



## Final Activity Report

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**Project Acronym: RefTeCp**

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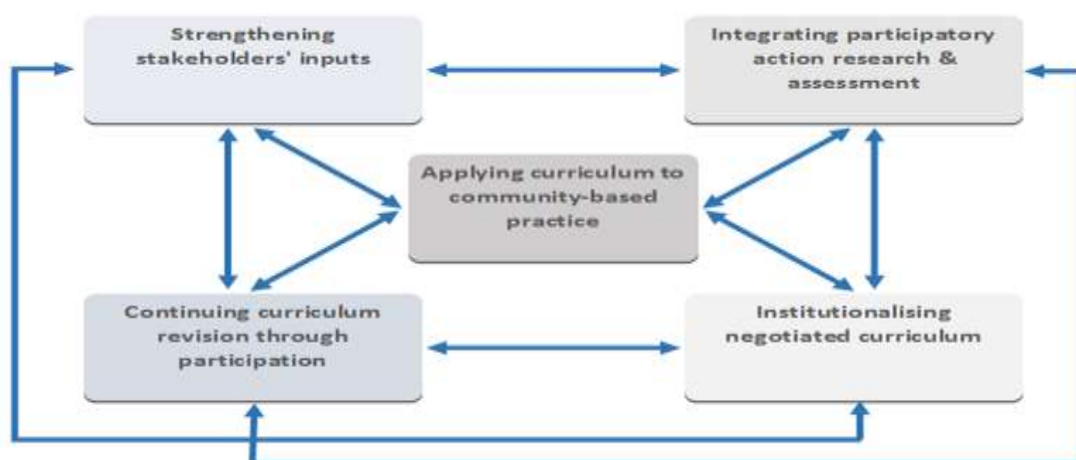
## EXECUTIVE SUMMARY

This activity report highlights RefTeCp's key contributions in line with its participatory curriculum development model applied to develop a blended in-service teacher training program leading to a post-graduate diploma of 60 ECTS in the partner Faculties of Education focusing on refugee children education accessible for both Egyptian and refugee teachers.

The RefTeCp project was conceived as an innovation that through supporting the faculties of education in partner universities to align curriculum, teaching, learning, and research in the area of refugee children's education will allow both Egyptian and refugee teachers to have access to certified professional development program delivered in each partner university and/or jointly.

The Faculties of Education at the partner universities in Egypt are now offering courses for teachers who are qualified for the Diploma course and also for non-qualified teachers who mostly teach at refugee community schools.

Strengthening teachers' ability to refugee education needs positively interact in more effective and meaningful education in schools. The participatory curriculum development model applied has been the driver toward turning-trained teachers become more motivated to improve their teaching methods with consequent impact on refugee children's accessibility and quality education. The theoretical underpinning of the participatory curriculum development model applied is based on the conception of curriculum as process, context and praxis. As a process, professionalizing academic teaching to address SDGs in multiple disciplines is not an end in itself, but rather a process focusing on the interaction of teaching staff, students, and other relevant stakeholders. As context, the curriculum is contextualized in ways to reflect refugee children's needs and aspirations. Curriculum as praxis holds that curriculum should be driven by action-oriented pedagogies that promote change at the individual and societal levels. Based on these notions, a participatory curriculum planning model for the RefTeCp initiative has been developed which consists of five interactive processes (Figure 1).



