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Re: Erasmus + Circular Sixteen: School and University Partnership for Peer Communities of Learners (SUP4PCL): February Third International Management Meeting and Materials Development workshops reports.

1 message

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Thu, Mar 22, 2018 at 3:52 PM

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Dear Friends and Colleagues

Greetings. It was wonderful seeing you all in Alexandria and then subsequently in the various Egyptian Universities. Attached are the outcome reports for the International Management meeting, the conclusive meeting at AUC after the workshops and the interim/quality plan report prepared by ULEIC. On the last report please make sure you send your feed back as was agreed upon at AUC on March 1st by March 31st and please copy us in your response to ULEIC. We at AUC have reviewed the project indicators and will soon be sending a small report on that. On the 28th of March a preventive evaluation exercise will be conducted by the National Erasmus Office NEO at AUC in Cairo involving all the Egyptian partners. We will share results when obtained.

We are pleased to note that communication is well underway between the twinning universities. We really look very much forward to our next meetings together.

Warm regards

Malak

Malak Zaalouk

—
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3 attachments

 **Final Third Internation MGMT Meeting Report - Copy.pdf**
2079K

 **Revised report 1st March wrap up meeting - Copy.pdf**
948K

 **SUP4PCL Interim Monitoring and Evaluation Report 15 Feb.docx**
180K

Report on SUP4PCL/ERASMUS+
Interim Monitoring and Evaluation Report (Workpackage 3)

*[Report prepared by University of Leicester for Project Management Meeting
(February 2018)]*

Project name:

School and University Partnership for Peer Communities of Learners

Project number:

573660-EPP-1-EG-EPPKA2-CBHE-JP



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Overview

UoL, as lead partner for Workpackage 3, has prepared this report after reviewing the M&E data received from partners, drawing on feedback on each phase of the project. To date, evaluations have mostly focused on Workpackage 1 (Preparation) and early parts of Workpackage 2 (Development).

The report is organised into five sections, representing five broad themes encompassed by project activity; each of these include a number of more specific foci (table 1). The report summarises the overall perceptions of participants of their *key learning* in the first year of the project across these themes, and of the *main challenges/needs* going forward.

Table 1: M&E themes

Themes		Foci
1	Peer Communities of Learners	Developing PCLs (principles, characteristics and conditions) Needs Assessments Partnership Development
2	School Development	Leadership for change Coaching and Mentoring Reflection/Inquiry
3	Pedagogic Development	Developing materials Subject-specific TPD
4	Establishing PD Schools	Ethnographic case study design Research ethics Data analysis/quality assurance
5	Project-level Quality Assurance	

Our analysis viewed participants' responses to progress/challenges in these themes/foci through the lens of the project sub-objectives as set out in the original proposal (table 2).

Table 2: SUP4PCL sub-objectives

SUP4PCL sub-objectives	
1	Develop Professional Development Schools
2	Produce baseline needs assessment of PD schools
3	Develop pedagogical leaders and mentors in the PD schools
4	Develop new habits of mind such as reflection and journaling
5	Develop Peer Communities of Learners at school and university levels
6	Develop materials for school-based learning
7	Develop systems of assessment and quality assurance.

Total responses received were as follows:

Focus of M&E		Work-package(s)	n = responses								
			ANSU	AU	HU	AUC	MLU	UL	UoL	UoN	Total
PME2	Needs Analysis (host)	1.2	14	16	16						46
PME3	Needs Analysis (visitor)	1.2				2	2	1	2	2	9
PME4	PCL community member	1 and 2									
PME5	Institutional Improvement Plan	1 and 2									
PME6	Coaching (visitor)	1.3	14	11	18						43
PME7	Coaching (host)	1.3				2	2	2	2	2	8
PME8	Materials Development (host)	2.1	10	9	8						27
PME9	Materials Development (visitor)	2.1				2	2	2	2	2	8
Total questionnaires received			38	36	42	2	6	5	6	6	141

1. Peer Communities of Learners

This theme overarches all project Sub-Objectives, but with a particular emphasis on:

- Sub-Objective 1 "Develop Professional Development Schools";
- Sub-Objective 3 "Produce baseline needs assessment of PD schools";
- Sub-Objective 5 "Develop Peer Communities of Learners at school and university levels of the main project.

Activities include the 2 day Needs Assessment workshops taking place in ANSU, AU and HU in April 2017, leading to Egyptian partners carrying out needs assessments with selected case study schools. PCL development also featured in the Coaching workshops in October/November 2017, and in the Materials Development workshops in December 2017.

1.1. Developing PCLs (principles, characteristics and conditions)

Key learning

A number of issues emerge as being particularly significant in respect of this central aspect of the SUP4PCL project, namely:

- all community members need to be committed to change – and committed to continual improvement
- establishing PCLs is a long-term, on-going process
- developing shared goals/vision is central to building successful and sustainable PCLs
- collaborative professional learning is key – and mutual respect and trust is crucial to this collaboration
- equality of relationships within the community is essential
- PCLs are a highly effective means of supporting the professional growth of teachers
- the most effective PCLs are focused on improving the outcomes for their students

Challenges/Needs

Participants' perceptions of anticipated future challenges to developing PCLs were overwhelmingly related to the need for cultural change in schools, in order to overcome long-standing issues such as

- Lack of a tradition of collaborative, non-hierarchical working
- Lack of appreciation in schools of the need to build a shared vision/goals
- Teacher isolation – and an unwillingness to share their own experiences/reflections to support colleagues

Participants also thought that at a system level, the highly-centralised administration of schooling in Egypt is characterised by rigidity and dogmatic thinking, so stifling innovation and professional trust

1.2. Needs Assessments

Key learning

Participants were broadly positive about the progress made in terms of developing a shared understanding of how to carry out effective needs assessments, with particular emphasis given to:

- the importance of ensuring clarity of purpose – by building trust and agreeing specific goals
- enabling precise and appropriate selection criteria to be determined
- adopting a mixed methods approach – ensuring that needs assessments collect perception data as well as quantitative
- ensuring needs assessment tools are carefully and appropriately chosen/design to collect the most useful and relevant information

Challenges/Needs

There was some initial concern regarding the quality and appropriateness of data collection tools, but this was less evident as the year progressed. Concerns expressed in later evaluations focused almost entirely on the extent to which teachers (and school leaders) were either willing or able to support the process. Common responses raised doubts as to whether teachers might resist cooperation in reform and/or give incomplete or misleading information to FoEs during the needs analysis process. Some participants thought that teachers might find it difficult to identify their key professional learning needs – and that this raised concern as to whether the needs assessment tools would be sufficiently flexible.

As with many other aspects of the project, the lack of facilities and time (in schools and FoEs) was a recurring concern – as was the capacity of FoEs to manage large data sets.

1.3. Partnership Development

Partnership development lies at the core of the SUP4PCL project; the overarching project rationale anticipated peer communities of learners being the main conduit through which transformation will occur – not just in the PD schools in Egypt, but *within* and *between* each participating institution. As such, partnership development relates to all the sub-objectives - and all activities of the project (including ongoing dialogue between partners and PD schools) can contribute.

However, one of the most effective means of tracking partnership development will be the PCL Community Members Questionnaire (PME4) and the Institutional Improvement Plan (PME5) have not as yet been completed, so the emerging findings below have been drawn from the reflections on the full range of project activities.

Key learning

Partners generally feel that the conditions that are needed for developing PCLs in PD schools are exactly the same for SUP4PCL partners, namely:

- developing a shared vision
- commitment to change/improvement
- mutual respect/trust

- equality of relationships within the community
- all partners need to keep a focus on clarity of roles (particularly between institutions (Egyptian-European FoEs))

Challenges/Needs

As with the key learning, the challenges faced in building sustainable institutional partnerships are similar to those faced with building PCLs in the Egyptian PD Schools. Participants noted that there often still a tendency towards hierarchical relationships in Egyptian FoEs, and that whilst the individuals directly involved in the SUP4PCL project teams are fully committed to applying the principles of PCLs in their own institutions, they were working in a wider environment that is not conducive to collaborative, non-hierarchical ways of working.

There was a sense of many participants have been unclear about the different roles in the project of the Egyptian and European partners, although this was less evident in monitoring and evaluation of the December workshops, so this may indicate that as the project moves into the second year, participants are beginning to feel more confident about roles.

As with so many other aspects of the project, restrictions on time and resources were also frequently cited as being limiting factors in developing PCLs within and between FoEs.

2. School development (including leadership and change, coaching and mentoring, reflection and inquiry)

This themes of the project relates particularly to:

- Sub-Objective 1 “Develop Professional Development Schools”;
- Sub-Objective 3 “Develop pedagogical leaders and mentors in the PD schools”;
- Sub-Objective 4 “Develop new habits of mind such as reflection and journaling”;
- Sub-Objective 5 “Develop Peer Communities of Learners at school and university levels of the main project.

Evaluations of FoE team members have reflected on workshops focused on Leadership and change, Mentoring and coaching and Reflective practice. The school visits have also given participants a range of actual models and exemplars of leadership, mentoring and reflection.

Key Learning

The most common learning points acknowledged by participants during the various project activities in the first year were:

- a shared understanding of characteristics/types of leadership, including bridging the gap between theory and practice;
- “dimensions” of change in schools, including values and attitudes and how teachers can be supported during change;
- the importance of knowing and possessing the personal qualities for effective mentoring and coaching;
- how reflective practice can be developed, to suit the practitioners’ needs

These learning points have been achieved through the workshops and the October/November visits to European universities and PD schools that work with the universities – and seeing how theory can translate into practice has been key to increasing understanding of school-level development.

Challenges/Needs

A number of challenges to increasing capacity for school-level development were identified. Many participants have noted challenges concerning time restrictions, workload, lack of resources and resistance within schools, from teachers, leaders and from the prevailing culture in the schools. A lack of trust in systems and structures has been frequently mentioned, and the cultural resistance to change has been attributed to this lack of trust. In some cases, a lack of support from school leaders has been cited as a challenge.

Individual evaluations included a number of suggestions for further work on the project, including:

- Workshops with school leaders on change management;
- Developing a culture of teachers-as-researchers in schools so that sustainable models of school development can be achieved. This includes increasing teachers’ understanding of research and skills;
- Increasing understanding and valuing of and confidence in mentoring, coaching and reflective practice at all levels in schools

From the perspective of the European partners, it was noted that future working should include sharing what other European partners have covered, so there would be greater coherence for the sessions/ visits that are presented.

3. Pedagogical development (including materials development, teacher learning and subject-specific developments)

This theme particularly relates to:

- Sub-Objective 3: “Develop pedagogical leaders and mentors in the PD schools”
- Sub-Objective 5 “Develop Peer Communities of Learners at school and university levels”.
- Sub-Objective 6: “Develop materials for school-based learning”

This aspect of the SUP4PCL project is at a much earlier stage, with a significant amount of work to be done in February/March 2018 on developing materials for use with teachers and customized for their professional development. The materials might incorporate contexts from STEAM, global citizenship or sustainable development as appropriate, and is linked to the sessions about developing STEM/STEAM and Blended Learning materials and elements of the school visits.

Key learning

Despite this work being the focus of the next phase of the project, evaluations of the workshops so far have shown that participants have identified some teacher professional development opportunities which could be transferred into their work with PD schools in Egypt.

- Recognition of the potential for using specific pedagogical approaches to enhance teacher development, such as:
 - project based learning
 - inquiry based learning
 - thematic integration of subjects
- The potential for using blended learning to provide a purpose for collaborative working and to create a focus for PCLs.

It was also noted that Blended Learning could offer extra solutions for dealing with large numbers of students with limited time and space. An increase in knowledge and understanding about pedagogical approaches was acknowledged in some of the responses, so that the pedagogical inputs had been beneficial.

Challenges/Needs

Challenges which have been identified from the evaluations can be grouped into two general areas. Firstly, there are concerns that a lack of resources, time and support from senior leaders in Egyptian schools mean that European pedagogical ideas cannot be directly implemented, and there will be barriers to their introduction. In particular the one participant commented about a “Blended Learning” session that *“lacks the applicability part which is needed when it comes to usage in the schools. It was merely theoretical.”* It was also believed that the teachers in the schools will also be sceptical that the ideas will be viable in Egyptian schools. Secondly, there are views that teachers will be sceptical about the value of Technology, and that in a pre-set curriculum, with high stakes assessment systems, approaches and contexts such as STEAM will not be valued sufficiently and therefore will not have attention given to them in schools. These barriers were often expressed in terms of frustration with the systems and limitations of the Egyptian context.

The evaluations received from the participants gave some indicators for further work. In particular, many Egyptian participants requested exemplars and samples of the resources and approaches that were discussed, to be made available in video, web-based and written forms, so that participants could see the ideas in action – with a view to adapting these for use in the Egyptian settings, and used as the basis for new communities of practice.

In response to this desire for more practical support, European partners have set up a Dropbox account to which they are adding examples for the Egyptian partners to access before the February workshops.

However, the evaluations generally do reveal slightly different interpretations of the way the project should approach materials development, with European partners generally seeing their role to be more about enabling and supporting Egyptian partners to develop their own materials through a shared understanding of principles.

4. Case Study Development

The Case Study development in the project depends upon the use of ethnographic research tools, an understanding of research ethics and data analysis; and forms the basis of the Needs Assessment. It therefore covers a broad range of the project sub-objectives as shown below:

- Sub-Objective 1 “Develop Professional Development Schools”;
- Sub-Objective 2 “Produce baseline needs assessment of PD schools”;
- Sub-Objective 3 “Produce baseline needs assessment of PD schools”;
- Sub-Objective 5 “Develop Peer Communities of Learners at school and university levels of the main project.
- Sub-Objective 6 “Develop materials for school-based learning”;
- Sub-Objective 7 “Develop systems of assessment and quality assurance”.

4.1 Ethnography

Comments for the purposes of the Monitoring and Evaluation are drawn from the April 2017, Needs Analysis workshops; the December 2017 Materials Development Workshops and the December 2017 Visit Collective Meeting at AUC in Cairo, Egypt.

Ethnography was selected as the research tool of choice for the project and has a significant role to play in the writing of the case studies. The use of interviews, observations and analysis of school documents will allow rich, in depth data to be collected and enable a deep understanding of the school issues. It is hoped that the ethnography approach will also help the FoEs to understand the leadership style, culture, power relations, resistance to change and how the project interventions might have an impact upon the schools. Closely linked to all these activities is the need for an awareness of the ethics surrounding the use of ethnographic tools and the importance of honesty and transparency when dealing with the PD schools and teacher practitioners. Quality assurance can only be secure when ethical procedures have been adopted and followed throughout the project and in all the communications and activities with the PD schools.

The central role of ethnography in the project has encouraged much thoughtful development among FoE staff, as evidenced in the April workshops and at the December Collective Meeting. It has also provided some of the most difficult challenges of the project for the FoEs. In terms of key learning the following points were evident in many of the evaluations.

Key learning

- The use of multiple methods would provide rich data for the needs assessment and the case studies.
- There was a need for trust and respect between the collaborators
- It would allow FoEs to better understand the current situation in schools
- It was thought that such an approach would increase the confidence of teachers and possibly raise their status.

Challenges/Needs

The challenges and needs in relation to the use of ethnography were perceived as considerable and a key issue raised was the problem of time restriction for both FoEs and the PD teachers. A second key concern was that the teachers would not see research as part of their role and not wish to take part in the research activities. Other aspects raised are:

- How to get 'buy-in' from school leaders
- The potential for conflict between FoE researchers/mentors
- The use of ethnography would be too 'personal'

FoE members also considered that it would be a challenge to understand the school culture, the impact of different styles of leadership, and the process of change in the schools.

4.2 Ethics

Ethical issues were discussed in the April workshops and at the December Collective Meeting as part of the discussion around ethnography. Sessions focussed upon the centrality of ethical issues when undertaking an ethnography and the need for researchers to be transparent and disclose that they are part of a research project. Emphasis was placed upon the way a consideration of ethics at every stage helps to ensure the integrity of the research. Participants demonstrated in their responses they had a strong understanding of this issue and key learning in this area concerned the need for honesty and that accuracy and objectivity were important for data integrity. Other aspects of key learning concerned the need for:

Key learning

- Informed consent
- Validity and reliability
- An understanding of legal issues linked to conducting research

Challenges/Needs

None of the participants identified any particular challenges or need requirements in relation to ethical issues. It may be that such issues will emerge at a later stage in the project once the practicalities of considering ethical issues during the process of research become evident.

