

Ministry of Foreign Affairs of Denmark MENA Asiatisk Plads 2 1448 Copenhagen K E-mail: um@um.dk	Application form <u>Frihedspuljen</u> Att. MENA Focus area: strengthening the Civil Society /styrkelse af Civilsamfundet MFA file no. j.nr. 104.A.1-14
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The signed application accompanied by a project document (including budget) has been forwarded online to um@um.dk , direct to mogblo@um.dk and, with a copy (cc) to DEDI, the Danish Egyptian Dialogue Institute.

General information

1. Applicant organisation		
Name	Gymnasieskolernes Lærereforening (the National Union of Upper Secondary School teachers)	
Address	Vesterbrogade 16	
Postcode and town	1620 Copenhagen V	
Contact person	Hans Laugesen	
Phone number +45 33290933	Fax number +45 3329 0901	E-mail: Laugesen@gl.org
Date 1. November 2011; original applic. 6. May 2011	Signature Hans Laugesen	
2. Project title		
Danish: Skoledialog om demokratisk skoleudvikling		
English: School dialogue on a democratic school development		
3. Project objectives		
(max. 800 characters, approx.10 lines): The general upper secondary is the crucial and all-decisive foundation for both the development of a civil society a growth economy. The overall goal of the project is to help develop a dynamic school culture that promotes responsibility, autonomy, critical thinking, and respect for other people. It is an objective that can only be realized when it is integrated into daily interaction of students, teachers, school management, and parents. Therefore, the project will accommodate some focus areas that may be the subject of an exchange of views in the form of a dialogue between 15 participating Egyptian and the 10 Danish partner schools. Dialogue will take place as a follow-up to four seminars in Egypt and one seminar in Denmark dealing with different subjects relevant to a democratic school development. Before and especially after each seminar there will be a mostly IT based dialogue between the Egyptian and the Danish schools on how to follow up on the issues discussed at the seminar in daily school life - how the topics are to be understood in the specific cultural context. Topics for the seminars will be agreed upon in a dialogue with the partner schools and the independent teacher union, ISTT, who will coordinate the Egyptian activities.		

4. Location (please state country and geographical region and, where relevant, the town where the project will take place)				
Up to 15 schools from the following 3 main governorates in Egypt: Cairo, Alexandria and Minia. The selection of the participating school will be decided by the Egyptian partner ISTT, with focus on public schools.				
5. Project period				
<ul style="list-style-type: none"> Expected start (month/year) and expected completion (month/year) Is the project an extension (new phase) of a previous project? Is it expected that applications will be made for further project phases? 		<p>1.11.2011 -31.12.2013</p> <p>Based on previous project experience a two-year extension could be relevant.</p>		
6. Contribution applied for from the Ministry of Foreign Affairs (please state the size of the amount applied for in DKK)				
1.910.796 DKK				
7. Total project costs (please state costs in DKK)				
2.106.168 DKK				
8. Other sources of financing (for the project)				
<p>192.372 DKK which consists of the following sources: Egyptian schools cover participants' local transportation costs. A preparatory and evaluation seminar in Denmark for the Danish participants is financed by GL. GL covers potential interpreter expenditures in relation to initial planning trip, monitoring meeting and final evaluation seminar. Outside the budget GL has invited two participants from ISTT to Copenhagen for initial planning discussions.</p> <p>In addition to this amount Danish schools finance part of the time when Danish teachers participate during seminars, as their school is only partly compensated for the time teachers are absent.</p> <p>Time spent on IT-based school dialogue is also financed by schools and not included in the project budget.</p>				
9. Previous applications, if any, to the Ministry of Foreign Affairs or to one of the pools financed by the Ministry of Foreign Affairs under the Danish-Arab Partnership Programme (if yes – the date(s) should be stated)				
<i>Journal no.</i>	<i>Title</i>	<i>Country</i>	<i>Appropriation</i>	<i>Project period</i>
Øststøtten Project 2139	The Teamwork Projects – school development where more than 100 Danish upper sec. school teachers were in Lithuania during the project period to establish a professional network and debate subject and general pedagogical development with colleagues at 15 Lithuanian upper sec. schools.	Lithuania	890.000 kr.	1993-1996
Øststøtten j.nr. 73.BiH.56.0042	GL Dijalog – developing a more modern and democratic school culture in connection with an ongoing educational reform process – and in this process promote the multiethnic co-operation between the schools in the network.	Bosnia	1.938.625 kr.	1997-2001

