



**First external evaluation report of the Erasmus plus Capacity
building project
“Interuniversity learning in Higher Education on Advanced
Land Management
(ILHAM-EC)”**

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The scope of this report is to assess the main activities that have been carried out during the first part of the ILHAM project and to evaluate the main outcomes achieved according to the forecast schedule.

The period covers all the actions put forward between the beginning of the project (October 16) and the second Steering Committee that was held in Rome on June 2017.

The report has been developed by an external evaluator that had been employed by the consortium on February 2017. The Project coordinator UNISS and the partner institution responsible for WP6 “quality assurance”, UNIMED have provided to the external evaluator all the main documents of the project, including the project proposal, minutes of the meetings, individual feedback assessments of the meetings (questionnaires), plans, reports, course outlines, reviews, institutional interim assessment reports (so called bi annual partner assessment reports) and the access to the intranet website and the learning management system adopted by the consortium to develop online modules (Moodle).

In addition, during the Steering Committee held in Rome, it has been possible to interview project coordinators of the four Egyptian universities.

According to all these documents, reports and contributions, the evaluator decided to divide the present evaluation report according to the following main dimensions:

- 1) Evaluation of meetings and the main project events
- 2) Analysis of the feedbacks collected in the bi annual partner assessment reports
- 3) Evaluation of the outcomes

The report is going to deepen all these three dimensions trying to identify the most relevant elements and highlight best practices or challenges. Assessment methodologies that has been described in the Evaluation Quality plan have been adopted and tuned according to the needs of ILHAM project.

Certainly, some analyses and considerations may be repeated in more parts of the report as they reflect aspects that are overlapping different activities and dimensions. In any case, the external evaluator has tried to identify the most relevant features for each specific section.

Finally, the last section will be fully dedicated to remarks and suggestions that may be relevant for the prosecution of the project. It will be not only a synthesis of the main comments that emerged during the report but also an attempt to identify concrete solutions that the consortium may adopt in the second part of ILHAM project.

1. Evaluation of meetings and the main project events

ILHAM sets up a precise internal organization of meetings, seminars and visits. In the first part of the project, the main joint events that took place are the following:

- Steering Committee meetings are the moments when Contact Persons of each institution of the consortium gather. It is the place to take the main organizational decisions of the project and to verify the correct implementation of the activities. During the period covered by this report, the Steering Committee met during the kick off meeting and in Rome, June 2017.
- Scientific Committee meetings are required in order to discuss and take decisions specifically on the definition of new modules and the structure of the Master. They may overlap with Steering Committee meetings but they are more specific on purposes. Professors involved in the Master design process and UNIMED members are involved. During the period covered by the report three Scientific Committee meetings took place, one on October 5, one on November 28, 2016 and one on March 6, 2017.
- Participatory workshop is a training event in order to share best practices on issues related to the development of the Master and the capacitation of Egyptian faculty members. During the first part of the project, one workshop was organized in Cairo at the end of November 16 on issues related to innovative teaching methods.
- Mobility strand training visits are periods of stay in European universities for Egyptian professors in order to get acquainted with the organization of the partner institutions, to deepen aspects related to land management and ways to transfer these aspects into new teaching modules, to meet relevant stakeholders and analyze curricula of European universities. They have been organized thanks to the additional financial support given by the mobility strand tool promoted within Erasmus plus Capacity Building action.

As we described, the division of goals associated to each event is very accurate and refers to a well-balanced management system. On the contrary, the partners didn't always participate in the events. Scientific Committee meetings, for example, were mainly participated by Egyptian professors even if some Eu partners have been connected via skype. In the following table, it is possible to have an overview of the main meetings held in the first two years of the project.

ILHAM-EC Meetings	Dates	Place	Participants	Answers
WP8 Kick Off Meeting and first Steering Committee Meeting	7-8 March 2016	Cairo	All partners	11
WP1 Visit to Egypt	25-28 July 2016	Egypt	Unimed, Uniss and Egyptian Partners	Na
WP2 Preliminary meeting	5 October 2016	Alexandria	Egyptian partner	Only minute
WP2 SG Meeting	28 November 2016	Cairo	All partners (except UNIMED and ACS)	10
WP4 Participatory workshop	29-30 November 2016	Cairo	All partners (except ACS)	34
Monitoring visit	9 January 2017	Alexandria	Egyptian Partners	Na
WP8 Financial mission	5-9 March 2017	Egypt	Egyptian partners + UNISS	Na
WP2 SG Meeting	6 March 2017	Zagazig	UNIMED (via Skype), UNISS and Egyptian partners (UC via skype)	Na
WP4 Mobility strand	22-26 May 2017	Leeds	Egyptian partners	not

WP4 Mobility strand	22-26 May 2017	Thessaloniki	Egyptian partners	Not assessed
WP4 Mobility strand to Sassari	12-17 June 2017	Sassari	Egyptian partners	Not assessed
WP8 Second Steering Committee Meeting	19-20 June 2017	Rome	All partners	Not assessed

In the last column, it was reported the number of questionnaires filled at the end of each meeting by the participants. Not all meetings envisaged the adoption of a questionnaire and not always all participants paid attention to fill properly the questionnaires. Nevertheless, analyzing the feedbacks from the participants, it is possible to come out to the following conclusions.

