



# Erasmus+

## Cooperation for innovation and the exchange of good practices sub-programme

### TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A04-2015
Project number	573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP
Agreement/decision number	20162516
Project Title	School and University Partnership for Peer Communities of Learners
Language used to complete the form	

# Contractual Data

## Dates and Beneficiaries

### Dates

Project Start: 15/10/2016	Project End: 14/10/2019
Activities Start:	Activities End:
Project Duration(months): 36	

### Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	999809071	UNIVERSITY OF LIMERICK	Ireland
Co-Beneficiary / Partner	996315228	AIN SHAMS UNIVERSITY	Egypt
Co-Beneficiary / Partner	990143991	HELWAN UNIVERSITY	Egypt
Co-Beneficiary / Partner	994537800	ALEXANDRIA UNIVERSITY	Egypt
Management Contact Person	998583864	THE AMERICAN UNIVERSITY IN CAIRO	Egypt
Coordinating Organization / Beneficiary	998583864	THE AMERICAN UNIVERSITY IN CAIRO	Egypt
Co-Beneficiary / Partner	999871539	MARTIN-LUTHER-UNIVERSITAET HALLE-WITTENBERG	Germany
Co-Beneficiary / Partner	968004323	THE UNIVERSITY OF NORTHAMPTON HIGHER EDUCATION CORPORATION	United Kingdom
Co-Beneficiary / Partner	999985514	UNIVERSITY OF LEICESTER	United Kingdom

## Legal Representative

### Organisation Legal Address

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### Department

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Draft

# Project Summary and Horizontal Issues

## Project Description

English - 1	<p>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 (FOE) and the Ministry of Education (MOE) have for the longest 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 level as well as school levels. Teacher performance being the key factor for learning has been selected as the most strategic entry point to reform. The aim of this project is to empower Egyptian Faculties of Education to develop modern, innovative and effective models of Continuing Professional Development (CPD) that is school based and allows for the development of Professional Development PD schools that are sustainable and that will eventually be brought to a larger scale in the Egyptian and regional context. 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. The most significant partnership for the success of this transformation is that between university and school whereby the former equips practitioners with the theory behind their practice.</p>
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## Horizontal Issues

### Previous recommendations/follow-up

No reviews or previous recommendations received.

### Transversal issues

The transversal issues are addressed in the project on two levels:

**1-The project management and teams:**

-Gender balance is achieved in the composition of teams: the FOE teams are a mix between females and males. In some cases the number of males slightly exceeds the number of females while in other teams the number of females exceed the males (e.g in AU 9 out of 12 are females). The only exception is Martin Luther University (MLU) in which all members are males. (the mobilities table gives an indication).

-The management style is participatory, encourages dialogue and gives ownership. Flexibility is obvious in the decisions agreed upon to meet the partners' needs and visions without diverting from the objectives and budget. The meetings' reports reflect this aspect.

-Social cohesion is gradually achieved through dialogue and interaction among partners, in addition to the Peer Communities of Learners (PCLs) and partnerships created that are based on mutual respect. The social and cultural gaps that existed at the beginning of the project narrowed down and the communication improved.

**2-The project activities:**

-Gender balance in selected schools: The schools selected are a mix between boys only, girls only and mixed schools. Similarly the school teams selected are a mix between both.

-Social Justice: the project represents diverse socioeconomic levels. The 15 baseline reports conducted promote justice. They drift away from the 'one size fits all' model to provide tailored support and quality education for all. Furthermore, the project focuses on core concepts related to social justice such as global citizenship.

-Sustainable development : It is one of the subject matters highlighted in the material development.

-Unemployment: Enhancing the 21st century skills will allow teachers, FOEs and students to be more competitive for the market needs.

-The PCLs as well as the material that started to develop reflect transversal aspects. The material includes global citizenship, sustainable development, and STEAM, taking into consideration the multi grade & SEN dimensions. The environment of learning includes active learning and mentorship. PCLs is an essential component through which most of the project activities take place. The participatory approach among FOEs and schools in the different activities support achieving social cohesion, empowerment, social justice and sustainability.

All mentioned aspects are relevant to the EU partner countries. The EU partners reported that the project enables reflection and structured development of local communities of practice. The debate, reflections and design inspired by the project reaches across large numbers of local schools, teachers and universities in EU partner countries.

**Involvement of people with fewer opportunities**

The involvement of the people with fewer opportunities is not directly applicable. Yet, the material that will be developed in the project will take into consideration SEN as one of the dimensions. In addition, the schools we are reaching represent deprived populations.

# Award Criteria

## Typology

### Horizontal priorities

Fostering the assessment of transversal skills	<input checked="" type="checkbox"/>
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	<input type="checkbox"/>
Promoting the professional development of staff and youth workers in ICT methodologies	<input checked="" type="checkbox"/>
Supporting the production and adoption of Open Educational Resources in diverse European languages	<input type="checkbox"/>
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	<input type="checkbox"/>

### Linkages

School education	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>
Cross-sector	<input type="checkbox"/>

### If cross sector is selected

School education	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>

## CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	<input checked="" type="checkbox"/>
Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.	<input checked="" type="checkbox"/>
Promote people to people contacts, intercultural awareness and understanding.	<input checked="" type="checkbox"/>
Promote voluntary convergence with EU developments in higher education.	<input checked="" type="checkbox"/>
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	<input checked="" type="checkbox"/>

## CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	<input checked="" type="checkbox"/>
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	<input checked="" type="checkbox"/>
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	<input checked="" type="checkbox"/>
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	<input checked="" type="checkbox"/>
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	<input checked="" type="checkbox"/>

