

2017

**Report on SUP4PCL/ ERASMUS+
December Visit Collective Meeting
14th of December 2017 at Meeting
Room P019, 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)
MEIHE	Middle East Institute for Higher Education
FOE	Faculties of Education
MOE	Ministry of Education
AR	Action Research
WP	Work package
PCL	Peer Communities of Learners
STEM	Science, Technology, Engineering and Mathematics
SEN	Special Education Needs
M&E	Monitoring and Evaluation

SUP4PCL/ERASMUS+ December Visit Collective Meeting Report

December 14th, 2017

The American University in Cairo

Egypt

Thursday 14th December 2017

Introduction and Welcome note:

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



Prof. Zaalouk welcomed the participants from the partner institutions and expressed her pleasure with the results of the workshops that took place in the three Egyptian partner institutions (HU,AU and ANSU). The series of workshops were positive and highly interactive due to the participation and involvement of the partner schools and Ministry of Education as described by Prof. Zaalouk. Prof. Zaalouk also announced that she just received the security permits from MOE with the names of people involved. The security permits will allow the FOEs to work hand in hand with the schools and with more flexibility.

Prof. Zaalouk clarified that this event is important and will help all partners to work on the same page. She elaborated that the project is a deep and complex one since it focuses on creating transformations in different aspects such as values, concepts and institutional levels. Prof. Zaalouk stressed that the project aims to plant seeds of transformation rather than having a full

transformations given the limited lifetime of the project. Prof. Zaalouk added that splitting the different concepts in the project is difficult since they intertwine. An example was given about developing material (WP2), even though the whole WP focuses on material development, it is not accurate to name it as such because it includes all other concepts as well.

Prof. Zaalouk presented samples of some material in English and Arabic that is useful to use in the project. Some of these materials were developed with the University of Limerick in Edu camp and focuses on sustainable development. The material presented are meant to be for schools. In addition, material on global citizenship from the UNESCO and the child friendly schools from UNICEF are available. Links to the material were included in the participants' files.

An overview of the meeting agenda was given by Prof. Zaalouk. The meeting mainly focused on taking stock of the workshops in addition to the conversations that took place in the management meetings and other project events. The first session started by taking stock on PCLs. This was followed by another session to reflect on the concept of mentorship. The third session focused on ethnography and the final session of the agenda discussed the way forward.

The participants were divided into four groups and the first three sessions were divided as follows:

- Twenty minutes of group work. (Each group was a mix of participants from different partner institutions)
- Ten minutes presentation by a selected representative from each group.
- Thirty minutes discussion.

I. Session One: Taking Stock of the work on PCLs.

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

The group work in this session focused on discussing the following aspects:

- 1- Clarity of the Concept.
- 2- Relevance of indicators.
- 3- Effectiveness of mixed methods and merger.
- 4- Multiple use of the tool.
- 5- Way forward.

The indicators for PCL development that were created earlier were presented on the screen.

SUP4PLC – INDICATORS FOR PLC DEVELOPMENT (v. 2017.11.30)

REF#	INDICATOR/THEME
1	shared values
2	mutual trust
3	shared goals
4	common language
5	shared norms
6	collaborative climate
7	sense that individual opinion is taken into account
8	decision making
9	sense that differences of opinion are valued
10	sense of ownership of PLC activities
11	with management of disagreement
12	sense that PLC is supported (6 categories + other)
13	sense that participant is able to share with the PLC (6 categories + other)
14	sense that participant is supported by the PLC
15	sense that participant supports the PLC
16	sense that participant's needs are addressed
17	sense that issues addressed are relevant to participant's practice
18	sense that participation in PLC is improving participant's practice
19	sense that participation in PLC will improve participant's practice
20	sense that participation in PLC is producing professional learning for participant
21	sense that participation in PLC is producing professional learning for group
22	sense that participation will have impact on student's learning
23	level of mutual learning
24	elements that support to PLC activities
25	barriers to PLC activities
26	options for improvement of PLC
27	quality and development of PLC
28	resources developed by PLC (format and purposes)
	adapted INTRINSIC MOTIVATION INVENTORY

Intrinsic Motivation Inventory (Deci & Ryan, adapted from)

1. To what extent do you enjoy taking part in the PLC?
2. How interesting is it for you to participate in the PLC?
3. To what extent does participation in the PLC hold your attention?
4. How much effort do you feel you are putting into the PLC?
5. How important is it for you to do well in the PLC?
6. To what extent do you feel nervous in participating in the PLC?
7. To what extent do you feel under pressure in participating in the PLC?
8. To what extent do you participate in the PLC because you wanted to?
9. To what extent do you participate in the PLC because you had to?

After the group discussions, the following concepts emerged:

The first group:



Concerning the concept of PCL, the group agreed that a successful PCL should include the following: trust, shared values and goals, sustainable leadership, motivation, mentoring, teamwork and good relationships among the team.

The relevance of indicators was the second point, the group agreed that all the indicators presented earlier on the screen are relevant such as shared values , mutual trust, shared goals, collaboration, and decision making.

The effectiveness of the mixed methods was the third part discussed. The group believed that depending merely on the quantitative methods is not sufficient for the purpose of looking at deep issues such as values and perceptions. Using mixed methods is important to explore such aspects. The methods can include: questionnaires, interviews, focus groups and observation sheets.

The final point presented by the first group was the way forward, the group had consensus that there is a need to work on several issues: They need to start with trust building, then exchanging knowledge, creating communication channels, and building well-defined goals such as material design, assessment and measurement.

The second Group:



For this group, the concept of PCL is clear, yet the practice needs development as there is still tendency to work individually.

Concerning the indicators, the group agreed that the indicators are relevant and clear.

The group was also in favor of the mixed methods. They agreed on the multiple use of tools, yet, the tools need to be adapted to the local context.

Finally, for this group, the way forward should focus on the tool adaptation process. The presenter of the group clarified that this should happen in collaboration between the Egyptian and European partners. The Egyptian partners can work on the modifications and send them to the European partners for feedback and discussion. The tools need to be ready by February 2018.

After the group presentation, Mr. Cuomo from MLU briefly presented some of the concepts that emerged in the three groups participating in the PCL workshop during the visit to AinShams. The participants were from schools and FOEs and the question was about how they perceive the value of working in groups coming from different backgrounds and subject areas.

