

2017

**Report on SUP4PCL/ ERASMUS+ Kick
off Meeting 27-28th of February 2017
at Moataz Al-Alfi and AlWaleed
Halls, The American University in
Cairo, 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)



Table of Contents:

	<i>Page</i>
<i>Acronyms and Abbreviations</i>	3
<i>Introduction and Welcome Note</i>	4
<i>I. Project Overview</i>	7
<i>Contractual Highlights</i>	13
<i>II. & III. Technical and Financial Parallel sessions</i>	
<i>The Detailed WorkPackages</i>	18
<i>Financial Regulations</i>	35
<i>IV. Recapping on Travel and Timelines</i>	44
<i>V. Guidelines for Ethnographic Studies</i>	49
<i>Key Performance Indicators for Peer Communities of Learners</i>	58
<i>VI. Criteria for School Selection and Preliminary Profile of PD schools</i>	66
<i>Concluding Remarks</i>	80

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)
EACEA	The Education, Audiovisual and Culture Executive Agency
MEIHE	Middle East Institute for Higher Education
ARAS	Action Research in All Schools
MENA	Middle-East and North Africa region
NAQAEE	National Authority for Quality Assurance and Accreditation of Education
PAT	The Professional Academy for Teachers
NCEEE	National Center for Examination and Educational Evaluation
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
CPD	Continuing Professional Development
AR	Action Research
WP	Work package
STEM	Science, Technology, Engineering and Mathematics.
SEN	Special Educational Needs
CoP	Communities of Practice
PCL	Peer Communities of Learners
ICT	Information and Communication Technology
PDS	Professional Development Schools
M & E	Monitoring and Evaluation
PI	Principal Investigator

SUP4PCL/ERASMUS+ Kick off Meeting Report

Feb 27th, 2017 – Feb 28th, 2017

The American University in Cairo

Egypt

Monday 27th Feb, 2017

Introduction and Welcome note:

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

Prof. Zaalouk welcomed all guests and participants who joined for the School University Partnership for Peer Communities of Learners (SUP4PCL)/ ERASMUS + kick off meeting and introduced the new project partners as well as the old ones who MEIHE/ AUC had worked with in earlier projects. A welcome note was then given by the AUC President Francis Ricciardone, followed by a word from Prof. Amr Salama the AUC counselor and the former Minister of Higher Education then Prof. Ehab AbdElRahman, the AUC provost.



President Francis Ricciardone, The American University in Cairo

President Ricciardone expressed his pleasure to be invited to this event. He explained that part of the AUC's core mission in education is pursuing, creating and transmitting knowledge describing it as a nobeling and important work.

President Ricciardone explained that before he officially got appointed as the AUC president a year ago, and as an outsider, he viewed AUC as a respectable and admirable institution. It is an international institution that is also part of Egypt and not "*alien to it*" as he described.

President Ricciardone elaborated that this is clear by having in this meeting admirable representatives from the Egyptian government and National Authority for Quality Assurance and

Accreditation of Education (NAQAEE) in addition to the Egyptian universities involved in the project.

The global element and the international accreditation are also part of AUC's identity and standards as President Ricciardone added, which makes the AUC a unique institution among other universities in Egypt "with all respect to all" quoting him.

President Ricciardone continued that AUC is a special place with a very special mission. The representations here in this meeting show what is special about Egypt. It is being open to Internationals and Egyptians. In this meeting the AUC had guests from Germany, UK, and Ireland participating in this project in addition to the Egyptian representatives.

President Ricciardone then highlighted that the ERASMUS+ program is doing a great job bringing different countries and regions together.

President Ricciardone thanked all partners for being part of the ERASMUS+ project and thanked the AUC for bringing in and leading this ERASMUS+ program. Finally, special thanks to Prof. Zaalouk and to the Graduate School of Education were given by President Ricciardone. In his own words, President Ricciardone regarded the Graduate School of Education to be the jewel in the AUC crown.

Prof. Amr Salama, University Counselor, The American University in Cairo

Prof. Salama welcomed all participants and guests to the AUC and to the SUP4PCL/ ERASMUS+ Project.

Prof. Salama talked about the history of the Faculties of Education in Egypt as well as the different projects. The first Faculty of Education in Egypt was founded in 1882 at AinShams. In year 2000, the Egyptian government announced the start of the educational reform. There were six projects developing the Faculties of Education. In 2005, one of the main projects that was launched had the following core objectives: The Professional development of the faculty, enhancing the standards and the quality of the infrastructures, establishing quality assurance for the Faculties of Education, and creating a system and approach for a follow up and evaluation. The project in its final report in 2007 stated that there was great success based on the following:

- Equipping 26 faculties with labs and other educational technologies, including the educational program and lab experiments
- Describing the courses content and curricula and sharing them with the faculties and universities.

- Issuing the necessary ministerial decrees while applying internal by-laws at the MOE.
- Completing Professional Development programs in teaching English Language and ICT as examples.
- Fifty-four projects were submitted by Faculties of Education.
- Fulfillment of quality assurance for nineteen faculties of education to build an internal system of quality assurance and self-evaluation.

Prof. Salama proceeded that after a decade from this project, several questions may arise. The most important question is the current situation of these faculties and whether the project partners succeeded in developing these faculties in Egypt. Prof. Salama added that before answering this question, we need to agree that challenges such as teacher preparation, culture, attitudes, values had and will reflect on the final performances and results.

Prof. Ehab AbdElRahman, University Provost, The American University in Cairo

Prof. AbdElRahman started his word by welcoming all participants and guests from PAT, MOE, MOHE, NAQQAAEE and National ERASMUS Office. Prof. AbdElRahman expressed his appreciation to the partners for joining this ERASMUS + Project.

Being involved in one of the first TEMPUS projects at AUC, Prof. AbdElRahman described it as one of the most exciting moments and memories for him. Some statistics were presented by Prof. AbdElRahman concerning AUC's participation in both TEMPUS and ERASMUS projects. So far, AUC has participated in nine TEMPUS and ERASMUS+ projects with ninety-seven partners of which fifty-five are international.

This coming project is the fifth project in collaboration with Helwan and Alexandria universities and the second collaboration with AinShams University and University of Leicester. Prof. AbdElRahman congratulated the teams on their achievements in these previous projects last year. In addition, this current project is also the second collaboration with the university of Limerick and a first collaboration with University of Northampton and Martin Luther.

As described by Prof. AbdElRahman, AUC is almost a hundred years old, teaching young men and women with highest abilities and inspirations to push frontiers of knowledge in ways that can be measured and other ways which cannot be measured at all. Quoting Aristotle, Prof. AbdElRahman said: *"not everything that counts can be counted and not everything that can be counted counts."*

Emphasizing some of the AUC values, Prof. AbdElRahman pointed out that the AUC community enjoyed the past achievements and is proud of the legacy of this country and university. He

added that within this difficult economic crisis, the role of the AUC community is to keep moving forward and develop further within the social context. This is the reason why we are all here in this meeting. This institute, as he described it, is only a safety valve for continuous quality improvement and education provided but we also guarantee the social progress, participate in social justice and respect human rights and values.

The SUP4PCL project is an example of such a guarantee, according to Prof. AbdElRahman who expressed his pride with this project and partners. The SUP4PCL project is the second that brings theory and practice together and that in addition harmonizes between Higher Education and the Ministry of Education reforms under the leadership of Prof. Zaalouk.

Prof. AbdElRahman then elaborated with words about Prof. Zaalouk. Prof. Zaalouk is an engaging Professor and respected educator. Prof. Zaalouk has previously served at UNICEF as the regional senior education advisor for the MENA region. She led the founding of the community schools and has promoted girls education and quality education reform. And has been a noted global leader on issues of human rights and gender equity. She has published widely on issues of development in both English and Arabic. Prof. AbdElRahman expressed his appreciation to have Prof. Zaalouk among the AUC family and has no doubt that this grant will help her and all partners to push the boundaries of education in Egypt and create a better and healthier environment for all.

Prof. AbdElRahman ended his words by reciting the ERASMUS of Rotterdam quote: *“the main hope of nations lies in the proper education of its youth”*

I. Session One: Project Overview:

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



Agenda:

A quick overview of the first day of the meeting agenda was given by Prof. Zaalouk after welcoming participants, explaining that the agenda started by giving a quick overview on the whole project followed by highlighting some important contractual matters of the project. Two parallel sessions; technical and financial would be conducted. The technical session highlighted the details of the different Work packages in addition to various handouts and materials in the folders to help understand the different timelines ,roles and responsibilities of each partner and the leadership roles. The other parallel session was on the financial issues of the project led by the grants office and Mr. Ahmad Saeid.

Prof. Zaalouk then introduced the AUC/MEIHE team to partners and guests: Dr. Heba EL-Deghaidy, Co-PI, Dana Sabbah, research associate, Ahmed Saeid and Wael Abdelmeneim, the financial contact persons. Prof. Zaalouk also introduced the Office of Sponsored programs as part of the AUC team (Dina Adly, Nagwa Wahby, Amir Oraby and Marmar Farid), and lastly, the grants office lead by Amira Hussein on the financial part of the grant.

Project overview:

Prof. Zaalouk started her presentation highlighting the importance of partnership as a value that has been a global goal in many ways while currently it is part of our sustainable development goals.

Prof. Zaalouk went through the project overview (e.g. rationale and philosophy, objectives, impact and sustainability, partners, and summary of WorkPackages). This was followed by a more detailed explanation on WP five which concerns the management of the project.

The rationale and philosophy of the project is the following:

This project is building on a previous TEMPUS project. Some of the partners already began this journey. Hence, the journey towards School University Partnership is not an entirely new one. Prof. Zaalouk added that the CDFE /TEMPUS project focused on three strategic areas: Action Research, Practicum and CPD. Through the evaluation of the previous TEMPUS partnership, it became clear that a more in-depth phase was needed particularly on the PD to ensure that the most critical component of school university partnership was well established following best practices. A handbook for University school partnership was produced and will be very helpful in the SUP4PCL project.

Based on that:

- The recognition of the importance of Continuing Professional Development (CPD) that is school based underlines this consortium's conviction that teacher learning and performance lie at the heart of societal transformation and reform.
- Innovative approaches to Professional Development for educators are complex and multifaceted. They require deep transformations in professional understandings, reflections, practices and behaviors
- The current consortium has come together because of a strong belief that creating an Egyptian-European Peer Community of Learners (PCLs) is the best method of supporting change and of experiencing together the amount of detail and planning such a transformation will entail.
- Through exposure, dialogue, praxis, mentorship, coaching, and reflection, new professional habits are expected to emerge at the faculty and school levels.
- Peer communities of learners will be the main conduit through which transformation will occur not only between partner countries, but also between university and school and within each of the participating institutions.
- The work of this consortium touches on many of the much required facets of the transformation.
- Cultural and relational facets such as peer learning, coaching and mentorship support moving away from traditional hierarchies.
- Technical facets such as promoting STEM, Inclusive and special education encourage and embrace multi-disciplinary and integrated approaches.

The project objectives were also mentioned by Prof. Zaalouk. The wider objective of the SUP4PCL project is to build the capacity of FOEs to enhance and modernize CPD in the Egyptian context.

The project's specific objectives are:

- Develop Professional Development schools. (That were called lab schools in historical times)
- Produce baseline needs assessment of PD schools
- Develop pedagogical leaders and mentors in the PD schools

- Develop new habits of mind such as reflection and journaling.
- Develop Peer Communities of Learners at school and university levels
- Develop materials for school based learning
- Develop systems of assessment and quality assurance
- Develop systems of recognition and incentives

Exerting huge efforts in policy dialogue as we progress in the project is a point that Prof. Zaalouk stressed on.

Prof. Zaalouk then explained the ways in which the work of the consortium aims at creating sustainability and impact. This can be achieved by: First, institutionalizing the SUP, PCL and school based quality assurance units. Second, designing technology enhanced materials. Third, widening the network of beneficiaries such as PAT. Fourth, creating policy frameworks for the school university partnerships at the highest levels and lastly, catalyzing and linking to existing national efforts for the FOE reform.

The eight project institutions were also listed and the Work packages and the leads for each one were presented in brief by Prof. Zaalouk as the detailed presentation of the work packages followed in the coming sessions.

WP No.	WP Title	Lead
WP 1	Preparation	AUC
WP 2	Development	UON
WP 3	Quality Plan	ULEIC
WP 4	Dissemination and Exploitation of Results	HU and AUC
WP 5	Management	AUC

This was followed by more detailed explanation of the project management (WP 5):

WP5 (Management) includes the following sub-activities:

- WP 5.1: Meetings: the management meetings will look on the management and financial issues but also focus on the technical issues and progress reporting.
- WP 5.2: Create Website
- WP 5.3: Adjust Work Plan
- WP 5.4: Creation of Internal organization
- WP 5.5: Technical reporting and documents review
- WP 5.6: Financial Reporting and documents review.

Concerning email communication, Prof. Zaalouk asked all participants to copy all the AUC team (Prof. Zaalouk, Dr. Heba EL- Deghaidy, Ms. Dana Sabbah, Mr. Ahmed Saeid and on the financial matters also include Mr. Wael AbdelMoneim) in their emails and correspondence.

The management style is highly consultative, participatory, empowering all partners to voice their opinions and ideas. In addition, it is respectful of cultural diversity and collegial as well, to ensure team spirit and collective ownership of the process and outcomes of the work.

In addition, some other aspects of the management, coordination and communication were mentioned, such as:

- The lead coordinating institution will be responsible for overall quality control of the work packages and activities therein, for example visit programs are to be reviewed by AUC
- Communication will be effectuated both virtually and face to face.
- Regular circulars and emails will be sent on almost bimonthly bases and as needed.
- Management meetings will take place both on local and global levels every four months.
- Preferred mode of communication is e-mail
- Always copy the coordinating institution with a clear subject title to the e-mail. Please indicate level of urgency, importance or FYI
- Please always cc. the whole AUC Team or other teams as needed
- Please address specific queries on logistics, travel, finance or contractual issues to the relevant focal person

- Focal persons for financial transactions and reporting must be in direct communication constantly to ensure all accompanying documents are collected in a timely manner.

The conflict committee

Regarding the conflict committee, Prof. Zaalouk explained that a committee needed to be established in case minor conflicts arise among partners. The committee comprises of: Prof. Ahmed Heggi from Helwan University, Prof. Hilary Burgess from University of Leicester and Dr. Medhat El- Nemr from Alexandria University as suggested by AUC and agreed upon by the nominees and the partners. However, if the case escalates to litigation between the partners, the Belgian Law will apply, but if a conflict arises between AUC and EACEA, EU law applies as Prof. Zaalouk clarified.

Prof. Zaalouk also mentioned that some Egyptian partners suggested to change the name of the committee to be the facilitation committee instead of the conflict committee, but Prof. Zaalouk clarified that this committee is an obligatory one that is named as the conflict committee by the EU rules.

Regarding the different modes of consultations, such as Skype, video conferencing, telephone will all require minutes.

The times and venues of the project's management meetings were presented. The host institution in each of them were consulted.

