An International Partnership Workshop Report and Evaluation: Taibah University, Kingdom of Saudi Arabia and George Washington University, United States of America

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Abstract: This paper sheds light on one of the key phases in the service contract of the international partnership between TBU in Saudi Arabia and George Washington University (GWU) in the US to develop a doctoral program of philosophy degree (PhD) in educational leadership and administration. The aim of the research was to evaluate the first workshop that took place over six working days in TBU. The first part of the study provides an executive summary of the workshop. The second part analyses the data collected from a questionnaire distributed to all workshop attendees. On the basis of the data, a summary of the main themes that arose in the workshop is provided, and the action items and priority areas that require further deliberation are identified and analyzed. Most respondents expressed interest in participating in future workshops and other joint projects between the two universities, and only two negative comments were recorded throughout the data. After sharing the results with team members, they commenced work to improve the program in all its aspects on the basis of the feedback received.

Keywords: university partnership, TBU, George Washington University, workshop, joint project

Introduction

Like other countries, Saudi Arabia is currently investing a great deal of effort into developing expertise and providing the necessary resources required to address the various needs of all sectors. To move away from oil dependence, the country has launched 'Saudi Arabia's Vision for 2030' (2016) (Henceforth, Vision 2030) to support the development of a diverse economy by improving other key service sectors such as education, health, infrastructure, tourism, and recreation. For the education sector, there are various ways that the planned development can be achieved at different levels. One way is through the implementation of a list of 80 projects, one of which aims at elevating the status of at least five universities in Saudi Arabia to be ranked in the top 200 universities globally. To attain this objective of Vision 2030, many universities have begun taking various measures.

Internationally, universities have been partnering for quite some time now (Jie, 2010) with the last 20 years witnessing great expansion in these partnerships. A majority of universities in Saudi Arabia today are involved in at least one partnership. To achieve its mission, TBU believes that partnership agreement is the way forward in developing high quality postgraduate programmes. Thus, TBU partnered with George Washington University (GWU) in the US to develop a doctoral programme of philosophy degree (PhD) in educational leadership and administration. In previous research, Alhazmi (2018) provided the details regarding this partnership, the aim of which was to provide consultation research and help to TBU in two tasks: first, curriculum design for a Doctor of Philosophy degree (PhD) to be offered by the Educational Administration Department, and second, to collaborate in the implementation of a Post-master's certification programme (PMC) in educational leadership offered by GWU to eligible TBU students.

A service contract was signed between TBU and GWU to seal this partnership. To ensure its success, the partnership is to be implemented in several phases. One phase entailed holding workshops in both universities. This research aims at describing and evaluating the first workshop that took place in TBU in ALD in Saudi Arabia. The author was one of the key representatives of the programme and has been highly involved in all

phases of the contract. As such, she is a concerned stakeholder. This research evaluates only the first workshop held under the partnership between TBU and GWU. The second workshop will be covered in another study.

Evaluation is defined as the assessment of a program, project, or policy that is either completed or ongoing. It is conducted in a systematic and objective manner and is targeted at the design, implementation, and result of the project or programme. According to Umhlaba Development Services (2017), an effective evaluation provides information that is not only credible but useful in allowing the lessons gained to be factored into future decision making. This study aims at evaluating the first workshop to obtain feedback from all participants and by this means to improve the programme. To achieve this goal, this paper is divided into two main parts. The first part comprises an executive summary of the workshop. In the second part, the data collected from a questionnaire distributed to all workshop attendants are analysed. The questionnaire aimed at collecting participants' feedback on the partnership between the two universities and its chances of succeeding. The feedback findings are then incorporated into improving the programme quality to ensure that the partnership is successful and rewarding for both partners.

Executive Summary of the Workshop

The service contract between TBU and GWU indicated that the first workshop would be held with the aim of creating the PhD programme framework and providing a critical assessment of the content and standards that the PMC programme should meet. The first workshop was held from 5th to 11th December 2015 in Madinah Almunawwarah in Saudi Arabia. During the workshop preparation, all the activities were coordinated and facilitated by the design team. This document summarises the main themes that arose in the workshop as well as identifying and analysing the action items for priority areas that require further deliberation.