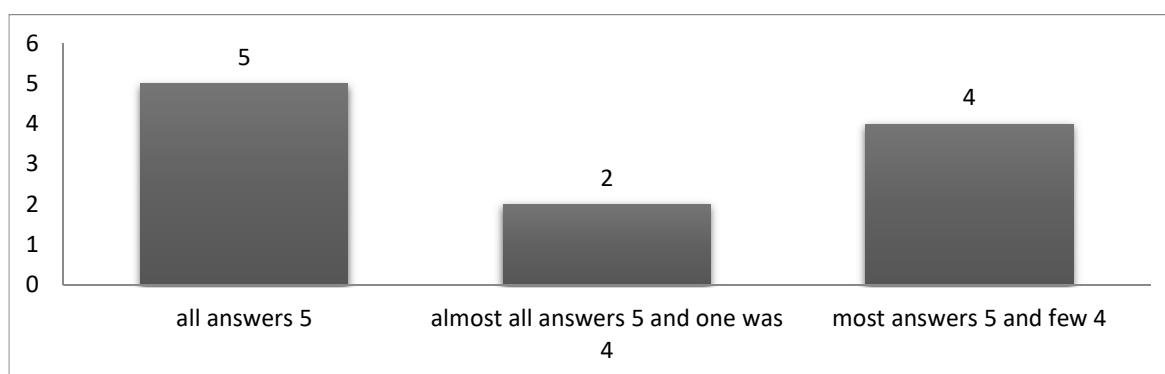
1.1 Kick off meeting, March 2016

It was the first meeting of the steering committee. All partner institutions attended the meeting as it was an occasion to share the main information of the project, to discuss and agree the management system, the quality and dissemination plans and to define concretely the main activities.

The kick off meeting was assessed adopting a specific questionnaire whose model is available as Annex 1.

The questionnaire was divided in two main sections. In the first one, participants were required to rate from 1 to 5 some dimensions of the meeting (organization, logistic, quality of the process and interaction, achieved results). The second section was based on open questions related to expectations, risks, suggestions.

As far as the evaluation of the meeting concerns, the vast majority of the rates have been 5 (with very few 4 and 3). On 11 questionnaires, the following distribution has been recorded¹:



Actually, results do not require further comments as all participants confirmed that the meeting was effective and met the expectations. In addition, enthusiasm and the curiosity on project further development were very much spread among the participants as it may happen more frequently during a Kick off meeting.

¹ Please consider that 3 participants filled a more detailed version of the questionnaires with more dimensions to be evaluated. Therefore, results are not fully homogeneous



Concerning the open questions, participants have underlined some potential risks that could have occurred during the project life. The main expected were the following:

- bureaucracy
- administrative barriers
- financial management (low unit cost)
- cooperation among Egyptian partners

Generally speaking, concerns were referring to three main issues. On one side, participants were afraid of the bureaucracy and financial intricacy of the project. Actually, this is quite a typical reaction to the administrative issues discussed during kick off meetings, especially if participants are professors with limited project management experience. But ILHAM is not more complicated than other project schemes and Erasmus plus Capacity building action has simplified many administrative steps (especially financial procedures) comparing to previous Eu programmes. The second concern was about the administrative barriers of the project itself. Set up a new Master programme is not just a matter of identifying innovative learning outcomes and teaching methods. Administrative barriers may limit the autonomy of the faculty to design the programme especially in case of a joint Master and the need to share procedures. This is linked to the third risk expressed by participants, i.e. cooperation among Egyptian partners. As we have analyzed in the rest of the report, the last concerns were concrete and have actually limited the potential of the project.

In terms of suggestions, participants have identified these main issues:

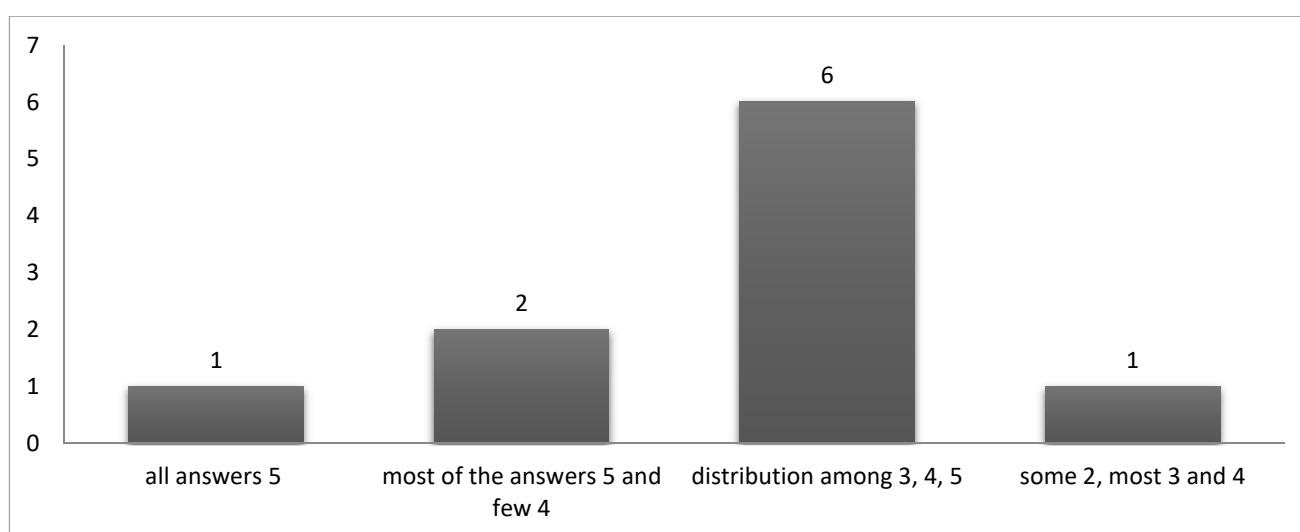
- Plan activities and meeting well in advance
- Maintain relations with companies and the relevant agents in the labor markets
- Frequent online communication
- Adopt templates to harmonize contributions of the different partners

They are suggestions that refer mainly to good practice in project management. Keeping communication, harmonizing forms and tools, planning activities in advance are very much welcome in order to simplify the organization of the activities. In addition, some participants insisted in emphasizing the relation with external stakeholders, and, in particular, with enterprises. As we will see later, they played an important role in the curriculum m evaluation report and are asked to be involved as far as the Master will be implemented.

1.2 Scientific Group meeting, November 2016

The scientific Group meeting was held in Cairo at the end of November 2016 in order to define the Master structure both in terms of academic activities and logistics and to set up the basis for the accreditation process of the new Master (bylaw process).

10 questionnaires have been collected out of 18 participants according to the meeting minutes. The structure of the questionnaire was the same than the one adopted for the Kick off meeting but the results and feed backs collected were more diversified. First of all, still the majority of the rates have been 4 or 5, but there was quite a significative number of 3 and 2 (see the table below).



Most of the rates 2 or 3 were referring to these dimensions:

- Usefulness of material produced before and during the meeting
- Sufficient time allocated to discuss main issues of the agenda
- After the meeting: clearness of roles, tasks, expectations, decision taken

Generally speaking, participants manifested more diversified opinions on the meeting. The topic was quite complex and the decision-making process required a high level of discussion and negotiation among the parties. Therefore, not all participants were satisfied of the material produced for the meeting, some key topics were not deeply discussed and some decisions were taken only superficially, leaving some participants not fully aware of their next roles and tasks.

This uncertainty was reflected also in the analysis of the open questions. The main risks that participants addressed were the following:

- accreditation (Supreme Council of Education)
- Administrative procedures within the institutions



- The logistic organisation of the Master
- Finding the most suitable students for the Master

Risks became more concrete indeed. Participants were aware that the Master programme had to satisfy both institutional and national requirements that would have taken time. In addition, there was still uncertainty of the logistical organization of the Master and the role of each institution. Doubts were arising on the possibility to organize the Master in one or two venues, with quite different impact on the participating Egyptian universities.

As far as the suggestions concern, participants underlined these main issues:

- Dedicate more time to arrange the first year of the Master
- Better allocation of time in the agenda of the meetings
- Finding resources to organise student mobility after the end of the project

So, despite the structure of the Master was mostly decided (learning outcomes, contents, modules), partners recommended to put more attention on the organization and the role of each institution. In addition, participants pointed out the importance of the student mobility in Europe as innovative element of the Master and recommended to identify sustainable solutions to continue after the end of the project.

1.3 Participatory workshop, November 2016

The workshop took place immediately after the Scientific group meeting in Cairo. It was a training event, with the goal of sharing best practices on innovative learning and teaching methodologies and of identifying possible solutions for the Master. The number of participants was almost 40 people, with a good number of participants from all Egyptian universities.

The workshop was well organized with an attempt to collect preliminary expectations of the participants with a form and an agenda that was a good combination of plenary sessions and activities carried out in small groups. All the presentations were collected and provided to the participants.

34 participants fulfilled the questionnaire at the end. The form was completely different from the one provided for project meetings (see Annex 2). It was based only on open questions with the aim of obtaining the following results:

- map teaching methods already adopted by the faculty who participated to the workshop
- identify new teaching methods that may be relevant for the Master
- match results of the workshop with the expectations

As far teaching methods already adopted by the participants of the workshop, results are described in the following table:²

² Number of + reflects the amount of the answers in questionnaires that identify the specific item

Survey of teaching methods already adopted:

•	Lectures	+++++
•	Field visits	++
•	Labs work and computer analysis	+++
•	Modelling and statistical tools	+
•	Workshops	+++
•	Case studies	++
•	Flipped classroom	+
•	E-learning	+
•	PPT, videos	++
•	Teamwork	++
•	Edu games	+

The analysis of the questionnaires confirmed the results of the curriculum evaluation report where professors were asked to describe their teaching methods. Participants considered “lectures” the most common teaching approach but they showed to be familiar also with other tools, in particular activities in labs and workshops. Most of the professors belong to agricultural field of studies where it is quite common to combine face to face activities in the classroom with more practical experiences.

