

2017

*Report on SUP4PCL/ ERASMUS+
Second International Management
Meeting 6-7th of June 2017 at School
of Education, Leicester University in
Leicester, UK*

Project name:

School and University Partnership for Peer Communities of learners

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List of Acronyms and Abbreviations:

Partners Acronyms	
AUC	American University in Cairo
ANSU	Ain Shams University
AU	Alexandria University
HU	Helwan University
ULEIC	University of Leicester
UON	University of Northampton
UL	University of Limerick
MLU	Martin-Luther University
Other acronyms and abbreviations	
SUP4PCL	School University Partnership for Peer Communities of Learners (Title of this ERASMUS+ Project)
CDFE	Capacity Development of Faculties of Education in International Approaches to Teacher Education (Title of the TEMPUS project)
MEIHE	Middle East Institute for Higher Education
ARAS	Action Research in All Schools
QA	Quality Assurance
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.
STEAM	Science, Technology, Engineering , Arts and Mathematics.
SEN	Special Educational Needs
CoP	Communities of Practice
PCL	Peer Communities of Learners
CoL	Community of Learners
PDS	Professional Development Schools
M & E	Monitoring and Evaluation
TOR	Terms of Reference
NA	Needs Assessment

SUP4PCL/ERASMUS+ Kick off Meeting Report

June 6th, 2017 – June 7th, 2017

Organized by The American University in Cairo

Hosted by University of Leicester

UK

Tuesday 6th June, 2017

Welcome note and Agenda Overview:

Professor Hilary Burgess- Professor, School of Education, ULEIC

Professor Burgess welcomed all participants to Leicester. She expressed her pleasure to host this event along with the ULEIC team. The floor then was given to Prof. Zaalouk.

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

Prof. Zaalouk welcomed the participants for the second international management meeting and gave a quick overview of the agenda. The first session included a background on the Egyptian context followed by reporting on the progress of the project activities as well as particular management and communication issues. The second session was led by ULEIC. The session focused on ULEIC vision and plan for quality assurance as well as the benchmarks to be developed for the different project activities and outputs.

The visits and coaching timeline and expectations was the third session led by AUC. Based on group work and inputs from all participants, a consensus was reached on the most relevant programs and appropriate timelines.

Session four was the first session on the second day. It was led by UON in coordination with the other EU leading partners. The session focused on WP 2.1 material development. The vision, clear action plan and strategy concerning the topics were presented. Furthermore, the presenters explained the modular approach, a menu of the material, the mode of delivery and the division of labor.

The fifth and sixth sessions were fully dedicated to the case studies. Operational definitions of case studies were presented. This was followed by twining partners through group work to develop initial outline of the various case study stages and timeline.

Reporting and the way forward was the last session of the management meeting. In this session, quick overview of the intermediate report was given. This was followed by reaching consensus on the timeline of the different coming activities.

I. Session One: Egypt Context, Synergy, Progress and Management:

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



The context in Egypt was the first aspect explained by Prof. Zaalouk. The MOE in Egypt runs 20 million students, 55 thousand schools and around 2 million teachers. In addition, the population is growing and there is an extremely centralized system and governance in both Higher Education and Pre-University systems. Prof. Zaalouk elaborated that for instance, there is a Supreme Council for Higher Education. No program can be initiated or modified unless it goes through this council that authorizes every single change. The same applies to Pre-University. It all goes through legal structures and ministerial decrees.

In addition, due to the instability in Egypt (the revolution and the political turmoil), rapid turnover and change of ministries and officials since 2011 have occurred. Furthermore, there is a high level of security requests in Egypt. This is the reason why EU partner will not be able to visit schools in Egypt during the project. Concerning the school systems, it is a high stake exam driven system based on rote memorization.

Prof. Zaalouk added that there were many reform attempts. A report called 'The road not travelled' by the World Bank clarifies the serious attempt and how these attempts were not fully implemented. In year 2007, the country came up with a participatory strategic plan. The plan was a strong one and is based on twelve components such as decentralization and school reform, in addition to a very strong mandate. It was interrupted with year 2011 events. This plan is a good point of reference that is currently revived.

On school levels, the following are common aspects:

- Language and cultural barrier.
- Very little school-based research.

- Very little autonomy and respect for teachers. The Capacity Development of Faculties of Education in International Approaches to Teacher Education CDFE/TEMPUS project was a pioneering step to start the change concerning this culture. Currently there is a big emphasis on teacher empowerment.
- Teaching as a profession is very low on the scale.
- The culture of Inspectorship by far supersedes that of assessment for learning and mentorship. Schools in Egypt are still in the inspectorship mode, yet, it is an aspect that we will work on through the SUP4PCL project.

Prof. Zaalouk then moved to explain how the SUP4PCL project synergizes with other projects and initiatives taking place. These initiatives are: CDFE, ARAS, Faculty of Education Reform, Knowledge Bank, Teacher First, STEM schools and Strategic Plan 2030.