The plan was the following:

	Date	Location
Kick off Meeting	27-28 Feb, 2017	AUC
2 nd Management Meeting	6-7 June, 2017	ULEIC or MLU
3 rd Management Meeting and Midterm Review	Feb- March, 2018	AU
4 th Management Meeting	Oct, 2018	UL

The partners agreed on the above dates and venues. As for the second management meeting, a consensus was reached to be hosted by ULEIC since MLU is still in the process of creating the project's team.

As for the local management meetings, the first management meeting already took place on the date planned, a week before the kick off meeting, and the rest will take place as follows:

	Date	Location
1 st Local Management Meeting	21 Feb 2017	AUC
2 nd Local Management Meeting	9-10 Oct, 2017	ANSU
3 rd Local Management Meeting	June, 2018	AU
4 th Local Management Meeting	February, 2019	HU

As for the internal organization, all additional resolutions and decisions reached during the course of the project implementation and/or during management meetings will be shared with EACEA and will constitute the management manual of the project.

Finally, a website for the project is currently being created as a link to the current Graduate School of Education/ MEIHE Website and will be entitled ERASMUS+SUP4PCL. All partners who would like to disseminate can give the AUC links to their websites.

Contractual Highlights:

Mr. Amir Oraby, Office of Sponsored Programs, The American University in Cairo

In this Presentation, Mr. Oraby went through the main project's contractual issues such as the mandates and partnership agreements, roles of the different members of the consortium, and Eligibility period (from Oct 15th, 2016 until Oct 14th, 2019). In addition to presenting the issues of payment and advance settlement, publicity, changes, termination and financial penalties.

Mr. Oraby clarified that signing the mandate binds the partners to the legal provisions of the Grant Agreement and gives power of attorney to the Coordinator to sign and act on their behalf. In addition, he clarified that the partnership agreement is legally binding. It clarifies in

detail the specific roles and responsibilities of the individual beneficiaries, their deliverables, the allocated budget and sets the communication and reporting strategy during the project.

Mr. Oraby emphasized that all beneficiaries are jointly responsible for carrying out the activities, complying with all the provisions of the Grant Agreement and its annexes and complying with any legal obligations incumbent on them jointly or individually. Furthermore, beneficiaries are responsible as well to provide staff, facilities, equipment and material to the extent needed for executing the activities as specified in the work program. In addition, Mr. Oraby clarified the role of the Coordinator stressing that the Coordinator is the central communication point with project partners and external stakeholders and that the Coordinator is the only intermediary with EACEA for the submission of reports, payment and amendment requests. Mr. Oraby added that the Coordinator is solely responsible for negotiating, communicating or requesting amendments on behalf of the whole project concerning: Time extension, budget modifications and activities no later than one month before the end. The Coordinator submits a request for amendment to the Agency before implementing the change.

The role of the partners was also clarified as follows:

- Partners are equally responsible with the coordinator.
- They need to ensure adequate communication with the Coordinator, support the Coordinator in fulfilling tasks according to the Grant Agreement
- Partners are required to submit in due time to the Coordinator all relevant data needed to draw up the reports, financial statements and any other documents provided for in the Grant Agreement, as well as all necessary documents in the event of audits, checks or evaluations
- Partners are required to provide the Coordinator with any other information or documents it may require and which are necessary for the management of the project
- Partners are required to notify the Coordinator immediately of any event likely to substantially affect or delay the implementation of the action, as well as of any important deviation of the project (e.g. replacement of the project contact person, changes in Partner's budget, deviations from work plan etc.)
- Partners are required to inform the Coordinator immediately of any change in its legal, financial, technical, organizational or ownership situation and of any change in its name, address or legal representative

Mr. Oraby then moved to the Mid-term and final reporting. He clarified that all partners are required to submit their reports to the Coordinator. The Mid-term Reports are **due by 28th February, 2018** or earlier if advised by the Coordinator; the reports consist of:

- description of the progress made, statistics and indicators, tables of achieved/planned outcomes, etc. as specified in Annex V of the Agreement.
- "Summary report for publication"
- "Statement on the use of the previous pre-financing instalment" as specified in Annex VI of the Agreement which represents an overall financial overview of the use of the grant until the date of the submission of the progress report.

As for the Final report, all partners are required to submit their reports to the coordinator by **1st October, 2019**. The report consists of:

- "Final report on the implementation of the action" which includes several sections such as description of the results and achievements, statistics and indicators, table of achieved outcomes as specified under Annex V of the Agreement.
- "Summary report for publication"
- "Final Financial Statement and Request for payment" - including the financial tables for each budget heading and the required supporting documents (see sections 3.2 and 3.3 in 'Guidelines for the Use of the Grant – Annex VII' for the type of supporting documents to be submitted under each budget heading) - as specified under Annex VI of the Agreement.

Furthermore, The Partner commits to provide the Coordinator with any additional supporting documentation/reports as required by AUC (specified in annex I) and/or EACEA.

In addition to the Mid-term and Financial reports, other technical and Financial/settlement reports are also required in accordance with the approved budget and following the appropriate reporting format and guidelines of Annexes I & V & VI & VII in the agreement.

Regarding the payment arrangement and advance settlement, Mr. Oraby explained that there will be six installments to be paid as follows:

- 20%, due 30 days after the date last party signs.

- Equal payments due 30 days after the partner settles the previously disbursed installment.
- Financial/settlement reports with original documents.
- 10% of the total, due within 30 days after the approval of the final report and receiving the final payment from EACEA.

Mr. Oraby elaborated that for the submission of the final report, AUC will be administering the Mandatory (Audit) Certificate on the project financial statements and underlying accounts required by EACEA. The Partner shall keep a record of any expenditure/activity incurred under the project and all proofs and related documents for a period of 5 years after the payment of the final balance under the Grant Agreement.

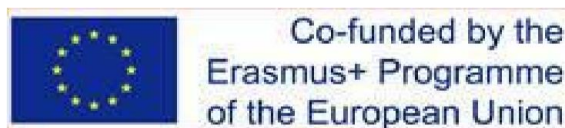
Publicity, the use of the logo and disclaimer were other points highlighted in this session.

Mr. Oraby clarified to partners that:

- Any notice or publication by the project, including at a conference or a seminar, must specify that the project is being co-financed by EU funds within the framework of the Erasmus+ Program.
- Visibly indicate "with the support of the Erasmus+ Program of the European Union" as well as the graphic logos

https://eacea.ec.europa.eu/about-eacea/visual-identity_en

- The use of the logo is compulsory



- No changes in color or content are authorized. The logo should neither be distorted nor rotated.
- Material produced for project activities, training material, projects websites, special events, posters, leaflets, press releases, CD ROMs, etc. must bear the logo
- Disclaimer:

Any publication should mention the following sentence:

"This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

The termination and the financial penalties were the last two points mentioned by Mr. Oraby.

AUC has the right to terminate this agreement in the event of a termination of the Prime Contract by EACEA a reduction of funding of the project by EACEA, or any of the reasons set forth in the "Termination" clause. After acquiring EACEA's Approval, AUC may, subject to paragraphs below, by written notice of default to the Partner, terminate this Agreement in whole or in part if the Partner fails to:

- Deliver the invoices/financial reports and supporting documents or to perform the work within the time specified in this Agreement or any extension
- Make progress, so as not to endanger performance of this Agreement; or
- Perform any other of its obligations of this Agreement.

Lastly, the financial penalties apply in any of the three cases: The breach of Publicity rules, the breach of contractual obligations and the impact of weak performance. In one of these cases, EACEA will apply the following reduction of the project maximum grant:

- 25% : performance score between 40 points and 50 points / 100
- 35% : performance score between 30 points and 40 points / 100
- 55% : performance score between 20 points and 30 points / 100
- 75% : performance score below 20 points / 100

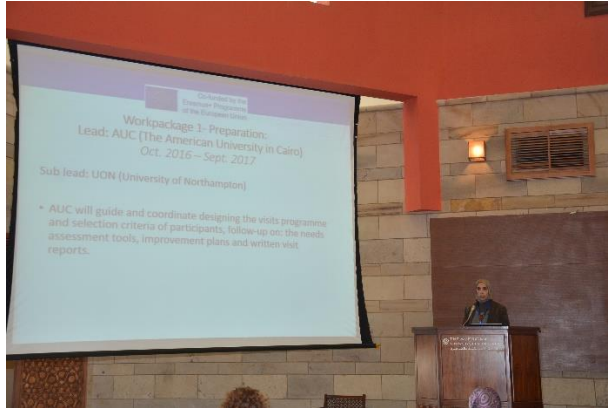
Session Two and Session Three: Technical and financial parallel sessions:

Before starting with the sessions, Mr. Karim Hamdy from the ERASMUS National Office announced that their office can offer visa facilitation letters for the Egyptian participants travelling as part of the projects' activities. Mr. Karim asked the partners to send him scanned copies of their passports and suggested inviting the participants involved for a meeting at ERASMUS National Office to present the required details.

II. and III. Technical: The detailed Work packages:

Work Package One: Preparations:

Dr. Heba EL-Deghaidy, Associate Professor, Graduate School of Education, AUC:



Dr. EL-Deghaidy started her presentation by highlighting that these sessions are meant to give detailed explanation on the Work packages and to clarify the division of labor, the lead, the sub-lead, the various activities and the deadlines and travel. Dr. EL-Deghaidy added that the folders distributed to participants contain colored WPs as well as travel plans and case studies timeline.

Work package one is led by AUC, while UON is the sub-lead. It starts since the beginning of the project till Sept, 2017. AUC will guide and coordinate designing the visits programs and the selection criteria of participants. AUC will also follow-up on: the needs assessment tools, improvement plans and written visit reports. This work package includes three activities:

WP1.1: Selection of University Teams (Oct 2016- March 2017)

In this WP, all partners will select members from each institution to be part of the team and act as the focal persons. In addition, the Egyptian FOEs will select PD neighbouring schools.

Dr. EL-Deghaidy added that AUC has suggested some guiding general criteria for the schools, some of these are: public schools, neighboring schools, schools that have a Quality Assurance unit, schools willing to participate and have a technological infrastructure.

Egyptian FOEs have already worked on preliminary criteria and names of schools to work with. The criteria and names of schools were presented by the three Egyptian Universities (AU, ANSU, HU) on the second day of the management meeting. This step was required from the partners at this stage to accelerate the start of the project activities due to the delay in receiving the official fully signed agreement from EACEA which resulted in delays in launching the project.

WP1.2: Complete Needs assessment (March - April 2017)

In this activity, EU partners will help FOEs to create tools and develop skills in conducting needs assessment and will provide guidance of ethnographic school based studies.

In parallel, the three Egyptian FOEs will sign protocols for the FOE school partnership, produce 15 baseline needs assessment on PD schools, describe and analyse the 15 Quality Assurance units of the PD schools and will host EU partners who will support in providing the tools and skills to conduct the needs assessment.

The travel included in this WP is as follows:



N.B. The dates were changed to start in April 2nd, 2017 till April 10th, 2017

WP1.3: Perform Coaching (March - Sept 2017)

In this activity, EU partners will help the Egyptian FOEs create tools and develop skills in coaching. In addition, they will train mentors and perform coaching in FOEs on various aspects and models of mentorship and guide the formation of PCLs, producing 3 senior mentors and 5 assistant mentors/FOE. EU partners will create visit programmes for FOE visits and coaching.

Regarding the role of the three Egyptian FOEs, Dr. EL-Deghaidy clarified that their role will be to ensure and monitor the creation of cluster schools and PCLs with minimum of 15 PD schools and will also observe different models and write improvement plans.

This activity involves two visits:

AUC (3 PARTICIPANTS)
AU
HU
ANSU
10 PARTICIPANTS /



ULEIC - UON - UL
10/9/2017
20/9/2017
WP 1.3
PERFORM COACHING

AUC (3 PARTICIPANTS)
AU
HU
ANSU
10 PARTICIPANTS
/ 4 DAYS / FOE



MLU
24/9/2017
28/9/2017
WP 1.3
PERFORM COACHING

Work Package Two: Development (Oct 2017- July 2019)

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



Pro. Zaalouk clarified that The University of Northampton (UON) is the lead and both UL and MLU are sub-leads for this WP. UON will lead developing the training material and will guide the training workshops for the development of school mentors and PCLs. UL will support UON

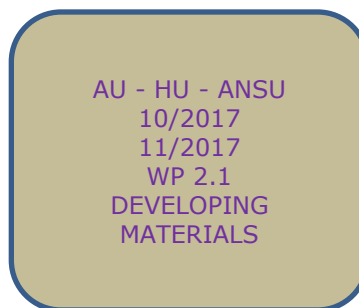
focusing in developing the blended learning material in STEM and MLU will support UL in developing the blended learning material.

This Work package includes three activities. Prof. Zaalouk emphasized that even though these activities have end dates, some of the activities are ongoing ones that can be enhanced also by online communication in addition to the face to face planned activities. On the details of this WP, Prof. Zaalouk elaborated:

WP2.1: Developing material (Oct 2017– Nov 2017)

In this WP, EU will help Egyptian FOEs in developing the training material. The three Egyptian FOEs will develop training material (hard/soft- Face to Face/online) for FOE faculty to use with school teachers on pedagogies of teaching and learning, STEM subjects, Special Educational Needs (SEN), Global citizenship and sustainable development.

The travel included in this WP as follows:



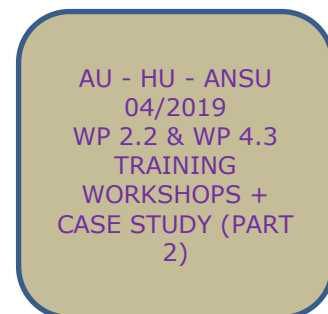
Prof. Zaalouk explained that the visit programs need to be planned earlier. They need to focus on the school university partnership and how universities can provide support, coaching and material to schools as this is a core aspect in this project. Prof. Zaalouk also clarified that the school visits will be carried by Egyptian partners while EU partners will not visit schools.

A question was raised by one of the Egyptian participants concerning the training workshops language whether it is in Arabic or English. Prof. Zaalouk clarified that the frameworks will be in English but the training in schools will be in Arabic. Prof. Zaalouk also added that another point was raised during the local management meeting concerning whether there will be one unified set of materials for all schools. To clarify this point, Prof. Zaalouk elaborated that a general framework with different modules can be created. The modules to be used then will be selected based on the needs in each school.

WP2.2: Training workshops (Dec 2017– July 2019)

In this WP, EU will support FOEs in developing mentors, as well as coach and monitor the training activities both face to face and at distance. The Three Egyptian FOEs will ensure that 15 quality assurance units in PD schools/ FOE are up and functioning, train school teachers and pedagogical leaders on the material developed and on various models of mentorship. By the end of this project, 25 school mentors per FOE will be trained.

This activity involves two visits:



WP2.3: School visits (Oct 2017– July 2019)

In this activity, EU will support the three FOEs to develop PCLs both face to face and at distance. While EG FOEs will perform regular monitoring visits to PD schools (minimum of 4 visits /month/ FOE) to ensure that the process of forming the PD school clusters is running as planned & to inform the development of the material. Progress reports from the PD schools will be submitted once a month based on weekly visits and the filling of templates. Prof. Zaalouk clarified that the quality assurance units in schools exist but are not functioning. Hence, the school visits during this project is an opportunity to ensure that the units are functioning.