4.3 Data analysis and Quality Assurance

Comments about data analysis and quality assurance (QA) are drawn only from the Needs Analysis Workshops in April 2017. The October/November Coaching and Mentoring evaluation did not explicitly request a comment on data analysis and QA. All the comments that were provided in the Needs Analysis Workshops referred to the evaluation of the project and did not address the ongoing quality assurance framework that will need to be put in place if the project is to have sustainability.

Key learning

Responses noted that it was important that all the project partners should have a shared understanding of the objectives and intended outcomes of the project. Particular mention was made of ensuring the link between theory and practice was evident. Other points emphasised:

- Recording stories of successful practice and impact
- Use of simple qualitative forms to demonstrate the difference between 'then' and 'now'
- That we should ensure we follow up on objectives to evaluate when/if they are achieved

Challenge/Needs

It is evident from the responses that data analysis including the analysis of qualitative questionnaires is an area that will need further development later in the project. It was not possible at this early stage in the project to discuss strategies for data analysis in a meaningful and helpful way. When FoE have begun the process of data collection it will be beneficial to devote some sessions to the analysis of data for the Case Studies.

Quality Assurance is often thought of as difficult to undertake but in its simplest form it requires only that the objectives set are met in full and that outcomes are demonstrably achieved. A major challenge for the partners is a lack of confidence in using the ethnographic tools for needs assessment in the PD schools as they have not previously undertaken this kind of task and are unfamiliar with ethnography. There were also concerns that the different approaches to QA in Egypt and Europe might be a problem.

The above concerns and difficulties will need to be solved by each FoE as they work with the PD schools. One way to address this issue might be for the FoEs to work together to design a sustainable quality assurance plan which takes account of the Egyptian context and the prevailing cultural issues for their ongoing work with the PD schools. A possible model to address this issue and which was first presented at the 2nd Management Meeting in Leicester 2017, is offered below for guidance when addressing this task.

**Quality Assurance (QA) of the project and a Proposed QA model for Sustainability
(first presented at the 2nd Management Meeting in Leicester 2017 and later
developed for the Intermediate Report submitted by the University of Leicester
team)**

Quality in the Erasmus Project (SUP4PCL) School and University Partnership for Peer Communities of Learners is assured through a process of Monitoring and Evaluation that is carefully tracked throughout the life of the project. All the Project workshops and mobility visits are subject to Monitoring and Evaluation which consists of the completion of questionnaires, discussion with the participants and the completion of an Institution Improvement Plan during Year 2 and Year 3 of the Project. The project objectives set out below provide a means for measuring outcomes and appropriate performance indicators are indicated. Quality assurance needs to be embedded in every aspect of the project and the programme in schools and therefore indicators of progress have been included for all of the objectives.

Wider Objective:

Build the capacity of FoEs to enhance and modernize CPD in the Egyptian context.

***Indicators of Progress* relating to the wider objective are:**

1. CPD events held in partnership schools
2. CPD over the time span of the project
3. Diverse forms of CPD events, to include technology enhanced CPD

School and workplace observations; interviews; reports; journals and audio-visual recordings will be used to measure these indicators.

Specific Sub-Objectives of Project:

1. Faculties of Education (FOE) to develop Professional Development (PD) neighbouring schools
2. Produce baseline needs assessment of neighbouring schools
3. Develop FOE mentors, pedagogical leaders and mentors in PD schools through various coaching and observations
4. Develop new habits of mind such as reflection and journaling
5. Develop professional communities of learners (PCL) through school clusters and various levels of partnerships
6. Develop materials for school-based learning
7. Develop systems for assessment and quality assurance for Continuing Professional Development(CPD)

Indicators of progress for the specific sub-objectives are:

1. Egyptian FoE institutions adopt five PD schools
2. Protocols are signed for the FoE/school partnership
3. Fifteen base-line studies (case studies) are produced, one for each of the PD schools
4. Thirty FoE mentors are trained
5. Seventy-five master mentors are trained
6. Seventy-five PCLs are formed and functioning
7. School units for quality assurance are staffed and functioning

These indicators of progress to be measured through:

1. FoE and school visit reports
2. Copies of the signed protocols
3. Baseline documents and case studies produced
4. Mentors observed in operation
5. Reflection memoirs, journals action plans and minutes of meetings
6. Observation and interviews with participants

University of Leicester role in the Quality Assurance of the Project (Work package 3)

The model for monitoring and evaluating the progress of the project and overall project management are linked to the performance indicators for the evaluation of activities throughout the project. The performance indicators for monitoring and evaluation (Work package 3) are:

1. Completion and submission of the project and evaluation forms after each of the project activities.
2. Completion of the PCL Community Member Surveys by individual Egyptian Faculty members, and the associated Institutional Improvement Plan during Year 2 and Year 3 of the project. The precise timing for completion of these are currently provisional; a final decision will be made during the forthcoming Project Management Meeting (February 2018)
3. Regular interim Monitoring and Evaluation summary reports to annual Project Management Meetings
4. During the final 18 months of the project, monitoring and evaluation visits will be carried out by ULeic to the three Egyptian FoEs leading the case studies to review progress and ensure that the case studies continue to be appropriately focused on the project sub-objective and are developing sustainable systems of assessment and quality assurance for their work with the PD schools. The dates for these visits will be planned at the Third Management Meeting in February 2018.

A Possible QA Model for sustainability after the completion of the Project.

This model builds on the first project objective, to develop Professional Development (PD) neighbouring schools. If the PD schools are to be sustainable, each Egyptian FoE will need to develop their own QA model which will allow them to ensure the ongoing development of the PD schools and the achievement of the wider objective.

Quality Assurance applies to all the different components of the project (set out in table 3 below) and which could be drawn upon to continue to enhance the quality of the work of the FoE with the PD schools.

Table 3: Components of the Project

European teams of academics	Egyptian Faculties of Education	Professional Development Schools	Peer Communities of Learners	Materials to support subject and professional teaching
<p>ULEIC; UL; NU; MLU</p> <p>Work with FoEs to mentor and advise and mentor on the project activities, support with identifying needs and QA the work of the project.</p>	<p>ASU; HU; AU</p> <p>Work with PD schools to identify the focus for development, and mentor schools on setting up PCLs.</p> <p>Identify needs, develop case studies, curriculum materials, and QA the work of the PD schools and the teams of teachers.</p>	<p>PD schools working with a specific FoE identify a focus and teams of teachers who will work on that focus alongside the introduction of new curriculum materials.</p> <p>PD schools consider practical needs and monitor/evaluate progress.</p>	<p>PCLs at different levels; FoEs; EU partners; schools, FoE and schools; FoE and EU partners</p>	<p>STEAM, global citizenship, sustainable development, active learning mentoring and coaching.</p>

Indicators that the wider objective is continuing to be met are:

1. The materials continue to be updated after the end of the project.
2. The PCLs are maintained within the schools and within the FoE.
3. The PD schools share an annual school development plan with FoEs. The plan should analyse curriculum requirements, set out aims and objectives in teaching and learning and review resources required for the forthcoming year.
4. Mentor skills are enhanced and developed
5. The mentor base is expanded through the training of new mentors

The diagram below indicates that for the purposes of assuring quality there is a need for common materials with a common structure and design if the project is to maintain an ongoing coherence across the activities of the PD schools. Of particular importance is the use of feedback at every stage to the Egyptian Faculties of Education.

Diagram 1: Common Materials and Structure with Feedback at every Stage

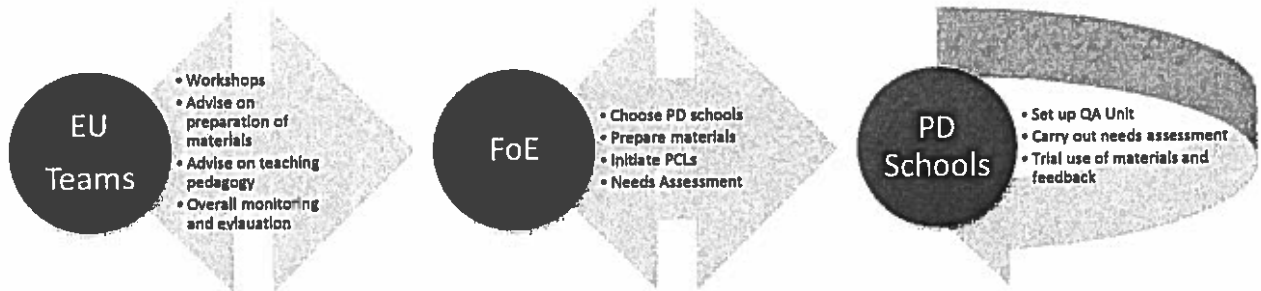
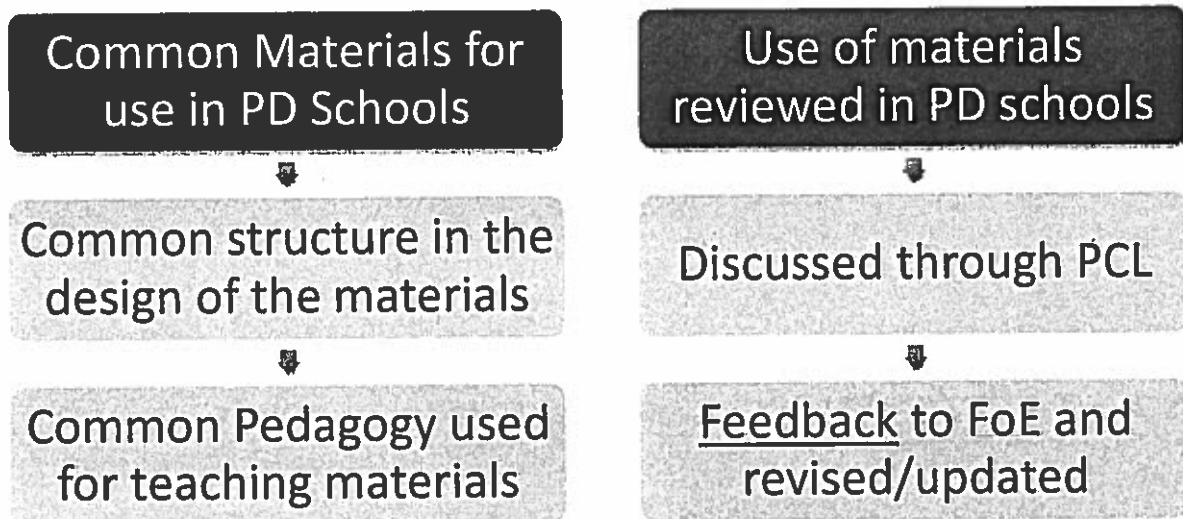


Diagram 2: Common Design for Materials and Feedback to FoE



The second (above) and third diagrams (below) indicate the initial set up process and that feedback at every stage is essential to ensure quality across all the different activities. The activities in Diagram 3 should be continued after the initial set up and form the basis of shared ongoing discussion for the PCL in the school and FoE.

Diagram 3: PCL ongoing activity for sustainable development

FoE and PD School carry out Needs Assessment to define need in relation to: STEM, SEN, global citizenship, sustainable development, mentoring and coaching and pedagogical practice

FoE provide common advice to PD Schools on how to break down defined area of need in order to develop practice

FoE provide common advice to PD Schools on how to evaluate and assess the impact/output of the initiative to address the PD School need. PD Schools feedback to FoE so that materials can continue to be developed and revised.

As noted earlier, this proposed model is put forward as a way of encouraging reflection on the ways in which the initial project might be sustained and developed in the future. It could be useful to place a timeframe (of 1-3 years?) on the agreed QA model, after which it would be reviewed and potentially revised to ensure it continues to be 'fit for purpose'. Such a process of review and further development could ensure the long-term sustainability of the project and the continued development of CPD for teachers in Egyptian schools.

Andy Atkins, Hilary Burgess, Chris Wilkins
University of Leicester

2018

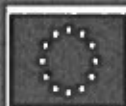
**Report on SUP4PCL/ ERASMUS+
Training Workshops' Wrap Up
Meeting 1st of March 2018 at
Moataz ElAlfi, The American
University in Cairo, Egypt**

Project name:

School and University Partnership for Peer Communities of learners

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List of Acronyms and Abbreviations:

Partners Acronyms	
AUC	American University in Cairo
ANSU	Ain Shams University
AU	Alexandria University
HU	Helwan University
ULEIC	University of Leicester
UON	University of Northampton
UL	University of Limerick
MLU	Martin-Luther University
Other acronyms and abbreviations	
SUP4PCL	School University Partnership for Peer Communities of Learners (Title of this ERASMUS+ Project)
CDFE	Capacity Development of Faculties of Education in International Approaches to Teacher Education (Title of the TEMPUS project)
MEIHE	Middle East Institute for Higher Education
ARAS	Action Research in All Schools
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
AR	Action Research
WP	Work package
QA	Quality Assurance
PCL	Peer Communities of Learners
SEN	Special Educational Needs
PD	Professional Development
M&E	Monitoring and Evaluation
STEAM	Science, Technology, Art, Engineering and Mathematics

SUP4PCL/ERASMUS+ Training Workshops' Wrap Up Meeting Report

March 1st, 2018

The American University in Cairo

Egypt

Thursday 1st of March, 2018

Introduction and Welcome note:

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

Prof. Zaalouk welcomed all the partners to the workshops' wrap up meeting and expressed her pleasure with the outcomes of the workshops and the level of engagement and motivation of the teachers. The outcomes of the workshops proved that some basic steps in the development of PCLs has begun and a new model of PCLs is being formed in the Egyptian context.

Prof. Zaalouk briefed the participants of the meeting agenda. Since reflection and self-reflection are main aspects of the project, the first session allowed each FOE to reflect in their own group on their own good practices and the significant lessons learned. Furthermore, the FOEs reflected on the areas that require further efforts as well as the solutions. In parallel, the European partners as one group and the AUC reflected on their own practices and reported the results to all partners. Afterwards, each FOE reported back by presenting their collective findings. The reflections contribute to strengthening the PCL between FOEs by sharing the different practices and ideas with each other. Based on the reflections, the second session unfolded the way forward.

Rawe

I. Session One: Reflections

Good Practices:

The following were the presentations of the teams on their own good practices:

Dr. Maha Elkomy, and Dr. ALSaeed ALShamy, Alexandria University (AU)



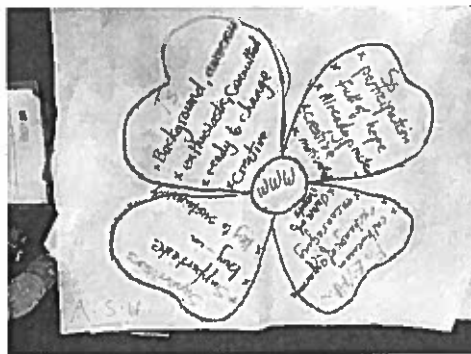
satisfaction

Dr. Elkomy expressed AU's gratification with the workshops as the teachers were highly engaged and motivated. The AU team realized that the teachers conduct good practices, yet they were not familiar with the terminologies. The teachers need to get more training. Another positive aspect realized during the workshops is that the teachers from different schools were engaged, they also reflected on each other's work. The workshop helped building the team spirit between them and raised the level of motivation among teachers. Another interesting point as mentioned by Dr. ELShamy is that the teachers realized that it is not a "one size fits all" and that there is a need to tailor the frameworks and material based on the need and context of each. Dr. ELShamy elaborated that some schools are ahead in certain aspects, some schools already have partnerships with thirty schools, one of them is located in a different governorate, in Mansoura. Training is provided to the thirty schools. Another high school for girls reported that their students are sent to train others at a primary school. The presenters also added that many teachers in the schools who are not part of the project. A teacher expressed her willingness to get all the teachers at her school to attend the same workshop. The last point mentioned by the AU team is that coherent PCLs are witnessed on different levels at both the FOE and schools, between the FOE and the teachers and between the FOE and EU partners.



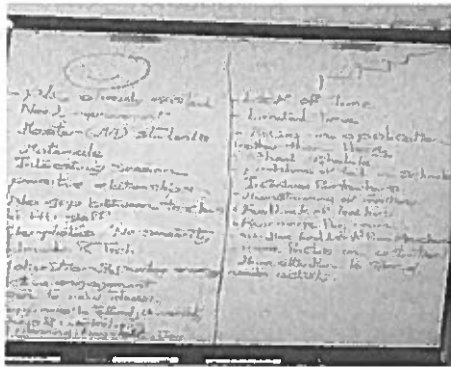
The EU partners' reflections at the end of each day enabled the AU team to reflect and improve their practices. In conclusion, the AU team were pleased to say that their PCLs are starting to emerge and that the workshops helped in supporting the PCLs as well as in empowering the teacher as they were partially in control and led the workshops with some guidance from the AU team.