**Figure 1.** The RefTeCp curriculum planning model

# Applying the RefTeCp Participatory Curriculum Development Model

## 1. Strengthening stakeholders' inputs

The RefTeCp initiative is driven by a multi-stakeholder approach involving academic staff, students, in-service teachers, Egyptians and teachers with a refugee background, administrative staff and the community. First, bringing internal and external stakeholders into the processes of RefTeCp design, development, implementation and evaluation, a survey was designed to identify needs, and challenges for infusing RefTeCp teaching content in the teacher education curricula and the in-service teacher training. Three questionnaires were developed- one for students from the partners' Faculties of Education, the other for refugee teachers working in refugee community schools, and the last for Egyptian public-school teachers where in their schools they also have refugee children. The questionnaires aimed to gather data on key concepts related to capacity building and other data that is useful in developing capacity-building interventions as well as course curriculum revision and development to address RefTeCp. The total sample of students that participated in the survey across all the partner universities reached up to 1506 students, equally distributed between year 1 and year 4, coming from Al Azhar University (430 or 29%), Aswan University (332 or 22%), Zagazig University (382 or 25%) and 6<sup>th</sup> October University (362 or 24%). 58% were males and 42% females. The number of refugee teachers from the Syrian community schools reached up to 260 teachers, of whom the great majority (96%) are Syrians, 63% teach at the elementary school level and 34% at the secondary school level. 89% were females and 11% males, teaching Arabic (41%), Primary school subjects (34%), and English (24%). In terms of academic background, 19% have a secondary school education, only 2% graduated from teacher education and 79% are from various university subjects. It is worth pointing out that a very small proportion are certified teachers. The Egyptian public-school teachers reached up to 161, of whom 48% are males and 52% are females. 81% teach at the elementary school level and 19% at the secondary. 37% have more than 15 years of work as a teacher, followed by 32% with less than four years, and the rest ranging between 5-14 years. It is interesting to find out that the great majority (64%) are teaching refugee children of less than 4 years, 24% 5-9, and the rest above 10 years. The great majority (73%) is teaching between 5-9 years. The results of these surveys were very important in determining: 1) the needs, priorities, backgrounds, and challenges regarding the revision of existing undergraduate courses in the partner Faculties of Education with a focus on refugee teaching and learning; and 2) the development of new courses leading to a post-graduate Diploma programme for in-service teachers targeting both Egyptian teachers and refugee teachers and 3) the development of training materials and building the capacity of those who are going to carry out the course curriculum revision and the development and implementation of the in-service teacher training programme.

## 2 Integrating participatory action research & assessment

Besides the inputs elicited from the surveys targeting the key RefTeCp stakeholders, partner universities carried out a series of colloquia to uncover the strengths, weaknesses, opportunities, and threats for the integration of refugee teaching and learning in teacher education and school curricula. Participatory action research that combined both quantitative and qualitative data was necessary to deepen our knowledge and develop tools and strategies that lead to the realization of the RefTeCp key objectives. Through this process, a competency framework that defines the knowledge, skills, and attributes needed for any target group within a certain environment and for varied purposes was developed. The RefTeCp framework was structured on a template that included standards, competencies, performance indicators, and resources. Standards, in general, are related to learning outcomes, curriculum, instruction, and assessment in an organized and meaningful manner. They provided a map of where to go in terms of capacity building to tailor instruction to the learners' needs. Thus, standards are not simply a list of important knowledge, skills, values, and action competences. In this sense, the competences covered in the standards and their performance indicators were perceived as an integral part of pre-service education and the Diploma course for Egyptian and refugee teachers who meet the criteria for entering the Diploma programme.

The inter-institutional expert group assigned supported by external key stakeholders paved the way through discussions and inputs that were instrumental in the course curriculum revision to infuse RefTeCp pedagogies that reflected four curriculum areas, namely: 1) teaching, learning and assessment needs; 2) social and cultural needs; 3) psychological needs and 4) trauma and other related needs. Teaching and learning materials were developed and assessed through internal discussion groups. The exemplary materials developed besides reflecting refugee issues in these curriculum areas they also reflected the relevant SDGs, the 10Cs (critical transversal skills), and the six pillars of the 21st-century goals.