10. List of Danida-financed activities				
04-134-PA-apr	School Dialog Denmark Palestine – electronic dialogue between 5 Danish and 4 Palestinian schools and 6 seminars for teachers and principals in Palestine on subject- and pedagogical development, school management and school democracy	Palestine	750.000 kr.	Aug. 04- Aug. 06
07-485-MP-okt	Walking on Two Legs – a teacher response to development.	South Africa	1.084.033 kr.	Feb. 08 – Oct. 09
09-761-SP-dec	Walking on Two Legs – a teacher response to development. 2 nd phase	South Africa	1.570.635 kr.	Jan. 10- Dec. 11
12. DAC code (please state only one code)				
Please state the DAC code that relates to the project (guidance is available at: http://www.um.dk/NR/rdonlyres/5F49EE0C-12CC-4546-8AA8-B606731F25B0/0/VejledningDACkoderGD.pdf)		15150 (DAC code) Strengthening civil society through activities in upper secondary schools (Description)		

School dialogue on a democratic school development (Bilateral Partnership Programmes)

PROJECT DOCUMENT

0. Revisions compared to the original application of 6. May 2011

The Independent School Teachers Trade-union, ISTT Egypt is the local partner and local project coordinator.

To secure that ISTT gains full ownership to the project, we have divided the project in two phases: An initial phase where we finalise the selection of schools, the seminar topics and plan the calendar for the activities. This phase will try to secure a planning of the activities so they best meet the needs of the upper secondary schools.

ISTT have been asked to suggest seminar topics which reflect *the challenges in the Egyptian upper secondary schools*. They have discussed their analysis of the situation at the schools and the project as such with the Egyptian Ministry of Education to make sure teachers can participate in the project and to have a general acceptance of the selected topics as relevant in relation to the challenges the Egyptian upper secondary schools are facing, *see section 2a below*.

ISTT's considerations regarding the *geographical dimension* of the project are described in *section 2b below*.

Initial phase running until Mid- or End February 2012 will have the following activities:

- Outside the budget GL has invited two representatives from ISTT on a short visit to Copenhagen to meet GL and visit two schools and the Ministry of Education.
- Planning seminar in Egypt for GL's project coordinator and the Danish activity coordinator, ref. point 6a in the budget.
- A preparatory seminar for the Danish participant in Denmark, financed by GL, ref. point 8.2 in the budget.
- Selection of the participating schools in Egypt and in Denmark.

Production phase start end February 2012 and runs until 31.12.2013 will consist of

- 4 seminars in Egypt and one seminar for Egyptians in Denmark
- Follow-up activities: two one day meetings for participating Egyptian schools and a continuous dialogue with Danish partner schools.
- A monitoring visit to Egypt and a final evaluation seminar in Egypt.

Education International follows and supports the democratic development in the MENA region and has appointed a MENA coordinator, Huda Khoury, who is from Lebanon and speaks Arabic. GL has close cooperation with her. This secures a coordination of the GL initiative

with other initiatives in the area. In addition GL has cooperation with all the Nordic Teachers unions on solidarity work, so we know about their solidarity initiatives and development projects. As an example of this coordination we know that DLF, the Danish Union of Education have no plans of starting project in Egypt at the moment. They have participated in an EI meeting in Cairo to follow the development in the MENA region, but have decided to investigate in a potential project in Lebanon and not in Egypt.

GL has emphasised in the dialogue with ISTT, that we have a mutual interest in the project. GL's arguments for being a partner in the project include:

- we finds it is important that the official support from Denmark to the democracy development in the MENA region includes a project with focus on the teachers and the schools and with a content defined by the teachers' representatives in the Teachers unions
- many Danish teachers and schools follow the development in Egypt with great interest. Both due to curriculum requirements and culturally to understand the development in the region, many teachers spent lessons in Danish schools teaching Egypt's history in the past and present. Their understanding of the Egyptian teachers' world and situation will be greatly improved by participating in a school dialogue project as described.

GL have already had contacts to several interest Danish partner schools and know many teachers in Denmark with the support of their principals look forward to a close dialogue in the project and the project will create good inspiration both to ISTT and to GL members.

The text in section 1-7 below has been changes according to these revisions.