The CDFE project was a very solid component that enhanced three strategic areas: Continuous Professional Development (CPD), practicum and Action Research (AR). Action Research in All Schools (ARAS) is another profound project that focuses on Action research. It is a movement that is now on demand. The ARAS project started with nine FOEs and currently three of them are developing into be centers of excellence (ANSU, AU and Aswan). ARAS introduced AR in modalities between schools and universities. Both were partnering to improve the teaching and learning in schools. The two projects are strongly accepted by the concerned ministries. Hence, the SUP4 PCL can build on them.

The FOE reform is a very exciting undertaking that has a huge demand on the side of the government as described by Prof. Zaalouk. Prof. Zaalouk elaborated that Prof. Heggi and herself are running a committee that works on twelve issues. This committee looks at teachers as reflective practitioners. In addition, and within the reform they look at the profiles of graduates and admission policies. In this program, they might have more multi-disciplinary, more technology and more of the 21st century skills and competencies. Furthermore, this initiative focuses on assessment, on research at large and on the faculty enhancement. The initiative has started a year ago using the bottom up approach.

Teachers first is another initiative that was triggered by an English firm called Imagine Education. Another highlight is having high demand for STEM schools. STEM schools have a special status, they managed to break away from bureaucracy and centralization. Such initiatives go hand in hand with the SUP4PCL project.

Prof. Zaalouk then moved to the specifics of the project, the progress and some management aspects.

Prof. Zaalouk pointed out that the local management meeting that took place on 11th May 2017 was very successful and that the report was sent to all partners in a circular. Prof. Zaalouk clarified that the schools are identified and the team formation is completed and expressed her pleasure that MLU has now a complete team and also had the agreement signed. Furthermore, based on the recommendations of EU partners, Egyptian partners have begun the team building sessions. Concerning the protocol, Prof. Zaalouk explained that the process of collecting signatures has started and underway as we are in the

stage of collecting signatures from both MOE and MOHE. The importance of this protocol lies in the following: It is an overall framework for three parties, AUC, MOE and MOHE. It allows FOEs not only to conduct research and partnership with schools but also allows them to jointly administer the schools. The protocol tries to get school based reform in practice. Once it is signed, the FOEs are legitimately entitled to support this kind of movement. Taking permission is vital in this Egyptian context particularly that research ethics is an important element in our project. In addition, the process of signing the protocol is itself an awareness raising process. It required long dialogue for no less than three months. This dialogue is an introduction to Professional development schools and a revival of the earlier legacy.

Another progress is related to the partnership agreements. All agreements are signed except the AU agreement which is underway. The purchase of equipment is also underway, soon the Egyptian FOEs and schools will receive their equipment.

The training session in WP 1 took place in April 2017 as a preliminary activity to start needs assessment. The preliminary stage of needs assessment is almost finalized and the basic demographics have been collected. Once finalized in parallel to signing the protocol, the FOEs will be able go to schools during summer and have access to the key informants. Prof. Zaalouk clarified that the actual coaching is not yet happening since it is exam time and summer vacations for schools.

Prof. Zaalouk then moved to the ethics guidelines. She explained that there was an interesting conversation that was raised by Mr. Paul from UON during the kick off meeting and was picked up later by AU. AU had an excellent suggestion during the last local management meeting concerning having guidelines that work for the Egyptian context. Prof. Zaalouk then gave the floor to Dr. ElHawwary to give an overview of the idea.



The idea emerged because the research is a major component in the project and the EU guidelines has some elements that might not work completely well in the Egyptian context. In addition, little research exists in schools in Egypt. Dr. ElHawwary added that we need to have permissions to go to school as mentioned earlier by Prof. Zaalouk. We need to have a middle ground, to develop guidelines that are both accepted by EU and works in our Egyptian context as well. Accordingly, the AU team has started developing a draft outline. Dr. ElHawwary welcomed any comments or thoughts on this issue.

Dr. ElHawwary elaborated giving some examples of the issues that need to be considered and the risks

that might be encountered in the guidelines. How the participants will sign the consent is one example. It is a very sensitive issue in the Egyptian context. The participants become suspicious if they are asked to sign. Hence, there are alternatives that need to be carefully considered, who we should approach before seeking this consent. People will be more comfortable when they know that the researchers are covered by the government and the ministry.

Prof. Heggi and Dr. Morsy from HU clarified that in their case they succeeded to renew the protocols they had earlier and was approved by the schools. This is because the trust relationship is built and developed from earlier projects. Dr. Shehab from HU suggested involving the participants from schools in writing the ethics guidelines, a suggestion that was described by Prof. Zaalouk as an excellent one. Prof. Zaalouk then added that the whole school team are 'participants' not 'subjects', they are partners in the study. The study is about studying a specific issue not about studying "them". Hence it will be important to include them in writing the guidelines.