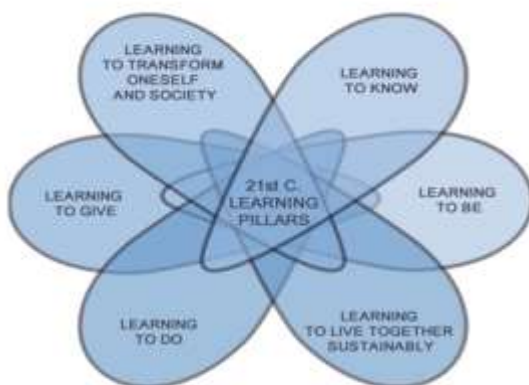


Figure 1: The 6 Pillars of 21<sup>st</sup> Century Competences

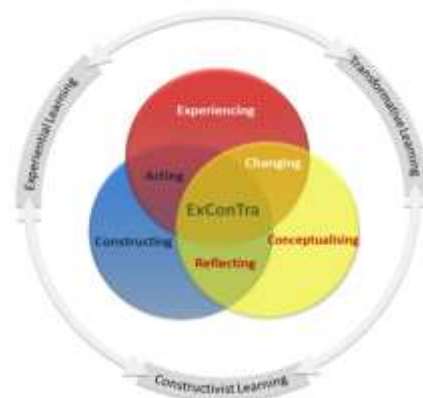


Figure 2: The ExConTra Learning

<b>Learning to know</b>	This type of competence concerns all the processes and practices that lead people to experience, construct and transform knowledge for making sustainability a mode of life and being.
<b>Learning to be</b>	This type of competence concerns all the processes and practices that lead to human self-actualization, self-understanding, self-regulation and cultivating a sense of being versus having.
<b>Learning to live together sustainably</b>	This type of competence concerns all the processes and practices that lead to a peaceful and non-discriminatory society and human co-existence with the natural world.
<b>Learning to do</b>	This type of competence concerns all processes and practices that lead to merging knowledge with action for building a sustainable future.
<b>Learning to transform oneself and society</b>	This type of competence concerns all the processes and practices to transform their unsustainable values and behaviours and collectively engage to change society towards sustainability.
<b>Learning to give &amp; Share</b>	This type of competence promotes solidarity and caring attitudes to meet human needs as learners gain autonomy and purpose for their learning and civic engagement.



**Figure 3: The 10Cs (Makrakis, 2017a) Figure 4: The Meaningful Learning Model (Makrakis, 2018).**

All the above were part of the training of teacher educators who in turn carried out the course curriculum revision of 47 undergraduate courses and the development of 14 new courses that constituted the post-graduate Diploma programme for both Egyptian and refugee teachers. Five capacity-building activities were carried out for teacher educators. The teacher educators to be trained were chosen on four criteria: 1) previous experiences in the field; 2) balance among subject areas and gender; 3) tenure employment and 4) commitment to the project objectives. In total, 136 academic staff were trained. During this process, a number of administrative staff in each partner university along with community key experts were involved. The following table shows the number of teacher educators trained and the administrative staff community key experts involved in the training activities and internal sessions. The total weight of the workshops is estimated to 360 hours.

**Table 1: Academic staff trained and administrative/community stakeholders involved**

No	PARTNER INSTITUTION	ACADEMIC STAFF TRAINED*			ADMINISTRATIVE & COMMUNITY INVOLVEMENT		
		MALE	FEMALE	TOTAL	ADMIN STAFF	COMMUNITY EXPERTS	TOTAL
1	AL AZHAR UNIVERSITY	27	14	41	4	12	16
2	ASWAN UNIVERSITY	12	12	24	5	10	15
3	ZAGAZIG UNIVERSITY	23	17	40	14	15	29
4	6 OCTOBER UNIVERSITY	10	3	13	4	9	13
5	HELIOPOLIS UNIVERSITY	13	5	18	8	32	40
	<b>TOTAL</b>	<b>85</b>	<b>51</b>	<b>136</b>	<b>35</b>	<b>78</b>	<b>113</b>

The assessment of all these processes and practices was based on a mixed-methods approach, combining both quantitative and qualitative data collection and analyses driven by an action-oriented methodology to align with the transformative conceptions inherent in the above conceptual figures. Questionnaires, rubrics, templates, interviews and testimonies collected through digital tools were all part of the participatory action research process for monitoring progress and ensuring the quality of the RefTeCp project activities. The assessment results are presented in the relevant deliverables dealing with the capacity building interventions (D3.2), the piloting of the RefTeCp in-service diploma programme (D5.1), the implementation of the blended learning REfTeCp diploma programme (D5.3) and the internal (D6.1) and external (D6.2) monitoring for quality assurance.