Prof. Zeinab El-Naggar, Ain Shams University (ANSU)



The lessons learned and good practices are divided into four sections: students, supervisors, FOE and teachers:

- In the workshop, the students from preparatory and secondary schools were active, creative and full of hope. They want to be part of the change and were looking forward to expressing ideas that could be taken into consideration.
- ANSU was the pioneer of the idea of inviting supervisors. The supervisors are key factors in the process of change, and without their support and involvement, it will be more difficult for the teachers to adopt what they learn from the project. The supervisors were engaged in the workshop and asserted that they will train the rest of the teachers and sustain the change within schools.
- Regarding the FOE, the PCL started to develop. The team ^{was} ~~were~~ highly committed. The junior staff were engaged with the seniors by sharing ideas, All ideas were encouraged within the FOE.
- Similar to what is shared by AU, the teachers had good experience, ^S practice ^S and knowledge about the concepts presented, yet, they are not familiar with the terminologies. The teachers have already been practicing some of the project concepts in groups and activities such as including the global citizenship concept in their activities. The teachers also have high levels of enthusiasm and motivation, In addition, they are willing to commit to the project and want to be part of the change process.

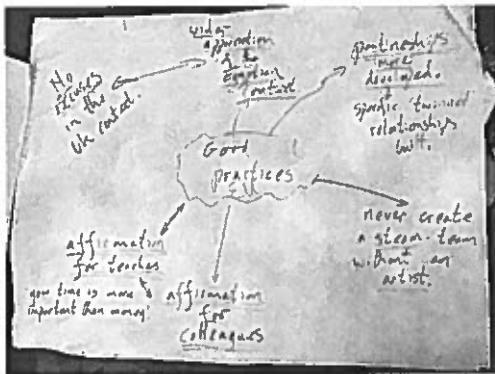


Dr. Shehab reported that the teachers and the school teams attended the workshops were enthusiastic and motivated to attend the full event. The school teams mentioned that the workshop was organized and full of commitment from both the FOE and the teachers. Dr. Morsy added that the photos that were published on social media motivated others to participate in the project. Within the FOE, the seniority and hierarchy was broken and the communication was easily flowing. Photos from the workshop were presented to reflect the mentioned aspects captured by the HU team. The PCLs are developing and witnessed more participation. One of the FOE members expressed his/her interest in attending workshops on PCLs. Students also expressed their interest in understanding the concept of PCLs and wanted to be involved. Another good practice took place in HU workshops is that the HU team prepared templates that guides teachers to plan, reflect and document their lessons, ideas, activities and the PCL work. Copies from the templates were distributed to all participants.

The HU team also witnessed that there are multiple PCLs emerging at different levels including ones between the FOE and students. The PCLs will communicate through an application named "Edmodo" to share material and to facilitate and encourage constant interactions and exchanges. In addition, representatives from The Cairo Educational Directorate attended the HU workshop as well as this Wrap Up Meeting. The strong involvement of the former supports the HU team and addresses their needs.

Directorate

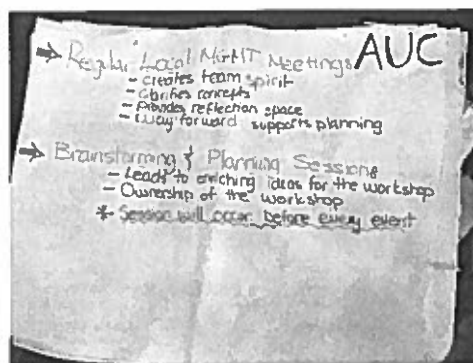
Prof. Christopher Wilkins, University of Leicester (ULEIC)



Representing the EU partners, Prof. Wilkins stated that one of the good practices of the EU teams is the affirmation and the applauding given to the teachers. There is a deficit of motivation and recognition in their profession; therefore, it was partially the responsibility of the EU partners to provide them with a surplus of appreciation. The mentoring role was important in the workshop. Moreover, the way the workshops operated gave teachers enough time to interact. One of the teachers commented that the time given to them is appreciated more than money. Another positive aspect of the workshops is that the twinning partners got an opportunity to interact, communicate and contribute to strengthen their relationship for the case studies.

The EU partners learned about the Egyptian context and culture in the workshops. They also got the chance to observe the opportunities and gaps in the developing PCLs. Moreover, after witnessing the outstanding outputs of the teachers knowing that they work in difficult conditions, huge workload and limited resources, the EU partners will stop giving excuses to other teachers back home who work in better conditions. In addition, Dr. Underwood (UON) has already proceeded in changing the terminology STEM to STEAM in his institution and the lessons presented realizing the importance of including Art in the STEAM component.

Prof. Malak Zaalouk and Dr. Heba El-Deghaidy, American University in Cairo (AUC)



Conducting local management meetings was one of AUC's positive practices according to Prof. Zaalouk. The local meetings are useful in the following ways:

- Creating team spirit.
- Clarifying concepts.
- Providing space for reflection.
- Supporting the planning of the way forward.

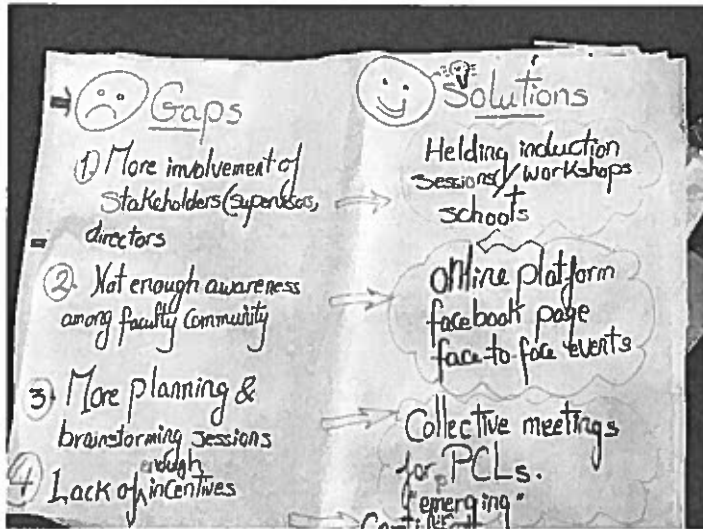
Prof. Zaalouk encouraged all partners to engage in regular management meetings within their FOE and with the twinning partners. Dr. El-Deghaidy added that the collaboration between the Egyptian teams was powerful. The preparatory meeting which was conducted prior to the workshops with the representatives from each Egyptian FOE, led to enriching ideas for the workshops and gave the FOEs the sense of ownership. Consequently, this practice will continue to happen and the preparatory meetings will be conducted before each event. Prof. Zaalouk thanked the FOE representatives who attended the preparatory meeting and added that although the initial plan for the workshops was prepared by the AUC team, the preparatory meeting led to more profound creative ideas on the agenda that enriched the workshops.

Summarizing the groups presentations on good practices, Prof. Zaalouk noted that the mentorship concept started gradually to develop in both HU and AU and that all are on their way to stronger mentorship practices. In addition, the HU team's templates that were used for documentation of the activities and lessons in the workshops were beneficial. Moreover, their use of "Edmodo" application for enhanced communication will support the development of PCLs and overcome the challenge of time constraint. In ANSU, inviting the supervisors was entirely theirs and they pioneered the idea.

Moving to the following group work, Prof. Zaalouk clarified that the reflections in these sessions aim to target the FOEs and not the teachers. Therefore, Prof. Zaalouk asked the groups to reflect on what each FOE could have done better with suggested solutions. She noted that one of the gaps in the workshops was the absence of proper mentorship as more "training" occurred.

Areas that require Further Efforts and Solutions:

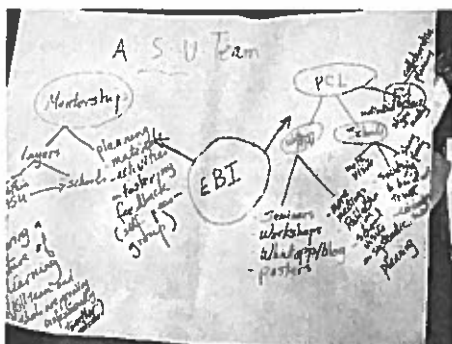
Dr. Dalia Elhawary, Alexandria University (AU)



The four gaps that need to be addressed in AU were:

- 1) To communicate more with stakeholders. The supervisors and directors need to be involved in the project. The AU team need to bring them together. Therefore, induction sessions and workshops need to be conducted.
- 2) There is a lack of awareness about the project among the FOE community; therefore, online platforms, face to face events, seminars, and workshops will be created.
- 3) Brainstorming and planning sessions were performed with mentors of each school separately. collective meetings that bring all mentors together will be planned. This will enhance and support the development of PCLs with schools.
- 4) Lack of incentives: Attendance certificates were not given to the teachers in the workshops as a form of acknowledgement. Certificates will be distributed to participants in the coming events.

Dr. Rasha Kamal, Ain Shams University (ANSU)



To develop and reach the objectives of the project, Dr. Kamal explained that the ANSU team should focus on the areas that need to be developed. These areas were summarized in the following:

More regular mentoring is needed from the senior faculty to the juniors as well as to the MA students. The exchange of information within the FOE should work in parallel to the mentorship in schools. In addition, feedback from the schools on the FOEs mentorship will be required. The schools and FOE will grow and develop hand-in-hand. To achieve this, the schools will be involved with the FOE in all the activities, in addition, constant self-reflection and reflection will be practiced.

Another area that needs further development is the PCLs. The PCLs are still not strong enough. Seminars and information sessions will be conducted to raise awareness about PCLs and the project. These seminars and information sessions will have an open invitation for all members at different faculties to attend. Furthermore, the FOE will start creating PCLs in their own classrooms, a step that is already taken by Dr. Kamal in her class. Another suggestion would be that the FOE team will have more systematic reflection and planning for school visits together and with the EU partners to develop the PCLs on both levels. Regular skype meetings with EU partners will proceed for the whole team and not merely with the PI of the project. The PCL with teachers will start by celebrating the success of the workshops together and will develop by attending more formal and informal events.

Prof. Zaalouk commented that it is ANSU's first international project; therefore, all partners should acknowledge their rapid development and engagement.

Ms, Samah Mohamed Abdelaal (Cairo Educational Directorate) , Prof. Maha Abu Hatab, and Dr. Shaza Ahmed Imam, Helwan University (HU)

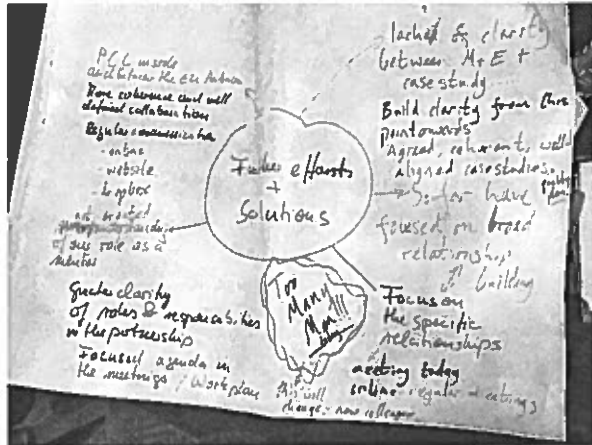
Good practices	Areas need further efforts
<ul style="list-style-type: none"> - Highly motivated teachers - Motivation of HU mentors - Teachers engagement - PCL already existed <ul style="list-style-type: none"> - No seniority between HU staff and teachers. - Well prepared and organized workshop 	<ul style="list-style-type: none"> Better understating of the concepts Need more practices Limited time Incentives for teachers More attention to special needs School schedule English language More focus on school needs

The first points mentioned by the presenters were the lack of understanding to some concepts such as STEAM and global citizenship, in addition to the need for more practices. The limited time is another challenge to the HU team. Prof. Abu Hatab explained that the HU team need more time to meet and more practical involvement. Accordingly, the HU team will organize online platforms for communication such as Facebook, Edmodo.Com, and WhatsApp to overcome the limited time and the overloaded schedules. The presenters added that although the teachers were highly engaged and involved, the HU team should provide them with more incentives to sustain their motivation. Dr. Imam elaborated that SEN activities were limited; therefore, the HU team will focus on engaging SEN in activities with teachers. The FOE's English language skills, technological skills and teaching methods should be developed further so they can deliver better to the teachers.

indicated

The presenters added that the HU team will invite supervisors to engage in the project activities since their role is vital. Furthermore, Ms. Abdelaal annotated that there are four levels of PCLs that need to develop. One of which is between the five schools, as well as between the faculty. Hence, the HU team will form a network between the five schools on Edmodo.com and promote constant communication between them.

Dr. James Underwood, Northampton University (UON)



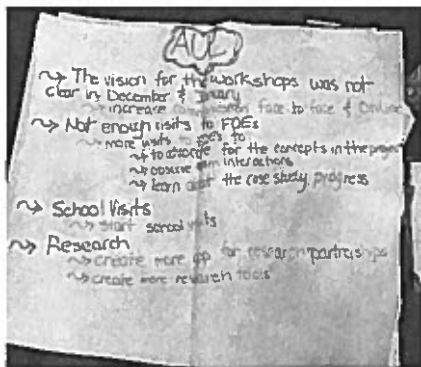
have with

Dr. Underwood explained that the EU partners need to ~~make~~ ^{have} more collaboration ~~to~~ ^{with} the professional learning communities by communicating regularly with the Egyptian partners online. All online conversations will be followed by an email that summarizes the outcomes and key points. Moreover, there was no common understanding on mentorship among both EU and Egyptian partners; therefore,

through more discussions with the Egyptian partners, the roles and responsibilities in mentorship will be clarified and defined.

Another point that requires further effort is the lack of clarity from the EU partners on the stages of M&E and the stages of the case studies. To narrow the gap, the EU partners should provide a clear vision about both. Finally, the EU partners have not focused on the twinning partnership. This twin relationship needs to be deeper and stronger. To achieve this, regular online meetings and communications will be more frequent and planned. In addition, it will be an opportunity to involve other academics with helpful experiences. The presenter added that there is a new female member joining from Leicester, who is both a poet and an academic, she will add an artistic side to the partnerships.

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:



The first area that requires further attention as clarified by Prof. Zaalouk is that the vision of the workshops was not clear in December and January visits. AUC will solve this issue by engaging in more online and face to face communication with the partners to have and provide more clarity in the upcoming events. Moreover, the AUC team did not conduct enough visits to the Egyptian FOEs. The AUC will be more present in the Egyptian universities to advocate for the concepts of the project, observe team interactions and learn about the case study progress. The role of AUC team will be more of an insider outsider role. At the same time, the AUC team will start visiting schools. At the beginning, the timing was not appropriate to visit schools since the FOEs were still introducing the project to the schools and conducting their needs assessment.

Regarding research, the AUC team missed the opportunity of research in the workshops. Although one questionnaire was used as a tool, more tools should have been used. Furthermore, all partners should highlight the opportunities of research available in the project for the FOE, MA students, and teachers. More teachers are going to be the modality. The culture of research should be advocated for, and including the teachers as co-authors is an important initiative as well. Prof. Zaalouk gave an example of the culture to be promoted. She mentioned that in the ARAS project, the teachers who were involved in Action research attended the thesis defense of the MA student in their group to support him/her. On the thesis, the names of the whole AR team were written ~~as co-authors~~.

Although PhD students are not financially supported by the project, they can do their research on the themes of the project. MA students will be paid though as long as they are affiliated to the FOE.

During the break, the twin partners used the time to have more conversations with each other to deepen their partnership and work on some case study issues.

II. Session Two: Strategies of The Way Forward

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

Prof. Zaalouk started the second session by thanking the participants for the brilliant reflections. She added that developing the mentorship culture is a long journey. Deepening the culture of mentorship should evolve from the "training" delivery mode to the mentorship mode; therefore, regular online meetings with EU partners and the whole team from the FOE should be pursued. The meetings will help in practicing mentorship, developing the PCLs, and deepening our understandings of the concepts. These online meetings should be structured, thematic, timed and recorded in meeting notes. The records of the conversations will be used as documentations in the case studies. Moreover, the teams should brainstorm for themes before every meeting.

Another area to focus on is to create a bank for the material. The accumulation of material started with the Dropbox created and populated by the EU partners. AUC has also sent few resources to the partners. In addition, Edmondo was another tool used by HU with their teams and schools. Edmondo can be a very useful tool to collect and share material till the website is ready. These tools will evolve and move to a website. And the material should be shared with both FOEs and schools, Moreover, the templates prepared by HU can be used by other FOEs as documentation, but each FOE should ~~change~~ adapt them to suit their own context.

