



THE AMERICAN
UNIVERSITY IN
CAIRO

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ERASMUS + Circular One : School and University Partnership for Peer Communities of Learners (SUP4PCL): Kick Off Meeting

27 messages

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Mon, Jan 9, 2017 at 3:07 PM

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Cc: "Dr. Malak Zaalouk" <mz@aucegypt.edu>

Dear Distinguished Colleagues,

Greetings and a very happy new year. My colleagues and I at AUC are pleased to announce that we have indeed been awarded the Erasmus + School and University Partnership for Peer Communities of Learners SUP4PCL under Capacity Building in the Field of Higher Education.

The project number of which is: 573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP.

The more we look into the project document D1 first section, which lists the profile of the various partners, the more excited and eager to begin our work together. This looks like a dream team.

We apologise for sending our first circular rather late due to the fact that the final signed award arrived last month. There were unfortunately some delays on the part of Education, Audiovisual and Culture Executive Agency (EACEA) due to the need for validation of the PIC number of a few partners in the consortium.

Although the delay was caused by the administrators of the programme it is our understanding that they still expect us to accelerate and catch up on implementation. We would therefore like to invite you to the formal inauguration of the project in Cairo in the form of a 'Kick-off meeting' 27-28 February 2017.

Please confirm the names of 2-3 participants inclusive of a financial focal person.

Should you need invitation letters for visa purposes, please send passport details.

AUC is located in the Fifth Settlement in New Cairo. You may therefore prefer to reserve in a hotel that is close by to facilitate your own transportation. We recommend you stay at the Dusit Thani Hotel. An administrative note will follow.

Since we are already late starting, we would like the European institutions to come prepared with the following items and present them to the audience during the meeting:

- 1) A list of key performance indicators to describe a high performing peer community of learners,
- 2) A list of key performance indicators to describe an effective mentor
- 3) A list of key performance indicators to describe competent pedagogical leaders
- 4) Guidelines for school ethnographic studies
- 5) Guidelines for university based professional schools

Would like the Egyptian institutions to come prepared with:

- 1) Names of university based professional development schools
- 2) Criteria for selecting the schools
- 3) Preliminary profile of the schools to include demographic information (i.e.: students, teachers, administrators, services and location)
- 4) Policy agreements around school university partnership

We will be sending you under separate cover a detailed agenda for the kick-off meeting and to each individual partner a partnership sub-agreement that will reflect the roles and responsibilities, expected working days, travel and budget.

We would highly appreciate if you could hand carry the signed agreement and deliver it to us during the kick-off meeting. This will be safer and will save on time and resources.

Please find attached a detailed description of the project to refresh your memory bearing in mind that time lines will be shifted and will be presented to you during our meeting in Feb.

We greatly look forward to being with you soon

Warmest regards

Malak Zaalouk

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Malak Zaalouk
Professor of Practice
Founding Director
The Middle East Institute for Higher Education (MEIHE)
The Graduate School of Education
The American University in Cairo

2 attachments

 AUC - Detailed project description - Malak Zaalouk.docx
370K

 guidelines_for_the_use_of_the_grant_-_cbhe_version_8.12.16_0.pdf
661K

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Mon, Jan 9, 2017 at 3:26 PM

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Dear Malak

This is a wonderful piece of news to welcome in the New Year – and thank you to you and all your colleagues at AUC for your hard work in leading this successful application.

We in Leicester look forward to exciting times ahead – and to both renewing collaboration with colleagues from the CDFE project and to meeting new partners. We will see you in Cairo in February!



Education, Audiovisual and Culture Executive Agency

Erasmus+ Programme

Capacity-Building projects in the field of Higher Education **(E+CBHE)**

Guidelines for the Use of the Grant

For grants awarded in 2016 under Call EAC/A04/2015

VERSION 01: 08 DECEMBER 2016

These Guidelines for the Use of the Grant must be read jointly with the Guidelines for the Special Mobility Strand if applicable.

TABLE OF CONTENTS

INTRODUCTION	4
1. GENERAL ISSUES	4
1.1 Communication with the Agency	4
1.2 Composition of the Partnership.....	5
1.3 Mandates.....	5
1.4 Partnership Agreement.....	5
1.5 Co-financing principle	6
1.6 Conflict of Interest	7
1.7 Publicity obligations and dissemination and exploitation of results.....	7
1.7.1 Publicity.....	7
1.7.2 Dissemination and Exploitation of Results.....	8
2. CONTRACTUAL MANAGEMENT OF THE GRANT	9
2.1 Pre-financings (First and Second pre-financing)	9
2.2 Reporting obligations/modalities	9
2.2.1 Progress report on the implementation of the action (half-way through the eligibility period)	11
2.2.2 Request for the second pre-financing	11
2.2.3 Final report (two months after the end of the contractual period)	12
2.3 Amendments to the Agreement.....	13
2.3.1 AMENDMENTS VIA THE EACEA PARTICIPANT PORTAL.....	15
2.3.1.1 Change of the legal status of the coordinating institution and/or beneficiaries.....	15
2.3.1.2 Change of the legal name of the coordinating institution and/or beneficiaries	15
2.3.1.3 Change of the address of the coordinating institution	15
2.3.1.4 Change of the address of a beneficiary (that is not the coordinating institution)	15
2.3.2 AMENDMENTS VIA EMAIL	16
2.3.2.1 Change of the contact person of the coordinating institution	16
2.3.2.2 Change of deadline for submission of reports	16
2.3.3 AMENDMENTS VIA AN EXCHANGE OF FORMAL LETTERS.....	16
2.3.3.1 Change of the coordinating institution	16
2.3.3.2 Change of the eligibility period	17
2.3.3.3 Change in the budget breakdown	17
2.3.3.4 Change in the partnership composition	17
2.3.3.5 Change of the legal representative of the coordinating institution	18
2.3.3.6 Change of the bank account of the coordinating institution	18
2.3.3.7 Major changes to the work programme	19
2.3.4 Other minor changes.....	19

3. FINANCIAL MANAGEMENT OF THE GRANT	19
3.1. General provisions	19
3.1.1 Supporting documents	19
3.1.2 Budget transfers and flexibility of budget headings	20
3.1.3 Payments amongst project beneficiaries and reimbursement procedures.....	20
3.2 Actual Costs	21
3.2.1 Eligible Costs.....	21
3.2.2 Ineligible Costs	21
3.2.3 Taxes (VAT, duties and charges).....	22
3.2.4 Exchange rate.....	22
3.2.5 Award of Contracts and Tendering procedure.....	23
3.2.5.1 Background.....	23
3.2.5.2 General Guidance to prepare a tendering procedure	23
3.2.5.3 Specific Guidance to prepare a tendering procedure	24
3.2.6 Specific rules by budget heading	25
3.2.6.1 Equipment.....	25
3.2.6.2 Subcontracting.....	27
3.3 Unit Costs.....	28
3.3.1 Specific rules by budget heading	29
3.3.1.1 Staff Costs	29
3.3.1.2 Travel costs and Costs of Stay.....	31
3.4 Overview of supporting documents per budget heading.....	36
3.5 Final Grant	37
3.5.1 Calculation of the Final Grant	37
3.5.2 Penalties related to the implementation of the action	37
3.5.2.1 Penalties in the case of non-compliance with publicity obligations.....	37
3.5.2.2 Penalties in the case of poor, partial or late implementation of the action	37
4. PROJECT SUPERVISION, MONITORING AND SUPPORT	38
4.1 Desk Monitoring	38
4.2 Field Monitoring	39
4.3 Checks and Audits	40
ANNEX I UNIT COSTS FOR STAFF, TRAVEL AND COSTS OF STAY	40
ANNEX II STAFF CONVENTION	40
ANNEX III INDIVIDUAL TRAVEL REPORT	40

INTRODUCTION

These Guidelines are an essential tool that complements the rules and regulations set out in the Grant Agreement and its annexes (hereafter referred to as 'the Agreement') for all projects awarded under the Call for Proposals EAC/A04/2015. They provide guidance to the beneficiaries with regards to the implementation of the activities and the use of the grant relating to Capacity Building Projects in the field of Higher Education (hereafter referred to as "CBHE") funded under the Erasmus+ programme.

They must be applied in full compliance with the Erasmus+ Programme Guide and the above mentioned Call for Proposals.

Joint and Structural projects that were also selected under the E+ CBHE Special Mobility Strand receive financial support for mobility scholarships targeting students and staff for studying, training or teaching purposes.

Specific provisions related to the preparation, implementation and overall management of the Special Mobility Strand as well as specific financial guidelines on the use of the Special Mobility grant are reported in separated Guidelines for the Special Mobility Strand.

Both documents, Guidelines for the Use of the Grant and Guidelines for the Special Mobility Strand, are published on the website of the Agency:

https://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space/capacity-building-in-field-higher-education-2016_en

The Education, Audiovisual and Culture Executive Agency (hereafter referred to as 'the Agency') reserves the right to amend these Guidelines in case additional clarification and instruction is required without prejudice to the beneficiaries. In case an updated version of these Guidelines will be published on the website of the Agency, the coordinators of the concerned projects will be informed accordingly.

1. GENERAL ISSUES

1.1 Communication with the Agency

Each CBHE project will be supervised by the Agency throughout its contractual period and even beyond it.

In order to implement this supervision and to provide the necessary assistance to the projects, a Project Officer (PO) in the Agency has been assigned to each CBHE project. This PO will be the primary contact person of the project in the Agency¹.

In this context:

- all project contacts with the Agency must take place through the contact person of the coordinating institution who represents the whole partnership; except under exceptional and/or duly justified circumstances, the Agency will not enter into correspondence with other beneficiaries;
- only written contacts (through letters or emails) may be taken into account for contract management purposes; this applies to amendment and/or special authorisation requests introduced by the project, as well as to the response given to them by the Agency;
- electronic messages must **always** be sent to the email address of the PO in charge **AND** to the functional mailbox (EACEA-EPLUS-CBHE-PROJECTS@ec.europa.eu). The purpose of this functional mailbox is to ensure a centralised monitoring of the project correspondence, as well as a follow-up of the message in the absence of the PO.

¹ The list of Project Officers is available at the following link under beneficiary space:
https://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space/capacity-building-in-field-higher-education-2016_en

For more information on the Agency's project supervision and monitoring activities see below under section 4.

1.2 Composition of the Partnership

The institutions listed in Annex IV of the Agreement (list of beneficiaries and mandates) compose the Partnership in charge of implementing the project. Only those beneficiary² organisations appearing in the Annex IV of the Agreement can benefit directly from the grant awarded.

Please note that from a contractual point of view "associated partners" are not part of the beneficiary organisations that compose the project partnership. As a result, they cannot benefit directly from the grant. If necessary, their participation costs in project activities will have to be covered via the co-financing contribution provided by the beneficiary organisations or by their sponsors.

Any modification to the list contained in the Annex IV such as the addition of an institution located in a programme country or in an eligible Partner Country, or the withdrawal of an institution is only possible upon prior written approval of the Agency. Further details are given below under the section 2.3 "Amendments to the Agreement".

1.3 Mandates

The signed mandates submitted with the application bind all beneficiaries to the legal provisions of the Agreement and give power of attorney to the coordinator to sign and act on their behalf. The sole contact person for the Agency concerning all project matters is the coordinator.

In practice, the mandate means that:

- beneficiaries have jointly full financial responsibility for the project (including in the case of recovery);
- the project accounts are maintained by the coordinator, drawing on the accounts of the beneficiaries;
- beneficiaries agree to supply in due time the necessary information and supporting documents;
- the total EU contribution is managed by the coordinator, but expenditure made by the beneficiaries is eligible, insofar as it respects the Agreement rules on the eligibility of costs;
- direct audits can be carried out at the coordinator and/or any of the beneficiaries.

Details on the general obligations and roles of the beneficiaries are given in Article II.1 (Annex II - General Conditions) of the Agreement.

1.4 Partnership Agreement

A Partnership Agreement is a compulsory commitment that must be agreed and signed by each beneficiary organisation and should be consistent with the provisions as laid out in the Agreement (and its annexes).

A signed scanned copy of the Partnership Agreement will have to be provided by e-mail to the Agency within 6 months of the signature of the Agreement.

Detailed implementation modalities of the project must be agreed upon by the beneficiaries and formalised in a Partnership Agreement to be signed by the legal representative of each of the beneficiary organisations. The Partnership Agreement can either be multilateral (i.e. single agreement signed by the coordinator and all the other beneficiary organisations) or bilateral (i.e. a different agreement signed

² In these Guidelines, the general term "beneficiary(ies)" refers to all the beneficiary organisations, including the coordinator, composing the project partnership. Nevertheless, when deemed necessary, the term "coordinator" is specifically used to refer to the coordinating institution signing the Agreement.

between the coordinator and each beneficiary organisation) and should be drafted in the working communication language of the Partnership.

Provisions of the Partnership Agreement(s) may be differentiated according to the special needs/requirements of each beneficiary, provided that transparency is ensured within the partnership.

The Partnership Agreement will have to cover the various financial, technical and legal aspects related to the implementation of the project, including:

- beneficiaries' rights and obligations within the framework of the project and the Agreement;
- beneficiaries' role and responsibilities in carrying out the work programme;
- management and governance modalities;
- financial management and related rules, in particular for what concerns:
 - the budget structure (co-financing, breakdown of budget per activity and beneficiary, modalities of transfer of funds, etc.);
 - remuneration policy for staff;
 - payment modalities (reimbursement for travels and costs of stay, etc.);
- reporting mechanisms;
- conflict management mechanisms in case of problems or tasks/activities not properly implemented;
- communication strategy (project website, promotional material and its dissemination, dissemination and exploitation plan);
- sustainability strategy;
- any other relevant topic for the efficient implementation of the project.

Practical guidelines on aspects recommended to be covered in the Partnership Agreement and a template with core elements that might help drafting the internal Partnership Agreement can be found on the following Agency website:

https://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space/capacity-building-in-field-higher-education-2016_en

1.5 Co-financing principle

The principle of co-financing has been taken into account in the definition of the funding approach and in particular in defining the level of the unit costs used to calculate the grant of the project³.

According to the European Union Financial Regulation grants shall always involve co-financing. This means that the resources which are necessary to carry out the project shall not be provided entirely by the EU contribution.

The grant awarded to CBHE projects is based on an estimated budget combining unit costs and actual costs and it corresponds to the European Union financial contribution to the project, as indicated in Art 1.3 and Annex III of the Agreement. In application of the co-financing principle, this amount has to be considered as a contribution to cover part of the costs incurred by the beneficiary institutions to carry out the activities foreseen in the project, and should not be mistaken with the total costs of the project which also include co-financing from the partner institutions.

In practical terms, the implementation of the CBHE project may require other types of expenditures, not specifically foreseen and included in the budget of the grant (such as costs for dissemination, publishing, translation if not sub-contracted, overheads costs, bank fees etc.), that are supposed to be covered by co-financing. It is important to note that these expenditures covered by the co-financing will not be taken into account for the final calculation of the grant and therefore will not have any financial impact on it.

³ In order to verify the expected level of co-financing, a simulation has been carried out on projects from previous programmes whose grant has been recalculated using the CBHE funding mechanism based on a combination of unit costs and other costs.

Contrary to the approach followed under previous programmes (in particular the Tempus, ALFA or Lifelong Learning programmes), the co-financing contribution provided by the partnership will not need to be justified or demonstrated at final report stage. Practically, this means that no proofs of expenditure or supporting documents will be required by the Agency. Nevertheless, at final report stage and for statistical purposes only, the partnership will be invited to provide an indication on the level and source of co-financing made available for the implementation of the project. The final financial statement will contain a dedicated section where co-financing will have to be reported.

1.6 Conflict of Interest

According to Article II.4 of the Agreement the beneficiaries shall take all necessary measures to prevent any situation where the impartial and objective implementation of the Agreement is compromised for reasons involving economic interest, political or national affinity, family or emotional ties or any other shared interest ("conflict of interests").

Any situation constituting or likely to lead to a conflict of interests during the implementation of the Agreement shall be notified to the Agency, in writing, without delay. The beneficiaries shall immediately take all the necessary steps to rectify this situation. The Agency reserves the right to verify that the measures taken are appropriate and may require additional measures to be taken within a specified deadline.

According to Article II.16.3.1(c) of the Agreement, the Agency may decide to terminate the Agreement if the beneficiaries fail to comply with a substantial obligation under the terms of the Agreement.

1.7 Publicity obligations and dissemination and exploitation of results

1.7.1 Publicity

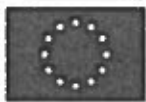
CBHE beneficiaries must make themselves familiar with the publicity provisions stipulated in both the specific and the general conditions of the Agreement in conjunction with the guidelines for beneficiaries available on the following Agency website (please select the Erasmus+ tab):

https://eacea.ec.europa.eu/about-eacea/visual-identity_en

Any communication, publication or output resulting from the project, made by the beneficiaries jointly or individually, including at conferences, seminars or in any information or promotional materials (such as brochures, leaflets, posters, presentations, etc.), must indicate that the project has received European Union funding. This means that all material produced for project activities, training material, projects websites, special events, posters, leaflets, press releases, CD ROMs, etc. must carry the Erasmus+ logo and mention: "Co-funded by the Erasmus+ Programme of the European Union"

➤ Erasmus+ logo:

Logo to be used:



Co-funded by the
Erasmus+ Programme
of the European Union

When displayed in association with another logo, the European Union emblem must have appropriate prominence.

➤ Disclaimer:

Any publication should mention the following sentence:

"This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

For other official EU language versions, please consult the following website:
http://ec.europa.eu/dgs/education_culture/publ/graphics/beneficiaries_all.pdf

1.7.2 Dissemination and Exploitation of Results

CBHE projects have the responsibility to put emphasis on dissemination and exploitation of results, as they directly contribute to the impact of the programme and to public awareness of their functioning and results.

This is particularly relevant for CBHE projects whose aim is to have a long lasting impact in the Partner Countries represented in the partnership, not only at the level of the participating organisations but also on the Higher Education sector as a whole as well as on the different target groups concerned by the project.

Beneficiaries must make themselves familiar with the underlying principles and tools and take them fully into account from the early stages and during the project implementation. A first source of information is the Annex II of the Erasmus+ Programme Guide: "Dissemination and exploitation of results – a practical guide for beneficiaries" available at:

https://eacen.ec.europa.eu/erasmus-plus/beneficiaries-space/capacity-building-in-field-higher-education-2016_en

Having a strong plan for dissemination and exploitation from the beginning of a project is a key priority and should form an integral part of the CBHE throughout its lifetime. The objective of dissemination and exploitation is to maximise the impact of project results by optimising their value, strengthening their impact, transferring them to different contexts, integrating them in a sustainable way and using them actively in systems and practices at local and international levels.

The results of the project may be of diverse nature and consist of concrete (tangible) results as well as other (intangible) results, such as skills and personal experiences (e.g. training abroad might trigger new ideas, new careers and even a new cooperation project). The different categories of results may require different approaches for dissemination and exploitation. For example, tangible results like 'products' may be easily demonstrated with actual items, graphical representations and samples, whereas intangible results such as 'experiences' may require alternative methods of display such as survey results, interview analysis and accreditation programmes.

Time should be spent on establishing who is expected to use the project's results and they should be constantly updated based on the users' needs.

The key elements of a dissemination and exploitation plan are:

- the types of activity – the methods and mechanisms, the languages to be used;
- the resources – people and budget including for translation;
- the timetable;
- the strategy beyond the project's lifetime and beyond the partnership.

The first requirement for beneficiaries is to put in place and maintain a project website (see Article I.10.8 of the Agreement), that should be established as soon as possible after the start of the project.

In order to reach as many stakeholders as possible (e.g. students, academics and researchers, university administrative staff, world of employment, governance organisations and other key players in the field of education), it is advisable to translate as many promotion and dissemination materials as possible in English, as well as in the main local language(s) of the beneficiary institutions.

Amongst the different ways to disseminate and exploit results, beneficiaries can use the Erasmus+ Dissemination Platform established for Erasmus+ to offer a comprehensive overview of projects funded under the Programme and to highlight good practice examples and success stories.

The selected CBHE projects will be required to upload the results of the project to the Erasmus+ Dissemination Platform which can be consulted at:

<http://ec.europa.eu/programmes/erasmus-plus/projects>

The dissemination and exploitation plans should be regularly reviewed by measuring the success of the dissemination and exploitation activities already carried out. Any adjustments to the plan should be described in the Progress and Final Reports (see also section on Amendments).

Finally, please note that the Agency and the Commission can make free use of the project results (see Article I.7 of the Agreement). These results may be disseminated also at meetings organised by the Agency or the Commission.

2. CONTRACTUAL MANAGEMENT OF THE GRANT

2.1 Pre-financings (First and Second pre-financing)

Upon entry into force of the Agreement, a pre-financing payment of 50% of the maximum amount specified in Article I.3 of the Agreement will be paid to the coordinator. The pre-financing can be subject to the receipt of a guarantee of an amount equal to the pre-financing to be paid. In this case the coordinator was informed accordingly with the Agreement.

A second pre-financing payment of 40% of the maximum amount specified in Article I.3 shall be paid to the coordinator, subject to the following conditions:

- having used at least 70% of the previous pre-financing instalment paid;
- the receipt of the "Statement on the use of the previous pre-financing instalment" and "Request for payment" as specified in Annex VI of the Agreement;
- the receipt of a progress report on implementation of the action as specified in Annex V of the Agreement.

In case the first pre-financing was subject to the receipt of a bank guarantee, the second pre-financing will be subject to the receipt of a guarantee of an amount equal to the pre-financing instalment to be paid.

2.2 Reporting obligations/modalities

Reporting⁴ on the project's progress and achievements is both a crucial and a beneficial part of the project management process. It is a contractual obligation that has to be fulfilled by all the beneficiaries and serves a dual purpose:

- For the beneficiaries' own benefit and use. The reports are means of communication amongst beneficiaries about the project implementation. In addition, reports allow to share the knowledge created via the project at the disposal of a wider community. Through their dissemination, beneficiaries increase the potential for discovering initiatives that share common grounds and increase the chances of being contacted by interested parties with useful input or feedback.
- For the Agency's benefit and use. The assessment of the reports enables the Agency to take a decision on the continuation of the project. Beneficiaries will be required to submit a Progress and a Final report. Approval of the Progress report leads to the launch of the second pre-financing payment and approval of the Final Report leads to the final payment (if due). The Progress report provides the Agency with an update on how the project is advancing against

⁴ The Agency is currently revising its reporting procedure and is moving towards an e-Reporting system. This section of the Guidelines will be updated and available at the link https://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space/capacity-building-in-field-higher-education-2016_en as soon as the new rules for submitting reports are in place. Meanwhile, please refer to the currently available documents for preparing the reports as the information required will not be modified, only the procedure for submitting reports.

original plans and budgets, while the Final report is due at the end of the project and allows the overall evaluation of the project.

As laid out in Article II.1.3 of the Agreement the coordinator shall bear responsibility for supplying to the Agency all documents and information which may be required under the Agreement. Where information is required from the other beneficiaries, the coordinator is responsible for obtaining and verifying this information before passing it on to the Agency.

In addition, the coordinator shall provide the Agency and/or the European Commission with information requested in order to promote the Erasmus+ Programme and disseminate its results. This may include answering questionnaires and entering data into databases (for instance for the dissemination and exploitation of results as specified in Article I.10.8 of the Agreement).

Although it is the coordinator's responsibility to submit the reports and their mandatory supporting documents in due time, the completion of the reports and the validation of the information they contain is a responsibility that falls under each of the beneficiaries that compose the project partnership. As a result, the preparation, drafting, circulation and final validation of the report's content - and more particularly for what concerns the description of the activities and the justification on the use of the grant - is an exercise that must be launched well in advance of the report's submission deadline.

Once the assessment is complete, the Agency will inform the project coordinator with an acceptance letter, on the evaluation results e.g. its decision and feedback on the project's progress and achievements.

Please note that the Agency can reject and/or ask for a revised version of the report in the following circumstances:

- Rejection of a report due to formal admissibility reasons

Hereafter the most common reasons:

- lack of signature by the legal representative or signed by an unauthorized person;
- the financial report (including the electronic version) is missing or the amounts presented are not in accordance with the agreed budget (initial or last amended budget);
- the report, including the financial report, has been submitted using wrong templates and/or not using the correct excel reporting tool;
- the report has been submitted in a language other than English, French or German;
- the (audit) certificate on the financial statement and underlying accounts is missing or not using the mandatory template.

In cases where the report is rejected, the beneficiary will be informed about the reasons of the rejection.

- Other cases of rejection of a report or suspension of the assessment by the Agency

There are a number of elements required by the Agency to carry out an analysis of the report. The absence of any of these elements would render the Agency unable to assess the report and may lead to its rejection, until the missing information is provided, or to a suspension of the analysis (refer to Article II.24.5 of the Agreement "Suspension of the time limit for payment").

Indeed even if a report is considered admissible by the Agency, the latter can still suspend or reject it during the assessment phase. The most common reason would be the incompleteness of the report.

For instance, if some parts are missing or incorrect, the Agency may request that further information is supplied and provided through the submission of an updated version of the report or of additional information. In this case, the period foreseen in the Agreement for payment will be suspended until the updated version or additional information have been received by the Agency. In the event the report has been submitted with missing or incorrect data so that the Agency is unable to carry out the assessment, the report will be rejected.

In cases where the report is rejected or suspended, the beneficiary will be informed about the reasons.

➤ Non-submission of a report

The respect of the report's submission deadline is a contractual obligation. As specified in Article II.23.3 of the Agreement, the Agency reserves the right to terminate the Agreement in case the required supporting documents will not be submitted in due time.

In exceptional cases the deadline for the submission of the progress report on the implementation of the action can be extended if duly justified.

If the request is not sufficiently justified or requests to extend the deadline are submitted repeatedly, a final deadline as indicated in Article II.23.3 will be set. Failure to comply with this deadline can lead to the termination of the Agreement in accordance with Article II.16.3.

In case the coordinator fails definitively to submit the project reports and the related required supporting documents, the Agency shall recover any amount already paid and if applicable, apply financial penalties of between 2% and 10% of the value of the grant as stipulated under Article II.17.1 of the Agreement.

2.2.1 Progress report on the implementation of the action (half-way through the eligibility period)

The progress report on the implementation of the action will have to be submitted at the latest half way through the eligibility period:

- for the projects of a contractual period of 2 years on 14/10/2017;
- for the projects of a contractual period of 3 years on 14/04/2018.

The reporting forms for the progress report on the implementation of the action are available on the website of the Agency and consist of the following:

- a "Progress report on the implementation of the action" (description of the progress made, statistics and indicators, tables of achieved/planned outcomes, etc.) as specified in Annex V of the Agreement;
- a "Summary report for publication"
- a "Statement on the use of the previous pre-financing instalment", as specified in Annex VI of the Agreement and,
- a "Request for payment of the second pre-financing" (to be submitted only when 70% of the first pre-financing has been spent) as specified in Annex VI of the Agreement. Further details are provided in section 2.2.2 below.

The "Statement on the use of the previous pre-financing instalment" represents an overall financial overview of the use of the grant until the date of the submission of the progress report. No financial supporting documents need to be submitted unless otherwise specified or requested by the Agency. The eligibility of the expenses declared in this Statement will only be verified following the submission of the final report and the required supporting documents.

As a result, the approval of the progress report on the implementation of the action refers exclusively to the acknowledgement of the project activities but does not imply the eligibility of the indicated expenses.

2.2.2 Request for the second pre-financing

The coordinator can submit together with the "Progress report on the implementation of the action" the "Request for payment" of the second pre-financing as specified in Annex VI of the Agreement in case 70% of the previous pre-financing instalment has been used. Following the submission of the progress

report on the implementation of the action, a second pre-financing payment of 40% of the maximum amount specified in Article I.3 shall be paid as indicated under section 2.1.

In case 70% of the previous pre-financing instalment has not been used half way through the eligibility period, the progress report on the implementation of the action (together with the "Statement on the use of the previous pre-financing instalment") should be submitted without the Request for payment of the second pre-financing. However, as soon as the spending level of 70% of the previous pre-financing instalment has effectively been achieved, an updated "Statement on the use of the previous pre-financing instalment" together with the request for payment of the second pre-financing should be submitted. Provided that the progress report on the implementation of the action was submitted and that the Agency is not requesting or waiting for additional information, a second pre-financing payment of 40% of the maximum amount specified in Article I.3 shall be paid as indicated under section 2.1.

2.2.3 Final report (two months after the end of the contractual period)

The Final report will have to be submitted at the latest two months after the end of the contractual period:

- for the projects of a contractual period of 2 years on 14/12/2018;
- for the projects of a contractual period of 3 years on 14/12/2019.

The report forms for the final reporting are available on the website of the Agency⁵ and consist of a narrative and a financial part as follows:

- "Final report on the implementation of the action" (description of the results and achievements, statistics and indicators, table of achieved outcomes, etc.) as specified under Annex V of the Agreement;
- "Summary report for publication"
- "Final Financial Statement and Request for payment" - including the financial tables for each budget heading and the required supporting documents (see sections 3.2 and 3.3 below for the type of supporting documents to be submitted under each budget heading) - as specified under Annex VI of the Agreement;
- Mandatory (Audit) Certificate on the financial statements and underlying accounts ("Report of Factual Findings on the Final Financial Report – Type II") as specified under Annex VII of the Agreement. It is important to select the auditor well in advance in order to avoid delays in submitting the final report. The costs of the audit certificate are eligible costs of the project. A mandatory template for the audit report and engagement letter between the coordinator and the auditor are available in the Guidance Notes⁵ together with the exact role and procedures to be respected by the auditor.

During the course of the evaluation of the Final report, the Agency may request that the beneficiary provides additional supporting documents. In that case, the payment will be suspended, as explained in Article II.24.5 of the Agreement. For ease of reference and assessment, supporting documents should be numbered in conformity with the Final Financial statement.

⁵ The templates can be downloaded in the "Beneficiaries space":
https://encea.ec.europa.eu/erasmus-plus/beneficiaries-space/capacity-building-in-field-higher-education-2016_en

2.3 Amendments to the Agreement

The rules for amendments of grants are set out in the Article II.12 of the Agreement signed with the Agency.

An amendment is an act modifying the grant conditions initially agreed and established in the Agreement. The amendment procedure is initiated via a modification request which most frequently originates from the beneficiary. However, it is not excluded that a modification is made at the initiative of the Agency.

The Agreement may be amended only in writing. Oral arrangements for modifications cannot legally bind the parties.

The beneficiaries should try to limit, as far as possible, the number of requests for amendments and only submit such requests when necessary. Amendments should always be requested before any changes are implemented, and not retroactively.

In order to be admissible the amendment requests must be submitted at least one month before the end of the eligibility period as detailed in the Agreement.

Any amendment, including those aiming at adding or removing a beneficiary, shall not have the purpose or the effect of putting in question the grant award decision (including the eligibility criteria) and/or be contrary to the equal treatment of applicants.

How to proceed?

As soon as changes are envisaged by the Partnership (to the project and/or the partnership composition), the coordinator should contact the Project Officer in charge and ask for his/her advice on the proposed changes.

Depending on the nature of the modification, amendments have to be made following the specific **procedures** explained in the sections 2.3.1, 2.3.2 and 2.3.3 and presented in the summary table below. Any related requests or notifications from the coordinator must be sent to the following email address: EACEA-EPLUS-CBHE-PROJECTS@ec.europa.eu.

The Agency will examine the justification for the modification(s) proposed and will decide whether or not to approve the requested change(s). The modification will enter into force once the Agency has sent a signed letter by email or a notification email to the coordinator. Once the amendment is made, it becomes an integral part of the initial Agreement.

When changes affect the legal commitment and the working modalities defined and endorsed by the partnership in its Partnership Agreement(s), the latter must be amended accordingly and this amendment must be officially endorsed by all the beneficiaries concerned.