The first meeting with the team looked at creating the workshop framework and expectations as well as reflecting on the progress that had been made in the design of the course, mapping of the curriculum, and identification of the needs of TBU and PMC accreditation standards. The TBU team worked on preparations for the workshop for approximately three months. For the five working days of the workshop, the organizers aimed to encourage discussion between the various stakeholders, including postgraduate students, members of faculty, deans from the various educational colleges in different universities in Saudi Arabia, and the leadership of TBU. As described in section 3 below, the design and distribution of the questionnaire as well as the analysis of the collected data were conducted during the workshop. The data provided useful information for improving the programme.

Two members from GWU made two presentations on the facilities that the school and the PhD programme would require. The objectives of the workshop were as follows: establishment of a framework for the PhD in Educational Administration and Leadership and the Post Master's Certificate programmes; outlining the design of the programme and curriculum assessment; establishment of a timeline; reviewing standards and content; obtaining the input and experience of the various stakeholders including students, members of the faculty, and other educational leaders; and identifying the expertise and capacity that TBU has for programme collaboration in the design and implementation stage of the course design. The role of the researcher as a member of the partnership was to ensure that the workshop was conducted successfully and that members from all teams were facilitated in collecting sufficient information that was required in the programme development stages. To ensure that the team from GWU obtained a better understanding of schools in Saudi Arabia as well as general life in the area, the workshop concluded with visits to Saudi schools and a university college in Yanbu industrial city to help the team develop a programme that is both realistic and valid (see workshop schedule).

The workshop included various activities that facilitated the interaction of the attendees both orally and through questionnaires. The teams from both sides met before, during, and after the workshop and held discussions on the opinions gathered in the workshop to facilitate planning in the subsequent stages. An English language report was written by the team from TBU University and sent to the GWU team. In return, the GWU team provided feedback on the report. Deans of the education faculties of the various universities in Saudi Arabia were targeted by the workshop and were invited both to share their own experiences and to learn from the experiences of the GWU team. The GWU team was responsible for the Education Facility Clearinghouse (EFC), which is a project funded by the federal government of the United States with the aim of disseminating information on school buildings and equipment to researchers and experts. Because researchers in Saudi Arabia did not provide sufficient attention to school buildings and other facilities, the team from Saudi Arabia wanted

to take advantage of the experience of the GWU team and learn the various techniques for the improvement of school buildings and equipment.

The presentation consisted of the following:
- The presenters shared statistics demonstrating that 90% of Americans called for more investment in improving school buildings and other facilities.
- Safety and security standards for schools were also presented as they are essential elements in the hierarchy of human needs.
- The presentation also included the results of an empirical study that demonstrated a strong correlation between the quality of school buildings and pupils' cognitive achievement.
- It was also demonstrated that the new internal control and the safety of students may inform the development of green building standards that include areas such as means of transportation (safety specifications of the driver and vehicle) and the procedure to be adopted in cases of an external or internal safety threat to students.
- The importance of having medical staff in school so that they can always follow up the health of students and address such issues with high professionalism to ensure their safety was also presented. It was demonstrated that 60% of students suffer from diseases such as nausea, asthma, allergies, rashes, and sick building syndrome due to unhealthy school buildings. Other adverse impacts of unhealthy buildings include poor student learning and behavioural discipline issues.

Workshop Objectives

The objectives of the workshop are summarized below. To comply with the terms stipulated in the service contract and approved by the two institutions, the first workshop addressed the following objectives:

- Create a framework for the PhD in Educational Administration and Leadership and Post Master Certificate programmes;
- Develop an outline for the programme and assessment of the curriculum
- Establish a timeline
- Review contents and standards
- Gather the experience and input of students, faculty, and university leaders
- Establish the experience and capacity that exist among staff in TBU to facilitate the design and implementation of the course
- Hold a meeting between the TBU and GWU teams before, during, and after the workshop
- Take comments and points raised during the various discussions during the workshop
- Disseminate the questionnaire
- Analyse the questionnaire
- Generate an English written report by TBU team
- Generate a reflection report based on the response of GWT team on the TBU report.
- Create a timeline for the next stages of the service contract

Workshop Schedule

- Sunday - A meeting to establish the framework for the workshop is held between the two teams from TBU and GWU. A meeting with faculty from the Department of Education, administration and graduate students of the College of Education.
- Monday – meeting with the managerial staff of graduate studies including the Deans and Vice Deans and Vice President for Graduate studies and Research. A meeting is also held with faculty from the College of Education in TBU.
- Tuesday – A meeting with the design team comprising GWU and TBU staff for reflection, feedback, and final report writing guidelines. A meeting with other educational leaders including school principals, supervisors, and representatives from the Education Authority.
- Wednesday – A meeting with educational college deans in Saudi Arabia and departure for the Yanbu visit.
- Thursday – Visiting university colleges and schools in Yanbu Industrial City and return to Madinah

❖ Friday – Guests depart from Madinah to Washington, DC.