Furthermore, from this time till the end of the project, we need to focus on material development. We need to focus on multi-grade but also SEN. There was an observed gap in SEN activities; therefore, FOEs should draw on experts at their own universities and can also ask UON for their own expertise in SEN. UON are experts in the field of SEN and can provide materials. UON can also give the materials to the EU partners to distribute and discuss with their own twin partners. In the upcoming meeting and events, the gap in SEN should be addressed.

Answering Dr. Morsy's question about the meaning of developing material, Prof. Zaalouk clarified that there are two sides to the development of materials: conceptual and actual activities. The conceptual side deals with the clarity of concepts. For example, the A for STEAM was absent in the workshops and there are contested concepts such as Global Citizenship. The project does not look at Global Citizenship from a legal or political side, but it looks at it in terms of global values that should be adopted. Hence, if some partners would prefer to replace the term citizenship with values, they can call it Global Values. The concept is about uniting values among human beings around the world and agreeing on human

values such as justice and acceptance of the other. On the national level, many political dialogues suggested the enforcement of Global Citizenship. All partners should enhance and guide the teachers to be more enlightened about the concepts.

Another point to highlight is to create ~~a way of material~~ ^{active} and active learning material with diverse activities. Although many policy makers suggest that we create activities outside of the curriculum, we want it as part of the curriculum. Hence, hand-in-hand with EU partners, we can develop a bank of student-centered materials and activities. This bank will be good to accredit, propagate and mainstream nationally.

Prof. Zaalouk continued that research was mentioned many times during the reflection on the first session. Prof. Zaalouk asked the partners to start engaging students. Moreover, Prof. Zaalouk stressed on the point that the FOEs have opportunities to do research and publish ⁱⁿ peer-reviewed journals. FOEs can publish with their twin partners and with other partners as well. Yet, disclaimers, consents, and transparency about the research are required as an essential ethical responsibility. Dr. Underwood added that there is a section on Dropbox for research proposals for topics related to the project. Sharing this information on Dropbox encourages transparency on research between all the partners. Prof. Zaalouk agreed and explained that partners should keep everyone informed to avoid the duplication of research and recognize the opportunities of emerging research with partners.

Concerning PCLs, Prof. Zaalouk described the formation of PCLs as a journey. Each FOE is at a different stage of the journey, yet, it is essential to be aware of our own progress. For this purpose, teachers and FOEs should keep diaries to document their emotions, thoughts and ideas. This is an important activity and an important data collection tool while conducting the case studies. The members of the FOE should be in the participant-observation modes, where they not only observe the PCLs for data collection, but also participate in the PCLs. Each Egyptian FOE will communicate with their ~~twin~~ partner about what they should be observing for the case studies. New indicators for PCLs will be created by the FOEs and applied to acknowledge the Egyptian context as well as the FOE and the schools contexts as the indicators presented earlier by EU partners might differ from the Egyptian indicators based on the context. The indicators should answer the following questions: How does an Egyptian PCL look like? What does a PCL mean in each of the Egyptian universities? What would be the indicators for each PCL?

With respect to the idea of celebrating learning, it is important to celebrate the success of the workshops with the schools. Now that we are moving forward with the project, the cluster of the ten additional schools for each FOE should be prepared for by planning how we can cluster. FOEs should account for the common factors between the schools to prepare for the clustering. Moreover, there can be mutual successes or learning to bring the schools together.

Concerning equipment and on the idea of technology, Prof. Zaalouk addressed an issue to be resolved. She elaborated that the AUC was informed by the ERASMUS+ headquarters office in Brussels that the equipment cannot be delivered to schools. The equipment should be distributed to the FOEs. Hence, there are two options:

- 1) To create labs at the universities for the schools to come and access the equipment at the universities. This will build a sustainable tie between the university and the school.
- 2) To loan the equipment to the schools till the end of the project with formal documentation to support the transaction.

Dr. Morsy asked the AUC to provide HU with a documented letter to state the situation and explain the reason behind the decision. This will help them to present the letter to the schools. Prof. Zaalouk confirmed that the AUC will provide all FOEs with formal letters and will forward the email from the headquarters to the FOEs.

Moreover, Dr. Kamal explained that it is a good idea to keep the equipment at the FOE to support the sustainability of the project. Yet, ANSU already communicated with the schools that the equipment is ready for collection. Hence, Dr. Kamal asked about the right way to approach a proper dialogue with the schools.

Prof. Zaalouk addressed the matter by stating that the AUC will prepare official letters to explain the situation and will also try to arrange between the ministries to transfer the equipment from one ministry to another with the consent of the two ministers since the protocol signed includes the equipment as an item. On the other hand, Dr. Kamal stated that ANSU does not have a problem to transfer the equipment with proper documentation from the Dean. Prof. Zaalouk clarified that this will be an external document and process that does not involve ERASMUS+. Dr. Morsy noted that the dean in HU has offered two rooms at the university for the project; therefore, the lab option would suit the HU's context. Prof. Zaalouk welcomed and encouraged the opportunity that will be given to teachers and students to have a more sustainable relationship with the university by providing space for them. The kind of reciprocity in the relationship should also encourage the teachers to give talks and lectures at the university similar to the initiative created in Assuit university as part of the CDFE/TEMPUS project.

On another note, and concerning the partnership and PCLs between universities and schools, Dr. Shehab commented that there should be scheduled monthly meetings that are supported by the higher policy level. Asserting that the AUC will work on the policy level, Prof. Zaalouk explained that the AUC will work on having terms with the MOE to provide time and space for teachers to meet with FOEs and work on their PCLs and PD. Prof. Zaalouk added that there is a clause that supports teachers to perform professional development out of school once a month; hence the AUC will work on activating this clause and try to work on more terms.

HU team stated that in this meeting a representative from the Cairo Educational Directorate attended, it would be beneficial if the directorate can help. Prof. Zaalouk responded that for the project, we need higher policy negotiations, yet, if the directorate can help, that is acceptable. Prof. Zaalouk added that policies as well as institutionalized practices support the project's objectives and sustainability. Therefore, the AUC team will organize for dialogues and conversations on the policy level. Populating the Quality Assurance units is another important point to work on. In addition, advocacy would be an important tool. For this reason, it will be important that the AUC visits schools. Media is another

advocacy tool. AUC will organize for a media event to raise awareness about the project's initiatives. It might take place in March /April 2018.

Finally, the last point in the way forward is the M&E tool. Prof. Wilkins explained the templates and the few changes considered based on the 28th Feb meeting and discussion with EU partners. Initially, in CDFE/TEMPUS project, the Institutional Improvement Plan was filled out by the PIs from each FOE, In this project, we have a developmental reflection that will be filled out by the whole team together to encourage group reflection and communication.

Prof. Christopher Wilkins, University of Leicester (ULEIC)

Prof. Wilkins clarified that at the beginning of the project, the QA team wanted to replicate the model in the TEMPUS project, which was an Institutional Improvement Plan that used to be filed by the PI. However, the QA team in ULEIC decided to refine it to focus on enabling the members of the FOE to concentrate on the characteristic of the PCL's development and collectively reflect. The process will change to a reflective process and will be part of the developmental process. It will not only function as an M&E tool, but also as a research instrument for the case study data collection. Alongside the EU partners, FOEs will reflect on the individual member responses.

Furthermore, this M&E tool was supposed to be submitted in January, due to the lack of applicability, the partners need to collectively plan for a new date. Prof. Wilkins asked all partners to review the document and give feedback by the end of March, 2018. This QA tool is a key opportunity to build mentorship and communication between PCLs, and serve as a research instrument. Therefore, all partners should help develop it with the M&E team.

Dr. OGallchoir emphasized again that it is not only for M&E purposes, but also for collection of case study data, Hence, it should be collectively reviewed by the twin partners. Moreover, Prof. Zaalouk noted this model should not be regarded as a QA plan, but as a data collection tool to observe how the PCLs are evolving for the case studies. This M&E tool is a research instrument that will not duplicate the work but rather considered as part of the data collected for the case studies.

15 Additionally, Prof. Wilkins added that the process of reflection will help build and develop the FOE's team as they will be able to communicate their thoughts, concerns, and reflections.

Prof. Zaalouk added that the AUC team will review the indicators and the QA plan by the end of March. Next October, 2018 there will be a management meeting in Limerick. Depending on the communication with the headquarters in Brussels and getting their approval, we might need to add a day to discuss the case studies. Prof. Zaalouk elaborated that from now until the management meeting, the twin partners should build the case study and initiate regular communications. Moreover, the EU partners suggested that the 11-day visit in September may be divided into two or more visits, depending on the budget of each of the universities. The dates of the visits will be arranged between the twin partners. Prof. Elkharashi added that UON and AU already decided on the dates of the visit in September.

To address Prof. Linder's question about the management meeting's date, Prof. Zaalouk stated that there will be a Doodle prepared to set the date that suits all the partners.

Lastly, the launch of the website will be announced soon. There are two sections in the website, one for internal use and the other for external use. Prof. Zaalouk announced that all partners should celebrate the end of a long successful workshops and management meeting. As Prof. Wilkins stated in the M&E report, there was a lot of pessimism at the early stages of the project, but now we are evolving into a more optimistic phase with more enthusiasm, excitement and richness.

2018

**Report on SUP4PCL/ ERASMUS+
Third International Management
Meeting 19th and 20th of February
2018 at Library of Alexandria,
Alexandria, Egypt**

Project name:

School and University Partnership for Peer Communities of learners

Project number:

573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)



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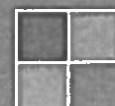


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List of Acronyms and Abbreviations:

Partners Acronyms	
AUC	American University in Cairo
ANSU	Ain Shams University
AU	Alexandria University
HU	Helwan University
ULEIC	University of Leicester
UON	University of Northampton
UL	University of Limerick
MLU	Martin-Luther University
Other acronyms and abbreviations	
SUP4PCL	School University Partnership for Peer Communities of Learners (Title of this ERASMUS+ Project)
MEIHE	Middle East Institute for Higher Education
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOU	Memorandum of Understanding
WP	Work package
PD	Professional Development
CPD	Continuous Professional Development
PCL	Peer Communities of Learners
QA	Quality Assurance
M&E	Monitoring and Evaluation
STEAM	Science, Technology, Art, Engineering and Mathematics
SEN	Special Educational Needs

SUP4PCL/ERASMUS+ Third International Management Meeting Report

19th and 20th of February, 2018

Library of Alexandria

Alexandria, Egypt

Monday 19th of February, 2018

Welcome Note and Agenda Overview:

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

Prof. Zaalouk welcomed all the participants for the third international management meeting, thanked Alexandria University for hosting the meeting, and introduced the two-day agenda. The first session started with a progress reporting of the project presented by AUC. This was followed with presentations by the three Egyptian partners (ANSU, AU and HU) reporting on the progress and the status of PCLs, mentorship and ethnography in their respective universities .The SUP4PCL interim M&E report as well as the Quality assurance plan were the focus of University of Leicester's presentation. The final part of the first session focused on impact and sustainability. Mr. Bramble from UON led the presentation. The second and the third sessions covered the boundaries, the outline and the frameworks of the case studies. The twining partners would discuss the frameworks in groups and present their work. Discussing the work processes for producing the case studies was the fourth session in the meeting. Finally, the way forward was the last session of the management meeting. In this session, the templates of the school visits would be presented and the dates and the timeline of the coming activities discussed.



Session One: Progress Reporting

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

A summary of the work packages and the status of each were presented by Prof. Zaalouk. Under the project's Management (WP 5), three international management meetings and four local management meetings were conducted. In addition, the sub agreements with the partners were signed and the website's contract is finalized.

The work of the Preparation (WP1) was completed, while all the other work packages were ongoing. In the Preparation (WP1), the three Egyptian FOE teams as well as the clusters of five schools for each of the three Egyptian FOEs were selected. Another significant achievement was signing the memorandum of understanding (MOU) between the Ministry of Education (MOE) and the Ministry of Higher Education (MOHE). The MOU between both ministries enables more understanding, support, cooperation and facilitates the school visits.

Furthermore, as part of WP1, a training and coaching was provided in April 2017 in Egypt by the European partners. This was followed by visits of the Egyptian teams to the four European partners in October and November 2017. The latter activity was a huge undertaking for all partners as Prof. Zaalouk explained. The visits aimed at providing support and exchanging experiences among partners. Key project concepts were clarified and important observations were made. The M&E templates and questionnaires relevant to the visits were filled. The needs assessment reports conducted was another deliverable in WP1.

Lastly, the equipment is currently being distributed to the Egyptian FOEs as part of WP 1. Ain Shams has already received their equipment, while the delivery to both AU and HU is underway.

Under the Development (WP2), Prof. Zaalouk reported that the material is currently being developed, jointly among Egyptian and European partners through PCLs. Moreover, multiple PCLs are created and in the process of being developed within the Egyptian FOEs as well as between them and the European partners. The Egyptian FOEs are also developing PCLs among the selected PD schools. In summary, multiple levels of PCLs started to develop:

- Between Egyptian FOEs
- Within FOEs
- Between Egyptian FOEs and European FOEs
- Between Egyptian FOEs and the selected cluster of schools

Dr. Rasha Kamal, Ain Shams University (ANSU)

Dr. Kamal thanked Prof. Zaalouk for organizing the meeting at The Library of Alexandria and the team of Alexandria University for hosting it.



Dr. Kamal started her presentation by highlighting a main challenge for ANSU. Dr. Kamal clarified that it is the first time for ANSU to work on an international project; therefore, it was a challenge to introduce the team to the concepts and culture of the SUP4PCL project. It was also a challenge for them to work on the project in parallel to their regular work at the university. Yet, the team started gradually to overcome this challenge. Dr. Kamal then reported on the progress and achievements of ANSU since the previous management meeting. In December 2017, the European partners visited Ain Shams as part of WP 2.1 (Developing material). They conducted workshops that focused on the culture of the project, the change process, the reflective practice, in addition to the concepts of PCLs, mentorship, STEAM, ethnography and the blended learning material. The school teachers were invited to the workshops and certificates were distributed to the participants for motivation. Dr. Kamal elaborated on the progress made by ANSU. The PCLs are developing within Ain Shams University and with the five selected schools. Moreover, the needs assessment has been conducted, teams were formed to work on developing material and the teachers were introduced to the key concepts of the project.

An example from Ain Shams's baseline report was presented. Some of the challenges that the FOE team encounter with Youssef El Sebai Language School were represented in the following: changing the negative attitudes towards the project, building PCLs and changing the teachers' misconceptions about STEAM. Improving the social and psychological skills in dealing with Special Education students as well as the talented students is another challenge. Dr. Kamal added that another challenge manifests itself in working with teachers in designing activities that promote citizenship and adopt the active learning particularly in the overcrowded classes. Lastly, improving the teachers' technological skills and the overcrowded classrooms was another challenge observed at Youssef El Sebai Language School.

Results from Needs Assessment were presented as follows:

- 69.2 % of teachers (total of 18 teachers) would like to participate in new trends in methodologies training courses.

- 53.8 % of teachers (total of 14 teachers) would like to learn new information in their subject matters.
- 34.6% of teachers (total of 9 teachers) would like to participate in classroom management training
- 11.5% of teachers (total of 3 teachers) would like to participate in new ways of student assessment training courses.
- 57.7% of teachers (total of 15 teachers) would like to participate in educational technology skills training workshops.
- 46.2% of teachers (total of 12 teachers) would like to participate in trainings that focus on students' behavioral problems and dealing with them
- 15.4% of teachers (total of 4 teachers) would like to participate in school management training courses.
- 50% of teachers (total of 13 teachers) would like to participate in developing the students' abilities trainings.
- 23.1% of teachers (total of 6 teachers) would like to participate in training courses about educational standards of performance and content.
- 19.2% of teachers (total of 5 teachers) would like to participate in training courses about instructing students.
- 23.1% of teachers (total of 6 teachers) would like to participate in quality and accreditation training courses.
- 15.4% of teachers (total of 4 teachers) would like to participate in the assessment of SEN students trainings.
- 7.7% of teachers (total of 2 teachers) would like to participate in leading business training courses.