The evaluation results presented below show that the great majority of the in-service teachers indicated very high satisfaction with the training they received. The highest impact was of the blended learning modes of training in the training outcomes. The next highest impact revealed was between training outcomes and instructors' capacities. This implies that the capacity building for teacher educators who have carried out the training was very effective. Another interesting result revealed that trainees' satisfaction with the teaching and learning materials was very high, meaning that the training materials developed and the RefTeCp e-Toolkit were also very effective. Thus, the instructors' training skills, the quality of the teaching and learning materials, the training resources, and the blended learning mode of teaching and learning made a positive difference in the trained teachers' satisfaction and learning outcomes.

### **3 Continuing curriculum revision through participation**

Our concept of curriculum design focused on seeing curricula as a process and living documents that go beyond prescriptive knowledge that is usually decided top-down. The emphasis was placed on engaging a number of stakeholders at different levels in the process, taking into consideration the complex socioeconomic, political, and cultural contexts. Consequently, we adopted a participatory or negotiated curriculum approach that complies with the identified need to "give voice" to those often excluded

(e.g. students, teachers, and community) from the curriculum development processes. A key component of the RefTeCp participatory or negotiated curriculum approach was the recognition that in this process it is critical to make explicit existing power relationships inside and outside the educational institutions. Using participatory and negotiation techniques entails inviting internal (e.g. teaching staff, students, and administrators) and external (e.g. professionals, industry, services, government, civic societies) stakeholders to contribute to and change the curriculum. This process was highly facilitated through training workshops implemented both face-to-face and remotely using virtual platforms and webinars.

Table 1 shows that more than half of the courses fall in the curriculum and instruction area followed up by the fundamentals of education area and educational psychology and counseling. In the great majority of the courses (=44), the rate of course revision to address refugee teaching and learning issues ranged between 11-20%. Due to the centralization of academic curricula, this is the maximum of revision allowed. In terms of ECTS, half of the courses (=24) weigh 5 ECTS, followed up by 13 with 3 ECTS and 10 with 2 ECTS. All the revised courses are core, that is, mandatory. The total number of students that have attended the revised courses reached 7077, with the majority in the area of curriculum and instruction (=5771) reflecting the high number of courses in this area. Table 2 shows that close to half of the students (=2889) who attended the revised courses come from October 6 University, although it has the lowest number of courses implemented (=9). It seems that it reflects the fact that all the revised courses fall in the curriculum and instruction area. In this report, the list of the courses and their syllabi (course modules) are included.

**Table 2: Courses revised according to curriculum area, rate of revision, ECTS, type of course and students' attendance**

CURRICULUM AREA		No of Courses	Rate of Revision		ECTS			Type of Course		No of Students
			Up to 10%	11-20	2	3	5	Core	Option	Up to Dec. 2022
1	Curriculum & Instruction	25	0	25	1	12	12	25	0	5771
2	Fundamentals of Education	9	1	8	4	0	5	9	0	508
3	Educational Psychology, Counseling	7	0	7	3	1	3	7	0	402
4	Other	8	2	4	2	0	4	6	0	396
	<b>TOTAL</b>	<b>47</b>	<b>3</b>	<b>44</b>	<b>10</b>	<b>13</b>	<b>24</b>	<b>47</b>	<b>0</b>	<b>7077</b>