As a key member of the team, the researcher noted that the workshop objectives had been achieved and the evaluative feedback provided by the workshop attendees is provided in section 3 below.

Methods

Questionnaire and Sample

This study adopted a positivistic paradigm to analyse the numerical data obtained from the closed-and-open-ended questionnaires. This method was selected for practical reasons. The use of the questionnaire has certain advantages, such as allowing reliable collection of large-scale data using the systematic approach (Gay, 1992). Second, the use of a questionnaire allows data to be collected from many respondents within a short time and at a lower cost. Additionally, the level of interference by the researcher in questionnaire data collection is reduced (Sarantakos, 1998). It was also easy to distribute the questionnaire among all the workshop attendees. The perception of participants on the partnership between TBU-GWU could be ascertained through the data collected using the questionnaire. It was considered that the quality of both the programme and the courses would be significantly improved based on the feedback provided in the questionnaire and would thus lead to the success of the partnership.

Part one of the questionnaire collected demographic data on participants including their job (dean, faculty member, educational leader, university administration, student, and other). Part two of the questionnaire was split into six sections: Programme relevance, Programme pedagogy and approaches, Programme content coverage, Programme uniqueness (devoid of unnecessary duplication), Partnership model, and Contemporary topics covered during the workshop. Part two asked respondents to rate statements on a 5-point scale from 1=unacceptable to 5=excellent or exceptional. Part three of the questionnaire employed the open-ended approach that enhanced the closed-ended questions by allowing respondents to comment freely.

In designing the questionnaire, the Arabic language was first used, and it was then translated into English and shared with the GWU team. Before the questionnaire was tested, a careful and accurate review was conducted by teams from both universities, and this entailed reviewing all phases of the service contract between the two universities. Several questions in the questionnaire were modified before the researcher produced the final version that was distributed to the approximately 150 attendees. As mentioned, the attendees are drawn from different backgrounds, both inside and outside the university, and all had a post-graduate level qualification and valuable information and experience.

Data Analysis

The following statistical methods were used to analyse the data:

1. Frequencies and percentage.
2. Mean and standard deviation to measure either positive or negative responses, using a five-point Likert scale to indicate the degree of acceptance of statements:
   1- unacceptable
   2- poor
   3- acceptable or good
   4- very good
   5- excellent or exceptional

Table 1. Gender

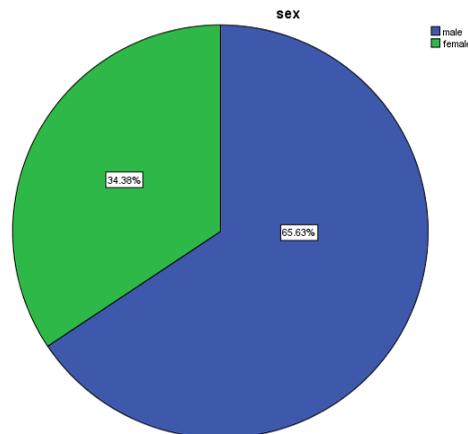|	Frequency	Percent	Valid Percent	Cumulative Percent
Male	42	65.6	65.6	65.6
Female	22	34.4	34.4	100.0
Total	64	100.0	100.0	

Figure 1. Gender

Table 1 and Figure 1 above show that 65.63% (42) of the participants are male and 34.38% (22) are female.