## Specific activities

Curriculum development	<input type="checkbox"/>
Modernisation of governance, management and functioning of HEIs	<input type="checkbox"/>
Strengthening of relations between HEIs and the wider economic and social environment	<input checked="" type="checkbox"/>

## Regions involved

Region 1 - Western Balkans	<input type="checkbox"/>
Region 2 - Eastern Partnership Countries	<input type="checkbox"/>

Region 3 - South Mediterranean Countries	<input checked="" type="checkbox"/>
Region 4 - Russian Federation	<input type="checkbox"/>
Region 6 - Asia	<input type="checkbox"/>
Region 7 - Central Asia	<input type="checkbox"/>
Region 8 - Latin America	<input type="checkbox"/>
Region 9 – Iran, Iraq, Yemen	<input type="checkbox"/>
Region 10 - South Africa	<input type="checkbox"/>
Region 11 - ACP	<input type="checkbox"/>
Cross-regional	<input type="checkbox"/>
Regional	<input type="checkbox"/>
National	<input type="checkbox"/>

**Special mobility strand**

The project contains a Special Mobility Strand	<input type="checkbox"/>
The project does not contains a Special Mobility Strand	<input checked="" type="checkbox"/>

**Involvement of people with fewer opportunities**

YES/NO	<input checked="" type="checkbox"/>
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**Assessment Criteria**

**Relevance of the project**

<p>Relevances to the objectives</p>          
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#### Internal and external constraints:

- Obtaining visas for 35 participants from the 4 FOEs to 3 EU countries for Oct/Nov visits. Early planning was done. The American University in Cairo (AUC) provided support.
- The shift in the timetable of activities due to the late start of the project, the delay in signing the Memorandums of Understanding (MOUs) and the difficulty of conducting school visits during exam times and official holidays. To overcome this obstacle, the 1st year's activities were intensified, planning for WP1.2 started during the kick off meeting. Egyptian FOEs invited the schools over, introduced them to the project concept and built trust. After signing the MOU, FOEs conducted questionnaires to accelerate the data collection process and intensified their school visits and meetings.
- The turnover in some teams and PIs: The new members were supported by AUC and their own teams to catch up.
- Lack of motivation amongst some team members. The exchange visits conducted were motivating.
- The language barrier: during the visit to MLU and during EU visits to Egypt, translation was provided.
- The cultural differences: PCLS were created. The values of respect and openness narrowed the cultural gap.
- Cultural resistance and hierarchical structures: Some initiatives to overcome this challenge were: Local management meetings, conducting workshops on "change", developing PCLS, teamwork, following the participatory approach, continuous dialogue and committing to values of respect and transparency.
- Time restriction, space workload and lack of resources: The teams started to use online communication to overcome the time and space restrictions. Equipment distributed to the FOEs helps to solve the lack of resources. One criteria of the material and activities developed is simplicity and being non-costly.

The project is strongly relevant to the national contexts in both Egypt and the EU partner countries. Sustainable PD schools, partnership between school and university, internationalization and research are all notions supported by the project and fit with the EU countries contexts. Concerning the Egyptian context, the project is consistent with the national strategies of enhancing PD and self-learning for teachers in schools. This project renders FOEs relevant to the school based reform strategy that the government of Egypt desires. During the first year, activities have largely focused on developing the capacity of Egyptian FOEs on key issues such as coaching and reflection to work with schools. Such skills enhance lifelong learning to students and professionals and make both FOEs and teachers more relevant to the labor market. 15 baseline studies were conducted. This helped understanding the needs of the schools and set the plans for collaboration accordingly. Initial progress is evident in the PCLS. Yet it needs to develop more throughout the project for profound results. New partnerships between EG and EU institutions are other positive indicators. As such, progress has been made that aligns primarily with priority C which is focused on improving management and operation of HEIs. Initial progress in respect of priorities B and D observed. For B, all partners reported improved teaching practices. With reference to priority D, developing HE sector within society at large. The partnerships between the FOEs and schools and the MOU signed contribute to this priority. It establishes long term partnerships. The project builds a sense of responsibility towards schools. In addition, it helps the FOEs to develop their practices and lead by example. The skills developed empower both FOEs and teachers.

#### EU Education, Cooperation & Development policies

The project is closely aligned with the EU higher education objectives. It addresses lifelong learning for both FOEs and teachers at school level. This concept is enhanced by empowering the FOEs and teachers through the creation of PCLS, research, coaching, mentorship and reflection practices. Adopting these practices, in addition to creating new material, active learning activities and interdisciplinary approaches (e.g. STEAM) improves the quality of education. By addressing these aspects, the project supports the modernization of education and training systems and equips the FOEs and teachers with the 21st century skills to meet the needs of the labor market. The project also strengthens QA by creating M&E tools and involving the QA units in schools in more active roles. Furthermore, the project addresses the concepts of gender equality and sustainable development. As indicated in the transversal issues section, the gender equality is evident in the selection of FOE and school teams and in the schools selected. Sustainable development is an important concept in the project being included as a main subject matter in different grades. Similarly, global citizenship is an essential part of the subject matters and class activities. The SUP4PCL also promotes equity, equal opportunities and social cohesion. This is manifested in different ways. First, selecting schools with deprived socioeconomic backgrounds and conducting baseline needs assessment to meet the needs of each school based on its own context. Second, using the participatory approach within FOEs and among all FOEs and schools. This provides equal opportunities for all voices to be heard and to have ownership. Third, committing to the values of democracy, transparency and openness among the teams and PCLS created.