WorkPackage Three: Quality Plan (Feb 2017- Oct 2019)

Dr. Heba EL-Deghaidy, Associate Professor, Graduate School of Education, AUC:

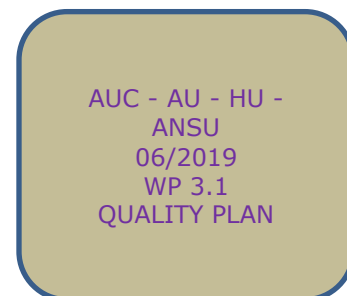
ULEIC is the lead and MLU is the sub-lead in this WP. Dr. EL-Deghaidy clarified that this WP is an ongoing one since the start of the project till the project ends. ULEIC will lead the efforts of designing templates for assessment and self-assessment tools. Moreover, ULEIC will review the visits and progress reports, improvement plans and case studies and will also conduct M & E visits and produce four M & E reports including a final one. MLU will support ULEIC in the provision of M&E tools. This WP includes two activities:

WP3.1 Monitoring and evaluation tools and visits (Feb 2019 -Oct 2019)

ULEIC with the assistance of MLU will provide M&E tools to help measure processes and outcomes in addition to various indicators and benchmarks on an ongoing basis. They will also produce four M & E reports (including a final one). ULEIC will travel to EG to fulfil the M & E visits.

In this WP, all partners will host internal and external evaluators as necessary.

The travel included in this WP is as follows:



WP3.2 Midterm Review (Dec 2017 -30 March 2018)

This activity is one of the tools that ensure that the project is progressing as planned. ULEIC will deliver a report during the management meeting with needed recommendations.

Work Package Four: Dissemination and Exploitation (Feb 2017- Oct 2019)

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

AUC and HU are the leads in this WP while ANSU will be the sub-lead who will support the dissemination efforts.

HU in coordination with AUC:

- Will design and lead the dissemination efforts throughout the project. There will be efforts to hold workshops with existing stakeholders and new stakeholders.
- Will make sure to use Audio-visual recordings to help document and disseminate progress and outcomes.
- Will follow up and collect the audio-visual material recorded by partners.
- AUC with the support of HU will be responsible for the media briefs.

AUC:

- Will organize a conference at the end of the project including national and international representatives.
- Will be responsible for the policy dialogue.
- Will coordinate events at different levels.
- Will be responsible for the official media briefs.

Prof. Zaalouk also mentioned that the research carried out throughout the lifetime of the project and documentations will be published in international journals and conferences and project's final conference.

Prof. Zaalouk clarified that this WP consists of five activities:

WP 4.1 Policy Dialogue (Feb 2017 -Oct 2019)

In this WP, Policy briefs will be the main outcome of continuing dialogue between various stakeholders during the lifetime of the project. AUC will support the production of policy briefs

as needed while the Egyptian FOEs will participate in the policy dialogue at the local level for each FOE to present and sustain its relationship with its local educational district.

WP 4.2 Conference (May 2019 - Sept 2019)

A final end of project conference will be held to present the projects' major outcomes, which will help disseminate the results across borders in the Arab Region and Europe. All Partners will share the project outcomes related to their university. This conference will be hosted and organized by AUC and all partners will attend.

The travel included in this WP is as follows:



WP 4.3 Publish studies and reports (July 2018 -June 2019)

- EU partners (**UON, MLU, UL**) will work collaboratively with EG partners to produce *case studies*:
 - UON will work with AU
 - MLU will work with HU
 - UL will work with ANSU

During the period of this activity, FOEs will need to work and finalise their case studies in order to have them reviewed, translated and ready for dissemination.

The case studies will be written in English then translated to Arabic. ULEIC will review the case studies while each EG partner will review the Arabic translation of their case studies.

Prof. Zaalouk said that she would encourage a lot that graduate students get involved in the research project.

This activity involves the following travels:

UON
3 PARTICIPANTS 5
DAYS

AU
09/2018
WP 4.3
CASE STUDY (PART 1)

MLU
3 PARTICIPANTS 5
DAYS

HU
09/2018
WP 4.3
CASE STUDY (PART 1)

UL
3 PARTICIPANTS / 5
DAYS

ANSU
09/2018
WP 4.3
CASE STUDY (PART 1)



ULEIC
UON
MLU
UL
1 PARTICIPANT / 11
DAYS / FOE



AU - HU - ANSU
04/2019
WP 2.2 & WP 4.3
MONITOR TRAINING
WORKSHOPS + CASE
STUDY (PART 2)

WP 4.4 Media brief (Dec 2017 - Oct 2019)

EG partners will document and video tape the project activities under the lead coordinating institution (AUC) with support from HU and will deliver the produced material to them both. The main outcome of this activity is to disseminate the models and successful practices developed by the project and familiarize the public at large with such efforts.

AUC with the support of HU will disseminate the periodic results, and EU partners will disseminate results of the project at several intervals in an ongoing fashion.

WP4.5 School visits (Oct 2017 - June 2019)

- EG partners (AU, HU, ANSU) will follow up and monitor the school exchange visits during their weekly visits to schools.

Discussion:

Deep discussion took place among partners on several issues. The discussion started when Dr. Francesco Cuomo from MLU asked for clarification about the concept of blended material.

Prof. Zaalouk clarified that it is partially online. Prof. Zaalouk explained that if we were to do modules in schools, some of it can be pre-recorded, some can be online and technologically enhanced while some of it would be face to face.

Prof. Hilary Burgess from ULEIC raised a question regarding the quality assurance units already existing in Egyptian schools as required by law. Prof. Hilary needed to have more clarification

and understanding about these units, what these consist of and whether they were appointed staff to the units. Dr. Ahmad Hashish from MOE clarified that: In each school, by law, there is a unit called quality assurance and training unit. These units report to the education directorate in their own governorate and district. They report to the local directorate but supervised by the centralized quality assurance department at the MOE.

The idea and the whole functioning of the quality assurance unit is very effective on directorate levels but it has not trickled down to the school level. Therefore, in schools, these small units are not yet functioning. They are not yet up and running.

Dr. Hashish added that this actually depends a lot on principles and educational leaders in schools. So, if there is a good principal and educational leader in school then they make sure this unit is up and running. But the situation so far has not been very strong. For example, there are 55,000 schools in Egypt but only 3000 have been accredited.

Prof. Zaalouk asked: what are the real challenges for them to be up and running?

Dr. Hashish: One of the challenges is that they do not have people who are employed on a full time basis in these units. The ones who work there are in the school but they are not given the time to focus on this kind of activity.

Based on this conversation Prof. Zaalouk said that these discussions open doors for us to think as we go on how can we enhance or get engaged in creating educational leaders and mentors. This might help create this kind of position for the unit.

The other problem Dr. Hashish highlighted concerning these quality assurance units is the lack of resources. Regarding this issue, Prof. Zaalouk said that in the pilot schools in the SUP4PCL project, we will be providing schools with equipment. She clarified that according to the rules in these projects, we are not allowed to purchase equipment to EU partners but we are allowed to purchase equipment from the fund for the Faculties of Education in Egypt who will then provide such facilities to the neighboring schools. So we will actually purchase some resources and equipment that will go to schools to help resolve the lack of resources.

Prof. Zaalouk discussed with Dr. Hashish how can this equipment be donated to schools and what paperwork is needed. He explained the legal implications and how this could function between universities and schools.

Concerning the issues and criteria of schools' selection and the practicalities of choosing them, Dr. Zeinab ElNaggar from Ain Shams University questioned whether Faculties of Education are going to focus on the proximity from FOEs. Dr. ElNaggar also asked whether FOEs are going to have a spread of grade levels of schools, primary , preparatory and secondary or will they be

focusing on one or two grade levels as this decision will have an effect on the modular form and content. Another question was whether the methodology will be generic or specific for STEM and SEN.

Prof. Zaalouk commented that these are very important questions. She added that a lot of these questions will be answered by the FOEs themselves. One thing to keep into consideration when selecting the schools is that two universities (HU & ANSU) belong to Cairo district, therefore coordination and division of labor is important to avoid overlapping. Accordingly, it will be mostly the FOE's neighboring schools. In terms of the levels, Prof. Zaalouk said that what will be a critical criterion is what Dr. EL-Deghaidy mentioned earlier, the criteria of the school's "willingness". This will determine whether it will be primary, preparatory or all. Obviously it will be better if we have homogeneous levels but then if we find a school that has all levels and that is eager and willing then that will affect our decision. It is really a question of how willing the school leadership and district is to support this experience, according to Prof. Zaalouk.

Concerning the material, Prof. Zaalouk explained that possibly as discussed earlier, the material will be a mix between specific and generic because it will always depend on who we are partnering with and what their needs are. In addition, the weights also might be different, some schools have more weight on SEN, while some other schools may have less need for that.

Along the same lines, Dr. EL-Deghaidy added that the needs assessment will answer what is exactly needed and where.

Referring to the quality assurance units' issue clarified by Dr. Hashish, Dr. Heggi from HU added that each FOE has a quality assurance unit as well. At Helwan University, about twenty-seven units were created by the FOE enhancement project. It is the project that was mentioned by Dr. Amr Salama in the opening session.

On this point, Prof. Zaalouk elaborated that the culture of quality assurance units has been introduced to this country. There is a strong quality assurance concern but not yet widely spread practice and culture. The structure is there; the accreditation is a slow process as Dr. Hashish clarified earlier but it made a difference. Sharing her experience with the accredited schools, Prof. Zaalouk said that she had the privilege of working with accredited schools early in 2012 through the ARAS project and that herself and the team were very pleasantly surprised as she described with the amount of skills acquired in those schools as well as with the principals who had become very well versed on what it takes to have quality in schools and how to go about seeking accreditation.

The issue of "paperizing" of quality assurance is a point and concept mentioned by Dr. Heggi. As a response to that, Prof. Zaalouk said that this is true, teachers and educators are busy doing paperwork. A lot of quality assurance processes are overloaded by paperwork. Accordingly, we

have to be mindful of that on how we get internalized quality assurance mechanisms that are based on peer and self-assessments which is part of our PCLs in this program.

Dr. Morsy from HU asked if during the visit to the EU partners they will get the chance to visit all four EU partner universities. Prof. Zaalouk confirmed and added a point that this time students are not involved unfortunately in these visits due to the low per-deim rates they get which makes it a burden for them.



The use of equipment during and after the project life time as well as the authority of monitoring them in schools was another question asked by Dr. Shehab from HU. She asked whether the FOEs will have the authority of monitoring and making sure of the perfect use of the equipment in schools or is it the MOE that will guide it?

As an answer to this question, Prof. Zaalouk clarified that the Egyptian FOEs are accountable to AUC and that they are responsible for monitoring the equipment in schools. Prof. Zaalouk added that it is one of our dreams that universities lead schools not the Ministry. In PD schools, there should be councils that govern this experience. So, in a sense, the primary responsible is the university but we need to think of a structure within university and school to govern this aspect. That is why we need protocols between the two ministries MOE and MOHE. Prof. Zaalouk directed the question to Dr. Hashish about the role of MOE in following up or monitoring the use of these equipment and specially after the project ends. Dr. Hashish responded that normally in initiatives like those, PD schools would have particular focal person at the ministry who will always monitor what happens in schools and would report on them. This is done on ongoing basis.

Prof. Zaalouk stressed that FOEs are responsible during the project lifetime. and not only that but also after the project ends. Prof Zaalouk said: *“PD schools is a lifetime commitment. It is about creating those relationships and a partnership for life”*

Based on Dr. Hashish’s elaboration on the need for legal supervisor authority, Prof. Zaalouk clarified that we as FOEs will need legal authority that has supervision authority over schools who will be our partners. This needs to be included when we sign up the protocols between the two ministries. While if we leave it totally between FOEs and schools it may face a certain

number of hurdles. Therefore, we need a triangular relationship with the MOE that has the authority to supervise the schools and the principals, and we also have to work out a particular governance system for this initiative.

Prof. Zaalouk ended her comment highlighting that we are gaining a lot from this conversation on the policy level.

Dr. Hashish also suggested that the three FOEs can have a meeting with the MOE and a particular department there which is the Leadership Enhancement Department to make collective decisions. This can set the roles and responsibilities and will also signal to the local educational directorates that they are under both supervisions and that they will be dealing legitimately with both FOE and MOE hand in hand.

Dr. Morsy from HU believed that Dr. Hashish has offered a brilliant idea that will work easily because accordingly to her knowledge, the educational administrative offices are not allowed to hold a protocol with universities straight ahead. It should be through the ministry. Hence, FOEs cannot have protocols with schools unless they have the main protocol to be authorized from the ministry.

Dr. Heggi shared his experience in an important project. It is the creative center of evaluation and examination on which Dr. Fuad Abu Hatab was the director. The project links FOEs and schools. Each FOE was responsible for evaluating a cluster of schools and report to MOE about the case of education in these schools. This project won a prize in Italy in the Mediterranean universities council /alliance. Dr. Heggi believes that the MOE has to repeat this experience again. Prof. Zaalouk asked whether the liaison between universities and schools has gone through the NCEEE. Dr. Heggi confirmed and added that the FOEs need to enhance themselves first to be able to go to schools and evaluate.

Dr ElHawwary had the two following questions:

- 1- About the partnership between FOE and schools. In this project, are we looking for a generic module of partnership or each FOE will come up with a separate one? And are we to focus on the quality assurance or wait to the needs assessments then go to schools and come up with the module together?
- 2- About the research aspect of the project. It is brilliant but a new culture to schools. We need the support of MOE to be collaborative and willing and also to help us collect data and create research. As this will be an excellent research opportunity to document the work and also to bring more understanding on how we can improve schools and help them work together and conduct their own PD.

Prof. Zaalouk answered that there will be nuances on how the modules will evolve. However, there are traditionally acknowledged pillars of PDs schools. There are principles for PD schools that are globally generic as well. So, these we can and will maintain.

The question on whether we focus only on needs assessment or the quality assurance unit, they need not be mutually exclusive. Prof. Zaalouk elaborated that one important thing to keep in mind is that this unit can be a strategic point for all the rest. What the needs are has to be fed into the quality assurance unit and the training unit. FOEs help them even do their own needs assessment. Hence, FOEs are building their capacity as they are working through the school. But of course the nuances on how the partnership should work will obviously be contextualized depending on how closely FOEs and schools will work together and what other things your FOE might want to do. For example, do you invite your practitioners to university, how much technology do you use...etc. Many nuances that might be different depending on what the school offers and the context.

