National Erasmus Plus Office
Monitoring Survey.

Strengthening the Academic Alliance for Reconciliation in the Field of Higher Education in Peace, Conflict Transformation, Reconciliation studies in the Middle East and North Africa

(AARMENA)

IMPLEMENTATION	
Concepts achieved	*Aspects and descriptions for the AARMENA Program*
1- Launching of the website of AARMENA 2- Preparation workshops number of 7 meetings via zoom with all partner 3. Selection of staff from partners and the Ph.D. students 4-Discussion of the title/content of the master's program. 5- 3 workshops for developments 6-Methodology courses of the Ph.D. program. (F.S.U.). 7- AARMENA lunched the website	Activities implemented / outputs achieved

Website for the AARMENA project: Strengthening the Academic Alliance for Reconciliation in the Field of Higher Education in Peace, Conflict Transformation, Reconciliation studies in the Middle East and North Africa

(AARMENA) www.aarmena.uni-jena.de

The tasks and activities cover three years, and overall aspects are within five working packages. The first year is the preparation and the start of development, the second year is the end of the development phase and start dissemination part, and the last year is a pilot program to teach the whole course in the partner country universities.

All partner program countries and partner countries signed the

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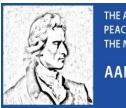|		
www.aarmena.uni-jena.de 8- Composition of the steering committee (administration and management). 9- Memorandum of understanding		memorandum of understanding between all partners. All documents are uploaded on the site https://www.aarmena.uni-jena.de/erasmus+
1-web site of the A.A.R.M.E.N.A. project. 2-Web site of Al Istiqlal in progress and also Al-Azhar Website is in progress 3-Facebook pages.	Publicity, Visibility & exploitation obligations (Articles 1.10.8 & 9 of the Grant Agreement)	- Presentation of the website (content, visits monitoring, maintenance/update procedure, etc.) - Respect of the E.U. visibility and disclaimer requirements on the project website/outputs - all documents are uploaded online for all partners www.aarmena.uni-jena.de
1-Guidelines for the Quality assurance prospects and documents. 2-Composition of the Q.A. team. 2- Defined role on internal and external evaluation. 3-Activities launched with an agenda. 4-Procedures for feedbacks and remedial measures.	Quality assurance measures	Composition and role of the internal and external Q.A. teams in place. Activities implemented so far and timetable of activities foreseen Procedure in place for feedback and for implementing remedial measures All partners received the quality assurance guidelines and forms. Partners received in details information and documents concerning the progress of the projects. All CBHE documents are uploaded online, and all participants can download the documents.

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The Partnership agreements have just been signed. The breakdown document of the budget for each university has been sent.	Budget used	Partner's knowledge of the financial rules (imposed by the C.B.H.E. grant agreements and defined in the Partnership Agreement) Periodicity of financial reporting in the partnership. Click the link: https://www.aarmena.uni-jena.de/erasmus+ All partners know the documents needed to spend the budget, such as timesheet, deceleration document, and travel document sufficient for spending the funds. AARMENA coordinator requests bank account information from all partners.
So far	Equipment	State of play concerning the purchase of equipment (description of equipment acquired; respect original timetable and of tendering rules; degree of usage so far and expected) No equipment has been purchased, and it will be discussed with the steering committee.
1-Ongoing discussion on the development of a concept for the M.A. program (objectives/results and accreditation ... 2-Internal evaluation: committee within Al-Itiqlal University / and	(if applicable) Curriculum development aspects	Feedback on key issues about the development of the curriculum (methodology, learning outcomes, module templates, a reflection of the Bologna tools, student-centered approaches, recognition/accreditation procedures, etc.)