Dr. Kamal continued that their aim is to keep improving the PCL and the cooperation between the FOE at ANSU and the schools, and to provide them with non-traditional ways of training. To overcome the mentioned challenges and to achieve the goals, the FOE in ANSU invited school teachers to attend classes at Ain Shams University and started to put the frameworks of the concepts of the project collaboratively based on the schools' contexts. In addition, the different experiences and material that are relevant to the project concepts were shared with the school teachers. Furthermore, teams for developing material were selected. In parallel, the ANSU team has invited the supervisors at the schools to ANSU since the former have a strong impact over what may be adopted and implemented in classes. The Supervisors were invited to participate in the training workshops and in developing the material. Also, the three main concepts (Global Citizenship, Sustainable Development, and STEAM) were introduced to the school teachers and to the FOE team at Ain Shams before the workshop was held in February to help build their understanding of the concepts and to encourage higher engagement at the workshops. These concepts were new to both groups. The mentorship concept and active learning environment were considered taking into account the multi-grade and the SEN dimensions.

Most of the teachers did not have emails or CVs. Hence, one of the outcomes that Dr. Kamal identified was that the teachers started building their own CVs and signed up for new email addresses. The development of emails would enable stronger communication between the FOE and the teachers. At the same time, the FOE has developed a blog to inspire constant communication and the sharing of documents and material.

The selected teachers and supervisors started working with the FOE at Ain Shams on developing the material. The FOE gathered information including qualifications, subject matters, and general biographies about teachers and supervisors. Those with a background of science would work on developing material for STEAM, while the others with a background of social studies, philosophy and sociology would work on Sustainable Development and Global Citizenship. Dr. Kamal elaborated that the FOE at Ain Shams University drew on the expertise of STEM schools to provide advice and support for the development of materials for STEAM. The experts were from the United States and their experiences will enable the FOE to start at an advanced point where these STEM schools reached. Moreover, professors with a good experience and knowledge about the concepts, such as Prof. Zeinab El Naggari, Prof. Amal Shams, Dr. Mahmoud, and Dr. Yasser conducted information sessions about the main concepts of the project. These information sessions were conducted for both, the FOE and the school teachers who are not directly involved in the project teams. The students at Ain Shams University attended these sessions to be familiarized with the scope of the project.

Finally, ANSU team introduced the teachers to the February, 2018 workshop agenda to prepare them and to allow for more engagement.

Commenting on the presentation, Prof. Zaalouk stated that the presentation is promising and that big steps and milestones are taking place.

Prof. Ahmed Heggi and Dr. Lubna Shehab, Helwan University (HU)



Prof. Heggi thanked Prof. Zaalouk and Alexandria University for organizing and hosting the management meeting and welcomed the European partners in Egypt. Prof. Heggi stated that it is important for the project to focus on schools and break the ice between FOEs and schools. He added that the team of Helwan University constitutes of many leaders who work in a transparent way of thinking and behaving. The team is divided into sub teams to work closely with the schools. Prof. Heggi hopes to fulfill the project needs through their PCLs. Yet, he believes that integrating the concept of STEAM is one of the main concerns in addition to the issue of integrating the concept of citizenship education. Prof. Heggi also emphasized the importance of integrating the 21st century skills needed in the subject matters and added that the main goal is to spread out the culture of mentorship in schools and to develop teachers at schools to become mentors and trainers of trainers.

The floor was given to Dr. Shehab. Dr. Shehab started her presentation by noting that the workshops conducted in December 2017 broke the ice between the FOE and the teachers and opened the doors for more involvement of school teachers. In addition, the Helwan University team began to break the barrier of language and communication with EU partners. The workshops were the starting point of building PCLs among FOEs and teachers. On the first day of the workshop, sixty people from schools attended the workshops.

The development of the PCL within Helwan University occurred through regular meetings in which the teams exchanged the travel experiences and the feedback and comments on school visits. In addition, the feedback and recommendations of the management meetings as well as the Monitoring and evaluation templates were presented and discussed. Dr. Shehab added that the exchange of experiences occurred among the different departments . Moreover, the PLC between the HU team and the EU partners has developed after multiple exchanges and visits. The Dropbox file that was created by Dr. Underwood and the material that was uploaded by EU partners helped the HU team to grasp the key concepts and introduce them to the schools. Dr. Shehab added that the graduate researchers in HU started to engage in the project. She gave an example of Mr. Ashraf Ali, a graduate student at HU who started to disseminate the culture of PCLs among graduate students as well as the culture of ethics in the school he works in. Dr. Shehab clarified that the school is not part of the five schools that were selected by the HU team. Yet, it will be included in the second level of the cluster of the ten schools. Mr. Ali has begun to report his progress to the HU team. He reported on the school community, the change occurred in labs and on how they started to include and develop the active learning methodologies.

For the purposes of conducting the needs assessment, Dr. Shehab clarified that, different meetings with schools were conducted to get more involved in the school community. Questionnaires were filled out by teachers to assess their training needs. In addition, the FOE started to have conversations with students to evaluate their needs. The students' needs would enable HU team to assess the needs of the teachers more closely. The different meetings and school visits would help in developing the ethnographic study through the interaction between FOE staff and the school community. This

interaction includes developing materials and deepening the knowledge around global citizenship, sustainable development and STEAM between teachers and students through the activities created and the textbooks.

Moreover, a facebook page was created as an additional important mean of communication. The page is utilized to share material, presentations and to familiarize the teachers with the coming workshops and introduce them to the concepts involved.

The last achievement reported by HU is submitting the intermediate report. The report helped the HU team to realize the progress they achieved since the beginning of the project.

A comment was made by Prof. Heggi concerning the global citizenship concept. Prof. Heggi stressed on the importance of taking into consideration the local and regional contexts when discussing the global citizenship. Prof. Heggi added that the situation that Egypt is currently going through should encourage us to include the local as well as the global context to form the word "Glocal" instead of Global.

Prof. Zaalouk thanked the HU team for their presentation and highlighted the importance of realizing the progress and achievement we make in the project as the impact and progress is already evident.

Another remark mentioned by Prof. Zaalouk concerning the involvement of the graduate students in the project. Prof. Zaalouk clarified that an approval was received from the ERASMUS+ headquarters at Brussels that the MA students can engage in the project and be financially supported. On the other hand, PhD students can work on their own research around the project, yet, they are not entitled to the financial support. Prof. Zaalouk noted that this email will be shared with all partners.

Dr. Dalia ElHawary, Alexandria University (AU)

Dr. ELHawary welcomed all the partners to Alexandria and wished them a good stay. She thanked Prof. Zaalouk for organizing the meeting at The Library of Alexandria.



Dr. ElHawary started her presentation by highlighting the progress the AU team achieved in each of the work packages. Regarding the Preparation (WP1), the AU team was formed in February 2017. The team was divided into two groups: the core team and the helping team. The core team consists of the people who started working since the early stages and developed a deep understanding of the project. The helping team joined at a later stage. The latter aids the core team in performing the activities in the project. The structure of the two teams allowed the main team to provide mentoring to the helping team and added another layer of mentoring for school teachers. There is an FOE team that is led and mentored by one of the core team members for each school. The lead has a prior experience with the school. Concerning the FOE team, the team members mentor and help each other in both formal and informal levels. The different team members come from different disciplines and experiences. Therefore, they guide and support each other in accomplishing the tasks. Moreover, there is an ongoing dialogue and weekly meetings with the teams to reach the agreed upon goals.

The most prominent two challenges as explained by Dr. ElHawary are the lack of space and time. AU team do not have enough space to hold their regular meetings, some team members volunteer to host these meetings at their own offices. The resistance to change within the FOE teams is another challenge reported by Dr. ElHawary. To overcome this challenge, the AU team meets on weekly basis to discuss the change: how it will happen and whether the teachers will accept it and how the teachers would accept the project concepts as part of their curriculum. The AU team reached a conclusion that they should start with themselves and that they should be the change first.

The last challenge mentioned by Dr. ElHawary is the communication. As a step to overcome the challenge, a system was established. Dr. Sahar Maher is responsible for the dissemination and communication. All the meeting, materials, and achievements are documented and distributed among the AU team by her. On the other hand, and inspired by ANSU, the AU team will develop a blog to communicate with teachers.

Dr. ElHawary noted that Prof. Zaalouk provided the three FOEs with a clear framework of the needs assessment and how to develop them. The AU team was successful in introducing the project and in building a strong partnership with the schools. In the past couple of weeks before the management meeting, the teams visited the five schools to introduce them to the key concepts.

Five baseline reports for the five schools were produced. The baseline reports were milestones in the work and helped deepening the understanding of the AU team of the five different schools. Dr. ElHawary indicated that the five schools differ from each other. She elaborated that as an example, one of the schools is very promising and accepting, the teachers in this school already expressed their motivation to start forming PCLs with other schools. Yet, another school is resisting the change and will need more effort. The AU team shared the baseline reports with the teachers at the schools so they can work as partners and encourage respect and transparency in their process of change. Moreover, the AU team will develop the material in collaboration with the teachers as a way of enhancing partnership and strengthening their PCL. This partnership is an opportunity but also a challenge as described by Dr. ElHawary. The teachers declared that they need simple and cost effective material since the limited resources and time are important influencing factors. Accordingly, the AU team created criteria for the


material and started working on it based on that. Generally, the teachers are questioning the feasibility of the materials. Dr. ELHawary thanked ANSU and HU teams for involving the supervisors in the workshops and activities. She added that there was a direct request from the schools to involve supervisors in the project. Therefore, the AU team will organize an orientation day with the supervisors to update them with the project. With respect to mentorship, the AU team believes that the mentors at the schools should have the motivation to be mentors rather than being forced into it. The mentors should also be open to change. For the mentioned reasons, the mentors should be selected carefully.

On a final note, the AU team concluded that many of the teachers “want to help learners learn.” according to Dr. ELHawary. These teachers understand what learning is about, they want to help their students to think critically and be equipped with 21st century skills. Such visions fit with the key concepts of the SUP4PCL project: STEAM, Sustainable Development, and Global Citizenship.

Prof. Christopher Wilkins, University of Leicester


Prof. Wilkins presented the ULEIC’s team findings of the interim M&E report. Prof. Wilkins started by explaining that the team at University of Leicester looked at the assessment putting into account the different project themes as follows:

	Themes	Fod
1	Peer Communities of Learners	Developing PCLs (principles, characteristics and conditions) Needs Assessments
2	School Development	Leadership for change
3	Pedagogic Development	Developing materials
4	Establishing PD Schools	Ethnographic case study design
5	Project-level Quality Assurance	

 Co-funded by the Erasmus+ Programme of the European Union
 School and University Partnership for Peer Communities of Learners (SUP4PCL)

The ULEIC team analyzed the data based on the proposal, the sub-objectives and the feedback questionnaires. The questionnaires reflected WP1 and the early stages of WP2. The data were used to analyze the understandings and perceptions of the participants. The following table explains the sub-objectives:

1	Develop Professional Development Schools
2	Produce baseline needs assessment of PD schools
3	Develop pedagogical leaders and mentors in the PD schools
4	Develop new habits of mind such as reflection and journaling
5	Develop Peer Communities of Learners at school and university levels
6	Develop materials for school-based learning
7	Develop systems of assessment and quality assurance.

 Co-funded by the Erasmus+ Programme of the European Union

School and University Partnership for Peer Communities of Learners 3 (SUP4PCL)

Prof. Wilkins elaborated on the key learnings as well as the challenges that emerged in the following areas: PCLs, needs assessment, partnership development, school development, pedagogical development and the case study development. Concerning the PCLs, the following key learnings were presented: First, the shared goals and visions are essential to building a PCL and encouraging the professional learning. Second, the mutual respect and equity of relationships is vital. Third, collaborative professional learning should occur and lastly improving the outcomes for students is an important goal of the PCLs.

Prof. Wilkins mentioned that the participants were more optimistic in writing than they were in the face-to-face interviews. Nevertheless, the challenges should be addressed. For example, most teams do not have faith in teachers although the teachers are eager to change. Prof. Wilkins continued that despite the resistance and the lack of resources and facilities, we should build on the change agents. Having confidence in our partners in schools is essential according to Prof. Wilkins. The lack of confidence will result in the difficulty of working effectively, building PCLs and creating case studies. From the results of the participants' perceptions of anticipated future challenges, developing PCLs was strongly related to the need for cultural change in schools.

According to the feedbacks received, the partners got a clear understanding of the project and the tools. It took time to develop their understandings of the mixed methods and there was apparent anxiety about the clarity of the tools and concepts. Yet, the level of confusion narrowed down. Prof. Wilkins stressed on the need to keep nurturing the progress.

Prof. Wilkins elaborated that until November 2017, there was a lot of confusion and anxiety. Yet, in December 2017, we have started to witness progress. The December collective meeting at AUC was dense yet very helpful. The partners started to take more steps, the dialogue and conversations improved, more skype meetings with the EU partners conducted and a positive change was recognized in creating PCLs. In addition, the hierarchal relationships still exist, yet, a positive feedback concerning this aspect and the plan to deal with it were mentioned by the Egyptian partners in the earlier presentations of this meeting.

From the perceptions of the Egyptian partners, the visits to the European partners were productive. Valuable learning occurred including the different approaches to coaching, how to change the ways of leading and learning how to support teachers.



The school development key learnings were summarized as follows:

- Shared understanding of characteristics/types of leadership, including bridging the gap between theory and practice.
- “Dimensions” of change in schools, including values and attitudes and how the teachers can be supported during change.
- Importance of knowing and possessing the personal qualities for effective mentoring and coaching.
- How reflective practice can be developed to suit the practitioners’ needs.

Concerning the school development challenges, the following aspects emerged:

- Workshops with school leaders on change management.
- Developing the culture of teachers-as-researchers.
- Increasing teachers’ understanding of research and skills.
- Increasing understanding and valuing of and confidence in mentoring, coaching and reflective practice at all levels in schools.

A number of challenges to raising the capacity for school-level development were identified. Many participants have noted challenges concerning time restrictions, workload, lack of resources and resistance within schools from teachers, leaders and from the prevailing culture in the schools. A lack of

trust in systems and structures has been frequently mentioned, and the cultural resistance to change has been attributed to the lack of trust. In some cases, a lack of support from school leaders has been cited as a challenge.

The Pedagogical Development was the following aspect that Prof. Wilkins elaborated on. The key learnings identified in this area were:

- The recognition of potential for using specific pedagogical approaches to enhance teacher development, such as:
 - The Project based learning
 - The Inquiry based learning
 - The thematic integration of subjects
 - The potential for using blended learning to provide a purpose for collaborative working and to create a focus for PCLs.

The Pedagogical Development's challenges identified were:

- The lack of resources time/support from senior leaders in schools.
- The teachers will be sceptical about ideas.
- The frustration with systems and limitations of Egyptian context.
- The lack of examples.

Concerning the key learnings of the case studies, Prof. Wilkins clarified that there is a clear progress in the needs assessment. In addition, the visits to the European partners in October and November 2017 was a shared learning experience where the Egyptian FOEs got introduced to different approaches and concepts. The definitions of mentoring and coaching were clarified in these visits as well as the understanding of change, and how to support teachers through the learning process. Although the major step of choosing the cluster of schools was finished, FOEs should establish methods of developing the selected schools by choosing specific pedagogical approaches to enhance teachers' development. By the end of December 2017 visits, the evaluation team viewed more signs of optimism and more potential of having an active change agent.

In regard to the case studies, Prof. Wilkins explained that the impact of the case studies should be linked to the project and the outcomes should overlap.

The key learnings emerged concerning the case studies development Ethnographies were:

- The use of multiple methods to provide rich data for needs assessment and case studies.
- The need for trust and respect between the collaborators.

- Allowing FOEs to better understand the current situation in schools.
- Adopting the ethnographic approach may increase the confidence of teachers and possibly raise their status.

The challenges identified concerning the case studies and development of ethnographies were:

- Time restriction for FOE and PD teachers.
- Teachers may not see research as part of their role.
- Teachers may not want to take part in the research activities.
- How to get 'buy-in' from school leaders.
- The potential for conflict between FOE researchers/mentors.
- The use of ethnography may be too 'personal'.

Although none of the participants identified any particular challenges or needs relevant to the ethical issues, partners should assure that the ethical considerations are implemented in every step of the project. Such issues may emerge later in the project.

The main key learnings of the ethics related to the case study development were summarized in the following:

- Researchers need to be transparent.
- Integrity ensured by a consideration of ethics at every stage.
- Informed consent.
- Validity and reliability.
- An understanding of legal issues linked to conducting research.

Concerning the data analysis and quality assurance of the case studies, Prof. Wilkins mentioned that the quality assurance is linked to the case study, yet they are also distinct. The key learnings concerning the data analysis and the QA of the case studies development were the following:

- All project partners should have a shared understanding of objectives and intended outcomes
- The link between theory and practice should be evident
- Recording stories of successful practice and impact is important.
- The use of simple qualitative forms is important to demonstrate the difference between 'then' and 'now'
- We should ensure that we follow up on objectives to evaluate when/if they are achieved.