**Table 3: Courses revised by partner institution, curriculum area and students' attendance**

PARTNERS' FACULTIES OF EDUCATION		No of Courses	CURRICULUM AREA				No of Students
			Curriculum & Instruction	Fundamentals of Education	Educational Psychology, Counseling	Other	Up to Dec. 2022
1	AL AZHAR UNIVERSITY	15	3	5	3	4	908
2	ASWAN UNIVERSITY	12	12	0	0	0	2700
3	ZAGAZIG UNIVERSITY	11	1	4	4	2	580
4	OCTOBER 6 UNIVERSITY	9	9	0	0	0	2889
<b>TOTAL</b>		<b>47</b>	<b>25</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>7077</b>

#### 4. Institutionalising negotiated curriculum

The institutionalization of the negotiated curriculum implies that it becomes part of the already existing system and function of the institution. In the context of the RefTeCp, the 47 undergraduate courses revised to infuse refugee teaching and learning issues have been validated internally. The 47 revised courses in the four partner Faculties of Education have upgraded the existing study programmes attended by pre-service teachers. Since all the courses are mandatory and mostly focus on the area of curriculum and instruction, all student-teachers are receiving an education that addresses refugee teaching and learning issues. In this sense, the continuity of the RefTeCp project activities is ensured.

Similarly, the 14 new courses with a focus on refugee teaching and learning that constitutes the post-graduated Diploma have been also validated internally and accredited and it's a new study programme in each of the four partner Faculties of Education.



**Table 5: Refugee Teaching Diploma Programme Courses & Structure**

Semester 1								
No.	Course code		Course title	ECTS	Credit hour	Theoretical	Practical	Prerequisite
1	RDIP5101	<b>Mandatory</b>	Methods and strategies for teaching refugees	8	4	2	2	None
2	RDIP5102		Refugee Teaching skills (Microteaching)	4	2	1	1	None
3	RDIP5103		Developing multicultural refugee Curriculum	8	4	3	1	None
4	RDIP5104		Refugee educational leadership	8	4	3	1	None
5	RDIP5105	<b>Optional</b>	Active citizenship and cultural diversity	4	2	2		None
6	RDIP5106		Educational psychology and psychological counselling	4	2	2		None
7	RDIP5107		Curriculum and universal values	4	2	2		None
			Total ECTS/Credit hours:	<b>40</b>	<b>20</b>	<b>15</b>	<b>5</b>	

Semester 2								
	Course code		Course title	ECTS	Credit hour	Theoretical	Practical	Prerequisite
8	RDIP5201	<b>Mandatory</b>	Psychosocial and social challenges of refugees	8	4	3	1	RDIP5106
9	RDIP5202		Educational technology and blended teaching	8	4	2	2	None
10	RDIP5203		International education and sustainable development	8	4	4		RDIP5104
11	RDIP5204		Practicum education in refugee school	4	2	0	4	RDIP5102
12	RDIP5205	<b>Optional</b>	Evaluation of ILOs	4	2	2		None
13	RDIP5206		Inclusion of refugees with learning disabilities	4	2	2	1	None
14	RDIP5207		Multicultural schools	4	2	2		None
			Total ECTS/Credit hours:	<b>40</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>3</b>

Table 6 shows that 118 teachers were trained on the basis of the Diploma programme, including those in the pilot phase (66 Egyptian teachers and 42 refugee teachers). The total number of non-qualified refugee teachers trained reached 386, out of which 301 were women. Al Azhar University outscored in terms of the number of teachers trained in both cases (144 for the non-qualified teachers and 40 for the qualified) followed up by Zagazig University (104 for the non-qualified and 48 for the qualified). The training for the non-qualified refugee teachers amounts to 24 ECTS while the training for the Diploma programme amounts to 60 ECTS.