On the research side, Prof. Zaalouk wanted to alert the partners to the fact that we are not beginning this from scratch. We are beginning this after there have been journeys taken since 2012. Since 2012 we have been with TEMPUS and ARAS, the Action Research for all Schools. A briefing about ARAS was given by Prof. Zaalouk to help partners understand the synergy between all of the projects. Prof. Zaalouk said: *“in ARAS we are now in a great situation where we communicated with nine FOEs and surrounding schools where graduates have been able to do ongoing action research (AR) in these schools and there has been a high demand and acceptance for that. We have Dr. Ahmad Hashish from the MOE supporting us on ARAS. Currently we are doing ARAS phase two. In this phase, in universities such as AU, ANSU and in Aswan, we are actually establishing centers of excellence for AR. So it is spreading in all possible ways vertically and horizontally. And we are trying to get this culture of collaborative research between FOEs and schools and within schools to be a reality and it is picking up. There was resistance at first but now it is slowly picking up in a nice way.”*

From Ain Shams University, Dr. Rasha Kamal had a comment. In order to make the FOEs work in schools really active, FOEs need to decide on a venue and meet with the people involved the soonest. This will help the schools to know about the project. She added that having a venue and a focal person from each school are needed to work with. Dr. Kamal suggested that part of the quality assurance unit can be a venue for administrative work for this purpose.

The second point Dr. Kamal added is that FOEs need to conduct the training in these schools, in their buildings, accordingly, freeing them from their busy schedules is important. Her question was whether this will be done individually between each FOE and the schools or will AUC do it in the agreement with the Ministry?

Prof. Zaalouk responded that these are brilliant suggestions and questions and one of the main points in mind for the next policy meeting. On the first point, Prof Zaalouk said that once we have identified the initial schools we can have a venue and a large meeting for the fifteen schools to kick start the process and conversation with all. For the second point, this is the kind of policy briefs we will need. Prof. Zaalouk added that the current Minister of Education is big

on teacher professional development (TPD). Therefore, there needs to be some amendments on the time allotted for teachers. We can't ask people to do CPD if their schedules are very tight and they are not given the time, and it should not be during their vacation time either. There has to be somewhere a way in which we have more time in PD accompanied by reserve teaching force or rotating their CPD with a kind of internal organization which we will think of as FOEs to advise them how to do it best.

Adding to this point, Dr. EL-Deghaidy talked about the idea of including the school community on board. Dr. EL-Deghaidy said that the whole idea of school-based PD is about including everyone in school onboard, so if we direct the PD only to teachers while the administration is not on board that would be an issue. Dr. EL-Deghaidy believed that having the coaching, training and PD in schools is the best way to go.

Concerning the sustainability of the project as well as the school system in Egypt, Dr. Francesco Cuomo asked whether PD and in-service training is mandatory in Egypt. Another question was about the structures and systemic constraints related to the possibility of having PLCs in school. For example, are there meetings and department meetings already in the system or is it going to be new to schools? Are these already in the Egyptian structure?

On those important questions, Prof. Zaalouk answered that PD is mandatory and it relates to the teachers' promotion system as well. In Egypt, there is a cadre of five levels which begins largely with 'assistant teachers' all the way to 'experts'. Teachers get promoted based on PD they are able to attain. Prof. Zaalouk added that recently in Egypt there has been a conversation between various partners: AUC, Ministry of Planning and the MOE to create a point system, a cumulative point system for teachers who are doing PD where you have different weights. For example, the weight on research is different than the weight for traditional PD. It will be done electronically so teachers can self-assess and put forward a point system where they can gain their promotion based on how much PD they do in their lifetime. Prof. Zaalouk added that the time the teachers are given is a big issue because in Egypt, there is no CPD. The trainings are normally done traditionally, one off training and outside the school environment. Accordingly, normally people give up short time from their summer vacations to have a generic training outside their environment. And because they do it this way they do not see the need for giving teachers more time for PD. But now when we switch to the school based CPD, time will become an issue and we have to work towards that.

Regarding what was raised earlier on the partnership agreement, Prof. Wilkins from ULEIC reminded the older partners in the CDFE/TEMPUS project and clarified to the new ones that we are here building on the achievements on the TEMPUS project, and one of the strong TEMPUS outcomes was the developing of the handbook of the university school partnership. Prof. Wilkins added as examples that good global archives, discussions of the key principles and sustainable partnerships can be found in the handbook. In addition, there are lots of templates that can be used. This handbook can be taken as a helpful starting point according to Prof. Wilkins.

Copies of the handbook were available for partners during the meeting and soft copies will be sent to them via email.

The issue of quality assurance units as well as the equipment and the sustainability of the project were raised several times during the discussion. Dr. AlShamy from AU had a couple of significant comments on that. The first one concerns the culture of quality assurance in schools, Dr. AlShamy emphasized that in this project, we are not concerned with whether the equipment is used after the project as much as we are concerned with whether teachers and students will have a great impact from their project experience. He added that we are not concerned to get reports from MOE about how equipment is used and the number of times a week it is used... etc. This is not the point of what we do and what the project is about because usually the idea of audit does not encourage people. People want to feel the ownership. They need to feel that this equipment is enhancing the learning experience of the students. If schools feel that they own this equipment in a way that really changes the students experience, then this is what counts. It is not about the number of times used, but rather about the impact it has.

The second relevant and vital point Dr. Elshamy emphasized is that when we talk about only 3000 accredited schools as mentioned by Dr. Hashish earlier, even those 3000 are not functional because again the feeling of ownership is missing, it is in reality imposed on them and it is all about paperwork they are asked to fill while the culture itself is not well established. Dr. ElShamy elaborated enthusiastically that in this project and other projects what makes us get involved in what we do is that we love what we do. Similarly, if teachers in schools love what they are doing and feel that what they are doing is having an impact they will keep doing it without any audit while if these missions are imposed on them it turns to be merely a matter of filling paperwork and in this case, the paperwork will be done and once the project ends no outcomes will be touched out of this experience.

This was an excellent intervention that is very true and from the heart as Prof. Zaalouk described it. It is so much what this project aims at doing. In other words, according to Prof. Zaalouk that in this project we are intent on moving from inspectorship to mentorship, and moving from the culture of paperwork to the culture of being passionately committed from the heart and loving what we are doing. Prof. Zaalouk added that a situation of inspection is very different from the situation of coaching and mentorship. Inspection is not what we in this project aim for, it is not the spirit of this project. What this project aims for is not stamped well documented reports but rather having the faculties as the real catalysts for teachers in schools to love what they are doing. Recognition is vital. Teachers are hungry for recognition. During the local management meeting, Dr. Medhat ElNemr from Alexandria University said that things as simple as visiting Faculty members to schools will be very valuable to them. It is about showing interest in what they are doing. It is about respecting their intellect and have them partner with FOEs in research

Drawing on the previous discussion, Dr. Deborah Tannehil from UL shed the light on the importance of connecting with principals. She believes that connecting with principals is equally important to connecting with teachers. PD for principals is equally important to PD for teachers. She added that she does not have enough knowledge about the educational culture in Egypt but she believes that if we are concerned with having an impact on schools in this project, then involving principals is equally important, their PD, and educating them as

educational leaders for schools. Prof. Zaalouk thanked Dr. Tannehil for her intervention. A point that was also emphasized by Dr. EL-Deghaidy earlier in the discussion.

Prof. Zaalouk then concluded that it is about the educators in schools at large including the school principal, the educational leaders, and the quality assurance unit, it is about the whole school. In addition, and as one colleague mentioned during the local meeting that we may have to deal with parents as stakeholders because they can be another important stakeholder that can enhance teacher PD or not. For example, if parents are very demanding of their children then all what they want from their children is that they pass the tests and exams but not learning. In this case teachers will be in a bind since they will be concerned with covering the curriculum as parents want and will not be allowed to have the time for their PD and progress. Prof. Zaalouk said: *“It’s a catalyst event that calls for cultural transformation. It is a tiny drop in a big ocean but has a huge effect if we do it right.”*

Financial Regulations

Ms. Amira Hussein, Grants Office, The American University in Cairo, and Mr. Ahmed Saeid, The Middle East Institute for Higher Education, The American University in Cairo



Ms. Hussein and Mr. Saeid started their presentation with general information about the project, the project number, duration and total budget amount. Then they elaborated on the mandates, calculation basis, equipment and sub-contracting. Staff cost, travel cost and cost of stay were important aspects explained in this presentation. In addition, payments, budget, eligible costs, ineligible costs, supporting documents and co-financing and exchange rates were also clarified.

The presenters explained the meaning and implications of the mandates. Mandates mean that beneficiaries have jointly full financial responsibility for the project (including in the case of recovery). Mandates also mean that the project accounts are maintained by the Coordinator, drawing on the accounts of the beneficiaries.

Beneficiaries agree to supply in due time the necessary information and supporting documents knowing that:

- 1- The total EU contribution is managed by the Coordinator.
- 2- The expenditure made by the beneficiaries must respect the Agreement rules on the eligibility of costs
- 3- Direct audits can be carried on the Coordinator and/or any of the beneficiaries.

The calculation basis was another important point clarified by the presenters. The grant is calculated on the basis of ACTUAL COSTS for the budget headings Equipment and Subcontracting, and of UNIT COSTS for the budget headings Staff Costs, Travel Costs and Costs of Stay

As for equipment, the Coordinator/AUC will be responsible for purchasing and delivering the equipment to the Egyptian partners but each partner/s will be responsible for the safeguarding of these assets during the course of the project implementation through close supervision. The equipment items per FOE were also presented as follows:

The following equipment will be sent to the five schools/FOE:

25 desktops, 5 camcorders, 5 colored printers, 5 black and white printers, 5 Data shows.

For each FOE: one data show, 5 laptops, 5 camcorders, 5 hard disks

This was followed by listing of the sub-contracting items. The Coordinator/AUC will be responsible to sub-contract the following activities:

- Translation
- Printing and publishing books
- Conference organizing
- Designing and setting-up website
- Audit

The presenters then elaborated explaining the staff cost, travel cost and cost of stay and their required documents and forms.

Concerning the staff cost, the beneficiaries will have to prove that the activities have been actually and properly implemented and/or that the expected output(s) have been produced. Another point the presenters emphasized is that the existence of a formal contractual

relationship between the employee and the beneficiary institutions is required. The employee must be part of the payroll system of the beneficiary institution. The presenters continued, salaries of non-permanent staff (e.g. staff specifically recruited for the project and/or not appearing in the payroll system) may be charged to the project if the individual concerned fulfils all these conditions:

- I. Works exclusively for the beneficiary during the period covered by his/her contract;
- II. Is submitted to the same rights and obligations for what concerns his/her working conditions than normal staff under the payroll;
- III. Is under a clear and direct subordination and supervision of the beneficiary concerned.

The staff convention and the timesheets are the forms required. The staff convention is a contractual agreement between the partner institution and the staff member working on the activity. It includes detailed description of the task, category of the task, rate applied and duration of the task and must be signed by: The staff member and the Dean of the faculty in the university and/or the legal representative of the university. In addition, the staff convention should be STAMPED by the university with the official stamp. The Staff Convention forms and Time Sheets are filled for each person per task.

The timesheets show detailed tasks done for a whole working day. (One working day is defined according to the applicable national legislation). Full details are needed to accurately reflect the time and effort exerted for the task. Similar to the staff convention, the timesheets need to be signed by the staff member and the Dean of the Faculty in the university and/or the legal representative of the university. It also needs to be STAMPED by the university official stamp.

Concerning the travel cost and cost of stay, any journey should have actually taken place and should connect to specific and clearly identifiable project-related activities. The existence of a formal contractual relationship between the employee and the beneficiary institutions is required in order to participate to any travel.

The travel cost as well as the costs of stay was also clarified according to the below tables:

Travel cost:

Distance band	Unit cost per participant
Between 100 and 499 KM	180 EURO

Between 500 and 19999 KM	275 EURO
Between 2000 and 2999 KM	360 EURO
Between 3000 and 3999 KM	530 EURO
Between 4000 and 7999 KM	820 EURO
8000 KM or more	1100 EURO

Cost of stay for staff

Staff	Unit costs per day per participant
Up to the 14 th day of activity	120 EURO
Between the 15 th and the 60 th day of activity	70 EURO
Between the 61 th day of activity and up to 3 months	50 EURO

Cost of stay for students

Student	Unit costs per day per participant
Up to the 14 th day of activity	55 EURO
Between the 15 th and the 90 th day of activity	40 EURO

The mobility report form is a separate mobility report that has to be filled out by each person travelling for each trip. The report includes the destination and a brief description of activities performed during the trip. It should be signed by the person travelling. The mobility report includes:

- Cost of travel as per attached documents (ticket, visa...) according to the distance.
- Cost of stay according to the number of days.

The presenters then moved to the payment and advanced settlements. Project disbursements are subject to receipt of funds from EACEA. The Payments are in Euros.

All payments are contingent on the eligibility of the costs under the Prime Contract. If any cost is ineligible, AUC shall not be liable to the partner for the amount of the ineligible cost. If any such amount has been paid by AUC prior to a determination that it is not an eligible cost, AUC shall deduct such amount from subsequent payments to the partner or require the partner to repay such an amount.

Regarding the budget items, the budget consists of five items. The staff cost, travel cost, cost of stay, equipment, and sub-contracting. AUC shall not be liable to pay, costs in excess of budget stated in Annex III in the agreement, the sum of which constitutes the funds presently available and obligated under this agreement, unless this agreement amount is increased by written modification. In no event shall AUC have liability for costs incurred by the partner in excess of the amounts allowed by this article.

Detailed explanation was also given on the eligible and ineligible costs.

The eligible costs are incurred during the eligibility period, with the exception of costs relating to the preparation of the final report and the corresponding supporting documents. They are foreseen and included in Annex III of the Agreement. They are incurred in connection with the action as described in Annex I of the Agreement and are necessary for its implementation. Furthermore, the eligible costs are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and determined according to the applicable accounting standards of the country where the beneficiary is established and with the usual cost accounting practices of the beneficiary. The eligible costs should comply with the requirements of applicable tax and national legislation. They are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.

An important alert was emphasized in the presentation concerning any activity mentioned in the project application. The alert reads as follows:



Do not assume that all activities listed in your project application are automatically eligible.

Before implementing any activity, first check that the activities mentioned in your project proposal are eligible.



As for the ineligible cost, the following items are considered ineligible:

- Equipment such as: furniture, motor vehicles of any kind, equipment for research and development purposes, telephones, mobile phones, alarm systems and anti-theft systems
- Costs of premises (purchase, rent, heating, maintenance, repairs etc.); please note that the rent of premises for short events is not included
- Costs linked to the purchase of real estate
- Expenses for activities that are not carried out in the project beneficiaries' country (see Annex IV of the Agreement), unless an explicit prior written authorization has been granted by the Agency
- Depreciation costs
- Return on capital
- Debt and debt service charges
- Provisions for losses or debts
- Interest owed
- Doubtful debts

- Exchange losses
- Costs of transfers from the Agency charged by the bank of a beneficiary
- Costs declared by a beneficiary in the framework of another action receiving a grant financed from the Union budget (including grants awarded by a Member State and financed from the Union budget and grants awarded by other bodies than the Agency for the purpose of implementing the Union budget)
- Contributions in kind from third parties
- Excessive or reckless expenditure

The supporting documents required are presented in the following table:

Reimbursement basis	Budget Headings	Documents to retain with project accounts
Actual Costs	Equipment	<ol style="list-style-type: none"> 1. Invoices 2. Bank statements 3. Tendering procedure for expenses exceeding 25.000€ 4. Proof that the equipment is recorded in the inventory of the institution
	Subcontracting	<ol style="list-style-type: none"> 1. Subcontracts 2. Invoices 3. Bank statements 4. Tendering exceeding 25.000€ 5. Tangible outputs/products*

Unit Costs	Staff	<ol style="list-style-type: none"> 1. Formal employment contract 2. Staff convention 3. Time sheets 4. Salary slips* 5. Agendas* 6. Attendance / Participant lists* 7. Tangible outputs/products* 8. Minutes of meetings*
	Travel and Costs of Stay	<ol style="list-style-type: none"> 1. Individual Travel Report (ITR) 2. Invoices, receipts, boarding passes* 3. Agendas* 4. Attendance / Participant lists* 5. Tangible outputs/products* 6. Minutes of meetings*

The following points about the supporting documents were highlighted:

GENERAL PROVISIONS

- Supporting documents (originals) must be kept by the Coordinator.
- Submitting the required documents is an integral part of the agreement obligations.