More interesting are the feedbacks associated to the other parts of the questionnaires. Participants were asked to identify new teaching methods acquired. The results are summarized in the following table:

Survey of new teaching method acquired:

•	System diagramming and dynamics	+++++
•	Exploit Moodle and e-platforms	++++
•	OER	++
•	Case studies	++
•	Teamwork and collaborative learning	+++
•	Individual work for GIS practical parts	+
•	jigsaw methods	+
•	Facebook teaching	+
•	Problem based learning	+
•	Group discussion	+++

Two dimensions seem that have drawn the attention during the Workshop: system diagramming and dynamics and on line learning supported by a learning management system such as Moodle. System dynamics can be very effective for teaching. It supports analysis of case studies on agricultural and agri-environmental issues but also favour brainstorming, class discussion, sharing ideas and encourage adopting systematic approaches by the students. It fits perfectly with the overall purposes of the new Master in Sustainable Land Management that aims at strengthening capacities to adopt critical thinking and innovative solutions. Online learning approaches had been deeply analyzed during the workshop. Moodle platform is adopted by ILHAM project both for “train the trainer” purposes and as additional source of learning during the Master. Therefore, it was important to share ideas and practices on the different uses, including tools to create/exploit open educational resources or to

support online collaborative learning. This element was often underlined as key element of the Master and has to be addressed in a multidimensional framework: collaboration among Egyptian students themselves, with European students, among student and professors, etc.

Finally, participants were asked if the workshop fulfilled their expectations. Results were the following:

Expectations fulfilled:		
•	Course design	++++++
•	Classroom motivation	++
•	Innovative and interactive teaching methods	+++++++
•	Exchange ideas and link education and research	++
•	Co-design of courses	++
•	Context adaptation of teaching	+++
•	Insert e-learning practices or OER into classroom	++++++
•	Student assessment methods	+++
•	Internationalisation of education	++
•	Facing different student background	++

All participants recognized the positive impact of the workshop and appreciated the opportunity to dedicate two days mainly on teaching and learning approaches and strategies. In fact, most of the academic workshops address only research topics and there are very few opportunities to share knowledge on teaching and course design methodologies. Young professors are often required to start teaching without a proper preparation and very limited insights on innovative practices.

Therefore, the overall evaluation of the workshop has been very positive despite few criticisms that came out from the questionnaires. Some participants underlined that it was not always clear the context and the relation with his/her role in the Master. Others would have preferred to start simulating new courses already during the workshop.

2. Analysis of the feedbacks collected in the bi annual partner assessment reports

During the kick off meeting of ILHAM project, it was asked the partners to fulfill the so called “bi annual partner assessment report” as part of the quality and monitoring plan. The exercise consists in completing a predefined form (see Annex 3) twice per year, as an additional tool to:

1. verify that partners are performing their project tasks
2. collect recommendations and feedbacks from the partners.

During the first part of the project, one bi-annual assessment has been collected in January 2017 but additional information has been provided by the partners to complete the first project interim report submitted in April 2017. The institutions that completed the form were Aristotle University of Thessaloniki, University of Leeds, Alexandria University, Zagazig University.

In order to obtain a more comprehensive view of the opinions of the partners, the external evaluator interviewed Egyptian members of the Steering Committee during the meeting held in Rome in June 2017. Questions were

addressing strengths and weaknesses of the project and the impact on the institutions. Therefore, the following analysis is a selection of the main considerations, opinions and recommendations for the next phases of the project that came out either from the bi annual reports or the interviews. They have been grouped in three blocks: project management and communication, preliminary organization of the Master, Implementation of the Master:

Project Management and communication

- Partners recognize the great effort of the coordinating institution to provide all the relevant information, communicate properly and coordinate fairly the consortium. The last aspect was particularly underlined by Egyptian partners, comparing ILHAM with other cooperation projects participated in the recent past. Nevertheless, sometimes deadline was too strict and communicated too late among the consortium.
- Coordination has worked well but it is still complicated among Egyptian universities. During the interviews, they stressed how difficult may be to collaborate among Egyptian institutions even because they are not used to do it
- The number of face to face meeting could have been larger during the first phase of the project. It was not effective to communicate by email dealing with complicated issues such as Bylaw procedures in Egypt. The decision-making process should have been faster.