The challenges of the data analysis and QA of the development of the case studies were summarized in the following:

- The lack of confidence in the use of ethnographic tools

- The different approaches to quality assurance in Egypt and Europe might be a problem.

Prof. Wilkins then gave the floor to Prof. Burgess to talk briefly about the quality assurance plan created. Prof. Burgess explained that the QA team at ULEIC created a plan that runs through every element of the project. Prof. Burgess added that the continuous dialogue is extremely prominent and important. She clarified that the progress requires continuous support, dialogue, and contact with all partners and schools on the different project aspects as all the elements of the project are linked together. The PCLs created should continue as a way of working beyond the lifetime of the project. Sustaining PCLs after the end of the project remains central and requires setting up protocols with the intended outcomes. It requires commitments with the different FOE partners and schools. Sustaining PCLs necessitates also thinking forward and planning how to use the PCLs and keep them going based on the project's outcomes. PCLs will be a way of commitment all around Egypt as we start to develop. In conclusion, PCLs and dialogue should keep going beyond the project for a good sustainable QA plan to be achieved.

Prof. Zaalouk thanked Prof. Burgess for putting everything into perspective and for inspiring her to think of new PCLs and legitimize them. Prof. Zaalouk continued by using the South East Asia as an example. In this example, the PCLs are mandatory and a modality of work as the government requires all schools and universities to be involved in PCLs. Prof. Zaalouk added that there is an upside and a downside to the South East Asian module; yet, we should find a modified way of implementation that would work better in the Egyptian context. Prof. Zaalouk also added that not only PCLs should be sustained but also the culture and the practice of mentorship.

In regards to the QA and M&E interim reports, Prof. Zaalouk asked all partners to read the reports carefully and give their feedback by the end of March.

Mr. Paul Bramble, University of Northampton



Mr. Bramble shared with the participants his experiences in the ERASMUS+ projects. The meanings and frameworks of impact and sustainability within the ERASMUS+ projects were presented. Mr. Bramble explained that the impact is also about sustainability, dissemination, and exploitation. These constitute four main pillars in the ERASMUS+ projects. He added that the dissemination and exploitation should cover the questions of why, what, how, when, to whom and where the dissemination of results will take place both during and after the funding period. While exploitation means making the most out of what we have and directing it in the most efficient and effective manner. It is a planned process of transferring the successful results of the program and initiatives appropriately.

Mr. Bramble moved with his presentation to the meaning of impact. From the Erasmus Programme Guide, 2018, Mr. Bramble quoted the definition of impact:

“Impact is the effect that the activity carried out and its results have on people, practices, organizations 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.”

(Erasmus Programme Guide, 2018, p.308)

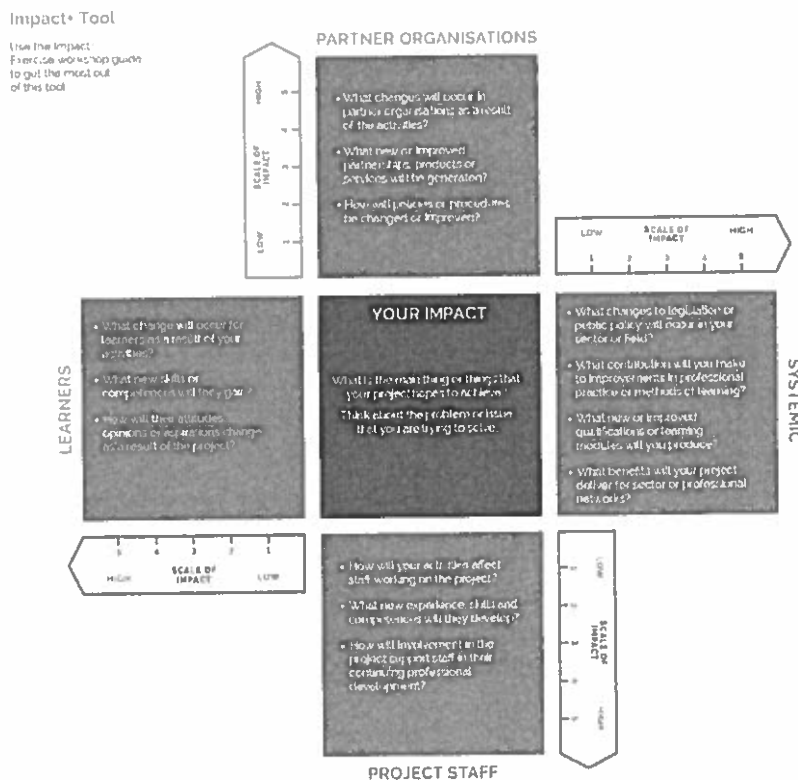
The adjusted Key action 3 of the ERASMUS+ objectives was also presented by Mr. Bramble. Mr. Bramble clarified that realizing and achieving the impact, needs an exercise in which the partners work intentionally on the concept. An example from the SUP4PCL project could be: how the partners are overcoming cultural barriers and supporting schools. Partners should look at how the dialogue is changing, how various meetings capture impact, and where the impact is happening. The impact is part of a journey. According to Mr. Bramble, and in line with the objective of Erasmus+ Key Action 3 to support policy reform, projects should demonstrate the capacity to generate **“impact not only at the level of the different partner organisations, but also at the systemic level (e.g. generating multiplier effects at territorial or sector-specific level, attracting or involving major players or networks – including from the private sector, obtaining support from public authorities, enhancing awareness and visibility of activities or outputs).”** More detailed clarification was provided as in the below:

- Projects focusing on dissemination/upscaling should primarily build on actions for which **solid proof of their effectiveness can be provided** and which show potential for being disseminated and/or scaled up.
- Projects focusing on innovative practices should demonstrate their relevance, prospective actions and potential impact by building on previous analysis and evaluation work.
- Learning communities established under this call should provide a platform for collecting and sharing expertise, **disseminating and scaling up good practices as well as developing innovative**

approaches. Project activities should go beyond exchanging good practices and include **concrete activities implemented at local level, preferably for disadvantaged groups.**

- Training institutions and learning providers involved in the project should demonstrate their **commitment to promote inclusion and fundamental values also beyond the lifecycle of the project, for instance through relevant strategic plans.**
- The commitment of the school leadership and/or responsible authorities is particularly important and should be clearly demonstrated in the application.
- Projects cutting across sectors and involving non-formal learning are encouraged with a view to creating synergies between education, training, youth, culture and sport.

The evidence and indicators of impact should have the following criteria: quantifiable, measurable, sustainable, real, relevant and evidence-based. Mr. Bramble provided the participants with a tool, some guiding questions and a table that can help the process of thinking through the impact. The tool and the exercise are driven from the ERASMUS+ workshop guide.



AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
SYSTEMIC						
ORGANISATIONS						
LEARNERS						
STAFF						

Mr. Bramble then moved to the last part of his presentation giving definitions to the following concepts:

- **Outputs:** 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.
- **Indicators:** are measures that allow progress towards a goal to be tracked.
- **Data sources** what will feed from the indicators. Data sources and collection methods can be relevant to more than one indicator, and can be qualitative or quantitative.

Focusing on the SUP4PCL project impact, Mr. Bramble elaborated giving examples on some of the targeted project impacts. On the national level, one of the major targeted impacts of this project is to render faculties of education relevant to the long desired school based reform strategy that the Government of Egypt has for many years longed for as exemplified by all its major formal documents. Another major impact for the Egyptian Faculties of Education would be to enact and put in action school based CPD. A complementary outcome the project would have is the impact on the efficiency of the school-based quality assurance units which will be accredited by the Professional Academy of Teachers (PAT). Other impacts would be spreading mentorship and coaching, adopting the culture of assessment, developing characteristics such as self-efficacy, empowerment and autonomy, fostering school university partnerships and supporting the school-based reform. Moreover, The Middle East Institute for Higher Education (MEIHE), representing the American University in Cairo (AUC), is disseminating the module through their partnerships with the League of Arab States and other networks in the region. Such efforts allow the European countries to learn more about the region.

An overview of the indicators as in the project's proposal was given by Mr. Bramble:

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Quality assurance units functioning and accredited	QA Units	Number of 45 units	Accreditation
Mentors and coaches trained	Pedagogical leaders, teachers, and faculty	75 mentors school mentors	Assessed
PD schools established	Faculties and schools	15 PD schools	Agreements and assessed
School clusters established	FOEs and schools	18 clusters	Agreements and assessed
PCLs established	FOEs and Schools	75 PCLs	Assessed

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
School based reform established	Whole school	Number of schools practicing	Existence of CPD, improvement planning, action research accreditation
Culture of mentorship spread	Faculty and school	NA	Case study of each institution produced
Culture of assessment spread	Faculty and School	NA	Case study of each institution produced

Lastly, Mr. Bramble gave examples of the indicators that can be used:

- Number of participants at training or events(information about the number and profile of people engaged and type of audience)
- Incorporation in training or CPD material
- Documented evidence of influence on guidelines, legislation, regulation, policy or standards

- Satisfaction measures
- Incorporation in training or CPD material
- Documented change to professional standards or behavior
- Critical external reviews of the engagement activity
- Traceable reference to inclusion of research in national or international standards or guidance
- Evaluation data
- User feedback or testimony
- Evidence of sustainability, through, for example, a sustained or ongoing engagement with a group, a significant increase in participation in events or programs, downloads, or use of resources

To conclude, Mr. Bramble explained that when the impact occurs, sustainability would follow. Hence, we need to focus on creating an impact.

Prof. Zaalouk thanked Mr. Bramble for his important presentation and noted that a longer period should be factored in for the concept of impact in the next international management meeting. She added that the impact would only happen if teachers keep engaging in the PCLs and if lifelong PCLs are created beyond the project's lifetime.

A final note was given by Prof. Zaalouk concerning the external evaluators. She mentioned that inviting external evaluators is not viable since there is no line item in the project's budget for that purpose.

Session Two: Framework of Case Studies- Setting the Boundaries

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

Prof. Zaalouk explained that sessions two and three address the case studies more in depth, the boundaries, the frameworks and initial outlines. As a clarification to the boundaries to be set, Prof. Zaalouk clarified that there will be three levels of the case studies: The first one focuses on the schools and it will be conducted mainly by the three Egyptian FOEs. The second one focuses on the FOEs and it will be conducted as collaborative work between both EU and Egypt partners. The third one focuses on the school and university partnership and will be conducted by AUC.



Concerning the case studies that focus on FOEs, the case studies should reflect the evolution happening in both the Egyptian and the European FOEs as a result of the project. For example, the evolution in PCLs, mentorship or new programs could be addressed. As Prof. Linder noted earlier, many of the questions and discussions raised by the Egyptian FOEs during their visit to MLU and other workshops led to a deep reflection in the way the programs are conducted in MLU. Prof. Zaalouk summarized that the FOE case study is a two-way flow.

Prof. Zaalouk continued by presenting the preliminary frameworks that were prepared by AUC. Concerning the school case studies, there are different levels of conducting them. For example, the FOEs will focus on the school-based case studies and how it is evolving towards the project objectives, yet, the MA students could conduct their research about a specific phenomenon in the schools that can feed into the main one. MA students can look at one aspect of the case study such as a particular PCL or pedagogy. Some case studies might focus on a specific instructor or a group of instructors taking into consideration the purpose of the main case studies in the SUP4PCL project. The Egyptian FOEs will evaluate how the whole school is evolving towards the project's objectives.

Prof. Zaalouk elaborated on the framework of the school case study. She explained that the school context involves many of what has already been prepared by Egyptian FOEs such as the baseline, the needs assessment, the history of schools, demographics, and profiles. In addition, the case study could include the evolution of the quality assurance unit. Some of the questions that the FOEs could ask are: when the QA unit started, how it looked like, how it was populated, how it functioned, and how it is evolving throughout the project.

The evolution of PCLs is another aspect to be examined in the case study. To examine the evolution of PCLs, Prof. Zaalouk proposed referring to the tool of the PCL indicators presented in the earlier meetings and created by Mr. Cuomo from MLU and the ULEIC team. The tools were a mix between quantitative and qualitative. Prof. Zaalouk thanked the two partners for their efforts.

The fourth aspect to be examined in the school case study is the evolution of mentorship. The kind of mentorship practiced and how it evolved. The concept of mentorship was clarified during the collective

meeting that occurred in Dec 2017 at AUC. The last element proposed in the framework of the school case study is the evolution of the school-based research for professional development.

Prof. Zaalouk moved in her presentation to the frameworks of the FOEs case studies. Prof. Zaalouk suggested the following aspects to be included in the FOE case studies:

- 1) The history & context of each faculty
- 2) The PCLs (e.g. how many, etc...)
- 3) New teaching styles/ New relationships between the students and FOEs
- 4) New programs or courses
- 5) New policies or practices
- 6) Engagement of students. For example, to what extent student voices are becoming heard. It is not a common practice in Egypt to have students assessing the faculty's performance. It would be interesting to look at how faculties are opening up to the idea and how the faculties are evolving with this change.
- 7) Human relationships (Between the faculty, and the faculty with students)
- 8) Impact on faculties: what are the various areas of impact as a result of the project

The last type of case studies will focus on the School University Partnership. This case study will be conducted by the AUC. The following is the framework presented by Prof. Zaalouk:

- 1) The evolution of perception of the "other": How do we as FOEs- perceive the schools and practitioners? and how do practitioners perceive the FOEs?
- 2) PCLs: What kind of PCLs exist and are created across all levels? How do these PCLs operate?
- 3) Types of mentorship: How does mentorship cut across the partnerships?
- 4) Relationships/ Power relationships (e.g. trust, shared goals, PCLs)
- 5) Impact (empowerment, self-efficacy, etc...) as a result of the partnership.

After presenting the preliminary ideas and frameworks, Prof. Zaalouk asked the twin partners in the case studies to work in groups and kick start the conversation to come up with an agreed upon framework. The group work continued until the end of the session, and group presentations took place in the following session. The twin partners according to the project's plan are:

- 1) MLU & HU
- 2) UL & ANSU
- 3) UON & AU

In parallel, ULEIC and AUC worked on the M&E and the quality assurance plan.

Session Three: Outline for Case Studies

Dr. Helen Scott, Northampton University (UON) & Dr. Dalia Elhawary, Alexandria University (AU)

Dr. Scott clarified that the case study outline agreed upon will not be finalized until they get approval from all the other eight members at AU who did not attend the meeting.

Dr. Scott explained that it is interesting to realize how the AU team members are becoming more conscious about how they are communicating with each other, how they are mentoring each other, and how they listen to each other. The team are paying more attention to the dynamics within the group as noted by Dr. ElShamy. Dr. Scott added that the AU team is conscious about the process of the project, which includes more listening and dialogue, Quoting Dr. Scott: "Noticing what there is to notice" is important for the process.

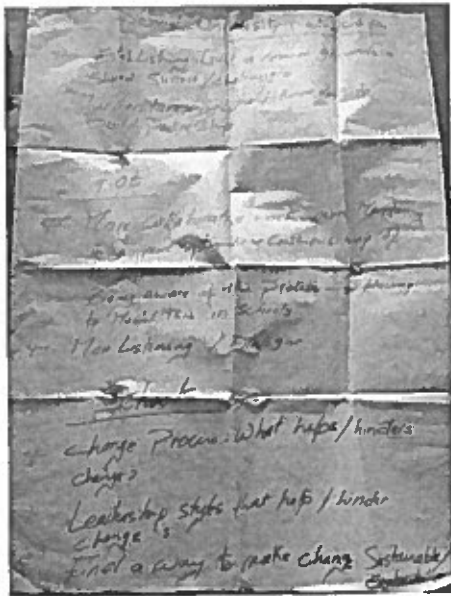


Dr. Scott continued by saying that mentoring is not new in AU, it is practiced, yet, the proper terminology of "mentorship" was not used. Accordingly, the FOE case study will focus on more collaborative work and more mentoring in a systematic and conscious way to capture the dynamics. It also includes being aware of the process, having to model it in schools. Listening and having continuous dialogue is another factor to be considered.

Moving to the schools case studies, Dr. Scott clarified that change is a vital aspect of the case study and will be closely examined. The following questions will be addressed:

- What helps the change?
- What hinders the change?
- Does it have to do with the culture or the leadership? What leadership styles that help/ hinder the change. Could the parents or the fixation on exam results be factors ?

- What ways will result for sustainable change: What has to be changed?, How the AU team can help teachers see that doing things differently is beneficial? How to imbed the change? and how to sustain it?



