



# Welcome to impact

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**Fourth International Management Meeting  
Wednesday 10th to Friday 12th of October, 2018  
Location: University of Limerick**

**School and University Partnership for Peer Communities of learners  
(SUP4PCL)**



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# Developing a shared understanding of impact

in relation to our funder requirements

# WHAT DOES IMPACT MEAN?

(Erasmus Programme Guide, 2016, p.310)

“Impact is the effect that the activity carried out and its results have on people, practices, organisations and systems. Dissemination and exploitation of results plans can help to maximize the effect of the activities being developed so that they will impact on the immediate participants and partners for years to come. Benefits to other stakeholders should also be considered in order to make a bigger difference and get the most from the project.”

# WHY DOES THIS MATTER?

- Impact and sustainability counts for a large part of our final evaluation
- Project as a whole – and all intellectual outcomes – judged on their impact
- Final report – significant focus on IMPACT and EVIDENCE OF IMPACT – so we need to ensure that we are gathering all the evidence we need (and the right evidence)

# Scoring for Impact and dissemination

CRITERION	Application	Final Report	NOTABLE CHANGES
<b>Impact and Dissemination</b>	30	40	Scores more highly during Final Report Assessment. Focus on project legacy (individual and institutional levels), on sustainability potential and on efforts made to market and promote end project results to new (wider) audiences.

# Developing a shared understanding of impact

in relation to our application requirements

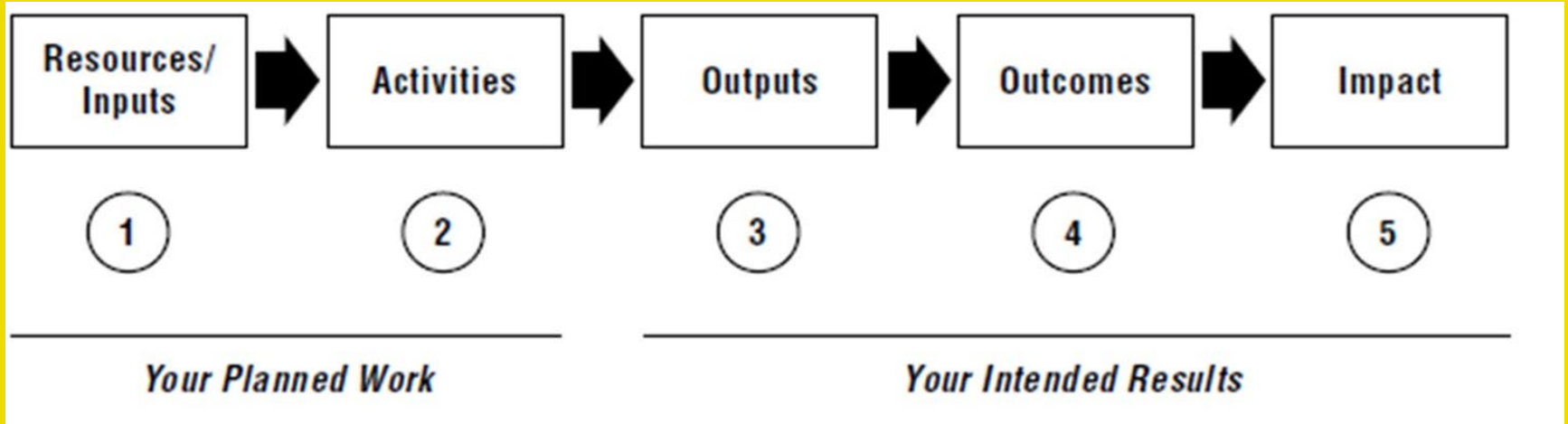
# SUP4PCL Impact

- Increased influence on Government school based reform strategy endorsed through the faculties of education
- Implementation of school based CPD Egyptian Faculties of Education (FOEs)
- Improved efficiency of the school-based quality assurance units and accreditation by the Professional Academy of Teachers (PAT).
- Increased cultural impact to ensure the reach of mentorship and coaching as a practice with thriving cluster of trained mentors.
- Egyptian Faculties of Education (FOEs) to enact and put in action school based CPD.
- The adoption of the culture of assessment in all its forms including peer and self-assessment.