**Table 6: In-service teachers trained by status and qualifications**

PARTNER INSTITUTION	DIPLOMA REFUGEE/EGYPTIANS TEACHERS TRAINED**					NON-QUALIFIED REFUGEE TEACHERS TRAINED***		
	MALE		FEMALE		TOTAL	MALE	FEMALE	TOTAL
	REF	EG	REF	EG				
AL AZHAR UNIVERSITY		24		16	40	30	114	144
ASWAN UNIVERSITY	-	-	-	-	-	20	44	64
ZAGAZIG UNIVERSITY	7	3	25	13	48	30	78	108
6 OCTOBER UNIVERSITY		2	10	8	20	5	65	70
<b>TOTAL</b>	<b>7</b>	<b>29</b>	<b>35</b>	<b>37</b>	<b>108</b>	<b>85</b>	<b>301</b>	<b>386</b>

## 5 Applying curriculum to community-based practice

The term ‘community engagement’ incorporates information sharing, consultation (seeking feedback) and active participation (involvement, collaboration and empowerment). The linking of the term ‘community’ to ‘engagement’ serves to shift the focus from the individual to the collective, with a focus on the inclusion of diverse stakeholders within any context. As pointed out earlier, 78 community key experts were involved in the project activities, especially during the internal colloquia bringing their own inputs.

Community involvement was further generated through our NGO partners SDF (SEKEM Development Foundation) and Etijah. Both NGOs have a long history and connection to the Egyptian and refugee community at various levels and roles. Locally, SDF has established links with the professional academy of teachers to nominate trainers for the project activities and curriculum development phase of the project. Internationally, SDF invited UNESCO office many times for the project’s activities in the phase of the stakeholders’ engagement and the development phase. SDF in cooperation with Etijah supported the establishment of the Euro-Arab Teachers’ Network bringing other local entities as associated members. Etijah the Youth and Development Consultancy Institute in Egypt facilitated the interaction with the relevant external stakeholders representing various societal sectors. Etijah has linked the RefTeCp project with many refugee community centers established by Syrian teachers in different governorates. Etijah has also connected the RefTeCp project with all these centers and teachers who are working in different governorates, Alexandria, Cairo, Mansoura & Damietta. These different centers hosted many events and activities during

the project's lifetime. The societal links were also extended to the refugee women. Thus, many NGOs who are working in taking care of refugee women participated in all project's activities; SOREYAT Group was one of these active NGOs.

## **6. Concluding remarks**

RefTeCp adopted an inter/multidisciplinary, holistic and systemic approach that at a wider level aimed to build and strengthen the capacities of students, faculty, educators and teachers, including refugee teachers to respond to the educational needs of children and youth from conflict and displaced countries. The previous activities show that the key objectives of the project have been achieved and the indicators set have been surpassed.

Summing up, the RefTeCp project developed a blended in-service teacher training program leading to a post-graduate diploma of 60 ECTS in the partner HEIs focusing on refugee children's education accessible for both Egyptian and refugee teachers. Supported the development of the Faculties of Education in partner universities to align curriculum, teaching, learning, and research in the area of refugee children's education. Developed the capacity of academic staff at the faculties of education in order to contribute to the development, implementation and evaluation of the in-service teacher training program accessible to both Egyptian and refugee teachers. Developed innovative teaching, learning, and curriculum materials in the form of an e-Tool Kit addressing refugee children's education. Developed a Euro-Arab Network of Refugee Teachers to link up teachers teaching refugee children in host countries in Europe, in Middle East, and North Africa as well as globally.

It is envisaged that refugee and migrant children will not continue to miss out on vital schooling. Providing accessibility to both Egyptian and refugee teachers to develop their capacities to respond effectively to the refugee children's needs makes such a vision a reality in the near future. Promoting refugee children's education will motivate the refugee community to send children in the Egyptian public school system. The Faculties of Education at the partner universities in Egypt will continue offering courses for refugee teachers who are not qualified for the Diploma programme and work in the refugee community schools.

This will promote the career orientation of the RefTeCp beneficiaries. Strengthening teachers' ability to refugee education needs positively interact in more effective and meaningful education in schools. Trained teachers become more motivated to improve their teaching methods with a subsequent impact on refugee children's accessibility and quality education. The development of a Euro-Arab Teachers' Network of Refugee and Migrant Education will boost activities and provide a resource that will result in making a positive difference on refugee education issues both in Egypt, the Middle East region, and Europe.

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