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the Ministry involves as stockholders. 3-External evaluation: by expert F.S.U. and others from Europe (Innsbruck University, UNESCO chair for peace, evaluating the Master program developments.		1. Feedback, AARMENA developed a methodology course to be all Ph.D. students and staff of the partner countries. 2. Three Development workshops, two of them with partner countries and two with the program countries, especially with Innsbruck and the UNESCO Chair for peace. The discussion that took place encountered on the procedure and the type of curriculum to be discussed 3. Activities & Workshops with staff and students from the partner countries have been made. Completed five workshops on methodology with students and staff. 4. Two development workshops with staff on the curriculum building, number of attending staff from partner and program countries 31 members.
1-Capacity Building of Team of Project. 2-Student Mobility. Training/mobility activities: Staff and	Training/mobility activities	Description of the training activities implemented (timing, place, the topic of training, target groups involved, etc.) compared to the original application.

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students mobility same procedures in KEY 1. Selection/transparency/ timing/place. 3-Expected impact on all levels.		Methodology for identifying participants in the teaching/training activities (measures for ensuring balance in gender, age, experience, profile, etc.)

IMPACT AND SUSTAINABILITY		
I	General aspects	
General Idea.	Overall aspects	1. Contribution of the project outputs to the career development of H.E.I.'s staff. The projects develop experts' staff in reconciliation and peace studies at the academic levels, impacting the staff of the universities. In addition, developing curriculum for reconciliation a peace studies. Finally, inspiring the stakeholders to adopt a reconciliation path into the decision making on the three levels of committee development., policymakers, educator levels, and grassroots, such as religious leaders and others. 2. The creation of a new wave of peace ambassadors representing Palestine at UNESCO and in international events. Developing curriculum for master's degree at the partner countries' universities to create sustainability for the project. Connecting the project with the Ph.D. program at FSU.

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II	Impact at the individual level	
For career development, the field of the project is innovative:	Impact on the enrolment rate and/or career development.	The projects develop academics and a knowledge-based society at the society level, and in the Higher, Education institution develops studies in reconciliation and peacebuilding as it is in Palestine. The concept is developing in the middle of the conflict.
Cross-disciplinary / behavioral skills; Technical / IT skills; Academic / scientific / research skills; Language skills ;	Skills acquired	Describe the skills expected to be acquired (Transversal/behavioral skills; Technical / I.T. skills; Academic /scientific / research skills; Linguistic skills; Other). The project is in the English academic language. The project will develop behavioral skills to adapt reconciliatory-based arguments for improving local and international arguments in the middle of disputes. Technical level in the project, by disseminating the website or I.T. projects that promote reconciliation and peacebuilding in the middle of the conflict. Academic skills will be acquired by the reconciliation and peace studies workshops done at the universities. In addition, the staff will develop academic curriculum-building skills in the field of education, reconciliation, and peace studies. The AARMENA project will develop digital transformation in education towards reconciliation studies, as may be IT technologies will be bused and developed under the term digital humanities for reconciliation and peacebuilding.
behavior change (of students, H.E.I. staff, local actors) through Mobility and	Change of behavior	Possible change of behavior (of students, H.E.I. staff, local stakeholders) Regarding (e.g.) Mobility, language learning, involvement in international

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the exchange of good practices.		cooperation activities, acceptance of new teaching tools, etc.
		The dynamics of the project is a three-regional project; the change of behavior is of utmost value because we have scholars and students from the Middle East and North Africa, and Europe participating in the project. For example, we have started ours. The projects spread within the three spectrums of societies, the upper and middle levels and the grassroots levels in societies.
Impact at the institutional level		
Impact of the Project on internal learning/teaching procedures and tools / on H.E.I.s Catalyst project the internationalization of H.E.I.s through new national / international cooperation activities: new agreements / research and increased publications (for example, memoranda of understanding, research projects, joint publications, increased visibility, competitiveness, and attractiveness of H.E.I.s locally and internationally.	New working modalities/cooperation activities in the partner Country H.E.I.s	The projects impact the three levels of societies, the middle level, which constitutes the H.E.I in Palestine by producing a new concept of the master program in reconciliation and peacebuilding. The project impacts staff members and students and impacts scholarly work and research on the concepts of reconciliation and peace studies in the middle of conflicts. The project developed new cooperation by signing MOU with all partners for future cooperation and research project and submitting for co-funding. In addition, the partners have submitted a proposal with the partner countries titled EU peacebuilding for the Mediterranean, still under evaluation by the EU. We are doing the development workshops, which included in each workshop's scholars from the partner countries and the program countries, developing wide international cooperation between locals