The SUP4PCL contributes to disseminating the above concepts in several ways:

- Policy dialogues created and more to be created during the life time of the project.
- Encouraging schools to create new clusters, mentor them, create PCLS and disseminate the culture of the project and the concepts involved.
- Media exposure.
- Conducting case studies and creating possibilities for publishing in International journals.
- Creating a website on which the material developed as well as the case studies will be uploaded and shared.
- Holding a conference at the end of the project to disseminate results.

The project acknowledges the valuable contributions of the EU higher education area during public events and publications. Concerning the synergies with other projects, the SUP4PCL project synergises with a previously developed EU TEMPUS project. The latter project "Capacity Development of Faculties of Education (CDFE) sought to strengthen the school university partnership on three levels: Practicum, Action Research and CPD. After three years of joint work, there was a clear improvement in action research as well as practicum. Yet, the area of most resistance to change has been CPD. 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. From there the SUP4PCL project emerged. In addition to that the SUP4PCL project synergize with an Educamp Project "Active learning for PD" funded by EU. Materials on active learning and sustainable development were found useful to both.

## Quality of the project implementation

### Description of the implemented activities

The activities implemented were :

WP1 : Preparation: (Oct 2016- Sept 2017)

The focal persons were selected and the teams were formed. The five schools linked to the 3 Egyptian FOE were selected. Partnership agreements signed.

Through workshops, EU partners helped Egyptian FOEs to create tools and develop skills in conducting needs assessment. MOU signed and 15 baseline reports on PD schools produced.

EU partners also helped EG FOEs in developing mentorship and PCLs.

The divergence from the original plan was regarding the dates, number of days and participants (See attached, the table of achieved/planned results).

EU partners also helped EG FOEs in developing mentorship and PCLs.

WP 2: Development (Oct 2017 – July 2019)

The EU partners visited Egyptian FOEs in Dec 2017 to develop materials. EG partners with EU and AUC support started developing learning material with school teachers.

EU partners visited EG FOEs in Feb 2018 to continue the support for developing PCLS, 25 school mentors and material.

The training program was designed collaboratively between AUC and the EG partners. The last two days of the workshops were held at AUC to take stock of the workshops.

The divergence from the original plan was regarding the dates, number of days and EU participants (See attached, the table of achieved/planned results).

WP 3: Quality Plan (Ongoing)

University of Leicester (ULEIC) with assistance of MLU provided M&E tools and various indicators to help measure processes and outcomes. ULEIC conducted M&E visits.

To ensure that the project is progressing as planned, ULEIC delivered a Midterm report during the 3rd International management meeting as well as a QA plan.

WP: 4 Dissemination and exploitation (Ongoing)

An MOU was signed between MOE, MOHE and The Middle East Institute for Higher Education (MEIHE) to facilitate the partnership between universities and schools. Policy dialogues will continue throughout the project, and policy briefs will be submitted as needed. Media exposure is ongoing.

EU partners started working collaboratively with EG partners to produce case studies. Initial Frameworks were set by the twin partners with AUC guidance.

EG partners are documenting and videotaping the project activities since the start of the project.

WP 5: Management (Ongoing)

3 International management meetings were conducted as planned. The management meetings are important tools to revisit our plan, and reach consensus on project matters.

Due to the need to provide guidance and technical support, 4 local meetings were conducted instead of two. The meetings were vital and productive.

A website for the project is currently being created. A Committee from different AUC departments was formed to submit and evaluate a bidding. Agreement was signed through complex procedures delaying the process.

Internal discipline and roles and responsibilities are clearly split. Division of labor was defined since the beginning of the project.

Continuous follow-up, monitoring, financial and technical documents review is done by the AUC team. TORs finalized, reports produced by partners, numerous project reports produced.

The activities carried so far have added value at the level of the school and university. There is capacity building for staff including junior, senior staff and training and QA units. There is also dissemination of a new culture of mentorship, PCLs and collaboration / partnership. In addition, there is a change in the teaching practices as reported by EG teams. On another level, possible future collaborations are starting to emerge.

Internal and external constraints were explained earlier in "Relevance of objectives section"

## Quality assurance

The Quality Assurance (QA) plan attached.

The AUC team includes the PI, Co-PI, two technical and one financial persons (Full timer and part-timer) , in addition to a part-timer who helps in logistical work. Partner teams include PIs, researchers, technical, admin and financial staff. Some core teams are small. Researchers do the other roles as well. The PI is also a researcher.

The professional and academic backgrounds are essential criteria for the teams. Teaching and research skills were other criteria considered. Some had school teaching experience prior to joining the HE. Other members had experience in international projects (e.g. CDFE/ TEMPUS). The ULEIC team, all members had experience in M&E in a previous project. The gender balance is also considered in most teams.

Representations from different academic departments was another criterion for both HU & AU teams. MA, PHD researchers, lecturers, assistant Prof. and Prof. are part of HU team. English language in addition to the willingness to change and develop were other criteria for the EG FOEs.

The roles of the teams and the feedback mechanisms involve the following: For the EU partners, the core teams attend management meetings, plan, deliver and mentor workshops with other EU partners. Regular skype meetings take place among them with EG partners. More regular Skype meetings would take place with the latter in the case study phase. As for the Egyptian teams, local meetings are held regularly. In these meetings, reflection, consulting and planning takes place. EG partners mentor schools. The M&E tools and questionnaires focusing on key learnings and challenges are completed by all teams.