The results of the three groups were summarized in the following:

The groups mentioned that the value of having a group from different subjects is to share ideas, knowledge and reflections from different backgrounds. Some added *"no one is perfect"* as quoted. In addition, having a PCL from different subject areas allows having more feedback from group discussions.

Mr. Cuomo concluded that the participants find value from working with colleagues from different subject matters and that there is also an openness for them to work together.

The Third Group:



The third group agreed that the concept of PCLs includes the following aspects:

Shared values and goals, commitment, suitability, shared leadership, empowerment, teacher development, student learning, sharing knowledge and what works, and finally, generating knowledge.

Concerning the indicators, the group believed that the indicators should be revisited in more depth. They looked at a couple of indicators as examples. The first example was about the mutual trust. According to this group, the mutual trust involves individual opinion to be taken seriously. In addition, it involves the management of disagreement. The second example given was the shared goals. Common language as well as improving practice fall under the shared goals umbrella. Hence, the question of these indicators as in the tool presented becomes: Are we going to use the “mutual trust” or the “shared goals” only as the big umbrella without considering the related sub items?

For the effectiveness of the multiple use of the tools, the group had consensus that the tools will mainly be qualitative since we will be looking in depth into perceptions, values and beliefs. They added that the quantitative tool could be useful only for the mechanics such as the

number of teachers, the number of times teachers exchange visits, and the times they shared videos and material on the web.

The way forward would mainly focus on revising the tool.

The Fourth Group:



The last group agreed on the following PCL concept:

The PCL is a cooperative relation between university as a whole and schools in order to share experiences and enhance teachers' performance and continuous education. Therefore, sustainability is an important aspect to be considered in PCLs.

Concerning the indicators. For this group, the indicators are not easy to be measured; furthermore, some other indicators are not clear enough.

Concerning the effectiveness of the mixed methods, the group agreed that the qualitative method would be more effective. Nevertheless, triangulation is needed for the subjectivity and for checking results.

As this group agreed, the tools are applicable for all PCLs in schools as well as FOEs.

The following consensus was reached among the group on the way forward and the areas of focus during the coming stage. The points mentioned are summarized in two points: First,

creating a culture of change and second disseminating PCLs good practices (raising awareness about PCLs).

After the four groups presented, Prof. Zaalouk commented, summarized and highlighted the points mentioned in the four groups. Prof. Zaalouk said that linking PCLs with the culture of change is a good point mentioned by the last group. The resistance of change was an excellent topic to include in the workshops. In addition, creating PCL is one of the important tools to support change and transformations.

Concerning the PCL as an important approach for learning, Prof. Zaalouk clarified that all teams took for granted that PCLs are important for learning, yet, none of the groups clearly mentioned that.

Prof. Zaalouk highlighted another point mentioned. The point is that we should not stop PCLs at faculties in universities or school teachers but the PCLs need to cut across both institutions.

Good insights were also given about the need of the time to localize and contextualize the ideas and act on them in the Egyptian context. Prof. Zaalouk clarified that the concepts are well developed in the European context, yet they need to be developed and adapted to the Egyptian context. Revisiting indicators and tools to fit the Egyptian context was also mentioned by other teams.

In brief and based on the group presentations, Prof. Zaalouk concluded that the teams are not ready with the tools and that there is still no consensus on the methods. While some groups agreed on the mixed methods, others believe in qualitative methods using the triangulation for more objective results and a third group agreed on the importance of adopting the qualitative tools since the studies require more in depth approaches.

Prof. Zaalouk highlighted an insightful comment on mixed methods. The comment was about using both quantitative and qualitative methods in different aspects rather than using them for the same purpose and type of data. For example, the quantitative will be used to collect data on number of subject matter, teachers...etc. while exploring perceptions and values as examples are better captured by using the quantitative tools.

Concerning the way forward, the groups mainly focused on the importance of refining the indicators, looking deeper at the tools and starting conversations with schools.

After the summary, the floor was open for comments and questions.

Prof. ElKharashi suggested that if we as partners collect good examples and practices of PCLs and share them with the university as well as the partner schools, this would be helpful and motivating to create PCLs. Prof. Zaalouk totally agreed on this suggestion and added that the MOE, universities and schools need to be familiar with this concept. She gave an example of the “teacher first” initiative that uses a similar concept of modelling. Prof. Zaalouk clarified that there are different ways for this purpose and that we need to go deeper into taking PCLs to transformations. She added that this is extremely important and that what distinguishes our project. Prof. Zaalouk elaborated that if we take a behavioral approach we could externally incentivize teachers to create PCLs. If it is not coming from within, and if there will be no intrinsic motivation to accompany each other in the journey of transformation, it is not likely to have the same depth. For example Dr. Kamal informed Prof. Zaalouk earlier that one of the schools is already engaged in PCL, but Prof. Zaalouk suggested to change the school because in this project we need to have fresh experiences in this regard and that we might decide in the future to compare between the different models of how we initiate PCLs. In that regard, Dr. Kamal from ANSU commented that this school actually works as a community of practice rather than a PCL. She added that Dr. Haggag one of ANSU team members who observed this school said based on his observations that what happens in this school is training more than it is a real transformation.

Concerning the concept of training, Prof. Zaalouk disclosed her own bias in using the term of “training” in theory and application and clarified that we need to stress on the idea that the teachers are not “trainable materials” but intellectual respected human beings, who think and transform in the same way as others.

On that, Dr. Morsy from HU said that maybe we as FOEs need to work on correcting the wrong use of the term “training”. We need to start using the right terms in this project instead so we can start creating a culture of change. Prof. Zaalouk agreed and clarified that it will take some time as the change usually comes with a philosophy towards hierarchy, human beings....etc.

A last comment in the discussion was made by Prof. Heggi from HU. Prof. Heggi believed that for the purpose of internalization of the PCL concept, it is important to apply these concepts and terms used inside the university first so it can be transferred to school. Prof. Zaalouk strongly agreed on this point.

Prof. Zaalouk ended the session by saying that with that we have come up with a summary of the discussions and conversations which we would like to present in February, 2018.

II. Session Two: Taking Stock of the work on Mentoring.

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

In the second session, Prof. Zaalouk said that some participants made comments that the workshops conducted were not about mentorship. Prof. Zaalouk alerted the participants that addressing the concept of mentorship is not only about discussing the concept but also about modeling it. She explained that what we have been doing so far in schools as well as in the project's workshops included the mentorship techniques within. For example, the ways that the European colleagues were presenting and bringing thoughts in the workshops are forms of mentorship.