Summary table with the different amendments and procedures to be followed

Change of/in	Refer to Section	Amendment Request via	Supporting Documents	EACEA Reply
1. The legal status of the coordinating institution and/or beneficiaries	2.3.1.1	Participant Portal	1-4. Official document proving the change (new statutes, official journal, etc.) attached to the email and uploaded in the Participant Portal	1-3. The Agency sends a scanned letter via email
2. The legal name of the coordinating institution and/or beneficiaries	2.3.1.2	Change via the Participant Portal by the LEAR and notification by email to the Agency from the coordinator	5. Details of the new contact person (name, address, phone number, email)	4. The Agency sends an email
3. The address of the coordinating institution	2.3.1.3	Email	6. Justification	5-6-7. The Agency sends an email
4. The address of a beneficiary (that is not the coordinating institution)	2.3.1.4	Request for an amendment by email from the legal representative of the coordinating institution, or at least with the latter in copy (Cc)	7. New contact details (name, address, phone number, email)	
5. The contact person of the coordinating institution	2.3.2.1	Notification by email from the coordinator	8.	
6. The deadline for submission of reports	2.3.2.2		<ul style="list-style-type: none"> • Explanatory letter from the withdrawing coordinating institution • Explanatory and acceptance letter from the new coordinating institution • Endorsement letter signed by the former and new coordinating inst. • Financial identification form of the new coordinating institution • Revised budget allocation per beneficiary • Revised distribution of tasks • Updated and signed mandates from all beneficiaries • A validated PIC number if applicable 	
7. Contact details of the legal representative of the coordinating institution or of the contact person of the beneficiaries	2.3.4		9. Justification and updated planning of activities	
8. The coordinating institution	2.3.3.1	Exchange of letters	10. Justification, revised budget allocation per beneficiary and budget breakdown table (Annex III)	
9. The eligibility period	2.3.3.2		11. a) Addition of a new beneficiary:	
10. The budget breakdown	2.3.3.3	8-14. Request for an amendment by email with a scanned letter dated and signed by the legal representative of the coordinating institution, including supporting documents	<ul style="list-style-type: none"> • Explanatory letter from the coordinating institution • Explanatory and acceptance letter from the new beneficiary • Revised budget allocation per beneficiary • Revised distribution of tasks • A signed mandate by the new beneficiary • Acceptance letters from all beneficiaries • A validated PIC number 	8-14. The Agency sends a scanned letter via email
11. The partnership composition	2.3.3.4		b) Withdrawal of a beneficiary:	
12. The legal representative of the coordinating institution	2.3.3.5		<ul style="list-style-type: none"> • Explanatory letter from the coordinating institution • Explanatory letter from the withdrawing beneficiary • Revised budget allocation per beneficiary • Revised distribution of tasks • E-mail/letter showing that the partnership has been informed 	
13. The bank account of the coordinating institution	2.3.3.6		12. Official document (official journal, decree, election results)	
14. Major changes to the work programme	2.3.3.7		13. New financial identification form	
			14. New work programme in track changes and justification of the changes	

2.3.1 AMENDMENTS VIA THE EACEA PARTICIPANT PORTAL

The Participant Portal Beneficiary Register is the platform where the LEAR⁶ (Legal Entity Appointed Representative) of each beneficiary organisation registers his/her organisation as well as any changes related to the status and official address of it.

Changes of a beneficiary's organisation data will have to be introduced by the LEAR (or the person with Account Administrative role) together with the supporting documents required⁷ via the "My Organisations" option in the "organisations menu" by using the Unique Registration Facility (URF) hosted in the EACEA Participant Portal under the following link:

<https://ec.europa.eu/education/participants/portal/desktop/en/organisations/register.html>

For technical questions, please address your request to the IT helpdesk:
EC-GMSS-EDUCATION-SUPPORT@ec.europa.eu

Although it is not required to send an amendment request to the Agency for these modifications, the coordinator must inform the Agency by email of the changes introduced via the Participation Portal so as to ensure a better follow-up of the projects.

The following modifications must be made via the Participant Portal.

For the first three types of modifications (2.3.1.1, 2.3.1.2 and, 2.3.1.3), the Agency notification to the coordinator will take the form of an official amendment letter sent via email.

2.3.1.1 Change of the legal status of the coordinating institution and/or beneficiaries

The new legal status of the beneficiary must fulfil all the eligibility and selection criteria originally applied. If the change in status results in a non-fulfilment of the eligibility and/or selection criteria, the Agreement may be terminated.

2.3.1.2 Change of the legal name of the coordinating institution and/or beneficiaries

In certain cases, what appears to be a change of name may in reality be a different change (e.g. new legal entity, transfer of rights and obligations) which may require other supporting documents and a different treatment. In this case the Agency will inform the beneficiary about what documents are needed.

2.3.1.3 Change of the address of the coordinating institution

The change will be accepted by the Agency provided that it is compatible with the eligibility criteria of the call for proposals.

2.3.1.4 Change of the address of a beneficiary (that is not the coordinating institution)

The change will be accepted by the Agency provided that it is compatible with the eligibility criteria of the call for proposals. In this case, the Agency notification of acceptance will take the form of an email addressed to the coordinator and the beneficiary concerned by the change.

⁶ Legal Entity Appointed Representative. It is the person authorised to have access to the Participant Portal on behalf of a legal entity and make any changes related to its legal status, legal address and legal name if needed.

⁷ An updated and duly completed and signed Legal Entity form is available under the following website: http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm together with the related supporting documents.

2.3.2 AMENDMENTS VIA EMAIL

For the following modifications, an amendment request must be sent by email from the legal representative of the coordinator, or at least with the latter in carbon copy (Cc). The Agency notification will take the form of an email.

2.3.2.1 Change of the contact person of the coordinating institution

If it is a letter attached to an email, it should be signed by the legal representative of the coordinator. If it is an email, the legal representative should be at least in carbon copy (Cc) of the email. The email/letter should specify all relevant contact details of the new contact person, i.e. title/full name, department/faculty if relevant, role in the organisation, email, business address, telephone.

2.3.2.2 Change of deadline for submission of reports

A request to change the deadline for the submission of reports (without the extension of the eligibility period) must be submitted before the contractual deadline has been reached (see section 2.2 Reporting obligations/modalities of these Guidelines). This request must be duly justified.

2.3.3 AMENDMENTS VIA AN EXCHANGE OF FORMAL LETTERS

The modification by means of exchange of letters implies that the agreement between the two parties will not be reached by countersigning the very same document but by exchanging two separate documents (letters) via email.

For the following modifications, the coordinator must submit a scanned letter via email to the Agency (amendment request). This letter, which must be signed by the legal representative, must clearly explain the nature of the proposed amendment and the necessary modifications to the Agreement. The Agency notification to the coordinator will take the form of an official letter sent via email.

2.3.3.1 Change of the coordinating institution

This implies a change in the legal liability under the Agreement and can be requested only under the most exceptional circumstances.

- a) When the change refers to the replacement of the coordinating institution by a legal entity which is already a member of the partnership, this change is recorded via an exchange of letters.
- b) When the new coordinating institution is not already a member of the partnership, this change is recorded via an assignment contract. This is a three-party contract to be signed by the former coordinator, the new coordinator and the Agency. All eligibility, selection and award criteria must be still fulfilled at project level before concluding such a contract.

In both cases, the following documents will have to be submitted:

- Explanatory letter from the withdrawing coordinating institution explaining the reasons of their withdrawal from the project.
- Explanatory letter from the new coordinating institution including the acceptance to become the coordinating institution including full contact details of the new coordinator (name, address, phone number, email).
- Endorsement letter signed by the legal representatives of the former and the new coordinating institution:
 - the former coordinating institution which renounces to all its rights and obligations in the context of the Agreement
 - the new coordinating institution which agrees to take over the full responsibility of the Agreement for the entire duration of the eligibility period.
- A financial identification form of the new coordinating institution.

- Revised budget allocation per beneficiary.
- Revised distribution of tasks.
- New mandates indicating the new coordinating institution's details and signed by the legal representative of each beneficiary.
- A validated PIC number in case the coordinating institution is not already a partner of the partnership.

2.3.3.2 Change of the eligibility period

Only under exceptional circumstances, an extension of the eligibility period may be accepted if the Agency considers the extension justified. Extensions must be requested at the latest one month before the end of the eligibility period and only one extension of a maximum of 12 months may be granted during the lifetime of the project.

The extension of the eligibility period will not have an impact on the grant awarded.

A modification of the eligibility period also implies a modification of the deadlines for submission of reports and other documents specified in the Agreement.

The request should clearly outline why the extension is necessary, specify the activities that are affected by delays and the consequences that this will have on the achievement of the objectives. It should include a concrete and detailed plan for the activities during the additional period requested.

2.3.3.3 Change in the budget breakdown

An amendment request relating to an adjustment to the budget breakdown is only necessary when the amount indicated in Annex III of the Agreement for one or more of the budget headings needs to be increased by more than 10%.

In order to request such amendment the coordinator must justify the need for this change and send an updated budget breakdown following the template of Annex III of the Agreement, together with a revised budget allocation per beneficiary. If the Agency accepts this change, an amendment letter including a new Annex III will be sent to the coordinator.

Other provisions on the change of the budget breakdown are set out in section 3.1.2.

If the maximum ceiling set for staff (40%), equipment (30%) and subcontracting (10%) is exceeded as a consequence of the increase of these budget headings by more than 10%, the request for a change in the budget breakdown will not be accepted.

Please note that under no circumstance an amendment to the budget can lead to an increase of the maximum grant amount specified in Article I.3 of the Agreement.

2.3.3.4 Change in the partnership composition

A change in the partnership composition may involve one of the beneficiaries, or the coordinating institution. The latter case is dealt with separately (see modification in section 2.3.3.1) since it also implies a change in the legal accountability under the Agreement.

A change in the partnership composition concerns the addition or withdrawal of one or more beneficiaries.

It needs to be ensured that by removing and/or adding a new beneficiary, all the eligibility and selection criteria (operational and financial capacity) originally applied are still fulfilled. A newly proposed beneficiary should also comply with the exclusion criteria announced in the call for proposals. A new organisation cannot be accepted if all these criteria are not met.

a) The **addition** of a beneficiary requires the following:

- Explanatory letter from the coordinating institution justifying the addition of a beneficiary.
- A letter signed by the new beneficiary including the acceptance to join the partnership and the justification of their role and added value to the project.
- Revised budget allocation per beneficiary.
- Revised distribution of tasks.
- A mandate signed by the legal representative of the new beneficiary.
- Acceptance letters from all the other beneficiaries signed by their legal representative.
- A validated PIC number.

These documents should be forwarded by the coordinator to the Agency with the request for amendment.

b) The **withdrawal** of a beneficiary requires the following:

- Explanatory letter from the coordinating institution justifying the withdrawal of a beneficiary.
- Explanatory letter from the withdrawing beneficiary explaining the reasons of their withdrawal from the project.
- Revised budget allocation per beneficiary.
- Revised distribution of tasks.
- E-mail/letter showing that the partnership has been informed of the withdrawal.

These documents should be forwarded by the coordinator to the Agency with the request for amendment.

If after the removal of a beneficiary – which may or may not be replaced by a new one – the eligibility and/or selection criteria are no longer respected at project level, the Agreement may be terminated.

Please note that a change in the composition of the partnership will imply other changes, e.g. modification of the work programme, the budget, etc. In this case, all these changes will have to be reflected in the same request of amendment with a revision of the relevant annexes.

For the CBHE projects including a Special Mobility Strand a change in the partnership composition may not affect or jeopardize the individual mobility currently being hosted by the concerned beneficiary institution.

The enlargement of the partnership will under no circumstances lead to an increase of the grant awarded.

2.3.3.5 Change of the legal representative of the coordinating institution

The letter notifying the change to the Agency must be signed by the new legal representative and must be accompanied by an official original document (official journal, decree, election results), confirming the capacity of the new legal representative to enter into legal / financial binding commitments on behalf of the beneficiaries.

2.3.3.6 Change of the bank account of the coordinating institution

If the bank account of the coordinator changes, the new bank details need to be communicated to the Agency by filling in the form in the following link:

http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_en.cfm

The form must be signed by the account holder in original and either stamped and signed by the bank concerned or accompanied by a recent bank statement.

2.3.3.7 Major changes to the work programme

An amendment request is only necessary for major changes to the work programme. In this case, the request should include a justification of the changes together with a revised work programme in "track changes" to make clear the changes made between the former and new work programme.

2.3.4 Other minor changes

In addition to the changes leading to an amendment of the Agreement that are presented above, other changes may occur which will not affect the Agreement but will nevertheless require a request to the Agency (by letter or email sent by the legal representative and/or the contact person).

For example, while the change of the legal representative of the coordinating institution, or of the contact person, affects the Agreement and has to be handled via the procedures described above, changes in their contact details (phone number, email address, etc.) just need to be notified in writing to the Agency in order to update its records.

The same applies in case there is a modification to the contact person's details of the beneficiaries.

3. FINANCIAL MANAGEMENT OF THE GRANT

The grant is calculated on the basis of **Actual costs** for the budget headings *Equipment* and *Subcontracting*, and of **Unit Costs** for the budget headings *Staff costs*, *Travel costs* and *Costs of stay*.

This section describes the financial rules for the management of the grant. The first part focuses on the general provisions applicable to the grant. The second part outlines the specific rules applicable to the "Actual costs" and "Unit costs" approaches, whereas the third part is dedicated to the calculation of the final grant.

3.1. General provisions

3.1.1 Supporting documents

Supporting documents (originals) - as specified below under the sections dedicated to each of the budget headings - must be kept by the beneficiaries. Readable copies must be kept by the coordinator with the project documentation and submitted with the Final report and Financial statement when specifically requested. Please note that, if there are doubts on the actual implementation of any particular activity or expenditure, the Agency may request to be provided with the corresponding supporting documents.

The list of supporting documents to be kept by the beneficiaries has been indicated under each budget heading. Please note that in the case of unit costs this list cannot be exhaustive as it depends on the actual outputs of the project and the quality of the documentation provided.

Submitting the required supporting documents is an integral part of the Agreement obligations and failure to submit one or more documents may lead to a request for reimbursement of the corresponding expenses/unit costs contribution.

For all grants, an (Audit) Certificate on the action's financial statements and underlying accounts ("Report of Factual Findings on the Final Financial Report – Type II") must be sent with the Final report and the required supporting documents. Please refer for details to Annex VII of the Agreement and the documentation made available on the website of the Agency.

3.1.2 Budget transfers and flexibility of budget headings

As specified in Article I.8 of the Agreement, the coordinator may, in agreement with the beneficiaries, when carrying out the action, adjust the estimated budget as shown in Annex III by transfers between budget headings, provided that:

- this adjustment of expenditure does not affect the implementation of the action
- the amount indicated in Annex III of the Agreement for one or more of the budget headings is not increased by more than 10 %, and
- the total estimated budget indicated in Article I.3 of the Agreement is not exceeded.

In practice, this means that in the final report, the maximum amount declared under a budget heading can be 110% of the authorised amount as indicated in Annex III of the Agreement for the budget heading in question without prior authorisation required. Please note that this 10% increase flexibility can still be applied even if the authorized amount for the budget heading concerned had already been set at its maximum ceiling (i.e. 40% for staff costs, 30% for equipment costs and 10% for subcontracting costs).

The corresponding increases as well as any significant decrease of expenditure under a given budget heading should however be justifiable with regards to the objectives and overall funding of the project.

For increasing the budget heading by more than 10% please refer to the section 2.3.3.3 under 'Amendment to the Agreement'.

The maximum grant as specified in Article I.3 can never be exceeded.

For those projects that have been awarded a Special Mobility Strand, the budget granted for the implementation of the Special Mobility Strand and the budget granted for the implementation of project activities referred in these Guidelines must be kept separated. Under no circumstances a transfer of funding between the latter and the Special Mobility Strand or vice versa will be allowed.

3.1.3 Payments amongst project beneficiaries and reimbursement procedures

It is the responsibility of the partners to agree the best approach for paying/reimbursing costs incurred on project activities and to define the appropriate modalities. Payment conditions in terms of timing, requirements, form and destination must be formally agreed by the parties concerned in the Partnership Agreement (or any annex complementary to it).

It is recommended that all transfers to project beneficiaries are made via bank transfers and that all the bank statements are kept with the project accounts.

If the institutions have difficulties in receiving transfers from abroad, the use of personal bank accounts can be exceptionally considered. Nevertheless, institutions should take appropriate measures to ensure that such payments are perfectly traceable, identifiable and verifiable until the final recipient. This can include the requirement that each beneficiary concerned delivers a document signed by its legal representative, in which a designated member of staff is allowed to use a personal bank account for the purposes of the project, acting under the supervision of the beneficiary institution. Such a document should be annexed to the Partnership Agreement.

In those cases in which payments are made directly to individuals involved in the project, it is the partnership's responsibility, and more in particular the responsibility of the coordinator and the partner concerned, to decide and agree on the best approach for paying (/reimbursing) their staff/students for the activities implemented in the context of the project. This can concern the reimbursement of travel and subsistence costs as well as the payment of staff costs.

Although payments in cash are definitely not recommended, they may be accepted on the condition that they are perfectly traceable, identifiable and verifiable (e.g. supported by receipts signed by the beneficiary of the payment).

Project partnerships should also be reminded that, in accordance with article II.19.1 of Annex II of the Agreement, in order to be considered eligible costs must "comply with the requirements of applicable tax and social legislation".

3.2 Actual Costs

Financial reporting for budget items based on actual costs (equipment, sub-contracting) will be based on the principle of the expenses actually incurred which will need to be duly documented.

Beneficiaries will have to keep the documentation with the project accounts as specified in each budget heading (see section 3.2.6). In addition, they should in particular ensure in case of control and/or audit visits that the declared costs are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and that they comply with the criteria indicated in Article II.19.1 of the Agreement.

3.2.1 Eligible Costs

As specified in Article II.19.1 of the Agreement, "Eligible costs" of the action are costs actually incurred by the beneficiary which meet the following criteria:

- they are incurred during the eligibility period, with the exception of costs relating to the preparation of the final report and the corresponding supporting documents referred to in Articles II.23.2 and I.4.1;
- they are foreseen and included in Annex III of the Agreement;
- they are incurred in connection with the action as described in Annex I of the Agreement and are necessary for its implementation;
- they are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and determined according to the applicable accounting standards of the country where the beneficiary is established and with the usual cost accounting practices of the beneficiary;
- they comply with the requirements of applicable tax and national legislation;
- they are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.

Additional instructions on the eligible costs of the grant are given under the respective budget headings.

3.2.2 Ineligible Costs

As specified in Articles I.10.4 and II.19.4 of the Agreement the following costs are not considered eligible:

- equipment such as: furniture, motor vehicles of any kind, equipment for research and development purposes, telephones, mobile phones, alarm systems and anti-theft systems;
- costs of premises (purchase, rent, heating, maintenance, repairs etc.); please note that the rent of premises for short events is not concerned;
- costs linked to the purchase of real estate;
- expenses for activities that are not carried out in the project beneficiaries' country (see Annex IV of the Agreement), unless an explicit prior written authorisation has been granted by the Agency;
- depreciation costs;
- return on capital;

- debt and debt service charges;
- provisions for losses or debts;
- interest owed;
- doubtful debts;
- exchange losses;
- costs of transfers from the Agency charged by the bank of a beneficiary;
- costs declared by a beneficiary in the framework of another action receiving a grant financed from the Union budget (including grants awarded by a Member State and financed from the Union budget and grants awarded by other bodies than the Agency for the purpose of implementing the Union budget);
- contributions in kind from third parties;
- excessive or reckless expenditure;
- deductible VAT (see section 3.2.3).

3.2.3 Taxes (VAT, duties and charges)

Any expenditure including VAT, duties and charges (such as customs and import duties) are not eligible unless the coordinator can provide an official document from the competent authorities proving that the corresponding costs cannot be recovered. In any case, taxes and duties have to be treated in accordance with the tax exemption agreement, signed between the European Union and the Partner Country for which the equipment or services are destined.

Upon request, the coordinator can obtain a certificate stating that the acquisition, delivery and installation of equipment and the provision of services in the Partner Countries are exempt from taxes, duties and charges if a Common Framework Agreement (“Financing Agreement” in the case of the Partner Countries in the Western Balkans) has been signed between the European Commission and the Partner Country. This document should normally be sufficient to obtain a tax exemption. However, practice shows that a tax exemption can be difficult to obtain in certain Partner Countries, even if the European Commission has signed agreements with the governments of those Partner Countries.

If necessary, further information and/or assistance can be requested to the National Erasmus+ Offices (Western Balkans, Southern Mediterranean, Eastern Europe, Russia and Central Asia) or to the EU Delegations in the Partner Countries concerned.

The certificate cannot be used to purchase equipment or services exempt from taxes (including VAT) within the European Union. However, equipment purchased within the EU with a view to being immediately exported to Partner Countries in the framework of the Capacity Building Projects may be exempted from taxes (including VAT), duties and charges in accordance with the normal rules.

3.2.4 Exchange rate

The coordinator shall submit the payment requests including the underlying financial statements, in euros.

By way of derogation from Article II.23.4 of the Agreement, any conversion into euro of actual costs incurred in other currencies shall be made by the beneficiary at the monthly accounting rate established by the Commission and published on its website

(http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/inforeuro_en.cfm) applicable:

- on the month of the receipt of the first pre-financing for all costs incurred until the second pre-financing is received and
- on the month of the receipt of the second pre-financing for all costs incurred until the end of the project.

The invoice date will be taken into account to determine the applicable monthly exchange rate.

All coordinators have to respect this rule with regards to the exchange rate to be applied during the project life time. Requests for derogation will not be considered.

As specified in Article II.19.4 of the Agreement, exchange losses are not considered eligible and exchange gains do not need to be reported.

3.2.5 Award of Contracts and Tendering procedure

3.2.5.1 Background

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

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

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

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

3.2.5.2 General Guidance to prepare a tendering procedure

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

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

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

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

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

The following general requirements should also be followed as principles:

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

- Establishment of an evaluation committee

Each tendering procedure must contain at least the following elements:

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

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

3.2.5.3 Specific Guidance to prepare a tendering procedure

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

Information on tendering

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

- participation in the procedure (access to the market)
- contractual conditions
- joint tenders
- subcontracting
- content and period of validity of the tenders
- identification of tenderers (legal capacity and status)
- etc.

Title, purpose and context

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

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

The technical specifications

The technical specifications describe what the beneficiary's institution is going to buy.

The description should be comprehensive, clear and precise. Providing tenderers with the fullest possible information is the only way to avoid possible unequal treatment.

It should include the characteristics and technical requirements of the products, services or materials to be ordered, considering the purpose for which they are intended by beneficiary's institution. These characteristics may include:

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

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

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

Estimate value of the contract

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

Evaluation and award of the contract

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

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

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

3.2.6 Specific rules by budget heading

3.2.6.1 Equipment

This budget heading may be used to support the purchase of equipment on the condition that such equipment is not ineligible (see section 3.2.2) and is directly relevant to the objectives of the project. This could include, for example, (e-)books and periodicals, fax machines, photocopying machines, computers and peripherals (including notebooks/laptops and tablets), software, machines and equipment for teaching purposes, laboratory supplies (teaching purposes), video-projectors (hardware) and video-presentations (software), television sets, installing/setting up of communication lines for internet connection, access to databases (libraries and electronic libraries outside the partnership) and clouds, equipment maintenance, insurance, transport and installation costs.

Considering the particular nature of the Capacity Building action under the Erasmus+ programme, the total purchase cost of the equipment will be taken into account and not the equipment's depreciation (see section 3.2.2). Therefore, equipment costs will be reimbursed on the basis of the eligible costs actually incurred.

Equipment is intended exclusively for the Partner Country Higher Education Institutions (as defined in the Programme Guide) which are included in the partnership where it must be installed as soon as practically possible. Under no circumstances may equipment be purchased for any Programme Country institution/organisation or for non-higher education institutions in the Partner Countries. The equipment must be recorded in the inventory of the institution where it is installed; this institution is the sole owner of the equipment. All equipment purchased with the Erasmus+ CBHE funds must bear an Erasmus+ sticker provided by the Agency.

Equipment should be instrumental to the objectives of the project and should therefore be purchased at the beginning of the project implementation period. The procurement and delivery of equipment to Partner Country institutions is often a rather complex procedure that should be taken into consideration at the planning stage. In addition, as above mentioned, VAT is not considered as an eligible project cost. Therefore, the measures for the exemption should be launched sufficiently in advance to the purchase of the equipment.

Hiring of equipment may be considered eligible only in exceptional and duly justified circumstances, provided that prior written authorisation has been given by the Agency. The costs to be declared can only be those incurred during the eligibility period.

The following costs are not considered eligible: equipment such as furniture, motor vehicles of any kind, equipment for research and development purposes, telephones, mobile phones, alarm systems and anti-theft systems.

In the event of purchase of equipment over €25.000, the provisions set under section 3.2.5 'Award of Contracts' of these Guidelines will apply.

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

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

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

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

Supporting documents:

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

- Invoice(s) and bank statement(s) for all purchased equipment (please note that order forms, pro-forma invoices, quotations or estimates are not considered as proof of expenditure).
- When the threshold of EUR 25.000 is exceeded and below EUR 134.000, documentation on the tendering procedure and three quotations from different suppliers.
- When the threshold of EUR 134.000 is exceeded, documentation on the tendering procedure applied according to national legislation.
- Proof that the equipment is recorded in the inventory of the institution.

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

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

With the exception of the elements described in the shaded box below, **supporting documents should not be sent** with the Final Financial statement. At final reporting stage, the Agency will take note of the expenses on the basis of the final financial statements (list of expenses) sent by the coordinator (see Annex VI of the Agreement - "Final Financial statement") and will examine these expenses in detail to

verify their eligibility. If there are doubts on any particular point, the Agency may request to provide all the supporting documents.

The following documents must be provided with the Final Financial statement:

For equipment with a total value of more than EUR 25.000, a copy (not original) of the invoice(s) and the competitive offers must be sent as supporting documents.

Any prior authorisation from the Agency

3.2.6.2 Subcontracting

Subcontracting refers to the implementation of specific tasks being part of the action, by a third party, to which a service contract has been awarded by one or several beneficiaries. Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves. It includes self-employed / free-lance experts. Sub-contracting to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Sub-contracting for project-management related tasks is therefore not eligible.

Subcontracting costs for the maintenance of any equipment purchased for the project may be included under the budget heading Equipment.

Subcontracting costs will be reimbursed on the basis of the eligible costs actually incurred (actual costs) (see section 3.2).

Typical activities which may be sub-contracted (provided they are not carried out by beneficiaries' staff) are:

- Evaluation activities and auditing (Certificate on the Financial Statement)
- IT courses
- Language courses
- Printing, publishing and dissemination activities
- Translation services
- Web design and maintenance
- Logistic support for the organisation of events
- Etc.

In order to prevent double funding by the grant, catering and hospitality costs (e.g. during project events) for participants receiving Costs of Stay cannot be covered by subcontracting. Under no circumstances should these costs be charged to the project twice.

In all cases, tasks to be subcontracted must have been identified in the proposal (based on relevant supporting information, along with clear reasons as to why the task cannot be carried out by the beneficiaries) and the estimated amount entered in the budget. Sub-contracting initially not foreseen in the budget will need prior written authorisation from the Agency during project implementation.

In the event of subcontracting over €25.000, the provisions set under section 3.2.5 'Award of Contracts' will apply.

Subcontracting must be done on the basis of a contract, which should describe the specific task being carried out and its duration. It must include a date, project number and the signature of both parties. Beneficiaries and their staff members are not allowed to operate in a subcontracting capacity for the project.

The actual travel costs and costs of stay related to subcontracted service providers have to be declared under the subcontracting budget heading and be justified and documented.

The total expenses for Subcontracting may not exceed 10% of the maximum grant as specified in Article I.3 of the Agreement, without taking into account the 10% flexibility as referred in section 3.1.2.

Supporting documents:

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

- Invoices, subcontracts and bank statements.
- In the case of travel activities of subcontracted service provider, copies of travel tickets, boarding passes, invoices and receipts, or for car travel a copy of the internal regulations on the reimbursement rate per km. The aim of the supporting documentation is to demonstrate that the activities took place.
- When the threshold of EUR 25.000 is exceeded and below EUR 134.000, documentation on the tendering procedure and three quotations from different suppliers.
- When the threshold of EUR 134.000 is exceeded, documentation on the tendering procedure applied according to national legislation.
- Tangible outputs/products

In addition, the declared costs must be identifiable and verifiable, in particular being recorded in the accounting system of the beneficiary.

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

The **following documents must be provided** with the Final Financial statement:

When the total value of the subcontract amounts to more than EUR 25.000, the copies (not original) of the subcontract, the invoice and the competitive offers must be sent as supporting documents.

Any prior authorisation from the Agency

3.3 Unit Costs

Financial reporting for budget items based on unit costs (contribution to staff costs, travel costs and costs of stay) will be based on the principle of the "triggering event". Beneficiaries will have to **prove that the activities have been actually and properly implemented and/or that the expected output(s) have been produced** but they will **not have to justify the level of spending**. As a consequence, beneficiaries will have flexibility in the way they manage the funds awarded to cover the expenses necessary for the implementation of the activities concerned. These activities must be implemented during the eligibility period set out in the Agreement.

A unit cost is a fixed contribution which is multiplied by the specific number of units to cover the costs linked to the implementation of a specific activity or task. The unit costs to be applied are those defined in Annex I of these Guidelines, and they cannot be modified neither fractioned.

The beneficiaries will have to keep the documentation with the project accounts as specified below under the sections dedicated to each budget heading. In addition, in case of control and/or audit visits, they must ensure that the declared unit costs are supported with sufficient proof demonstrating that the activities have been implemented and/or the output(s) produced as expected.

The Agency reserves the right to re-evaluate the justification provided if the declared activities or outputs are questionable. If the activity (/output) is not accepted (e.g. because it is not supported by concrete and acceptable evidences, because it is not eligible or because it does not correspond to what was proposed in the project application) no corresponding unit costs will be granted.

For example:

- travel activity for teaching purposes but the teaching activity is not sufficiently documented (e.g. with presence or participation lists, or with a certificate of attendance)
- staff costs for the elaboration of a manual which is not backed up by the presence of an appropriate result or where copyrights have not been respected or where the content of the manual does not correspond to what was proposed in the grant application.

In practice, the additionally required proof in case of a control or audit visit should be limited to the reassurance that the declared unit costs are related to the successful realisation of an eligible project activity or output.

In cases of non-implementation of a project activity due to "force majeure"⁸ reason, duly justified and approved by the Agency in a case-by-case approach, the reimbursement of incurred costs would be made in line with the applicable unit cost.

3.3.1 Specific rules by budget heading

3.3.1.1 Staff Costs

This budget heading contributes to the cost of staff* for all beneficiaries when they are performing tasks which are directly necessary to the achievement of the objectives of the project. These costs are supported on the basis of unit costs (see section 3.3).

** The existence of a formal contractual relationship between the employee and the beneficiary institutions is required. The employee must be part of the payroll system of the beneficiary institution.*

Salaries of non-permanent staff (e.g. staff specifically recruited for the project and/or not appearing in the payroll system) may be charged to the project if the individual concerned fulfils all these conditions:

- works exclusively for the beneficiary during the period covered by his/her contract;
- is submitted to the same rights and obligations for what concerns his/her working conditions than normal staff under the payroll;
- is under a clear and direct subordination and supervision of the beneficiary concerned.

In case of doubt, projects are highly advised to consult the Agency and to obtain a formal confirmation from it.

The unit costs to be applied for Staff costs are those defined in the table in Annex I of these Guidelines and take into account these variables: the type of staff category, the country in which the staff member is employed, and the number of days worked for the project. Each unit cost corresponds to an amount in Euro per working day per staff.

The applicable staff categories to be applied are the following:

- **Managers (including legislators, senior officials and managers)** carry out top managerial activities related to the administration and coordination of project activities.
- **Researchers, teachers and trainers (RTT)** typically carry out academic activities related to curriculum/training programme development, development and adaptation of teaching/training materials, preparation and teaching of courses or trainings.