All documents must be kept for auditing purposes for five years from the end date of the project.

Concerning the co-financing, the presenters explained that:

- The grant contribution to the project is intended to cover only part of the costs actually incurred by the partner in carrying out the activities foreseen. The partner commits to provide additional resources to the project so as to ensure its full implementation in accordance with the Grant Agreement.

- Contrary to the approach followed under previous programs (in particular the Tempus, the co-financing contribution provided by the partnership will not need to be justified or demonstrated at final report stage. Practically, this means that no proofs of expenditure or supporting documents will be required by the Agency. Nevertheless, at the stage of the final report and for statistical purposes only, the partnership will be invited to provide an indication on the level and source of co-financing made available for the implementation of the project. The final financial statement will contain a dedicated section where co-financing will have to be reported.

Lastly, the exchange rates were the last point clarified in this session. All supporting documents should be reported in Euros. If it was paid in another currency than euros, then it should be translated to euros using the EU published exchange rate from the EU website.

The applicable rates to be applied are:

- On the month of the receipt of the first pre-financing for all costs incurred until the second pre-financing is received (which is December 2016) and
- On the month of the receipt of the second pre-financing for all costs incurred until the end of the project
- December 2016 rates were”

1 EUR = 18.5637 EGP

1 EUR = 1.0576 USD

The rates can be found on the following website:

http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/index_en.cfm

IV. Session Four: Recapping on Travel and Timelines:

This last session for this day was about recapping on timelines and some dates and decisions that were collectively made.

In terms of travel and timelines, Prof. Zaalouk discussed two important issues: the first one is regarding the time of the first trip of 11 days on 27th March 2017, where it seemed almost impossible for both ULEIC and UON to be able to meet those days. Prof. Zaalouk discussed with partners the ways and suggestions to move the dates further down in April. She clarified that early May needs to be avoided because that is when the FOEs begin their exams. In addition, Ramadan, the Holy month, is on the 27th May 2017. Hence, April sounds a reasonable timing. Prof. Zaalouk clarified that as the Coordinator, she needs to inform the desk officer in Brussels of the change of dates. In addition, the desk officer also needs to be informed with the possibility of a relay system where more people travel instead of one person staying the whole time. So rather than having one person spending 11 days in Egypt, two or three people might need to cover this visit relaying the time.

The idea is that EU partners will be spending roughly three days with each university. So, in order to have uninterrupted transition perhaps each person would have to complete her/his work with one university.

The only university that will require internal travel is Alexandria, both ANSU & HU are in Cairo so it will be easy to commute between both but there will be one extra day for travel to Alexandria.

On a question asked by Dr. Tannehil about the possibility of having each EU partner visit one of the Egyptian FOEs in the April visit. Prof. Zaalouk clarified that the visit is not meant to be a twinning visit. The original design was to have each of the three Egyptian FOEs benefit from all EU universities

Concerning the purpose of the visit, Dr. Scott from UON needed to make sure of her understanding to the purpose of the visit. As Dr. Scott explained it, that these visits are planned to design the needs analysis with the three Egyptian FOE colleagues, then they do the analysis for the schools, and some approaches were mentioned in earlier sessions, but there might be value of designing and doing needs analysis in a collective way for more conversations and shared knowledge. Afterwards Partners can have more online conversations over what is needed based on the needs analysis.

Prof. Zaalouk added as a response to Dr. Scott that what was planned on the next day of the meeting is indeed the beginning of the conversation, while EU partners will be presenting their perspectives on how to do ethnographies and on PCLs, all partners will have rich conversations

and reflections on these topics connecting it with the Egyptian context which is considered a shared experience. Prof. Zaalouk added that by the time EU partners come in April, each university will have more in depth knowledge of their PD schools. Accordingly, EU partners in their April visit will be addressing their particular needs and the activity will be tailored to more FOE /school needs. Prof. Zaalouk said that we already included in this meeting these presentations on ethnographies and PCLs, in addition to the presentations by the Egyptian partners on the selection criteria of schools and the preliminary school names. Hence, during this kick off meeting we have already started the implementation so as to catch up on the time lost at the beginning.

Going back to agreeing on the suggested dates for this WP 1.2 April visit, Dr. Scott suggested dates between 3rd- 7th April or 10th- 14th April, 2017, and also questioned if there is a need to spend three days in each Egyptian FOE or can it be minimized.



Dr. Wilkins also added that having one person for straight 11 days might be difficult. He suggested splitting the role on more than one person per FOE as that would be more realistic if this is doable. Yet, the coordination between the EU partners in this case is important to make sure the three Egyptian partners are covered with the maximum utilization and shared knowledge of this visit as possible.

Prof. Zaalouk clarified that during this meeting we need to determine the dates. She explained how this problem came about. While planning the dates of the project's activities, AUC had to assign dates for March and were hoping they would not be negotiable because of the lateness in starting the project and activities. But obviously, there was an issue with the dates that emerged from ULEIC and UON. Hence, the teams needed to tweak those two weeks to early April. In this case, the Coordinator needs to alert Brussels that within the travel limits in the EU partner agreements the EU partners will include more people as long as they do not go beyond their travel limits.

Prof. Zaalouk also clarified that there will not be school visits by the EU partners during their visit to Egypt and throughout the project for important reasons. One of them is that getting clearance might be difficult, and second there is a language barrier.

Concerning the suggestion of reducing the days of the visit per Egyptian FOE, Prof. Zaalouk raised a point regarding the working days. The working days are based on each country/ institution labor laws. Therefore, if for example the plan is to do a day and a half in a physical day then this is possible, and in this case rather than having three working days, the visits can include longer two days with morning and afternoon sessions and spend two whole physical days at each Egyptian university.

For more specific agreement on dates, Dr. EL-Deghaidy suggested to have Saturday as part of the visit program but the Egyptian FOEs clarified that this does not work because this needs a lot of security procedures at FOEs to work on Friday or Saturday.

Partners agreed on the dates to be as follows: EU partners travel on the 1st April 2017. The program starts on Sunday 2nd April 2017 and 3rd April 2017 for the first FOE, then 5th and 6th April in the second FOE and after the week end, on 9th and 10th April is the third FOE visit. The program will be as follows: Sun 2nd and Mon 3rd April 2017 at AU, then Tuesday back to Cairo. This will be followed by the visit to HU on Wed 4th and Thursday 5th. Finally, Sun 9th and Mon 10th 2017 will be at ANSU.

N.B: After the meeting and due to commitments at ANSU, the two universities AU and ANSU agreed to swap the visits dates. Accordingly, the final program became as follows:

2nd - 3rd April, 2017: EU partners will be visiting ANSU

4th April, 2017: Time for EU teams to recap.

5th – 6th April, 2017: EU partners will be visiting HU

9th - 10th April, 2017: EU partners will be visiting AU.

The partners were informed with this change.

Another issue that needed agreement was the host institution for the **second management meeting**. Prof. Zaalouk suggested **ULEIC** since MLU still needs to settle their team. ULEIC agreed on that. The meeting will take place **on 6th- 7th June 2017**. The offices in Brussels need to be informed of that.

A third issue that was raised by MLU. During the production material activity, EU partners may need to travel to each other or find a point of meeting and work face to face on the phase of designing the material. Prof. Zaalouk clarified that we are open to that as long as the travel does not go beyond the allocated travel budget. Prof. Zaalouk added that the Coordinator still needs to get clearance from the office in Brussels regarding this change in plans.

More clarification was requested on the expectations of April's visit to Egyptian FOEs by Dr. Francesco Cuomo.

Prof. Zaalouk clarified that the idea is about coaching on mentorship where EU partners will spend time with each Egyptian FOE looking on how they do their base line studies and what

comes out. By the time EU partners come in April, Egyptian partners are supposed to have gone a long way in their baseline studies as during this time they would have signed protocols with the ministries (MOE & MOHE) and would have identified the schools.

Preliminary discussions on that and on how to look at school ethnographies were done at a later stage of the meeting. Furthermore, during those later sessions, conversations about what we should look out for when studying a PD school took place. Examples of these are: issues and concerns we need to consider while approaching school university partnership. Also, helping to identify mentors in schools and how to coach mentors are other examples.

In addition, during the local management meeting that took place February 21st, AUC had distributed guidelines to the three FOEs. These guidelines include how to report on basic demographics and other quantitative data that they may need to inquire about.

Dr. Shehab asked about the responsibility of designing the program. The program will be initiated by EU partners while Egyptian partners will respond and work on it according to the FOEs needs as Prof. Zaalouk clarified.

On some important logistical arrangements for April's visit, Dr. Morsy from HU emphasized that EU partners participating in the April visit need to send their scanned passport copies the earliest possible to get the security permits. They can send their passport copies to the Egyptian partners directly copying the AUC team.

After the discussion, Prof. Zaalouk then moved to the agreements and its annexes that was already sent via email. Prof. Zaalouk clarified that the agreements need to be signed by the ones who have power of attorney and have them signed by March 6th 2017 as possible to allow partners start receiving their installments.

Then Prof. Zaalouk went through the description of action (Annex 1) in the agreement. A sample of one of the EU partner annex was used for this purpose since the Annexes of the Egyptian partners were discussed during the local meeting.

Concerning the Egyptian partners' visit to EU partners in Sept 2017 as part of perform coaching (WP 1.3), and as an answer to what EG partners expect or need to see in this visit, Dr. Morsy suggested to attend some coaching and school based PD to see how to coach. In addition, Dr. Morsy said that they would also like to see the assessment tools used and ways in which they assess. Another suggestion was also to learn more about how EU partners engage schools in AR, in coaching and in PD. Lastly, Dr. Morsy suggested to see activities for mentors, and the preparation for school mentors who do the mentoring. Accordingly, visiting both the EU FOE as well as schools is important.

Prof. Zaalouk added that how to create and develop PCLs, in addition to how EU partners function in partnership with schools, are other important aspects to be seen and informed about during the visit to EU partners in Sept, 2017.

Moving on to another point of discussion, whether to have external evaluators of the project or not is an issue to be thought of. Prof. Zaalouk clarified that AUC is considering the idea of

having external evaluators in addition to the internal ones because it is critical to the need of more mainstreaming and credibility with policy makers. Prof Zaalouk wanted to consult the partners specially ULEIC on this thought. She added that in this case AUC has to outsource a consultant. Dr. Heggi suggested that the NCEEE can be an external evaluator if we decide to go for this suggestion.

Prof. Zaalouk asked partners to think and reflect on the idea of having external evaluators and who the evaluator can be.

The last point in this session was about reporting. Prof. Zaalouk recommended to do a cumulative reporting rather than working on it on the time due. This was an advice that she brought back from Brussel's meeting.

Tuesday 28th Feb, 2017

Session Five: Guidelines for Ethnographic Studies

Prof. Hilary Burgess, University of Leicester (ULEIC) and Dr. Helen Scott, University of Northampton (UON)



Prof. Burgess started her presentation with an overview of what the presentation covers and what it means to do school ethnography.

The first notion that Prof. Burgess talked about is the essential role ethnography has in this project. The collection of data provides a context for ethnographic study and for the development of the project as a whole. Prof. Burgess added that we also need to think about it in relation to understanding PD schools as well as in terms of developing school and university partnerships and exploring links between research and practice. Research tools that we need to use to analyze school needs is another aspect that we need to think of carefully. Finally, we need to think of sustainability and whether the ethnographic tools we will use are the choice we want to make and sustain and continue to develop throughout the project.

The second key question we need to think of according to Prof. Burgess is: What kind of ethnographic study could be undertaken? There are many different forms of ethnography. Which one can be the right approach to be able to catch the school dynamics within that time? is it the:

- Classic ethnography-long term immersion
- Other ethnographies e.g. compressed time mode; selective intermittent time mode; recurrent time mode (Jeffrey & Troman 2004; Pink & Morgan 2013)

Looking at those different types of ethnographies we want to conduct, we need to place this within the context and constraints of PD schools. We need to think of the participants for example on how they are responding to the aims/objectives. Who are they? Are there principals who may be key informants for example? all these factors inform the choice of the approach. Is it flexible? Does it allow you go in and out school for certain periods of time?

Research design needs to be sustainable on the context of that particular PD, something they can use later on or repeat it. Something ongoing.

Prof. Burgess elaborated on the third element to be considered. The ethical issues in ethnographic studies is often something not very thought about till the end of the study. Yet, Prof. Burgess believes that it is very important to be thought about at the very beginning of the study. Some examples of the ethical issues that need to be considered are:

- Confidentiality; vulnerability; minimizing harm, maximizing benefit; is everybody going to give an informed consent; privacy; researcher competence and understanding of context; power relations and who has role in this study and what role each have (Murphy & Dingwall 2001)
- Tensions and dilemmas of participants – need for open and honest dialogue. That is why confidentiality is very important. And that is why anonymity is vital. How would you protect these teachers in schools as part of these studies. There is a key issue about power to consider.
- Results and findings

A key question was raised from the ethical issues according to Prof Burgess. As teams, we need to think about what are the protocols when it comes to ethics that we need to consider.

Prof. Hilary moved to another point regarding the skills and tools needed for data collection. The tools are: Observation, conversations, discussions and interviews; surveys on CPD required (Hammersley & Atkinson 2007). In this project, we need to ask ourselves which tools we need to use and how can we get these focused observations? Prof. Burgess also added that we also need to think of how we are talking to individuals in schools, what questions we will ask them.

Ethnography is also about written narratives of observations and descriptions (Wolcott 1999).

Having clear protocols is essential; there should be an agreement on the methods, on what we need to use and in what ways. Triangulation in Ethnography is crucial for the credibility of the results. Triangulation is also a way of protecting your participants according to Prof. Burgess.

Prof. Burgess proceeded on how data analysis can help us to understand the professional development needs of the individual PD schools. She explained that ethnographies create a portrait of the culture in schools. Yet, this particularity is also a problem of ethnography because it is difficult to generalize. The data from the schools may be quite substantial but the requirements will differ for all PD schools (Zenkov, Shiveley & Clark 2016). In addition, an individual needs assessment for each school can be drawn up and prioritization needed. Prof.

Burgess ended by stressing that it is important not to overload schools, which is another ethical issue to be considered.