Prof. Zaalouk then presented the aspects that the groups have discussed in this session. The points are summarized in the following:

- 1- Clarity of the Concept.

- 2- Effectiveness of applications to both institutions: FOE & Schools

- 3- Structure and forward plan (Integrating material development)

After the group discussions, the following concepts emerged:

First Group:

Dr. Kamel from HU ,the presenter of this group, started by explaining that the visits to EU partners and particularly to UON helped in clarifying some concepts and the differences between the coach and the mentor. The presenter added that mentoring has elements of parenting and taking care of others emotionally .It involves acceptance. Dr. Kamel clarified that if there is acceptance between the mentor and the mentee, the latter will be ready to receive and accept the different aspects offered. In addition, mentorship is based on mutual trust and respect.

The group also connected mentoring to PCLs and to the notion of transformations and values. The presenter clarified that these concepts focus on social and emotional aspects. It is about sharing values and responsibilities not merely knowledge. She added that having effective mentors is one of the strong indicators for having strong PCLs.



Concerning the applications and the practice of mentorship, the group divided them into three levels:

- The academics on the university level, as they need to practice mentorship among themselves.
- Among schools and teachers.
- Mentoring the process among teachers.

Lastly, on the way forward, the group reached consensus on the following steps: First, changing the culture and starting with paving the way and introducing the concept of mentorship. Second, specifying the criteria of selecting mentors and identifying them through social

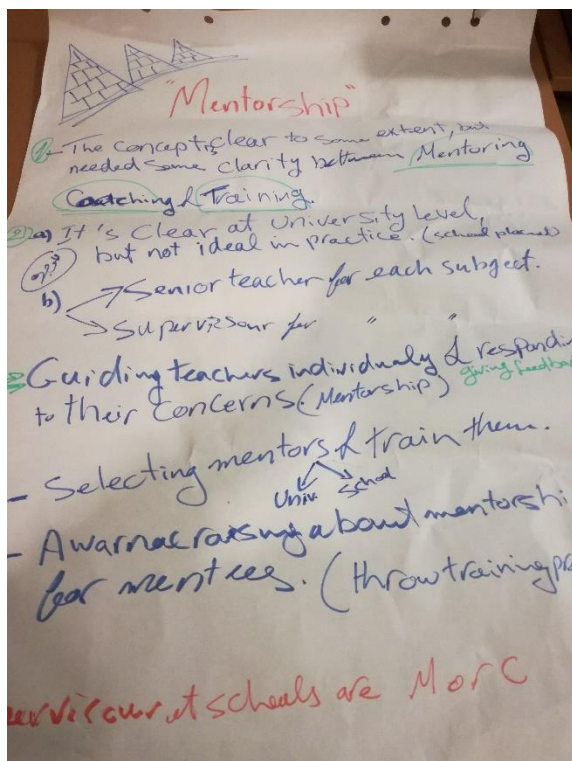
relationships. This also takes place through collective agreement among FOEs, teachers, school admins.

Third, there is a need to share the planning through informal relationships, and finally, the material will be designed based on mentees preferences, needs and interests.

Second Group:

Dr. Morsy from HU presented on behalf of this group. She clarified that for her group, the concept of mentorship is clear to some extent, nevertheless, more clarity is still needed particularly concerning the differences between the concepts of mentorship, coaching and training. The concept is clear at the university level, yet, it is not ideal in practice. There is mentorship at university at the school placement level, but the question is do we practice mentorship in the right way? This is one of the group's concerns.

On the school level, the role of the supervisor is not clear, and the same applies for senior teachers for each subject. The questions here were: do they practice mentorship? Coaching? or neither? Are they guiding teachers individually and responding to their concerns? Are they giving feedback? Is there a real mentorship?



Regarding the way forward, the group agreed on the following couple of steps:

- Select group mentors (on university and school levels) and train them to apply mentorship in the real meaning.
- Raise awareness about mentorship and mentees through training programs. Therefore, training material for mentorship is needed.

The Third Group:

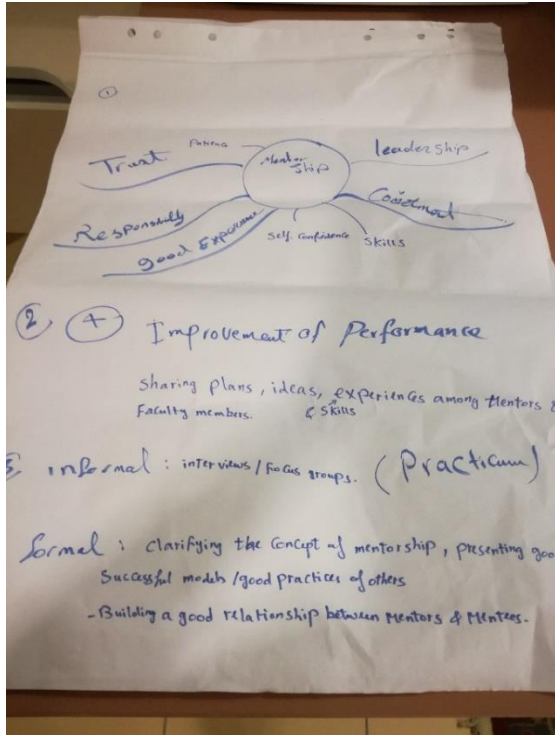
According to this group, the concept of mentorship involves the following:

Trust, patience, responsibility, good experience, leadership, communication skills and self-confidence.

Concerning the effectiveness of application, the group agreed that the application should focus on: the importance of performance, building good relationships between mentors and mentees, sharing plans, ideas, skills and experiences among mentors and faculty members.

Consensus was reached among the group on the structure and forward plan. The plan starts with teachers and it includes:

- Informal level : interviews and focus groups to build trust (Practicum)
- Formal level: clarifying the concept of mentorship, presenting good successful models and good practices of others. In addition to building good relationship between mentors and mentees.



Prof. Wilkins, one of the group members added that we need to think of the mentoring role for EU partners in supporting the developing and the design of the case studies.