⁸ Please refer to Art. II.14 of the Grant Agreement.

- **Technical staff** (including technicians and associate professionals) carries out technical tasks such as book-keeping, accountancy, in-house translation activities.
- **Administrative staff** (including office and customer service clerks) carries out administrative tasks such as secretarial duties. Students can work for the project and can be considered as administrative staff, provided that they have signed a work contract with a consortium beneficiary institution.

The Staff category to be applied will depend on the work to be performed in the project and not on the status or title of the individual. Staff carrying out an administrative task should be reported under the category "Administrative staff".

The unit cost to be applied is the one corresponding to the country in which the staff member is employed, independently of where the tasks will be executed (i.e. a staff member of an organisation of country A working (partly) in country B will be considered for the unit costs under country A).

Example:

A staff employed in Lithuania performing a teaching activity for 3 days in the project will be entitled to claim a total of 222 Euro, corresponding to 3 unit costs of 74 Euro.

The calculation of the grant is based exclusively on the application of the unit costs and is independent from the actual remuneration of the staff involved. Actual remuneration modalities of staff involved in the project will be defined jointly by the participating organisations, endorsed by the managers responsible for their employment, and will be part of the Partnership Agreement signed between the beneficiaries at the beginning of the project.

The grant for Staff costs is calculated by multiplying the unit cost (corresponding to the applicable category of country and staff) by the total number of days spent on the implementation of the project per staff member. One working day is defined according to the applicable national legislation.

In principle, declared working days per individual should not exceed 20 days per month or 240 days per year.

The contribution to Staff may not exceed 40% of the maximum grant as specified in Article I.3 of the Agreement, without taking into account the 10% flexibility as referred in section 3.1.2.

Supporting Documents

Beneficiaries do not need to justify the level of spending. For activities funded with unit costs, the supporting documents will have to demonstrate that the volume and/or the nature of the activities actually implemented, justify the number of unit costs charged to the grant.

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

- The existence of a formal contractual relationship⁹ between the employee and the employer. Furthermore, for non-permanent staff and/or not appearing in the payroll system, the beneficiary must be able to demonstrate that the conditions defined under the second paragraph of section 3.3.1.1. have been fulfilled.
- A duly filled-in Staff Convention (Annex II of these Guidelines) for each person employed by the project. The convention must be signed by the person performing the activity then countersigned and stamped by the person responsible (e.g. rector, dean) in the institution that

⁹ Normally only the persons employed by the beneficiary institutions can receive "Staff costs" paid from the grant contribution. At final reporting stage, for the purpose of any evaluation and/or audit, the beneficiary institution may be asked to prove the employment status of the person/s concerned and to demonstrate its compliance with the beneficiary institutions/countries practice/social legislation.

employed this person. For staff performing different categories of tasks a separate convention must be signed for each type of activity.

- Time-sheets have to be attached to each staff convention. They must be signed by the person concerned and countersigned by the person responsible in the institution that employed this person. They must indicate the following:
 - the project reference
 - the name of the person performing the tasks, his/her position and the staff category
 - the institution and the country where the person is employed
 - the number of days worked for the corresponding month and year
 - the description of the tasks performed, the outputs produced and the related work package.
- Any material evidence allowing to verify that the declared workloads correspond to actual activities/outputs (e.g. attendance lists for lectures given, tangible outputs / products, salary slips, etc.).

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

For staff costs calculated by the application of unit costs, it is not necessary to provide justifications to prove the level of expenses. Therefore, no supporting documents regarding hourly/daily/monthly rates have to be provided.

At this stage, the actual contribution of the EU will be re-calculated globally for the overall project, using the unit cost approach, on the basis of the actual human resources mobilised and the activities actually and properly implemented.

The **following documents must be provided** with the Final Financial statement:

Any prior authorisation from the Agency

3.3.1.2 Travel costs and Costs of Stay

Please note that specific rules for the Special Mobility Strand are defined in separate Guidelines

This budget heading contributes to the costs of travel and stay for staff* and students participating in activities directly related to the achievement of the project. These costs are covered on the basis of unit costs (see section 3.3).

** The existence of a formal contractual relationship between the employee and the beneficiary institutions is required in order to participate to any travel.*

The unit costs to be applied are those defined in Annex I of these Guidelines and are calculated taking into account the following variables: the travel distance (for travel costs) and the duration in days (for costs of stay).

Prior written authorisation from the Agency is required for activities and their corresponding travel costs and costs of stay which are not taking place in or between countries represented in the partnership.

Staff

Any category of staff (e.g. managers, RTT, technical and administrative staff) under official contract with the beneficiary institutions and involved in the project may benefit from financial support for travel and subsistence provided it is directly necessary to the achievement of the objectives of the project.

Please note that the travel costs and costs of stay related to subcontracted service provider: declared under the sub-contracting budget heading and be justified and documented accordingly

Travels are intended for the following activities:

Activities	Duration	Location of activity	Staff from PC-to PC	Staff from PC-to PgC	Staff from PgC-to PC	Staff from PgC-to PgC
Teaching / training assignments	Max. 3 months	Activities must take place in project beneficiaries' countries unless explicit prior written authorisation from the Agency	X	X	X	X
Training and retraining purposes			X	X	Not eligible	
Updating programmes and courses			X	X	X	X
Practical placements in companies, industries and institutions			X	X	Not eligible	
Project management related meetings			X	X	X	X
Workshops and visits for result dissemination purposes ¹⁰			X	X	X	X

PC = Partner Country

PgC = Programme Country

Except in the case of existence of a national law which states the contrary, beneficiary institutions should not suspend payment of normal salaries to their staff during time spent travelling within the framework of the project.

Prior written authorisation from the Agency is required if the staff concerned intends to carry out activities not described above.

Students

Students (at undergraduate, graduate, post graduate and doctoral level) registered in one of the beneficiary institutions may benefit from a financial support for travel and subsistence provided it supports the achievement of the project objectives. Travels for students must take place in or under the supervision of a beneficiary organisation (e.g. in case of placement in an organisation that is not a beneficiary).

Student mobility must be targeted mainly at Partner Country students and intended for the following activities:

¹⁰ The main target groups of dissemination activities should be in the Partner countries. In order to reach as many target groups as possible the activities should take place in project beneficiaries' partner countries. However, it is not excluded that some dissemination is carried out in the Programme countries. For this last case prior written authorisation from the Agency is required.

Activities	Duration	Location of activity	Student from PC- to PC	Student from PC-to PgC	Student from PgC-to PC	Student from PgC- to PgC
Study period	Min. 2 weeks - Max. 3 months	Activities must take place in or under the supervision of a beneficiary organisation	X	X	X	Not eligible
Participation in intensive courses ¹¹			X	X	X	X
Practical placements, internships in companies, industries or institutions			X	X	X	Not eligible
Participation in short term activities linked to the management of the project (steering committees, coordination meetings, quality control activities, etc.).	Max. 1 week		X	X	X	X

PC = Partner Country

PgC = Programme Country

Students participating in short term activities linked to the management of the project may claim Costs of Stay corresponding to staff (for max. 1 week).

Prior written authorisation from the Agency is required if the student concerned intends to carry out activities not described above.

Supporting documents:

Beneficiaries do not need to justify the level of spending. For activities funded with unit costs, the supporting documents will have to demonstrate that the volume and/or the nature of the activities actually implemented, justify the number of unit costs charged to the grant.

For the purpose of any **financial evaluation and/or audit**, beneficiaries will have to be able to justify/prove the following elements:

- The journeys actually took place.
- The journeys are connected to specific and clearly identifiable project-related activities.

The following supporting documents must be retained with the project accounts:

- A duly filled-in Individual Travel Report (Annex III of these Guidelines). Supporting documentation will have to be attached to each travel report in order to demonstrate the fact that the travel and the activity actually took place (e.g. travel tickets, boarding passes with points of departure and destination, dates and name of the person travelling, invoices, receipts, proof of attendance in meetings and/or events, agendas, tangible outputs/products, minutes of meetings). It will not be necessary to prove the actual cost of the travel.

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

¹¹ An intensive course for a short-term duration brings together students and teaching staff from participating higher education institutions. An intensive course must be directly linked to the overall project objectives and must mainly target Partner Country students.

The following documents must be provided with the Final Financial statement:

Any prior authorisation from the Agency

At this stage, the actual contribution of the EU will be re-calculated globally for the overall project, using the unit cost approach, on the basis of the actual journeys carried out. The EU contribution to the travels and costs of stay will not exceed 110% of the absolute amount indicated in Annex III of the Agreement or any subsequent amendments of it.

3.3.1.2.1 Specific rules for Travel Costs

The grant contributes to the travel of staff and students involved in the project, from their place of origin (home institution within the partnership) to the venue of the activity and return (including visa fee and related obligatory insurance, travel insurance and cancellation costs if justified). Financial support will be provided only for travels that are directly related to the achievement of the objectives of the project. Activities and related travels must be carried out in the project beneficiaries' countries. Any exception to this rule must be authorised by the Agency. For the detailed list of eligible activities see section 3.3.1.2.

Please note that the unit costs for travel also cover cancellation costs. Therefore, it is strongly recommended to purchase travel tickets including cancellation insurance. Except for cases of *force majeure*¹² or exceptional and duly justified cases, only unit costs for travel which actually took place can be reported and charged to the project. Prior written authorisation from the Agency is required in these cases.

The grant contribution to the travel includes visa fees. Nevertheless, if a travel of more than 100 km is necessary in order to obtain a visa, unit costs for the corresponding travel and related costs of stay can be claimed.

For each participant, the grant is calculated by applying for each travel the unit cost corresponding to the applicable distance band. Each unit cost corresponds to a fixed amount in Euro per travel per person.

In order to apply the correct unit cost, the beneficiary must identify the travel distance of a one-way travel (from their place of origin - home institution within the partnership - to the venue of the activity) using the distance calculator supported by the European Commission (http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm). The travel distance identified will be used to calculate the corresponding unit cost. Each unit cost applied will contribute to the costs of travel for the round trip, regardless of the expenses actually incurred.

Example:

If a person from Madrid (Spain) is taking part in an activity in Rome (Italy), the beneficiary will calculate the distance from Madrid to Rome using the distance calculator (1365,28 Km), then apply the unit cost for the corresponding distance band, i.e. 500/1999 Km. This unit cost will be a fixed contribution of 275 Euro that will cover the costs of travel from Madrid to Rome and return.

If the place of departure is different from the place of the home institution, a prior authorisation from the Agency is needed.

In the context of a circular travel (e.g.: a participant leaves his/her place of departure A in order to participate in a project activity in another location B, and then leaves B to participate immediately in a second project activity in a third location C, before returning directly to his/her place of departure A), the grant contribution to the travel costs will be calculated with the sum of:

- The unit cost amount corresponding to the distance band from A to B
- +
- The unit cost amount corresponding to the distance band from B to C

¹² Please refer to Art. II.14 of the Grant Agreement.

In case of circular travel, the final travel (in order for the participant to return to his/her origin departure) is never taken into account for the calculation of the grant contribution to the t This is due to the fact that the unit cost amounts used for calculating the grant contribution covering return trips.

Please note that the notion of circular travel implies a project activity in each destination an apply to air travels with stopover(s).

No financial contribution will be granted for travels of less than 100 km.

The calculation of the grant is based exclusively on the application of unit costs and is independent from the actual costs incurred for the travel. The unit cost amounts defined to cover staff and students travel costs will be used for determining the final eligible grant resulting from the analysis of the final report. However, for the implementation of the activities during the eligibility period specified in the Agreement, beneficiaries are free to define their own modalities for the reimbursement of the travel costs incurred by their staff/students.

3.3.1.2.2 Specific rules for Costs of Stay

Costs of stay can be reported for staff or students involved in the project for activities taking place outside the city of the participant's home institution. These costs contribute to the subsistence, accommodation, local and public transport such as bus and taxi, personal or optional health insurance. Financial support will be provided only for costs of stay that are directly related to the achievement of the objectives of the project. Activities must be carried out in the project beneficiaries' countries. Any exception to this rule must be authorised by the Agency. For the detailed list of eligible activities see section 3.3.1.2.

Unit costs to be applied for **staff** are different from unit costs for **students**:

- For each **staff**, the grant is calculated by applying the unit cost corresponding to the applicable duration of the activities (in days), up to the 14th day of activity / between the 15th and 60th day / between the 61st day and up to 3 months. Each unit cost corresponds to a fixed amount in Euro per day per participant.
- For each **student** the grant is calculated by applying the unit cost corresponding to the applicable duration of the activities (in days), up to the 14th day of activity / between the 15th and 60th day. Each unit cost corresponds to a fixed amount in Euro per day per participant.

In order to apply the correct unit cost, the beneficiary must identify the duration in days of the activity (including the travel from their place of origin to the venue of the activity and vice-versa)¹³ and apply the corresponding unit costs as defined in Annex I of these Guidelines. Each unit cost applied will contribute to the costs of stay regardless of the expenses actually incurred.

Examples:

If a staff from Paris (France) is taking part in an activity in Brussels (Belgium) during 2 days, the beneficiary will apply 2 unit costs of 120 Euros each, for a total of 240 Euros.

If a staff from Paris (France) is taking part in an activity in Brussels (Belgium) during 20 days, the beneficiary will apply 14 unit costs of 120 Euros each + 6 unit costs of 70 Euros each for a total of 2.100 Euros.

If a student from Paris (France) is taking part in an activity in Berlin (Germany) during 2 days, the beneficiary will apply 2 unit costs of 55 Euros each, for a total of 110 Euros.

If a student from Paris (France) is taking part in an activity in Berlin (Germany) during 22 days, the beneficiary will apply 14 unit costs of 55 Euros each and 8 unit costs of 40 Euros each, for a total of 1.090 Euros.

¹³ Independently of the time of departure or arrival.

Although no financial contribution will be granted for travels of less than 100 km, the corresponding costs of stay are eligible.

The calculation of the grant is based exclusively on the application of the unit costs and is independent from the actual costs incurred for the stay. The unit costs amounts defined to cover staff and students costs of stay will be used for determining the final eligible grant resulting from the analysis of the final report. However, for the implementation of the activities during the grant agreement period, beneficiaries are free to define their own modalities for the reimbursement of the costs of stay incurred by their staff/students.

3.4 Overview of supporting documents per budget heading

Reimbursement basis	Budget Headings	Documents to retain with project accounts	Documents to be sent with the Final report
ACTUAL COSTS	<i>Equipment</i>	<ul style="list-style-type: none"> ▪ Invoices ▪ Bank statements ▪ Tendering procedure for expenses exceeding 25.000€ ▪ Proof that the equipment is recorded in the inventory of the institution 	<ul style="list-style-type: none"> ▪ Invoices and three quotations from different suppliers for expenses exceeding 25.000€ ▪ Any prior authorisation from the Agency
	<i>Subcontracting</i>	<ul style="list-style-type: none"> ▪ Subcontracts ▪ Invoices ▪ Bank statements ▪ Tendering procedure for expenses exceeding 25.000€ ▪ Tangible outputs/products* 	<ul style="list-style-type: none"> ▪ Subcontracts, invoices and three quotations from different suppliers for expenses exceeding 25.000€ ▪ Any prior authorisation from the Agency
UNIT COSTS	<i>Staff</i>	<ul style="list-style-type: none"> ▪ Formal employment contract ▪ Staff convention ▪ Time sheets ▪ Salary slips* ▪ Agendas* ▪ Attendance / Participant lists* ▪ Tangible outputs/products* ▪ Minutes of meetings* 	<ul style="list-style-type: none"> ▪ No supporting documents should be sent with the Final report, except for any prior authorisation from the Agency
	<i>Travel and Costs of Stay</i>	<ul style="list-style-type: none"> ▪ Individual Travel Report (ITR) ▪ Invoices, receipts, boarding passes* ▪ Agendas* ▪ Attendance / Participant lists* ▪ Tangible outputs/products* ▪ Minutes of meetings* 	<ul style="list-style-type: none"> ▪ No supporting documents should be sent with the Final report, except for any prior authorisation from the Agency
<p>For all grants, a Certificate on the financial statements and underlying accounts ("Report of Factual Findings on the Final Financial Report – Type II") must be sent with the Final report (see Annex VII of the Agreement).</p>			

** Examples of supporting documents. Please note that in the case of unit costs this list cannot be exhaustive as it depends on the actual outputs of the project and the quality of the documentation provided. As a general rule, please keep all possible results to be able to show-case your activities.*

3.5 Final Grant

3.5.1 Calculation of the Final Grant

The grant may not exceed the maximum amount authorised in the Agreement (Article I.3 and Article II.25.2) and the beneficiaries may not, in any circumstance, make a profit from it (Article II.25.3).

The amount of the final grant will be determined following examination of the final financial statements and the related verification of the eligibility of the activities implemented and declared expenses. Declared unit costs/expenses that will be identified as ineligible in line with the provisions of the Agreement will be deducted from the total amount declared.

The analysis of the Final Financial Statement may lead to a request for reimbursement of a certain amount. If the beneficiary has to reimburse, a recovery order will be issued by the Agency for the Agreement in question. The financial analysis of this report will be explained to the beneficiary in a settlement letter.

Approval of the final grant and of the accompanying documents shall not imply recognition of the regularity or of the authenticity, completeness and correctness of the declarations and information it contains as specified in Article II.24.4 of the Agreement. This can be subject of further control and audits visits as described below.

The amount of the balance shall be determined by deducting from the final amount of the grant, the total amount of pre-financing(s) already made.

3.5.2 Penalties related to the implementation of the action

3.5.2.1 Penalties in the case of non-compliance with publicity obligations

According to Article I.10.10 of the Agreement, the obligation to comply with the publicity provisions constitutes a substantial obligation. Without prejudice to the right to terminate the grant, in case of failure to fulfil this obligation, the Agency may apply a 20% reduction of the grant initially provided for.

3.5.2.2 Penalties in the case of poor, partial or late implementation of the action

According to Article I.10.6 of the Agreement, the Agency may reduce the grant initially provided if the action is implemented poorly, partially or late.

Such penalties shall be applied in case the final technical report provides evidence that the project implementation was not addressed with the required attention and according to the terms laid down in the Agreement.

The final report and the outputs produced by the project (publications, conference papers, presentations etc.), will be assessed using a common set of quality criteria based on the same evaluation criteria and the same scoring scale as those used application stage: relevance (maximum 30 points); quality of the project (design and) implementation (maximum 30 points); quality of the project team and cooperation arrangements (maximum 20 points); and impact and sustainability (maximum 20 points).

The score will vary from 0 to 100, where 0 is the lower mark and 100 the highest.

Where the rating falls between 0 and 50, a reduction of the EU grant initially provided to the partnership will be implemented according to the following scale:

- 25% reduction if the final report scores at least 40 points and below 50 points;
- 35% reduction if final report scores at least 30 points and below 40 points;
- 55% reduction if the final report scores at least 20 points and below 30 points;
- 75% reduction if the final report scores below 20 points.

The coordinator will have the possibility to react to the first evaluation of the final report and to provide supplementary information on the project implementation. In case the additional information will be deemed insufficient to illustrate a sound and objective oriented project implementation, the above mentioned penalties will be applied.

Project coordinators will be informed about their project performance assessment and their compliance with the publicity obligations also after submission of progress report. The information provided at progress report stage will allow beneficiaries to improve their project performance and/or their compliance with the visibility requirements. In addition and in case of negative results after a monitoring visit, beneficiaries might be informed on an ad hoc basis of serious weaknesses in their implementation.

4. PROJECT SUPERVISION, MONITORING AND SUPPORT

All CBHE projects will be the object of continuous monitoring and supervision by the Agency and, where applicable, other authorised organisations (e.g. National Agencies in the Programme Countries, National Erasmus+ Offices in the Partner Countries from regions 1, 2, 3, 4 and 7, EU Delegations in the Partner Countries and any other organisations/individuals authorised to do so on behalf of the European Commission / Agency).

The purpose of this monitoring process is to:

- ensure that the projects are achieving their objectives in accordance with the work programme presented in their grant application as well as with the Erasmus+ CBHE rules and regulations defined in the Grant Agreement signed with the Agency;
- assist the project for any advice or support it may need during its implementation phase and beyond; this advice can concern the CBHE regulations, the internal management of the project and/or the partnership, the difficulties or constraints encountered at local level in the Partner Country(/ies) concerned, etc.;
- contribute to the visibility and dissemination of the project in the context of Erasmus+ promotion events or publications.

In this context, the monitoring exercise aims at tracking and reviewing the progress and the performance of CBHE projects with a view on the one hand to prevent difficulties and obstacles linked to their implementation that may impact negatively their outputs and sustainability, and on the other hand to support its promotion and dissemination efforts.

The monitoring and supervision procedures applied to individual projects will take various forms as explained below and will vary in accordance with the different phases of the project (i.e. preparation, development, implementation, dissemination and sustainability) as well as with the specific situation of the project in terms of risk-assessment.

Although most of the project monitoring activities will take place during the project implementation phase - contractual period-, the Agency will also monitor the impact and long-term sustainability of the projects after the end of their funding period.

These monitoring activities will be implemented (/supervised) by the EACEA Project Officer in charge of the project.

In order to take full benefit of the Agency supervision, projects are invited to communicate in advance to their Project Officer any particular activity or result that may be used by the Agency for dissemination purposes (e.g. outreaching event, project publication, etc.)

4.1 Desk Monitoring

Desk monitoring refers to the supervision and follow-up of the project progress through the analysis of reports and the exchange of correspondence between the Agency's Project Officer and the project Coordinator.

In accordance with the requirement specified in the Grant Agreement, each CBHE project will have to submit two reports to the Agency, one at mid-term and the second at the end of the contractual period (see section 2.2).

In order to ensure that the content of these reports provides an accurate and comprehensive view on all the dimensions of the project implementation (i.e. administrative, financial, academic, etc.) it is important that they are completed in full transparency and with the active contribution of all the consortium beneficiaries. This is particularly relevant for the organisations from the Partner Countries who are the direct beneficiaries of the project results and on whom the project will have to demonstrate its long lasting impact.

In addition to the mandatory reports referred to above and in accordance with the result of its risk-assessment, the Agency may request additional reports on activities and/or expenditure with the objective to strengthen its supervision of individual projects and to ascertain that these projects are progressing in accordance with the Erasmus+ CBHE requirements and objectives.

If an additional report is requested by the Agency, the project coordinator will be given a period of two to six weeks to submit it (depending on the volume and complexity of the information to be provided).

4.2 Field Monitoring

Field monitoring activities are implemented through direct meetings between the Agency (or any of the parties specified in the introduction of section 4) and representatives from the CBHE partnership. Ideally, field monitoring visits will take place:

- at the time of a consortium meeting so as to involve all (/most of) the beneficiaries;
- at the premises of one of the project beneficiaries (preferably from one of the Partner Countries represented in the consortium) in order to meet the university staff (and if applicable, students) involved in the project, to visit the premises and, where applicable, to verify the presence and usage of the equipment purchased with the project grant.

However, this is not always possible and as a result, the field monitoring can also take place:

- in the premises of another organisation (e.g. during a conference or event involving the project beneficiaries, in the EU Delegation, in the Agency, etc.);
- involve only the coordinator and/or some of the project beneficiaries;
- "virtually" through a video conference between the Agency and the partnership.

Please note that in accordance with Article 1.10.7 of the Agreement, the coordinator and other projects representatives can be invited to ad hoc meetings organised by the Agency in order to address general or specific issues related to the implementation of the project. The costs for participating in these meetings will have to be covered by the project grant.

Field monitoring visits to organisations in the Partner Countries are particularly important in order to evaluate the impact of the project in these countries and to assess the sustainability prospects of the project outcomes. These visits provide an opportunity to ensure sound and effective management of the CBHE funds and at the same time provide an increased visibility of the EU support in the target country(/ies).

In regions 1, 2, 3, 4 and 7 National Erasmus+ Offices (NEOs) will be responsible for implementing field monitoring visits (with or without the participation of the Agency) to the organisations of their countries involved in CBHE projects. In other regions, these visits will be implemented by the Agency (where applicable, with the support of the EU Delegation).

Implementation of Field Monitoring activities

1. With a view to be able to plan well in advance a possible monitoring visit, the coordinator shall inform its Project Officer in the Agency of the project timetable for organising its consortium

meetings. In addition it will communicate the exact dates of the following meeting at least 6 weeks in advance of this date.

2. Unless already arranged in the context of point 1 above, the Agency (or the National Erasmus+ Office) will inform the project coordinator and the local institution to be visited, about a planned monitoring visit/meeting at least 6 weeks in advance of the visit/meeting date.
3. The conclusions/findings/recommendations/action plan resulting from a field monitoring visit/meeting will be the object of a comprehensive written feedback drafted by the Agency and sent to the project consortium (via its coordinator) and the other parties concerned (i.e. NEO, EU Delegation, etc.).

4.3 Checks and Audits

According to Article II.27 of the Agreement, the Agency and/or the Commission may carry out technical and financial checks and audits in relation to the use of the grant. Information and documents provided in the framework of checks or audits shall be treated on a confidential basis.

Checks, audits or evaluations made by the Agency and/or the Commission may be carried out either directly by its own staff or by any other outside body authorised to do so on its behalf.

Such checks, audits or evaluations may be initiated during the implementation of the Agreement and for a period of five years starting from the date of payment of the balance. The check, audit or evaluation procedure shall be deemed to be initiated on the date of receipt of the letter of the Agency or the Commission announcing it.

ANNEXES

ANNEX I UNIT COSTS FOR STAFF, TRAVEL AND COSTS OF STAY

Unit costs to be applied for Staff costs, Travel costs and Costs of stay (rules described in section 3.3.1 of these Guidelines).

ANNEX II STAFF CONVENTION

A Staff Convention to be filled in for each person employed by the project and to be retained with the project accounts (rules described in section 3.3.1.1 of these Guidelines).

ANNEX III INDIVIDUAL TRAVEL REPORT

An Individual Travel Report to be filled in by each participant and to be retained with the project accounts (rules described in section 3.3.1.2 of these Guidelines).

UNIT COSTS FOR STAFF
PROGRAMME COUNTRIES

	Manager	Teacher/ Trainer /Researcher	Technician	Administrative staff ¹
<i>AMOUNTS IN EURO PER DAY</i>				
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway	294	241	190	157
Belgium, Germany, France, Italy, Finland, United Kingdom, Iceland	280	214	162	131
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	164	137	102	78
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia, former Yugoslav Republic of Macedonia, Turkey	88	74	55	39

PARTNER COUNTRIES

	Manager	Teacher/ Trainer /Researcher	Technician	Administrative staff ¹
<i>AMOUNTS IN EURO PER DAY</i>				
Israel	166	132	102	92
Albania, Angola, Antigua and Barbuda, Argentina, Barbados, Bosnia and Herzegovina, Brazil, Chile, Colombia, Comoros, Cook Islands, Dominica, Gabon, Grenada, Ivory Coast, Kosovo ² , Lebanon, Libya, Mexico, Montenegro, Nigeria, Peru, Saint Kitts And Nevis, Saint Lucia, Saint Vincent And the Grenadines, Sao Tome and Principe, Serbia, Seychelles, Thailand, Territory of Ukraine as recognised by international law, Uruguay, Venezuela, Zambia, Zimbabwe	108	80	57	45
Afghanistan, Azerbaijan, Bahamas, Bolivia, Burkina Faso, Cameroon, China, Congo, Costa Rica, Djibouti, Dominican Republic, Ecuador, El Salvador, Georgia, Guatemala, Guinea-Bissau, Haiti, Iran, Iraq, Jamaica, Jordan, Kazakhstan, Kenya, Micronesia, Morocco, Mozambique, Namibia, Palestine ³ , Panama, Papua New Guinea, Paraguay, Senegal, South Africa, Surinam, Swaziland, Territory of Russia as recognised by international law, Trinidad and Tobago, Vanuatu	77	57	40	32
Algeria, Armenia, Bangladesh, Belarus, Belize, Benin, Bhutan, Botswana, Myanmar, Burundi, Cambodia, Cape Verde, Central African Republic, Chad, Congo – Democratic Republic of the-, Cuba, Korea, Egypt, Eritrea, Ethiopia, Equatorial Guinea, Fiji Island, Gambia, Ghana, Guinea, Guyana, Honduras, India, Indonesia, Kiribati, Kyrgyzstan, Laos, Lesotho, Liberia, Madagascar, Malawi, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Moldova, Mongolia, Nauru, Nepal, Nicaragua, Niger, Niue, Pakistan, Palau, Philippines, Rwanda, Samoa, Sierra Leone, Solomon, Somalia, South Sudan, Sri Lanka, Sudan, Syria, Tajikistan, Tanzania, Timor-Leste – Democratic Republic of, Togo, Tonga, Tunisia, Turkmenistan, Tuvalu, Uganda, Uzbekistan, Vietnam, Yemen	47	33	22	17

¹ Students can work for the project and their salaries can be paid from Staff costs (administrative staff) provided that they have signed a work contract with a consortium member institution.

² This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

³ This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.

UNIT COSTS FOR TRAVEL AND COSTS OF STAY

THESE UNIT COSTS ARE NOT APPLICABLE FOR THE "SPECIAL MOBILITY STRAND"

TRAVEL COSTS⁴

Travel distances must be calculated using the distance calculator supported by the European Commission:
http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

The beneficiary must identify the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip. Financial support will be provided only for travels that are directly related to the achievement of the objectives of the project.

Distance band	Unit cost per participant
Between 100 and 499 KM	180 EUR
Between 500 and 1999 KM	275 EUR
Between 2000 and 2999 KM	360 EUR
Between 3000 and 3999 KM	530 EUR
Between 4000 and 7999 KM	820 EUR
8000 KM or more	1100 EUR

COSTS OF STAY⁵

Costs of stay are based on the duration of the activities of the participants.

<u>STAFF</u>	Unit cost per day per participant	<u>STUDENT</u>	Unit cost per day per participant
Up to the 14 th day of activity +	120 EUR	Up to the 14 th day of activity +	55 EUR
Between the 15 th and the 60 th day of activity +	70 EUR	Between the 15 th and the 90 th day of activity	40 EUR
Between the 61 st day of activity and up to 3 months	50 EUR		

⁴ Example: if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the beneficiary will calculate the distance from Madrid to Rome using the distance calculator (1365,28 Km), then apply the unit cost for the corresponding distance band, i.e. 500/1999 Km. This unit cost will be a fixed contribution of 275 Euros that will cover the costs of travel from Madrid to Rome and return.

⁵ Example: if a staff from Paris (France) is taking part in an activity in Brussels (Belgium) during 20 days, the beneficiary will apply 14 unit costs of 120 Euros each + 6 unit costs of 70 Euros each, for a total of 2.100 Euros.

STAFF CONVENTION

Ref. No.....

Project No.

The reference number must correspond to the progressive numbering indicated in the financial statements of the final report

BETWEEN
Hereinafter "the Institution"*

AND Name:
Address:
.....
Hereinafter "the Staff member"*

THE FOLLOWING HAS BEEN AGREED:

1. The Institution is a member of the partnership for the above-mentioned project.
2. The Staff member is employed by the Institution and is part of its payroll system.
3. The Institution and Staff member agree that the Staff member has worked on this project and performed the following duties during the project's eligibility period.

	<i>dd/mm/yy</i>		<i>dd/mm/yy</i>
FROM		TO	

Please describe the outputs produced (short overall indication since detailed information has to be given in the accompanying time-sheet):

.....
.....
.....

4. Please complete the following information.

Staff category (Manager / Researcher, Teacher, Trainer / Technician / Administrative staff)	
Country of the Institution in which the Staff member is employed	
Number of days worked and charged to the grant (according to time-sheet)	

5. This agreement does not alter in any way the employment conditions already existing between the Institution and the Staff member and has been established solely for the purpose of justifying the Staff costs that the Institution will charge to the *Erasmus+ Capacity Building in Higher Education* grant.

Done in Date

Name.....

Function.....

Institution

Staff member name.....

