



## Impact of the project

Resources	Activities	Outputs	Outcomes	Impact
<p><b>Partnership</b></p> <p>American University in Cairo</p> <p>Alexandria University</p> <p>Helwan University</p> <p>Ain Shams University</p> <p>University of Leicester</p> <p>Martin-Luther-University</p> <p>University of Limerick</p> <p>University of Northampton</p> <p><b>Non funded partners</b></p> <p>Teachers</p> <p>Students</p>	<p>Refining baseline reports</p> <p>75 potential school mentors were coached</p> <p>School visits intensive and regular</p> <p>Quality assurance draft plan developed</p> <p>Development of Case studies</p> <p>Development of baseline needs assessment of neighbouring schools</p> <p>Information sessions held at multiple levels</p> <p>Systems for assessment and quality assurance for CPD</p> <p>Focus group, interviews and observations with academic staff &amp; teachers</p> <p>Feedback questions fitted and returned after each activity</p>	<p>Baseline reports</p> <p>75 school based mentors trained</p> <p>75 PCL's established</p> <p>X18 School clusters established</p> <p>3 Progress reports from schools</p> <p>5 PD schools per FOE established total (15)</p> <p>1 Quality Assurance Plan</p> <p>X45 Quality assurance units functioning and accredited</p> <p>Reports produced</p> <p>?? Improvement / reflective plans completed</p> <p>3 Equipment labs in FOEs *</p> <p>?? Case studies produced</p> <p>?? Articles published</p>	<p>'x' materials available for future use</p> <p>Peer Communities of Learners at school and university levels</p> <p>Pedagogical leaders and mentors in the PD schools</p> <p>Continued policy dialogue and outputs</p> <p>Regular reflective practices to become the norm in PD schools</p> <p>Quality assurance sustained beyond life of project*</p> <p>Multiplier effect of all the training and learning *</p> <p>?? Twinning partner agreements*</p> <p>Improved networking between partner organisations</p>	<p>Increased influence on Government school based reform strategy endorsed through the faculties of education</p> <p>Implementation of school based CPD Egyptian Faculties of Education (FOEs)</p> <p>Improved efficiency of the school-based quality assurance units and accreditation by the Professional Academy of Teachers (PAT).</p> <p>Increased cultural impact to ensure the reach of mentorship and coaching as a practice with thriving cluster of trained mentors.</p> <p>Egyptian Faculties of Education (FOEs) to enact and put in action school based CPD.</p>



	<p>Activities documented and video taped</p> <p>Engaging with stakeholders</p> <p>Transcribing of interviews</p> <p>Dissemination activity</p> <p>Sustainability activity</p> <p>Monthly CPD events held in partnership neighbouring schools</p> <p>Diverse forms of CPD events held</p>	<p>1 Conference held</p> <p>'x' stakeholders attended Conference (and from which sector)</p> <p>1 Dissemination report</p> <p>1 Sustainability report</p> <p>1 Final Report</p>	<p>Improved profile of partner organisations</p> <p>Improved English language proficiency among project partners</p> <p>Increased intercultural awareness</p> <p>Increased cooperation between FOEs and other European FOEs</p> <p>Increased cooperation between different levels of the European and Egyptian education sectors</p> <p>Behavioural transformation</p>	<p>The adoption of the culture of assessment in all its forms including peer and self-assessment.</p> <p>Improved international mobility of FOE staff due to recognition of the implementation of PCLs</p> <p>Improved quality of provision in Egyptian education and training sectors</p> <p>Improved provision of teachers using FOE labs</p> <p>Reduced the barriers between FOEs and schools</p>
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## **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.
- Contribution to the development of professional teachers countrywide drawn on the acknowledged characteristics such as self-efficacy, empowerment and autonomy as well as the capacity to generate knowledge relevant to their own practices.
- Enhanced school university partnerships and supporting the school-based reform movement through the creation of PD schools
- Improved 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.
- The ground models will be incorporated in national policies.
- Improved internationalisation through the Middle East Institute for Higher Education (MEIHE), (representing the American University in Cairo), in disseminating and reinforcing the model through existing partnerships with the League of Arab States and other networks in the region.
- Improved knowledge and insight by the European partners about the region and increased reflection on their own practices as a result of their exposure to different contexts.
- Improved international mobility of FOE staff due to recognition of the implementation of PCLs
- Improved quality of provision in Egyptian education and training sectors
- Improved provision of teachers using FOE labs
- Reduced the barriers between FOEs and schools