Continuous support and guidance from the AUC team to all partners is provided in the various project aspects as needed.

The AU team has a small committee to set criteria for work activities and outcomes, set deadlines, identify roles and responsibilities, review product, provide ongoing support and guidelines, assess the contribution of teams and take decisions on having new members. As for ANSU, the main team is divided into 4 smaller teams based on themes (Sustainable development, STEAM, Global citizenship, SEN). Each team has a leader to coordinate and ensure the quality of performed tasks. Team management meetings are held regularly. All events and activities of the project are archived on an electronic platform for documentation. A user and password is needed to login the page.

Self-reflection and communication among the teams are tools used for feedback and monitoring. Such tools help the teams to deal with their challenges and dynamics. By using these tools, AU- as an example- managed to improve teamwork and overcome internal tensions. UL team also meets to reflect on the events and to suggest future directions.

Audio-visual recording and documentation of all activities, reports and school visits reports are also tools used for feedback and monitoring. ULEIC as a lead in WP3 follows the below pattern in their internal M&E activities:

1-Each member takes responsibility for reading the evaluations submitted from one EG FOE to develop an in depth understanding of the university for which they are responsible.

2-An initial meeting is held to discuss the activity upon which the evaluations are based and the possible indicators.

3-Each team member reviews his/her evaluations and draws out key points made by the FOE.

4-A second meeting is held to discuss the findings, look for common themes across all institutions and issues that may be particular to an individual institution. A plan for how the evaluation will be written up is decided.

5-The combined review of evaluations forms the basis for reports presented at each of the Management Meetings.

## Visibility

A website for the project is currently being created. A Committee from different departments at AUC was formed to submit and evaluate a bidding, in addition to writing the sub-agreement with the service provider. The departments involved are MEIHE, IT, Purchasing and Legal departments. The agreement was reviewed by the committee and signed with the service provider. The website is in the creation process. It is not yet finalized. Negotiations around the various legal and technical processes took longer than anticipated.

The creation of the website is taking place in two stages: The first stage is relevant to the internal closed part and should be launched by Mid April 2018 based on the plan and the technical expectations of the service provider. The second stage is relevant to the external open public part and should be launched a month after the delivery of the first phase. The ERASMUS+ logo will be used as in the grant agreement using the words "Co-funded by"

The structure of the website will be as follows:

The website will be divided in two parts, one is the closed internal one and the other is open for public.

The Internal closed part will include items such as:

Circulars between eight partners/ teams.

Legal documents and guidelines. (Documents and PDF format)

Reports: PDF format

Discussion board: Thread of discussions between partners

Work packages: Divided into 5 different categories. This section will include documents related to the workpackages such as guidelines and frameworks agreed upon in PDF,PPT, or word formats, in addition to the photos captured and videos taped of the project activities. Also, reports and templates will be included in the quality plan (WP3).

The internal closed part will be used as a management tool and a way for discussion and sharing information among partners.

The external open part (Public) will include the following :

About us: Information about the project, institute, partners and initiative.

Work packages: General summaries on the different WPs

Mobility and Exchanges: Information about activities happening in the project can include PDF, photos, videos, media...etc.

Library: Will contain video and photos gallery, papers, and material.

Innovation Gallery: Useful content related to the project's main initiative.

The open part mainly aims for sustainability and dissemination of the project concepts, outcomes and the best practices.

The AUC as the project coordinator will administer the website and the partners will be given access to view, comment and upload on some website pages with approval cycles as needed. The service provider will provide maintenance and technical support during the project's life time and for two continuous years after the launch. In addition, the service provider will train the AUC team and will provide a proper handover at the end of the project to ensure the continuity and the sustainability of the website.

As a transitional step and till the launch of the website, a google drive was initiated by AinShams University (ANSU) and shared with all partners. The purpose of the blog is to share documents , photos and videos of the project activities. In addition, a dropbox was initiated by EU partners in which material is shared, uploaded and viewed by all partners.

## Equipment

According to the original budget, the total equipment units planned to be bought was 206 units including ( laptops, PCs, camcorders, black and white printers colored printers, data show and hard disks). Due to huge inflation in Egypt, the prices of the mentioned items increased tremendously. To avoid the over budget in the equipment line item, the actual number of units bought from the equipment list went down to 182. The colored printers were excluded. The total laptops and the camcorders were reduced in AUC as well as the EG FOEs.

The equipment bought included the following:

For AUC: 4 laptops,3 camcorders, 5 black & white printers, 2data show and 5 harddisks .

As for the three EG FOEs , part of this equipment will be used directly by the FOEs such as the laptops and the hard disks. In addition, labs will be created in each FOE, and the rest of equipment will be installed there. These labs will be open for schools and teachers each having their designated equipment linked to the FOEs for their use. The below is the number and distribution of equipment among the three FOEs:

(5 laptops / FOE) , (25 PCs/ FOE) , (5 printers / FOE) , (5 harddisks/ FOE), (6 data show/ FOE),( 8 camcorders for Helwan University (HU)) , (8 Camcorders for Alexandria University(AU)) , (9 Camcorders for AinShams University (ANSU))

There was also a delay in receiving the equipment and the delivery due to the Egyptian bureaucratic processes. The delay did not have a major effect on the use of the equipment since the MOU signed between MOE, MOHE and MEIHE took more time to be finalized. Hence, the partnership and interactions with schools started late and required introducing the schools to the different project concepts as a first step.