Signature and Stamp of the Institution

Signature of the Staff member

**The convention must be signed by the person concerned, then signed and stamped by the person responsible in the institution where this person is normally employed. The Institution must be a member of the partnership.*

ANNEX III - INDIVIDUAL TRAVEL REPORT for travel costs and costs of stay

To be filled in by each participant

In case of circular/multiple travels, please fill in separate Individual Travel Reports.

Ref. No.	Project No.
The reference number must correspond to the progressive numbering indicated in the financial statements in the final report	

(1) PERSONAL DATA

Surname: Forename:
 Nationality:
 Home institution:
 Staff position/student year of study at home institution:

(2) TYPE OF ACTIVITY (Tick as appropriate)

STAFF	STUDENTS
<input type="checkbox"/> Teaching/training assignment	<input type="checkbox"/> Study period
<input type="checkbox"/> Training and retraining purposes	<input type="checkbox"/> Participation in intensive courses
<input type="checkbox"/> Updating programmes and courses	<input type="checkbox"/> Practical placements, internships in companies, industries or institutions
<input type="checkbox"/> Practical placements in companies, industries and institutions	<input type="checkbox"/> Participation in short term activities linked to the management of the project
<input type="checkbox"/> Project management related meetings	
<input type="checkbox"/> Workshops and visits for result dissemination purposes	

(3) DETAILS OF THE TRAVEL

PERIOD*	From (Depart date) (dd/mm/yy)	To (Return date) (dd/mm/yy)
PLACE OF DEPARTURE**	HOME INSTITUTION	
	COUNTRY..... CITY.....	
PLACE OF DESTINATION/ LOCATION OF ACTIVITY	HOST INSTITUTION	
	COUNTRY..... CITY.....	
TRAVEL DISTANCE***	Km	

*Please indicate period of travel from departure to return to place of origin
 ** If different from Home institution please enclose authorisation from the Agency
 *** Travel distance in Km (One-way travel using distance calculator http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm) from place of departure to location of activities

(4) DETAILS OF THE ACTIVITY

DATES (excluding travel)	From (date): To (date):
DESCRIPTION OF ACTIVITY(IES) PERFORMED (brief description of the activities performed)	
.....	
.....	
.....	
.....	
.....	

SIGNATURE OF THE PARTICIPANT

I hereby declare that I have been carrying out the above-mentioned activities.

Date:.....

Signature:



Erasmus+

Application Form

Selection: 2016

KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education

Call for Proposal EAC/A04/2015

School and University Partnership for Peer Communities of Learners SUP4PCL

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

Version 1 (2016) – 20.10.2015

PART D - Quality of the project team and the cooperation arrangements

D.1. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number		P1
Organisation name & acronym	American University in Cairo AUC, Middle East Institute for Higher Education MEIHE	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The American University in Cairo (AUC) is the region's leading English-language University and a center of the social, political and cultural life of the Arab world. AUC is a crossroads for the world's cultures and a vibrant forum for reasoned argument, spirited debate and understanding across cultures.</p> <p>The Middle East Institute for Higher Education (MEIHE) was established in 2010, as a complementary institution to the Graduate School of Education (GSE, est. in 2009), at AUC. MEIHE focuses on the development of teachers as empowered agents of change. It aims to strengthen the organic link between pre-university education and higher education. Through its very mandate, MEIHE mediates between school based reform and the reform of faculties of education. It aims to align both strands of educational reform in the region. By focusing on the forward and backward linkages of higher education reform with an emphasis on teachers, the MEIHE aims to address education on many different levels such as research, capacity development, coordination and institutional building.</p> <p>MEIHE aims at internationalizing higher education, specifically faculties of education through coordinating linkages, twining processes, collaborative research and exchange programs with other faculties of education across the world. MEIHE also aims at building the capacity of other institutions for higher education while supporting the creation of new centers, by using innovative concepts such as outreach, mentorship and the professional development of teachers. The institute places great importance on partnerships, both internal and external with global institutions to develop programs that empower teachers to become agents of change through their continuous professional development.</p> <p>The Mission of MEIHE is: "To accompany educational reform in the region and render higher education relevant to school and classroom improvement."</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>The role of MEIHE will be to design and oversee the implementation of the project while creating adequate management mechanisms. This project is particularly complex with diverse stakeholders in a very large educational system, which is highly centralized and hard to penetrate. Hence the essential role of MEIHE, given its past track record and experience, is to bridge the gaps between the policy level and the implementation on the ground as well as coordinate and manage the complex relationships between the various stakeholders. This will entail a great deal of labor-intensive activities such as policy dialogue and advocacy at many levels, such as school leadership, local ministerial leadership and central ministerial leadership in addition to high-level cabinet policy makers as well as the Parliament. All these activities will be crucial for the initiative to succeed in a highly centralized system as the Egyptian one and also to make sustainable transformations.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Malak Zaalouk	Prof. Zaalouk is a Professor of Practice at the Graduate School of Education, and the founding Director of MEIHE at AUC. She has been involved in high-level policy making both at the national, regional and international levels through her various previous functions at UNICEF as the Senior Advisor of	

	<p>Education in the MENA region, a member of the Global Monitoring Report Board, a member of the Global Advisory Committee for Girls Education and currently a member of the Presidential Council for Education in Egypt. She sits on many other boards and committees that are related to policy making and publications. Some of the relevant publications were:</p> <p>Zaalouk, M, <i>The Pedagogy of Empowerment: Community Schools as a Social Movement in Egypt</i>. American University in Cairo Press 2004</p> <p>-----Author of the Education component in the Egypt Human Development Report <i>Choosing our Future: Towards a new Social Contract</i> , UNDP, 2005</p> <p>-----, " Globalization and Educational Reform: What Choices for Teachers?" , in <i>World Year Book of Education</i> 2013</p> <p>-----, "A human economy: A third way for the future of young People in the Middle East and North Africa" in <i>International Review Education</i> DOI 10. 1007/s11159-013-9370-4 Springer 2013</p> <p>-----, "Analysis and Policy Recommendations for better Access and Quality of Basic Education in Rural Upper Egypt" in H. Handoussa (ed.) <i>Analysis of Social Policies affecting Egyptian Rural Communities</i>" Published by the African Development Bank In Cairo, 2014.</p>
Heba El Deghaidy	<p>Dr. Heba EL-Deghaidy is an Associate Professor of science education at the Graduate School of Education at the American University in Cairo. She has contributed to other TEMPUS projects in the areas of teaching pedagogies and sustainable development. She has an international reputation as an educational researcher, as she has published widely on teacher education, science education, STEM/STEAM education.</p> <p>Selected relevant publications in this area include:</p> <p>EL-Deghaidy, H., Mansour, N., Aldahmash, A. & Alshamrani, S. (2015). A framework for designing effective professional development: Science teachers' perspective in a context of reform. <i>EURASIA Journal of Mathematics, Science & Technology Education</i>, 11(6), 1579-1601. DOI: 10.12973/eurasia.2015.1424a</p> <p>Biasutti, M. & EL-Deghaidy, H. (2015). Interdisciplinary project based learning: An online Wiki experience in teacher education. <i>Technology, Pedagogy and Education</i>, 24(3), 1-17. DOI: 10.1080/1475939X.2014.899510</p> <p>EL-Deghaidy, H., Mansour, N., & Alshamrani, S. (2014). Science teachers' typology of CPD activities: A socio-constructivist perspective. <i>International Journal of Science and Mathematics Education</i>, 13 (6), 539-1566. DOI 10.1007/s10763-014-9560-y</p> <p>Mansour, N., EL-Deghaidy, H., Alshamrani, S. & Aldahmash, A. (2014). Rethinking the theory and practice of continuing professional development: Science teachers' perspectives. <i>Research in Science Education</i>, 44(6), 949-973. DOI: 10.1007/s11165-014-</p>

	9409-y Biasutti, M. & EL-Deghaidy, H. (2012). Using Wiki in teacher education: Impact on knowledge management processes and student satisfaction. <i>Computers & Education</i> , 59 (3), 861–872.
Dana Sabbah	Dana Sabbah is a Research Associate at the Middle East Institute for Higher Education (MEIHE), Graduate School of Education at The American University in Cairo (AUC), and worked on the EU/ TEMPUS project "The Capacity Development of Faculties of Education" (CDFE). She earned her MA in Gender and Women Studies from the American University in Cairo. Her thesis title was: "Social Inclusion or Exclusion? Never-Married Singles in West Amman". Ms. Sabbah followed her interest in research and worked as a research assistant with the Institute for Gender and Women Studies (AUC). The focus of the research was gender and migration highlighting the concepts of human rights, policies and meaning of citizenship. In addition, she worked as Pedagogy and Assessment Officer at the Center of Learning and Teaching in the same university. Different research and professional areas are of her interest are: education, gender issues, social anthropology, human rights, culture and meanings of identity and citizenship.

Partner number		P2
Organisation name & acronym	Faculty of Education (FoE), Alexandria University (AU)	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>In 1938, the nucleus of the Alexandria University (formerly known as Farouk University) was established in the form of two faculties: the faculties of Arts and Law. The faculty of Engineering was established in 1941. With a view towards meeting the need of the people of Alexandria, four additional faculties, Science, Commerce, Medicine and Agriculture, were added. In 1952, it was renamed "Alexandria University". Since then, the University expanded in several fields reaching 22 Faculties and high institutes and included a faculty of education. AU also has several branches in the region, including Matrouh in Egypt, Southern Sudan and Chad Branch; plans are also underway to start a branch of AU in Basra, Iraq. At the current time, AU offers programs to 150,000 undergraduates and 20,000 graduates. AU was selected among the top one hundred universities according to the British Ranking (BRICS) 2014. AU came in 93rd place at the global level according to the Times Higher Education World University Rankings in 2014. The Faculty of Education (FoE), Alexandria University, was Founded in 1966 and has 3 branches: Alexandria, Mersa Matruh (Egypt) and Republic of South Sudan. The FoE provides programs for teacher education and others for teachers and educational leaders professional development. FoE supports schools by providing consultation, seminars and workshops. Also, the Faculty has a center of educational services that provides varied professional development programs in Egypt and Qatar for the teachers, supervisors and educational leaders. The FoE has participated in Capacity Development of Faculties of Education in International Approaches to Teacher Education (CDFE), and played a significant role in the establishment of the Center for Education for Sustainable Development. Both projects are supported by the European Union. CDFE contributed in supporting the FoE's activities and initiatives in the field of professional development, Practicum and Action Research.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		

The Faculty of Education (FoE) seeks to be an effective partner in this project through the technical support provided by its faculty members. These members participate in projects at the local, regional and international level with international institutions including: UNESCO, UNICEF and World Bank.

Alex FoE can take part in the following project activities:

- Study and documentation of the best practices in faculties of Education in Egypt.
- Visit exchange with partner universities to identify good practices in the areas of the project.
- Participation in the project's quality assurance through activity documentation and writing assessment reports. The FoE has extensive expertise in evaluation and impact assessment of school improvement initiatives. The project team understands the current context of Egyptian teacher development and of the consequent opportunities and challenges. The team has developed good relations with the Ministry of Education directorate and surrounding schools.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Dr. Salah Elkharashi	<p>Dr. Salah Elkharashi is a professor of Curricula & Mathematics Education at Faculty of Education-Alexandria University. He has more than 20 research studies published in Egypt and abroad related to the field of Math education and teacher education and development. Researches related to this field include:</p> <ul style="list-style-type: none"> - A Suggested Program for Developing Math Teaching Skills among Students of the Faculty of Education and its Effect on Developing the Skill of proving Geometric Problems. - Math curricula and the socialization of knowledge - An analytic study of the math curricula of the elementary stage in Yemeni society. - Educational Research of the Faculty of Education Students in the Field of Curricula and Methods of Teaching - The reality and the most important trends with special focus on math teaching. - Performance of Teaching Mathematical Problem Solving and the Related Beliefs of the High-school Math Teacher - Determining reality and an experiment to improve it. <p>Prof. Salah taught and developed various courses, instructional material and school books in Egypt, Yemen and the United Arab Emirates. He participated in developing academic guidance at both universities of education in Sana'a and the United Arab Emirates and participated in various conferences, symposia, and educational workshops as well as helping in organizing many educational seminars and workshops.</p> <p>Prof. Salah is a head consultant for reviewing math curricula of Nile Egyptian Schools (NES) prepared by Cambridge University and provided counselling for the implementation of new curricula of math for elementary, preparatory and secondary stage. He participated in planning, implementing and evaluating many of the professional development programs and activities inside and outside of Egypt including programs and projects overseen by the Ministry of Education, the Ministry of Higher Education, the American University in Cairo(AUC), the world bank ,United Arab Emirates University, the Alexandria University, the world Bank, UNESCO, UNICEF, the Education Reform Program (ERP) funded by USAID, the Arab Academy for Science, Technology and Maritime Transportation, Career Development & Consultations Academy CDCA and teaching academy in Qatar .</p> <p>Prof. Salah is a lead consultant for many programs and projects including the national standards of education in Egypt, teachers' standards, the standards of Math teacher performance, Teacher's cadre placement tests and teachers' promotions system. He offers counseling in the field of planning,</p>

	<p>administrating, evaluating, and implementing of career development in Egypt, Yemen, The United Arab Emirates and Qatar.</p> <p>Prof. Salah was the leader of the Alexandria University team in the project of "Capacity Development of Faculties of Education in International Approaches to Teacher Education (CDFE)" and the coordinator of Action Research in All Schools (ARAS) project.</p> <p>He established the quality assurance unit at the Faculty of Education, Alexandria University and participated in the efforts and activities of the national authority for quality assurance and accreditation in Education NAQAAE.</p> <p>Prof. Salah held positions of: Head of Scientific Specialties and head of the Math& Math teaching Department at the Faculty of Education - Sana'a University, head of the distance learning center at Fujairah and Abu Dhabi Faculty of Education, United Arab Emirates University and General Supervisor of Distance Learning at the United Arab Emirates University.</p> <p>He received various awards and certificates of merit in Egypt and other Arab countries in recognition of his efforts in the fields of scientific activities, community and university service, and professional development for teachers and educational leaders.</p>
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Dr. Medhat Ahmed El-Nemr

Professor Medhat has received his PhD degree from the University of Colorado, USA in biology education in 1997. And earned his professorship in science education as a faculty member in the department of curricula and methodology, FoE , AU in 1992.

Professor Medhat always displayed a deep commitment to his work and he is an excellent academic and remains up to date in his knowledge. He possesses management skills, which ensures that the tasks he performs progress smoothly with each member of the team fully aware of his/her role and responsibilities. His success lies in the careful planning he devotes to every task he is given. This ability is what earned him the right to be positioned in a number of leadership positions where he put into practice his talent. He has conducted a number of high profile projects in the field of education reform in Egypt. This was an excellent opportunity for him to implement his great management, organization, and academic skills. Under his leadership the projects have enjoyed great success and he has gained well deserved recognition at the national level in Egypt.

Among the activities he Professor Medhat conducted and managed are the following:

- Participating as a lead Consultant in developing the conceptual framework of the Professional Academy for Teachers (PAT). From February to July 2007.
- Participating in an Educational Testing Service (ETS), New Jersey, training program for Test Item Analysis Utilizing Item Response Theory (IRT), Within the "Teacher Cadre Placement Test" Project, provided by Educational Reform Program (ERP) Funded by USAID, from 12 to 15 July 2008.
- Lead of the training team for faculty leaders in the participating colleges in the Development of Students' Assessment and Exams in Alexandria University Project (DSASP), on assessment concepts, functions, and processes and test design and analysis. October 2009 to 2011.
- Representing Alexandria University in the Training workshop on Education for Sustainable Development - in the EU funded project EduCamp (511132-TEMPUS-1-2010-1-DE-TEMPUS-JPHDS) by RCE Graz-Styria in the period from March 18-22- 2012, at the University of Graz, Austria.
- Representing Alexandria University in the Training workshop on Biodiversity- in the EU funded project EduCamp – Education for Sustainable Development beyond Campus (511132-TEMPUS-1-2010-1-DE-TEMPUS-JPHDS) in the period from May 27-31-2012 in Torres Vedras, Portugal.
- Representing Alexandria University in the Training workshop on Water - in the EU funded project EduCamp – Education for Sustainable Development beyond Campus (511132-TEMPUS-1-2010-1-DE-TEMPUS-JPHDS) in the period from January 21st -25th -2013 in Aachen RWTH, Germany.
- Representing Alexandria University in the visit to The Open University (UK & Scotland) to discuss and research aspects of Teacher Professional Development as part of the EU funded (CDFE) TEMPUS Project. In the period from 15-28 September, 2013, Melton Keynes, Edinburgh, UK.
- Representing Alexandria University in the visit to Leicester University (UK) to discuss and research aspects of Teacher Professional Development and Action Research as part of the EU funded (CDFE) TEMPUS Project. In the period from 21-29 October, 2013, Leicester, UK.
- Representing Alexandria University in the visit to the University of Malta to discuss and research aspects of Teacher Professional Development (the Practicum) as part of the EU funded (CDFE) TEMPUS Project in the period from 24 November to 7 December 2013, Malta.
- Representing Alexandria University in the visit to the University of San Joseph University (SJU) & the American University in Beirut (AUB) to discuss and research aspects of Teacher Professional Development (the Practicum) as part of the EU funded (CDFE) TEMPUS Project in the period from 2-10 December 2014, Beirut, Lebanon.

Dalia Elhawary	<p>Dr. Dalia Elhawary is a lecturer of teacher education in the Department of Curricula and Methodology at the faculty of Education (FoE), Alexandria University (AU). She has recently contributed to the Tempus project: "Capacity Development of Faculties of Education CDFE" and played a key role in establishing the innovative online PD project for the FoE at AU. She has an extensive academic experience in the area of reflective teaching and using ICT to support teacher learning. She was one of the leading figures contributing to the establishment of the CALL lab and programme in the English department at the FoE.</p> <p>Her current job involves teaching different courses in the Initial Teacher Education (ITE) programme and Post graduate programme (MA & PhD); these include Inquiry based approaches in teacher education and professional development.</p> <p>Dr. Dalia's contributions in CPD activities at national and international levels are well recognized. She is an active member in the CPD activities that are led by the FoE in collaboration with the Ministry of Education (MoE). She has worked closely with the MoE and schools in the national wide project of accreditation- her work involved working with schools and teachers to identify and satisfy their professional development needs. She played key roles in developing materials for schools and accreditation teams, visiting schools, giving presentations and conducting workshops as part of accreditation awareness-raising campaigns as well as conducting "schools accreditation" pilot study. She also offered consultancies to NAQAA (National Association for Quality Assurance and Accreditation).</p> <p>Since 2012, she has also worked as a consultant and examiner for Cambridge International Examinations – her work involved training and assessment for the Cambridge PD International Certificate and Diploma for Teachers and Trainers.</p> <p>Her research interests include Computer Assisted Language Learning (CALL), social media application and foreign language teaching and learning, computer based assessment and feedback, reflective teaching, teaching English to young learners, teacher education and continuous professional development, ICT in teacher education and teacher continuous professional development.</p>
Dr. Maha Elkomy	<p>Dr. Maha Elkomy is a lecturer at Alexandria University, Faculty of Education, Curricula and Instruction Department. She received her PhD in standards-based alternative assessments. She has been teaching TEFL Methodology, Content analysis of EFL Syllabi, Exceptional Student Education, Recent Trends in Methodology, Models of Instruction and general English. Her current research emphasis focuses on alternative assessments, material development, social media applications and teacher professional development.</p> <p>She has a good command of computer and internet skills gained through work experience and training workshops. She attended several language programs amongst them is "The Assessment Literacy Program for Egyptian English Language Educators" sponsored by the Educational Testing Service at the American University in Cairo from August 25- 28, 2012. She was also a co-trainer in the Initial Teacher Training (ITT), Modules title: 1. Learning Theory and Practice, 2. Teaching Methodology, Nile Egyptian Schools (NES), August, 2011. Cairo, Egypt. Another training provided by her was entitled: "Longman's Nationwide Summer Training Program: Hello! English for Secondary Schools, Year Three", August-2012, at</p>

	<p>the Teacher Training Center, Alexandria, Egypt.</p> <p>Maha participated in "CDELT Standards for English at Pre-service (STEPS) Project" sponsored by the IELP-II, in September 7- 12, 2002, Cairo, Egypt. Moreover, she has been involved in Transformations Conference Orientation Program held in Cairo (American University of Cairo), Egypt in September 13th -18th, 2014. She took part in Tempus Exchange Visits program held in the Faculty of Education, Alexandria University from 20-24 April, 2014. She gave a presentation entitled: "Initiatives for improving practicum: Improvement action plan of Alexandria University". She was also a co-presenter in the WP4: AU Case Study, University of Leicester Visit held in the FoE, AU from 1-5 March, 2015.</p>
<p>Dr. Alsaeed Saad Alshamy</p>	<p>Dr. Alsaeed Saad Alshamy (saeed.alshamy@edu.alexu.edu.eg) is an assistant professor at Foundations of Education Department, Faculty of Education, Alexandria University, Egypt. He holds PhD in Education from University of Birmingham, UK, in 2011. His PhD dissertation mainly addresses global trends in funding mechanisms and quality assurance systems in higher education.</p> <p>In 2010, he was ADEPT Co-ordinator for College of Social Sciences, Careers and Employability Centre, University of Birmingham. ADEPT was an initiative from the Careers and Employability Centre designed to support the career development of doctoral researchers.</p> <p>From December 2015 till present, he is Tuning Coordinator for "Tuning Africa: Course design for outcomes based learning in higher education", Online Course, Tuning Academy, Deusto University, Spain.</p> <p>From April 2014 till November 2015, he was director of Development of Students' Assessment Systems Project (DSASP) in Faculty of Education, Alexandria University.</p> <p>From December 2015 till present, he is a board Member of "Support and Development of Educational Effectiveness in Higher Education Institutions (SDEE)" Project, Faculty of Education, Alexandria University.</p> <p>From September 2013 until present, he is board Member of the executive team of Quality Assurance Unit, Faculty of Education, Alexandria University.</p> <p>From September 2014 till July 2015, he was board member of Faculty and Leadership Development Centre (FLDC) – Alexandria University.</p> <p>He also has a great training experience in several institutions such as: "Arabic Group for Studies" – Ain Shams University; the Professional Academy for Teachers in Alexandria; Faculty and Leadership Development Centre (FLDC) – Alexandria University; and the Educational Services Centre, Faculty of Education, Alexandria University, Alexandria, Egypt.</p> <p>Currently, he is Director of Measurement and Assessment Unit, Faculty of Education, Alexandria University.</p> <p>Through his participation in several projects on the national and international level, he has developed several skills including: communication skills, computer skills, leadership, teamwork and project management.</p>

Partner number		P3
Organisation name & acronym	Helwan University (HU)	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>Helwan University was established as a Technological University. It encompasses Arts, Commerce, Pharmacy, Science, Education, Social Service, Laws, Tourism & H.M, Home Economy, Engineering, Computers and Information, Industrial Education, Nursing, Fine arts, Applied arts, Art education, Music education and Physical Educational Faculties. The main campus is in Ain Helwan, Cairo. A number of faculties have been moved there, while others are still located in Zamalek, Boulaq, Giza and El Manyal. Huge campus was constructed at Ain Helwan so that ultimately all the university faculties would have one location. The Faculty of Education was established according to the agreement of the Supreme council of Universities in 8/8/1981, and the ministerial law No.927 in 13/10/1982. The Faculty began to admit its students in 1982/1983 and the first group graduated in May 1986. The faculty of Education aims at: Preparing qualified and professional teachers for teaching profession and providing them with professional development inside the schools. Our institution also aims at preparing educational researchers to develop the educational process and publish the research results to help in the professional development of the school community. Also, enhancing the educational practices to disseminate the modern educational trends and apply them for community service and professional development of school leaders and teachers. The FOE Cooperates with the ministry of education in studying the educational problems and continuous professional development to Serve the community through the training programs and workshops. The Faculty of Education includes eight scientific departments, Foundations of Education, Comparative Education and Educational Administration, Educational psychology, Psychological Health, Curricula and Teaching Methods, Education Technology, Kindergarten, and Industrial Education.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>FOE has begun to adopt a new culture of professional development, which is clinical professional development. The faculty staff has begun to train student teachers and the school teachers through practicum education inside their schools. FOE has the approval of establishing CPD unit to help in school based CPD and to achieve the following goals: Professional development for the school teachers and leaders to be fully qualified to supervise the student teachers, applying the most recent teaching strategies through practicum and supporting school development through applying action research.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Ahmed Ismail Ahmed Heggi	<ul style="list-style-type: none"> - Professor of Comparative Education and Educational Administration. - Manager of the Faculties of Education Enhancement Project 2004-2007. The outcomes and achievements of the project include planning professional development programs for the faculty staff to be able to help in the training of the school community. - Participation of the Capacity Development of Faculties of Education in International Approaches To Teacher Education Project. TEMPUS (2012- 2016). - Head of the Projects Management Unit in Helwan University 2002-2004. - Executive supervision of the implementation of different projects in Helwan University. - Training of Educational leaders in Egypt. 	

	<ul style="list-style-type: none"> - Participation in training the school teachers and supervisors in the Ministry of Education. - Designing a School Based Training system to prepare school leaders. - Planning the training programs for educational leaders in some Arab countries and participating in its implementation. - Participation in setting and designing the Professional Development Schools Protocol in FOE/ Helwan University. <p><u>Publications:</u></p> <ul style="list-style-type: none"> - Evaluative Study of the Qualifying system of the Primary School Teachers in Egypt (1986). - Training the Educational Leaders in Egypt (2007) - Continuous Education and Life Long Learning (2003). - School and Classroom Management (2009) - Teacher Education Systems and its Professional Development in European and American Countries.
<p>Lubna Mahmoud Abdelkarim Shehab</p>	<ul style="list-style-type: none"> - Lecturer of Comparative Education and Educational Administration. - Head of the " Training and Capacities Development" committee in the Faculty of Education/ Helwan university. - Preparation and Designing the Training and Professional Development Manual for the CPD unit in the FOE/ Helwan. - An accredited trainer from the Professional Academy for Teachers (PAT). - Coordinator of the Professional Development Schools Protocol in FOE/ Helwan in collaboration with Cairo Educational directorate. - Working as a translator and evaluator of different projects within the Faculties of Education Enhancement Project. - Participating in the training of teachers and principals of secondary schools. - A member of the Egyptian Association of Comparative Education and Educational Administration. - Participating in supervision of the teachers' cadre exams in Helwan University. - Executive supervisor on the lab of the Educational Management Virtual Diploma in the Faculty of Education / Helwan University. - Training the teachers and principals of the secondary schools through the following program" Contemporary Trends in Secondary School Management" - Training the leaders in the Policies and Strategic Planning administration, Cairo Educational governorate on "Strategic Planning" and "Effective Leadership". - Participation in the coordination of the training of inclusive teachers in collaboration with the Policies and Strategic Planning Administration, Cairo Educational directorate. - Participation in a study visit program held by the Institute of International Education, Stockholm university within the framework of the Capacity Development of Teacher Education Programs, European Union TEMPUS project, 16- 26 Sept., 2013. - A member of the European Union TEMPUS project, for the Capacity Development of Teacher Education Programs, in the following areas: professional development, practicum education and action research.

	<ul style="list-style-type: none"> - <u>Publications:</u> - "A Proposed Proposal for Professional Development Schools in the Light of Some Foreign Countries' Experiences", Master dissertation, Comparative Education and Educational Administration department, Faculty of Education, Helwan University, Cairo, 2006. - Reinforcement of Competitiveness in Pre- University Education in the Light of some Foreign Experiences", Education journal, the Egyptian Association of Comparative Education and Educational Administration, 2013.
<p>Ragab Al Sayed Abdel Hameed Almeehy</p>	<ul style="list-style-type: none"> - Professor of Curricula and Teaching Methods. - Manager of the Capacity Development of Faculties of Education in International Approaches To Teacher Education Project. TEMPUS (2012- 2016). - Participation in a study visit program held by the Institute of International Education, Stockholm university within the framework of the Capacity Development of Teacher Education Programs, European Union TEMPUS project, 16- 26 Sept., 2013. - Participation in a study visit program held by the Institute of Education, London University within the framework of the Capacity Development of Teacher Education Programs, European Union TEMPUS project, April, 2013. - Participation in a study visit program held by the University of Malta within the framework of the Capacity Development of Teacher Education Programs, European Union TEMPUS project. - Executive Supervision of the implementation of the Professional Development Schools protocol in Collaboration with Cairo Educational Directorate.
<p>Hanan M. K. M. Morsy</p>	<ul style="list-style-type: none"> - Lecturer of Instructional Technology Dept. - Former consultant of minister of education. - Manager of the Career development Centre at Helwan University. A center that offers students and graduates training and Job vacancies. - Preparation and Designing the Training Manual for the CDC Centre at Helwan. - An accredited trainer from Training of trainees certificate (TOT) National Centre of Fellowships and Leaders Development (NCFLD) Egypt, Certified International Professional Trainer (CIPT), Management Development Institute Missouri State, Professional Training Certificate, American Institute of Professional Studies (AIPS), International Instructor Endorsement, Southwestern Accreditation Council, Professional Training Certificate, NAQAA Egypt. - Master trainer at leadership and Lecturer development center at Helwan University. - Coordinates the partnerships between school and university. - Working as a translator and evaluator of different projects within Helwan University Enhancement Project. - Participating in the training of teachers and principals of primary and secondary schools.