Table 2. Job

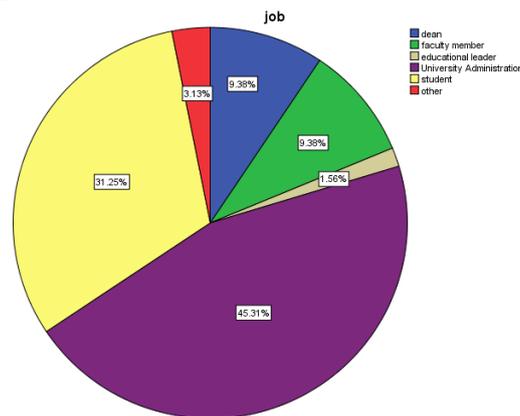|	Frequency	Percent	Valid Percent	Cumulative Percent
Dean	6	9.4	9.4	9.4
Faculty Member	6	9.4	9.4	18.8
Educational Leader	1	1.6	1.6	20.3
University Administration	29	45.3	45.3	65.6
Student	20	31.3	31.3	96.9
Other	2	3.1	3.1	100.0
Total	64	100.0	100.0	

Fig 2. Job

Table 2 and Figure 2 above show that the majority of participants 45.31% (29) comprised university administrators, followed by 31.25% (20) who were students, and finally, an equal percentage of both deans and faculty members (9.38%).

Table 3. Program Content Coverage

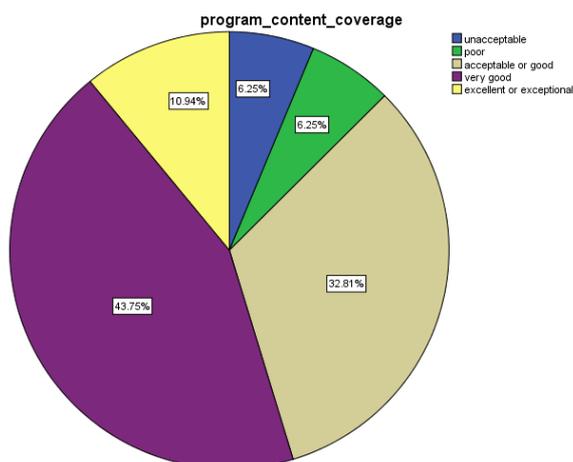|	Frequency	Percent	Valid Percent	Cumulative Percent
Unacceptable	4	6.3	6.3	6.3
Poor	4	6.3	6.3	12.5
Acceptable or Good	21	32.8	32.8	45.3
Very Good	28	43.8	43.8	89.1
Excellent or Exceptional	7	10.9	10.9	100.0
Total	64	100.0	100.0	

Figure 3. Program Content Coverage

Table 3 and Figure 3 show that nearly half of the participants 43.75% (28) agree that the programme content coverage is 'very good' while only 4 participants (6.3%) answered that it was 'unacceptable'.

Table 4. Program Relevance

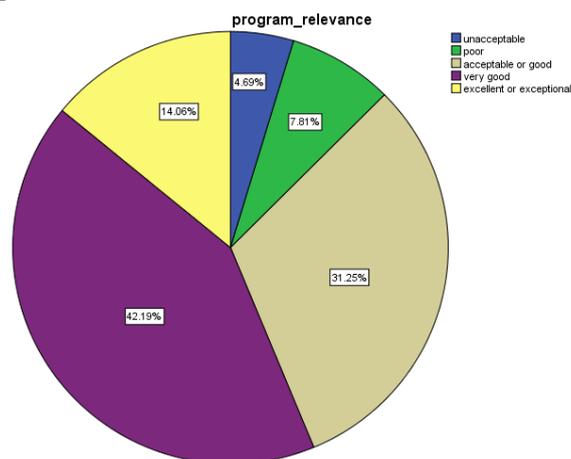|	Frequency	Percent	Valid Percent	Cumulative Percent
Unacceptable	3	4.7	4.7	4.7
Poor	5	7.8	7.8	12.5
Acceptable or Good	20	31.3	31.3	43.8
Very Good	27	42.2	42.2	85.9
Excellent or Exceptional	9	14.1	14.1	100.0
Total	64	100.0	100.0	

Figure 4. Program Relevance

Table 4 and Figure 4 above demonstrate that 27 respondents (42.2%) agree that programme content relevance is very good, followed by 20 (31.3%) who agree that is acceptable or good, and only 3 (4.7%) who disagreed and answered with unacceptable.