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		and international scholars and students. Some of the workshops are also open for International Ph.D. students from the University of FSU which constitute students from different countries from the world
		For the curricular project, the master program will be in the English language, which would assist other international students to be part of such a program.
IV	**Impact on the HE Sector**	
By integrating new international standards	Contribution to new or updated national or regional policies in HE	Project contribution to new HE policies/regulations in the partner country(/ies). The project will develop a curriculum in reconciliation and peace studies, which will impact the national level and international level and be according to the standard of the ministries of the partner countries.
The project will contribute to creating a new master's degree in peace accredited by the Ministry.	Contribution to the establishment or further development of external bodies	The project contributes to creating new bodies or regulatory frameworks (for example, quality assurance, national certification, or accreditation) in the partner country(/ies). Role of national/regional authorities in this respect. The projects develop a reconciliation and peace studies framework to develop a master's degree on the academic level in reconciliation and peace studies.
Innovative curriculum developed, new tools, new approaches, and pedagogy.	The innovative character of the results	The innovative character of the project outputs (courses developed, new tools, new services, new strategies implemented for reaching the target groups, etc.) Project/product contribution to the strengthening of the links between your H.E.I. and its socio-economic environment?

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		The project would graduate experts in reconciliation and peace studies to contribute to experts in local and international disputes. The projects develop a socio-economic communication between the policymakers and the education sector, thriving on the three levels of development (stakeholder, education, grassroots leaders), impacting the society in the partner country
V	Impact on the society as a whole	
Reconciliation Peace studies are valued. The project will develop a new way of thinking and reflecting on human prosperity in a reconciliatory path in education.	Attention to least developed regions	The project will impact students, scholars, and experts in the field, developing a knowledge-based society in the reconciliation process in the local dispute on the level of societies and international level on the level of the stakeholders.
Indeed, the project will contribute to the development of cooperation activities with NGOs to reflect on new projects in the same field,	New cooperation modalities with employers and other stakeholders (e.g., N.G.O.s, associations etc.)	The project maintains relations with employers and other stakeholders on the local, regional & national levels (beyond the development and implementation period). The project is part of the academic alliance for reconciliation and peace studies doctoral program AARMENA – Ph.D. program. These master students are developing their careers n the field can continue their education to the doctor level by applying to the University of Jean to the A.A.R.M.E.N.A. Ph.D. program. https://www.aarmena.uni-jena.de/ph_d_+program A network between members and partners would develop communication for

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		cooperation in future research projects that would cooperate scholars and higher education institutions to evolve reconciliation and peace studies. https://www.aarmena.uni-jena.de/partners
Developing Scholars in reconciliation and peace education	Contribution to improving lifelong learning approaches in the PC H.E.I.s	If applicable, to what extent will the projects contribute to lifelong learning: - Access to HE for non-traditional and part-time learners, - Recognition of non-formal or informal learning - Increase in the offer of tailor-made programs (e.g., through working learning or distance learning agreements, contribution to continuous professional development, etc.)? The project would develop a master's program in reconciliation and peace studies and evolve the skills to resolve disputes involving workshops in reconciliation and peace workshops that would impact civil sectors through
VI	Sustainability	
The integration and commitment of the Ministry will ensure the sustainability of the results.	Adequacy of the (P.C.) H.E.I.s institutional support for maintaining the project results	Policy/strategic support (/commitment & human and institutional capacity put in place) given to the project at the institutional level and the level of the regional/national authorities. The project partners will continually use and build on the project's intellectual outputs in their current practices and after completing the project. Even after the project lifecycle, all materials and other products will be translated and reproduced in different languages (including Arabic). In addition, they will be available on the website (the project's website and the university's website) for the public and