	<ul style="list-style-type: none"> - A member of the Egyptian Educational Technology Association. - Participating in supervision of the teachers` cadre exams in Helwan University. - Practicum supervisor at Faculty of Education / Helwan University. - Training the teachers and principals of the secondary schools through the following program" Contemporary Trends in Secondary School Management" - Training the leaders in the Policies and Strategic Planning administration, Cairo Educational governorate on "Strategic Planning" and "Effective Leadership". - Participation in the coordination of the training of inclusive teachers in collaboration with the Policies and Strategic Planning Administration, Cairo Educational directorate. - Participation in a study visit program held by the Institute of International Education, Stockholm university within the framework of the Capacity Development of Teacher Education Programs, European Union TEMPUS project, 16- 26 Sept., 2013. - A member of the European Union TEMPUS project, for the Capacity Development of Teacher Education Programs, in the following areas: professional development, practicum education and action research.
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Partner number		P4
Organisation name& acronym	Ain Shams University (ASU)	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>Ain Shams University (ASU) was established in 1950, it is the third oldest university in Egypt. The university includes 15 faculties and 2 high institutes. It includes more than 200,000 students, 14,000 staff members, 4,000 assistant staff and more than 100 centres and special units. The university has activated resources and enriched the experiences of students. ASU is a leading university in innovation, pedagogy and technology. It has an international record of five stars in teaching and mobility according to QS Ranking. Faculty of Education FOE is the oldest Faculty of pedagogy in Egypt (EG). It was first established in 1880 under the name of the high school for teachers. In 1929 the higher institute of Education was established and in 1941 a department for higher studies was established for the purpose of certifying Master Degree candidates in cooperation with Faculty of Arts, Cairo University. In 1950 the institute was integrated with ASU. In 1951 the institute started a special diploma in Education and in 1956 became a faculty: FOE, ASU. In 1966 a presidential decree no. 3123 was issued to make the faculty of teachers join ASU. At the end of 1970 the faculty of teachers started to work under the FOE .It is considered the most distinguished institution in the field of teacher preparation in EG and the Arab world. It is also considered the in- service training institution for Ministry of Education MOE. It has been providing many training programs for public, private and international school teachers in EG. Its professors have contributed deeply in developing and improving the curricula for MOE. It has established many educational programs and supported MOE initiatives of Professional Development for over 5 years. It has a large network in schools all over EG and has managed school education programs in under-</p>		

privileged areas in EG.	
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>	
FOE understands the importance of the link between the school and the university to improve the quality of teaching in EG since it is the college of teachers responsible for providing the needed support for teachers after graduation. It provides pre-service training through practicum for 174 schools in EG. It has different educational departments which provide different programs for both undergraduate and graduate students locally, nationally and internationally. It has expertise in Mental Health and Special Needs. It has also many centres of education and psychological counselling, which are considered support units for in-service teachers. FOE established centre of excellence in education, which is accredited from the Professional Academy PA for providing the educational preparation of in-service teachers program. It manages to provide alternative paths to teaching through providing many educational programs and diplomas like STEM through partnerships with other universities.	
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project	
<i>Please add lines as necessary.</i>	
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Prof. Said Mohamed Khalil	<p>Prof. Said Khalil is the Dean of ASU FOE. He is a professor of Inorganic Chemistry. He has a strategic plan for improving FOE and enhancing its strategic role in contributing to reforming Education in EG. Said's leadership and management of the FOE includes CPD of staff members, research assistants, administrative staff and students in undergraduate and postgraduate level. He participated in the project of preparation of primary school teacher. He also conducted programs for developing chemistry teachers of secondary schools in collaboration with the PA in MOE in 2013. He participated in reviewing Criteria and Indicators of the Chemistry Subject for Secondary School Students workshop at the Center for Curriculum Development, MOE in 2013/2014.</p> <p>Said also conducted an Action Educational Program for non-qualified solving the problem of some teachers promotion process.</p> <p>He contributed to the program Mastery of literacy drop-outs of education in under-privileged areas in EG in collaboration with the MOE. Additional to this Said Khalil is the coordinator of the action research project ARAS in schools in cooperation with the Middle East Institute for Higher Education at the American University in Cairo in 2014. He participated as a researcher in the project funded by the Deanship of Scientific Research Taibah University under the title: "Chemical kinetics studies about cracking some Pollutants in water using Fenton's Reagent." He is also a team member in the development of the strategic plan for the basic sector of Science in Ain shams University 2012- 2017.</p> <p>Recent Publications include the following:</p> <p>Synthesis, spectral, X-ray diffraction, antimicrobial studies, and DNA binding properties of binary and ternary complexes of pentadentate N2O3 carbohydrazone ligands, Magdy Shebl and Saied M.E. Khalil, Monatshefte fur Chemie Chemical Monthly, 146, (1), (2015), 15-33.</p> <p>Synthesis and Characterization of Copper (II) Complexes Containing Sulfur/Nitrogen Donor Sets. Mimicking the Function of Phenoxazinone Synthase and Catechol Oxidase, Abd El-Motaleb M. Ramadan, Youssef L. Aly, Saied M. E. Khalil, Magdy Shebl and Ramy A. S. El-Naem, International Journal of Advanced Research, 3,(7),(2015) 10-29.</p> <p>Mono- and binuclear copper(II) complexes of new hydrazone ligands derived from 4,6-diacetylresorcinol: Synthesis, spectral studies and antimicrobial</p>

	<p>activity, Magdy Shebl, Mosad A. El-ghamry, Saied M.E. Khalil, Mona A.A. Kishk, Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy 126 (2014) 232–241.</p> <p>Synthesis, spectroscopic studies, molecular modelling and antimicrobial activity of binuclear Co (II) and Cu (II) complexes of 4,6-diacetylresorcinol. Magdy Shebl, Saied M.E. Khalil, A. Taha, and M. A. N. Mahdi, Accepted for publication in Spectrochimica Acta Part A: 113, 356-366 (2013)</p> <p>Mono, bi- and trinuclear metal complexes derived from new benzene-1,4-bis(3-pyridin-2-ylurea) ligand. Spectral, magnetic, thermal and 3D molecular modelling studies, Mosad A. El-ghamry, Akila A. Saleh, Saied M.E. Khalil, Amira A. Mohammed. Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy 110 (2013) 205–216</p>
Dr. Rasha Kamal Mohamed	<p>Rasha is the key person in several research projects in Education. She is a very good researcher of new trends in international educational systems. She is a skillful trainer for pre-service and in-service teachers. She is specialized in teaching new innovative methods and techniques of teaching English Language enhancing the values and ethics of teaching career that should be considered in the CPD of school teachers. She also delivers leadership programs like "Teambuilding for Team Leaders". She taught two courses introducing new methods of teaching English Language and Civilization to Canadian pre-service school teachers at University of Prince Edward Island UPEI in Canada. She studied training program about how to apply V3SK model in different educational context in National Institute of Education NIE, Singapore 2014 as well as got acquainted with the effective link between the NIE and schools in the preparation of qualified school teachers. She worked at the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) for 2 years. She participated as a researcher in many national projects of Education. Studied a training course in (NAQAAE) titled "Self Evaluation and Improvement Plans in Pre-University Institutions", " Learning Outcomes and Curriculum Maps in Pre-University Institutions", and " External auditors of Pre- University Institutions" . Participated in the external visits to assess the extent to which public schools have satisfied the quality and certification standards issued by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). She organized in cooperation with RELO in preparation of ASUTEFL certificate. She is also a member of the development of the strategic plan of both the department of English and FOE. She is the focal point in the preparation of the International Teacher Diploma between ASU and UPEI. A member in the team of establishing ASU Assessment and Evaluation Center.</p>
Dr. Hany Nady Yousef	<p>The key persons are involved in several administrative and technical bodies of the faculty. Dr. Hany Nady is Lecturer of zoology - Department of Biological and Geological Sciences and the director of IT Unit. He is a skillful trainer of technology in teaching. He delivers advanced soft skills and advanced Database courses (Oracle Database 10g) in Orascom Training and Technology. He also delivers advanced statistical analysis course (SPSS) in the Central Agency for Public Mobilization And Statistics as well as scientific courses in Chromatography (HPLC, UPLC, CE and hyphenated methods) in Central Laboratory, Faculty of Science - ASU. Additional to this Hany Nady co-authored several School books for the Arab Republic of Egypt and some Arab countries. He is also a member in the scientific project: 'Enhancing</p>

	<p>Natural Sciences Teaching Using Advanced Technological Approaches'. One of the FOE CPD projects.</p> <p>Recent Publications include the following:</p> <p>Yousef, H.N.; Saleh, A.A. (2013): Lipid profile and some hormonal disorders in serum of high-fat diet fed rats. <i>The Egyptian Journal of hospital Medicine</i> (July 2013) vol., 53:615-623.</p> <p>Helal, E. G., Badawi, M. M., Soliman, M. G., Yousef, H.N., Abdel-Kawi, N. A., & Abozaid, N. M. (2013). Adverse Effects of Digoxin, as Xenoestrogen, on Some Hormonal and Biochemical Patterns of Male Albino Rats. <i>Egyptian Journal of Hospital Medicine</i> (October 2013), 53, 837-845.</p> <p>Helal, E. G.; Yousef, H. N.; khattab, A.S.M. (2013): Ameliorative effects of the olive leaf extract against alloxan-induced biochemical alterations in male wistar rats. <i>THE EGYPTIAN JOURNAL OF MEDICAL SCIENCES</i> 34 (2), 675-690.</p> <p>Aboelwafa, H. R.; Yousef, H. N. (2015): The ameliorative effect of thymol against hydrocortisone-induced hepatic oxidative stress injury in adult male rats. <i>Biochemistry and Cell Biology</i>, 93(999), 1-8.</p> <p>Eman G.E. Helal, Nouran Abou Aouf, Hany Nady Yousef, Al Sayeda Mohammad Khattab, Fatimah M Yousef (2015): Ameliorative effects of <i>Artemisia judaica</i> l. extract against alloxan-induced biochemical alterations in male wistar rats. <i>International Journal of Pharmacy and Pharmaceutical Sciences</i>, 7(9), 90-94.</p> <p>Eman G. E. Helal, Hany N. Yousef (2015): Effects of <i>Salvadora persica</i> L. (Miswak) Aqueous Extract on Some Physiological Indices of Female Albino Rats. <i>Open Science Journal of Pharmacy and Pharmacology</i>, 3(5): 50-55.</p>
<p>Prof. Abd Elaziz Elsayd Elshakhs</p>	<p>He is a Professor of Special Education and head of the department of the special needs and special education. He is an expertise in the field of special needs education. He is a member of the Council for Exceptional Children, the National Association for Gifted Children, American Educational Research Association, The Egyptian Association of Psychological Studies, The Union of Modern Education, The Egyptian Association of Special Needs, the high advisory committee for developing the services of special education in Egypt, the committee of the UNESCO experts for special education, the committee of developing education, ministry of education, Egypt, a member in the Permanent Academic Committee for Promoting the University Staff of Mental Hygiene and Educational Psychology, the national specialized councils and the Committee of Education in the Supreme Council for Culture. He is charged in many national and international educational projects like "preparing teachers of special needs according to the inclusion trends". "The Movement of Inclusion in Special Education in Egypt", with the participation of the Egyptian national committee of UNESCO with the Egyptian Association for special needs, "The challenges which face the regular official education in the twenty first century and the reinforcement of the Associated schools Role in facing them". He was also charged by the ministry of education in Egypt to be a member in a committee for composing six books in the vocational field of mentally retarded children in Egypt. These books were educated in schools during the academic year 2002/2003. In addition to providing training of many educational courses.</p>

	<p>Recent Publications include the following:</p> <p>The Procedures of Developing Faculty of Education, Ain Shams University according to Quality Standards: The Conference of Academic Accreditation for Faculties of Education in the Arab World: Views and Experiments, Faculty of Education, al-Madīnah al-Munawwarah, from 18 to 20 May 2009.</p> <p>The Inclusion of Special Needs and the Role of Social Institutions in Putting it into Action. The Conference of Society Role towards the Handicapped Child, The Arab Council of Childhood and Development, Cairo, from 2-4 February 2010.</p> <p>The Requirements of Preparing Special Needs Teachers in Light of the World New Trends (Inclusion), The Conference of Preparing Special Needs Teachers for Mild and Moderate Handicaps, Faculty of Education- Kuwait University, from 11-13 April 2010.</p> <p>Taking Care of Special Needs and Citizenship. The Conference of Education and the Citizenship Culture, The High Supreme of Culture: the Education Committee, from 4-5 May 2010.</p> <p>Early Intervention and prevention of Handicap. The National Council of Child Culture, Cairo, 2010</p>
Prof. Adel Emara	<p>He is a Professor of Inorganic Chemistry, Department of Chemistry. He is an expertise in training on new methods of teaching chemistry. He delivers training courses in Micro-analyses in Chemistry (7th International Congress), workshops on the Technology and Operating Systems, and Examinations at UAE University, Al-Ain, workshops on The University and Society (FOE Enhancement Project Workshops), workshops on The Interactive Presentation Skills and on The Management , Workshops on Evaluation the Student Skills , and Presenting Lectures to the High School Students on the Environmental Awareness, MOE. He also collaborated with the MOE in preparing the first and second sessions of the Final Chemistry Examination of the General Secondary Education Certificate of the First and Second sessions.</p> <p>Recent Publications include the following:</p> <p>A.I. Mosa, <u>Adel A.A. Emara</u>, J.M. Yousef and A.A. Saddiq, "Novel transition metal complexes of 4-hydroxy-coumarin-3-thiocarbohydrazone: Pharmacodynamics of Co(III) on rats and antimicrobial activity", Spectrochim. Acta (A), in press (2015)</p> <p>Sami A. Al-Harbi, Mahmood S. Bashandy, Hamed M. Al-Saidi, <u>Adel A.A. Emara</u> and Tarek A.A. Mousa Synthesis, spectroscopic properties, molecular docking, anti-colon cancer and anti-microbial studies of some novel metal complexes for 2-amino-4-phenylthiazole derivative, Spectrochimica Acta (A), 145, 425 (2015).</p> <p>H.M. Al-Saidi and <u>Adel A.A. Emara</u>, The recent development in dispersion liquid-liquid microextraction for preconcentration and determination of inorganic analysis, Journal of Saudi Chemical Society, 18, 745, (2014).</p> <p><u>Adel A.A. Emara</u>, Ali M. Ali, Ahmed F. Al-Asmy and El-Sayed M. Ragab, Investigation of the oxygen affinity of manganese(II), cobalt(II) and nickel(II) with some tetrahedral Schiff bases, Journal of Saudi Chemical Society, 18, 762, (2014).</p>

	<p>Adel A.A. Emara, Ali M. Taha, Mahmood M. Mashaly, Omima M.I. Adly, Synthesis, characterization, thermal and biological activity of transition metal complexes of hydrazone derived from S-methylthio-carbazate and 4,6-diacetylresorcinol, <i>Spectrochimica Acta (A)</i>, 2014.</p>
<p>Dr. Hanaa Ouda Khadri</p>	<p>Dr. Hanaa is a lecturer at the department of Foundations of Education. Her PhD is in <i>Strategic Educational Planning (Informatics)</i>. Hanaa is the director of the center of excellence in Education. She is also Deputy Director, Center for Quality Assurance and Accreditation, ASU. She is RDI program Focal Point at ASU for the Social and Human Sciences Sector, the program represents a partnership between the Scientific Research Academy of the Ministry of Higher Education, and the European Union to encourage researchers to get funded projects included in the research projects funding programs of the European Union. Additional to this, teaching various educational courses like "Strategic Planning for Quality and its Economies" course, "Quality and Accreditation Management Systems in Educational Institutions Diploma, Ain Shams University, 2014/2015, "Quality Management Systems in the Light of Six Sigma, and ISO" course, "Systemic Approach to Quality Management" course, "Graduation Project" course, "Future Studies Course", and "Economics of Adult Education". She also participated in many educational projects: "Development of the administrative system at the University of Ain Shams and rehabilitation to obtain the certificate ISO 9001: 2008" and "Teacher Preparation in Teaching Arabic Language to Non-Native Speakers Diploma".</p> <p>Recent Publications include the following:</p> <p>Strategic Planning for Quality and its Economies, ASU, October 2015. Procedural Manual for Developing the Administrative System of Educational Institutions in Accordance with the Requirements of the International Quality Management System ISO 9001: 2008, ASU, June 2015. The Educational Foundations for E-Learning, Cairo: Book World, 2008. Participation in Preparing the Administrative Terms Dictionary, UNESCO, 2012. Strategic approach for Developing World-Class Universities in Egypt, <i>Journal of Education and Practice</i>, Vol.6, No.5, 2015. Public Universities Faculty and Leaders' Perspectives on the Role of Public Egyptian Universities in Developing National Innovation System, <i>Journal of Education and Practice</i>, Vol.5, No.36, 2014. A Suggested Strategy for Developing and Promoting Interdisciplinary Research And Graduate Education at ASU, <i>European Scientific Journal</i>, Vol.10, No.28, 2014. Planning for Establishing STEM Education Department within FOE - ASU: An Interdisciplinary Model, <i>European Scientific Journal</i>, Vol.10, No.28, 2014. "Modeling Complex Educational Problems Using the Morphological Analysis Methodology" (<i>Journal of Education - College of Education - Ain Shams University</i>, 2014). "Credit System: An Approach for Developing Secondary Education System in Egypt", <i>Journal of Studies in University Education</i>, 2013.</p>
<p>Dr. Zeinab Mohamed Hassan Khalifa</p>	<p>Dr. Zeinab is an assistant professor in the department of Curriculum and Instruction (Educational Technology). Zeinab is the director of the University Education Development Center. This center provides different programs and courses to vocational, public and private schools through different protocols with the MOE. Zeinab is specialised in designing electronic courses and delivers innovative training for the staff members and teachers. She is an active participant in different educational researches as "the development</p>

	<p>of the preparation of primary school teachers program in the Arab world in the light of international standards". She also participated in the project of converting the special courses in the Open Education Centre, ASU to electronic courses and the development of educational and technical standards for the design of these courses and follow-up and supervision of them.</p>
<p>Prof. Suzan Salaheldien Fouad</p>	<p>A Professor of Solid State Physics, Department of Physics. She is a senior consultant of Physics curriculum. She is an expertise in new trends and methods of teaching physics. She got the Research of Excellence Award for the Non- Professors of the Faculty members ASU, Nation Incentive Award in Physical Science, ASU Recognition Award in Basic Science, and ASU Recognition Certificate in International Publishing (2015).</p> <p>For Recent Publications, visit this link: https://orcid.org/my-orcid</p>
<p>Prof. Zeinab Ali El-Naggat</p>	<p>Ph.D in Education/EFL from University of California, Los Angeles, CA, U.S.A. She is a professor of Curriculum and Instruction. Prof. Zeinab is a senior consultant of different educational programs and projects. Recent activities include the following:</p> <ul style="list-style-type: none"> -ELT Consultant: World Learning Egypt, STEM Schools. October, 2015 till February, 2016. - Lead Consultant : ASU Certificate for English Teaching (ASUCET). February, 2015, Sept. 6-15, 2015 and January-February, 2016. Working with an Egyptian team of experts in collaboration with Oregon University and the Regional English Language Office (RELO) at the American Embassy in Cairo to design and implement Phase one, Phase two and Phase three of the Certificate courses (piloting phase). -Lead Trainer: Designed and participated in delivering a 4-day workshop and a 2-day workshop in Sept. 2015 for teachers of Manaret Heliopolis Language School. Training modules included state-of –the –art methods and techniques for teaching very young learners (KG), young learners and adolescents. Scheme of training includes mentoring teachers during the school year to help them grow professionally to meet the challenges they are facing. - Education Consultant for Center for Curriculum and Instructional Materials Development (CCIMD), MOE , December, 2013- November 2014; Leading a team of English language experts responsible for reviewing English language textbooks for all levels and giving advice regarding language policy decisions. - Program designer and Tutor for Center for Excellence in Education, FOE, ASU,; November,2013-present; Participated in designing and teaching a three-month professional development course for Ministry of Education non-education personnel (teachers and administrators). - Member of the Board of Directors of Center for Excellence in Education, FOE, ASU,; February,2013- present; Participated in negotiating two Masters programs in Educational Leadership and Curriculum Development with Virginia Tech (VT), USA, and will share with VT faculty in teaching the program courses; Participated in designing a one year blended learning Diploma in Education for Egyptian Teachers in Saudi Arabia. - English Language Committee Chair: National Authority for Quality Assurance and Accreditation of Education (NAQAAE), November, 2009 – 2012. Leading a team of EFL specialists to produce self-learning modules for enhancing the language skills of Egyptian EFL learners at the general education stage.

Partner number		P5
Organisation name & acronym	University of Leicester (ULEIC)	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The University of Leicester is a leading research-intensive university that also has an established record of excellence in teaching. Its commitment to high-quality teaching and research is under-pinned by a commitment to social equality.</p> <p>The School of Education is a dynamic centre for research and teaching in relation to learning at every stage of life and in all contexts. Our research and scholarship is underpinned by a commitment to enquiry-based approaches to pedagogic innovation, leadership and organizational development, which include: <i>Educational Leadership; Pedagogy & Innovation in Mathematics & Science Education; Testing, Assessment & Measurement; and Technology Enhanced Learning.</i></p> <p>The School of Education is an outstanding provider of Initial Teacher Education as well as Masters and Doctoral programmes specifically designed to suit the needs of serving teachers, school leaders and teacher educators. These programmes are characterised by the extensive network of partnerships with schools and school alliances across a wide geographical region. The School's commitment to partnerships means that it has a long-established record as a provider of bespoke Continuing Professional Development (locally, nationally and internationally).</p> <p>The School has played a major role in a number of recent and current European projects that focus on different aspects of enquiry-based teacher development, school improvement and capacity development, through such schemes as COMENIUS and TEMPUS, as well as a number of British Council-funded projects. Included in these projects is the TEMPUS-funded <i>Capacity Development of Faculties of Education in international approaches to teacher education (CDFE)</i> project led by AUC. The University of Leicester was responsible for monitoring and evaluation of CDFE activities, based on the expertise of team members in evaluation and 'impact assessment'. It therefore gained insight in the Egyptian education context.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>The project team has expertise in research and professional development in the key foci for this proposal, enabling them to provide technical support in coaching and mentoring, the use of reflection in supporting assessment, pedagogical leadership, impact assessment, school improvement technology-enhanced learning and STEM/STEAM pedagogies</p> <p>The School of Education has extensive expertise in evaluation and impact assessment of school improvement initiatives, so will contribute to the sustainability of the proposed project. In particular, we possess expertise in qualitative and ethnographic approaches to research and evaluation. The project team has a deep understanding of the current context of Egyptian teacher development and of the consequent opportunities and challenges. Project team members, through the CDFE project, have established strong relationships with key institutional partners in this proposed project.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Dr Chris Wilkins	<p>Dr Wilkins is Director of Teacher Education at the School of Education; he has contributed to other TEMPUS and EU projects, in addition to his joint leadership of the CDFE team. He has an international reputation as an educational researcher, publishing widely on topics such as teacher education policy and quality management, early career support for teacher professional learning and social equity issues in teacher education. In 2014 he was elected as a Principal Fellow of the UK Higher Education Academy in recognition of his outstanding contribution to leadership and teaching in higher education.</p>	

	<p>Selected relevant publications in this area include:</p> <p>Wilkins, C. 2016 'Vocational Education and Training in England: opportunities and challenges in a fragmented neoliberal system', in Bolder, A., Bremer, H. & Epping, R (Eds.): <i>Education for work under new management controls (Education and work Series: #5)</i>, Wiesbaden: Springer VS.</p> <p>Wilkins, C. 2015 Education reform in England: quality and equity in the performative school, <i>International Journal of Inclusive Education</i>, Published online: 20/05/2015, DOI:10.1080/13603116.2015.1044202</p> <p>Wilkins, C. et al. 2012 Crossing borders: new teachers co-constructing professional identity in performative times, <i>Professional Development in Education</i>, 38(1): pp 65-78</p> <p>Wilkins, C. 2012 Diversity, social justice and global issues in education In Dymoke, S. (ed) <i>Reflective Teaching and Learning in the Secondary School</i> London: Sage.</p>
<p>Professor Hilary Burgess</p>	<p>Professor Burgess is an internationally recognised researcher in Education at the University of Leicester. Previously, she was a Senior Lecturer in the Faculty of Education and Language Studies (FELS) at The Open University where she was Director for Postgraduate Studies in the Centre for Research in Education and Educational Technology (CREET). She was also Academic Coordinator and leader of The Open University's Research Careers Advisory Team in the Research School with a university wide remit for research career support and training. Her research and publications have focussed upon professional doctorates and teacher professional development in terms of mentoring and learning communities. Her funded projects include research into the impact of undertaking a professional doctorate and was joint leader of the University of Leicester CDFE team. In 2007 she was elected as a Fellow of the Higher Education Academy and in 2013 was awarded a National Teaching Fellowship for her national contribution to education in the UK.</p> <p>Selected relevant publications in this area include:</p> <p>Burgess, H. and Shelton Mayes A. 2012 A collaborative university and school approach to teacher professional development through mentoring and coaching. Presented at British Educational Research Association (BERA) Manchester, UK 4-6th September 2012</p> <p>Burgess, H. and Shelton Mayes, A. 2010 "Open and Distance Learning for Pre-service Teacher Education" in Abdurrahman Umar and Patrick Danaher (Eds) <i>Perspectives on Teacher Education through Open and Distance Learning</i> (pp 35-46)</p> <p>Burgess, H. (2009) Primary workforce management and reform, In Alexander, R. (Ed) <i>The Cambridge Primary Review Research Surveys</i> (pp25)</p>
<p>Dr Sue Forsythe</p>	<p>Dr Forsythe was a member of the CDFE team, and is Programme Director for a Master's in Education (Learning and Teaching), a programme specifically designed for serving classroom teachers. Her research expertise lies in teacher professional development and in Mathematics Education; she is a member of the Association of Teachers of Mathematics and of the British Society for Research into Learning Mathematics. In 2015, she was elected as a Fellow of the UK Higher Education Academy.</p> <p>Selected relevant publications in this area include:</p> <p>Forsythe, S., et al. 2015 <i>Transitioning In Teacher Education And Development: Collaborative Project Between Middle Eastern And European Universities To Build Capacity In University-School Partnerships</i>, European Conference of Educational Research (Network 1: Continuing Professional</p>

	<p>Development). Budapest, Hungary (7-11 September 2015)</p> <p>Lewis, G., Forsythe, S. (2012) 'Which qualities did aspiring teachers value in their 'Best' Mathematics teachers' <i>TEAN Journal</i> 4 (3): 49-61</p> <p>Tas, M. Forsythe, S. (2012) <i>Critical Partnerships: Peer support to develop skills in writing at Masters level</i>. Proceedings of ECER 2012</p>
Dr Jo Anna Reed-Johnson	<p>Dr Reed-Johnson is Head of Secondary Initial Teacher Education at the School of Education; she is an experienced educational researcher and has extensive international experience of educational consultancy. She has particular expertise in science education, teacher education, education for sustainable development and technology enhanced learning.</p> <p>Selected relevant publications in this area include:</p> <p>Shallcross, T., Gilroy.P., Reed Johnson, J. and Robinson, J. 2010 <i>Teachers' Education (TE) in Education for Sustainable Development (ESD) in Sub Saharan Africa</i>, Bamako, UNESCO (559RAF1001)</p> <p>Thethi, A., Reed-Johnson, J. and Boddison, A. 2014 <i>Using video as a vehicle for trainee teachers to reflect on their practice</i> Proceedings of 7th International Conference of Education, Research and Innovation (Seville, Spain)</p> <p>Reed Johnson, J.A. 2011 <i>Exploring the development of place-based learning within a Singaporean context: the Research Road-mapping Process</i> Paper presented at the National Institute of Education, Re-designing Pedagogy Conference, Singapore, May 2011</p>
Professor Tony Lawson	<p>Professor Lawson is Emeritus Professor of Education at the School of Education; he will act in an advisory capacity for the project team. He has extensive experience of leading EU teacher development projects, and is an internationally renowned scholar in the field of technology education and sociology of education.</p> <p>Selected relevant publications in this area include:</p> <p>Lawson, T. et al. 2015 Research on teaching practicum—a systematic review, <i>European Journal of Teacher Education</i>, pp 1-16</p> <p>Lawson, T. & Comber, C. 2013 Sustaining technological innovation: The example of videoconferencing in English Schools <i>Education and Information Technologies</i> 18 (4), 641-659</p> <p>Lawson, T. 2011 Sustained classroom observation: what does it reveal about changing teaching practices? <i>Journal of Further and Higher Education</i> 35 (3), 317-337</p>

Partner number		P 6
Organisation name & acronym	University of Northampton UoN	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		

The University of Northampton provides both undergraduate and postgraduate education for approximately 13,000 students on two campuses. The University is divided into six academic Schools: Arts, Science and Technology, Education, Health, Business & Social Sciences. The University has a strong focus on initial and continuing professional and vocational courses for beginning and experienced teachers and for those working in related fields and health (The University includes a number of research centres. The Centre for Education and Research (CeSNER) provides an administrative hub and resource base for research, development, consultation and teaching activity. The University of Northampton is one of the leading UK universities in the field of research, publication, teaching and practitioner support regarding disability and has secured a number of ERASMUS and other externally funded projects in recent years.

The School of Education provides initial teacher education (ITE) leading to qualified teacher status, and specialist training for teachers in Early Years and Special Educational Needs. The School also offers a number of short courses and programmes for qualified professionals, wishing to enhance their experiences and knowledge in a range of education contexts. Many academics within the School have had previous careers as senior leaders in schools and other educational settings; they are actively immersed within practice, and work in collaboration with schools, charities and local authorities, providing training, consultation and advice across the globe.

The quality of our initial teacher education provision has been externally recognised by Ofsted (The Office for the Inspection of Education Standards) and QAA (Quality Assurance Agency) over a number of years.

Please describe also the role of your organisation in the project (limit 1000 characters).

The School of Education at the University of Northampton has expertise in three areas: understanding and training in Inclusive Pedagogies and special needs, Technology Enhanced Learning and Mentorship Training. The School of Education is a successful provider of the SENCO (Special Educational Needs Co-Ordinator) training and certification for qualified teachers in England. The University of Northampton is increasing its use of blended and technology-enhanced learning. This work involves the use of iPads and apps to transform teaching of undergraduate teachers. The university also creates MOOCs. The School of Education has a long and successful track record of developing teachers and school-based mentors for beginning and more experienced teachers. In a recent Ofsted inspection, the high quality of partnership relationships between the School of Education and schools was noted as a key strength of ITE supported by a highly successful NQT (Newly Qualified Teacher) programme.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Professor Ann Shelton Mayes	<p>Professor Ann Shelton-Mayes is the Executive Dean for the School of Education at the University of Northampton.</p> <p>Across the University, Ann has strategic responsibility for quality and standards, and teaching and learning, including QAA accreditation. Ann's leadership and management of the School of Education includes the following:</p> <p>CSL accredited initial teacher training (all phases) and continuing professional development programmes for teachers and allied professions at undergraduate and postgraduate level; regional provider of professional programmes for teaching assistants; early years UG and NCSL accredited EYTS programmes; education studies and childhood and youth; research & enterprise, PhD programmes and Centre for Education & Research; and partnership with education settings, FECs and professional associations. Ofsted 'Good' provider 2014.</p> <p>Ann's previous roles include leading the largest post graduate provision for initial teacher education programme in the country delivered via distance and blended learning at the Open University. She has previously been involved in R&D and consultancy in South Africa, Egypt, Eritrea and USA focused on teacher education in partnership with schools.</p>

	<p>Recent and relevant publications include the following:</p> <p>Books: Moon, R., Shelton Mayes, A., and Hutchinson, S. (2002) (eds) Teaching, Learning and Curriculum in Secondary Schools, Routledge, London. ISBN 0-415-26067-1. Banks, F., and Shelton Mayes, A. (2001) (eds) Early Professional Development for Teachers, David Fulton, London ISBN 1 85436 792 8 Banks, F., Oakes, M., Osborne, C., Shelton Mayes, A. and Sutton, D. (2000) ASE Certificate of Continuing Professional Development Handbook, Hatfield, ASE ISBN 0 86357 321 5.</p> <p>Chapters in books and Journal articles: Burgess, H., & Shelton Mayes, A. (2013) Mentoring and Coaching Different Teaching Professionals in Primary Schools. Journal of Professional Development in Education (under review). Burgess, H. and Shelton Mayes, A. (2010) 'Achieving High Quality School Experience in Initial Teacher Education: How Distance Learning and Traditional Programmes are Converging'. The International Journal of Learning, Volume 17, Issue 10, pp.23-36. Shelton Mayes, A. and Burgess, H. (2010) "Open and Distance Learning for Pre-Service Teacher Education" in Perspectives on Distance Education: Teacher Education through Open and Distance Learning, (eds) Danaher, P. A. and Umar, A., Commonwealth of Learning, Vancouver, pp. 35-46. ISBN 978-1-894975-39-1 Burgess, H & Shelton Mayes, A. (2009) 'An exploration of higher level teaching assistants' perceptions of their training and development in the context of school workforce reform' Support for Learning, Vol.24, No 1, pp. 19-25. Burgess, H & Shelton Mayes, A. (2008) 'Using e-learning to support primary teacher trainees' development of mathematical subject knowledge: an analysis of learning and the impact on confidence' Teacher Development Vol. 12, No. 1, pp. 37-55 Burgess, H & Shelton Mayes, A. (2007) 'Supporting the professional development of teaching assistants: classroom teachers' perspectives on their mentoring role' The Curriculum Journal Vol. 18, No. 3, pp. 389 – 407 Burgess, H. & Shelton Mayes, A. (2003) 'Tutoring Primary Trainees through E-conferencing' Mentoring and Tutoring Vol 11, No 3, pp.285-305. Shelton Mayes, A. (2001) 'National Standards for Teachers: 21st Century Possibilities for Professional Development' in Early Professional Development for Teachers, (eds) Banks and Shelton Mayes, David Fulton, London ISBN 1 85436 792 8 Banks, F., Shelton Mayes, A., Oakes, M., and Sutton, D. (2001) 'Teacher Early Professional Development: the context' in Early Professional Development for Teachers, (eds) Banks and Shelton Mayes, David Fulton, London ISBN 1 85436 792 8</p>
Mr Julian Brown	<p>Julian Brown is the Subject Leader for Special Educational Needs and Inclusion and the Programme Leader for the National Award in SEN Coordination. He teaches on a range of programmes in relation to special needs and inclusion at both undergraduate and postgraduate levels. Prior to joining the University of Northampton in 2010, Julian spent fifteen years in primary, middle, secondary and special-school classrooms in a diverse range of roles from supporting learners, as a teacher, SENCo (Special Educational</p>

	<p>needs Coordinator) and Senior Leader. He holds a 'practising certificate' for the assessment of learners with Specific learning Difficulties and is on the local steering group for the professional body, PATOSS. His research is focused on the promotion of inclusive attitudes through professional development and school improvement.</p> <p>Recent and relevant publications include the following: Brown, J. (2015) 'National Case Study: England' In: Volunteering as Empowerment for Success at School, Devecchi, C. (Ed.). Project 526187-LLP-1-2012-FR-Comenius CMP. Brown, J. and Doveston, M. (2014) Short sprint or an endurance test: the perceived impact of the National Award for Special Educational Needs Coordination. <i>Teacher Development</i>. 18 (4), 495-510. Brown, J. and Bell, S. (2014) Supporting young people with dyslexia in international schools: a case study example of current provision in Southeast Asia. <i>Support for Learning</i>. 29 (2), 154-166. Brown, J. and Devecchi, C. (2013) 'The impact of training on Teaching Assistants' professional development: opportunities and future strategy', <i>Professional Development in Education</i>. 39 (3), 369-386.</p>
Dr Helen Scott	<p>Dr Helen Scott is the Deputy Dean for Student Experience in the School of Education, leading the subject areas of Initial Teacher Education and Continuing Professional Development for teachers. Helen is responsible for learning and teaching, staff development, admissions and recruitment and widening participation activity within the School; across the University, Helen leads work-based and placement learning development. In previous roles in higher education, Helen has lead the development and operations of extensive initial teacher education university and school partnerships comprising primary, secondary and further education phases (at Manchester Metropolitan University); other roles include leading the undergraduate and postgraduate secondary initial teacher training at the University of Cumbria in 13 different subjects and a large MA in Education programme for teachers. Helen's research interests and outputs are related to the initial and continuing professional development of teachers and secondary art and design education. Her PhD thesis focused upon the development of beginning teachers of art and design and their relationship to their school practice mentors.</p> <p>Recent and relevant publications include the following: 2014: Initial Teacher Education in Schools Mercier, C, Philpott, C, & Scott, H (eds) London: Sage 2013: Professional Issues in Secondary Education Mercier, C, Philpott, C, & Scott, H (eds) London: Sage 2012: Something to do with Finland? Innovation in School-Led Teacher Education Keynote speaker at TEAN conference November 27th 2012, University of Cumbria 2010: The nature, effects and purposes of Masters in Teaching and Learning; essence and appearance Annual TEAN conference Glasgow Caledonian University May 2010.</p>

Partner number		P 7
Organisation name & acronym	Martin-Luther-University, MLU	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the</i>		

organisation, etc.) relating to the area covered by the project (limit 2000 characters).