The changes made in the budget compared to the initial application ware described (in Danish) in the letter attached to the revised budget sent to the Foreign Ministry 8. October 2011:

Revision 1: Revideret budget for GL-ISTT projektet i Egypten: School Dialogue on Democratic School Development

I vedlagte budget er der foretaget følgende ændringer I forlængelse af GL's dialog med den egyptiske uafhængige lærerforening ISTT (opr. beskrevet med akronymet ITTU) siden den oprindelige ansøgning blev fremsendt og den efterfølgende dialog med UM's MENA kontor:

1. ISTT's medvirken som lokal projektpartner er skrevet ind i projektet.
2. Det ene af de fem planlagte seminarer forlægges til Danmark, således at hver deltagende skole samt ISTT sender én repræsentant til seminaret i Danmark. Dette giver en merudgift da rejse plus ophold for 16 egyptere i en uge i Danmark overstiger den lokale udgift ved at afholde et 4 dagesseminar på to forskellige lokaliteter i Egypten. Udgiften holdes nede ved at lærerne privatindkvarteres 4 nætter hos danske kolleger, så der kun opereres med hotelophold 3 nætter under opholdet i København.
3. Der er som aftalt indskrevet tolkning under de fire faglige seminarer i Egypten, samt et mindre tilskud til tolkning under besøget i Danmark. Udgiften til tolkning er mindre end oprindelig planlagt, da der her er en besparelse ved at forlægge et seminar til Danmark. (Under besøget i Danmark vil vi søge at benytte arabisk talende danske gymnasielærere.) I stedet for en tolkningsudgift på 143.000 kr. er det søgte beløb til tolkning nu 126.000 kr.
4. Udgiften til tolkning under forberedelsesrejse, monitoreringsbesøg og evalueringsseminar er skrevet ind som en GL-udgift på 21.750 kr.
5. For at undgå at de lokale skolers udgift til lokaltransport ved lærernes deltagelse i de fire faglige seminarer skulle blive en hindring for lærernes deltagelse er udgiften flyttet fra at skulle afholdes af

skolerne til at blive finansieret af projektet – en merudgift på 42.000 kr.

6. Ved at forlægge det ene af fem seminarer til Danmark ændres projektansøgningen med to danske deltagere pr. seminar fra udgifter til i alt 10 danske læreres rejser til 8 læreres rejser – en besparelse på ca. 66.500 kr. Men da tanken var at der medvirkede 10 danske lærere, som hver kom fra én dansk projektskole – altså i alt 10 danske skoler vil vi ikke sætte to skoler i den situation, at de ikke har en medvirkende lærer med i Egypten. GL har derfor besluttet at afholde den evt. merudgift der måtte være - ved fortsat at sende 10 danske lærere af sted fordelt på de fire seminarer - ud over det ansøgte beløb til 8 danskere projektlæreres deltagelse i seminarerne i Egypten. Den potentielle GL udgift hermed er skrevet ind med i alt 66.522 kr.

De anførte ændringer spiller lidt ind på de beregnede beløb til 10% budgetmargin samt 7% administrationsbidraget således, at totaltallene nu ser således ud:

<u>Oprindelige tal</u> i den fremsendte ansøgning		<u>Revideret ansøgning</u> efter ændringer ovf.:	
Total projektudgift	1.800.018 kr.	Total projektudgift	2.106.168 kr.
Afholdt af projektpartnerne	156.600 kr.	Afholdt af projektpartnerne	192.372 kr.
<u>Ansøgt projektstøtte</u>	<u>1.640.418 kr.</u>	<u>Ansøgt projektstøtte</u>	<u>1.910.796 kr.</u>

1. Summary

The general upper secondary is the crucial and all-decisive foundation for both the development of a civil society a growth economy. The overall goal of the project is to help develop a dynamic school culture that promotes responsibility, autonomy, critical thinking, and respect for other people. It is an objective that can only be realized when it is integrated into daily interaction of students, teachers, school management, and parents. Therefore, the project will accommodate some focus areas that may be the subject of an exchange of views in the form of a dialogue between the Egyptian and Danish partner schools:

- An open and equal dialogue in the classroom, including establishing a culture of evaluation;
- Students and teachers share the responsibility for school development through students' councils and teachers' councils
- The school's partnership with parents and the community which the school is rooted in, including resolving problems with student drop-out
- How the schools work with gender issues both in terms of relationships between teacher and pupil, pupil and teacher, relationships with parents contract and in the selection of themes for teaching
- Building networks amongst teachers in the schools involved for in-service training and pedagogical cooperation.
- Making use of the many possibilities ICT offers for establishing democratic communication and for the innovation of teaching techniques in individual subjects.

The Danish school culture is in the lead as far as these points are concerned, and this may be to an advantage for the project. It is also an important that the project is based on a direct school-to-school collaboration. It is all about "learning by doing", not about expert contributions. Furthermore, cultural differences between Danish and Egyptian schools are so great that they will give rise to constructive reflections.

