



Establishing Task Forces and Selection of Teacher Educators

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Project Acronym: RefTeCp

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Disclaimer

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EXECUTIVE SUMMARY

In this activity, we report on the processes and practices for establishing Task Forces. The objective of the Task Forces is to oversee the development of the RefTeCp project outcomes and outputs as well as their dissemination. They will fulfill two purposes: (i) provide a tool for the monitoring and quality assurance of the project; (ii) provide inputs to the quality assurance of the deliverables. In order to undertake the duties of the Task Forces will take over investigations on sources and methods for the implementation of the project. This work will be supported by the Project Coordination Office and the local coordinator and his team at the Heliopolis University for Sustainable Development. In general, the Task Force's mandate covers the communication between As the Task Forces will report in the first instance to the Project Coordinator and the Project Management Body.

Steps in Creating Task Forces

1. **Define the problem.** A RefTeCp Task Force Although a task force could be created to solve a problem or address a challenge. The critical first step includes defining the problem.
2. **Define the outcome(s).** Clearly articulate the standards and quality of the RefTeCp issue or problem. If the task force is a problem-solving task force, the deliverables might include presenting at least two options for addressing / solving the problem.
3. **Define the timeline.** In addition to defining the internal and external parameters of the issue or problem, a task force should communicate them to the project coordinator and the local coordinator regarding the timeline for solving the issue.
4. **Identify methodology.** Give due consideration to various problem-solving methodologies and determine which methodology might be best to attack the problem at hand. Based on previous experiences, it is suggested to apply different methodologies at different points in the process.
5. **Identify task force members.** It is of paramount importance to identify the right people that should work with the issue or problem.
6. **Provide solutions.** Providing solutions to the issue or problem is of paramount importance. Closely monitoring the process will also allow task members to make process adjustments in a timely manner.
7. **Reporting.** At the end of the task force process, reporting to the Project Coordinator is of critical importance. ask the group to evaluate their performance. At the same time, the task force should reflect on the process and make note of what, if any, process design changes you might incorporate into your next task force.

Based on that, we developed a template that describes all the Work Activities and the deliverables in each activity, the outcomes and indicators, the expected inputs from supporting group and the staff involved. The tables provided will be very instrumental for the role and function of the Task Forces.

Selection of Teacher Educators

From each partner university a number of key teacher educators was planned to be selected. These teacher educators will be trained as trainers, form the design and development teams for course curriculum revision, and the development and implementation of the refugee teacher diploma and in-service training. Based on the following key successful characteristics of trainer, a number of selection criteria were set-up.

Successful trainers are		
Performance excellence	Trainers are the excellent performers in whichever field they come from.	An average performer can neither visualize excellent performance nor become a role model for the trainees to emulate.
Communication excellence	Successful trainers are excellent communicators.	Their messages are so powerful and appealing that even the most distracted individuals are forced by their own self-motivated urge to become attentive.
Service orientation	Successful trainers are oriented towards selflessly serving the learners to see the progress in the latter.	They believe in the empowerment of everyone through learning rather than the bondage of knowledge.

Selection criteria

Our main selection criteria include:

1. Be faculty staff with tenure and teaching core undergraduate courses in teacher education faculties.
2. The ability to communicate effectively in spoken English.
3. Evidence of knowledge on pedagogical issues related to refugee children.
4. Commitment and enthusiasm and interest in the RefTeCp program.
5. Positive attitude to, and involvement with, in European-funded projects.
6. Commitment to collaboration and co-operative working with colleagues.

Selection methods and results

The recruitment process is a rigorous and thorough process, designed to get the best of faculty staff meeting the above criteria. The key contact person in each partner university in cooperation with the local coordinator from the Heliopolis University for Sustainable Development carried out the screening process. During this process, those selected had undertaken a range of activities to initiate and familiarize them to the

project related to the RefTeCp rationale, goals and objectives, as well as methodologies. 65 teaching staff were selected. Most of these staff were invited to take part in key events and at later state they were called to transfer their knowledge and skills to the rest.

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