Dr. Scott from UON continued the presentation focusing on Peer Communities of Learners (PCLs). Thinking about what EU partners will work on exactly with the Egyptian partners during April's visit, Dr. Scott said that it will be useful to think of what expectations we have from each other and the expected outcomes out of this activity. A mutually agreed agenda is vital as no partner should impose any agenda on the other. It is about mutual learning and building a shared knowledge collaboratively of which all partners benefit from and this is what creating a community of learners is all about.

Dr. Scott proceeded on what it means to be part of a peer community of learners (PCLs). PCL is about a plan and strategic vision shared by all, it is a plan with action and shared values. The PCL is about identified impetus for change shared with the school community as well. Furthermore, PCL is about having a supportive leadership team that encourages CPD initiatives as well as teacher reflection/evaluation. It is about having a coaching and mentoring strategy that encourages collaboration within and amongst schools. Dr. Scott emphasized that mentoring and coaching are connected but they are not the same thing. Lastly, PCL is about having structures that allow colleagues to connect such as planning sessions; collaborative action research; lesson study and learning groups. As a point of clarification, Dr. Scott said that we are talking also about genuine reflection where we can ask questions or be asked questions.

The second point that Dr. Scott explained was how the peer communities of learners in the PD schools might sustain and support each other. The group dynamics is an important element that should be thought of carefully. School context-size; phase; location; mix of pupils and history are all factors affecting the group dynamics. Dr. Scott gave an example on whether the FOEs want to connect schools that are very similar or ones with specific differences to raise barriers. This is an important point to consider. In addition, the external influences such as the community, broader community and policy decisions are all influencing factors.

How will the PD schools share their model of professional development with other schools? This was the third point presented by Dr. Scott. The sharing occurs through networking (e.g.

sharing a model of needs assessment). It also occurs through partnership groups of schools working with FoE. This will enhance sustainability and encourage sharing of new ideas.

Long term sustainability is a very important notion in this project to make a difference. It can be achieved through partnership between FOE's and PD schools (Parker, Parsons, Groth & Brown (2016). Providing self-renewal mechanism is also important in this regard. Drawing on the CDFE project outcomes and experiences is a vital and very helpful tool. Long sustainability can also be achieved by spreading improvements beyond individual schools. And lastly, the leadership succession planning is also very important.

The last aspect presented by Dr. Scott was about the FoE choice of PD schools and what they will be looking for. The aspects presented were the following:

- Capacity to further the profession and advance equity through becoming a peer community of learners
- Committed to preparation of and ongoing CPD trainee teachers
- Willingness to be innovative and reflective
- Agreed roles and responsibility for CPD
- Structure enabling all teachers to participate and reflect
- Willingness to be involved in activities between FoE and PD schools
- Resources to support teachers and links with FoE

Discussion

Prof. Zaalouk thanked the presenters for the very stimulating presentation and shared with the participants her comments on the issues discussed in the presentations.

Prof. Zaalouk mentioned that she had practiced herself ethnographies and agrees that we do not want the immersion module. However, it will be of value using methodologies like participant observers, in a sense that we could be project mentors and still be researchers. Nevertheless, we need to be mindful and aware of the dual role as it is critical. Prof. Zaalouk added that we need to be mindful of what our presence might bring to the culture because even our being there is an element of change. Therefore, as we are doing participant observation, understanding pretty much what our particular presence means is important.

The other thing Prof. Zaalouk raised was the issue of rapport that was mentioned by Prof. Burgess. It is so important how the FOEs are going to build the rapport and relationship with the given school.



The good news is that most partner Egyptian universities and FOEs in this project have actually, in a previous life in CDFE and ARAS gone through a situation where they have conducted collaborative participatory research with schools where the population under study was subject not object, in the research where they were actually part of the team. Prof. Zaalouk added that this constituted professional development as well for them. For example, when we were doing AR in schools, the team was composed of FOEs and teachers from schools which is the best way to go about hierarchy and power relationships. Prof. Zaalouk then emphasized that it is a collaborative participatory research and also team work. School teachers need to be engaged in the action. Prof. Zaalouk also agreed that we are not here to impose our views but to really dig hard into people's perceptions and engaging in a shared construction of knowledge.

Having the leadership onboard is a critical aspect mentioned by the presenters. Prof. Zaalouk shared the AUC's experience with the Principals Academy. Principals from different schools coming together discuss and share thoughts and knowledge. She added that we could create Principals' Academy from PD schools also to meet because leadership has its own issues as well and they may need mutual support. This way, principals can become a PCL as well. Prof. Zaalouk elaborated that principals in the Egyptian context are unfortunately not totally empowered, they cannot make autonomous decisions. Therefore, we will need the policy dialogue to allow more time for them. But the good news as Prof. Zaalouk mentioned is that a lot of work that is done previously with CDFE and ARAS introduced reflection, journaling and collaborative efforts between teachers and FOEs, and again, recognition is very important for them. Part of what we do as we go along is recording, being part of their culture, the FOEs presence is rewarding, not in an inspectorate manner as discussed earlier in the meeting. Prof. Zaalouk added that even informing them that they might be in media and that their good practices will be acknowledged will be valuable to them. Thinking constantly of rapport, respect and recognition is vital.

Concerning the process of selecting and matching schools, we may need to think of gender as Prof. Zaalouk suggested. Some issues may arise regarding connecting girls only or boys only schools that might be taken into consideration. This is an aspect that will be left for FOEs to think of.

After Prof. Zaalouk ended her comments, Prof. Burgess brought up the issue of participatory research. Prof. Burgess expressed her concern. She said that even though she agrees that the participatory research might be the way forward, yet, that raises another issue to think about in terms of insider /outsider approaches to research, and how the research team consisting of insiders and outsiders work together.

Prof. Zaalouk explained a little about the Egyptian context. In Egypt, if you are around, you will be very quickly adopted as an insider in the school context, you become one of “us”. Prof. Zaalouk believes that this depends on the contexts and cultures. Prof. Zaalouk asked the participants to share their thoughts about this point.

Dr. ELNaggar from ANSU said that building rapport and how to establish it is very important. In the Egyptian culture as Dr. Naggar believes, it takes little time to trust from her experience, but once they do they start to ask for observation and ask more questions. She added that this case does not apply to all but some of them.



From the experience of ARAS project, Prof Zaalouk mentioned that she was on discussion panels for AR in four universities. The ones who were part of the research team from schools attended the defense and were even more vocal than the student teachers who were defending their thesis.

Dr. Shehab also shared her thoughts about the same issue from her experience in the TEMPUS project. She said that in HU, a researcher in TEMPUS project started to reform the teaching strategies and he succeeded. The teachers changed a lot and began to have portfolios. The teachers started to be more involved and kept asking the researcher about it and how it is done.

Dr. ELShamy from AU had a different input. He actually agrees on the insider issues, because as he explained from his experience, once they at AU were concerned about the active learning but school teachers were trying to satisfy the AU team. Dr. ELShamy added that we study

human beings in their own contexts. In a way or another we are intruders. It depends on the rapport built for sure but he recommended two approaches to use. The first one is not to depend on the data collected at the beginning. Once the rapport starts to be built and the FOEs start to be considered as not intruders, then when we can get more of the data. The second recommendation was about the triangulation of data. Yet, a concern that was raised with Dr. ELShamy in this case is that sometimes if researchers get so involved, they might be empathetic and get biased.



Highly stressing the importance of rapport, Prof. Zaalouk highlighted an experience of the single ethnographies conducted in Egypt that was authored by Linda Harari. It is ethnography of several schools where researchers spent many months and were able to build rapport, a very valuable study to look at.

Dr. Morsy also commented on the rapport issue saying that it depends on the beliefs of the teachers involved. It also depends on how the faculty deals with teachers whether they deal with teachers in a collegial or superior attitudes.

Dr. ELHawwary thanked all the participants for this very provocative discussion. Dr. ELHawwary had two comments to share. One of them is about the rapport issue and the other is about handling the data. Concerning the trust and rapport, Dr. ELHawwary questioned whether it is an issue of time and if this is the case and for how long, or is it about how we build this partnership. How much we will be willing to give the space to schools to decide what they want. In other words, it is about giving them a voice even in small details. For example, when to visit schools.

The second comment was a suggestion for the April visit to include and spend some time on how to handle the data. Dr. ELHawwary clarified that it is not only about data collection, but the data can be very overwhelming. For example, the transcribing is very time consuming. Dr. ELHawwary questioned how to do that, how to use all resources and how to deal with the ethnographic data in general. In addition, how to do this across school case studies.

The context needed for doing ethnographies was an aspect that was raised by Dr. Heggi. Dr. Heggi elaborated that the context is political, cultural and educational, local and global. He added, here in Egypt the MOE with schools and the MOHE with universities work separately. The issue here as clarified is not only about school university partnership, the matter here is how to tweak and twin schools with other FOEs, how to create a culture of responsibility of MOHE and universities towards schools and MOE, and to develop schools. Ethnography is very important and it is an old methodology that needs competences and ethics. Dr. Heggi mentioned that with his colleagues at HU, they would like to introduce ethnographies in undergraduate and graduate studies because it is a participatory research. Not only connect it with practice, but also we have to research practice and dissemination to create the culture for participation and for twining and cooperation.

On the complexity issue of data, Dr. Wilkins added one more aspect to be considered. This project is about practice and having an impact, yet if we could produce research out of it through the case studies then we can spread the message and have a wider impact as he mentioned. Dr. Wilkins proceeded that a very important issue is that we should know or question where our data starts and ends. ULEIC will also be collecting data for M&E. We need to make sure while collecting data that we do not have blurring boundaries. Ethnographic research data is not necessarily an M&E data.

Following on this conversation, Mr. Paul Bramble from UON said that since we are an EU funded project that goes under their regulations, we need to be careful on how we will manage our data. How we handle data have been very rigorous process. We need to have a good data management policy during the project, for example, how to communicate and send data as partners to each other...etc.



Prof. Zaalouk commented that when UON comes in April, we expect them to have with them some good EU regulations on data and how to work these out.

Prof. Zaalouk also commented on an earlier point that the concept of the teacher as researcher is an emerging interest, this concept has been carved in our standards on papers but it is not

activated. She added that through ARAS project, this concept is put on the ground as the ARAS team managed to get teachers trained on research and align them to be part of it. Prof. Zaalouk added that this is extremely important when we talk about empowerment and when we talk about the divide insiders/outsideers. Because we as outsideers must be so much self-reflective, and so must teachers. This whole idea of reflection, research as PD, or research as part of what teachers become had to be promoted. When we do AR, we train participants to review the text as part of the team. It was an ethical obligation, that they are part of the team and had the right to review the text and be comfortable with what emerges in these ethnographies and studies. Hence, having the research as participatory is key and we need to stress on this notion while we are going in addition to all the ethics that goes with it.

A last comment was made by Prof. Zaalouk concerning the thematic idea presented by Prof. Burgess, Prof. Zaalouk said that it is a good idea. She proceeded that maybe we do some kind of description of schools but then ethnographies having different themes such as quality assurance, leadership. Cross cutting themes among schools can be another thought.

Another comment made by Dr. Scott regarding the issue of data raised earlier by Dr. ElHawwary and Mr. Bramble. She said that given the busy schedules of the teams, we might need to have some dynamics in these studies and in dealing with data. We have to balance how detailed the data analysis and transcription which is very time consuming. Dr. Scott added that we have to balance time, practicalities with rigor and we need to work out where the lines are.

Prof. Zaalouk agreed on this point. In addition, she said that we need to think as well on the content of the material. We are thinking SEN, STEM, but also thinking PD and pedagogy. Some of the content of PD schools as we are creating mentors and coaches, we always need to be thinking of teachers as researchers in the simplest of ways. Not necessarily about having teachers do rigorous data analysis, but it can be as simple as having teachers reflect on journals as habits to be established.

Key Performance Indicators for Peer Communities of Learners and mentors

Dr. Deborah Tannehil, University of Limerick



Dr. Tannehil clarified first the concepts of professional development and professional learning and the difference between both. Professional learning is where the PCLs reside but not in the PD. One of the interesting things is that most of the research done on PCLs is on teachers who work on children and youth is as opposed to teacher educators. Dr. Tannehil added that we are more focused in our PD in things like attending conferences or workshops.

One of the things that was mentioned earlier in the meeting was the traditional PD. Dr. Tannehil clarified that currently we are seeing a change, yet, we still see a lot of traditional PD unfortunately. These PDs are delivered as generic in-service days or one-time workshops with little or no follow-up, these are housed in out of school venues with little relationship to school contexts or the students' served. The traditional PD is also disconnected from previous and subsequent professional development opportunities. Moreover, traditional PD is provided by external experts charged with designing and disseminating materials and strategies selected by the higher school echelon. They are intended for teachers to accept and adopt practices transmitted to them, and they are not collaborative. Dr. Tannehil said that learning is about relationships. To have the teachers have their voice heard.

Dr. Tannehil proceeded explaining what constitutes effective Professional Development. In EU countries, principals have power unlike what is mentioned about the principals in Egypt where every school works on its own. PD should be collaborative and that is what we need to look at, how to engage teachers. Effective Professional development has guidance, support and leadership of all relevant leaders (Spillane, Halverson & Diamond, 2001). It is collaborative (Tannehill 2014) and grounded in social learning (Hord & Tobia, 2012). Furthermore, effective Professional Development provides teachers with freedom, voice and space to set and achieve PD goals (Patton, Parker, & Pratt, 2013). It is also coherent (Desimone et al, 2002) and sustained over time (Cochran-Smith & Lytle, 1999) it '*Builds the capacity of teachers to help students learn*' as Dr. Tannehil quoted (DiPaola & Hoy's, 2014).

Dr. Tannehil elaborated that there is little research done on PD in higher education, but we know that teacher educators at third level working in CoPs (communities of practice) have a huge impact on what is happening in schools. That is because they are community; they do their own PD by learning from one another. They are key players in improving the quality of teacher education and, by association, examining the role of TEds professional learning (PL) and development (Brody & Hadar, 2011).

Drawing on her experience, Dr. Tannehil said that the past two years UL had a lot of work with communities of practice. They participated in a teacher education conference, and had a lot of discussion. It was surprising to see when the team was challenged how similar it is to the communities of practice for teachers of higher education. These were the comments the team made during their presentations:

- ‘PD is designed to transform teaching when determined by teachers’
- ‘Teachers view themselves as learners both in terms of the process of learning in PD as well as the product of a specific PD situation’
- ‘Success of PD for teachers is student learning’

Dr. Tannehil added that it will be exactly the same if we replace the word teacher with teacher educator. At the University of Limerick, they started a community of practice two years ago and it has been such a learning experience for them not only in research but also in teaching. *“It was an exciting opportunity to look at our own work.”* quoting Dr. Tannehil

A community of teacher educators is very important according to Dr. Tannehil because it might provide the *professional capital*, proposed by Hargreaves and Fullan (2012) to develop in confidence and impact practice. That is why it is important. In other words, we are giving them that empowerment to work together in schools.