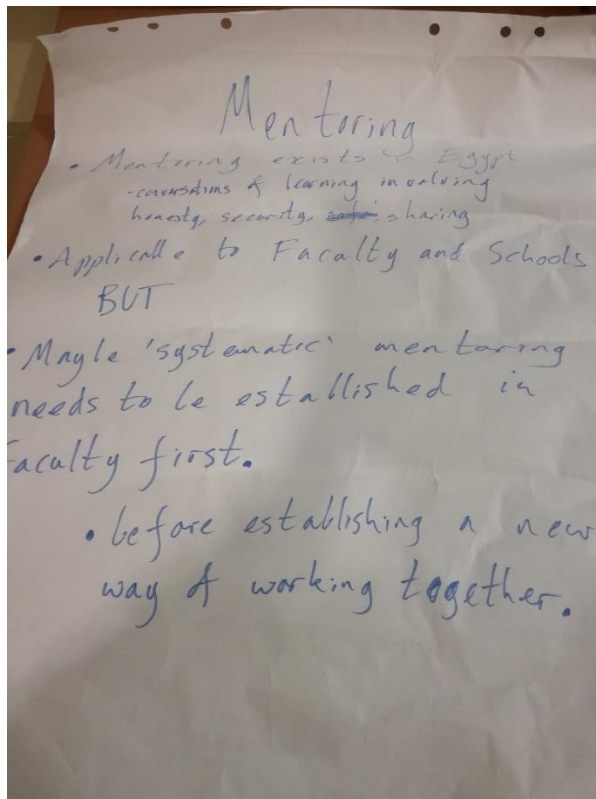
The Fourth Group:

Dr. Underwood presented the agreements reached among this group. Dr. Underwood clarified that there is a lot of mentoring happening in Egypt; yet, it should be developed systematically. Hence, the first step in mentorship is to tap upon the expertise that already exists to have more structured mentoring as part of the concept.

The mentoring concept also includes conversations and learning involving honesty, security and sharing knowledge.

Concerning the effectiveness of application, the group agreed that it is effective for both faculty and schools, but it needs to be systematic and should be established in FOEs first.

The main practical step according to the group is to establish systematic mentoring at the universities as a first step. The systematic mentoring needs to be based on bringing conversations and working together rather than on training.



At the end of the presentations, Prof. Zaalouk summarized the presentations of the four groups capturing the important points mentioned. Prof. Zaalouk explained that an important aspect mentioned in the presentations is the intersection between PCLs and mentorship. The idea is that having strong mentors is a reflection of having strong PCLs. It is an important point as described by Prof. Zaalouk since the two concepts largely belong to the same culture, the culture of unforceful learning, willingness, consent respect and non-hierarchal relationships.

Another important point mentioned in the presentations is the difference between coaching and mentoring. Coaching is largely a generic method of allowing people to question themselves, the coach helps the coached to question and find answers, while the mentor is an expert in his/her domain who also helps the mentee to question but in addition, they come with their expertise and wisdom.

Concerning the material, some suggested that we should address the needs and inquiries of the mentees as well. Concerning this suggestion, Prof. Zaalouk clarified that she partially agrees with this but not fully. She explained that we do not want to ask schools for a wish list since some aspects are not relevant to the SUP4PCL project but might reflect personal interest. The

SUP4PCL project already includes a menu such as STEM, SEN and global citizenship. Prof. Zaalouk elaborated that in a sense, we would like to build rapport and trust with teachers, but also as mentors, we have the responsibility to guide the mentees more without enforcing.

On another point, some of the participants mentioned that mentorship is conducted on one on one bases; yet, according to Prof. Zaalouk it can also happen in a team or a group and can be a reversed mentorship. Group mentorship also brings us closer to the concept of PCLs but with a leadership. In the mentor mentee relationship both learn but with a less hierarchal or forceful context. It is systematic, regular, long term relationship that involves caring. It also invites learning on both sides.

Prof. Zaalouk continued summarizing the points mentioned on mentorship. All groups agreed that we should start with universities first and with selecting mentors then move to schools.

A good idea mentioned was that the mentors and mentees need training or more awareness raising about the best practices.

Dr. Morsy asked whether it is best to select the mentors and then conduct the training or vice versa. Prof. Zaalouk answered clarifying that there are specific characteristics for mentors; they have to be good listeners and experts. In addition, they need to have wisdom and networks. Another important characteristic is having an experience in the institution to help understand the political and cultural landscape of the institution and to support the new comers. Furthermore, mentors need to be able to commit time and on volunteer bases because they are not paid for the mentoring role. In other words, the mentor should have the character of wanting to help and support. They should manifest a willingness to be giving and helpful to others.

Prof. Zaalouk added that once we have the community better established and the mentors are recognized, it becomes a bases for a new culture that will motivate others to join.

Prof. ELKahrashi from AU suggested that we need to have a standard based approach in selecting mentors for all universities and schools.

Responding to Prof. ELKahrashi 's suggestion, Prof. Zaalouk expressed her partial agreement on certain criteria. Nevertheless, it is not always possible to set these criteria as standards, according to Prof. Zaalouk, because some aspects are subjective; some are personality traits not competencies.

Prof. ELNaggar from ANSU said that the language used by mentors is very important. Prof. Zaalouk agreed, yet she explained that this comes from inner values and beliefs. The language translates from deeper philosophical values.

Based on that conversation, Prof. ELNaggar commented that this needs training as well. A point that Prof. Zaalouk agreed with and said that the training can take place on some aspects such as the questions to be addressed and how to bring up these questions. She added that in the TEMPUS project, we presented a series of videos and scenarios to show examples of good mentorship and bad ones. Some of the examples given were about mentors interrupting the conversation with phone calls to show bad mentorship.

On another aspect concerning the terms used, Dr. Eldeghaidy from AUC asked the Egyptian partners whether there are any suggestions for the term of mentorship in Arabic to use. A question that was left for the participants to think of and come up with suggestions in the February events.

The last comment in this session was made by Mr. Cuomo concerning the “parenting” as part of the concept of mentorship. Mr. Cuomo clarified that even though caring is a good aspect in mentorship but we need to be aware not to personalize the relationship and always make a balance. Prof. Zaalouk strongly agreed with Mr. Cuomo’s comment and added that parenting can lead to autocracy. In professional relationships like mentorship we do not need to confuse the personal with the professional. The mentorship relationship is nurturing and caring but it is not identical to friendship and parenting .In many warm cultures, people tend to do more of the caring role. But for example if a mentee goes through tough times, the mentor should care but not in a dominant paternalistic way.