Table 5. Program Uniqueness

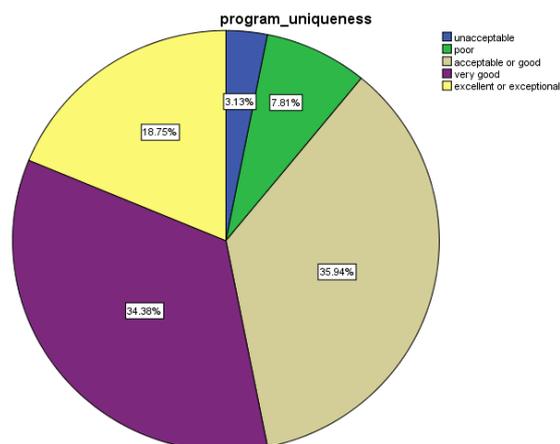|	Frequency	Percent	Valid Percent	Cumulative Percent
Unacceptable	2	3.1	3.1	3.1
Poor	5	7.8	7.8	10.9
Acceptable or Good	23	35.9	35.9	46.9
Very Good	22	34.4	34.4	81.3
Excellent or Exceptional	12	18.8	18.8	100.0
Total	64	100.0	100.0	

Figure 5. Program Uniqueness

Table 5 and Figure 5 above show that 23 (35.9%) participants agree found programme uniqueness to be acceptable or good, while and 22 (34.4%) found it very good.

Table 6. Program Pedagogy and Approaches

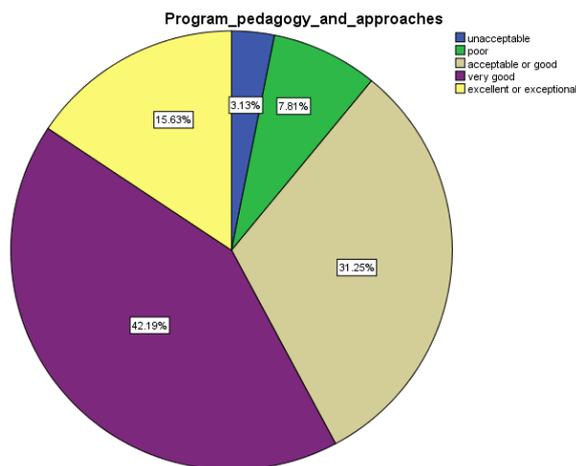|	Frequency	Percent	Valid Percent	Cumulative Percent
Unacceptable	2	3.1	3.1	3.1
Poor	5	7.8	7.8	10.9
Acceptable or Good	20	31.3	31.3	42.2
Very Good	27	42.2	42.2	84.4
Excellent or Exceptional	10	15.6	15.6	100.0
Total	64	100.0	100.0	

Figure 6. Program Pedagogy and Approaches

Table 6 and Figure 6 above show that 27 (42.19%) participants found programme pedagogy and approaches to be very good, while 20 (31.3%) of them found them to be acceptable or good.

Table 7. Partnership Model

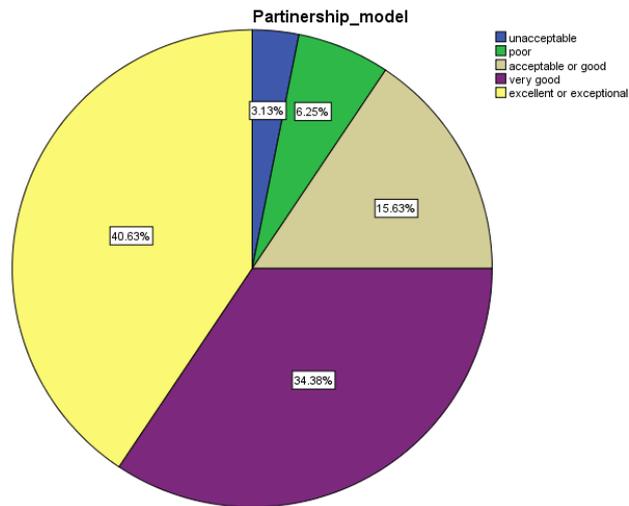|	Frequency	Percent	Valid Percent	Cumulative Percent
Unacceptable	2	3.1	3.1	3.1
Poor	4	6.3	6.3	9.4
Acceptable or Good	10	15.6	15.6	25.0
Very Good	22	34.4	34.4	59.4
Excellent or Exceptional	26	40.6	40.6	100.0
Total	64	100.0	100.0	

Figure. 7. Partnership Model

Table 7 and Figure 7 above show that 26 (40.6%) participants agree that the partnership model is very good, while 22 (34.4%) agree that it is excellent or exceptional. Table 8 and Figure 8 above show that 24 (37.5%) participants agree that the Contemporary topics covered are very good, while 17 (26.6) find them acceptable or good.