Martin-Luther-University Halle-Wittenberg is a typical full university of Germany. Having around 22.000 students and 280 professors in 10 faculties nearly all subjects are represented.

About 3.000 teacher students study for being teacher on primary and secondary level. The pre-service university studies aim at 270 or 300 ECTS state-exam and allow adding a PhD. However, usually the examined teachers go to school where they finish their teacher education in a 1,5year immersion phase (Referendariat).

The schedule for pre-service teachers has 2/3 subject content courses, 1/6 subject education courses ("Fachdidaktik") and 1/6 pedagogy and psychology courses. The studies contain 5 school-based practicum, two of them with close accompanying through academic staff. The teacher studies are organizational represented in the "Centre of Teacher Education", which also includes the organization of school based practicum. Martin Lindner is member of the directory of this centre.

The university has significant expertise in Science, Technology, Engineering and Math (STEM) approaches to sustainable development. It reflects a good model of multi-disciplinary approaches to teacher education. Moreover, the university is strong in developing new teaching methods largely based on participatory methods that are project oriented. Through their education immersion phase the university has managed to develop strong partnerships with schools.

Homepage:

<http://www.uni-halle.de/?lang=en>

Departments of Biology and Geography Education

<http://www.biodidaktik.uni-halle.de/?lang=en>

<http://didaktik.geographie.uni-halle.de/>

Please describe also the role of your organisation in the project (limit 1000 characters).

The Martin Luther university MLU will bring significant strengths into integrated approaches to teaching and learning through their tradition of combining subject matter. The university is very conscious of school and student empowerment models included in the pedagogies and management styles used. It has been a member of previous EU projects and consortiums on integrated STEM type approaches to teaching and learning. Moreover the university has a strong tradition of research and is well funded with research grants. MLU has a proven track record of strong school based teacher pre-service education which will support the needs of the SUP4PCL project and will offer a new perspective of school based learning. Faculty at MLU have a wealth of experience mentoring and supervising student teachers in schools.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Prof. Dr. Martin Lindner http://www.biodidaktik.uni-halle.de/mitarbeiterinnen/homepage_prof_lindner/	The key persons are involved in several administrative bodies of the university. Martin Lindner, Professor for Biology and Geography Education, is member of the Directorate of the Centre for Teacher Education. He is in charge of Education in the subjects ("Fachdidaktik"). The directorate deals with many topics related to students' special questions, like helping to organize the university studies in a better way, inclusion of new students, of international students, etc. Additional to this Martin Lindner is in charge of all teacher students in Biology helping to solve problems in tests, in organizing the modules etc.
Dr. Anne-Kathrin Lindau http://didaktik.geographie.uni-halle.de/minarbeiterinne/n/lindau/	Anne-Kathrin Lindau is responsible for the Geography Education department. She did her PHD together with her teaching at a high school in 2004. After 10 years of teaching she became senior researcher at the University of Halle in 2008. Her main focus lies on developing new teaching methods for Geography education with a special focus on sustainable development activities. She is officially responsible for gender equality in her

	<p>faculty. One of the reasons for the very good ranking of Geography Education of MLU among German universities is her work with the students. Both persons are actively involved in cross-university actions. They are members of several consortia improving the quality of teaching and learning at the university. For example: Martin Lindner applied as a member of the senates' consortium for a grant of the central German government to improve the way of teaching by electronic media. This grant led to the implementation of a 14 person centre for multimedia support of academic teaching and learning.</p> <p>Both persons try to implement participatory ways of learning in their academic teaching. Most of the modules were restructured into project-oriented way of learning. This enables students to feel responsible for their learning quite easily and feel somehow equal to the teachers.</p>
Dr. Francesco Cuomo	<p>Dr. Francesco Cuomo (PhD) has a background in Physics and further MA certification in science communication. He has been working in Science Education since 2005, when he was involved in the FP6 project PENCIL, a seminal project on science education at the interface between formal and informal learning environments. Up to today his research activities have involved pre- and in-service teacher training and both in Italy and in Germany. He has been involved in a number of European projects including Pencil, Traces, Iswa, and Instem. In Traces (2010-2012), he was part of the coordination team. Traces was an action-research project aimed at investigating the research-practice gap in science education by building long term school-based communities of learners including teachers and researchers. Instem (2013-2015) was aimed at performing a meta-analysis of European projects and distilling the knowledge produced and determining the state of the art of inquiry-based science education in Europe. His research approach is mainly qualitative, with action- and design-based research covering most of his research activity. His professional experience includes involvement in teacher professional development and preparation in Italy and Germany. Latest publications focus on teacher professional development, professional learning communities and teacher professionalism. E.g., Balzano, Cuomo et. al. (2014). Communities of practice and continuous teacher professional development. Findings from eight case studies. In C. P. Constantinou, N. Papadouris, & A. Hadjigeorgiou (Eds.), Science Education Research For Evidence-based Teaching and Coherence in Learning (Proceedings of the ESERA 2013 Conference). ISBN: 978-9963-700-77-6; Cuomo, F., Balzano, E., Minichini, C., & Serpico, M. (submitted). Teachers' perceptions of isolation and educational policies. Insights from a four year empirical study. Proceedings of the Esera 2015 Conference.</p>
Tom Renner Marie-Therese Werner	<p>These persons are research assistants, employed at the University for 3 – 4 years and involved into research projects. Tom Renner and Marie-Therese Werner are working on their PHD-thesis.</p> <p>All of them are involved into teaching activities for pre-service teachers and are skilled in training also in-service teachers.</p> <p>In addition two more persons are permanently employed in the department of Biology education.</p> <p>PHD staff</p> <p>Eight persons are furthermore working on their PHD thesis being paid by funds, projects or being an in-service teacher.</p> <p>All of our staff is joining the regular meetings in the research colloquium and is contributing to presentations at national and international conferences, publications and the discussion on improving teaching/learning-processes.</p>

	The departments are involved into several research and development projects. The external fund of the last five years sums up to 650.000 Euro, plus 4 funds for PHD students from regional and national funding organizations.
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Partner number		P8
Organisation name& acronym	University of Limerick (UL)	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>Established in 1972, the University of Limerick is an independent, internationally focussed university with over 13,000 students and 1,400 staff. The University of Limerick has been named 'University of the Year 2015 in <i>The Sunday Times Good University Guide</i>. UL's leading position in graduate employability, strong research commercialisation, the €52million Bernal Project in science and engineering and a rising academic performance were among the reasons for the award. The campus is home to the Nexus Innovation Centre supporting spin-out activity in the region and is central to the UL Enterprise Corridor which hosts leading R&D companies. University of Limerick is the first Irish university to become a member of the prestigious National Academy of Inventors (NAI). UL has been an active participant in the European Union's Erasmus programme for twenty six years. The University was nominated as an Erasmus Success Story by the EU in 2009 and 2010. UL is home to the Largest Co-operative Education Programme in Ireland and the universities 70% graduate employment rate for 2013 primary degree-holders was 18% higher than the HEA's most recently-available national average figure which is 52% for 2012. The Department of Education and Professional Studies (EPS) within UL is the largest provider of teacher education within Ireland. EPS has extensive experience developing and providing teacher development at degree, Masters and PhD level. UL is well renowned for its expertise in sustainable development and STEM approaches as well as technology based teaching and learning. Moreover UL has expertise in research methods.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>The University of Limerick will bring major areas of strength to the project especially in the content areas of STEM/STEAM education. With the teams background in previous Egyptian projects funded by the EU, UL has experience with the Egyptian context and in-service teachers. University of Limerick will also help in developing training material for Faculties of Education. With its experience in developing e-learning material, UL will help create blended and online training material using project and problem based learning approaches needed for the projects' participants.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Dr. Orla McCormack	<p>Dr. Orla McCormack is a qualified science teacher and lecturer in Education at the Department of Education and Professional Studies (EPS), University of Limerick. Her teaching and research interests focus on curriculum, curriculum development and the philosophical values underpinning curriculum selection/development. She is also interested in issues relating to pre-service teachers engagement with the educational dimensions of their professional development. She was one of the main partners in a TEMPUS funded project entitled EDUCAMP: Education for Sustainable Development Beyond the Campus, which aimed to develop and implement Education for Sustainable Development (ESD) curricula into Egyptian schools. Her role</p>	

	<p>involved developing curriculum as well as developing and providing teacher professional development. She is currently one of the Principal Investigators in a national study funded by the Vocational Education Committees (VEC's – now renamed Education and Training Boards).</p> <p>Selected Publications: McGarr, O. and McCormack, O. (2014) Reflecting to conform? Exploring Irish student teachers discourses in reflective practice, <i>Journal of Educational Research</i>, 107(4): 267-280. Sewilam, H., McCormack, O. and Abdel Raouf, M. (2014) Introducing education for sustainable development into Egyptian schools, <i>Environment, Development and Sustainability</i>, DOI 10.1007/s10668-014-9597-7 McCormack, O. and Gleeson, J. (2012) Curriculum, culture, ideology and ownership: the case of the Exploring Masculinities programme, <i>Irish Education Studies</i>, 31 (4): 397-414.</p> <p>McCormack, O. and O'Flaherty, J. (2010) An examination of pre-service teachers' attitudes towards the inclusion of development education into Irish post-primary schools, <i>Teaching and Teacher Education</i>, 26 (6): 1332-1339. Gleeson, J., O'Donnabhain, D., McCormack, O. and J. O'Flaherty (2008) <i>Stop talking and do something! The Young Social Innovators Programme. An independent evaluation</i>. Liffey Press:Dublin.</p>
<p>Professor Paul Conway</p>	<p>Paul Conway is a Professor of Teacher Education in the Department of Education and Professional Studies, University of Limerick. His research interests are: learning and development, teacher education, educational policy (in two areas: e-learning; teacher education), psychology and pedagogy of literacy & mathematics, and cognitive and socio-cultural perspectives on learning, and his research been funded by a range of bodies - both national and international including Teaching Council (Ireland), Irish Aid, European Science Foundation (ESF). His publications have appeared in a range of journals including <i>Studies in Educational Evaluation</i>, <i>Teachers College Record</i>, <i>Teaching and Teacher Education</i>, <i>Identity: An International journal of Theory and Research</i>, <i>Irish Educational Studies</i>, <i>Journal of Applied Developmental Psychology</i>. He is a former President (2008-10) of the Educational Studies Association of Ireland (ESAI) and has been a member of both the Council of the European Education Research Association (2006-08) and World Education Research Association (2009-13) on behalf of ESAI. He is currently joint General Editor of <i>Irish Educational Studies</i> (SSCI-indexed journal, Routledge). He has been a Visiting Scholar at the University of Western Australia, Michigan State University (2000-06) and Oxford University.</p> <p>Selected publications: Rutherford, Vanessa, P. F. Conway, and R. Murphy (2015) "Looking like a teacher: fashioning an embodied identity through dressage." <i>Teaching Education</i> 1-15. DOI:10.1080/10476210.2014.997699 Conway, P. F. and Munthe, E. (2015) 'The practice turn: Research-informed clinical teacher education in two countries' In J. Smeby and M. Sutphen (eds.) <i>From Vocational to Professional Education</i>. London: Routledge. Conway, P. F., Murphy, R. and Rutherford, V. (2014) 'Learning place' practices and Pre-service Teacher Education in Ireland: Knowledge generation, partnerships and pedagogy' In O. McNamara et al, <i>Workplace Learning in Teacher Education: International Practice and Policy</i>. Amsterdam: Springer/Verlag. Murphy, B., Conway, P. F., Murphy, R., & Hall, K. (2014). The emergence of</p>

	<p>reading literacy in post-primary teacher education: from the background to the foreground. <i>European Journal of Teacher Education</i>, 37(3), 331-347.</p> <p>Conway, P. F. (2013). Cultural flashpoint: The politics of teacher education reform in Ireland. In <i>The Educational Forum</i>, 77, 1, pp. 51-72.</p> <p>Long, F., Hall, K., Conway, P., & Murphy, R. (2012). Novice teachers as 'invisible' learners. <i>Teachers and Teaching</i>, 18(6), 619-636.</p> <p>Conway, P. F., Murphy, R, Rath, A, Hall, K. (2009) <i>Learning to Teach and its Implications for the Continuum of Teacher Education: A Nine Country Cross-national Study</i>. Maynooth: Teaching Council (Ireland). http://www.teachingcouncil.ie/fileupload/Publications/LearningToTeach-ConwayMurphyRathHall-2009_10344263.pdf</p>
Dr Oliver McGarr	<p>Dr Oliver McGarr is the head of the department of Education and Professional Studies. His research interests include the use of ICT in teaching and learning, technology education and reflective practice and initial teacher education.</p> <p>McDonagh, A, McGarr, O (2015) 'Technology leadership or technology somnambulism? Exploring the discourse of integration amongst information and communication technology coordinators'. <i>Irish Educational Studies</i>, 34 :55-68.</p> <p>Marcus-Quinn, A, McGarr, O (2015) 'TEACHERS' USE OF REUSABLE LEARNING OBJECTS IN TEACHING ENGLISH POETRY: EXPLORING THE INFLUENCE OF PREVAILING PEDAGOGICAL PRACTICES'. <i>Educacion Xx1</i>, 18 :325-343.</p> <p>McGarr, O. and McCormack, O. (2015) 'Counterfactual mutation of critical classroom incidents: implications for reflective practice in initial teacher education'. <i>European Journal Of Teacher Education</i></p> <p>McGarr, O, McCormack, O (2014) 'Reflecting to Conform? Exploring Irish Student Teachers' Discourses in Reflective Practice'. <i>Journal Of Educational Research</i>, 107 :267-280.</p> <p>Donnelly, DF, McGarr, O, O'Reilly, J (2014) "Just Be Quiet and Listen to Exactly What He's Saying": Conceptualising power relations in inquiry-oriented classrooms'. <i>International Journal Of Science Education</i>, 36 :2029-2054.</p> <p>Flannery, M, McGarr, O (2014) 'Flexibility in higher education: an Irish perspective'. <i>Irish Educational Studies</i>, 33 :419-434.</p> <p>McGarr, O, McDonagh, A (2013) 'Examining the role of the ICT coordinator in Irish post-primary schools'. <i>Technology Pedagogy And Education</i>, 22 :267-282.</p> <p>McGarr, O, Clifford, AM (2013) "Just enough to make you take it seriously": exploring students' attitudes towards peer assessment'. <i>Higher Education</i>, 65 :677-693.</p> <p>O'Flaherty, J. and McGarr, O. (2013) 'The use of case-based learning in the development of student teachers' levels of moral reasoning'. <i>European Journal Of Teacher Education</i>, .</p> <p>McGarr, O. and Seery, N. (2011) 'Parametric Pedagogy: Integrating parametric CAD in Irish post-primary schools'. <i>Design And Technology Education: An International Journal</i>, 16 (2):57-66.</p> <p>Donnelly, D; McGarr, O; O'Reilly, J (2011) 'A framework for teachers' integration of ICT into their classroom practice'. <i>COMPUTERS &</i></p>

	<p><i>EDUCATION</i>, 57 :1469-1483.</p> <p>McGarr, O (2010) 'Education for sustainable development in technology education in Irish schools: a curriculum analysis'. <i>INTERNATIONAL JOURNAL OF TECHNOLOGY AND DESIGN EDUCATION</i>, 20 (3):317-332.</p> <p>McGarr, O; Moody, J (2010) 'Scaffolding or Stifling? The influence of journal requirements on students' engagement in reflective practice'. <i>REFLECTIVE PRACTICE: INTERNATIONAL AND MULTIDISCIPLINARY PERSPECTIVES</i>, 11 (5):579-591.</p> <p>McGarr, O (2009) 'A review of podcasting in higher education: Its influence on the traditional lecture'. <i>Australasian Journal Of Educational Technology</i>, 25 (3):309-321.</p> <p>McGarr, O (2009) 'The development of ICT across the curriculum in Irish schools: A historical perspective'. <i>BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY</i>, 40 (6):1094-1108.</p> <p>McGarr, O (2009) 'A review of podcasting in higher education: Its influence on the traditional lecture'. <i>AUSTRALASIAN JOURNAL OF EDUCATIONAL TECHNOLOGY</i>, 25 (3):309-321.</p> <p>McGarr, O; Kearney, G (2009) 'The role of the teaching principal in promoting ICT use in small primary schools in Ireland'. <i>TECHNOLOGY PEDAGOGY AND EDUCATION</i>, 18 (1):87-102.</p> <p>McGarr, O; O'Brien, J (2007) 'Teacher professional development and ICT: an investigation of teachers studying a postgraduate award in ICT in education'. <i>IRISH EDUCATIONAL STUDIES</i>, 26 (2):145-162.</p>
Dr. Jennifer Hennessy	<p>Dr Jennifer Hennessy is a Lecturer in Education in the Department of Education and Professional Studies at the University of Limerick. She lectures on a variety of education modules at undergraduate, postgraduate and doctoral level, including; Research Methods, Advanced Research Methods, Curriculum and Policy Studies, How Young People Learn and Teachers as Professionals. Jennifer is also a Visiting Professor at the University of Leuven, Belgium where she is responsible for the design and provision of the 'Research Design and Quantitative Analyses' module component on the Erasmus Mundus Master in Adapted Physical Activity. She is also the coordinator of the Professional Masters in Education Research Strand and the EPS representative on the faculty Research Ethics Committee at the University of Limerick. Jennifer's research interests include the impact of school culture on curriculum initiatives and teaching and learning with a specific focus on assessment in education. Her research has been published across a variety of leading ISI journals.</p> <p>Selected Publications:</p> <p>Gleeson, J., Galvin, T., O' Flaherty, J. and Hennessy, J. (2014) 'Student teachers, socialisation, school placement and schizophrenia: the case of curriculum change'. <i>Teachers and Teaching: Theory and Practice</i>, 21(6).</p> <p>Hennessy, J. and Mannix McNamara, P. (2013) 'At the Altar of Educational Efficiency: Poetry, Performativity and the role of the Teacher'. <i>English Teaching: Practice and Critique</i>; 12(1), pp. 6-22.</p> <p>Lynch, R., Hennessy, J. and Gleeson, J. (2013) 'Acknowledging Teacher Professionalism in Ireland: The case for a Chartered Teacher initiative'. <i>Irish Educational Studies</i>.32(4), pp.493-510.</p> <p>Lynch, R., Patten, J. and Hennessy, J. (2013) "The Impact of Task Difficulty and Performance Scores on Student Engagement and Progression". <i>Educational Research</i>, 55(3), pp.291-303.</p>

	<p>Hennessy, J. and Mannix McNamara, P. (2012) 'Educational Experience, Standardisation and Instrumentalism: A century of limited change'. <i>International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)</i> [online], 2(1).</p> <p>Hennessy, J. and Mannix McNamara, P. (2012) "What rough beast?" Conceptualising the poetry teacher in Ireland through the eyes of the pupil' <i>Asia Pacific Journal of Teacher Education</i>. 40(4), 379-394.</p> <p>Hennessy, J. and Mannix McNamara, P. (2011) 'Packaging poetry? Pupil's perspectives of their learning experience within the post-primary poetry classroom' <i>English in Education</i>, 45(3), 206-223.</p> <p>Hennessy, J., Hinchion, C. and Mannix McNamara, P. (2011) "The points, the points, the points": Exploring the impact of performance oriented education on the espoused values of Senior Cycle poetry teachers in Ireland', <i>English Teaching: Practice and Critique (ETPC)</i>, 10(1), 181-198.</p>
Dr. Raymond Lynch	<p>Dr. Raymond Lynch is a qualified Technology Teacher and a lecturer in Education at the Department of Education and Professional Studies (EPS), University of Limerick. He teaches on and is a member of the course board for two structured Ph.D. programmes, the Education and Health Sciences faculty structured doctorate and the EPS structured doctorate in Education. Ray's research interests are directed towards the enhancement of Technology Teacher Education and include; student interests, student-course alignment, and Problem- and Project- Based Learning. This research has been published in international ISI peer reviewed journals and as book chapters. Recent research has focused on examining the impact of varying task difficulty on student engagement and aligned learning outcomes. He has also managed Irish Research Council (IRC) funded studies (Government of Ireland Postgraduate Scholarships) into the impact of student interests on undergraduate performance and on the relationship between visualisation skills and problem conceptualisation.</p> <p>Selected Publications:</p> <p>Lynch, R., and M. Walsh.2011. Second Level Education and the Decline in Popularity of Engineering. <i>International Journal of Engineering Education</i> 27 no. 2: 411-421</p> <p>Lynch, R., N. Seery, and P. M. McNamara. 2012. Promoting Deep Learning in a Teacher Education Programme through Self- and Peer- Assessment and Feedback. <i>European Journal of Teacher Education</i> 35 no. 2: 179-197</p> <p>Lynch, R., J. V. Patten, and J. Hennessy. 2013. The Impact of Task Difficulty and Performance Scores on Student Engagement and Progression. <i>Educational Research</i> 55 no. 3: 291-303.</p> <p>Lynch, R., J. Hennessy and J. Gleeson. 2013. Acknowledging Teacher Professionalism in Ireland: The case for a Chartered Teacher initiative. <i>Irish Educational Studies</i> 32 no. 4: 493-510</p> <p>Lynch, R. and McGarr, O. 2015. Negotiating Subject Hierarchies: Neo-Liberal Influences on the Comprehensive Curriculum in Ireland. <i>Educational Policy</i>. Online first (DOI: 10.1177/0895904814550077)</p>

media briefs and school meetings and visits. This WP will require travel, staff costs, outsourcing of services. The lead organizations are Helwan University and AUC, supported by Alexandria University. The fifth and last WP is the one devoted to Management for which the major activities are meetings, the creation of a website, the periodic review of work plans, the creation of the internal organization and methods of conflict resolution, the follow up on financial reporting, the review of documents, and overall management of the coordination of activities in a timely fashion. These activities will require travel, staff costs, and sub-contracting of services. Each of the partners has distinct roles and the allocation of the budget is equitably distributed in accordance to the expected deliverables and roles and responsibilities. The management style is a consultative participatory one that underlines empowering all partners to voice their opinions and ideas as well as respecting cultural diversity with the aim of creating a learning opportunity for all within a community of learners. The management style is a collegial one to ensure collective ownership of the process and outcomes of the work. EU partners will find a rich opportunity to learn more about Egypt while reflecting upon their own practices. The Egyptian partners will own the process and guide it. All partners will get the opportunity to publish and disseminate results as it fits their purposes as long as the EU disclaimer is respected.

D.2.2 - Cooperation and communication arrangements of the consortium

Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution (limit 2000 characters).

The project management will rely on shared responsibilities with lead institutions for discrete work packages thus enhancing the collective ownership of the initiative. AUC will be responsible specifically for the work packages entitled Preparation number one with the help of Martin Luther University and workpackage five for Management. The former will set the tone of the work and partnerships while the latter will oversee that the management and partnerships are effectively and smoothly run. Communication will be effectuated both virtually and face to face. Regular circulars and emails will be sent on almost a bi-monthly bases and as needed, while management meetings, both on the local and global levels, will be held every four months. AUC will additionally be responsible for report writing. University of Northampton with the support of Limerick University will be responsible for the WP 2 on Development where much of the construction of materials, observation, coaching and assessment will take place. The WP on Quality Plan will be led by University of Leicester and supported by Ain Shams University. It will ensure the needed mechanisms for quality control and monitoring are in place. The Dissemination and exploitation WP will be led by Helwan University and supported by University of Alexandria. In cases of conflict (due to poor communication, or inactive partners or late submissions, or other reasons), a tripartite committee for conflict resolution, which is comprised of: Alexandria University (Medhat El Nemr) and University of Leicester (Hilary Burgess) and Helwan University (Ahmed Heggi), will be established. This is in the case of minor conflicts. However, if the case escalates to litigation proper between the partners, the Belgian Law will apply, but if a conflict arises between AUC and EACEA, EU law applies.

PART E - Project characteristics and relevance

E.1. Why does the consortium wish to undertake this project?

Please outline the motivation behind your project, clearly identifying the specific needs or problem/s which it intends to solve. Explain how the project proposal fits within the development strategies of the Partner Countries involved and how it addresses the priorities defined at national / regional level. Also explain why this/these problem/s were selected instead of others. In particular, explain how the area of intervention has been explored to guarantee that the project is offering something new compared to the existing situation. Where applicable, explain any synergy with other EU initiatives should be highlighted (limit 5000 characters).

Studies on teacher education have underlined the importance of Continuing Professional Development (CPD) that is school based as the proven preferred modality of enhancing teacher education. In the Egyptian context most studies have illustrated that both faculties of education and the Ministry of Education have for the longest of time adhered to very traditional methods of teacher training, which not only wasted resources but also did not lead to any learning or improvement of performance, all of which has deterred educational reform at both the higher educational levels and school levels. Teacher performance being the key factor for learning has been selected as the most strategic entry point to reform. Previous attempts at introducing a new model of Professional Development (PD) have all pointed to the complexity of implementing such an innovative approach, thus deserving a devoted project of its own as opposed to be handled as part of an ongoing project. Moreover, much of the resistance to this modern form of learning is largely due to lack of knowledge as well as culturally traditional set ways of teacher education. From experiences with international cooperation in particular with the EU it has become apparent that when Egyptian systems are exposed to innovative thinking overtime there tends to be a gradual shift particularly of culture with partnerships that are strong in imparting both clear and tacit knowledge through exchange, dialogue, joint activities and exposure. Change as we well know is incremental and often is the result of transfer through mentorship as well as conscious reflection. Having an Egyptian-European consortium of peer learning and coaching is the only way to support risk taking in changing set ways of behaving in school settings and of experiencing on a daily basis the amount of detail and planning such a transformation will require. The Middle East and North Africa (MENA) region has since 2006 been working on teacher professional development as a high priority area through the League of Arab States (LAS) and other regional bodies. It has in fact created academies as potential centers of excellence for that purpose. Despite the structures in place and the intended objectives the reform attempts are still wanting. Most governments and educational authorities in the region are very good at setting broad policies and plans but rather poor in putting those into action. Egypt has repeatedly acknowledged the importance of teacher education in all its strategic plans, the recent 2013 constitution and reform documents. However, the country has failed so far to put its very good intentions into practice. Previous experiences have proven that when effective workable models are developed on the ground the relevant experts are able to internalize the necessary transformation needed. It is only through learning by doing that such transformations occur overtime. All the policies and previous reform objectives around PD were not supported by coaching in live settings to create the necessary contextualized local models that need to be replicated and mainstreamed. It is also important to highlight that transformations in teacher performance and learning can only occur when clear standards and visions for their performance are developed and partnerships secured to cover the career path of teachers from students to novice teachers to experts. The most significant partnership for the success of this transformation is that between university and school whereby the former equips practitioners with the theoretical knowledge behind their practice and where schools are the perfect context where these theories and ideas are enacted in practice. A previous project developed with the EU TEMPUS, the Capacity Development of Faculties of Education (CDFE) sought to strengthen this partnership on three levels: practicum, action research and CPD. The prelude to the School University Partnership to build Peer Communities of Learners (SUP4PCL), was well established through joint action research and practicum or field work during the years of university education. After three years of joint work it became clear that a special project was needed to deepen the learning on CPD as a philosophy and

culture of school autonomy and teacher self-efficacy. More time was to be devoted with the development of robust models on the ground, which would serve in advocacy and policy dialogue both at the regional and national levels. It is important to highlight that despite the existence of relevant structures no such models have been developed on the ground particularly in government schools, nor has technology-enhanced learning been tried out on the school level and finally university FOEs have not fulfilled their full potential in supporting and modernizing school based CPD. The Government of Egypt is currently supporting school based reform, school clustering and the existence of regulating bodies to accredit school PD units.

Please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.) (limit 1000 characters).

Through the evaluation of the previous TEMPUS partnership CDFE, it became clear that a more in-depth phase was needed to consolidate the school university partnership and ensure that its most critical component namely Continuing Professional Development (CPD) was well established according to the best European practices. The project targets a complexity of initiatives in terms of the style of CPD, the establishment of mentorship, the development of subject matter pedagogy for Science Technology, Engineering and Mathematics (STEM) as well as the strengthening of the school based quality assurance units and finally building the capacity of both university and school to assess teacher education. It was therefore imperative to continue with members of the previous consortium while adding new partners to complement the needed areas of expertise. Policy makers were part of the conversation at the supreme council of universities as well as the Ministry of Education MOE.

If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.

Reference number	530614-TEMPUS-1-2012-1-EG-TEMPUS-JPHES		
Project dates (year started and completed)	2012-2015	Programme or initiative	Joint projects
Title of the project	Capacity Development of Faculties of Education (CDFE) in International Approaches to Teacher Education		
Coordinating organisation	The American University in Cairo		
Website	http://www.aucegypt.edu		
Password / login if necessary for website			
<i>Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i>			
CDFE was designed to build the capacity of Faculties of Education FOE by strengthening the partnership between university and school. Strategic entry points were selected as levers to uplift the performance of FOEs. The three levers within the partnership between university and school were: improving on practicum, enhancing action research, promoting continuing professional development CPD all of which were aiming at decreasing the gap between theory and practice in teacher education. Some noticeable changes were made in all the areas of concern in varying degrees. Clear improvements were made in practicum in all the FOEs. Much peer learning resulted in laying the foundations for an effective and functioning system of practicum with tools, structures, databases and pilot models. Action research was mainstreamed at many levels despite initial strong resistance. The area of most resistance to change has been CPD. The current project on CPD will reference the previous efforts.			