The twin partners added that the three levels of case studies are connected. Yet, the FOE case study will be the main one for them including some other elements from the other levels of the case studies. That is because they believe that the evolution of the FOE would be the most lasting one and will influence the others. Concerning the collaboration between AU and UON, the twin partners clarified that they both should have active roles in the case studies. Yet, the partners still need to work on defining the roles and responsibilities of each. Some questions raised by the twin partners were: can the twin partners focus on one area in the case study rather than covering all other areas? How do they collaborate with each other? How much focus and depth should be in one area?

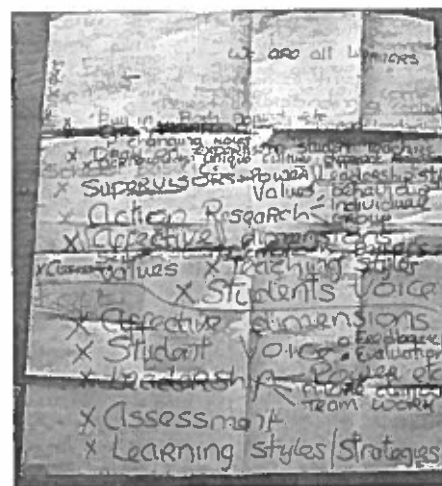
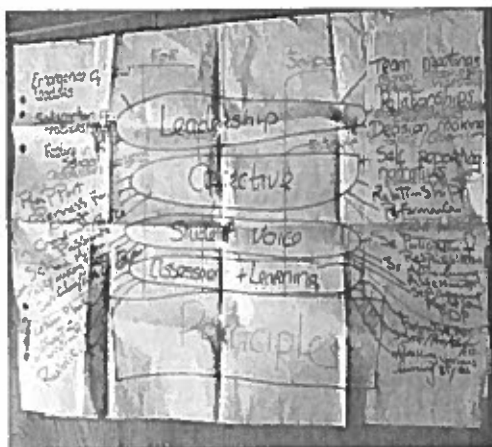
Prof. Zaalouk addressed the questions posed. She said that it is important to have the domains and boundaries clearly defined, yet, we could go beyond faculty collaboration. For example, what we might see in terms of research interests. Prof. Zaalouk clarified that we have all observed that FOEs are eager to use the qualitative methods, but what transformation has been going on in terms of adopting the qualitative approach as well as the hierarchy of research methods. In other words, the research and the methodology can be an aspect to be analyzed. Another example can be examining the change and the evolution in the research ethics practiced. A third example can be what this partnership has added to the UON. Another possible area to be addressed is studying the effect beyond the project's main team, how this is reflected on other FOE members, how the relationship with students are affected. Dr. ElHawary also suggested that it might be useful to study how this evolution, concept and experience is transferred to schools. Commenting on Dr. ElHawary's suggestion, Prof. Zaalouk said that in this case the teams need to split their efforts and can draw on the MA students involvement in research. The impact

is an important aspect to study. A last comment made by Dr. Scott is that the twin partners will adopt the qualitative approach and that they already set their timeline.

Dr. Orla McCormek, University of Limerick (UL), Dr. Zeinab El Naggar and Dr. Rasha Kamal, Ain Shams University (ANSU)



The presenters from the two universities (ANSU & UL) started by underlining the principles they agreed to follow in their case studies. The emphasis of the project is on relationships and PCLs; therefore, a partnership approach should be adopted when working with teachers and among all the teams involved. Transparency and trust are important shared values to be followed. Co-authorship with schools and teachers is essential. Showing respect, and valuing the teachers and their experiences is vital. Hence, in some occasions the teachers will take the lead on the research, at other times the FOE will take the lead.



The presenters added that the most important thing is to understand the culture of the schools as each school has a different culture. In this case, the culture will be called "the big C." The knowledge about the culture will teach the FOE team to be flexible and accept the school teachers as partners and co-learners. The teachers and the FOE will both be learners and researchers to form a joint and mutual relationship.

Furthermore, the focus will be on the learning not on publications and credit. It is about getting an understanding about the schools. It is also about the teachers understanding of their own teaching. The reflection should come from both teachers and the FOE .It will be a mutual reflection process. The framework created by the twin partners included the following areas:

- 1) Leadership: The twin partners agreed to look closely at the leadership of the schools and find evidence. The areas that will be examined in this domain are: the team meetings, the relationship between teachers, administrators and supervisors, the decisions making, the emergence of new leaders and leadership styles including the students and the satisfaction of teachers and staff. The leadership will be studied through observations and interview.
- 2) Effectiveness: In this domain, the self-reporting narratives will be examined. In addition, the performance is another factor that will be considered based on the classroom practice and the students feedback. It will be as important to look at the rapport, openness for change, commitment and passion. Prof. Zaalouk suggested looking at another element which is the teachers' fears.
- 3) The third domain is the student voice. This domain will be examined through the following :
 - The students' roles and responsibilities
 - Participation, and active learning
 - Self-improvement Plans in the school and whether the students have a say in the school's policies
 - Involvement of students in policy and decision making
 - The school's mission.
 - The curriculum and the extra curriculum activities.
 - Changes in the relationships between teachers and students
- 4) Assessment and Learning is the fourth domain in the case study. This domain includes the following:
 - Formative assessment
 - Self/peer/teacher assessment
 - Addressing various learning styles
 - Lesson plans
 - Differentiation of instructions

- Rubric

Prof. Martin Linder, Martin Luther University (MLU)



Representing the twin partner teams, Prof. Linder presented the vision agreed upon:

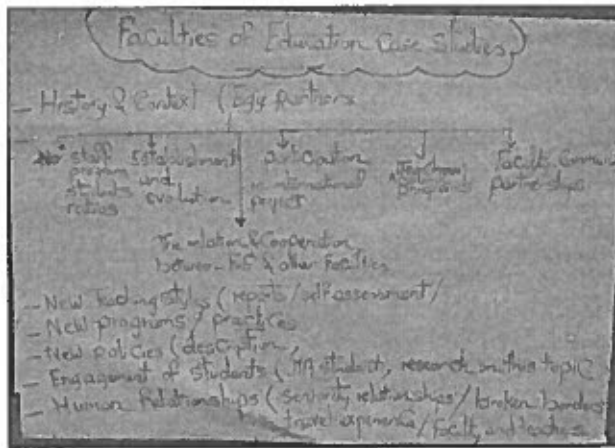
Concerning the school case study, HU and MLU will look at the following:

- The school culture as well as school context.
- Pre & Post interviews with QA team.
- Evidences (video-recording, teachers' interviews, observations and supervisors' interviews). The supervisors have a stronger insight about the schools and are more knowledgeable about the school than the FOEs. The FOE is an external evaluator and the view they represent is external compared to the supervisors' views of the schools.
- Mentorship (closed and open questionnaires and number of mentors. The tools will reflect the mix of quantitative and qualitative approaches. The qualitative study is an essential approach to examine the evolution of the different domains, yet the team needs a clarification on the level of mentorship to be examined, whether it is the mentorship on the school level between Egyptian FOE and teachers or the mentorship between European and Egyptian FOEs. Prof. Zaalouk answered that in their situation it is correct to look at the mentorship between teachers and the Egyptian FOE. Prof. Linder agreed and elaborated that if they focus on the mentorship between European and Egyptian FOEs, they would be doing research on themselves, which would not be objective.
- School- based research for CPD (case studies, MA researchers, self study or research led by the school community, school-self study prepared for accreditation, and supervisors reports)

Dr. Morsy commented that there is a research student in HU who is doing his research about the PCLs. She added that After March 2017, more MA students will be invited to do their research about PCLs.

Prof.Linder continued his presentation by discussing the FOE case study.

The framework of the FOE's case study was summarized in the following:



- History and context of the Egyptian FOE (facts about the FOE to show the background):
 - o Staff programs and students ratios
 - o Establishment and evolution
 - o Participation in international projects
 - o Academic Programs
 - o Faculty community and partnerships
 - o The relationship and cooperation between FOE and other faculties

Concerning the relationship with other faculties, Dr. Shehab mentioned that that there is a protocol between the FOE and the Faculty of Tourism being developed and more protocols are going to be prepared. Dr. Morsy clarified that the protocol aims to develop the students' understanding and knowledge about education.

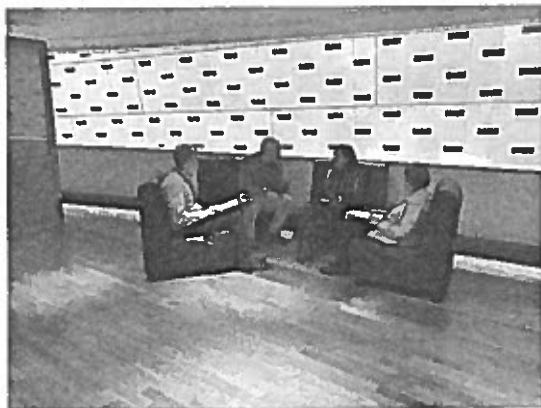
- New Teaching Styles (report & self-assessments): The 30 staff members involved in the project will be involved in this evaluation. It will not be an obligation for staff members to evaluate themselves, but having 15 staff members will be indicative.
- New practices: The team agreed to replace the new "programs" with the new practices since the programs need complicated procedures of approvals and bylaws to be implemented.
- New policies: The university policies will be studied as well. Prof. Heggi will be helpful in this regard based on his experience and connections.
- Engagement of students (MA students' research and research on the engagement of students in the project)

- Human relationships (seniority relationships, broken hierarchies and borders, travel experiences, and relationship between FOE & teachers): For example, the travel experiences allowed professors to see each other for longer periods outside of work. In addition, the teachers and FOEs should have less formal relationship.

Dr. McCormack commented that she believes that the data collected should be linked back to the schools and that we should come to an understanding about what the data is trying to tell us rather than making an assumption that the data should conclude something in specific or that this is what we found.

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

Prof. Zaalouk clarified that this presentation and group work between AUC and ULEIC was inspired by the presentation of Mr. Bramble on impact and sustainability. Focusing on the impact and the sustainability of the project.



Prof. Zaalouk explained the rationale of having this group to work on quality assurance, impact and sustainability. Firstly, there is a need to revisit the indicators since there are many contextual changes in Egypt. For example, there are certain quality-accrediting structures that are being frozen and replaced with more privatized and outsourced companies; therefore, things that we would have cited in our indicators for how we will bring the evidence have changed. The AUC team will revisit the proposal and indicators by the end of March. Secondly, the intermediate report will be sent to our interlocutors in Brussels by middle of April 2018 and the AUC will request an extension of the project. The extension justification will not be based on the delay in starting the project but rather on the change of context in Egypt and the need to revisit the plan.



Another point discussed in the group was how to collect our evidence. Prof. Zaalouk explained that the AUC team would like to engage the MA students on collecting evidence. The MA students should not be newly registered. FOEs should start inviting MA students to propose some of the themes in our case studies to become thesis topics. The students should not be supervised by the FOEs participating in the project and will not be paid to ensure rigor and quality of research. The students will benefit from doing their research both MA and PHD students can be involved in research, yet the latter are not entitled to be paid.

Another important suggestion made was institutionalizing the partnership among the twin partners as this helps the co-supervision and the exchange of students. An example of that is the MOU signed between AUC and ULEIC. The MOU would allow the two universities to do co-supervision of research, co-authorship, and exchange of students. Prof. Zaalouk highly encouraged the institutionalization of the twinning partners to ensure sustainability. This would also allow the partners to jointly analyze the information produced in case studies. Prof. Zaalouk elaborated giving an example that if ANSU is doing their case study about the schools and students are bringing the evidence, it would be powerful if UL can have a joint supervision. This factor would add value to the research, students, and partnership. Furthermore, the thesis could be brought to a publication level; co-authorship in peer-reviewed journals is encouraged as an important impact. The results of this process would include gathering reliable evidence, and ensuring the academic integrity and research ethics. The twinning partnerships would allow for academic integrity and ethics and would add to the credibility of the research conducted.

Prof. Zaalouk reminded the participants that by the end of March, all partners should come back with feedback on the M&E interim report prepared by ULEIC. In addition, Prof. Zaalouk informed the participants that we should work from now until the next international management meeting in Limerick on the M&E visits that might take place in June or September 2018. ULEIC will send a doodle schedule with possible dates and based on the votes and feedbacks, the dates will be determined. Prof. Zaalouk clarified that ULEIC team are originally assigned to conduct their M&E visit in June 2019 for a long period. Yet, it would be more beneficial if they visit twice to evaluate the progress rather than evaluating the project a single time. The ULEIC would see the case studies as they are emerging.

Tentative possible dates would be in June 2018 after the local meeting or in September 2018 after the case study visit. By October 2018 at the international management meeting, we will look at the impact and sustainability more closely and in depth, we will focus on our own indicators after revising the original proposal. In addition, we will be looking into the case studies, hoping that there will be drafts of the case studies by then. In addition, in the coming international management meeting we will be preparing for the conference.

Dr. McCormack asked whether in the case of having an extension, the dates of the conference would be shifted as well. Prof. Zaalouk answered that the date of the conference is up to our decision as partners and depends also on where we are in the project.

Prof. Linder asked whether there will be a possibility for more flexible visits to the twinning partners to continue the case studies. Prof. Zaalouk clarified that there is an upcoming visit in September. The visits and dates were discussed in the following sessions of this meeting. Prof. Zaalouk added that if there is a need to conduct more visits to the Egyptian partners for the purposes of the case studies, this might be possible depending on the budget.

As a last comment, Prof. Zaalouk clarified that at AUC, there is a pre-proposal stage and a proposal stage for the thesis. Accordingly, the AUC team will try to engage their students now. For each other FOE, each need to think about when it is the best time to engage their students.

Commenting on engaging MA students, Dr. Kamal said that the ANSU team would conduct a seminar that is similar to the one prepared for action research and encourage students to work on the project. In addition, Prof. ElNaggar can invite students to the ANSU's weekly seminars. On the other hand, Dr. Kamal expressed her concern about the students who cannot be supervised by the FOE in the project.

Addressing Dr. Kamal's concern, Prof. Zaalouk explained that there are two types of MA students. The first can be supervised by the FOE in the project, while the second type cannot since they are involved in the project's research and are required to provide evidence around the indicators. In this second case, the students should be supervised by external faculty who are not involved in the project. Theoretically, having FOEs who are participating in the project supervise the students who are gathering evidence around the indicators would affect the objectivity and the credibility of the results. One of the solutions suggested by Dr. Kamal for this issue is to have co-supervisors who are not part of the FOE team working in the project. For example, Prof. ElNaggar can have another co-supervisor working with the MA student. Prof. Zaalouk agreed and added that this is a compromise that can ensure the reliability of the results.

Dr. Morsy also noted that there is a general seminar for all departments and students at HU on 5th March. The FOE will introduce the project objectives, concepts and will invite the students to write their thesis on the project aspects. The seminar is also an invitation for the HU community to create PCLs.

Prof. Linder offered to be an international co-supervisor to any of the students at the FOEs.

As a response to Prof. Linder's suggestion, Prof. Zaalouk clarified that this is the purpose of having more institutionalized partnerships and MOUs among the twinning partners. Prof. Linder clarified that he does not only offer to supervise students from HU but also from other partner universities.

Tuesday 20th of February, 2018

Before starting the fourth session, Prof. Zaalouk informed the three Egyptian FOEs that she prepared a simple questionnaire with a couple of questions for teachers to answer and that these questions will be repeated again to the same teachers on the different stages of the project. The objective of the questionnaire is to see how the goals of the project will change the teachers' perception and motivation. Prof. Zaalouk asked the leads at the three FOEs if they could distribute the questions to the teachers attending the workshops and collect their answers.

Session Four: Work Processes for producing the case studies

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

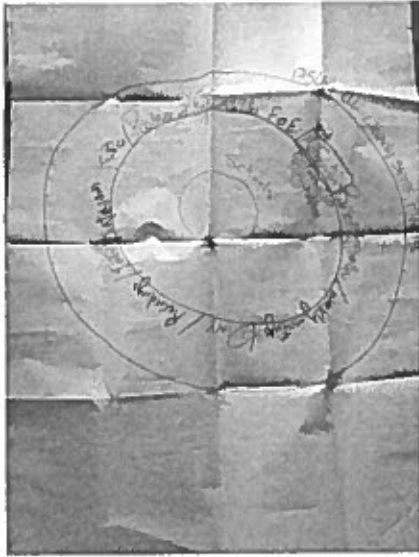
Prof. Zaalouk clarified that the purpose of this session is to set the roles and the responsibilities for producing the case studies. She added that the principles to take into consideration when working on the case studies are:

- The clear division of labor during each phase of the work
- The regular consultations
- The collaborative design of the study
- Co-authorship
- Abiding by the International standards of research ethics

Prof. Zaalouk asked the twin partners to work in groups to agree and identify the steps to be taken for the collaboration as well as for the roles and responsibilities of each partner. The twin partners presented the outcomes of their work. In parallel, ULEIC and AUC worked on refining the M&E report.