Preliminary organization of the Master

- Partners appreciated the methodology adopted for the curriculum evaluation report (see more details 3.1). In particular, the idea to collect questionnaires among the different stakeholder of a Master programme was emphasized as a positive aspect
- Partners appreciated the integration of different disciplines in the new Master programme. Academic staff were required to work together with colleagues of other Departments (agriculture, land and soil, economics) of the same institution that is not so common in Egypt. This created positive synergies with possible spillover effects also in research
- Partners pointed out the big challenge of developing joint programs in Egypt. Experiences are still very limited and the institutional framework is still quite weak. This was one of the main obstacles in the organization of the Master programme but, on the other hand, a further opportunity to learn and improve
- Training of teachers and mobility experiences in Europe for staff were key elements for training and retraining new staff in Egypt.
- As suggestion for the next phase the consortium should:
 - start focusing on disseminating and promoting the new joint degree among potential students in Egypt
 - dedicate enough time to prepare new teaching materials
 - speed up as much as possible the bylaw Ministerial process, maintaining the decisions taken during the Steering Committee in Rome
 - concentrate on setting up the workstations, and purchasing the equipment that is required to develop online learning activities

Implementation of the Master

- Egyptian partners should start identifying joint criteria to select students as their opinions may be divergent. For example, Zagazig is thinking to prioritize candidates that are already working in its own institution.



- Innovative teaching methods should now move from the theory into the practice. It is expected that the new teaching modules of the Master will accommodate some innovative learning activity and approach.
- Student mobility for traineeship in Europe represents one of the most original element of the Master but requires proper preparation before and during the Master programme.
- Maintain the collaboration with the stakeholders and private sector agricultural companies also to favour job opportunities for the SLM Master graduates.

Considerations in the above lists are not always homogeneous even because they have been collected in two different occasions and with different tools (partner reports in January 2017 and interviews in June 2017). Nevertheless, they confirm an overall positive impact of the project with challenges and possible spillover effects that goes well beyond the purpose to develop a New Master. For example, stimulating Egyptian partners to integrate different disciplines may be complex but make them more competitive and attractive in the global university environment where addressing interdisciplinary topics is more and more required. The same for promoting more collaboration among institutions of the same country. Autonomy is important but institutions of the same country must define some common patterns especially to favour international cooperation and visibility for the entire higher education system.

On the other hand, it seems that partners have a clear idea on the main difficulties and challenges of the project. The decision making process for the organization of the Master took too much time with serious risks to postpone the implementation of the Master. This is why the Steering Committee in Rome was fully dedicated to clarify the bylaw process. In addition, as we will see in the last part of the report, it is required to keep an overall view on the Master, integrating elements on internationalization and local collaboration, innovative teaching methods, online learning and traineeships in a unique plan. Otherwise, the risk is to undermine the innovative approach of the Master and to limit the potentiality of the initiative.

3 Evaluation of the outcomes

After analyzing project events and bi annual assessment reports, the external evaluator concentrated on the project outcomes. During the first part of the project, these are the most relevant concrete achievements:

1. The curriculum evaluation report
2. The definition of the outlines of the modules of the Master
3. The e-learning platform and the preparation of online modules both for training purposes and for being integrated into the Master programme.

According to the quality plan that was prepared by UNIMED and finalized with the support of the external evaluator, outcomes should be evaluated according to the five main dimensions described below:

- **Usability**, the extent to which the project outcomes can be readily used by the intended target users and have been accurately developed;
- **Congruity**: the extent to which the project outcomes are consistent with the needs expressed by the project background and context;
- **Flexibility and adaptability**, the extent to which the project outcomes can be adapted to changing needs / circumstances and to different geographical environments and context;

- **Timeliness**, the extent to which the achievement of the outcomes has been obtained in due time without compromising the overall structure and workplan of the project
- **Originality**, the extent to which the project outcomes represent an original and innovative solution according to the context in which they have been generated.

The above dimensions has been used by the external evaluator to analyze the three project outcomes of the first part of the project. Not all the dimensions were relevant for each outcome but, generally speaking, they represented a good framework to investigate on different aspects of the outcomes. The exercise consisted mainly in identifying the main features of each outcome, classifying them into the two main categories of strengths and weaknesses. So, aspects that has been positively developed with a high potential and elements that may show some limits and incongruences. Then, the external evaluator tried to connect these elements with the five dimensions described above with the purpose to provide a comprehensive picture of the impact of each outcome. Final results are quite articulated but fit well with the three outcomes that were analyzed.

3.1 Evaluation of the curriculum evaluation report

The preparation of the curriculum evaluation report was certainly one of the most labour intensive activity of the first part of the project. The final outcome is the result of the adoption of a broad methodology based on the identification and involvement of different stakeholders: professors, students and companies.