Please copy and paste tables as necessary.

E.2. Rationale for the setting-up of the consortium

Please explain why the selected partners are best suited to participate in this European project. Describe innovative and or complementary skills, expertise and competences within the consortium directly relating to the planned project activities. If associated partners are involved, please explain their role in the project and the added value to the consortium (limit 3000 characters).

The selection of the various Egyptian partners was consciously driven by their position in regard to the overall configuration of Faculties of Education (FOE) in Egypt. Ain Shams University (ASU) harbors a leading faculty of education, historically the first in Egypt and one that is a pace setter in teacher education. It historically initiated professional development schools affiliated to the University in the late fifties of the last century and later discontinued for a variety of reasons in the late sixties. Moreover the FOE at ASU has a very special relationship to practitioners within the Ministry of Education (MOE), whereby a number of protocols have been signed to enable ASU to serve as a preferred provider of service for CPD. In addition ASU through a European funded project managed to set up a diploma for STEM education, an area pertinent to the current project. Alexandria University (AU), was a very active partner in the CDFE TEMPUS project that was able to learn from European practices and introduce some baby steps towards CPD on line. AU has a strong science and math department within their faculty of education which will be an added value to the STEM education component of the project. AU is well placed to serve as a center for many of the universities in the Northern part of Egypt and beyond. Helwan University (HU) is again one of the old partners of CDFE and has proved itself as an innovating FOE in Egypt. During the previous CDFE project HU made some baby steps towards introducing school based CPD in the area of special needs which is very pertinent to the current project. HU has adequately paved the ground for strengthened partnerships and the introduction of professional development schools. AUC has a track record in managing a previous TEMPUS project that also focused on CPD and the partnerships between school and university and some good progress was made in that direction allowing this current project to build on past experience. During the past CDFE TEMPUS project much innovation was achieved in the manner in which University faculty broke the barriers with schools and managed to engage in partnerships despite a very rigid and centralized education system. University of Leicester also was a former partner in CDFE and were very innovative in their methodology of monitoring and evaluation. It is expected that University of Northhampton, University of Limrick and Martin Luther University will present innovative models for mentorship coaching, learning materials for inclusive education, STEM and student centered pedagogies to be internalized and contextualized by the Egyptian faculties of education and their professional neighbouring schools. This overall consortium is ideally placed to complement one another and support the development of the Professional Academy of Teachers (PAT), that will secure eventually the mainstreaming and sustainability of the objectives of SUP4PCL.

E.3. European added value

Please describe the benefits of and need for European cooperation. Please describe also why the results cannot be achieved through national, regional or local funding (limit 1000 characters).

This project will require innovative and proven modern skills to enhance school-based CPD in pedagogical areas, in technologically enhanced practices and in Science Technology Engineering and Math STEM education. To perform school-based CPD the Europeans will strengthen the capacity of Egyptian FOEs to tailor their support to schools' actual needs. This will require prowess in educational qualitative ethnographic research. Moreover the success of school-based CPD depends on good mentorship supported by strong assessment for learning and reflective practices. Much of the success of school based CPD is contingent upon effective pedagogical leadership/mentors and school principals. The specific subject areas needing special attention are inclusive and special needs education as well as STEM. The various skills described are real technical and funding gaps in Egyptian universities needing to be filled by the strengths depicted in each of the FOEs in the European Universities selected.

E.4. Innovative character

Indicate what the project is offering that is new and what are the main innovating elements (limit 2000 characters).

Currently most CPD has taken the form of one-off training sessions mostly during vacation. The duration of these highly theoretical lecture-style training workshops are far removed from the daily practices of teachers and assume individual advancement. They have yielded very poor results. The current innovative initiative bases itself on peer networks and peer learning to form Peer Communities of Learners (PCL) able to study and collectively reflect on their practices as a comprehensive school community in a prolonged ongoing fashion. This innovative method of teacher professional development will involve lesson study and lesson learning, both forms of action research, targeting the improvement of teaching and learning. The initiative will rely on peer observation and assessment as well as formal mentorship systems established. The learning cycle of a school community will at minimum span over three years for cumulative impact. To maximize the benefits the intervention will rely on technologically enhanced practices and will establish school clusters where each high performing school acting as a professional development school for a given FOE, will network with a number of other neighboring schools to ensure the expansion of the learning process. The initiative will develop a modular self-paced approach to learning, which will allow for progress in varying speeds and which will be based on a learner centered approach to school needs and learning. A strong data base model for schools will be developed thus facilitating assessment for learning and professional development (PD). Schools will become hubs for PD with leaders ensuring that practitioners are abreast with latest theory and research on learning strategies that work. University in partnership with schools will be able to improve the knowledge base and practice of the profession with measurable indicators. To maximize impact schools in Egypt can also twin with schools in Europe.

PART F - Quality of the project design and implementation

F.1. Aims and objectives

Please define the concrete aims and objectives of the project and describe the ways in which the situation set out under the previous section (Part E) will be changed (limit 3000 characters).

Recognizing that educational transformation is a slow moving process that has many cultural and social underpinnings it is clear that the project aim is to build the capacity of Faculties of Education to enhance and modernize Continuing Professional Development in the Egyptian context by learning from the European experiences overtime. In order to effectuate transformation and to counter the deep rooted resistance to change it is critical that the process be triggered by experiential learning. Adults normally learn a great deal better if they are fully engaged in the experience of learning and doing and if the topic of the new learning is relevant to their lives and professions. Moreover adults tend to learn and change when well supported and accompanied during the challenging process of transformation. In many instances particularly in situations such as the Egyptian context, knowledge is better transferred through cultural and personal experiences. Travelling and observing systems that work constitutes a good stimulation to deeper understanding and learning. Meanwhile, forming good partnerships with built-in coaching and mentorship supports complex transformational journeys that require attention to detail as well as learning from experience. Some small steps have already been made in that direction during a previous TEMPUS project which had broader aims. The new project is now focused on the above mentioned aim of modernizing CPD through FOEs with specific objectives that cover the preconditions for the model to work. The specific objectives therefore suggest that FOEs adopt and develop neighboring Professional Development (PD) schools that will become educational laboratories allowing the faculties to develop models that work. Another objective is for faculties to carefully study the PD schools and assess their needs. This should be followed by a complex process of developing pedagogical leaders in schools and mentors. This process will entail training coaching and mentoring by university faculty and the development of materials overtime. It will also require the development of new habits of the mind such as reflection and journaling. A more advanced objective will entail at a later stage of the project the development and nurturing of Peer Communities of learners at the university and school level which will entail using all existing possibilities including the use of technology to keep a learning dialogue sustained in a structured fashion overtime. In order to bring about measurable change from the previous traditional training of teachers previously followed, all the above objectives will need to be carefully followed and measured. Hence, one important objective of this project is to develop clear systems of assessment and quality assurance to ensure that the new approach is in place and that learning is continuous and sustainable at the school level.

F.2. Project activities and Methodology

Please define the activities proposed and the working methodology (project activities/developments including educational and training content and pedagogical approach) to be used for achieving the objectives, including major milestones, measurable indicators, etc. (limit 6000 characters).

To fulfill the aims and objectives of the project, a strong consortium of universities both national and European has been carefully selected with continuous monitoring and evaluation and various management activities. On the national level continuity will be important, hence the selection of successful partners in the previous TEMPUS CDFE project to effectuate some changes in school based CPD is of importance. This facilitated the selection of teams cutting across university and schools. Meanwhile one new national partner was selected due to its institutional history of establishing PD schools in the middle of last century. The international team is also constituted of old and new elements to build on the previous project as well as secure the additional components needed to make the model work. To make sure the broader team is ready to begin the work, the school teams under the supervision of the faculties of education will need to be formed and coached, while partnership agreements will need to be signed in accordance to the guidelines developed in the handbook produced by CDFE. Once the teams are formed and coached a process of needs assessment and careful documentation of current

practices will be undertaken. This should help in tailoring the contextually relevant type of technical assistance needed to bring about change in behavior and mind sets. To support the needed change the teams will together be exposed to new experiences of school-based CPD through travel and observation. Faculty and school teams will travel together. The team members that will be specifically targeted are those coached in a first instance through workshops and trainings to become the pedagogical leaders and quality assurance experts at the school level in the respective quality assurance units. The next step will be for the teams to create task forces for the development of the customized materials that should cover a broad range of areas such as mentorship and coaching skills, assessment of learning skills, quality assurance skills, monitoring and evaluation skills, research skills, reflection and journaling skills and the acquisition of new habits of the mind that come with an enquiry based learning model. Each of these steps will be very carefully documented in multiple ways (written and audio-visual recordings). The careful documentation will be very instrumental in the dissemination and exploitation of results. It will also be of great significance for policy dialogue at the national and regional levels to ensure mainstreaming and sustainability. The project is emphasizing modeling as a strategy for change on the ground and at the policy level. The project will already take some steps towards disseminating the model through a system of school clustering. Other dissemination tools will be used such as conferences, media briefs and study reports.

The existing school clusters will exchange visits and lessons learned. This will help create Peer Communities of Learners (PCLs) across the various schools and to create a consortium of quality assurance units within each cluster of schools. Each of the 3 FOEs will adopt five PD neighboring schools. Each of the five PD schools will in the second and third year of the project connect with another three schools thus allowing the FOE to oversee a total of 15 public schools. The project will hence foster the model of this kind of partnership between university and schools through a total of three Egyptian public FOEs with 45 public schools. The materials will be developed to enhance blended forms of learning both on line and face to face. Once the materials are developed they will be field tested. The learning model in all instances is one that will follow a fourfold cycle where educators in schools with the support of trained pedagogical leaders and mentors will first self-learn and internalize the new knowledge, during a second instance the school teams will form PCLs who will discuss the learning and move on to applications through lesson study and planning. In a third phase the PCLs will move to action and peer observation. This can be done within each school or across schools at a more advanced stage of school clustering. It is worth noting at this stage that the Egyptian MOE is currently running a program for school clustering. In the final and fourth stage the PCLs will be engaged in self and peer assessment. One of the most needed skills in Egypt is assessment of both self and other. The aim of the project is to develop PCLs of 75 practitioners around each FOE. The materials developed will be accredited by the Professional Academy of Teachers (PAT), a former partner in CDFE whose role will be to mainstream the practices and sustain the change. Moreover PAT will also be involved in accrediting the strengthened school-based units as mentors, trainers and coaches. It is worth noting that currently the Government of Egypt is seeking to consolidate and strengthen the role of PAT as a regulating accrediting body as well as strengthen the units within schools. The new SUP4PCL project will synergize with a number of ongoing initiatives for educational reform entailing both FOEs and schools. Other initiatives in the Egyptian context are led by the highest executive authorities in Egypt such as the Presidential Advisory Council for Education targeting teacher professional development worth noting that one of the members of the consortium is engaged in this initiative and is active on the policy level. Another innovative practice that can emerge out of this new project is to not only twin between Egyptian and European FOEs but also between schools through distance methodologies similar to the British Connecting Schools Model through virtual means.

F.3. Budget and cost effectiveness

Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way and on time. Explain the principals of budget allocation amongst partners. Indicate the arrangements adopted for financial management and what co-financing modalities are planned (limit 3000 characters).

The scaling of the work will occur by osmosis. Clustering will ensure the most cost effective method of spreading the model of CPD developed through schools. Peer Communities of learners is the most cost effective method of continuing professional development and learning at the school site hence saving on expensive methods of one-off training in different sites with logistics and trainer fees. The project relies on both senior and junior team members to ensure sustainability and cost effectiveness. Many of the working days at the managerial, research and technical levels will occur as co-financement on the part of Egyptian Universities. Equity was taken into consideration when allocating budgets to each of the institutions to reflect their roles. To maximize the benefit from the European partners as well as ensure savings a single main trainer/coach was invited from each of the European universities to represent the consortium. For best immersion and learning the Egyptian teams reflect the diversity of stakeholders while avoiding excess. Equipments in the project were carefully selected and priced according to best offers. The equipment will be shared by FOEs and school clusters. The management style allows for delegation while maintaining strong quality assurance functions. The sequencing of activities within the various work packages was done to ensure best cumulative results and an effective division of labour amongst partners. While preparations begin with exposure and coaching, the activities evolve into structural and pedagogical transformations on the ground. Moreover the timeline and workplan has a clear frontloading strategy. The bulk of the activities start early in the first year with most of the travel costs carried in year 1. This strategy will support the timely achievement of the project objectives. Travel plans have already been made thus saving on time. Timely financial follow up will entail that the technical and financial teams are very field oriented and supportive of the processes on the ground thus combining an audit and financial role. The technical and financial teams will support the 8 university participants to complete the necessary supporting documents on time as this is often the most challenging aspect of implementation. This method will facilitate the uninterrupted flow of resources and hence avoid delays in implementation. Regular national and international management meetings will ensure smooth achievement of results and timely removal of bottlenecks. The project will seek the support of the Erasmus Office to ensure visa facilitation in order to avoid travel challenges. Moreover the planning of travel was done with an eye on saving hence technical visits were combined with management meetings and financial follow up. Workshops for coaching were designed to produce materials thus making them highly efficient and cost effective. Much of the activities are not sequential but are occurring in parallel.

F.4. Quality control and Monitoring

Please explain what mechanisms have been put in place for ensuring the quality of the project and how the evaluation will be carried out. Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix (limit 3000 characters).

Several mechanisms will be used to ensure quality for the project. Some of the mechanisms will be attentive to process while others will be concerned with outcomes. To ensure the process is sound one of the important mechanisms employed will be the Handbook produced under TEMPUS CDFE entitled *Bringing Theory and Practice Closer in Teacher Learning*, where principles emphasizing learner centeredness, were highlighted to ensure the quality of continuing professional development CPD. A second mechanism for quality assurance will be to build the capacity of the school based quality assurance units that will in turn be accredited by the Professional Academy of Teachers (PAT). A third mechanism will be to accredit the materials produced by the partnership between university and schools by PAT. A fourth mechanism for quality assurance will be provided through the Guiding Framework of Performance Standards for Arab Teachers: Policies and Programs which stresses the importance of transforming teachers from civil servants to professionals within systems that transform the existing bureaucratic frameworks with externally imposed discipline and authoritarian supervision to standards and self-assessment. Moreover the framework stresses the importance of university and school partnerships during the career journey of teachers. Finally, the guiding framework highlights the development of standards as follows: teachers nurture and support student learning, teachers grasp the basic concepts of their subject matter, teachers understand how students are motivated, learn and grow, teachers are able to diversify their learning strategies and design appropriate activities, teachers are

proficient in the use of advanced technologies, teachers abide by ethical standards, teachers employ reflection for their own learning and research as well as encourage students to do so, and finally teachers establish partnership with the local community. The framework should guide each school to develop its own standards and their expectation from teacher performance in order to measure outcomes. The University of Leicester, one of the former and continuing partners of the consortium, will develop assessment and evaluation tools to measure processes and outcomes based on all the above stated mechanisms. Moreover the project will develop comprehensive indicators and benchmarks to measure quality during every step of the process including outcomes at the end. Examples of such indicators are in assessment reports, improvement plans, signed agreements and protocols between university and schools to seal the partnership, 18 school clusters, 45 quality assurance units functioning and accredited, needs assessment completed for 45 schools to honor the above principles. EU partners will coach 9 mentors at senior level and 15 assistant mentors. Each Egyptian university coaches and trains 75 mentors with the support of European partners.

G.1. Expected impact of the project

Please explain who will use these project outputs / products / results and how the consortium will reach them. Describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project and how the project will benefit the target group at local, regional, national and or European level. Please structure your description according to the different levels of impact and stakeholders (limit 3000 characters).

During the first stages of the project the managing coordinating team will build on its existing networks to identify focal teams in each of the three partner Egyptian universities as well as the European partners. While the European partners will be strictly twinning and supporting the Egyptian Faculties of Education (FOEs), the latter will be engaged in identifying focal teams in neighboring schools and the relevant directorates of the Ministry of Education (MOE) through their existing networks. On the national level one of the major targeted impacts of this project is to render faculties of education FOEs relevant to the long desired school based reform strategy that the Government of Egypt has for many years longed for as exemplified by all its major formal documents. Another major impact is for FOEs to enact and put in action school based CPD. As a complementary outcome the project will have an impact on the efficiency of the school-based quality assurance units which will be accredited by the Professional Academy of Teachers (PAT). In addition, a very significant cultural impact will ensue namely the spreading of mentorship and coaching as a practice with clear results on the ground of well trained mentors. Also significant will be the adoption of the culture of assessment in all its forms including peer and self-assessment. Ultimately the project will contribute to the development of professional teachers countrywide drawing on all the globally acknowledged characteristics such as self-efficacy, empowerment and autonomy as well as the capacity to generate knowledge relevant to their own practices. A most significant impact will be fostering school university partnerships and supporting the school-based reform movement through the creation of PD schools. The project will also impact on the capacity of universities and schools to engage in broader networks through school clustering and the formation of Peer Communities of Learners both within and across schools. Still at the national level it is expected that the resulting on the ground models will be incorporated in national policies. On the regional level the coordinating managing team will also draw on its regional networks to ensure that the model developed is capable of being exported to other countries in the region. Important mechanisms for the Middle East Institute for Higher Education (MEIHE), representing the American University in Cairo (AUC), the main applicant to this proposal, in spreading the model is to use its existing partnerships with the League of Arab States and its UN and other networks in the region to disseminate and reinforce the model. European partners will gain a great deal of knowledge and insight about the region and will also be enabled to reflect on their own practices as a result of their exposure to different contexts. It will strengthen the capacity of such institutions in Europe to internationalize.

Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (limit 3000 characters).

The target groups in this project are diverse and include a mix of academics and practitioners from the following categories: faculty members at Egyptian FOEs, Deans, Department Chairs, Graduate Students, Research Assistants, Officials at the Ministry of Education, officials from the Ministry of Higher Education, high level policy makers, school principals, teachers, school boards, European mentors from faculties of education and schools as well as other related institutions dealing with technology, accrediting bodies, regional networks, NGOs working in the field of education may become indirectly involved. This very wide network of stakeholders will be kept together and permanently in touch after project completion through a well-functioning website, which will facilitate joint research, updates on developments, sharing of information and ideas, uploading audiovisual materials. An online bi-lingual newsletter will inform the partners of the most recent developments. Moreover, several agreements will be signed between the various partners to ensure that the relationships are sustainable and lasting. It is expected that the

relationships will yield student exchanges, dual awards, and eventually joint research and programming. The Professional Development (PD) schools will ensure a long term relationship with the partner universities. Meanwhile, the school clusters will also provide a structure and forum for continued relationships on the ground. The various schools in Egypt may decide to enter into lasting twinning relationships with schools in Europe thus fostering global citizenship education. An alumni association of the SUP4PCL will be formed to ensure that the project keeps track of the evolution of all the participants who were affected by the project; this will include newly formed mentors, coaches school pedagogical leaders, novice and professional teachers, and university faculty members, graduate students and support staff. All these will not only keep in touch but have the potential of becoming ambassadors for the dissemination of results at the national, regional and global levels. Moreover, the various stakeholders whether in academia or practitioners in schools and other contexts will continue to communicate through ongoing opportunities for assessment and research.

Overview of short and long term impact indicators

Please add rows as necessary according to indicators

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Quality assurance units functioning and accredited	QA Units	Number of 45 units	Accreditation
Mentors and coaches trained	Pedagogical leaders, teachers, and faculty	75 mentors school mentors	Assessed
PD schools established	Faculties and schools	15 PD schools	Agreements and assessed
School clusters established	FOEs and schools	18 clusters	Agreements and assessed
PCLs established	FOEs and Schools	75 PCLs	Assessed

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
School based reform established	Whole school	Number of schools practicing	Existence of CPD, improvement planning, action research accreditation
Culture of mentorship spread	Faculty and school	NA	Case study of each institution produced
Culture of assessment spread	Faculty and School	NA	Case study of each institution produced

G.2. Dissemination and exploitation strategy

Please explain how the dissemination will be organised and how exploitation activities will ensure optimal use of the results within the project's lifetime and after. Explain the roles, responsibilities and target groups (limit 3000 characters).

The project is a transformational one establishing new practices within a modernizing culture; hence, there will be a need to constantly disseminate activities and results during its life time. Efforts will be made to hold workshops amongst the existing stakeholders as well as with new stakeholders. The latter

will largely feature policy makers at all levels particularly those in local Ministry of Education directorates, broader networks of faculties of education (FOEs), Non-Governmental Organizations (NGOs), school boards, broader networks of schools, the Professional Academy for Teachers (PAT), the National Authority for Quality Assurance and Accreditation of Education (NAQAEE), as well as the various committee members in the Supreme Council of Universities (SCU), the committee members of the Presidential Advisory Council for education. The existing school clusters will constantly exchange visits and lessons learned. The project will invite other stakeholders for field school visits to understand and observe what the activities are in operation and what they aim to achieve. Most of the activities will be recorded audio-visually to allow for dissemination. Media will be a strong partner that will be constantly involved in disseminating the various activities of the project with the aim of not only educating specialists and policy makers but also the public at large as the aim of SUP4PCL is to catalyze cultural transformation in education. Towards the end of the project it is anticipated that a conference will be organized with a broad range of national regional and international participants. These will include the past CDFE consortium, the current SUP4PCL partnership, the League of Arab States (LAS), the Arab League Educational Cultural and Scientific Organization (ALECSO), the Queen Rania Teacher Academy (QRTA), UNESCO, UNICEF, World Bank, Save the Children, and the European Union. The conference will disseminate the results across borders in the Arab region and Europe. Another mechanism for dissemination will quite obviously be to publish action research and documentation of the transformations occurring in CPD and teacher performance in schools in national, regional and international journals. A strong interactive high-quality website will be developed with links to others ensuring dialogue and sharing of information. Moreover to ensure the optimal use of results close links will be forged with the SCU in Egypt which has formed a specialized task force for the reform of FOEs and they have been particularly impressed by the results of the TEMPUS CDFE project and plan to build on it. The task force is especially concerned and mandated to effectuate policy reform. A major theme adopted by the task force from the previous project is the consolidation of partnerships between university and school and the need to engage FOEs in modernized forms of CPD.

G.3. Sustainability

Explain how the impact of this project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's life - financially, institutionally and policy level. Also explain how the results will be mainstreamed and multiplied in the sector of activity and in the participating institutions. Describe the strategy foreseen to attract co-funding and other forms of support for the project (limit 2000 characters).

On the political and policy level it is envisaged that much policy dialogue will take place during the life of the project. There are already clear indications that the trends incorporated in the project are ones that have been carefully developed by national policy in recent years. Both the Ministry of Higher Education (MOHE) and the Ministry of Education (MOE) have in recent years stressed the importance of their collaboration together. The idea of universities adopting public schools has been raised, however there was no clarity of how to do that on the ground. The political will is already secured to ensure sustainability. On the institutional level it is expected that the various partnerships developed will be lasting and sustainable. The partnerships will be sealed with multi-year MOUs. Meanwhile, it is to be noted that the institutions involved in the partnership are public ones thus more likely to be sustained. Most of the results from the SUP4PCL will be sustained. The quality assurance units in the schools are already politically and legally established and will be accredited by a regulatory body, similarly the materials developed for school based CPD will also be appropriated by the Professional Academy for Teachers (PAT) and accredited by them. The use of technology will of course support the exploitation of results, dissemination and sustainability. The school clusters are also fitting existing initiatives within the MOE strategic plan. The idea of establishing Professional Development (PD) schools is also widely accepted amongst policy circles. It is anticipated that both the MOE and MOHE will manage the mainstreaming of the model as school based CPD is a proven cost effective method.

LOGICAL FRAMEWORK MATRIX – LFM

<p>Wider Objective: What is the overall broader objective, to which the project will contribute?</p> <ul style="list-style-type: none"> • Build the capacity of FOEs to enhance and modernize CPD in the Egyptian context 	<p>Indicators of progress: What are the key indicators related to the wider objective?</p> <ul style="list-style-type: none"> • Monthly CPD events held in partnership neighbouring schools • CPD held over the time span of program • Diverse forms of CPD events held • Technology enhanced CPD 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> • School and workplace observations • Interviews • Reports • Journals • Audio visual recording 	
<p>Specific Project Objective/s: What are the specific objectives, which the project shall achieve?</p> <ul style="list-style-type: none"> • 1. FOE develops PD neighbouring schools • 2. FOEs produce baseline needs assessment of neighbouring schools • 3. EU partners to develop FOE mentors • FOE develops mentors • 4. FOE develops PCL • 5. FOE develops Systems for assessment and quality assurance for CPD 	<p>Indicators of progress: What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</p> <ul style="list-style-type: none"> • Each partner FOE institution adopts five neighbouring schools as PD schools • Protocols signed for the FOE/school partnership • Fifteen baseline studies produced for 15 PD schools • Thirty FOE mentors trained • Seventy five master mentors trained • Seventy five PCLs formed and functioning • School units for quality assurance staffed and functioning 	<p>How indicators will be measured: What are the sources of information that exist and can be collected? What are the methods required to get this information?</p> <ul style="list-style-type: none"> • FOE and School visit reports as well as video footage • Copies of the signed protocols • Baseline documents produced • Mentors observed in operation with video and other documentation • Reflection memoirs, journals, action plans and minutes of meetings • Observations, interviews and video filming 	<p>Assumptions & risks: What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</p> <ul style="list-style-type: none"> • Assumptions: Peace, security, University administration and schools will support collaborative structures, national policies supporting the partnerships. • Risk factors: Revolution, strikes, wars, terrorist attacks, climate change, obstructive policies and practices.

<p>Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> • Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.: <p>Preparation:</p> <ol style="list-style-type: none"> 1. Strengthen FOE school partnership 2. Strengthen quality assurance units in neighbouring schools <p>Development:</p> <ol style="list-style-type: none"> 3. Create school clusters 4. Develop materials in hard and soft copy format 5. Develop online learning possibilities 6. Develop portfolios <p>Quality Plan</p> <ol style="list-style-type: none"> 7. Assessment tools 8. M& E reports <p>Dissemination and exploitation of results</p> <ol style="list-style-type: none"> 9. Policies to enhance CPD <p>Management</p> <ol style="list-style-type: none"> 10. Working systems in place 11. Time lines established 12. Reports completed 13. Conflict resolution systems established 	<p>Indicators of progress:</p> <p>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</p> <ul style="list-style-type: none"> • Signed agreements for partnership between FOE and schools • Forty five quality assurance units functioning • Eighteen clusters of schools established • Diverse materials produced • assessment tools produced • Successful policy dialogue with responsible officials at all levels • Number of assessment reports • The production of M & E mechanisms for quality assurance of the project • Number of improvement plans reflecting university- school partnerships • Number of management reports <p>Number of technical and financial reports</p> <p>Agreement on a conflict resolution system</p>	<p>How indicators will be measured:</p> <p>What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> • Observations • Documents • Policies • Accreditation 	<p>Assumptions & risks:</p> <p>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</p> <ul style="list-style-type: none"> • Assumptions: Peace, security, University administration and schools will support collaborative structures, national policies supporting the partnerships • Risk factors Revolution, strikes, wars, terrorist attacks, climate change, obstructive policies and practices
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<p>Activities: What are the key activities to be carried out (grouped in Workpackages) and in what sequence in order to produce the expected results?</p> <ul style="list-style-type: none"> • 1. Preparation Selection of teams and focal persons Complete needs assessment Perform coaching travel and mobility 2. Development Developing materials Training workshops School visits Travel and mobility 3. Quality Plan Monitor and evaluate visits Mid-term review Travel and mobility 4. Dissimination and exploitation of results Documentation Policy Dialogue Conference Publish Studies and reports Media briefs School visits Travel and mobility 5. Management Management meetings Create website Develop work plan Technical reporting and documents review Financial reporting and documents review 	<p>Inputs: What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</p> <ul style="list-style-type: none"> • A total of 6557 days in staff time • Equipment: 75 desktops, 32 printers, 35 camcorders, 20 data show projectors, 20 laptops, 20 hard disks • 331 mobilities 	<p>Assumptions, risks and pre-conditions: What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</p> <p>Preconditions such as funding, team building, partnerships, Peace and security</p> <p>Risks: partners drop out, Revolution, strikes, wars, terrorist attacks, climate change, obstructive policies and practices</p>
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Travel and mobility

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WORKPLAN

Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.

For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.

The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.

Activity carried out in the Programme Country: = [E.g. activity in France for two weeks in the first month of the project 2= under M1)

Activity carried out in the Partner Country (ies): X [E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

WORKPLAN for project year 1

Ref.nr/ Sub-ref nr	Activities Title	Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
			1.1	Selection of university teams and focal persons	4	X								
1.2	Complete needs assessment	12		XO	XO	XO								
1.3	Perform coaching	24				XO	XO	XO	XO	XO	XO			
2.1	Developing material	16									XO	XO	XO	XO
2.3	School visits	16									X	X	X	X
3.1	Monitoring and evaluation tools and visits	48	O	O	O	O	O	O	O	O	O	O	O	O
4.1	Policy dialogue	44		X	X	X	X	X	X	X	X	X	X	X
5.1	Management meetings	48	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO
5.3	Review work plan	48	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO
5.4	Creation of internal organization	8	X	X	X									
5.5	Technical reporting and documents review	48	X	X	X	X	X	X	X	X	X	X	X	X
5.6	Financial reporting and documents review	48	X	X	X	X	X	X	X	X	X	X	X	X

WORKPLAN for project year 2

Ref.nr/ Sub-ref nr	Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
	Ref.nr/ Sub-ref nr	Title													
2.1		Developing material	8	Xo											
2.2		Training workshops	40			x	x	x	x	x	x	x	x	x	x
2.3		School visits	48	x	x	x	x	x	x	x	x	x	x	x	x
3.1		Monitoring and evaluation tools and visits	48	O	O	O	O	O	O	O	O	O	O	O	O
3.2		Mid-term review	16			Xo	Xo	Xo	Xo						
4.1		Policy dialogue	48	x	x	x	x	x	x	x	x	x	x	x	x
4.3		Publish studies and reports	12										Xo	Xo	Xo
4.4		Media brief	40			xo	xo	xo	xo	xo	xo	xo	xo	xo	xo
4.5		School visits	48	x	x	x	x	x	x	x	x	x	x	x	x
5.1		Management meetings	48	Xo	Xo	Xo	Xo	Xo	Xo	Xo	Xo	Xo	Xo	Xo	Xo
5.2		Create websites	36												
5.3		Review work plan	48	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO
5.5		Technical reporting and document review	48	x	x	x	x	x	x	x	x	x	x	x	x
5.6		Financial reporting and document review	48	x	x	x	x	x	x	x	x	x	x	x	x

WORKPLAN for project year 3

Ref.nr/ Sub-ref nr	Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
		Title													
2.2		Training workshops	40	X	X	X	X	X	X	X	X	X	X		
2.3		School visits	40	X	X	X	X	X	X	X	X	X	X		
3.1		Monitoring and evaluation tools and visits	48	O	O	O	O	O	O	O	O	O	O	O	O
4.1		Policy dialogue	44	x	x	x	x	x	x	x	x	x	x	x	
4.2		Conference									XO	XO	XO	XO	XO
4.3		Publish studies and reports	32	Xo	Xo	Xo	Xo	Xo	Xo	Xo	Xo				
4.4		Media brief	48	xo	xo	xo	xo	xo	xo	xo	xo	xo	xo	xo	xo
4.5		School visits	36	x	x	x	x	x	x	x	x	x			
5.1		Management meetings	44	xo	xo	xo	xo	xo	xo	xo	xo	xo	xo	xo	
5.2		Create websites	28	Xo	Xo	Xo	Xo	Xo	Xo	Xo					
5.3		Review work plan	24	Xo	Xo	Xo	Xo	Xo	Xo						
5.5		Technical reporting and documents review	48	x	x	x	x	x	x	x	x	x	x	x	x
5.6		Financial reporting and documents review	48	x	x	x	x	x	x	x	x	x	x	x	x

PART H - Work packages

Please enter the different project activities you intend to carry out in your project. Make sure that the information in this section is consistent with the project Logical Framework Matrix.

