from partners				
WP8: Financial & Technical Reports (1)  QA report + Dissemination Report		All	Rawia	Samir+ Ramzi	30 June 2017
SMS: Mobility IIA with Parma	<ul style="list-style-type: none"> <li>- Meeting PS (have mobility scheme with Parma)</li> <li>- Meeting Anna Maria- agree schemes</li> </ul>	PS + Parma	Anna Maria PARMA		30 June 2017
WP8: Online Consortium meeting	<ul style="list-style-type: none"> <li>- Meeting every first Monday of each month</li> </ul>	PS + EU partners	IUG		Upcoming meeting: Monday June 5 2017
WP2: Training Material Preparation	<ul style="list-style-type: none"> <li>- EU have the list of training topics</li> <li>-</li> </ul>	ES partners	Tomasz TUWIEN		July 31 2017
WP3: Preparation for PARMA trainees mobility	<ul style="list-style-type: none"> <li>- Delivery Plan</li> <li>- PS have the list of trainees</li> <li>- Parma invitation letter</li> <li>- Trainees hotel booking, flights, insurance, visa application</li> <li>- Evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>- EU partners</li> <li>- PS partners</li> </ul>	Tomasz TUWIEN		June-August 2017
SMS: Preparation for PARMA Students mobility	<p>Preparation phase:</p> <ul style="list-style-type: none"> <li>- IIA</li> <li>- Selection process</li> <li>- Individual agreement/learning agreements</li> <li>- students accommodation,</li> </ul>	ALL PS and PARMA	Anna Maria PARMA		June-August 2017

	flights, insurance, visa application, etc.				
WP3: Basic training	<ul style="list-style-type: none"> <li>- Monitoring</li> <li>- Evaluation</li> </ul>	EU partners deliver PS partners evaluation		KAD responsible for managing training abroad	PARMA 6-8 September 2017
WP8: RM1	-	All partners representatives	Rawia		
WP8: Financial & Technical Reports (2) QA report + Dissemination Report		All	Rawia		31 October 2017
SMS: First students Mobility: to PARMA	Monitoring , evaluation, reporting	PS partners and PARMA	PARMA		September-December 2017
WP2: Translating basic training material to Arabic	Vocational training material translation	PS partners	QOU		September-December 2017
WP3: Preparation of PS and EU teams Mobility to Gaza for advanced training January 2018	Invitation letter, permits, etc.	IUG			September-December 2017

WP4					September 2017-January 2018
SMS: Preparation for TUWIEN Students and staff mobility	Preparation phase: <ul style="list-style-type: none"> <li>- IIA</li> <li>- Selection process</li> <li>- Individual agreement/learning agreements</li> <li>- students accommodation, flights, insurance, visa application, etc.</li> </ul>	ALL PS and TUWIEN	TOMASZ		November 2017- February 2017
WP3: Advance training + QA + Evaluation					Gaza/Westbank 15-17 January 2018
WP8: RM2		All partners representatives	Rawia		January 2018
WP8: Financial & Technical Reports (3)  QA report + Dissemination Report		All	Rawia		28 February 2018
WP5					January- June 2018
Agency report (1)					15 April 2018
SMS: students Mobility: to TUWIEN					March- June 2018

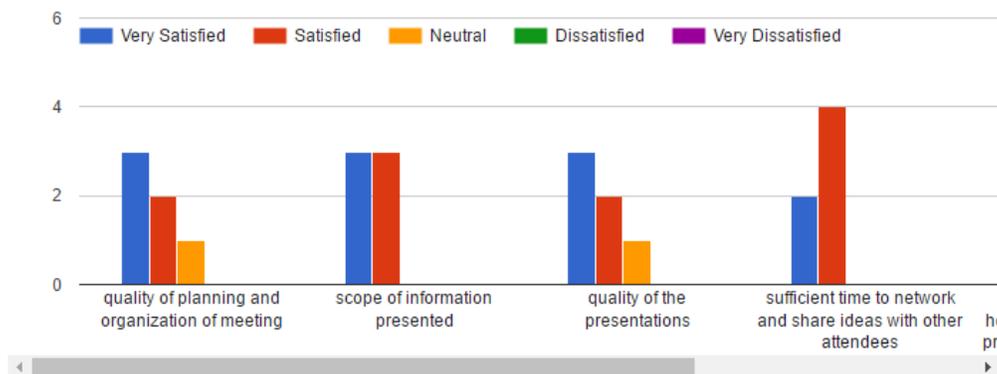
WP3: Summer School					Tuwien, Glasgow 2-8 May 2018
WP2: PS Curricula development	Agree on the list of courses curricula to be developed, Preparation of 4 courses				January-August 2018
SMS: staff Mobility: to PARMA, TUWIEN					May-July 2018
WP3: Academic teaching in PS HEIs					First semester 2018/2019

## 7 Workshop Evaluation Summary



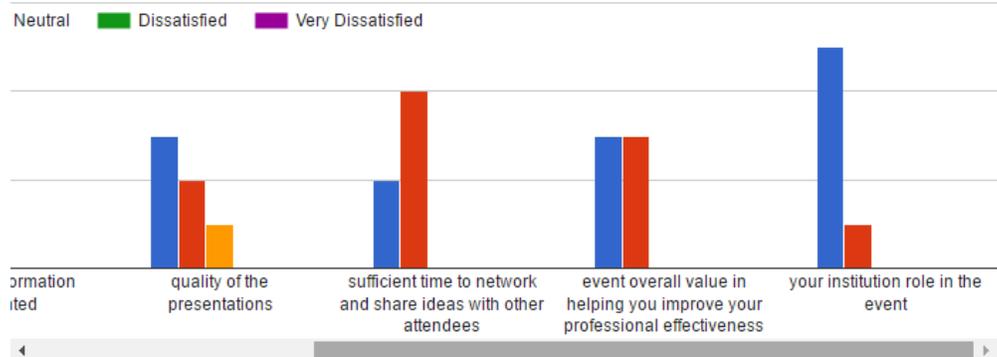
### Assessment of the Event (Educational Material Preparation Workshop)

How satisfied are you with the:



### Assessment of the Event (Educational Material Preparation Workshop)

How satisfied are you with the:



## Feedback and Suggestions

Are there any additional comments or suggestions regarding the event or the project in general?

4 responses

Very helpful meeting for the project. Our organization of the meeting could be improved (mike usage, etc.). The degree of cooperation and involvement of partners and the commitment of our coordinator at IUG were excellent. We had some flexibility in the agenda of the meeting, which helped to cope with the complexities of the project. We must have flexibility in the whole project as well, and we should stress this need with the Project Officer. Food was excellent, as always in Parma.

I think the survey should be anonymous to be useful, otherwise people won't be honest. In my opinion the meeting was very productive, because we agreed on new dates and developed a better understanding of things we want to do. We should have more direct communication and less filling out forms. I believe you're doing a great job Rawia!

it was a successful meeting

Perhaps a few less presentations and more time for general discussion / planning might have been useful? As ever, it is so unhelpful that we cannot have our coordinator present (not their fault, of course, and webex works very well on the whole...)