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		other stakeholders to increase impact and sustainability.
		After the finalization of the project, an M.O.U. would have been signed between universities in the projects and the academic institutions, which will open the doors for full cooperation between members; the management team will manage the preparation for all packages, including the workshops in each partner countries and the symposium, the summer school which will be in a program country and then finalizing by publishing a book on reconciliation studies in the MENA region. In addition to concise on all decisions regarding all W.P.
		The project will develop communication between partners and be sustained by research projects, publications, educational visits, in addition to the commitment of being part of the A.A.R.M.E.N.A. Ph.D. program.
		Obstacles encountered that may have affected the sustainability of the project results and, if applicable, remedial actions are taken.
Ministry, our university, private sector, and N.G.O. S	Sources of financial and logistic support to sustain the project results	External stakeholders identified (/committed) to support the sustainability of the project results (e.g., Partner H.E.I.s, Public authorities in P.C.s, N.G.O.s, Private sector, E.U., etc.) Type of support obtained so far
		Expect specific political situation in Palestine, which is totally out of partnership's control and based on the experiences from previous cooperation, following risks, can appear:

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		Lack of collaboration, the willingness to work together, and sharing resources between H.E.I.s in Palestine.
		Resistance to change by rejecting all forms of innovation and exiting the comfort zone.
		Weak understanding of the project goals and objectives and giving the project less priority among other projects.

PARTNERSHIP AND COOPERATION

The steering committee in charge of project management and with a sharing of responsibilities between partners and, in particular, the role given to partners from partner countries The Decision-making process in the partnership is done by consultation before collective decision-making.	Project management	The Effective management structure for the project: The development of a steering committee (S.C.), responsible for all formal decisions within the project and all overall strategies concept of the project, was established according to the authorities for the universities and all other participating partners. The steering committee shall be free to act on its initiative to formulate a proposal and decide according to the working packages' procedures. In addition, all proposals made by the management board (consisted of leaders of the working package) shall also be considered and decided upon by S.C. The SC defines the milestones and the deliverables of the project. Every partner and program country delegates one person to S.C. The project coordinator is the chairperson of S.C. The SC decides within a simple majority vote, and each partner has one vote. They can understand a sensitive decision like the expulsion of one partner in one of the working packages and move that partner to another working package to undertake crucial disputes. The voting system shall be taken by a majority of 2/3 of the vote

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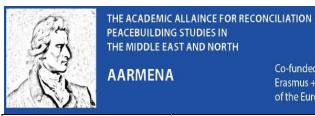Erasmus+ Programme
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cast. Each member of S.C. will have due authorization to discuss, negotiate and decide on action proposed to accept the recommendations made in the committee meetings. Any decision may also be taken without a meeting if P.C. circulates to all members of S.C. a written document which is then signed by the defined majority of all members of S.C.

The SC would be in charge of :