GL will facilitate the establishment of a school dialogue between up to 15 schools in two or three main governorates in Egypt and a similar number of schools in Denmark. We will organise 4 seminars in Egypt dealing with different subject relevant to a democratic school development. In addition we organise one seminar in Denmark where each of the participating schools will send one representative. Before and especially after each seminar there will be a mostly IT based dialogue between the Egyptian and the Danish schools on how to follow up on the issues discussed at the seminar in daily school life. Topics for the seminars will be finalised in a dialogue with ISTT and the partner schools.

ISTT has discussed the project with the Egyptian Ministry of Education to secure that teachers from the school can participate in the project.

Background – How has the project document been developed?

The project described in this application is based on GL's experience with similar school dialogue projects in Lithuania, Bosnia, Palestine and South Africa. We have had a dialogue with Mogens Blom, Danish Foreign Ministry and Jakob Erle, director of DEDI, Cairo of adapting the model GL has used to cooperation between Egyptian schools and Danish Schools with GL as process facilitator (and Project responsible). The selection of schools will follow once the principles for the project have been approved. GL discussed the project application with ISTT during the global teacher organisation - EI - Education International's World Congress in Cape Town in July 2011. During the following month GL have had a debate with ISTT on the content of the project and the role of ISTT in the project - with useful assistance from the EI MENA coordinator Huda Khoury, who speaks Arabic.

GL's project coordinator, Hans Laugesen, is a member of the Danish reference group for 'Globale Gymnasier' – a group of upper secondary schools which has established school exchange relations to school in a number of foreign countries including Egypt. But where these schools' major focus is to establish contacts between the students in the two partner countries the applied project will focus on a contact between teachers and school management to influence the development of the whole school, its education and the active role a school plays in the development of a society.

2. National context

See text in the section 1. Summary.

a. Problem areas defined by national partner

ISTT have given the following analysis of the situation in upper secondary schools in the present political situation:

Schools are managed rather traditionally with no developed dialogue with staff on school development. This happens at the same time as society changes fast and many students get involved in the public request for democratic reforms. Schools should prepare the students to be qualified to take active part in a democratic society – and as part of that schools themselves should develop democratic rules for school management. Schools should also secure that boys and girls have equal access to education not only in theory but also in practice. It is both a legal, social and pedagogical challenge to secure gender equality in secondary schools.

These challenges should be tackled by the schools at the same time as they face specific pedagogical challenges in some subjects. Teaching natural sciences for example are hindered not only by lack of laboratory facilities and equipment but also need a debate on the curriculum content and the freedom of methods. Should teaching be based on scientific research or traditions?

On top of his many schools have huge problems with a high dropout rate – partly as an effect of poverty. To secure equal opportunities to all citizens it is important that schools debate what they can do to reduce school dropout and motivate all to complete basic education.

Based on this analysis ISTT has suggested the following seminar themes: 1. Development of a democratic school culture (democratic rules for school management). 2. Civil education (the right to participation and free thinking). 3. Difficulties in teaching natural sciences (the right to scientific research). 4. Gender equality at secondary schools. 5. Dropout problems in basic education.

The themes have been discussed with the ministry of education to secure their support to the project. During the planning trip in the initial phase of the project we will discuss whether the feedback from the Egyptian Ministry of Education should influence the more detailed planning of the individual seminars.

b. Objective according to national partner

To ISTT the objectives are two sided: ne goal is to actually influence the development of the schools and the way schools prepare students to be citizens in a democratic society. This is a process that is difficult to set exact goals for besides to secure you inspire schools for a development so a process is started. A second objective for ISTT is the chance to consolidate its role as teacher union not only able to defend teachers rights in relation to salary and working conditions but also as representatives of professionals that are able to influence the development in society as a responsible social partner.

When ISTT suggest having activities in the Alexandria, Cairo and Minia main governorates these considerations were included:

- It should be possible to find 7-8 schools in the area who will participate in the project and be willing each to send 4-5 participants.

- The distance between the schools should not be so big that it creates logistical problems reaching the seminar activities.
- Activities should not only include Cairo but also areas outside Cairo. On the other hand, the number of schools in Cairo is so high it is natural to include some schools from the capital area.
- ISTT should have a local structure in the selected region strong enough to support the project activities in the area – organising the seminars and support the schools active participation.

During the planning seminar in the initial phase we will discuss how to locate the exact seminar activities so two locations in four seminars best meets the wished for activities in the three mentioned governorates.