III. Session Three: Taking Stock of the work on Ethnography.

The group work in this session focused on discussing the following aspects:

- 1- Clarity of the Concept.
- 2- Clarity of the tools for research.
- 3- Clarity of the tools for analysis.
- 4- Relationship between needs assessment and Ethnographies.

5- Relationship between needs assessment and material development.

6- Relationship between ethnography and case studies.

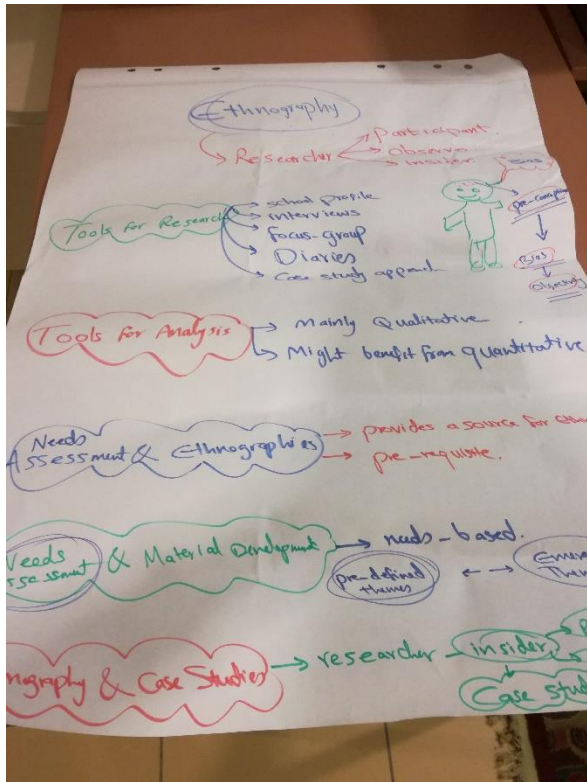
After the group discussions, the following concepts emerged:

The first group:

Dr. ALShamy from AU presented the results of the discussion that occurred with his group. Dr. ALShamy said that the concept of ethnography means the following: The ethnographer is a researcher who is a participant, observer and in most cases an insider even though this can create a bias due to the pre-conceptions that exist. He added that in order to avoid the bias, the researcher needs to be fully aware of his/her pre-conceptions and s/he need to define them at the beginning of the study. Furthermore, all the research tools and how these were conducted and modified in addition to the detailed steps need to be well defined at the beginning of the study .This will reduce the bias and will increases the objectivity.

The group agreed that the tools for research to be used are: school profiles, interviews, focus-groups, diaries and case study approach. The tools for analysis are mainly qualitative. The quantitative tools can be included in small scale only since figures are important for policymakers and if used solely the results can be misleading, as we need to understand the narrative behind them.

Dr. ELShamy moved in his presentation to the relationship between needs assessment and ethnographies. Needs assessment is a pre-requisite and it provides a source for ethnography.



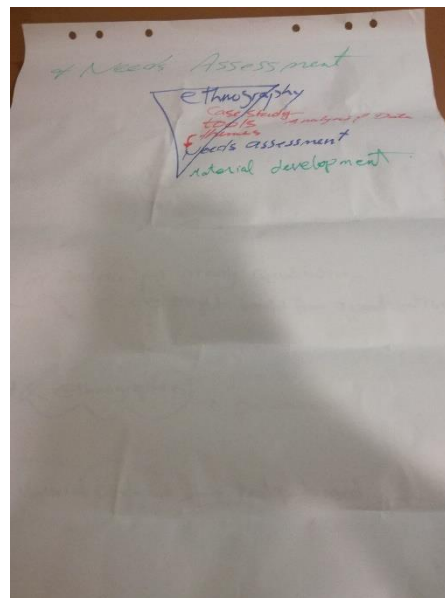
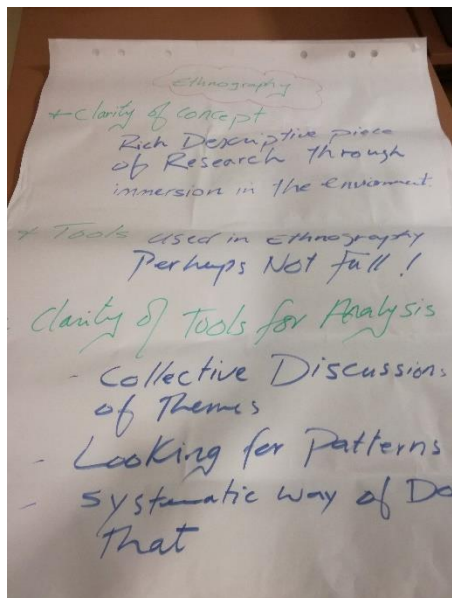
Concerning the material, it should be based on the needs. However, we have pre-defined themes in the project such as STEM, global citizenship...etc. Accordingly, the question that the group raised was: what if the schools come up with other needs that are different from the themes we are addressing in the SUP4PCL project?

Lastly, on the relationship between ethnography and case studies. The group agreed that ethnographic researchers are again participants, observers and insiders. They are interested in selecting few cases and study them in depth.

The Second Group:

Prof. Burgess representing her group presented the group consensus on the points discussed on ethnography. The group discussed the difference between ethnography and the case studies. The concept of ethnography provides richness of data through conversations and interviews. It gives a wide range of data to study and think about particular situations.

Hence, ethnography is a rich descriptive piece of research which results from the immersion in the environment. It requires a long time of being in schools, which is not the case in our project. In the case study, the researcher gets partial immersion in schools at different points using the tools of ethnography. Ethnography is about understanding particular views of the world. It is closely linked to the professional communities of learners (e.g. common language, common understanding and thinking). It links the beliefs in ways of research with the belief of concepts that drives community of learners.