Dr. Tannehil proceeded that one of the interesting things is that it was suggested that teacher educators tend to follow change instead of “we change”. Dr. Tannehil said, how we can guide the way. We know the content and how to teach, yet we do not know how to help teachers and guide them how to teach. The lack of emphasis on teacher education PL may support the contention that faculty follow change, rather than lead it through engagement in communities addressing their particular needs and interests.

Teacher educators, like mentors must explain to their students why they made teaching decisions and choices so as to develop robust and educationally sound pedagogical practices in novice teachers. They need to know why we do things this way so they understand.

On the differences between Professional learning and Professional development, Dr. Tannehil mentioned the following:

The Professional learning occurs on a daily basis, can be unintentional that can happen anytime anywhere, it can happen in the hall you are passing. While PD is always intentional and planned, so if we want to do PD we need to keep in mind that it is not occasional. Underpinned by research & practice-based evidence. The Professional Learning is supported by a PLC. It is an Informal intentional teacher identified learning and a teaching development of scholarship (Berry et al., 2007; Smaller).

On the other hand, the Professional development is often formal courses as one-off events with little or no follow-up support. The PD should be a confirmation to teachers that they are doing well and know what they want, teachers themselves determine and lead the program agenda and what they want (Armour & Yelling, 2004; Mockler, 2005). Professional development is an obligation and opportunity, a forum for change and a confirmation of practice. It should also be social and individual. It is part of the relationship growing and the trust built.

Dr. Tannehil talked about the Practitioner-driven PD models mentioned by Sugrue. *“Privilege craft or practitioner knowledge, and assumes also that all of the necessary expertise to transform curricula, pedagogy and school leadership already resides within schools”*. Quoting Sugrue et al (2011).

Dr. Tannehil said that we need teachers to work with us. Teacher educator has been a great experience in terms of research and teaching practice. They know schools more than we do.

Dr. Tannehil elaborated that the CoP is more than a community of shared interest. These below are the criteria that need to be present:

Members of a CoP are practitioners. In our case they are teachers but could be any other type of practitioners, they need to have a shared practice, a shared goal and values. Developing a CoP takes time and sustained interaction. They develop a set of stories and cases that become a shared repertoire for their practice that can be very useful Lave and Wenger (1991).

In some cases, some people do not want to be engaged in the community. But they have the same goals, stories, interests and shared repertoire. It is their choice and they are still part of the community.

Dr. Tannehil emphasized that there has to be meaning of this community and what comes out of it. They have to interpret it into useful four components that define meaningful CoP (Wenger, 1998). These components are: First, making *meaning* from experiences. Second actively engage in *practice* as part of a team toward community goals. Third, *Community* is best

characterized by groups working together in addition to a social component and fourth, *Identity* is positive, continuous and full engagement by all.

For effective PLC, eight core features should exist according to Patton, Parker & Tannehill, (2015). Effective PD can be linked to teacher engagement, teaching practice, and student learning:

- 1- Effective PLC is based on Teachers' Needs and Interests. Teachers actively involved in decisions about what they will learn, how they will learn and how they will use what they learn. They gain increased ownership of and commitment to CPD. Effective PLC also focuses on teachers' real work in schools and addresses the unique context of their school and it acknowledges teachers' prior knowledge and experience.
- 2- Views learning as a Social Process. Learning and teaching is about relationships and values. PLC focuses on: first, building strong working relationships among teachers Second, forming personal relationships, enhancing trust and strong collegial relationships, it is characterised by an ability to work together toward shared goals. Third, it is a collaborative learning and a joint practice that encourages interactive feedback and discussion
- 3- Includes Collaborative Opportunities. It involves teachers of similar subjects and across subject areas. It is based on camaraderie and respect. It also includes reflecting on failures, successes and practices. And lastly, it engages in challenging discussion.
- 4- Is Ongoing and Sustained: Professional engagement extended over a period of time. It includes On-site follow up and it brings experiences back to the group for discussion.
- 5- Treats Teachers as Active Learners: It provides "hands-on" work that builds teacher knowledge of academic content and how to teach it to their students. In addition, it uses action research, observing and receiving feedback, group discussion, presenting and publishing work.
- 6- Enhances Teachers' Pedagogical Skills and Content Knowledge. It helps teacher master content, hone teaching skills, evaluate their own and their students' performance, and address changes needed in teaching and learning in their schools. It focuses on meaningful learning experiences related to teacher's daily work.
- 7- Facilitated with Care: it includes thoughtful and intentional facilitation. The Facilitator must guide rather than direct, question rather than show the way, and listen rather than tell. Furthermore, the facilitator does not impose vision. It uses a variety of pedagogical strategies.

- 8- Focuses on Improving Learning Outcomes for Students. There is a PD within CoP that is intensive and includes application of knowledge to teacher' planning and instruction is most likely to influence teachers' practices, and in turn, positively affect student achievement.

In concluding comments, Dr. Tannehil referred to the following quotes:

The key variable that determines success in any innovation is the degree of social capital in your own school. Learning is the work, and social capital is the fuel. If social capital is weak everything is destined to failure. (Hargreaves & Fullan, 2012 p. 92).

“The time comes to take the risk of trusting the process of teachers innovating together, and of standing back to let this happen” (Hargreaves & Fullan, 2012 p.169).

Towards a monitoring instrument for PCL

Dr. Francesco Cuomo, Martin-Luther University



Dr. Cuomo started by presenting some key literature as useful references to be used and that were used in his research.

On the importance of having working definitions, Dr. Cuomo explained that it is useful when we work on PCLs to have working definitions and to be explicit and clear about what we are doing. There are several definitions for PCLs that comply with what Dr. Tannehil presented in many ways.

Definitions of the communities of practice:

“Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis”

(Wenger et al, 2002, p. 4)

“Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour.”

(Wenger, 2006, p. 1)

“An effective professional learning community has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning.

(Bolam et al, 2005, p. iii)

Dr. Cuomo then mentioned the three key characteristics:

1-DOMAIN: “A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.”

2-COMMUNITY: “In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other.”

3-PRACTICE: “Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems. In short, a shared practice. This takes time and sustained interaction.”

Dr. Cuomo elaborated that there are many ways of contextualizing Peer Communities, as Dr. Tannehil presented earlier:

“A community of practice can be viewed as a social learning system. Arising out of learning, it exhibits many characteristics of systems more generally as: emergent structure, complex relationships, self-organization, dynamic boundaries and ongoing negotiation of identity and cultural meaning.”

Going through the slides quickly, Dr. Cuomo clarified that “Engagement in social contexts involves a dual process of meaning making. On the one hand, we engage directly in activities, conversations, reflections, and other forms of personal participation in social life.

On the other hand, we produce physical and conceptual artefacts: words, tools, concepts, methods, stories, documents, links to resources, and other forms of reification that reflect our shared experience and around which we organize our participation.

Dr. Cuomo added that meaningful learning in social contexts requires both participation and reification to be in interplay. Artefacts without participation do not carry their own meaning; and participation without artefacts is fleeting, unanchored, and uncoordinated.”

Communities develop their practice through a variety of activities. Typical examples of activities are: Problem solving, requests for information, seeking experience, reusing assets, and coordination and synergy (Wenger, 2012, p. 2-3).

Twelve dimensions for the PLC development profile were presented by Dr. Cuomo. The dimensions are:

1. Shared values and vision
2. Collective responsibility for pupils’ learning
3. Collaboration focused on learning
4. Professional learning: individual and collective
5. Reflective professional enquiry
6. Openness, networks and partnerships
7. Inclusive membership
8. Mutual trust, respect and support
9. Optimising resources and structures to promote the PLC
10. Promoting professional learning: individual and collective
11. Evaluating and sustaining the PLC
12. Leading and managing the PLC

The collective responsibility is an important concept that Dr. Cuomo addressed in his presentation. Quoting (Whalan, 2012, p. 11):

“Professional community is connected to collective responsibility in the way teachers’ joint efforts develop a shared understanding for and commitment to improving practice in order to benefit all students. The formation of strong professional community occurs where teachers work together to de-privatise classroom practice in order to gain greater consistency in the quality of their teaching (Grossman et al, 2000). Teacher collaboration can lead to sharing expertise and a shared understanding of what matters for the goals of teaching (Lavie, 2006; Louis et al, 1996). These core practices are described as culminating “in a collective sense of responsibility for school operations and improvement” (Bryk et al, 1999, p.755).”

On a PLC monitoring survey, Dr. Cuomo said that himself and a team have formulated this survey. He asked participants to fill the survey and according to the responses and comments he will receive some survey questions might be modified. Dr. Cuomo explained that they used a 7 scale Likert Scale because it is a two-year research. Hence, they needed to have more sensitive indicators and scales. The link to the online survey appears below:

<https://www.surveymonkey.com/r/SXPBMXK>

Dr. Cuomo added that it is a process-oriented evaluation, it focuses on the process of learning, but it might be an outcome oriented evaluation that needs to focus on the results. In addition, it looks at Competences, Indicators for Mentors and Pedagogical Leaders.

Discussion

Prof. Zaalouk described both presentations as extremely instrumental. Commenting on the presentations Prof. Zaalouk wanted to underline an immensely important value of PCLs driven from her experience. Prof. Zaalouk said: *“I haven’t been on one for a long time. But when I was many years back in the early 90s, that was when we were initiating community schools, we developed family connection”*. Prof. Zaalouk added that the one thing that we need to underline is the reason why it is critical to have PCLs. PCLs are immensely important in times of transformations. Change is extremely hard when it is a lonely task as described by Prof. Zaalouk. When we ask teachers to change they need to know why, and this was underlined clearly in the two presentations. It is part of respecting their intellect. When this happens, teachers feel highly motivated. It is not about money, it is about perceiving them as thinkers. While if you ask them to change alone, chances are that they will resist because change is painful. Prof. Zaalouk elaborated that one of the things that PCLs do is actually become your own system of transformation. This is immensely critical and the only way for reform and transformation, is to feel we are part of a community, and we are still not very good at that in Egypt. Creating this is going to be very challenging but very rewarding. We have a society where rapport is very easy as part of our cultural makeup but mingling it with profession, getting it

close with profession does not always happen. We get close socially but to get the social and professional together is the challenge because profession is competitive not collaborative. It is a challenge but doable once we build the trust. In addition, Dr. Cuomo's survey will be very helpful and instrumental to all of us and to ULEIC as well.



Dr. Tannehil suggested that we can use the survey and come back for a focus group to get details on the survey to get some insight on evaluating the survey, she continued that if the survey will be used several times to see the progress, an interview could be conducted several times.

Prof. Zaalouk supported this idea as it is important to have mixed methods quantitative and qualitative.

Dr. ELNaggar commented that this can be done very easily in Upper Egypt, but in Cairo or Giza, the teachers are completely different. She added that from her experience it was very rewarding working with upper Egypt in underprivileged places. They are hungry for learning and training and they are extremely creative as Dr. ELNaggar described.

Moving to the following session, Prof. Zaalouk said that the coming presentations are about the criteria and the preliminary profiles of the schools.

Session Two: Criteria for school selection and preliminary profile of Professional Development schools.

Dr. Dalia ElHawwary, Dr. Dr. Alsaeed Alshamy & Dr. Maha Elkomy. Alexandria University

Dr. ElHawwary explained that this presentation is to share with the partners where the AU team is so far regarding the school selection and criteria of selection. She added that the team

appreciates any comments or suggestions as they still have not signed with schools, therefore there will be room for changes or modifications on plans.



Dr. ElHawwary presented the results of their task during the past month, the procedures and steps.

The tasks assigned were the development of criteria for selecting university based PDS, the names of PDS, preliminarily Profile of PDS and the policy agreement around school university partnership.

Dr. ElHawwary elaborated that as a team they talked about criteria for selecting university based PDS. They had a couple of meetings discussing this. In the meetings, the team discussed issues like: should they focus on one stage, or all stages including KG as well. In addition, should they talk about governmental public schools only. Dr. ElHawwary clarified for the partners that the educational system in Egypt is complex. For example, there are formal language schools that are governmental schools but some prefer it because they provide what is called A level English, there are also schools divided by gender or mixed. Some schools are primary schools, others might have all stages. Therefore, this was a big question that the AU team had. The AU team thought it might be beneficial to work with different stages because that will be a richer experience for them and for schools.

Then another criterion, the AU team thought of according to Dr. ElHawwary is the location and how close the school should be from their FOE and also how close the schools should be from each other. This is an important practical element since AU will try to create this cluster of schools working together. For example, they have one suggestion of including school in Borj ElArab but the distance is not close, so this is another decision AU team have to make. The AU team thought that they should not focus on the proximity, yet, to be practical given the situation in Egypt the team decided that the schools need to be really accessible to campus and

to the other schools. Dr. ElHawwary added that they might need to host school meetings on campus so maybe having them close is more realistic and feasible. To summarize, the criteria the team agreed upon are:

- Public schools: formal & informal schools for each stage.
- Convenient location.
- Have an effective unit of quality assurance. The discussion concerning this point was about whether the team should go for schools that at least have the culture of quality assurance even if it is not established. The team agreed that this will be a good start, at least to select schools that were introduced to this culture.
- Then the next criteria were the technological infrastructure, so they can work with the AU FOE online when needed to mix it with face to face.
- Has qualified teachers and supportive administration as they have important roles in helping and supporting for the AU team, and for the other schools.
- The last point is that the school is willing to go the extra mile and do the extra work. The AU team agreed that one indicator would be to look at whether the school offers initiatives no matter how simple these can be for parents and the local community. The team found this indicator very telling.

After agreeing on these criteria, the team communicated it to the MOE after they briefed the MOE with the project and what was needed.

During this time, we have used several ways of communication as a team, a WhatsApp group was created to facilitate communication among AU group, three face to face meetings were held and many ongoing correspondences as a team and with the MOE.

According to the criteria sent, eight schools were nominated to the team:

- PDS Schools nominated:

- ElJabarti (Kindergarten- Formal)
- ElMosheer Ahmed Ismail (Primary- Formal)
- ElShaheed Jalal Eldessouky (Primary)
- Mustafa ElNajjar (Preparatory-Formal)
- Nabaweya Mussa (Secondary)

These are the primary choices and there is another three as a second choice:

- Yusuf Idris (Kindergarten)
- Khadija Bent Khuwaylid (Primary)
- Nabaa Elfekr (Secondary- Formal)

The preliminary information profiles that the team got so far were the following:

PDS Preliminarily Profile

- Mustafa ElNajjar (Preparatory-Formal), location: Somouha
 - Teachers (34), students (415)
 - Teachers Specializations: 7 Arabic, 7 English, 4 Math, 3 N.S, 3 Science...)
 - Facilities: 12 halls
 - Elshaheed Jalal Eldessouky (Primary), location: Siyouf.
 - Teachers (49), students (821)
 - Teachers Specializations: 14 Arabic, 7 Maths, 3 Science, 3 English, 3 N.S,)
 - Facilities: 20 class, Science Lab, library, 22 computers, data show, printer.
 - Nabaweya Mussa (Secondary), location: Bab Sharq.
 - Teachers (135), students (1690)
 - Teachers Specializations: 21 Arabic, 13 English, 3 French, 12 Math, 8 physics ,11 Chemistry, 7 Biology,.....
 - Facilities: 42 class.
- Dr. ElHawwary clarified that more work still need to be done to have more accurate information about the schools which will be the team's next step.
- ElJabarti (Kindergarten- Formal), location: ElShallalat.
 - Teachers (10), students(125)
 - Teachers Specializations: Kindergarten

- Facilities: 5 Halls,7 Computers, Library
- ElMosheer Ahmed Ismail (Primary- Formal) , location: ElEbrahimeyia.
- Teachers (17), students(394)
- Teachers Specializations: 5 Arabic, 2 English, 2 Math,2 Science,1 N.S...
- Facilities: 7 Class, 1 data show, 9 Computers, Science Lab.