3. Partners

a. Arab partners. Capacity and previous lessons learned from the area

The Independent School Teacher Trade Union of Egypt, ISTT, which has just been accepted as a member of the Global organisation Education International, representing 29 mio. teachers globally. ISTT has divisions in 15 of Egypt's 26 regions. The ISTT Council formally decided on 7. October 2011 to participate as partner in the project.

ISTT will full fill the role as local administrator of the Egyptian seminars and coordinate the meeting among the Egyptian schools on exchanging experience on the continuous dialogue with the Danish schools. In relation to the planning seminar during the initial phase ISTT will suggest which Egyptian Schools that will participate in the project. GL has told ISTT that DEDI has offered to help with the process of selecting schools if they need assistance.

ISTT will discuss with the selected schools which individual teachers that will participate in the seminar. ISTT will discuss with the schools, how to select one teacher from each of the 15 schools to participate in the one week seminar in Denmark - and appoint one representative from ISTT to join the teachers during the seminar in Denmark. ISTT will be responsible for selecting the seminar locations in Egypt.

b. Danish partners. Capacity and previous lessons learned from the area

GL is the Danish project coordinator and is responsible for the project. We select the Danish participants from general upper secondary schools who are willing to support the project. (Support means: willing to show planning flexibility so Danish seminar teachers can leave for the two week seminar period – plus willing to support a school partnership between the Danish

and Egyptian schools involving more teachers at school level than those who have been active during the Egyptian seminars.)

The Danish organisation's history, mission and experience

Gymnasieskolernes Lærerforening, GL, was founded in 1890. GL is a union comprising all teachers within the non-vocational upper secondary school system in Denmark. We have at present 12,000 members. We are part of "Akademikernes Centralorganisation", (AC), that is the central organisation of Danish Academics.

GL has a secretariat has 35 employees, of whom 20 are academics, and we publish a journal every 2 weeks.

GL's purpose is to represent our members' interests at the educational level and help our members economically, pedagogically and professionally. See GL's homepage: www.gl.org

GL participates actively in the international teachers' cooperation and we are member of the Nordic NLS, and the global EI (Education International) – all international teachers' organisations.

In Denmark GL is also member of "Mellemløst Samvirke", "Ibis" and "The Project Counselling Service", whereas we as an AC-organisation have not been able to become member of the LO-FTF Council/ "Ulandssekretariatet".

In May 2002 GL's Body of Representatives agreed to earmark part of our operational capital every year to solidarity work, however we have been engaged in solidarity work for quite a number of years.

GL's prior experiences of development and Middle East projects.

This Fall we end a 5 year project in South Africa where we have cooperated with SADTU, the largest teacher union, to strengthen SADTU's ability to be an active educational policy social partner. Before that we had a school dialogue project in Palestine supported by The Mini-Project Fund. Under quite difficult political conditions all the activities were carried through as planned. We even succeeded in expanding the activities to several mutual visits where Danish students and teachers went to Palestine and Palestinian students and teachers visited Denmark, only financed by external project means due to the engagement the involved Danish schools have when they are involved in solidarity projects. The Palestine project gave GL a very useful experience as a partner in a Middle East project.

Earlier GL has initiated a number of school development projects for several years in Lithuania and Bosnia. Those projects have been carried through with support from the Danish Assistance to Central and Eastern Europe.

GL has several times been granted means from "the Democracy Fond" for delegation visits to Denmark.

The projects in Lithuania took place during 1993-1996, and the project in Bosnia during 1997-2001. In both countries as well as in Palestine we arranged professional courses for the teachers

focusing on new teaching methods and the promotion of school democracy and student influence. In both countries approx. 12-15 upper secondary schools participated in the partnership together with a number of Danish upper secondary schools. In Lithuania we had e.g. over 110 Danish teachers directly involved in the project period and over 400 Lithuanian teachers participated. In Bosnia we had a little less number of teachers directly involved. Cowi Consult made an external and very positive evaluation of our Lithuania project for the "Danish Assistance to Central and Eastern Europe" at the end of the project. Bosnia was not externally evaluated – but at our internal evaluation the school managements and the teachers evaluated both projects very positively.

GL has a very strong educational policy profile based on the members' interests. When the organisation and the teachers engage in educational policy issues and actively take part in school development debates our members feel that we engage in a function as important as when we negotiate salaries and employment conditions. A pedagogic professional profile and an active involvement give the teachers a higher status and thereby better terms for themselves, and a profile in the society of stating their opinions and values. Due to their high level of education it is also easier to have this respect.