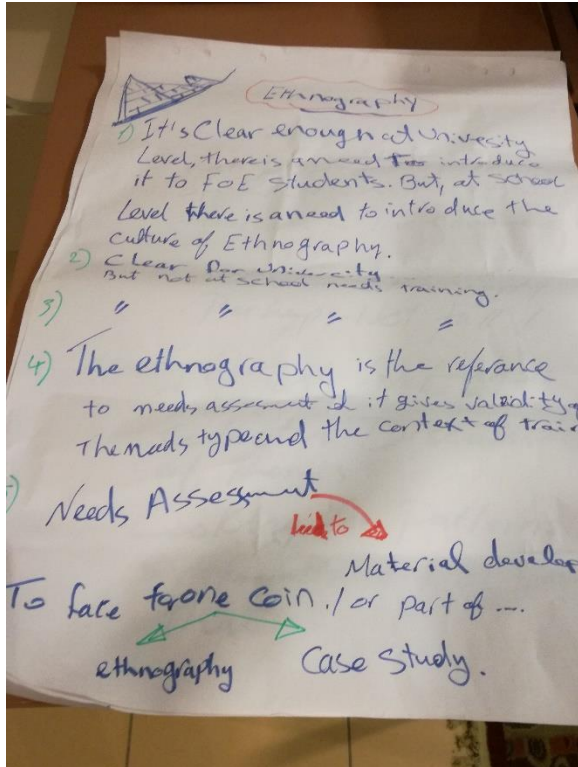
Prof. Burgess added that in the case of our project, the appropriate approach as she elaborated is to be honest and clear about the way of approaching our research. In this group, the group agreed that we would be doing a case study that applies ethnographic techniques but not ethnography. So the tools of ethnography might not be used in full but we need to adapt them to what is appropriate to the project.

Concerning the data analysis, the teams should find emerging themes. It is important to identify the case and the focus of research. Based on that the teams can do analysis, conduct emerging themes and find patterns. Most important is to find systemic ways of analyzing the data and agree on the themes that will be used.

The link to needs assessment according to this group is as follows: The themes that will emerge will provide the researchers with the most important needs to cover in schools.

Lastly, concerning the relationships, the group came up with an upside down triangle to find relationships and connections. Ethnography leads to case study, which leads to the tools, themes and needs assessment. Finally the material to be developed.

The Third Group:



The concept of ethnography is clear enough at the university level as seen by this group. Yet, there is a need to introduce it to the FOE students. As for schools, there is a need to introduce schools to the culture of ethnography.

Concerning the tools of research and analysis, the group reached consensus that the tools are not clear and the school teachers should be trained on the tools.

The relationship between needs assessment and ethnography was perceived by this group as follows: ethnography is the reference for needs assessment. It gives validity to the needs and to the concepts of training, as the training can not be conducted before building it on the needs assessment.

As for material, the material can not be developed without needs assessment.

Finally, the relationship between ethnography and the case studies is perceived by the group as two faces for one coin, the case studies are part of ethnographies.

The Fourth Group:

Ethnography is about studying people's culture, feelings and attitudes in natural contexts. It is also about understanding the work relationships, focusing on what happens in schools.

Ethnography helps in studying the teaching practices, beliefs and work relationships.

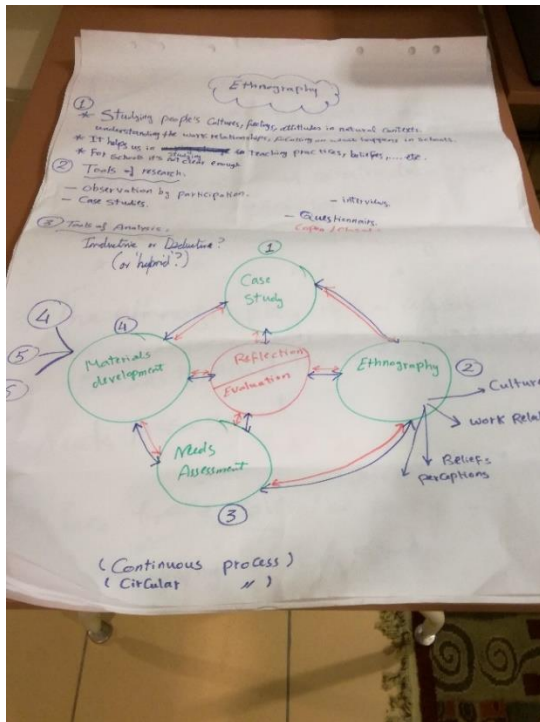
Concerning the clarity of the concept in schools, the group agreed that the concept is not clear enough.

Observation by participation and the case studies are the appropriate tools to use for research. While using the inductive approach as the preferable approach for analysis to this group.

In their case, they will start with questionnaires. The second stage will be using closed questionnaires; this will be followed by focus groups and interviews with the teachers.

As for the relationship between ethnography and needs assessment, the group believes that we need to determine the needs assessment and mind the culture if we need to do ethnography.

Finally, the group described the relationship between ethnography, case studies, needs assessment and material development as a circular process - As in the below picture.



Prof. Zaalouk thanked the groups for the remarkable insights for a very confusing landscape as she described it. Prof. Zaalouk highlighted and summarized the main points mentioned by the groups on ethnography.

The idea was very clear to the groups that there is a difference between classical ethnography and the case study. The idea of full immersion and spending a long time in the field has changed in current modern situations. The idea is borrowed by sociologists to look at institutions, to look at organizational culture and leadership to find out how the institution might transform. The purpose of using the same technique is that we are in the business of transformation. We need to understand the leadership style, the culture, power relations, the resistance to change and how our interventions might impact these institutions as mentioned by Prof. Zaalouk.

The main approach suggested by the groups is the qualitative one since we tackle in depth issues. Nevertheless, the quantitative can be used for specific aspects.

Prof. Heggi from HU suggested taking into consideration the critical ethnography. Prof. Zaalouk strongly agreed and explained that ethnography can encompass several case studies such as teacher efficacy, empowering leaders ...etc. She added that there is room for huge variety of research. Two student teachers can conduct two different pieces of research on the same case study or schools.

Another important point also was to have clear awareness in schools about what ethnography is and the ethics of ethnography. The researchers should be transparent; they have to disclose that they are part of research. The researchers should be very clear taking into consideration the ethics and integrity of research.

Another important aspect to understand is that when we conduct the needs assessment, we should be clear that it is not done for training. It is about understanding what their issues are. It is part of the ethnography and understanding the school and its culture.

Prof. Zaalouk elaborated that when we look at the ethnographic study it is important to show the transformation if it happens. We need to bring the norms, values and beliefs into it. Some examples are: Relationships with students, reflective practices, leadership, typologies...etc.