# Developing a shared understanding of impact

How do we measure the previous impacts?

# Logic model



**Source: W.K. Kellogg Foundation**

- **Outputs** are the direct products of your activities. Counting them helps quantify your outcomes and impact
- **Outcomes** are the changes, benefits, learning or other effects that occur as a result of your activities and outputs. Short-term outcomes should occur within 1-3 years and longer-term outcomes in 4-6 years.
- **Impact** is the fundamental change that happens as a result of an activity. It will generally occur in the long term, often after the activity has finished.

## Impact of the project

Resources	Activities	Outputs	Outcomes	Impact
<b>Partnership</b>	Refining baseline reports	Baseline reports	'x' materials available for future use	Increased influence on Government school based reform strategy endorsed through the faculties of education
American University in Cairo	75 potential school mentors were coached	75 school based mentors trained	Peer Communities of Learners at school and university levels	Implementation of school based CPD Egyptian Faculties of Education (FOEs)
Alexandria University	School visits intensive and regular	75 PCL's established	Pedagogical leaders and mentors in the PD schools	Improved efficiency of the school-based quality assurance units and accreditation by the Professional Academy of Teachers (PAT).
Helwan University	School visits intensive and regular	X18 School clusters established	Continued policy dialogue and outputs	Improved efficiency of the school-based quality assurance units and accreditation by the Professional Academy of Teachers (PAT).
Ain Shams University	Quality assurance draft plan developed	3 Progress reports from schools	Regular reflective practices to become the norm in PD schools	Increased cultural impact to ensure the reach of mentorship and coaching as a practice with thriving cluster of trained mentors.
University of Leicester	Development of Case studies	5 PD schools per FOE established total (15)	Quality assurance sustained beyond life of project*	Egyptian Faculties of Education (FOEs) to enact and put in action school based CPD.
Martin-Luther-University	Development of baseline needs assessment of neighbouring schools	1 Quality Assurance Plan	Multiplier effect of all the training and learning *	The adoption of the culture of assessment in all its forms including peer and self-assessment.
University of Limerick	Information sessions held at multiple levels	X45 Quality assurance units functioning and accredited	?? Twining partner agreements*	Improved international mobility of FOE staff due to recognition of the implementation of PCLs
University of Northampton	Systems for assessment and quality assurance for CPD	Reports produced	Improved networking between partner organisations	Improved quality of provision in Egyptian education and training sectors
<b>Non funded partners</b>	Focus group, interviews and observations with academic staff & teachers	??? Improvement / reflective plans completed	Improved profile of partner organisations	Improved provision of teachers using FOE labs
Teachers	Feedback questions fitted and returned after each activity	3 Equipment labs in FOEs *	Improved English language proficiency among project partners	Reduced the barriers between FOEs and schools
Students	Activities documented and video taped	??? Case studies produced	Increased intercultural awareness	
	Engaging with stakeholders	?? Articles published	Increased cooperation between FOEs and other European FOEs	
	Transcribing of interviews	1 Conference held	Increased cooperation between different levels of the European and Egyptian education sectors	
	Dissemination activity	'x' stakeholders attended Conference (and from which sector)	Behavioural transformation	
	Sustainability activity	1 Dissemination report		
	Monthly CPD events held in partnership neighbouring schools	1 Sustainability report		
	Diverse forms of CPD events held	1 Final Report		

# Impact workshop activity

in relation to our application requirements

# Impact Activity

**20 minutes**

1. What additional **outcomes** are desired and how does this relate to the project **impact**?
2. Split the impacts into short, medium and long term impact.
3. What type of evidence/data needs to be collected to generate impact?

**5 minutes feedback from each group**