Internationally GL have argued that teachers' organisations should engage actively in the debates and the taking of responsibility. This has also been the case in our former school development projects, in Palestine, Lithuania and Bosnia. We have gained valuable experience in having a professional dialogue with teachers from other cultures. By sharing methodologies and discussing professional and pedagogic themes we have been able to inspire each other to a continuous growth and development. We have done this by arranging a number of seminars – in close collaboration with the partners – so they match the local needs, and with participation of Danish teachers as well as local experts, who are able to create a relevant and inspiring teaching and learning environment.

The suggested themes for the seminars are based on experience from our previous projects. But the final selection of themes will be decided in a dialogue with the Egyptian schools. It is, however, a striking point that many topics in relation to a democratic school development are quite universal and teachers in both partner countries can mutual benefit for a professional dialogue on these topics - for example how to reduce drop-out rates, quality assurance in the schools, the development of school management from a pedagogical point of view, accompanied by a highly necessary debate about school democracy and responsibility for the development process.

The Danish facilitators involved in the planned seminars will be teachers from non-vocational upper secondary schools who have specific experiences in the selected themes and a commitment to engage in a pedagogic dialogue with their colleagues in the Egyptian schools to mutual inspiration. They will be selected so we make sure they come from Danish schools where school management supports the school dialogue project. This way we can ensure both the necessary flexibility regarding planning the workload for teachers, so the participants can leave for the two-week seminar period, but also ensure that more teachers at the Danish school are willing to participate in an active school dialogue as a follow-up on the seminars. Schools which

have experience with international partners or schools which see international partnerships as part of their school profile will be preferred in the selection process.

c. The two parties' ambitions and ability to promote Danish-Arab dialogue

Both participating schools in Denmark and Egypt have good opportunity to include information regarding the conditions in schools and society in the partner country in the teaching, in dialogue with students and colleagues possible in the contact with pupil's parents. We often see in earlier projects that the dialogue contact can lead to further contacts between schools, like teacher or student exchange or study visits beyond the project period.

4. Description of project

a. Objective

The fact that major political upheavals have been seen in the first months of 2011 means that a follow-up in major areas in the public sector is needed to make sure that the spirit with which the changes were initiated will remain and lead to an ongoing process of discussion and development.

Working with schools on a one-to-one basis will strengthen the bonds between Danish and Egyptian schools and enhance the processes for discussions of for example democracy in the classroom and at management level. From other projects it is clear that personal involvement and meeting your partner face-to-face will prove most beneficial.

There is a firm expectation that Egyptian schools are willing to open their schools for new input. It is not the intention with the project to present the schools with a clear-cut, dogmatic view of what a good school should look like. There is no need to have a Danish school system elsewhere than in Denmark. Rather, it is through dialogue and willingness to consider of what changes may lead to that development takes place - on terms decided solely by the participating schools themselves.

For this reason the project suggests that the involvement of Danish schools should be on more than a few days seminar basis but instead would involve Danish partners taking an active part in the everyday life of the Egyptian partner school.

b. Strategy

GL will facilitate the establishment of a school dialogue between up to 15 schools in two or three regions in Egypt and a similar number of schools in Denmark. We will organise 4 seminars in Egypt and one seminar in Denmark dealing with different subjects relevant to a democratic school development. Before and especially after each seminar there will be a mostly IT based dialogue between the Egyptian and the Danish schools on how to follow up on the issues discussed at the seminar in daily school life.

The content of the seminars will be finalised in a dialogue with ISTT and a visit to some of the partner schools during the planning seminar in the initial phase. The seminar topics suggested by ISTT and debated with the Egyptian Ministry of Education to make sure they reflect the need of the schools include: 1. Development of a democratic school culture (democratic rules for school management). 2. Civil education (the right to participation and free thinking). 3. Difficulties in teaching natural sciences (the right to scientific research). 4. Gender equality at secondary schools. 5. Dropout problems in basic education.

In addition we have talked about Use of ICT in education – a topic of relevance also to the ICT based follow-up school dialogue between the Egyptian and Danish partner schools. This topic could be included in the seminar located in Denmark, as the Danish schools both have the relevant equipment and experience in using it.

The Danish participants will participate in a preparatory seminar and an evaluation seminar both in Denmark (financed by GL). Within the project the Egyptian schools will meet once alone to exchange experiences on the follow-up dialogue with the Danish schools.