At the end, we would have a case study for a school to show evidence that we made a difference. In order to do that, we need to include ethnography in the base line studies for issues such as leadership, collegiality, relationships...etc. and as we go deeper and mentor schools more, we may discover half way that people are beginning to transform.

Prof. Zaalouk stressed that It is a journey and that in the SUP4PCL project we are only planting seeds, and after the project lifetime we may decide at the end of the three years of the project to continue working with the schools as we are building now deep founded relationships to stay. She added that we should be able to show ourselves and our partners in Europe that there are seeds and that something emerges out of our investment in this deep and profound work.

In addition, the themes that emerge might include new aspects that we never thought of and that might come out from the needs assessment. The themes might not be the same in all schools.

Bringing up the concept of the insider researcher, Prof. Zaalouk clarified that the Egyptian partners are insiders in the Egyptian schools in the cultural sense, but they are not totally immersed.

By virtue of getting closer, the EU partners will be part of the case study not the ethnography. They will support with the research , the comparative approach ,and picking themes as outsiders.

Prof. Zaalouk ended her comments by saying that all the points mentioned by the groups were very helpful in clarifying the journey and added that it is important for us to understand that we will not solve all the school needs through this project but we will be planting profound seeds

Dr. Kamal raised a question about meeting the teachers' needs. She said that one of the benefits of asking the teachers what their needs are is to empower them. Yet, they might think that their needs will be covered through us and that meeting their needs will empower them.

As an answer to this question, Prof. Zaalouk clarified that getting ready solutions from the outside would not help schools. We can help the school in a different way, empower them first by asking them to start thinking of solutions with our guidance and mentorship ,for example to let them think who in school can help to work on specific needs. Prof. Zaalouk explained that it is about unleashing their potential and creativity to learn. They might not be aware of their abilities. We are not giving them "training ". Peer learning is the best way for them to learn. She gave an example of what the FOE teams might face in schools. She said that the teachers might ask for English language training. Our role in this case will not be giving them the training but rather how to do so. We can guide them to create their own learning activity.

Dr. Morsy also added that we need to organize and guide the peer learning as well because the teachers are not familiar with this culture and who gets along with another. Prof. Zaalouk said that this is the reason why ethnography is important.

Lastly, Dr. Kamal also made an excellent suggestion about exchanging expertise among schools. Prof. Zaalouk strongly encouraged this suggestion, as this idea would empower professionals through self- learning, learning together and researching.

IV. Session Four: The Way Forward

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

In this session, the February events agenda was addressed.

Prof. Zaalouk reminded the participants of the dates of the activities taking place in February, 2018:

Date	Activity
W.P 5.1 Meetings	
Monday 19 th – Tuesday 20 th February, 2018	The Third International Management meeting (hosted by AU)
WP 2.2 The training Workshops	
Wed 21 st – Thursday 22 nd Feb 2018	Training workshop at AU
Friday 23 rd Feb 2018	Travel to Cairo
Saturday 24 th – Sunday 25 th 2018	Training workshop at ANSU
Monday 26 th – Tuesday 27 th Feb, 2018	Training workshop at HU
Wed 28 th Feb 2018	Preparatory meeting between AUC & EU partners
Thursday 1 st March 2018	Wrap up- at AUC (All partners)

Prof. Zaalouk then highlighted the main aspects that will be discussed in the management meeting. The main focus will be on the case studies, to have clear roles and responsibilities of the collaborative work that will lead to publishable articles and case studies.

Prof. Zaalouk also added that we will have combined turfs, the EU partners will be working with the Egyptian partners to show evidence in the FOEs. In addition, if the EU partners want to include their own transformation in the case study that is welcomed. Prof. Zaalouk gave an example of MLU. She said that the feedback from MLU following the Egyptian partners' visits to MLU was very impressive. Prof. Linder said that this visit led to transformative practices within their own FOE. Prof. Zaalouk then added that if ULEIC, UL and UON felt that the visits also made a difference, it can be included in the case studies. Yet, we need to understand that the EU partners are in a mentorship position in some aspects. They are more expert in some areas, therefore, they have a mentorship role in this project.

Concerning the February workshops, Prof. Zaalouk explained that we hope that there will be more material than the links available in the files by February, 2018 to expand our bank of resources. Accordingly, Prof. Zaalouk asked the partners to share as many materials and resources as possible and to come with these resources in February.

Moving to the reporting, Prof. Zaalouk reminded the participants that we are close to the intermediate report and as coordinators, the AUC is responsible to present the report but the report relies on all the partners' input. Hence, all partners need to fill in some of the report items. Prof. Zaalouk clarified that the AUC will be ready with the final format soon and stressed that the deadline for the participants to send the report back to AUC is end of February, 2018. A lot of the information in the report will emerge from the M&E reports and tools provided by ULEIC. That is why it is very important that we get feedback from both Egyptian as well as EU partners.

Prof. Zaalouk also added that any feedback the AUC receives from EU partners regarding the workshops will be shared with all Egyptian partners for transparency.

Prof. Zaalouk briefed the participants again on the February agenda, a critical item of the agenda will be the case studies, how to develop them and develop the frameworks, a second item is to hear from the European partners on the ethics of research.

On a different note, Dr. Kamal from ANSU expressed her concern that they as a team might find difficulty in the process of conducting ethnography and that they might need more support and closer mentoring.

In that regard, Prof. Zaalouk clarified that the AUC will be happy to offer mentorship on some issues but she reminded Dr. Kamal and the participants that the ethnographies are short ones and do not include full immersion as mentioned earlier during the Kick off meeting.

Another point highlighted by Prof. Zaalouk is our expectations for the outcomes. She reminded the participants that we are not supposed to witness full big transformational steps during the project's life times but only to see benchmarks and profound seeds. Also concerning the material, we should not expect that all the menu of the material should be introduced in all the forty five schools. Some schools might focus on areas that are different from others.

Dr. Morsy also asked how we could start working on the media. Prof. Zaalouk said that Dr. Kamal for example invited Dr. Farida and her team from the MOE to the event today and they documented the event with some photos, which is one way of working on the media.

On another note, Prof. ELKharashi suggested that we need to think of the mechanism of going through the process of creating PCLs among FOEs and how to work on some areas and organize this.

Prof. Zaalouk strongly agreed and said that we can now start the process of creating PCLs, then we can have a clear definition on how to do specific aspects in February. This can be part of our agenda in the meeting.