H.1. Description of work packages, outcomes and activities

Work package type and ref.nr	PREPARATION		1
Title	Preparation		
Related assumptions and risks	Assumptions : funding, team building, partnerships Risks : Partners drop out, Revolution, strikes, wars, terrorist attacks, climate change, obstructive policies and practices		
Description	This work package aims at selecting teams and focal persons to help in creating a needs assessment study for each of the participating schools with the help of the EU partners who will develop the necessary tools and skills. The work package will also aim at coaching mentors both at Faculties of Education and Schools. Since observations are needed of current models of mentoring, Egyptian participants will travel to experience such models in partner EU countries as part of this work package. EU partners will also travel to Egypt to coach faculty.		
Tasks	Selection of teams and focal persons Complete needs assessment Perform coaching Travel and mobility		
Estimated Start Date (dd-mm-yyyy)	15- 10- 2016	Estimated End Date (dd-mm-yyyy)	30- 06 - 2017
Lead Organisation	AUC		
Participating Organisation	MLU, ULEIC, UL, UoN, AU, ASU, HU,		

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	1.1.	
	Title:	Selection of university teams and focal persons	
	Type:	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Select members from each institution to act as the focal persons who are permanent or tenured, who are able to communicate internationally, who are enthusiastic about the project and believe in change in transformation, who are willing to overcome traditional hierarchies, who have sufficient time to invest in the partnership and who are willing to travel. This will help strengthen FOE-School partnership	
	Due date	October 2016	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students		

	<input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International

	Work Package and Outcome ref.nr	1.2.	
Expected Deliverable/Results/Outcomes	Title:	Complete needs assessment	
	Type:	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Each FOE will help schools identify their needs based on the use of tools, methods and skills developed by the EU partners. This will help contextualise and tailor the skills needed in each school and will act as the main corner stone of the project in general. Fifteen baselines reports will be produced.	
	Due date	January 2017	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International		

	Work Package and Outcome ref.nr	1.3.	
Expected Deliverable/Results/Outcomes	Title:	Perform coaching	
	Type:	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	EU partners will travel to Egypt to work closely with FOEs in Egypt to develop the necessary tools and methods for the needs assessment and coaching, they will also train mentors in FOEs on various aspects of CPD, school-based PD, how to develop school clusters and models of mentorship. Egyptian partners will travel to EU to observe different models and write improvement plans . Twenty four FOE mentors will be trained and ready to train 75	

		school mentors as a result of this activity.
	Due date	June 2017
	Languages	English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International

Please copy and paste tables as necessary.

Work package type and ref.nr	DEVELOPMENT		2
Title	Development		
Related assumptions and risks	Assumptions : funding, team building, partnerships Risks Partners drop out, Revolution, strikes, wars, terrorist attacks, climate change, obstructive policies and practices		
Description	This work package aims to develop various materials that will be used throughout the needed trainings and workshops. It will also include school visits to create school clusters. Schools will be selected using the following criteria: public schools, neighboring, schools has a Quality Assurance unit, willingness to participate, has technological infrastructure. EU partners will travel to Egypt to help in the training and material development.		
Tasks	Developing material Training Travel and mobility		
Estimated Start Date (dd-mm-yyyy)	01-06-2017	Estimated End Date (dd-mm-yyyy)	30-07-2019
Lead Organisation	University of Northampton UoN		
Participating Organisation	UL, MLU, ULEIC, AU, ASU, HU, AUC		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	2.1.	
	Title	Developing material	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	This activity is needed to develop training material for FOE faculty to use with school teachers. The materials include areas of focus on Pedagogies of teaching and learning,	

		Science Technology Engineering and Maths STEM subjects, Special Educational Needs SEN, Global citizenship and Sustainable development. Material will be developed using both formats of soft and hard copy online and face to face training material. This activity will initiate and kick start the development of Portfolios. EU partners will travel to Egypt to help in developing the training material.
	Due date	November 2017
	Languages	English, Arabic
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International	

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	2.2.	
	Title	Training Workshops	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	FOE members will present the material developed to school teachers and pedagogical leaders who will be trained on various models of mentorship. Workshops will be conducted using advanced technology through blended format models that include online and face-to-face interaction. Seventy five master mentors will be trained. EU partners will travel to Egypt to coach and monitor the training and mentoring activities.	
	Due date	July 2019	
	Languages	English, Arabic	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	2.3.	
	Title	School visits	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Neighbouring Schools will be visited for monitoring purposes to ensure that the process of forming the PD school clusters is running as planned. In addition these visits will inform the development of the materials. Progress reports from the 15 PD schools will be delivered.	
	Due date	July 2019	
	Languages	Arabic	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International

Please copy and paste tables as necessary.

Work package type and ref.nr	QUALITY PLAN		3
Title	Quality Plan		
Related assumptions and risks	Assumptions : funding, team building, partnerships Risks: Partners drop out, Revolution, strikes, wars, terrorist attacks, climate change, obstructive policies and practices		
Description	This work package aims to ensure that there are various mechanisms included in the project for quality control and monitoring. This will be developed with the help of EU partners in addition to using tools and material based on the previous TEMPUS CDFE project.		
Tasks	Monitoring and evaluation tools and visits Travel and Mobility Mid-term review		
Estimated Start Date (dd-mm-yyyy)	15-10-2016	Estimated End Date (dd-mm-yyyy)	30-09-2019
Lead Organisation	University of Leicester, ULEIC		
Participating Organisation	ASU, UoL, MLU, AU, UoN, HU, AUC		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	3.1.	
	Title	Monitoring and evaluation tools and visits	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	This activity ensures that the project is progressing as planned through the implementation of various assessment tools developed with the help of the EU partners. These tools will help measure processes and outcomes in addition to various indicators and benchmarks on an ongoing basis. Assessment tools and four M & E reports (including a final one) will be produced.	
	Due date	September 2019	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	3.2.	
	Title	Mid-term review	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Midterm meeting will be held during the lifetime of the project. This comes as one of the tools that ensure the project is progressing as planned. It also helps provide for alternatives if change is needed. Sessions during the management meeting will be devoted for this purpose. A technical and financial report will be delivered and recommendation will be discussed with partners as needed.	
	Due date	March 2018	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff		

	<input type="checkbox"/> Librarians <input type="checkbox"/> Other <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International

Please copy and paste tables as necessary.

Work package type and ref.nr	DISSEMINATION & EXPLOITATION		4
Title	Dissemination & Exploitation of results		
Related assumptions and risks	Assumptions : funding, team building, partnerships Risks: Partners drop out, Revolution, strikes, wars, terrorist attacks, climate change, obstructive policies and practices		
Description	Throughout the project, there will be efforts to hold workshops amongst the existing stakeholders as well as with new stakeholders. This includes policy makers from local representatives of the MoE, NGOs, PAT, members of the Supreme Council of Universities and NAQAAE. School clusters will be in constant visits to each other to provide for support and disseminate ideas. Audio-visual recordings will be used to help document and disseminate progress and outcomes. A conference will be held at the end of the project including national and international representatives. Research carried out throughout the lifetime of the project and documentations will be published in international journals and conferences.		
Tasks	Documentation Enter into policy dialogue Conference Publish studies and reports Media briefs School visits Travel and mobility		
Estimated Start Date (dd-mm-yyyy)	15-10-2016	Estimated End Date (dd-mm-yyyy)	30-09-2019
Lead Organisation	Helwan University, HU and AUC		
Participating Organisation	AU, ASU, UoL, MLU, UoN, ULEIC , AUC		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.1	
	Title	Policy dialogue	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product

	Description	Policy briefs will be the main outcome of continuing dialogue between various stakeholders during the lifetime of the project. One of the purposes of the local management meetings between partners from Egypt is to have this ongoing dialogue. This activity will produce policy briefs as needed to present to decision makers in order to disseminate and sustain the results of the initiative.
	Due date	August 2019
	Languages	English, Arabic
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>Policy makers and accrediting organisations such as PAT, NAQAEE, QRTA and others</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International	

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.2	
	Title	Conference	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	A final end of project conference will be held to present the projects' major outcomes, which will help disseminate the results across borders in the Arab region and Europe. As a result of this conference, participants will get familiarized with the project to possibly use the model in their own institutions. Major project outcomes will be shared with and disseminated to the participants.	
	Due date	September 2019	
	Languages	English, Arabic	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>Policy makers and accrediting organisations such as PAT, NAQAEE, QRTA and</i>		

	<i>others and international researchers.</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.3	
	Title	Publish studies and reports	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Research and case studies in addition to reports throughout the lifetime of the project will be published in international conferences and journals. This will help in the visibility of the project at the international level.	
	Due date	May 2019	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>researchers in the field of education</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.4	
	Title	Media briefs	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Media will be a strong partner of the project as it will help constantly disseminate the various activities of the project with the aim of not only educating specialists and policy makers but also the public at large. The main outcome of this activity is to disseminate the models and successful practices developed by the project and familiarize the public at large with such efforts.	
	Due date	September 2019	
	Languages	Arabic, English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff		

	the project will ensure that planning is well developed and time lines adhered to. Moreover the management systems will allocate roles and responsibilities and ensure financial accountabilities are respected. Finally the management organizing institutes will develop their own internal system of work including methods of conflict resolution.		
Tasks	Meetings Create website Develop work plan Creation of internal organization Technical reporting and documents review Financial reporting and documents review Travel and mobility		
Estimated Start Date (dd-mm-yyyy)	01-10-2016	Estimated End Date (dd-mm-yyyy)	30-09-2019
Lead Organisation	AUC		
Participating Organisation	All others		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.1.	
	Title	Meetings	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Four management meetings will be held among partners in the life of the project	
	Due date	August 2019	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.2.	
	Title	Create websites	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Project websites will be created. This will help consolidate the partners' professional relationship and continue the dialogue. Reports and material could be uploaded on the	

		created website for further use and dissemination.
	Due date	April 2019
	Languages	English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International	

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.3.	
	Title	Adjust workplan	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	A collaborative work plan will be subject to review when necessary. The review will be done during the management meetings to ensure that the work packages and activities are running and functioning as planned and to suggest any changes when necessary. This will be documented through the reports.	
	Due date	March 2019	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.4	
	Title	Creation of internal organization	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Internal discipline and roles and responsibilities clearly spelt. This will help reduce any conflicts among the partners and ensure that the project activities and	

		outcomes will be achieved.
	Due date	December 2016
	Languages	English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International	

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.5	
	Title	Technical reporting and documents review	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Following up, monitoring and reviewing documents, TORs and reports produced by partners and writing the project reports.	
	Due date	September 2019	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.6	
	Title	Financial reporting and documents review	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Following up, reviewing and monitoring financial documents and reports produced by partners and preparing the project financial reports'	
	Due date	September 2019	

	Languages	English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International

H.2. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by lump sums, flat rates, unit costs, and real costs. Provide information on the travels necessary to complete the workpackage. Detailed information on each travel must be indicated in the Budget Excel table. If purchase of equipment is required, explain how the respective equipment addresses the needs identified in the project. Remember that the specification of each item, including the partner country university/ies at which equipment will be installed, must be detailed in the Budget Excel table. If any subcontracting is considered necessary for the implementation of the project, please explain why the task cannot be performed by the consortium members themselves (limit 3000 characters).

The first Work Package WP for preparation has a total cost of 253,485 Euro some of which is paid in unit costs worth 55,525 for staff costs and 102,960 for travel. The real costs of equipment for this WP is 95,000. The second WP for development has a total cost of 115,593 Euro some of which is paid in unit costs worth 93,033 for staff costs and 22,560 for travel. The third WP for quality plan has a total cost of 45,264 Euro some of which is paid in unit costs worth 38,424 for staff costs and 6,840 for travel. The fourth WP for dissemination has a total cost of 153,213Euro some of which is paid in unit costs worth 65,583 for staff costs and 22,830 for travel. The lump sum for sub-contracting in this WP is 64,800Euro. The fifth WP for management has a total cost of 180,902 Euro some of which is paid in unit costs worth 36,772 for staff costs and 134,130 for travel. The lump sum for sub-contracting in this WP is 10,000 Euro. Travel for WP1 will entail four European partners one from each of the program country institutions coming to Egypt to support the conduct of needs assessment. Based on their visit the European partners will develop programs for 33 Egyptian partners to travel to the various European institutions to observe CPD models. For WP 2 the European partners will again come to Egypt three times to coach and support the development of materials for school based CPD. Each European institution will be represented by one coach. In WP 3 University of Leicester will send three experts on monitoring and evaluation to assess the progress of work. As for WP 4 the planned travel will cover the needed mobility of the European partners to join hands with the Egyptian institutions to complete the case studies of the work done. Meanwhile the final dissemination event will require that all partners travel. During WP 5, much travel is required to meet the needs of 4 international management meetings and 4 national management meetings. In addition the management of the project will require much internal travel to ensure timely financial disbursement as well as overseeing and coordinating the technical work done. The equipment in the project is most necessary at the university and school level in order to support and enhance the needed coaching both on line and face to face. The data show equipment will facilitate face to face encounters while the remaining equipment will be used for blended coaching purposes as well as the need for documenting all innovative activities at the school and university sites. The equipment will also support the adoption of new pedagogies and continued learning. The subcontracted portions of the budget are necessary as the AUC team cannot perform translation or auditing services for themselves. The team will also need external professional and technical support to establish a website, print and publish materials and organize large events such as the conference.

*If your project involves a **Special Mobility Strand**, please explain what support will be required under each budget heading in order to cover organisational costs (such as special needs, exceptional, non-online linguistic support, etc.) (limit 2000 characters).*

NA

H.3 Consortium partners involved and resources required to complete the work package

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

Work Package Ref.nr	Partner nr	Partner acronym	Country	Number of staff days ¹					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
PREPARATION	P1	AUC	Egypt	96	288	288	0	672	
	P2	AU	Egypt	0	84	0	16	100	
	P3	HU	Egypt	0	84	0	16	100	
	P4	ASU	Egypt	0	84	0	16	100	
	P5	ULEIC	UK	0	27	0	4	31	
	P6	UON	UK	0	27	0	4	31	
	P7	MLU	Germany	0	27	0	4	31	
	P8	UL	Ireland	0	27	0	4	31	
			SUBTOTAL	96	648	288	64	1096	
DEVELOPMENT	P1	AUC	Egypt	96	288	288	0	672	
	P2	AU	Egypt	0	260	250	0	510	
	P3	HU	Egypt	0	260	250	0	510	
	P4	ASU	Egypt	0	260	250	0	510	
	P5	ULEIC	UK	0	27	0	12	39	
	P6	UON	UK	0	27	0	12	39	
	P7	MLU	Germany	0	27	0	12	39	
	P8	UL	Ireland	0	27	0	12	39	

¹ Please see Programme Guide, Part B for your action, Table A – Project Implementation (amounts in Euro per day) Programme Countries and Table B - Project Implementation (amounts in Euro per day) Partner Countries.

		SUBTOTAL		96	1176	1038	48	2358
QUALITY PLAN	P1	AUC	Egypt	96	288	288	0	672
	P2	AU	Egypt	0	0	0	0	0
	P3	HU	Egypt	0	0	0	0	0
	P4	ASU	Egypt	0	0	0	0	0
	P5	ULEIC	UK	0	82	0	4	86
	P6	UON	UK	0	0	0	0	0
	P7	MLU	Germany	0	0	0	0	0
	P8	UL	Ireland	0	0	0	0	0
		SUBTOTAL		96	370	288	4	758
DISSEMINATION & EXPLOITATION	P1	AUC	Egypt	96	288	288	0	672
	P2	AU	Egypt	0	215	0	0	215
	P3	HU	Egypt	0	215	0	0	215
	P4	ASU	Egypt	0	215	0	0	215
	P5	ULEIC	UK	0	0	0	4	4
	P6	UON	UK	0	30	0	8	38
	P7	MLU	Germany	0	30	0	8	38
	P8	UL	Ireland	0	30	0	8	38
		SUBTOTAL		96	1023	288	28	1435
MANAGEMENT	P1	AUC	Egypt	96	288	288	0	672
	P2	AU	Egypt	0	0	34	16	50
	P3	HU	Egypt	0	0	34	16	50
	P4	ASU	Egypt	0	0	34	16	50
	P5	ULEIC	UK	0	0	10	12	22
	P6	UON	UK	0	0	10	12	22
	P7	MLU	Germany	0	0	10	12	22
	P8	UL	Ireland	0	0	10	12	22

SUBTOTAL	96	288	430	96	910
TOTAL	480	3505	2332	240	6557

Please insert rows as necessary

Subcontracting of tasks to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves.

Tasks that will be subcontracted:

Work Package Ref.nr	Partner responsible for sub-contracting (Acronym)	Country	Number of days (where appropriate)	Brief description of task
5	AUC	Egypt	NA	External Audit
4	AUC	Egypt	NA	Organizing of a major conference, which will require planning beyond the capacity of the internal team
4	AUC	Egypt	NA	Designing and setting up of a website which will require technical specialized skills not within the purview of the team
4	AUC	Egypt	NA	Printing of publications
4	AUC	Egypt	NA	Translation

Please insert rows as necessary.

PART I – Special Mobility Strand

Applies *ONLY* to cooperation projects with partner countries from **REGIONS 1, 2 and 3**

Projects may organise mobility activities of students, researchers and staff so far as they support/complement the other activities of the **Capacity Building** project and bring added value in the realisation of the project's objectives. Mobility activities do not constitute the main activities for Capacity Building.

1.1. Relevance of mobility activities

Please describe what kind of mobility activities are foreseen in the Special Mobility Strand, what are their objectives and expected results. Explain how the mobility activities of students, researchers and staff support/complement the other activities of the Capacity Building and bring added value in the realisation of the project's objectives (limit 3000 characters).

1.2. Identification and selection of the participants

Please describe the procedures set up for identification and selection of participants for the mobility activity (limit 1000 characters).

1.3. Preparation and support

Please describe the structure for preparation of the participants for the mobility activity, including specific training or course, linguistic preparation etc. Please explain the support provided in terms of accommodation, insurances, etc. Please explain the quality measures set up in the sending and receiving organisations for monitoring the mobility activity and measures to be taken if the results foreseen are not met (limit 2000 characters).

1.4. Involvement of people with fewer opportunities

Does your project involve people with fewer opportunities? YES NO

IF YES, how many participants coming from which countries and organisations would fall under this category? Specify the type of situation of fewer opportunities these participants are facing (limit 2000 characters).

Please explain the nature of the support required and how it will be addressed, so that these persons can fully engage in the foreseen activities (limit 1000 characters).

1.5. Recognition and validation of learning outcomes

Please explain how the project intends to recognise and validate the teaching and/or learning outcomes of the participants (limit 1000 characters).

PART J - OTHER EU GRANTS

Please list the projects for which the organisations involved in this application have received financial support from EU programmes.

Programme or Initiative	Reference number	Beneficiary Organisation	Title of the Project
Tempus	511132-TEMPUS-1-2010-1-DE-TEMPUS-JPHES	American University in Cairo	Education for Sustainable Development beyond the Campus
	FEM34-23	American University in Cairo	Climate Change and Economic Growth: An Intertemporal General Equilibrium Analysis for Egypt
Tempus	158979-TEMPUS-UK-TEMPUS-SMGR	American University in Cairo	Leadership in Higher Education Management
Tempus	TEMPUS IV-2012-3168/001-001	American University in Cairo	"PRO-GREEN: Joint/Dual Professional Graduate Diploma and Professional Degree in Green Technologies"
Tempus	530611-TEMPUS-1-2012-1-IT-TEMPUS-JPCR	American University in Cairo	Green Innovation and Entrepreneurship Programme (GIEP)
	613370	American University in Cairo	Media, Conflict and Democratisation (MeCoDEM)
	612782	American University in Cairo	"Freedom, dignity and justice": A comprehensive approach to the understanding of youth exclusion and the prospects for youth inclusion and overall change in the South and East Mediterranean"
	613174	American University in Cairo	SAHWA - Empowering the young generation: towards a new social contract in South and East Mediterranean countries
Tempus	544397-TEMPUS-1-2013-1-IT-TEMPUS-JPHES	American University in Cairo	Knowledge-Triangle Platform for Water-Energy-Food Nexus (TriNex)
FP7	FP7 - 319017	Helwan Univesity (partner)-UNIROMA3	SHuMED (Sustainable Human Development for Med Countries)
FP7	FP7-Energy – 2013-1	Helwan Univesity (partner)-European Renewable Energy Council	EUROSUNMED-Proposal No 608593
FP7	FP7-Energy-2010	Helwan Univesity	Multipurpose Applications by

		(partner)-EC Frame Work Program 7	Thermodynamic Solar (MATS)
Tempus	Tempus Project 159210_JPHES	Helwan Univesity (partner)-University of Alicante	Mediterranean Innovation Alliance (MEDINNOALL)
Tempus	Tempus Project 530791-TEMPUS-I-2012-1-LB-TEMPUS-JPCR.	Helwan Univesity (partner)-American University in Lebanon	PRO-GREEN: Joint/Dual Professional Graduate Diploma and Professional Degree in Green Technologies
Tempus	Tempus Project 530637_JPCR	Helwan Univesity (partner)-BirZeit University	Joint M.Sc. in Software Engineering (JMSE)
Tempus	Tempus Project 511209-1-TEMPUS -2010-1-ES-Tempus_JPCR	Helwan Univesity (partner)-University of Oviedo	Advanced Engineering Systems: Bridging the Gap between Academia and Industry
Tempus	Tempus Project 517401-2011-ES_JPCR	Helwan Univesity (partner)-University of Oviedo	Clean Energy and Research in Environmental Studies (CERES)
Tempus	Tempus Project 145383-TEMPUS-2008-EG-JPHES-JP-00544-2008	Helwan Univesity (partner)-American University in Cairo	Enterprise-University Partnership
Tempus	Tempus Project ETF-JP-00338-2008	Helwan Univesity (partner)-Kungliga Tekniska Högskolan (KTH)	Master of Engineering in Sound and Vibration (MSV)
Tempus	Tempus Project 144789_JPGR	Helwan Univesity (partner)-University of Alicante	Strengthening the institutional capacity of Arab Universities (ALTAIR)
Tempus	TEMPUS	Helwan University	Crossing the Bridge with industry
Tempus	TEMPUS MEDA_JEP-32050-2004)	Helwan University	Development of Mechatronics Division at Helwan University in Cooperation with Ain Shams University
Tempus	TEMPUS EG 1019-04	Individual Beneficiary/ Helwan University	IMG-TEMPUS IMG EG 1019-04
Erasmus Mundus	Erasmus Mundus Action 2 – Strand 1	Helwan Univesity (partner)-University of Oviedo	Emundus (MEDASTAR) Project
Erasmus Mundus	Erasmus Mundus Action 2 – Strand 1	Helwan Univesity (partner)-PoLITO-politecnico di Torino, Italy.	WELCOME - Widening Egyptian and Lebanese Cooperation and Mobility with Europe
Erasmus Mundus	Erasmus Mundus Action 2 – Strand 1	Helwan Univesity (partner)-University of Wales Institute Cardiff	ELEMENT

Erasmus Mundus	Erasmus Mundus	Helwan Univesity (partner)-University of Wales Institute in Cardiff, (UWIC), UK.	Flow by Flow EU-Egypt Bridge Building.
TEMPUS	-517102TEMPUS-1-2011-1-SE-TEMPUS-JPCR	Ain Shmas University-Faculty of Engineering	ELAB E-laboratories for physics, engineering and Education
TEMPUS	-158979TEMPUS-1-2009-1-UK-TEMPUS-SMGR	Ain Shmas University-Faculty of Commerce	Leadership in Higher Education Management
TEMPUS	-530632TEMPUS-1-2012-1-SE-TEMPUS- JPCR	Ain Shmas University-Faculty of Engineering	EU-EG -JO Joint Master Programme in Intelligent Transport Systems
TEMPUS	-530459TEMPUS-1-2012-1-ES-TEMPUS-JPCR	Ain Shmas University-Faculty of ALSun	Innovation and Development in Spanish as a Second Language (IDELE)
TEMPUS	-530775TEMPUS-1-2012-1-EG-TEMPUS-JPCR	Ain Shmas University-Faculty of Engineering	Using Virtual Reality in Cultural Heritage Education
TEMPUS	-544460TEMPUS-1-2013-1-IT-TEMPUS-JPCR	Ain Shmas University-Faculty of Engineering	Highway and Traffic Engineering: Curricular Reform for Mediterranean Area
TEMPUS	544477-TEMPUS-1-2013-I-EG-TEMPUS-JPCR	Ain Shmas University-Faculty of Engineering	Industrial Engineering and Management Sciences: New Postgraduate Programs
Erasmus+	-001/4556-2013 001	Ain Shmas University-Faculty of Engineering	Mobility to Enhance Training of Engineering Graduates in Africa (METEGA)
Erasmus+	- 561818EPP-1-2015-1-EG-EPPKA2-CPHE-JP	Ain Shmas University-Faculty of Computer and Information Science	Master in Health Informatics + HEAL
Erasmus+	561771-EPP-1-2015-1-EG -EPPKA2- CBHE- JP	Ain Shmas University-Faculty of Engineering	International Diploma for School Teachers in STEM Education/ eSTEM
Comenius Multilateral Network	540149-LLP-1-2013-1-FR-COMENIUS-CNW	University of Leicester (ULEIC)	Supporting Science Teacher Advancement through Inquiry (SUSTAIN)
TEMPUS	530614-TEMPUS-1-2012-1-EG-TEMPUS-JPHES	University of Leicester (ULEIC)	Capacity Development in International Approaches to Teacher Education (CDFE)
Anti-bullying strategies in schools	658812	University of Northampton	HAHPEC - House and home: physical and emotional comfort in the country house, England and Sweden c.1680-1820
Erasmus + KA2: Stregic Partnerships - Adult Education	2015-1-UK01-KA204-013397	University of Northampton	Equity and Social Inclusion through Positive Parenting (ESIPP)
Erasmus + KA2: Stregic Partnerships - VET	2015-1-UK01-KA202-013651	University of Northampton	SEN Employment links: Working with Employers and Trainers to support Young

			People with Special Educational Needs/Disability into Employment (SENEL)
Erasmus + KA2: Strategic Partnerships - Adult Education	5291A788E2102841	University of Northampton: main applicant Dum lupinar University	Knowledge is power, age ain't matter (KIPAM)
Tempus	544464-TEMPUS-1 2013-1-DETEMPUS-SMHES	University of Northampton: main applicant University of Paderborn, Germany Centre for Information and Recognition of Qualifications in Higher Education	Bosnia and Herzegovina Qualification Framework for Higher Education
Horizon 2020	FP7 SSH.2013.2.1-2, grant agreement no 613179	University of Northampton: main applicant PIN S.c.r.l. Servizi Didattici e Scientifici per l'Università di Firenze	Enabling the flourishing and evolution of social entrepreneurship for innovative and inclusive societies
DAPHNE III	JUST/2013/DAP/AG/5655	University of Northampton: main applicant ICARO Consortium of Social Cooperatives	Anti-bullying strategies in schools
ERASMUS+	2014-1-DE01-KA203-000694	Martin Luther University (MLU)	SicVis – Make Science visible
Comenius Network	527525-LLP-2012-DE-COMENIUS-CNW	Martin Luther University (MLU)	SciCamp
Comenius Network	527333-LLP-1-2012-1-DE-COMENIUS-CNV	Martin Luther University (MLU)- PH Freiburg	INSTEM
Erasmus + KA2 Strategic Partnerships	2015-1-TR01-KA203-021768	University of Limerick	Identifying best practice across physical education teacher education programmes: A European perspective
Erasmus + Sports – Collaborative Partnerships	2015-3130-001/001	University of Limerick	Fix the Fixing
Erasmus + KA2 Strategic Partnerships	2015-1-DE02-KA202-002278	University of Limerick	TecCOMFrame – A Joint European Academic Competence Framework and Curricula for the Training of Technical Communicators
Erasmus +	2015-3-DE02-	University of Limerick	Connect 2 0

KA2 Strategic Partnerships	KA205-001118		
E+ KA2 Strategic Partnerships	2014-1-UK01-KA200-001529	University of Limerick	Inclusion Training in Intellectual Disability for Educators in Europe
E+ KA2 Strategic Partnerships	2014-1-IE01-KA200-000342	University of Limerick	Supporting problem based learning in SMEs through IT facilitated mentoring [Archimedes]
H2020-MSCA-ITN-2014	642682	University of Limerick - UL (Partner)	Airborne Wind Energy System Modelling, Control and Optimisation (AWESCO)
H2020-ICT-2014-1	644453	University of Limerick - UL (Partner)	Thermally Integrated Smart Photonics Systems (TIPS)
H2020-NMP-2014-two-stage	646167	University of Limerick - UL (Coordinator)	iBUS – an integrated business model for customer driven custom product supply chains
H2020-MSCA-ITN-2014	643095	University of Limerick - UL (Partner)	Research and training network on Miniaturized Gas flow for Applications with enhanced Thermal Effects (MIGRATE)
H2020-ICT-2015	688099	University of Limerick - UL (Partner)	Cloud Large Scale Video Analysis (Cloud-LSVA)
H2020-ICT-2015	688175	University of Limerick - UL (Partner)	Soft modular biomimetic exoskeleton to assist people with mobility impairments (XoSoft)
H2020-TWINN-2015	691980	University of Limerick - UL (Partner)	Excelling LABUST in marine robotics (EXCELLABUST)
H2020-LCE-2015-3	691846	University of Limerick - UL (Partner)	Fostering Sustainable Feedstock Production for Advanced Biofuels on underutilised land in Europe (FORBIO)
Tempus	530775-TEMPUS-1-2012-1-EG-TEMPUS-JPCR	Alexandria University	Using Virtual Reality in Cultural Heritage Education
Tempus	543716-TEMPUS-1-2013-1UK-TEMPUS-JPGR	Alexandria University	Sustainable Ways to Increase Higher Education Students' Equal Access to Learning Environments
Erasmus +	561651-2014-JP-GR	Alexandria University	A Bottom-up Approach for Opening Up Education in south-Mediterranean Countries OPENMED
Erasmus +	561768-2014-JP-CD	Alexandria University	Master Curriculum, Capacity Building and Network Development in Traffic Safety in Egypt, Jordan and Lebanon/MENA-SAFE

Erasmus +	561771-2014-JP-CD	Alexandria University	International Diploma for School Teachers in STEM Education /eSTEAM
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Please insert rows as necessary.

Please list other grant applications submitted by your organisation, or by any partner organisation in this project proposal. For each grant application, please mention the EU Programme concerned and the amount requested.

Programme concerned	Beneficiary Organisation	Amount requested
Erasmus + - Key Action 2	American University in Cairo (as partner organization)	€199,156 (AUC' portion of budget)
Marie Curie (Key Action 2: Innovative Training Network) H2020-MSCA-ITN-2016 Proposal title: Coherent Approach for Promoting Educational Equity in Schools (CHANCES)	University of Leicester (ULEIC)	€546575.76
Head and Neck Oncology Good Clinical Practice: A new Comprehensive Task Force- Curriculum and Fellowship Program. Erasmus+	Ain Shams University- Faculty of Medicine	N/A
Empowering Universities in Syria, Lebanon, Egypt and Palestine for Reconstruction and Rehabilitation of Buildings and Infrastructure in Disaster Areas. Erasmus+	Ain Shams University- Faculty of Engineering	N/A

Please insert rows as necessary.

CHECK LIST

Please make sure that you fully completed each part of this application form, as follows:

- PART D - Quality of the project team and the cooperation arrangements
- PART E - Project characteristics and relevance
- PART F - Quality of the project design and implementation
- PART G - Impact, dissemination and exploitation, sustainability
 - Logical Framework Matrix
 - Workplan
- PART H - Work packages
- PART I – Special Mobility Strand (where applicable)
- PART J - Other EU Grants