In addition, Prof. Zaalouk also suggested getting a bigger consent rather than an individual one (e.g. to get a consent from school principals as a replacement to the individual consents. Prof. Zaalouk however wondered whether this will be sufficient.

Concerning getting a consent, Prof. Wilkins said that from his experience in the Arab World, he believes that having a verbal consent is not a problem and that the most important aspect here is transparency, and when asked if there will be a need to record the verbal consent, Prof. Wilkins said there is no need.

Dr. Tannehil from UL shared their experience in Ireland. She clarified that when they usually write down the consent and the ethics to follow, the participants are also partners, they are given the transcription to read and comment then they modify accordingly. She also added that she can send the participants a link to UL website that includes the guidelines UL follows.

Privacy and anonymity is another aspect mentioned by Prof. Linder from MLU. He stressed on the importance of keeping the participants anonymous.

The last point in the project progress was the guidelines for approaching schools. Prof. Zaalouk clarified that developing these guidelines will be led by ANSU. Prof. EL-Naggar explained how they at ANSU plan to go about it. She said that they will invite principles in schools to their FOE to explain the project and to know more about the situation in their schools before they go. In addition, a two-day session that will be attended by the ANSU team involved will be conducted. The purpose of the session is to explain the project and its activities in details including the discussions that take place during the management meetings. The session was planned to happen during this time but due to exams, the sessions will be postponed till after the exam time.

The final part of the first session was about some management issues. Prof. Zaalouk reminded the participants with the following aspects:

- AUC as the project coordinator is the ultimate point of Quality assurance for all activities.

- For the effective flow of communication, we need to stick to the relevant stream line of the conversation; otherwise it will be hard to track all correspondence. We need to keep them topic related (e.g. logistics, technical, financial, etc.) not person related.
- The AUC is the point of ultimate coordination, the flow particularly for legalities has to go through AUC (See Management report and agreements).
- EU financial focal persons and status of expenditure. Prof. Zaalouk asked the participants to identify and write down the contacts of their financial focal persons for more efficient communication and follow up on financial matters.

II. Session Two: Monitoring and Evaluation (M&E):

Prof. Hilary Burgess, Prof. Christopher Wilkins and Dr. Susan Forsythe, University of Leicester (ULEIC)

Dr. Forsythe started by giving quick highlights and updates on the needs assessment visit that took place on April 2017.

From all the feedbacks received on the visit, there was a good understanding of PCLs. The shared understandings of a Peer Community of Learners are summarized in the following:

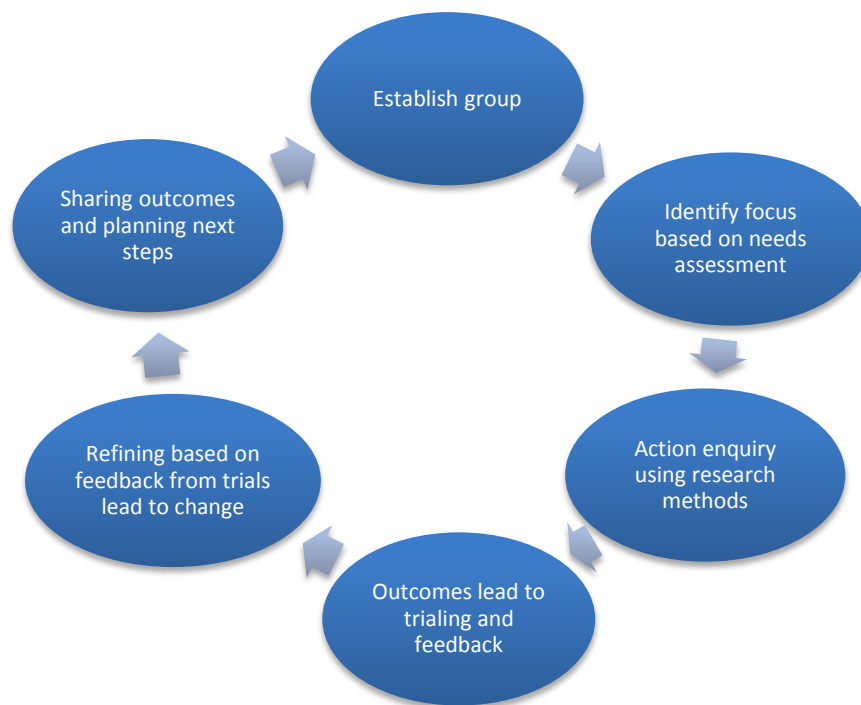
- Helps teachers by building on their pedagogical knowledge, improving social relationships between teachers and the result is improved outcomes for learners.
- Creates a collaborative culture with 'bottom up' development of ideas.
- Encourages a shared common purpose and educational values.
- Creates a more innovative environment.
- Encourages a willingness to communicate effectively.