Prof. Heggi clarified that they at HU already have some material and experience on STEAM as they offer professional Diploma and post graduate degree.

Another suggestion for February agenda was added by Dr. LEHawwary from AU. The suggestion was about having a roadmap showing how to tackle our next stages with schools, such as facilitating PCLs, mentorship and ethnographies. Something like a framework.

Dr. Kamal raised the point that due to exam time it might be difficult to go to schools. Prof. Zaalouk disagreed and stressed that we can not postpone going to schools and that we already received the security clearance so that should facilitate our mission. She clarified that what we have done in this workshop is that we came to common understandings on concepts. In ethnography, the partners might need more support but at this stage, the Egyptian partners can start conversations with schools regarding resistance to change, PCLs, mentorship...etc. to use the concepts from the workshops, take them into schools and deepen this type of understanding

Dr. OGallchoir from UL suggested that the primary goal is to start building these concepts and awareness in schools in addition to building and deepening the rapport.

Prof. Zaalouk also said that there is an area that we did not touch. It is supposed to be planned by the ones going to school. It depends on the creativity of the people going to school to decide on what instances they want to deepen. For example, how to keep the relational and emotional aspects flowing even during the winter break so we do not cut it and start from the beginning when the schools start again. In addition, the time can be used by sharing with the teachers some online material.

Dr. ELHawary also suggested that the Egyptian FOEs should be at schools to clarify what the project is about because the schools have different understandings of the project. She added

that some teachers in schools also asked for some material about the project so maybe it will be useful to create some material or PPTs in Arabic to present them in schools.

Prof. Zaalouk said that this is an excellent contribution, and added that Prof. ELKharashi has already developed a summary of the project in Arabic. In addition, the protocols can be shared with schools and have in depth conversations clarifying that we will not provide training but we are there to support them. It will be important to explain this relationship as it holds a new understanding and shape. It is important also to convey and clarify that it is a collaborative learning and that the FOEs will learn from this experience as well. Hence, by introducing this we can start conversations in schools. We can invite them also to universities and seminars and to engage them in reflection.

Prof. Zaalouk also added that we need a lot of conversations on aspects that might be challenging or face resistance of change and we need to start with ourselves.

A question was raised by Mr. Cuomo, as the team in MLU need to know what to prepare for February. Prof. Zaalouk clarified that the preparation for February needs to include mainly designing a framework for the case study and bringing in more resources and material. The workshops will be focused much more on material development and on shaping them. The workshops can have blended format. We can work online during the coming period and when we meet in February and during the workshop we can work face to face to shape the material more. Prof. Zaalouk added that a PCL for the development of material will be created.

Regarding the case studies, Prof. Zaalouk alerted the partners that they should not start communicating till the framework in the February meeting is created and agreed upon. Prof. Zaalouk also re-stressed on the importance of keeping all the AUC team copied in the emails and communication between partners for coordination purposes.

Concerning developing material and the PCL to be created for that purpose, Prof. ELKharashi suggested that the material that we will be developing in the project (e.g. AR, STEM, SEN, global citizenship) , need to adapt them to schools. It is important to have them in a “user friendly” format for schools.

He suggested that for example, if AU and ANSU are strong in STEM, they could work together and call for EU partners to support as well to create the material.

Mr. Cuomo still needed more clarification on the WP 2.2 training workshops visit in February. He asked whether the visits to the Egyptian FOEs will be about conducting workshops or it will be about working with the three FOEs on the material.

Answering this question, Prof. Zaalouk said that once the EU partners are in Egypt in Feb 2018, the workshop will be conducted on how to design the material that is already collected and prepared during January and February and make it workable for schools and teachers.

Concerning the material, Prof. Burgess from ULEIC said that most of the EU partners would have material on mentoring in schools and how it operates, so they will be directly applicable and will help the Egyptian partners to develop their own and get a shared understanding.

Prof. Zaalouk clarified again that from now till February events, we will work on collecting the material and then turn them into more applicable formats. Accordingly, After the February workshops, we will have something in hand.

Mr. Cuomo commented that the two days of workshop in each of the Egyptian FOEs will be too short to create the material particularly for MLU because the material are mostly in German so it needs also translation.

On that point, Prof. Zaalouk clarified that from now we hope to start creating the teams who will work on the different material. The teams will dig for the material available and in hand, send them to the Egyptian partners in English. So the material will not be created from scratch, and while the European partners are in Cairo in Feb, 2018 .they will work with the Egyptian partners on adapting the material already collected to the school context. She added that the mechanics of communication and the division of teams by topics and universities are what we need to sort out. In the previous international management meeting, we already had initial division to the material. (E.g. MLU will work on STEM, UON on mentorship...etc.).

The conversation will keep going between the partners and the teams will be created with the AUC team as coordinators. Prof. Zaalouk added that Dr Eldeghaidy also has STEAM material in Arabic so she can pull them out and share them. By February, we all have all the different subjects needed and we will pool them.

Concerning the material development and the role of the European partners in February workshops, Dr. Underwood rephrased and summarized what has been clarified by Prof. Zaalouk. He said that the material development activity is more about enabling material development. The EU partners will use the expertise available, send material to the Egyptian partners. Then both the EU and Egyptian partners will work collaboratively in February to adapt the material for schools but not to create new material.

Prof. Wilkins added to what has been said that the Europeans also need to make reviews on the workshops, highlight the challenges and work on them retroactively for more efficient results.

Dr. OGallchoir seconded the understandings of Dr. Underwood and Prof. Wilkins.

During the February workshops, Prof. AlKahrashi suggested to invite the people from MOE to attend and participate. On that point, Dr. OGallchoir also suggested to involve the teachers in the design to give them ownership. The two ideas were praised by Prof. Zaalouk.

Prof. Wilkins also suggested to have like a hybrid for the material with the shortlist of the topics. Prof. Zaalouk also recommended bringing examples that teachers can work with, such as demos and we can have thematic division.

As a last comment and going back to the point of preparing material and presentations to schools, Dr. Morsy asked whether there would be a specific format of the presentations and material to follow or to be sent to them. Prof. Zaalouk clarified that the Egyptian partners need to create their own.

At the end of the meeting, Prof. Zaalouk thanked all the participants for the very fruitful meeting and workshops conducted and expressed her enthusiasm for the coming February events and project activities.