The following table summarizes the main strengths identified by the external evaluator in relation to the curriculum evaluation report. For each strength, there was an attempt to associate one of more of the five dimensions described above:

Strengths	Associated dimensions
• Huge amount of data (438 stakeholders involved)	USABILITY
• Very detailed document but user-friendly reading (conclusion – enhancement actions)	USABILITY
• Focus on quality of teaching and learning (HE system is rigid)	CONGRUITY ORIGINALITY
• Strong attention to methodological aspects and transversal skills that are mentioned in the need analysis	ORIGINALITY CONGRUITY
• Solid methodological approach usable also for other purposes	FLEXIBILITY
• The submission of the report respects project deadlines	TIMELINESS
• Multi stakeholder approach and Involvement of enterprises	USABILITY ORIGINALITY

First of all, the outcome represents a solid document that has been accurately prepared by the consortium, and, in particular, by the coordination institution UNISS and UNIMED. The intention to provide useful information to the project partners is respected and, thanks to the final part that identifies “enhancement actions”, the report

provides clear suggestions to be taken into consideration for the next phases of the project. These elements reflect the **USABILITY** of the document.

The outcome is consistent with the need analysis that has been developed in the project proposal (**CONGRUITY**). In particular, it was stressed the rigidity of the Egyptian higher education system and the lack of attention on teaching and learning processes. The focus on the report is mainly in analyzing the actual organization and effectiveness of courses and classroom in Egypt involving students, professors and external stakeholders such as enterprises. This is not only coherent with the needs of the project (provide innovative learning tools in a rigid system) but also quite original according to the Egyptian situation. The report, in fact, follows an approach fully in line with quality assurance principles that are becoming more and more important not only in Europe but worldwide. It is a punctual overview of the state of the art of “agricultural programs” in Egypt, describing to which extent they satisfy or not the three main stakeholders: students, professors and enterprises. This preliminary exercise was quite rare in Egypt and even more rare if we consider that the focus was more on teaching and learning approaches than on contents (**ORIGINALITY**). Therefore, the methodology adopted can be definitely utilized in other field of studies in order to contextualize needs, expectations, constraints, opportunities associated to the development on new university study programs (**FLEXIBILITY**).

Finally, the submission of the report has respected the project deadlines and have not created any serious constrain to the implementation of next activities (**TIMELINESS**).

As far as weaknesses concern, the external evaluator has adopted the same approach. First of all, he identified the main negative aspects and then he tried to associate one or more of the five dimensions described above.

The follow table summarizes the analysis:

Weaknesses	Associated dimensions
• Focus on single courses, not on the programs	USABILITY
• Target was not always homogeneous (students)	USABILITY
• Limited attention to needs in terms of tech competences and techniques (mainly transversal skills, teaching methods and services)	CONGRUITY
• Limited attention to the institutional regulatory framework	USABILITY ORIGINALITY
• No comparison among the 4 universities or other Master already developed in Egypt	CONGRUITY ORIGINALITY
• No involvement of public authorities as stakeholders	ORIGINALITY
• Lack of involvement of Egyptian universities in defining the structure of the report	USABILITY

As underlined above, the report offers a deep “state of the art” analysis of the current situation in Egypt in relation to agricultural university courses. Nevertheless, there are few slight weaknesses that could have been addressed more carefully. First of all, questionnaires to professors were focusing mainly on the organization of single course/modules not on the effectiveness of an entire study programme. As the aim of ILHAM is to design an innovative full Master, it could have been interesting to concentrate also on experiences in designing and

managing entire study programs (USABILITY). The sample of the students that participated to the survey was impressive but not always so homogeneous. Students at undergraduate, graduate and PhD level were approached at the same way but their opinions may reflect different expectations and consciousness (USABILITY). If it was extremely positive posing the attention on teaching methodology, on the other hand the report offered limited space to identify innovative topics, competences and skills that the new Master should address. This limit is more evident in the section of the report dedicated to the enterprises (CONGRUITY).

Then, the report fails to explore the institutional framework of the participating universities and their attitude to deal with innovative solutions such as joint programs. More information on this regard could have limited problems originated during the design of the Master. Actually it is quite common to underestimate these aspects but ILHAM analysis could have been more careful and innovative (USABILITY and ORIGINALITY). Finally, as the topic of the Master is land management, maybe it could have been a good idea to involve also some public authorities as external stakeholders and not only private companies (ORIGINALITY), and, as emerged during the interviews made in Rome by the external evaluators, some Egyptian partners would have preferred being more involved in the preparation of the report.

3.2 Evaluation of the Master specifications

During the first part of the project, Egyptian universities have been involved in the preparation of course outlines for 24 new modules. Their structure, as well as the overall objectives of the Master, has been agreed during the Scientific group meeting held in November. Therefore, professors of the 4 Egyptian universities started to plan the program of his/her tentative module adopting the same template. All course outlines have been published in the online joint repository. Of course, they are still a draft and can be modified before the beginning of the Master but the exercise has been taken very seriously by most of the professors involved. The external evaluator has examined the course outlines. The scope was not analyzing the contents but identifying the main evidences in terms of processes, efforts and consistency with the project plan. In the following table, main strengths are reported as well as the association with the 5 evaluation dimensions described above.