Future challenges in Peer Communities of Learners:

- Time (cultural change is a slow process). It relies on FOEs to stay motivated.
- Cultural challenges – resistance to change; difficulty in accepting need for improvement; unwillingness to accept opposing opinions; resistance from families; & motivating teachers.
- Unsupportive principals; relationship between novice teachers and more senior teachers.
- Overcoming isolated ways of working
- Use of ITC; low skill level; little equipment; lack of resources.

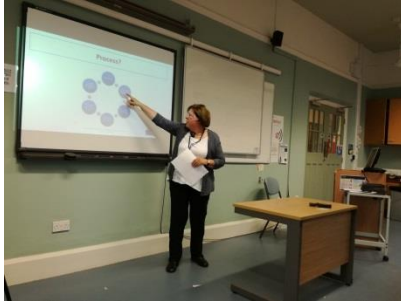
Prof. Burgess then posed a question about establishing a PCL activity. How would the partners go about establishing a PCL either in their faculties, with European partners or in the PD schools. Dr. Morsy from HU suggested designing a plan to disseminate the culture among schools and FOEs, and then hold meetings with different departments to discuss it and have a whole team that represents the different departments. Dr. ElShamy from AU suggested finding out the common factors within the groups to be able to set the PCL. Dr. Tannehil's view on that was to focus on knowing each other and start building the trust as a first step. Prof. Linder mentioned an example of a PCL he is part of. He said that they meet weekly to talk and discuss certain topics for four continuous weeks. They do not bring up any other topic except the one agreed upon.

Prof. Hilary suggested a possible module to consider as in the below diagram:



Some principles to keep into consideration:

- The PCLs are in control of the 'how' and the 'when'
- Autonomous
- Make decisions about how to share your outcomes
- PCL determines the value and the effort to put in
- The need for agendas, expectations and reminders.



Prof. Zaalouk then commented that to contextualize and as presented earlier in the Asian model, when PCLs are done through centralized systems, it is much better to have a very clear focus. In this case, they tend to value working together rather than working individually. In addition, according to Prof. Linder, the group can document the PCL meetings to build on the next steps.

Moving to the Key learning and shared understanding of Needs Assessment, Dr. Forsythe highlighted the following points:

- Needs Assessment is a way to determine the gap between what exists and the desired outcomes. A key point is that the monitoring and evaluation process is used to ascertain whether the gap has been bridged.
- It is important to choose the appropriate tools to conduct the needs assessment. This in itself ensures that quality data can be gathered.
- There needs to be support for the Needs Assessment from senior school leaders
 - Time allocated for the Needs Assessment

The third part of the presentation was about the Key learning and shared understanding of ethnographic research issues. Prof. Wilkins presented this section and mentioned the following points on the value of ethnographic orientation:

- Develops rich understanding of 'real world' situations.
- Allows researchers to explore in depth complex social relations.
- Sensitive ethnographic approach enables understanding of how cultural change can be enacted.
- Ethnography is consistent with the ethos of the SUP4PCL partnership:
 - *Respect and reciprocity*
 - *Mutual learning across boundaries*
 - *Innovation through internationalisation*

The last point was implicit rather than explicitly stated in many feedbacks and evaluations.

The Future challenges in ethnographic case study design are:

- Clarification of research design issues
 - *Multi-site case study, 'nested' case studies?*

Evaluations suggest that we still have much to do in respect to research design – not just the fine detail of it, but also the fundamental issue of defining the shape, and boundaries, of the case study/studies. Details on the case studies were addressed the second day of the meeting.

- Degree of consistency across all research sites
 - Three FoEs, 45 schools?
 - *How does consistency equate to locally-appropriate case study design?*
- How to build trust in schools in relatively short period of time. This is a key issue that is also fundamental to developing PCLs.
- Lack of sufficient 'real world' examples of how to overcome design challenges.

Some issues were briefly raised by Prof. Wilkins as they were discussed in detail on the following sessions in this meeting. These issues to resolve were:

1. What is our current view on specifics of research design?
 - If this is a case study, what are the case boundaries?
 - *A single multi-site (1 x 45) case study*
 - *Three multi-site (3 x 15) case studies*
 - *45 single site case studies*

This point also includes the need to be transparent and make equitable decisions about how we will approach this. Who will be responsible for leading/coordinating publications, what outputs are we looking for – and how do we ensure appropriate credit?

2. Dealing with trust issues in schools

- *Are there any 'short cuts' to gaining trust/cooperation of principals?*

The presenter then moved to the Key learning and shared understanding of ethical issues.