Table 8. Contemporary Topics Covered

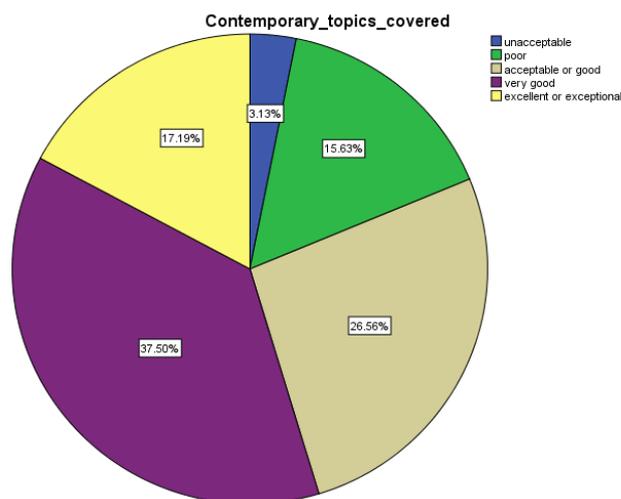|	Frequency	Percent	Valid Percent	Cumulative Percent
Unacceptable	2	3.1	3.1	3.1
Poor	10	15.6	15.6	18.8
Acceptable or Good	17	26.6	26.6	45.3
Very Good	24	37.5	37.5	82.8
Excellent or Exceptional	11	17.2	17.2	100.0
Total	64	100.0	100.0	

Figure 8. Contemporary Topics Covered

Table 9. The Mean and Standard Deviation for the participant agreement regarding the programme relevant to the KSA context (N=66)

Item	Excellent or exceptional		Very good		Acceptable or good		Poor		Un acceptable		Mean	STD.	Rank	Agreement Level
	F	%	F	%	F	%	F	%	F	%				
(1) Rate the uniqueness of the programmes in terms of providing knowledge, skills, and dispositions not addressed in the existing TBU program.	7	10.9	28	43.8	21	32.8	4	6.3	4	6.3	3.4687	.99153	6	Very good
(2) Rate the degree to which the programme is relevant to the KSA context	9	14.1	27	42.2	20	31.3	5	7.8	3	4.7	3.5313	.99153	4	Very good
(3) Rate the uniqueness of the programme in terms of providing knowledge, skills, and dispositions not addressed in the existing TBU program.	12	18.8	22	34.4	23	35.9	5	7.8	2	3.1	3.5781	.98890	3	Acceptable or good
(4) Rate how the instructional approaches used facilitate active learning among adults/professional educators.	10	15.6	27	42.2	20	31.3	5	7.8	2	3.1	3.5937	.95483	2	Very good
(5) Rate the viability of the partnership model in terms of supporting research, teaching, and exchange programmes between the two universities.	26	40.6	22	34.4	10	15.6	4	6.3	2	3.1	4.0313	1.05362	1	excellent or exceptional
(6) How do you rate the quality of topics and contents covered on key topics-facility planning; programme and course design, in terms of addressing topical issues for university faculty and administration?	11	17.2	24	37.5	17	26.6	10	15.6	2	3.1	3.5000	1.05409	5	Very good

Summary of Data

- In sum, 40% of respondents agree **found** the viability of the partnership model to be 'excellent' or 'exceptial' in terms of supporting research, teaching, and exchange programmes between the two universities.
- 43.8% of respondents agree that the uniqueness of the programmes in terms of providing knowledge, skills, and dispositions not addressed in the existing TBU programme is **'very good'**.
- 37.5% of respondents agree **that** the quality of topics and contents covered on key topics-facility planning; programme and course design is **'very good'** in terms of addressing topical issues for university faculty and administration.
- 42.2% of respondents agree **that** the instructional approaches used to facilitate active learning among adults/professional educators are **'very good'**.
- 35.9% of respondents agree that the uniqueness of the programme is **'Acceptable or good'** in terms of providing knowledge, skills, and dispositions not addressed in the existing TBU program.
- 42.2% of respondents agree that the degree to which the programme is relevant to the KSA context is **'Very good'.**