Strenghts	Associated dimensions
<ul style="list-style-type: none"> • Template fully in in line with Bologna principles 	ORIGINALITY CONGRUITY FLEXIBILITY
<ul style="list-style-type: none"> • Most of the syllabi are well articulated (LO, activities, assessment, calendar) and some propose innovative teaching methods 	USABILITY ORIGINALITY
<ul style="list-style-type: none"> • Course outlines were ready by Jan 17 and respect the schedule 	TIMELINESS

The most relevant element of the course outlines is definitely the structure of the template. It is well articulated posing the attention on learning outcomes and competences to be acquired rather than on contents to be thought. This is perfectly in line with the student learning approach promoted by the Bologna process. This is still quite innovative also in Europe (ORIGINALITY) and is fully coherent with the purpose of the project to improve didactic

awareness within Egyptian faculty (CONGRUITY). Finally, It also allows more flexibility in adopting modules to different contexts (FLEXIBILITY). The other positive aspect is that most of the professors took seriously the challenge to design their course according to the template. The descriptions are accurate and the analyses of competences as well as of the teaching activities and methods are often well developed (USABILITY and ORIGINALITY).

Finally, course outlines were published in the project online repository in January 2017 respecting the deadline (TIMELINESS).

As far as weaknesses concern, the external evaluator has adopted the same approach. The following table summarizes the most relevant considerations:

Weaknesses	Associated dimensions
<ul style="list-style-type: none"> Limited link between course outlines and online modules implemented in the e-platform by European professors 	USABILITY
<ul style="list-style-type: none"> It may be expected more effort in identifying innovative teaching methods after the ILHAM workshop 	CONGRUITY
<ul style="list-style-type: none"> Syllabi are self – consistent but it is still missing the overall structure of the Master (who and where teaching) 	TIMELINESS USABILITY

Actually, the main remarks are not on the course outlines but rather on the coherence of the overall Master plan. In fact, at the time they have been produced, it was still not clear the link between the course outlines of the Master and the online modules developed by European universities in the project e-platform (USABILITY). According to the project description, online Master modules have to be produced with two main objectives: to offer a source of training and updating for young Egyptian professors and to represent innovative learning tools to be included in the outlines of the courses of the New Master. Contents of course outlines and online master modules are very much interrelated and there are wide opportunities to integrate course outlines with elements taken from online modules but this matching was not done yet during the first part of the project. But the issue was pointed out during the Steering Committee in Rome and it is expected to improve before the beginning of the Master.

Finally, despite most of the professors tried to include innovative teaching methods in their outlines, solutions were still quite traditional but there is space for further improvements before the beginning of the Master.

3.3 Evaluation of the online modules

As specified in 3.2, the project foresees the development of 10 online modules that will be made available in the project e-platform. This outcome was almost achieved during the first part of the project with the publication of 8 modules out of 10 in the Moodle platform associated to the project website and accessible to faculty staff of Egyptian universities. The same modules should become part of the learning tools made available to the students once the Master will start. The modules have been designed and developed by staff of European partner universities.

The external evaluator has examined the structure of the modules and the coherence with the project plan. The following strengths have been identified and associated to the 5 dimensions described above.

Strengths	Associated dimensions
<ul style="list-style-type: none"> Flexibility and adaptable to different contexts 	<p>ORIGINALITY</p> <p>FLEXIBILITY</p>
<ul style="list-style-type: none"> User friendly. They do not require any specific ICT competences to be attended 	<p>FLEXIBILITY</p>
<ul style="list-style-type: none"> Combination of different learning tools. Videos, PPT, reading, quizzes, exercises, case studies 	<p>ORIGINALITY</p> <p>CONGRUITY</p>

As it is expressed in the table, online modules have been planned with the clear intention to be adaptable to different learning contexts. This is an intrinsic peculiarity of online learning solutions but it was particularly emphasized by ILHAM project. In fact, these modules have been produced to respond to the need of updating knowledge of future ILHAM trainers but also to allow them to utilize the modules during the Master, as a way to enhance learning opportunities for the students. This is quite innovative (ORIGINALITY) but also a flexible solution that makes the initial investment also more sustainable (FLEXIBILITY). Then, online modules offered by ILHAM are for the most part user friendly and do not require any specific ICT competence to be followed (FLEXIBILITY). Finally, European professors put a great effort in combining different learning tools, exploiting the possibilities offered by online learning systems. Online modules include mainly videos but also PPT, reading, exercises quizzes and this variety allows also the adoption of single tools. This is very much in line with the aim to propose innovative teaching methods that was one of the key issue of the need analysis (CONGRUITY).

On the other hand, the external evaluator has recognized also some weaknesses that may limit the opportunity offered by online solutions with reference to ILHAM context. The following table summarizes the main evidences.