The equipment in the project is most necessary on the university and school levels in order to support and enhance the needed coaching both online and face to face. The data show equipment facilitate face to face encounters while the remaining equipment are used for blended coaching purposes as well as the need for documenting all innovative activities at the school and university sites. The equipment also supports the adoption of new pedagogies and continued learning. It is an effective tool that supports technologically enhanced learning, active learning, supports the research experiences, help the proper documentation, assessment and reflection on the work. Furthermore, having the equipment in the FOE labs and providing access to schools and teachers to use them regularly will support and strengthen the partnership and PCLs between universities and schools.

The estimated number of Beneficiaries of the equipment is 500.

### The project includes activities relating to curriculum development

- Yes
- No

### Teaching / Training Activities

- Yes

**Mobility for Teaching, Training and/or project research activities**

The teams and schools were formed based on criteria mentioned earlier in the QA section. The criteria were discussed during the kick off meeting and refined accordingly. Mentors were identified to participate in the project activities based on the following criteria:  
context knowledge, technical and disciplinary competence, professional influence, willingness to promote growth, communication skills, integrity, commitment and approachability.

WP: 1.2 Needs assessment workshops (April 2017)

Visiting institutions: ULEIC, University of Northampton (UON), University of Limerick (UL), MLU

Host institutions: ANSU, AU, HU

Dates: ANSU 2nd & 3rd April / HU 5th & 6th April / AU 9th & 10th April

The EU partners conducted workshops with EG FOE teams to guide the needs assessment. Some topics covered: team development, needs assessment process, research methods and ethics, ethnographic studies, PCLs and mentoring.

WP: 1.3 Perform coaching visits (Oct/Nov 2017)

Visiting institutions: ANSU, AU, HU, AUC

Host institutions: ULEIC, UON, UL, MLU

Dates: ULEIC 10 & 11 Oct, 2017 / UON 12 & 13 Oct, 2017 / UL 16th, 17th & 18th Oct, 2017 / MLU 6th, 7th, 8th & 9th Nov, 2017

The programs introduced the educational contexts of the EU countries. Some topics covered were: models of mentorship, the school-based PD, PCLs, school clusters, leadership, lesson study and STEM. The program was interactive and included school visits and reflections. The school visits allowed for class observations and conversations with school leaders and teachers. The visits helped EG teams to observe different models, understand better the concepts and allowed for self-reflection for both EU and EG partners.

WP 2.1: Developing material workshops (Dec 2017)

Visiting institutions: ULEIC, UON, UL, MLU

Host institutions: ANSU, AU, HU, AUC

Dates: HU 3-5 Dec / AU 6-9 Dec (8th is a weekend) / ANSU 11-13 Dec / AUC 14th Dec

The agenda included approaches to PCLs, educational leadership, the change process, and initiating reflective practice.

Teachers, principals as well as participants from QA units were invited by the FOE teams.

At AUC, all partners attended. The teams worked in groups and the meeting aimed at taking stock of the workshops focusing on PCLs, mentorship and ethnographic studies. The way forward concerning the themes was discussed.

WP 2.2: Training workshops visits (Feb 2018)

Visiting institutions: ULEIC, UON, UL, MLU

Host institutions: ANSU, AU, HU, AUC

Dates: AU 21st and 22nd Feb / ANSU: 24th and 25th Feb / HU: 26th and 27th Feb  
AUC 28th Feb & 1st March

EU partners coached the training activities conducted by the EG FOEs. School teachers, supervisors and participants from the QA units attended the workshops in addition to representatives from Cairo Educational Directorate. AUC monitored the events.

The EG FOEs presented examples of lesson plans on the 3 subject matters (Sustainable development, Global citizenship and STEAM) taking into consideration the multi-grade and SEN as well as mentorship and active learning. The teachers worked in groups, created their own lesson plans that are relevant to their curriculum and presented. EG partners mentored the group work. The EU partners were engaged in coaching the training. Reflections occurred at the end of each day. The work is labour intensive and transformational.

The first day at AUC was a meeting with EU partners to prepare the next day agenda based on the workshops observations.

The second day aimed for taking stock of the workshops. In groups, the teams reflected on their best practices in the workshops as mentors. This was followed by reflections on areas that require further efforts and solutions.

No

## Quality of cooperation

### Project management

Partnership agreements were prepared in collaboration with the Office of Sponsored Programs at AUC reflecting the roles and responsibilities of each partner based on the proposal. Agreements sent to partners for their review and signature. Comments were discussed and agreements reached. Two challenges encountered in this process. First the time limitation. Intensifying the effort and follow up was a solution. Second, the delay in signing the AU agreement due to appointing a new university president. A meeting between the PI at AUC and the AU president took place to accelerate the process.

The management tools used are: circulars, management meetings, emails and skype calls as needed. A website is also underway. English is the formal language of communication. However, Arabic is used in local meetings and workshops in which school teachers participate.

Local and International Management meetings are set to reach consensus on the coming steps, create frameworks of the coming activities, assess previous activities, adjust the plan when needed. The management style is participatory, supports dialogue and gives ownership to partners. The meetings reports reflect this aspect strongly.

The management system ensures the planning is well developed and timelines adhered to. It allocates roles and responsibilities and ensures financial accountabilities. AUC team provides continuous online and face to face support to all partners. They constantly follow up , monitor and review the technical and the financial documentations submitted by partners.

The overall project performance management focuses on assessing the extent to which the specific sub-objectives are met. Evidence for meeting the majority of the sub-objectives will come from the internal evaluations and the case studies of PD Schools. Hence, the specific indicators will be developed and refined over the coming months as the case study design is completed. ULEIC as lead partner for M&E, will need to ensure that the tools used during Year 1 of the project are refined to reflect the case study design that emerges, and to ensure that the case studies are producing robust evidence regarding the extent to which the following project sub-objectives are met. During the design phase ULEIC will liaise with partners to ensure that the case study design reflects these sub-objectives and includes relevant and appropriate indicators.