He emphasized that the evaluations of both EU and Egyptian partners show that the Needs Assessment workshops helped us develop a common view of the centrality of ethical thinking to the credibility, and therefore sustainability – of SUP4PCL. Prof. Wilkins added that this is an encouraging finding, since it suggests we can move beyond the flawed notion that research ethics sit outside the *intellectual* work of researchers.



In addition, respect and trust are essential to the credibility of the project outcomes on three levels:

- Between SUP4PCL partners
- Between partners and school participants
- Between partners and audience for research findings
 - *Academic*
 - *Public/political*

The presenter then mentioned four guiding principles that generate and sustain trust and respect:

The feedback from workshops suggested that participants were already broadly familiar with these below core principles including the final point, which is too frequently overlooked:

- Transparency between FoE partners and school participants
- Proportionality
- Honesty between partners about ethical challenges
- *Ongoing* consideration to ethical dimensions

Main Issues that we need to resolve in research ethics as mentioned by Prof. Wilkins:

1. What processes/structures are needed for us to ensure ethical process throughout the duration of SUP4PCL?

2. What are our expectations regarding academic outputs of the project?

Dr. Forsythe then continued presenting the Key learning and shared understanding of issues in coaching and mentoring. The points mentioned were:

- It needs to be perceived as aiding teachers' development, not judgemental
 - Mentoring sessions should not be used to make judgements on teachers' practice
- Both mentor and mentee need to be fully committed to the process
 - There is a need for both mentor and mentee to be able to reflect on their practice
- It is important to identify the appropriate personal qualities in the mentors

As for the shared understanding of Quality Assurance, the following aspects were highlighted by Prof. Burgess:

- Use reports collected by project members which document mentoring in schools
- Use ethnographic methods and other instruments
- Key stakeholders need to be engaged
- Trust of participants essential
- Needs to be part of annual assessment

Prof. Burgess elaborated that different layers are included if we think of the QA of the project. There are the reports received from partners and the final documents of the project, but there is also the Quality Assurance in the project of what happens in and between the PD schools and FoE. In addition, it is particularly important that we ensure there is a strong QA model in the project to ensure equity of practice across all PD schools, of the materials and the links and feedback to the FoE. Therefore, the feedback at all stages is essential.

The main future challenges in quality assurance are:

- Project sustainability
- Knowing how to document school experience as evidence for quality assurance
- Time
- Inappropriate instruments. We need to make sure that the methods and tools used in our studies fit with the project objectives and what we want to find out.

- Lack of support for principals

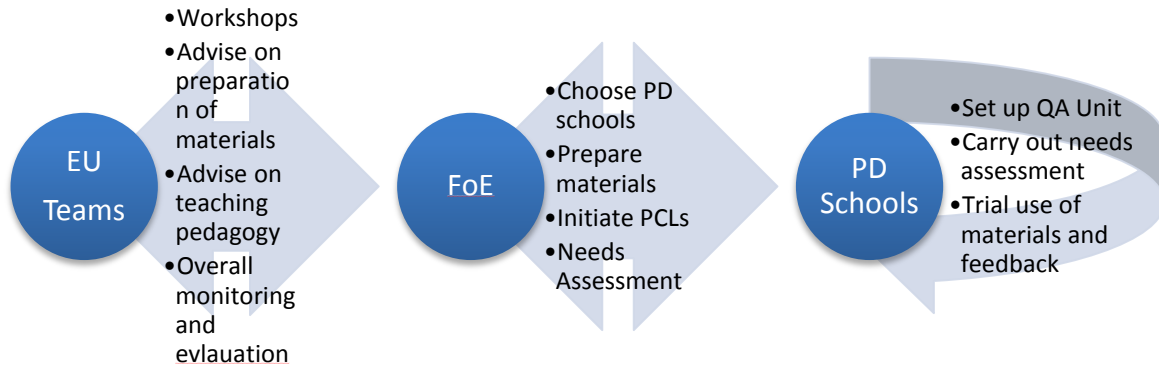
Prof. Burgess added that most of the QA issues that concerns people are those to do with QA of what might be happening in the PD schools and how these might be resolved. Having a QA model that demonstrates the links across all parties and getting feedback at every stage is essential for sustainability of the project. A key question was then presented by Prof. Burgess: what is being quality assured and how?