In accordance with Danida project principles a monitoring meeting with representatives for the Egyptian schools and a final evaluations seminar including an external Egyptian evaluator are included in the project application.

c. Expected outcome and indicators

By inviting 4-5 teachers from each participating schools instead of 1-2 and operating with a group of 15 schools we strengthen the chances of establishing a long time dialogue process between Danish and Egyptian schools. To make sure this process is optimised we have included a one day exchange-of-experience seminar among the Egyptian schools where they can learn from the other schools' experience in the dialogue process with the Danish schools.

A precise definition of the relevant success indicators have to wait until the final content of the selected seminars have been discussed in a dialogue with ISTT and the participating schools. But possible indicators are:

- Measuring the activity level of the follow-up communication between the Danish and Egyptian schools
- Information activities to other teacher/schools or the public on the activities in the project
- Additional activities in the contact between the schools like planning of teacher and /or student exchange. Although the activities themselves might take place after the project period, earlier project suggest we might have a broader contact between the participating schools as a result of this project.

d. Communication activities

GL has a tradition of asking the Danish participating teachers to write an article on their seminar experience in the union magazine, which is sent to all members every two weeks. In addi-

tion the journalists at the magazine have a good tradition for writing articles on the international dimension of schools' activities.

e. Activities

As described above: we have the following activities:

- A planning seminar between December 2011 and Mid February 2012 finalising the content of the selected seminars and the calendar for the project activities.
- 4 thematic seminars for 5 teachers from 15 schools divided on two-three governorates in Egypt. In each seminar 2-3 Danish teachers will serve as facilitators together with local facilitators. (In total 10 Danes will participate in the four seminars).
- 1 seminar in Denmark for one representative from each of the participating schools and one representative from ISTT.
- Follow-up activities in an IT-based dialogue between the 15 Egyptian Schools and the 10 Danish Schools.
- An exchange of experience one day seminar on the IT-based school dialogue between the Egyptian schools.
- A monitoring visit after the first year organised as a one day seminar in each of the two regions where the Danish project leadership meets with one representative from each school.
- A final 2-day evaluation seminar where we evaluate the seminars and the follow-up school dialogue and consider whether we shall apply for a second phase with possible amendments to the activities in the first phase.

f. Inputs

The applied budget primarily covers the cost involved in the activities like board and lodging and travel expenditures. Danish or Egyptian teachers do not receive any project salary for the time they spend on the activities in the project.

g. Risks and assumptions

We realise the political situation can influence the planning of individual activities. GL, however, has a solid background for running project in countries soon after political reforms, and all our planned activities have been implemented, with just a single seminar in Palestine being postponed for 2 months during the cartoon-crisis.

We have to rely on using English in the conversation between the schools but during the seminars we will have interpretation so participant can participate in the debate without a language barrier. In earlier projects we have experienced that student can help to compensate for some teachers lacking foreign language abilities. We do have a few Arabic speaking Danish teachers

in upper secondary schools, and will try to include a couple of these in the team of Danish facilitators.

If the Danish project leadership needs assistance e.g. to cope with Arabic text, Bolette Kornum, who speaks Arabic and have been living five years in Cairo, has offered to help us not only with translations,- she offers logistical assistance, too. (She is the daughter of the Professional Project Coordinator in GL's present project in South Africa). In addition EL's MENA coordinator has offered to assist us and secure the communication between GL and ISTT.

5. Project organisation and administration

a. Project organisation

Hans Laugesen, GL is the overall project coordinator. Ole Juul Lund, Roskilde Katedralskole will function as professional activity coordinator. He will coordinate the work of the 10 Danish facilitators participating two persons at the time in the five seminars. Ole Juul Lund will be responsible for writing the midterm and final reports in cooperation with the project coordinator. On the Egyptian side ISTT will be the local coordinator planning the seminars (making reservations, contact to local speakers, registering the local participants in the seminars).

b. Administration and coordination (including financial management and reporting)

Hans Laugesen, GL will be the Danish project coordinator responsible for the budget. We can handle all of the financial management, but suggests that ITTU administer the financial cost regarding the Egyptian participants in the project. This will be decided during the preparatory meetings in the initial phase.

c. Monitoring, evaluation and reporting

In accordance with Danida project principles a monitoring meeting with representatives for the Egyptian schools. It is a one day meeting in each of the two regions between GL's project coordinator and the activity coordinator and 1 representative from each school. The same group plus an external Egyptian evaluator participates in a final two days evaluation seminar, where we evaluate the seminars and the follow-up school dialogue and consider whether we shall apply for a second phase with possible amendments to the activities in the first phase.

d. Budget and financing

We enclose a detailed budget as annex. We apply for 1.910.796 DKK out of a total budget of 2.106.168 DKK. The applied revised budget, which is identical to the one sent to the ministry on 8. October 2011 (marked 'Status of 05-10-2011') follows the principles that have been approved in the projects supported by Danida in Palestine and South Africa.