- Develop PD Schools.
- Produce baseline needs assessment of PD schools
- Develop pedagogical leaders and mentors in the PD schools.
- Develop new habits of mind such as reflection and journaling
- Develop PCLS at school and university levels
- Develop materials for school-based learning
- Develop systems of assessment and QA.

With respect to the final sub-objective (assessment and QA), the attached Quality Plan sets out the model for the M&E of the progress of overall project management. The indicators for the management procedures are linked to the evaluation of activities throughout the project. These are:

- 1-Completion and submission of the project and evaluation forms after each of the project activities.
- 2-Completion of the PCL Community Member Surveys by individual Egyptian Faculty members, and the Institutional Improvement Plan during Year 2 and Year 3 of the project.
- 3-Regular Interim M&E summary reports to annual Management Meetings
- 4-During the final 18 months of the project, M&E visits will be carried out by ULEIC to the 3 Egyptian FoEs leading the case studies to review progress and ensure that the case studies continue to be appropriately focused on the project sub-objectives.

#### **Involvement of partners and stakeholders**

As clarified in earlier sections, the management style is participatory. The project management relies on shared responsibilities with lead and sub-lead institutions for discrete WPs, thus enhancing the collective ownership.

WP1:Preparation: The lead is AUC and the sub-lead is UON. AUC designs the visit programs and selection criteria of participants, follows up on the needs assessment tools and visit reports. UON assists AUC.

WP2:Development: The lead is UON and the sub-leads are UL&MLU. UON leads developing the training material and guides the workshops. UL supports UON focusing on the blended learning material in STEM. MLU supports UL in developing the blended learning material.

WP3:Quality Plan: The lead is ULEIC and the sub-lead is MLU. ULEIC designs M&E tools. It also reviews the visits, progress reports, improvement plans and case studies. ULEIC conducts M&E visits and produces 4 M&E reports including a final one. MLU supports ULEIC in the provision of M&E tools (e.g. the PCL indicators).

WP4: Dissemination and exploitation: HU and AUC are the leads. ANSU is the sub-lead.HU in coordination with AUC design the dissemination efforts. The leads make sure to use and collect the audio-visual recordings to document and disseminate the progress and are responsible for the media briefs. AUC will organize a conference at the end of the project and is responsible for the policy dialogue. The leads will coordinate events at different levels and ANSU supports the dissemination efforts.

WP5:Management : AUC is the lead in this WP. More details are in the project management section.

The selection of partner institutions largely depended on: the areas of strength in each, the relevance to the project objectives and the previous experience in the CDFE/TEMPUS project.

A committee for conflict resolution comprised of 3 members from AU, ULEIC and HU is established to deal with minor conflicts. If the case escalates to litigation between partners, the Belgian law will apply, and if a conflict arises between AUC and EACEA, EU law applies.

The role of the EU partners along with AUC has largely been focused on training, mentoring and coaching the EG FOEs on the project aspects and supporting them in school mentoring, developing material and PCLs. The EG partners started working towards changing the culture among themselves (e.g. creating their own PCLs). They started building trust with school practitioners, and included them as partners in their objectives to enhance ownership, trust, mutual respect and collaboration. They conducted needs assessment and invited the schools to the Dec 2017 & Feb 2018 workshops. The FOEs started mentoring teachers to develop material using the current curriculum and adapting it to the project's concepts and pedagogies. During Feb 2018 workshops, the teachers were asked in groups to create their own lesson study taking into consideration these concepts. Self-reflection was done. Both AUC and EU partners participated in this reflection. The best practices, aspects to be improved and the possible solutions were discussed.

On the policy level, an MOU was signed between the MOE, MOHE and MEIHE to formalize, sustain and support the partnerships between schools and universities. Reports are sent to the two ministries to update them with the project's progress. MOE officials at the local levels have been involved in the various activities.

In this project, some MA students from the Egyptian FOEs are involved in the implementation with the guidance of the FOE school team leaders. Research and data collection is their main role. Some students practiced action research in " Action Research for all Schools" project.

#### **Management of the grant**

The proposal was shared with all partners since the beginning and before signing the partnership agreement. The agreements specifying the roles and responsibilities were shared with partners, reviewed and signed. The project coordinator received all the relevant documents and guidelines which were sent to all participants, the rules and regulations were explained in the kick off meeting by the project coordinator, Office of sponsored programs and the grants and financial team involved. The relevant presentations were sent along with the detailed kick off meeting report that was produced. The partners have been constantly reminded of important aspects of the guidelines during the management meetings and via emails as needed.

In addition, continuous support from the AUC team technically and financially is provided through emails, Skype or face to face meetings. In case of any concerns, these concerns are discussed, the guidelines are reviewed and an agreement is reached meeting the needs and concerns of partners while not compromising the project's objectives, regulations and budget.

The internal methodology to communicate the financial reports are: emails, registered mail, Skype as needed, and face to face meetings. For example, management meetings will always have additional sessions to follow up on financial reporting. In addition, constant communication and meetings take place with the Egyptian partners for the same purpose.