There are five components to be quality assured in the project as represented in the following table:

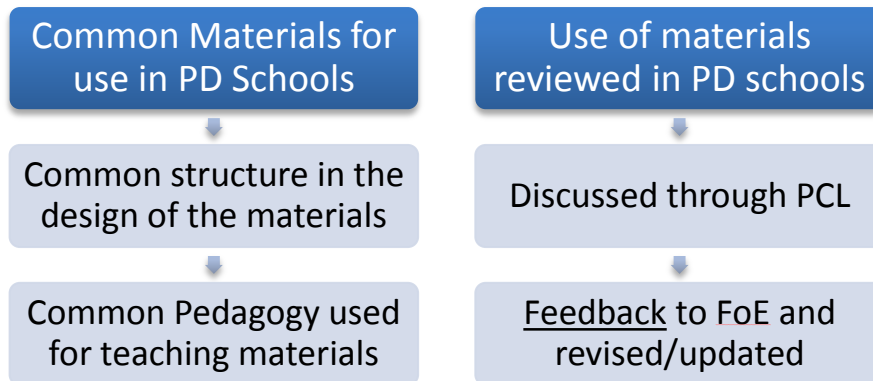
European teams of academics	Egyptian Faculties of Education	Professional Development Schools	Peer Communities of Learners	Materials to support subject and professional teaching
ULEIC; UL; NU; MLU Work with FoEs to advise on the progress of the Erasmus project, identify needs and QA the work of FoEs	ASU; HU; AU Work with PD schools to identify the focus for development, and to train schools in setting up PCLs. Identify needs and QA the work of the PD schools and the teams of teachers.	PD schools working with a specific FoE identify a focus and teams of teachers who will work on this focus. PD schools consider practical needs and monitor/evaluate progress.	PCLs at different levels; FoEs, EU partners, schools, FoE and schools, FoE & EU partners	STEM, SEN, global citizenship, sustainable development, active learning, mentoring and coaching

Prof. Burgess clarified that in order to develop PCLs we have to form PCLs ourselves in this project. We need to have clear focus and aim, we need action for the group. This gives people an added aspect to bring in to the project. PCLs can also be formed in FoE and between FoE and PD schools. In addition, teams of classroom teachers can form a PCL to discuss an area of focus. Using self-reflection, they quality assure the progress made in classroom practice and record reflections to share with others.

The quality assurance feedback at each stage is framed by ULEIC team as follows:



The Quality Assurance of Materials:



QA of Needs Assessment Process:

FoE and PD School carry out NA to define area of need linked to the areas of focus in the project: STEM, SEN, global citizenship, sustainable development, mentoring and coaching and pedagogical practice

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

FoE provide common advice to PD Schools on how to evaluate and assess the impact/output of the initiative to address the PD School need

Prof. Burgess illustrated an example for a defined need. E.g. to make the teaching more learner centered, some questions one needs to think of, are:

- Do I make good use of asking questions in my teaching?
- Do I give my pupils feedback? How?
- How do I know what my pupils have learned today?
- How does pupil learning feed into my planning?
- How do I create an interactive teacher/pupil discussion?

Prof. Burgess then clarified that once the FOEs finalize the schools needs assessment, they need to start helping school teachers to think of this need and how to break it down into small points and questions to be translated in classrooms.

Towards the end of the presentation, Prof. Burgess presented an activity that can be thought of by participants but was not discussed during the meeting due to time limitation. The activity was:

- Decide upon a defined need that a PD School might have and draw a model to demonstrate:
 - a. How you break down the defined need into manageable parts
 - b. How the teachers in the classes might begin to action the process/collect their data
 - c. How the teachers might reflect and evaluate their practice
 - d. Feedback process from teacher to FoE
 - e. Refining and feedback to PD school from FoE

Prof. Zaalouk thanked ULEIC team for giving a deep thought and having an overarching vision on M&E. Prof. Zaalouk clarified that as we move forward we need to have the support of MLU as a sub-lead in this WP to have more concrete measurement on the criteria. For example, Dr. Cuomo had a powerful measurement tool for PCLs that is relevant to the mature stage, yet we also need to have one for the formative stage when the PCL is consolidating and on its way for maturing. We need a tool that indicates which stage is it at. Another example is the formation of mentors at FOEs followed by mentors in schools. When can we say we have mature mentors, how to use M&E tools to assess where we stand in the different stages. It is important to set the tone of what needs to be done concerning the M&E tools.

Following this clarification, Dr. Tannehil from UL suggested dividing the work among EU partners. For example, if UON and MLU will work on a specific area of the M&E tools (e.g. mentorship and SEN), then UL can work on a different area. And all need to work with ULEIC. She added that creating a checklist for the Egyptian FoE leads might help them to know where they stand. Prof. Zaalouk strongly encouraged the suggestions.

III. Session Three: Visits and Coaching (Timelines and Expectations):

Dr. Heba EL-Deghaidy, the American University in Cairo (AUC)

DRr. EL-Deghaidy clarified that the purpose of this session is to plan and set timelines for the coming Egyptian FoE visit to EU in WP1.3.

Some preliminary thoughts on what to expect from the EU visit were illustrated through extracts from the April training reports as follows:

- Visit a post primary school and attend a teaching practice placement session with a school placement tutor, cooperating teacher and student teacher.
- Attend training provided for school placement tutors.
- Attend mentorship sessions.
- Meet or attend a session of Communities of learners and of Practice.
- Meet a team of action researchers in a school.
- Participate and attend school based CPDs.
- Sharing experiences of coaching in schools.