The participating Danish teachers will not receive any salary but we apply for funds to compensate the school if they need a stand in teacher during their absence. We apply so each school can use 25 lessons per facilitator in their 2 weeks of absence.

Danish schools will not be compensated for other parts of the project. We expect the time they use during the IT school dialogue process to be covered by the schools. The Danish schools do have the necessary equipment to handle the IT-communication, but we do apply for a smaller sum to help the Egyptian schools if they have a lack of equipment. In earlier project GL have made addition funds available for partner schools in lack of equipment.

In addition GL is willing to finance a two day preparatory seminar for the Danish facilitators and a one day evaluation seminar for the same group at the end of the project.

We have applied for funds covering part of local transportation cost for the Egyptian teachers' participation in project's four Egyptian seminars. We expect that the Egyptian schools' contribution to the project covers any additional travel cost and time spent.

6. Risk analysis

See point 4g.

7. Annexes (if relevant)

a. Detailed budget

See enclosed Excel-sheet.

b. Job descriptions for project staff

CV for Members of the Danish Project Leadership

Responsible for the project

Hans Laugesen

GL's International secretary since 1994. Born 27.11.1949

Cand. mag. in political science and Geography and higher Diploma in Public administration.

Fulbright Scholar in Wash. DC and at Berkeley University 1972.

Teacher at Rungsted Gymnasium 1976-1986 – an upper secondary school.

Employed in GL's secretariat as educational policy officer since 1983.

Danida travel grant to study tour to India in 1984.

Working areas besides international work: school development, educational reforms, IT in education, quality in education.

Represents as International secretary GL 25-35 days pr. year at international congresses and conferences in the cooperation with other teachers' unions in Europe and globally in Education

International, and in connection with GL's educational policy contacts to EU, OECD and UNESCO.

Represented the confederation for academic employees in the board of Cirius – the ministerial organisation working for the international dimension in education and the administrative agency for EU's educational programmes in Denmark (from the establishment of Cirius until the board was dismissed in a ministerial reform).

Represented GL in the Council for International Developing Assistance from 2002-2005 and again from 2009.

Project leader on a EU sponsored e-learning project, ELFE 1+2, between 5 European countries 2003-09.

Responsible for GL's new created teacher in-service training division, GL-E since 2005.

Represents the European Teachers in a EU Thematic Work Group on Teachers Professional Development.

Is member of the Education Policy Committee in Education International's European region – called ETUCE.

Chairs the subgroups on School Quality Development in the EU financed social dialogue between teacher unions and employers' associations in Education.

Has been responsible for GLs solidarity projects since 1994.

Professional Activity Coordinator

Ole Juul Lund

Born 07.01.1955; has taught at several upper secondary schools in the Copenhagen area; he was deputy head at Brøndby Gymnasium, and is currently Head of the English Department at Roskilde Katedralskole (Cathedral School), which is the third oldest school in Denmark, dating back to 1020. He is responsible for the pedagogical training of new teachers. He works as an external lecturer in English at the University College Sjælland, Roskilde University.

For a number of years he was an external lecturer at the University of Southern Denmark, with responsibilities in teacher training and didactics. He has worked as a senior adviser in the Ministry of Education and was responsible for research and development. He participated in the shaping of the reform of the upper secondary school, which took place in 2005.

Ole Juul Lund is the author of several books on Shakespeare, Dickens and the use of English grammar and has published articles on English didactics, grammar and literature in Danish and international journals. He has been President of the Danish Association of Teachers of English. He studied English and Physical Education at Odense and Copenhagen Universities, has an MA in Middle English Language and Literature from the University of Liverpool and holds a Master's Degree in School Management, University of Southern Denmark.

He has participated as a facilitator in GL's project in South Africa.

DETAILED DESCRIPTION

1. Summary

Please use the format below:

Country	Egypt
Project name	School dialogue on a democratic school development
Arab Partner(s)	15 upper secondary schools, with the teacher union ITTU as possible activity coordinator
Danish Partner(s)	GL, the National Union of Upper Secondary School teachers in cooperation with 10 Danish upper secondary schools.
Objectives	Working with schools on a one-to-one basis will strengthen the bonds between Danish and Egyptian schools and enhance the processes for discussions of for example democracy in the classroom and at management level.
Amount applied for	1.910.796 DKK
Project period	1.11.2011-31.12.2013.