Weaknesses	Associated dimensions
<ul style="list-style-type: none"> Still work in progress 	<p>TIMELINESS</p>
<ul style="list-style-type: none"> Low access to the platform by Egyptian professors so far. The scope may not be clear 	<p>USABILITY</p>
<ul style="list-style-type: none"> Not homogenous format. Online modules do not necessarily adopt the same 	<p>USABILITY</p>

The first weakness refers to the fact that the work was still in progress at June 2017 and, as a consequence, only few Egyptian professors accessed to online materials during the last months (TIMELINESS) (USABILITY). As one of the main purpose of ILHAM was to provoke Egyptian professors to use innovative learning methodologies (including online tools), this aspect must be taken more carefully in the next steps of the projects. So far, the Egyptian teachers seem to focus more on the course outlines rather than on the online courses provided by the European professors without fully understanding the potential of this new tool and the possibility to integrate contents. This issue was underlined during the Steering Committee in Rome and it will be important to monitor improvements in the next part of the project.

Another weakness may be the fact that online modules do not always follow an homogenous format. This is not necessarily a negative aspect but, in the case of ILHAM, it may limit the accessibility especially among those trainers that may be interested in more than one module. For example, there are modules that start with a clear introduction and explanation of the various sections and learning objectives, others that are more chaotic with contents that are just put one after the other. This reflects the fact that have been produced by professors of different universities adopting different approaches. Again, this is not necessarily a limit but some more homogeneity and preliminary information could have simplified the accessibility.

4. Final remarks and recommendation

As pointed out during the present report, ILHAM is a project that shows high potentiality and a sound project management. Activities have been carried out respecting mostly the original project plan even if some difficulties have emerged, mainly due to institutional constraints to set up a joint and sustainable programme between Egyptian universities.

ILHAM is first of all a curriculum development project and, on this regard, the approach adopted has been solid. The main methodological steps have been respected: the consortium started carrying out a need assessment involving internal and external stakeholders, then the main learning outcomes and modules of the Master have been decided and, at the same time, a face to face workshop on innovative teaching methodologies was carried out. After that, the course outlines of the single modules have been prepared and Eu professors started designing online modules. But, unfortunately, not all institutions were internally prepared to accept decisions taken by the consortium, in particular those that effects the administrative organization of a joint programme. . This slowed down the BYLAW procedures that are now the main constraints to the implementation of the next activities.

Other elements that emerged during the first part of the project and that must be emphasized are the following:

- Good participation of all partners but sometimes difficulties in accepting compromises and joint solutions
- Good adoption of templates and project format documents
- High attention to Bologna process tools: learning outcomes, student learning approach, equivalency between ECTS and local credit system
- Good practice: use of EACEA document repository “New modes of learning and teaching in higher education”

The last two issues merit a further consideration as they have not been deepen in other sections of the report. Despite Egypt is not a signatory country of the Bologna process, Egyptian partner representatives showed quite a good understanding of the main principles and, above all, they are trying to put forward similar solutions in terms of quality assurance of the study programs, design of the courses, credit approaches. This could make cooperation between Egyptian universities and institutions that belong to the European Higher Education Area (EHEA) more effective in the future. Then, it was promising to assess that ILHAC has adopted materials already developed by other projects and Eu itself for similar purposes. We are referring in particular to the publication “New modes of learning and teaching in higher education” that is available in the EACEA document repository and represent a

good state of the art of innovative learning practices in European and Worldwide universities made by the EU High Level Group on the Modernization of Higher Education. Proposing documents already developed in other circumstances is definitely a good practice if materials are fitting with the objective of the project.

As far as final recommendations concern, the external evaluator has underlined the following issues to be taken into consideration for the next phases of ILHAM project:

- Specify clearly the role of each university in the organisation/structure/jointness of the Master, the contribution of local Professors and the aspects that must be shared among the four Egyptian institutions. On this regard, monitor carefully the evolution of the BYLAW process in Egypt
- Clarify how the online modules impact on ILHAM and how they can be exploited by Egyptian academic staff in terms of: A) train the trainer tool, B) additional source of learning for the Master modules
- Do not underestimate the organization of the “training/traineeship” component of the Master programme. It takes 12 ECTS credit and was one of the main value added that emerged by the curriculum evaluation report. Both students, professors and enterprises insisted on the need to organize good internships experiences in the Master. ILHAM foresees these experiences in Europe, combining international mobility with traineeship. This is extremely promising but it is important to consider the suitability and the importance to develop these experiences also in Egypt. Then, it seems Egyptian universities have few administrative resources to support the organization of traineeships and most of the work fall into professors.
- Put emphasis on Master promotion. What kind of students is ILHAM looking for? Are students graduated at the four Egyptian universities? Are students already working for the universities? Is it possible to envisage an international student component in the classroom?
- Monitor and verify that the organization of Master modules respect the results of the curriculum evaluation report. In particular, professors appointed to teach in the Master should combine theoretical and practical learning approaches and should try to address innovative learning methods (not necessarily only online learning). In addition, consortium should be careful to integrate the educational game, developed under Work Package 3, into the Master activities.

Finally, the external evaluator recommends dedicating more time to fulfil the evaluation questionnaires and templates. This is important in order to monitor implementation of project activities and to maintain an high standard of internal quality assurance within the consortium.