## IMPACT AND SUSTAINABILITY

### Awareness raising, dissemination, sustainability and exploitation of the project results

To ensure the visibility of the project, information sessions were conducted by partners and attended by different departments, QA units and students. The events were a PD opportunity for faculty. The project was also introduced to schools who were engaged in the visit programs in EU countries and to the MOE & MOHE, directorates and schools linked to EG FOEs in Egypt. Deans were also informed about the project. Teams expanded to include different departments and more graduate schools are expected to join. ANSU conducted an inauguration ceremony in which the head of Cairo governorate, the school teachers and principals, the heads of QA and training units were invited. The seminars are expected to continue throughout the project's life time.

ULEIC have been actively seeking the involvement of schools in the Leicester Teacher Education Partnership in mentoring activities. Furthermore, UON embedded material developed on mentoring into MA level and other credit bearing teacher research courses.

Online tools are used such as Twitter in UL and closed Facebook groups in HU and the schools. In ANSU, all activities are archived on an electronic platform that is only open for the teams.

ULEIC anticipates publicizing for project activities with articles published in College bulletins and in Partnership Newsletters to promote the work outside the HE community (e.g. 200+ schools locally and across the region).

Involving parents in awareness raising workshops is another suggestion by AU. Holding workshops amongst the existing and new stakeholders is another plan. This will feature policy makers at all levels.

Dissemination will also be assured through developing PCLs and creating new school clusters. The website is another tool in addition to the case studies that will reflect the transformations that occurred in FOEs and schools. A conference will be organized with a broad range of national, regional and international participants. The media is expected to be a major part of such event. AUC is planning for a media event around the project.

The above tools also contribute to the sustainability of the results. In addition to the above, the MOU signed between the ministries supports partnerships between schools and FOEs, the mainstreaming of the project's model and spreading the lifelong learning culture. Giving access to schools to the FOE's labs will also deepen the partnership. Institutionalizing the PCLs during the practicum and school placement is another possibility in HU.

Another expected sustainability factor is empowering teachers and FOEs to continue the change themselves. New partnerships are emerging as a result of this project. MLU have already prepared two MOUs with HU and ANSU that enable developing STEAM programs and mutual exchange of students, lecturers and researchers. ULEIC has had discussions with other partners regarding future collaboration in teaching, research and enterprise, as well as research collaborations with EU partners.

The last few aspects that are expected to support sustainability are the accreditation of the QA units, the material as well as the mentors trained.

The realized deliverables and project products throughout the project lifetime will be:

Preparation (WP1): Strengthening FOE school partnership and the QA units in neighboring schools.

Development (WP2): Create school clusters, develop material, develop online learning possibilities and portfolios.

Quality Plan (WP3): Assessment tools and M&E reports.

Dissemination and exploitation of results (WP4): Policies to enhance CPD.

Management (WP5): Working systems in place, timelines established, reports completed, conflict resolution systems established.

## Statistics and Indicators

### Type of equipment:

books and pedagogic material

audio-visual equipment

Computers and software

lab material

Other

### For Curriculum Development projects

Yes

#### Level of new/updated courses:

- Short cycle
- 1st Cycle (e.g. Bachelor)
- 2nd Cycle (e.g. Master)
- 3rd Cycle (e.g. Doctoral)
- Vocational Education and Training

#### Type of recognition:

- HEI Degree
- National degree
- Multiple Degree
- Joint Degree

Volume (in ECTS) of new/updated courses

#### The new study programme includes:

- Placements/internships for students
- Career orientation service
- Career development measures

Number of learners / trainees enrolled (per intake / course delivery)

#### Type of skills/competence developed:

Transversal/behavioural skills

Technical /academic /scientific / research skills

Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project

### For Training/Mobility Activities

Number of partner country "HEIs' students" trained

1

Number of partner country "HEIs' academic staff" trained

86

Number of partner country "HEIs' administrative staff" trained

15

Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)

102

### IMPACT AND SUSTAINABILITY

#### Impact at individual level

Extent of attention given to vulnerable groups

to a small extent

Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs

272

Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs

13

Number of direct beneficiaries in the PCs (/year): HE students

167

Number of direct beneficiaries in the PCs (/year): non HE individuals

269

#### Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres )

to a high extent

Potential of planned project measures to contribute to new

to a high extent

national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)

Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)

to a high extent

### Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

to a high extent

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

to a small extent

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

to a high extent

### Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

not applicable

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

to a high extent

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a high extent

### Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a high extent

**Measures to collect Sources of financial (/logistic) support for sustaining the project results from:**

- Partner HEIs
- Public authorities in Partner countries
- NGOs
- Private sector
- European Union
- Other

**QUALITY OF PARTNERSHIP & COOPERATION**

Involvement of students in the project implementation

to a high extent

Involvement of non-educational stakeholders in the project implementation

not applicable

**RELEVANCE in relation to project objectives**

To what extent the project contributes to the policy objectives of the Partner Countries

to a high extent

**Project potential to promote EU's horizontal policies**

- Agriculture, fisheries and foods
- Business
- Climate action
- Cross-cutting policies
- Culture, education and youth
- Economy, finance and tax
- Employment and social rights
- Energy and natural resources
- Environment, consumers and health

- External relations and foreign affairs
- Justice, home affairs and citizens' rights
- Regions and local development
- Science and technology
- Transport and travel

## Meetings, Training and Mobilities

### Meetings, Trainings and Mobilities

#### Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Ireland	Limerick	09/10/2018

#### Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
1	Other	Academic staff – teaching	Number Female	2	Egypt	Belgium	1	100
2	Workshop	Academic staff – teaching	Number Male	2	Egypt	Egypt	1	100
2	Workshop	Academic staff – teaching	Number Female	2	Egypt	Egypt	1	100
3	Workshop	Academic staff – teaching	Number Male	2	United Kingdom	Egypt	1	100
3	Workshop	Academic staff – teaching	Number Female	2	United Kingdom	Egypt	1	100
3	Workshop	Academic staff – teaching	Number Female	1	Ireland	Egypt	1	100
3	Workshop	Academic staff – teaching	Number Male	2	Deutschland	Egypt	1	100
3	Workshop	Academic staff – teaching	Number Female	1	Deutschland	Egypt	1	100
3	Workshop	Academic staff – teaching	Number Male	1	Egypt	Egypt	1	100
3	Workshop	Academic staff – teaching	Number Female	2	Egypt	Egypt	1	100

4	Training	Academic staff – teaching	Number Male	3	United Kingdom	Egypt	1	100
4	Training	Academic staff – teaching	Number Female	1	United Kingdom	Egypt	1	100
4	Training	Academic staff – teaching	Number Female	2	Ireland	Egypt	1	100
4	Training	Academic staff – teaching	Number Male	1	Deutschland	Egypt	1	100
4	Training	Academic staff – teaching	Number Female	2	Egypt	Egypt	1	100
5	Training	Academic staff – administrative	Number Male	1	Egypt	Egypt	1	100
6	Workshop	Academic staff – teaching	Number Male	1	Egypt	Egypt	1	100
6	Workshop	Academic staff – teaching	Number Female	2	Egypt	Egypt	1	100
7	Workshop	Academic staff – teaching	Number Male	2	Egypt	United Kingdom	1	100
7	Workshop	Academic staff – teaching	Number Female	2	Ireland	United Kingdom	1	100
7	Workshop	Academic staff – teaching	Number Male	3	Deutschland	United Kingdom	1	100
8	Training	Academic staff – administrative	Number Male	1	Egypt	Egypt	1	100
9	Workshop	Academic staff – teaching	Number Male	2	Egypt	Egypt	1	100
9	Workshop	Academic staff – teaching	Number Female	4	Egypt	Egypt	1	100
10	Training	Academic staff – teaching	Number Male	9	Egypt	United Kingdom	1	100
10	Training	Academic staff – teaching	Number Female	20	Egypt	United Kingdom	1	100
10	Training	Academic staff – teaching	Number Male	10	Egypt	Ireland	1	100
10	Training	Academic staff – teaching	Number Female	20	Egypt	Ireland	1	100
10	Training	Academic staff – teaching	Number Male	6	Egypt	Deutschland	1	100
10	Training	Academic staff – teaching	Number Female	27	Egypt	Deutschland	1	100

11	Training	Academic staff – administrative	Number Male	2	Egypt	Egypt	1	100
12	Workshop	Academic staff – teaching	Number Male	2	Egypt	Egypt	1	100
12	Workshop	Academic staff – teaching	Number Female	4	Egypt	Egypt	1	100
13	Workshop	Academic staff – teaching	Number Male	3	United Kingdom	Egypt	2	100
13	Workshop	Academic staff – teaching	Number Male	1	Ireland	Egypt	2	100
13	Workshop	Academic staff – teaching	Number Female	2	Ireland	Egypt	2	100
13	Workshop	Academic staff – teaching	Number Male	3	Deutschland	Egypt	2	100
13	Workshop	Academic staff – teaching	Number Female	2	Egypt	Egypt	1	100
13	Workshop	Academic staff – teaching	Number Male	2	Egypt	Egypt	1	100
13	Workshop	Academic staff – teaching	Number Female	3	Egypt	Egypt	1	100
14	Workshop	Academic staff – teaching	Number Male	1	Egypt	Egypt	1	100
14	Workshop	Academic staff – teaching	Number Female	1	Egypt	Egypt	1	100
15	Workshop	Academic staff – teaching	Number Male	4	Egypt	Egypt	1	100
15	Workshop	Academic staff – teaching	Number Female	8	Egypt	Egypt	1	100
15	Workshop	Academic staff – teaching	Number Male	3	United Kingdom	Egypt	1	100
15	Workshop	Academic staff – teaching	Number Female	2	United Kingdom	Egypt	1	100
15	Workshop	Academic staff – teaching	Number Female	1	Ireland	Egypt	1	100
15	Workshop	Academic staff – teaching	Number Male	1	Deutschland	Egypt	1	100
16	Workshop	Academic staff – teaching	Number Male	3	United Kingdom	Egypt	2	100
16	Workshop	Academic staff – teaching	Number Female	2	United Kingdom	Egypt	2	100

16	Workshop	Academic staff – teaching	Number Male	1	Ireland	Egypt	2	100
16	Workshop	Academic staff – teaching	Number Female	1	Ireland	Egypt	2	100
16	Workshop	Academic staff – teaching	Number Male	3	Deutschland	Egypt	2	100
16	Workshop	Academic staff – teaching	Number Male	1	Egypt	Egypt	1	100
16	Workshop	Academic staff – teaching	Number Female	2	Egypt	Egypt	1	100
16	Workshop	Academic staff – teaching	Number Male	2	Egypt	Egypt	1	100
16	Workshop	Academic staff – teaching	Number Female	3	Egypt	Egypt	1	100

## Attachments

Type of File	Name of the File
Budget Table	
Declaration of Honour	
Table of achieved results	FINAL annex_c table of achieved results.docx
Dissemination/Exploitation Plan	Preliminary Dissemination plan.pdf
Quality Assurance Plan	Final Quality Assurance Plan.docx
Report Special Mobility Strand	
Request for Payment	

Draft