The Twining partners' presentation:

Dr. Rasha Kamel, (ANSU) and Dr. Orla McCormeck (UL)



On the FOE and school case studies, the twin partners (UL&ANSU) agreed that they will work together in all steps; they will plan and conduct skype weekly meetings. From the very beginning, the twin partners will adopt the motivational based approach. All participants in both the FOE level and the school level should be involved in the process since the beginning. The partners added that they need to meet with all the participants involved whether the faculty or the teachers and set the rules of work and the study with them. The rules cannot be imposed on them. Each step needs to take place based on the agreement and satisfaction of all participants. ANSU might need to guide them, yet they will not impose any decisions, plans or processes on them. Intrinsic motivation is an important factor that should be considered.



Prof. Zaalouk asked the partners whether they are technologically enhanced to conduct video conferencing. She suggested that Skype meetings with the European partners when all the FOE members are present would motivate the whole group and make them part of this global partnership. It would be useful to expose the teams to media to talk about their meaningful work because media is a means of motivation for various people. Dr. Hany Morsey added that the Skype meeting as well as work from home on the project would be the way forward with the case studies.

The partners also agreed that part of the skype meetings would be the ethical conduct. The different modes of communication will be weekly meetings, diaries, interviews and recordings. These will be used as tools to write both case studies. Dr. Kamal clarified that the ANSU has a leader for each of the five schools. The leaders will help in writing the case studies.

The meetings as explained by the twin partners with the attendance of all the team will not only be a source of motivating teachers and FOEs but the meetings will also be a form of data collection. UL and ANSU will identify themes for the different weekly meetings with schools.

Prof. Zaalouk thanked ANSU and UL for their presentation and suggested that exposing the FOE and school teams to media would be an encouraging and motivating factor.

Prof. Martin Linder, Martin Luther University (MLU) and Dr. Hanan Morsy, Helwan University (HU)

The distribution of roles and responsibilities was presented as in the below table:

	HU	Method	MLU	Method
History etc.	Management team	Data collection as a word-file, numbers		
New teaching styles	Faculty staff	Report and answering the questionnaire	Develop a questionnaire	Online
New programs / practices	Project team in different departments	Descriptive study	Francesco	Comment
New policies	Prof. Hegl	Interview	Develop of an interview	Interview and description
Engagement of students	1 MA student and maybe more teachers to research on the topic	Research papers, and also MA thesis	Invitation to MLU for research, participatory supervision	Agreements and protocols (MOUs)
Human relationship	Project team, coordinators of schools	Interviews between faculty staff and teachers/ principals	MLU team	Interview between faculty staff members

As shown in the table above, The HU and MLU teams identified the tools that will be used for data collection as well as the roles and the responsibilities of the team members. The partners clarified that this structure might evolve throughout the process but this is only a starting point. The timeline and the exchange methods will be determined in later meetings.

Continuing on the case study framework presentation, the team reached an agreement that the historical context of the Egyptian FOE will be collected by the management team at HU through data collection tool on word files. The new teaching styles, programs and policies will be collected preparing questionnaires for the HU team. The questionnaire will be designed by MLU as it is easier for the Egyptian FOE to answer questionnaires when it is not coming from their own FOE teams.



The HU team plans to include faculty from the various departments in the university. HU team will work on disseminating the project's concepts.

Prof. Zaalouk suggested asking the FOEs to keep reflective diaries, self-report and write their own portfolios as part of the new teaching styles. She added that we always say that teachers should reflect, yet, it is equally important that FOEs reflect too.

Elaborating on the data collection of new programs and practices, Prof. Linder stated that Mr. Cuomo will be responsible for this part. The policies will be the responsibility of Prof. Heggi since he is interested and involved in the policies at HU. Recorded interviews will be conducted with him to gather information about new policies implemented. The interviews will be designed by MLU.

Concerning the engagement of students, the FOE in Helwan University will invite the MA students to write their thesis about the project objectives. Prof. Linder can co-supervise their thesis as an international supervisor. HU will interview teachers, school principals, supervisors, and coordinators to collect the data about the human relationships in the schools. On the other hand, MLU will interview the staff members at HU regarding the human relationships to avoid the bias.

Prof. Zaalouk stressed that all partners need to be clear that the outputs of the project are not about combining the two case studies as one. Two separate case studies should be conducted one for the FOE

and the other for schools. Hence, there will be five school case studies for each Egyptian FOE. Dr. Morsy raised a question about the titles of the case studies, Prof. Zaalouk clarified that the titles of the case studies will be agreed upon case by case.

Dr. Saeed El Shamy, Alexandria University (AU) and Dr. Helen Scott, Northampton University (UON)

As a reminder to all the partners, Dr. Scott revised the case study framework that was presented in the earlier sessions of the management meeting. The framework focuses on the collaboration, dynamics, and dialogue that are evolving within the AU team. To respect all team members, the twinning group will not finalize the framework until they get approval from all the members at AU who did not attend the meeting. A conversation about the sensitivity and openness should take place. This is a challenge as the Egyptian culture encourages boundaries between people at different hierarchies. Nevertheless, the twin partners aim to break the boundaries and reduce the sensitivity in the human relationships. Accordingly, new ground rules and principles will be created to suit the Egyptian context but also to spread new values. Such conversations should take place more than once and should be revisited on different intervals of the project to have more profound change. To encourage openness, the FOE at Alexandria University should follow the saying “trap house rules,” as mentioned by Dr. Scott, which means that whatever happens within the group, stays within the group, to encourage trust within the FOE. The FOE will start with the change within themselves then spread the culture in the schools. Several visits and conversations should take place with schools. Some of the school teachers might not be interested in the project’s objectives; therefore, the AU team should start selecting the teachers who want to work in the project.

Moreover, weekly meetings within the FOE will be conducted to encourage the transparent and honest conversations. At the same time, questions will be raised about how the new way of communicating and interacting affected their own work as well as the schools. In addition, the FOE will write their reflections more than they speak about them. Dr. Scott concluded that the twin partners have neither agreed on their roles nor decided on a timeline. Nevertheless, the steps that they are going to work on are ready for them to start.



Dr. ELShamy also clarified that the codes of ethics will be discussed with the schools. To assure transparency, the FOE will discuss their work, outcomes, case studies and objectives with the schools and take their oral consent. Moreover, the cultural tension in human relationships should be changed between the FOE and the schools. In addition, the teachers and the AU team members will be asked to keep diaries. The AU team will visit the schools weekly for the general objectives of the project and every two to three weeks to discuss the case studies. Interviews and questionnaires will be conducted for data collection in the case studies. The questions will be designed once the themes are confirmed. The twin partners aim to have the first drafts of the case studies ready by September 2018 , the time of the EU visits. Dr. ALShamy asked about the length of the case studies and whether the case studies for the five schools will be combined as one.

Prof. Zaalouk clarified that each Egyptian FOE will prepare five case studies for the schools and one case study for the joint partnerships. The case studies can be roughly between 6,000-8,000 words long.

Concerning the length of the case studies, Dr. McCormack clarified that in terms of publications; the articles would be shorter and could focus on significant aspects of the full case study. Therefore, the length of the case studies may vary according to the content.

Prof. Zaalouk strongly agreed and added that the idea is that there is one output that goes to the project, but many others that can be in journals after the project's lifetime. Signing MOUs would be an added value and would encourage co-authorship as long as there is a disclaimer that states that the work came out of an Erasmus+ project.

Session 5: The Way Forward

Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE), AUC:

In this session. The participants were briefly reminded of the school visit templates prepared earlier to aid and support the Egyptian FOEs. The templates are only suggestions that might be helpful to the Egyptian FOEs since they asked the AUC for templates earlier in the project.



In the evolution of the needs assessment to ethnography, Prof. Zaalouk briefly went through the different stages of initial exploration and the in depth inquiry. Some aspects that would be examined are: the evolution of the QA unit, the evolution of PCLs, the evolution of mentorship and the evolution of school-based research.

Prof. Zaalouk explained that the QA unit should be looked at closely since the beginning of the project in terms of:

- Staffing of the QA unit
- How active are they.
- What impact do they have
- What activities do they do, as they should be encouraging school-based learning.-The Frequency of activities that they perform

When examining the evolution of the PCLs, the following questions could be asked:

- How many PCLs developed?
- How frequently do they meet?
- How many members? (on average)
- How long are their meetings? (on average)
- Where do they meet?

In addition, the following should be considered:

- Proportion of conversation (personal VS professional)
- Leadership style and who normally leads
- Do they get recognition or support from administration? If they get recognized in the school for their work in the project, it will be considered a strong indicator of impact.
- The impact of PCL: The impact of PCL might be recognized in the longer terms. The indicator might be how the PCLs affected the students' learning.

When examining the evolution of mentorship, the following questions could be asked:

- Are mentors recognized in schools?
- How many are they?
- What type of mentors' profiles do these mentors have? What determines the mentors? Is it by age, seniority subject matter or skills?
- Are mentors being trained? Are they supported? Do they support each other? Do they meet each other for support?
- Are they structured or informal mentors? Do they meet in an ad hoc manner or is it structured?
- Quality of relationships with the mentees and other mentors
- The Impact of mentorship will be realized on the long term.

When examining the evolution of the school-based research, the following questions could be asked:

- Quantity of staff being involved in research. Is research part of the culture? Are lesson studies encouraged similarly to the models observed in Leicester?
- Types of research
- Quality of research (ex: collaborative individuals)
- Quantity of staff able to reflect
- Culture of reflection spread in schools. In regards to the Egyptian culture, it is a huge impact if reflection becomes a habit of mind in school practice.

Prof. Zaalouk continued by stating that the templates of the PCL indicators prepared earlier by Mr. Cuomo and Prof. Wilkins support the work of the Egyptian FOEs. Prof. Zaalouk added that although there are quantitative indicators, we will have to look at more qualitative modalities of collecting the data.

Commenting on the indicators, Prof. Wilkins suggested that there are many tested tools and indicators that the FOEs should look at before creating their own. As an example, Prof. Wilkins mentioned that tested tools for reflection are available. He added that we do not need to re-invent the wheel.

Prof. Zaalouk strongly agreed with Prof. Wilkins and suggested adding a folder to the dropbox for these tools. Prof. Zaalouk clarified that it will be a good idea to search for tools, add them to the dropbox and adapt them to the Egyptian context. The European partners can populate the Dropbox with effective instruments which would be invaluable support, the Egyptian FOEs can also ask students to research for effective indicators.

Before discussing the last part of the meeting, Prof. Zaalouk said that the twin partners are welcomed to sit together afterwards to discuss the case studies further.

The upcoming events and dates:

- The teachers were invited to the February 2018 training and developing material workshops to work hand in hand with the Egyptian FOEs.
- On the 28th of February, 2018 the European Partners met with the AUC team.
- All partners met together for the training workshops' wrap up meeting on the 1st of March at AUC. The meeting focused on taking stock of the initiative.
- A series of local management meetings will take place to consult with the Egyptian partners depending on their needs and for further discussions about the case studies. Although the specific dates of the local management meeting have not been determined, they will largely be in June.
- In September 2018, three from each of the European FOEs will come to visit their twinning partners for five days to work on the case studies. By that time, an ongoing dialogue about the case studies should take place. The FOEs will be involved in the data collection prior to the visit in September. The teachers will not be invited because the case studies are the main focus. A preliminary draft of the case studies should be prepared by then. Each twin partners will coordinate the dates of the visit together. The five days will be devoted for writing the draft. AUC should be informed with the finalized dates and arrangements.
- In October 2018, the Fourth International Management Meeting will take place in Limerick for two days. A strong impact and sustainability discussion will be led by Mr. Bramble and Prof. Wilkins to outline the responsibilities and the progress. The dates are not determined yet, but a doodle with several dates will be created to vote and set a final date. The drafts of the case studies, progress reporting, material development status and sustainability and impact will be discussed in the meeting. In addition, the conference that should take place in September 2019

will be planned. Although there is a probability of an extension, we should prepare for what was originally planned.

- In 2019, local management meetings will take place.
- In April 2019, one participant from each European FOE will visit the twin partner in Egypt for 11 days to focus on writing the final draft of the case study to be ready for translation and printing. AUC and ULEIC will also work on the final report. The structure of the visit is similar to the one in September 2018. The dates will be determined between the twinning partners. Yet, the AUC should be notified of the final dates. Depending on the budget for each university, the visit can be divided on more than one trip or a breakdown of the participants can occur.

Prof. Zaalouk reminded the partners that the principles of the case studies should hold to all the other publications after the life time of the project. It is a long-term impact that enhances collaboration, encourages Internationalization and invites co-authorship. A wide range of possibilities are available for the twin universities to work together on the long term. Finally, AUC will keep working with ULEIC on the M&E till the end of the project.

- In September 2019, the conference will take place. The extension is not determined yet; therefore, the date will remain as planned. If we receive an approval for the extension, the date of the conference might change.

Dr. Kamal asked about the language of the case studies, Prof. Zaalouk answered that English is the main language for the case studies, yet, the studies will be translated into Arabic to accommodate for the teachers. Moreover, Dr. Nady asked whether the case studies should be conducted for the ten schools that will extend from the main five schools. Prof. Zaalouk clarified that the case studies are only for the five schools. Nevertheless, in the local management meetings we will largely focus on how to start clustering the other schools. In parallel, policy dialogue need to take place, initiatives that call for school clustering already exist. Hence, we need to build on them and have more MOUs signed to formally develop the clustering of the ten other schools.

Concerning the case studies, Prof. Linder proposed that examining how the EU partners works with countries from other region such as Egypt can be a good piece of research. An idea that was suggested earlier by ULEIC and an interesting one as Prof. Zaalouk said. Prof. Zaalouk added that the ERASMUS+ National office has a separate committee to study the EU partnerships with neighboring countries.

On a different note, Prof. Linder asked whether the teams need to commit to the working days in the budget. Prof. Zaalouk clarified that we are not entitled to exceed the budget but we would report that the level of commitment is high and beyond the budget limitations. She added that the ERASMUS+ never imposed their ideas. The idea and the proposal is ours as we all strive to make a real profound change and transformation.

Prof. Heggi suggested that the AUC helps in institutionalizing the project's aims by forming formal PCLs and policies. To address Prof. Heggi's statement, Prof. Zaalouk explained that the first step that took place was signing the protocol as the protocol has a clear vision for the long-term partnership. On the other hand, working on more policies will be needed. Prof. Zaalouk gave an example of the structure of PCLs in Singapore and China being mandatory. She pointed out that this system has its positive side as it motivates in the legal sense and allows a space for the implementation of this structure, but it also has the down side of being coercive. We should find a way that works for the Egyptian context to formally implement PCLs, which also helps restructuring our departments and encourage collaboration.

Prof. Wilkins suggested adopting the outsourcing module. He added that a doctoral student he knows works on a similar topic for her research in Saudi Arabia and informed him that in Saudi Arabia they worked on an outsourcing semi-privatized module. Prof. Zaalouk thanked Prof. Wilkins for this information and added that this gave her ideas of trying to get external funding to the conference. The external funding would allow wider participation and dissemination in the region and other countries

Concerning that, Prof. Linder suggested that he might start speaking with the DFG foundation to raise funds. Prof. Zaalouk encouraged the idea and suggested to check the possibility of getting funds from DAAD and other possible funders as well.

Concerning the continuation of the project and having more profound cultural change, Dr. Morsy shared her thought with the participants about working with the students who do their practicum on creating PCLs and on the concepts and objectives of the project. Prof. Zaalouk agreed and added that Ms. "Laila ELKerdani" a previous graduate student conducted her MA thesis on the practicum in Assuit, Helwan and Alexandria. One of the results of her thesis was the eagerness of the students to work together through PCLs. It was a clear recommendation coming from Practicum students.

At the end of the meeting, Prof. Zaalouk reminded the participants to submit their intermediate report to AUC by 28 Feb 2018. Prof. Zaalouk thanked all participants for the fruitful meeting hoping that the process keeps going and getting the best out of the project. She also thanked the AU team for hosting the management meeting despite their busy schedules and the high commitments they have.