Results

Thirty-three of the questionnaires included suggestions and comments, which were analysed using two methods:

1- Analysing comments inside each item from 1 to 6 separately.
2- Analysing comments from open-ended questions as themes. Seven themes were identified, and both ways of analysis can be summarized in the following table:

1. Comments from Each Item		
N	**Items**	**Comment**
1	Degree to which the programme content, both for PMC and PhD, covers the knowledge, skills, and dispositions required by educational leaders in KSA	- Adding some courses that are relevant to Saudi culture - Determine the principle's need in schools. - It seems that the programme covers all needs but it might be difficult to apply. - The programme does not mention learning English language.
2	Degree to which the programme is relevant to the KSA context (additional elements you would like to see to make the courses more relevant	- Concern about the differences of objectives between TBU and GWU - adding courses of change management - Programme should be related to the current power that is available to principles in Saudi schools. - the Ministry of Education should force principles to attend such programmes. - TBU must prepare all facilities to serve this programme. - Including a course that helps principles to deal with students' misbehaviour.
3	The uniqueness of the programmes in terms of providing knowledge, skills, and dispositions not addressed in the existing TBU programme.	- Consistency and cooperation between team members. - The programme added a new culture in our college. - The programme concentrates on the practical side while other programmes in TBU concentrates on the theoretical side.
4	How the instructional approaches used facilitate active learning among adults/professional educators.	- staff in the education sector have some facilities but they still require a training programme to use them effectively
5	The viability of the partnership model in terms of supporting research, teaching, and exchange programmes between the two universities.	Research is a vital point that both universities should think about.
6	the quality of topics and contents covered on key topics—facility planning; programme and course design, in terms of addressing topical issues for university faculty and administration	*'GWT do not add more details about the whole program'.*

2. Comments from Open-Ended Questions

N	themes	Comments
1	Course and programme development	- If the programme does not cover the English course, students may pay for this course as a major requirement for admission. - The courses provided in the PMC programme are interesting and useful. - Courses must be held in the afternoon. - Provide an optional course selected by students themselves based on their needs in the field. - Attract faculty members from different countries in the world. - Create a local advisory board to provide permanent feedback. - Assess the programme permanently. - Promote the concept of distance education - Educate all students regarding all details of the programme before they start. - Change the name of the course school law to 'Educational legislation' or 'educational ethics' - Add some courses such as: Human Resources Management - Performance Measurement system – Quality management - Economics of Education – and Crisis Management
2	Programme admission	- Increase the number of accepted students. - Students should be selected carefully in terms of quality and English proficiency. - Students should be originally principals.
3	Research	*'There should be research teams from both institutions (TBU&GWU) to promote publication; GWU can facilitate publishing and reviewing while TBU can provide the field data collection and administration of instruments and materials. Action research can then become part of this partnership program'.* - Collaborative research is a great point but both universities should have consistent standards. - It would be a good idea if students were involved in collaborative research. - Both universities should have a Permanent Committee for Research. - Published research from GWU should be translated into Arabic for TBU students.
4	Accreditation	*'I believe it is important to focus on the requirements of the NCAAA (National Commission for Academic Accreditation and Assessment) because it is the body granting accreditation in the KSA. CAEP standards and N-CATE standards are fine, but NCAAA is more important for the local level'.*
5	Advertisement	*'The demand for the programme would be for a PhD but I think students would not be exited to attend a PMC programme as it is not popular in Saudi education and its future is not clear in terms of career progress. Therefore, there should be more advertisements about the programme and its benefit to encourage them to attend'.* - Issue an annual book containing the programme requirements, its features and standards.

Conclusion

In conclusion, this paper has shed light on one of the key phases of the service contract in the international partnership between TBU in Saudi Arabia and George Washington University. It supports the objectives stated

in Vision 2030 for the Kingdom of Saudi Arabia. With the primary purpose of reducing the country's dependence on oil, Vision 2030 supports the development of a diverse economy by improving other key important service sectors for the country, such as education, health, infrastructure, tourism, and recreation.