- Observing mentor and coach training for school mentors supporting student teachers.
- Observing mentor/ coaching in schools.
- Meeting with teachers who have researched their practice through working with the universities



The originally suggested timeline for the visits were the following:

Dates		Visiting Institution	Host Institution	No. of Participants	No. of Days
10-Sep-17	20-Sep-17	AUC	ULEIC - UON - UL	3	11
10-Sep-17	20-Sep-17	AU	ULEIC - UON - UL	10	11
10-Sep-17	20-Sep-17	HU	ULEIC - UON - UL	10	11
10-Sep-17	20-Sep-17	ANSU	ULEIC - UON - UL	10	11

Dates		Visiting Institution	Host Institution	No. of Participants	No. of Days
24-Sept -17	28-Sep-17	AUC	MLU	3	4
24-Sept -17	28-Sep-17	AU	MLU	10	4
24-Sept -17	28-Sep-17	HU	MLU	10	4
24-Sept -17	28-Sep-17	ANSU	MLU	10	4

The Participants worked in three groups that were a mix of EU and EG partners. The groups discussed the timelines and what to expect from the visits taking into consideration the aims of the visits.



Prof. Zaalouk clarified that the dates above are not fixed but they can not go beyond the coming early November to avoid affecting the following activities and timelines. Prof. Zaalouk also added that the aim of this exercise is to have a panoramic picture about the visit and to work on complementary ways to cover all aspects in this visit. The detailed programs need to be sent to AUC in August. She elaborated that this depends on the points of strengths and weaknesses of each EU partner and their relationships with schools. Each of the EU partners would focus its visit program on its areas of strength. The number of EG participants who will be visiting as shown in the table is 33 in total. Yet, there were suggestions to allow more time between the two visits (UK & Ireland) and Germany and to have different groups go for different visits. In case that EU partners have 33 participants, Prof. Zaalouk suggested that they might break the groups into smaller ones and send the smaller groups to different schools in parallel. Prof. Zaalouk further clarified that the group work would try to get out possible scenarios. For example, if the trips are divided more than planned we need to consult our budget. Hence, we could finalize the dates in this meeting but not the group configuration and the budget.



Prof. Linder asked whether it will be acceptable to have a translator during the visit to translate into Arabic. Prof. Zaalouk strongly encouraged this idea.

After the groups' discussions, the following outcomes were presented by the three groups:

The first group – Presenter: Dr. Francesco Cuomo

(Group from MLU,ULEIC,HU &ANSU)



- MLU:

- Visit Post-secondary school and attend teaching practice placement: A class that is possible to observe: A course in which students teach in groups of 5 student teachers. They take over a class of biology, afterwards they are observed and reflection takes place afterwards. This takes place for 10 – 12 weeks. They form PCL during the 12 weeks yet not a permanent one.
- Meet and attend a session of CoP.
- Sharing experiences of coaching in schools.
- Observe mentor/coach training
- Meet teachers who have researched their practice through working with the universities.

The second half of Oct (starting 16th Oct) works for MLU to conduct these visits.

- ULEIC:

- Approach local schools and check whether it is possible to visit them during school CPD sessions.
- Mentor training session for teachers in school who support student teachers (held at university).
- (Possible) –attend lesson study group.
- (Possible) –communities of math teachers, organized by mathematics hub (National initiative)

The second group – Presenter: Dr. Deborah Tannehil

(Group from UL, UON,MLU, AU&HU)



Institution	Date	Activities and menu items
ULEIC & UON	10 th – 13 th Oct, 2017	Each institution will have a menu with how many can attend sessions. Visitors choose which menu item to attend (this can be followed by e.g. role play of what they see)
WEEKEND 14 th – 15 th Oct, 2017		
UL	16 th - 18 th Oct, 2017	Supervision training Visiting PCL Visiting Primary/ secondary schools Role play on mentoring Reflection and observing Lesson study Diversity education SEN STEM
MLU	25 th -27 th Oct, 2017	Mentor training School university partnerships Teacher research projects Action research projects Pre-service/ In-service

		Forest school (teaching subjects outdoors) CPD
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The third group – Presenter: Prof. Philip Garner

(Group from ULEIC,UON,MLU, AU&HU)

Institution	Dates	What can be offered
ULEIC	9 th -11 th Oct, 2017 OR 9 th & 10 th Oct, 2017	Teaching school alliance visit? (School to school PCL) (School based pre-service TE) Self-governing schools are characteristic of edu in UK. Mentoring/ Coaching in multi-academy trust Lesson study working group
UON	13 th -17 th Oct, 2017 OR 12 th & 13 th Oct ,2017	Masters/ PHD-level derivatives of CPD School focused PD SEND/ inclusive ED.(project examples, of communities of inclusive learning practice) School leaders + CLIP Reflective writing in school clusters STEM/STEAM (blog CPD)
UL	19 th -23 rd Oct, 2017 Or 16 th & 17 th Oct, 2017	PCL: Urban schools (94 years of practice) Partnerships with schools-sessions on Dev of SP + research Development Ed (UBUNTU)/EPISTEM) Links with Action researchers (teachers)
MLU	25 th – 27 th Oct, 2017 Or 19 th & 20 th Oct, 2017	Prime-school system- university /meeting schools Research in school- Action research University and school projects Meetings between headmasters and teachers and how to develop collaboration can be observed.