1.   Guideline is for the management board.

2.   Identifying the purpose of the project.

3.   Entry into force, duration, and termination of contracts and projects.

4.   Put forth the responsibilities of partners

5.   The financial provisions

6.   Following up with the procedures of the working packages

7.   Taking into consideration ethical consideration and access rights.

8.   Taking into consideration the liability of partners towards each other.

9.   Taking into consideration the government's liabilities to integrate the course within the proposal.

10.   Considering a none-disclosure agreement with the partner countries.

11.   Developing the consortium agreement model to be signed and accepted by all partner agreements.

12.   Developing the management board that will consist of leaders of the working packages.

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Involvement and great motivation of partners in the implementation of the project. Since the first meetings, the group is very motivated for the success of the project. The exchange is very fruitful, in particular by the Algerian group.	Ownership & involvement of partners	All partners are participating in all working packages of the Erasmus plus project; we also signed an MOU for a decree of international cooperation and a joint research project; until today, we submitted three joint research. 1. EU Peacebuilding, 2. Media and reconciliation studies. 3. Jean Monnet of the Erasmus plus. The ownership of the project would be for all partners who succeeded in developing the master program affiliated with the A.A.R.M.E.N.A. Ph.D. program. Since their cooperation would develop joint research projects and other opportunities for cooperation in research, and scientific publications, that spreads more motivation for the partners to play an active role.
Involving students in the design of the curriculum and being able to teach it.	Student participation	Involvement of students in project implementation (management bodies, quality assurance, piloting, etc.) The project is involving the following personals. Teaching staff Students Trainees Administrative staff Technical staff Librarians
They will be our allies in the dissemination and sustainability of the project. (conferences)	Participation of non-educational stakeholders	Number and profile of external (/non-HE) stakeholders associated with the project. How do they contribute to the project design, implementation, testing, dissemination, and sustainability

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		Project contribution to increased cooperation between universities and non-academic sectors of the society The present project will create a centralized resource point for both researchers and decision-makers on the reconciliation process and how to conduct reconciliation in different fields in academic research. The latter will enable the university leaders and stakeholders to establish strategic links between targeted groups and will strengthen cooperation between program countries and partner countries in the MENA region and EU H.E.I.s
The contract was signed after several meetings with the consultation of the partners	Partnership agreement	Partnership agreement drafting and signing process (partners' role/contribution to it) All partners signed the partnership agreement, and all partners engaged in amending and creating the rules and the amendments of the agreements.

RELEVANCE

R. Extent to which the project activities contribute to fulfilling the wider and specific objectives of the project

Relevance of the activities implemented/planned for achieving the project objectives Confirmed relevance of the project to respond to national needs/address national strategies and policy development Internal and external constraints that may	Relevance of the project.	Project activities are relevant and fully meet national and institutional needs by developing a survey during the writing of the proposal. Internal or external constraints are considered in the context of corrective action. Relevance of project objective to needs of the partner countries and target groups is monitored and developed according to each partner countries' context.

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affect the project relevance (e.g., legislative changes, labor market needs, lack of motivation/commitment of partners, lack of availability of staff, cultural differences, visa issues, exchange rate fluctuations, etc.) and remedial actions implemented		The A.A.R.M.E.N.A. project activities are based on the following main steps of the methodology: o capacity-building of the team; The development and implementation process for the teaching program and workshops. The establishment of a digital platform, A.A.R.M.E.N.A. Conducting a short-term change inside the partner countries H.E.I.s initially and follow up with a long-term and sustainable change. Horizontal activities incorporate quality assurance, dissemination, and efficient management throughout the implementation of a Term of Reference at the end of each sub-phase inside the development process.
The extent to which the project is aligned with the E.U. policy objectives (e.g., transparency and convergence tools developed in the context of the Bologna Process policies: E.C.T.S., D.S., study cycles, E.Q.F., QA, etc.) The extent to which the project contributes to another transversal / cross-cutting priorities (e.g., gender equality, social inclusion, youth unemployment, sustainable development,	Promotion of the E.U. horizontal policies (e.g., Bologna) The project is fully in line with the political objectives of the E.U., in particular, transparency and the sharing of all documents while respecting the Bologna process concerning the QA E.C.T.S. accreditation system. The selection is made in full transparency, gender equality, we have extensive experience in	The project is in contract with Bologna principles and character, as it is built-in Germany and Austrian Higher Education Institutions, they are committed to Bologna accords. In addition to pedagogy and research, A.A.R.M.E.N.A. provides training and retraining for academic and administrative staff through direct access to the reconciliation and peace studies workshops. These allow the university community to: acquire new methods for research and training upgrading. Promote courses in languages and human sciences;

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etc.)	Mobility, everyone is respected	Contribute to the production and dissemination of knowledge and technology.
		Evaluate the results of research and disseminate scientific and technological information.
		Since the adoption of the Bologna Process (L.M.D.), the institution has implemented the European Credit System (E.C.T.S.) and participates in the ERASMUS + program through its policy of openness and internationalization.