In this respect, TBU partnered with GWU to develop a doctoral programme of philosophy degree (PhD) in educational leadership and administration. In previous research, Author (2018) provided the details about this partnership, which aimed at the provision of consultation research and helping TBU to design a curriculum to develop a Doctor of Philosophy degree (PhD) to be offered by the Educational Administration Department as well as to collaborate in the implementation of a Post-master's certification programme (PMC) in educational leadership offered by GWU to eligible TBU students. This research aims at describing the first workshop that took place in TBU within six working days. It provides an evaluation of the first workshop under this partnership that took place in ALD in Saudi Arabia. The author was one of the key representatives of the programme and is highly involved in each of the phases of the contract and therefore a concerned stakeholder. This research aims at describing the first workshop that occurred in TBU. It provides an evaluation of the first workshop under this partnership that took place in ALD in Saudi Arabia. The author was one of the key representatives of the programme and is highly involved in each of the phases of the contract and therefore a concerned stakeholder.

This study aims at evaluating the first workshop to obtain feedback from all participants in order to improve the programme. To achieve this goal, this paper was divided into two main parts. In the first part, an executive summary of the workshop was provided. In the second part, the questionnaire data from workshop attendants was analysed. The questionnaire aimed at collecting participants' feedback on the partnership between the two universities and its chances of succeeding. The feedback obtained will be analysed and the findings incorporated to improve the programme quality to ensure that the partnership is successful and rewarding to the partners.

The first workshop involved the creation of the PhD programme framework and provided a critical assessment of the content and standards that the PMC programme should meet. During the workshop preparation, all activities were coordinated and facilitated by the design team. This document provides a summary of the main themes that arose in the workshop as well as identifying and analysing the action items to prioritise areas that require further deliberation.

Two members from GWU made two presentations on the facilities that the school and the PhD programme would need. The workshop had several objectives that included the following: establishment of a framework for PhD in in Educational Administration and Leadership and the Post Master's Certificate programmes; outlining the design of the programme as well as assessment of the curriculum; timeline establishment; reviewing standards and content; obtaining the input and experience of various stakeholders including students, members of the faculty, and other educational leaders; and identifying the expertise and capacity that TBU has for programme collaboration in the design and implementation stage of the course design. The role of the researcher as a member of the partnership was to ensure that the workshop was conducted successfully and that members from all teams were facilitated in collecting sufficient information that was required at the programme development stages. To ensure that the team from GWU obtained a better understanding of schools in Saudi Arabia as well as general life, the workshop concluded with visits to Saudi schools and a university college in Yanbu industrial city to help the team develop a programme that is both realistic and valid (see workshop schedule).

It can be said that all the objectives of the workshop that are summarized below were successfully achieved. A framework for the PhD in Educational Administration and Leadership and Post Master Certificate programmes were created; an outline for the programme and assessment of the curriculum were developed; a timeline was established; the contents and standards were reviewed; the experience and input of students, faculty, and university leaders were gathered; the experience and capacity that exists among staff in TBU to facilitate the design and implementation of the course was established, a meeting was held between the TBUT and GWU teams before, during, and after the workshop, the comments and points raised during the various discussions during the workshop were noted, the questionnaire was disseminated and analysed, an English written report was generated by TBUT team, a reflection report was generated based on the response of GWT team on the TBUT report, and finally a timeline was created for the next stages of the service contract.

Generally, it can be said that most respondents expressed interest in taking part in future workshops, and in other joint projects between the two universities. Only two negative comments have been found in the whole

data. the researcher, after getting all these results shared the team members who worked together to discusses the feedback of the first workshop. They concerned about all these points emerged from participants and based on that and on phases of the service contract they started working to improve the programme in all its sides. In addition, the two teams prepared a reflective report, which also established a timeline for the next phase of the service contract. They developed a plan for PMC course delivery, and agreed on the final courses for inclusion in the new Ph.D. programme in Educational Administration and Leadership. The team then prepared preliminary proposals for admission to the program, comparing the criteria for the Saudi National Accreditation with the academic standards set out at GWU. After this work, the framework for the doctoral programme was discussed among the two teams in preparation for its translation. Finally, a second workshop was arranged at GWU, and a report on the second workshop added to the partnership file. This workshop is explained in greater detail in the following section. Finally, the second workshop and the implementation of this partnership would be included in other research by the researcher.

Acknowledgements

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