Prof. Zaalouk commented on Dr. Elhawwary's presentation and the team work that it is an excellent start. The mix of different communities of learners is a great one as Prof. Zaalouk believed. In addition, the criterion of the community outreach is also a strong significant one.

Prof. Burgess also thanked Dr. ElHawwary for her excellent presentation and added that the criteria were interesting because it did not overlap with the former's presentation. She added that what the AU team looked at is very important and interesting, nevertheless, it is also important to look at more criteria that concerns the profession more than the commitment to the project, the willingness to be effective and the willingness to be involved in activities beyond schools.

A question was raised by Dr. Morsy regarding the formal and informal schools.

Dr. Hashish clarified that in the past we used to have experiential schools that are now called formal schools. In addition, the MOE has added two more types, one which is called 'schools for the future' and others are called 'special schools for the future'. Dr. Hashish added that there is an interesting variety of schools. The three mentioned above all follow the national curriculum. The difference is mainly in their expenses and fees. All types of schools follow the national curricula, and that the language of instruction is English in science and math, the difference is that they pay fees in different rates.

Because the vast majority of schools are public, the private cover 7-8%. But Public schools represent the vast majority of schools. And now the MOE is introducing a legal fee into schools because in legislations, education is compulsory and free for all, but now there is this introduction of fees. The government is also testing new initiatives which are not fully introduced. They are trying to borrow the Japanese model of schools but still not yet up and running or mainstreamed. There is also another type that might be interesting for PD schools, Islamic schools like Al-Azhar which follow a different ministry than MOE.

A question to AU team by one of the participants: it is mentioned in the presentation that the teachers need to be qualified, does that that mean you will not involve novice teachers?

Dr. Elhawwary clarified that by qualified they mean that they all have a degree in education.

Drawing on this question, Dr. Wilkins asked for a clarification on the qualifications. The question was: what proportion of qualified teachers are appointed in the MOE?

Dr. Hashish answered that there is sort of a short cut to be qualified. Some have BA in education or others are qualified in another branch such as science for example, but then have a diploma in education. The percentage is not available at the moment but can be available soon.



Dr. Cuomo commented that there is already a lot of common knowledge that has been shared among the partners during the meeting. Dr. Cuomo suggested to build a knowledge data base for this information, knowledge, reports, references...etc.

Prof. Zaalouk clarified that for this reason the AUC is working on creating a website. It is a place where we can share knowledge and we are hoping that and all partners will be generous in posting references and sharing their knowledge on the website.

Dr. Zeinab ELNaggar & Dr. Rasha Kamal, Ain Shams University

Introduction about the history of AinShams University was given by Dr. Naggar in a nutshell. Dr. Naggar mentioned that the FOE in Ainsams is the oldest in the Middle East. Dr. Naggar then briefed the participants on the different departments at ANSU such as Educational Departments, Scientific Departments and Humanities Departments

In addition, Dr. Naggar listed the units, offices and centers. For example, some of the units are: The Quality Assurance Unit, Standardization and Assessment, Scientific Publication Unit, Distance Education Unit, Life Long Learning Unit and Information Technology Unit. In addition, Dr. Naggar explained the MOE & ANSU Collaboration on Teacher Certification Program for non-education faculty graduate, the program objective, the study plan and how the program is supervised.

Dr. Naggar added that the project succeeded to provide training for 175,000 in-service teachers in 27 Governorates.

Then, Dr. Naggar elaborated on the MOE and ANSU Collaboration: Teacher Preparation Programs for (In-Service Teachers) by Center for Developing University Education C.D.U.E, Faculty of Education, Ain Shams University)

Dr. Naggar continued that they at ANSU have national and International schools go to them for PD and they pay, but 10% of what is paid covers the cost of the governmental schools, those schools cannot pay.

Dr. Naggar clarified that ANSU signed a protocol to provide PD for both types of schools but one for fees and the other for free.



Prof. Zaalouk made a comment concerning STEM schools. Prof. Zaalouk said that one of the things that the government has been doing with the help of USAID is establishing STEM schools. These are special schools that target high achieving students and they are only secondary. Now, our perspective in this project is not to have a school that is STEM school but our perspective is to have an approach, an integrated approach to all schools not just the highly achieving or the secondary. It is the way learning and teaching should be in schools. We need to keep this in mind when we are developing the related material.

The last part of Dr. Naggar’s presentation was about the schools that ANSU will work with in the SUP4PCL project.

- Ain Shams University will work with 15 PD Neighboring Schools with which there is a persistent cooperation through different training courses and practicum. ANSU has got approval from the following schools of different administrations in Cairo Governorate:

Name of School	Administration	Name of School	Administration
Elgeel Elgdeed	Elzeton	Yousef Elsebaeey	Elnozha

Elglel	Elzeton	Elshaheed Tayar	Elwayly
Senan Elhadetha	Elzeton	Elmostakbl	Elwayly
Eltabry	Misr Elgdeda	Elshaheed Ali Emad	Elwayly
Elkwakeb	Misr Elgdeda	Kolyet Elsalam	Nasr City
Elkholfaa Elrashedeen	Misr Elgdeda	Elazez Bellah	Elzetoun
Elauroba	Elnozha	Elgamaa Eleslamia for Girls	Elnozha
Salah Eldeen	Elnozha		

Dr. Naggar, clarified, based on the table, that there is a mix of schools that are all governmental schools but with varying levels. Some have highly qualified teachers, others are diverse in the matter of location, qualifications.... etc. Dr. Naggar added that they still do not have the exact demographics but working on them. She also clarified that ANSU already got the agreement because they already have a relationship with these schools.

Prof. Zaalouk commented alerting them that they just need to make sure not to overlap with the districts of Helwan

Dr. Naggar presented the criteria of choosing these schools which are:

- 1- Neighboring Schools
- 2- The Supporting Administration
- 3- The Effective Community Participation
- 4- Good Infrastructure

- 5- FOE pre- service teachers training (Practicum)
- 6- Quality Assurance Unit

Prof. Zaalouk said that these are very good choices of the criteria and added that it is a big advantage that ANSU already has relationship with these schools. This will make the PCLs, rapport and ethnographies work, in general, smoother.

Dr. ELHawwary also commented on ANSU criteria of the practicum that it can be an inspiring one for then at AU to take into consideration.

Concerning the role of the quality assurance unit, Dr. Wilkins felt that he still struggles understanding its role and asked for clarification. Is it assuring the quality of the teaching, the PD... etc.? Is it a separate unit?

Dr. Naggat answered: NAQAAE was established for quality assurance and accreditation of schools. By law this quality assurance unit is established in every school. The teachers who work there are the ones who work in schools and were trained by NAQAAE.

Prof. Zaalouk added that overtime the intention and the names have varied. These units were established before NAQAAE for PD. At first it was a training outfit. It slowly became a quality assurance unit, so now it is a mix of both quality assurance and PD.

Dr. Wilkins responded saying that this is very important for our project. There is a lot of rich literature on Professional learning communities. But for it to be sustainable, the reflections must be directly linked to the pedagogical changes on student outcomes. Dr. Wilkins added that we have to identify where in this goal whenever monitoring, reflecting, evaluating is reflected on student's outcome. They always need to be linked.

Prof. Zaalouk believed that this is an excellent point. She added that conceptualizing design was that they work together. Building tools for teaching and learning will require that they come together. But what took over was more paperwork on quality assurance which became quite remote from the quality of learning. Therefore, it became a lot of paperwork more than effective schools and it got deviated. We need to look deeper to have more effective and reflective structures. We need to look in how to retransform this. We need to look at how and to what extent can we steer the structure to support the teaching and learning, to support the PD towards more reflective learning.

On the cluster schools, Dr. Hashish said that there is another system that had emerged that is cluster schools. The MOE in recent years also created cluster schools and tried to emulate from UK models called 'academies'. The idea is how can we make these sustainable shifts of these structures into what they need to be.

Prof. Zaalouk made one last reflection on creating communities of learners. She said that out of experience we found that when we were able to raise the consciousness of teachers on the importance of child rights it worked great in terms of goal and motivation. A good starting point for starting PCLs is to discuss and consult the conventions of the rights of the child.

Dr. Ahmed Heggi, Dr. Lubna Shehab & Dr. Hanan Kamal, Helwan University

Dr. Heggi started his presentation by some information about FOE at Helwan University and the previous efforts to develop FOEs in the 21st century. The first project was FOEP 2003-2006 that was financed by a loan from (WB). The Main target of the project was defined to enable FOEs to enhance their performance, not to perform their tasks instead of them.



The second project was TEMPUS.

Dr. Shehab talked briefly about HU Journey through TEMPUS, then elaborated on the PDS Initiative. Helwan university leads the Professional Development Schools initiative to disseminate the culture of teachers` learning communities through TEMPUS project.

Dr. Shehab elaborated on the PDS Protocol signed. HU signed a joint protocol between FOE and Cairo educational directorate to assign primary, preparatory and secondary schools to work in collaboration with Helwan university, to achieve the following goals:

- Professional development for the school teachers and leaders to be fully qualified to supervise the student teachers.
- Capacity building of the school teachers to be mentors for their colleagues and the new teachers.
- Applying the most recent teaching strategies through practicum education.

- Supporting the school development through applying the scientific research as action research.

The expected impact of PDS on Helwan University was explained by Dr. Shehab. It is summarized by the following:

- Reduction of the gap between the theory in FOE (Educational courses) and the practice in schools.
- Training inclusive teachers on the effective application of inclusive education.
- Dissemination of the culture of action research among the teachers and researchers.
- Organizing workshops and training sessions for educational leaders and school principals on “Strategic Planning” which helped them to develop strategic plans for school and to help in the quality assurance & accreditation of schools.



The Roles and Responsibilities of Helwan University and the Cairo Educational Directorate are the following:

<u>The Role of Cairo Educational Directorate</u>	<u>The Role of FOE Helwan University</u>
Assigning the dates of the training programs in collaboration with FOE	FOE is committed to access the professional trainers to lead the workshops.

Nominating the trainees and facilitating their attendance in coordination with their schools.

Providing the materials of the training.

The challenges include the following as mentioned by Dr. Shehab:

- The collaboration with the Professional Academy for Teachers (PAT) to support the Faculties of Education efforts in schools.
- The accredited materials for the professional development programs.
- The impact assessment of the training sessions (teachers/ students/parents/ staff).

Moving in their presentation to the SUP4PCL/ ERASMUS+ project, Dr. Hanan Morsy explained the criteria of selecting schools, the schools selected and their profiles.

Dr. Morsy explained that HU followed certain criteria in schools' selection. These are:

- 1- HU area (South Cairo administrations): The following areas are considered: Helwan, Al Tebeen, 15th May, Maadi and Almasrah.
- 2- Public schools.
- 3- Willingness for partnership with HU.
- 4- Have an active training and quality assurance unit.
- 5- Technological Infrastructure.
- 6- Diversity.

The schools' profiles are as follows:

Helwan Educational Administration

1- School: Helwan Elkadema

Stage: Primary/ mix

Student Number: 795

Teacher Number: 42

EL Tebbin Educational Administration

2- School: Khaled Ibn Alwaleed

Stage: Primary/Mix

Student Number: 1090

Teacher Number: 35

Maadi Educational Administration

3- School: El Maadi School

Stage: Secondary/ Girls

Student Number: 476

Teacher Number: 40

Al Masarah Educational Administration

4- School: Abobaker Elsedek

Stage: Primary/ Mix

Student Number:786

Teacher Number: 40

15th of May Educational Administration

5- School: Zaid Ibn Elharsa

Stage: Elementary/ Boys

Student Number: 758

Teacher Number: 54

El- Sadat Preparatory School

Students Number.743

Teachers Number. 35

Quality Assurance Certificate (2011).

Has effective quality assurance unit.

El Sadat organized different training sessions, workshops, and lectures about Ethics, violence, psychological disordersetc.

The school has been provided by smart boards in all classes.

Om El- Abtal Preparatory School

Students Number.951

Teachers Number. 67

Quality Assurance Unit.

Quality Assurance Certificate(2009).

Om El- Abtal launched different initiatives as(No violence, No Harassment, Yes Tolerance, community Day....etc.

Hoda Shaarawy state school

(Primary- Preparatory- Secondary

Students Number (per stage)

416 Kindergarten.

652 primary.

257 preparatory.

224 secondary

Teachers Number. 98

The school has Quality Assurance Unit.

It is awarded the quality assurance certificate for Kindergarten Stage.

On the last part of the presentation, Dr. Morsy talked about the cooperation inside the university. She explained that the FOE is looking for cooperation inside its university to achieve the project goals. Several university centers will cooperate with the Faculty of Education. The centers are: The University Education Development Center, Education Technology Center, Adult Education Center, Child Education Center, Psychological Counseling Center, Evaluation and Measurement Center, Educational Resources National Information Center (ERNIC) and lastly, the Career Development Center.

Prof. Zaalouk thanked the HU team and said that the good point about HU is that understanding PD schools are not affiliated to FOE specifically, but the university at large. She added that this was great presentation in terms of drawing in more of University to this school university partnership.

Prof. Zaalouk asked HU team regarding the diversity mentioned in their presentation as criteria while all schools selected are public schools. Dr. Heggi clarified that the diversity is between poor and rich areas. In addition to the diversity between formal schools and special education schools that they will try to involve in the project. Also, there is one STEM school in Maadi.

Concluding Remarks

At the end of the meeting, Prof. Zaalouk thanked the participants for the very good beginnings. Prof Zaalouk added that she wants to draw the partners' attention to the amount of work needed to be done in the policy dialogue. It is an Action research "adventure" as she described. To brief, some of the work will require very significant policy discussions on:

- a- Time allocated to teachers for PD (how much allocated)
- b- Mobility of teachers
- c- We may have to go as far as thinking of governance boards. How do we govern these schools? To guide the way. We are a 3rd entity who has a role. We might need to have a governing board. To what extent school administrators have a voice, hire teachers, have their own PD...etc.
- d- With quality assurance comes PD. To what extent will they have permanent staff to sustain the effort?
- e- How we incentivize teachers and recognize them

Prof Zaalouk said that all are very critical points. By law, teachers now have to be licensed, but how far we go with that. Do we really respect and follow teacher licensing, PD and incentivisation? We have to take those all to policy dialogue. Now we are experimenting our way through. We are into something extremely exciting for all of us who are practitioners, reform oriented, researchers...etc. Prof. Zaalouk added that this is a great opportunity and that she could see a lot of enthusiasm. Prof. Zaalouk thanked all partners for all the great and enthusiastic beginnings.