This group gave two scenarios concerning the dates: either to minimize the number of days (3 days or 2 days per EU institution) or the number of participants.

At the end of the group presentations, Prof. Zaalouk and Dr. EL-Deghaidy summarized that we all agreed on the idea of having a menu, yet we still have different scenarios concerning the dates and number of participants. They added that we need to have a consultative meeting back in Cairo to look at the budgets and dates and get back to the teams in around a week .Prof. Zaalouk also welcomed any other suggestions that might emerge during this week to be added to the menu .Concerning the program, Prof. Zaalouk also stressed on the importance of having sessions on mentorship, school type mentorship, conversations with mentors and mentees as possible.

Prof. Wilkins clarified that the activities will be dependent on the dates of the visits and added that it will be interesting to visit schools in action and look at the processes of school clustering, schools with schools,...etc.

Dr. Cuomo from MLU also suggested adding a short description of the activities on the menu. This description will help the participants to specify their preferences, which was a good suggestion.

Wednesday 7th June, 2017

IV. Session Four: Material Development (Vision, topics, Mode of delivery, Division of Labor)

Dr. Helen Scott, University of Northampton (UON)

Dr. Scott started her presentation by giving an overview of the topics covered related to the material development activity: Vision and principles, topics to be included in the material, audit of European universities' expertise, examples of the current relevant expertise, models of producing materials, key questions and next steps and timings.



Visions and Principles:

Dr. Scott explained in length the characteristics that should be considered when developing the material. Materials should have the flexibility to be adapted to a wide range of contexts. It should also be evidenced-based and require interaction from participants (model a “learner centred” approach-mode of delivery). The material must facilitate collaborative learning and peer support and have “core”

content with follow up activities.

Enabling teachers' knowledge development as well as the development of shared definitions (e.g.: "inclusion") were other principals mentioned by Dr. Scott. Furthermore, supporting individuals to research their practice meaningfully and enabling changes which benefit their pupils and peers is another important aspect that needs to be considered.

Dr. Scott added that the material should include a range of resources and encourage testing out in /application to practice. It should also use an "Active Blended Learning" approach. Concerning this point, Dr. Scott clarified that it is important to know when and how to use this approach and how useful it will be in specific contexts. Dr. Scott continued listing some other principles. One principle is to take account of European and Egyptian partners' collective experiences. The material needs to be informed by notions of "best practice" and enable teachers to critique them as well. The last two principles mentioned were the sensitivity to the cultural differences and practical constraints as well as the accessibility and the structured material since it is important to assure that it is reachable and understandable by people.

Dr. Scott clarified that some principles might have more weight than others, one point that we need to agree upon.

Another point was added to the principles based on Prof. Zaalouk's suggestion. The material needs to be structured in a way to encourage 'self-learning'.

The suggested topics to be included as presented by Dr. Scott are: Pedagogies of learning and teaching, STEAM, SEN, Global citizenship, Sustainable development and Mentor ship.

The EU partners have not decided yet who will lead which area in the below table, yet the EU partners will conduct virtual meetings to decide on that matter to cover all areas.

Audit of EU Universities existing expertise in topic areas

Topic	UON	MLU	UL
STEAM/STEM			
Mentoring and Coaching			
SENI			
Global Citizenship and Sustainability			
Pedagogies of teaching and learning (including Learner centred approaches)			

Dr. Tannehil commented that when EG partners visit EU in October, they might find more areas to build on. Dr. Scott agreed and clarified that EG partners can ask for additional specific areas to be included in the menu of the material. Accordingly, EU partners can start immediately sending articles, links or useful references on the required topic and also include them on the material developed.

Prof. Zaalouk suggested starting conversations on global citizenship in addition to the topics presented by EU.

In this presentation, EU partners presented different examples of current expertise:

Leading Learning 4 All

Prof. Philip Garner (UON)

This initiative supports the students with disabilities and calls for three principles. First, provides starting points not destinations. Second, developed by the profession for the profession and third, supporting continuous professional development.

The website www.leadinglearning4all.edu.au is informed by International and national legislation that address three national standards in Australia: Principals' standards, teachers' standards and disability standards. In earlier times, there were lack of awareness on the disability standards in all aspects of teaching, yet things changed in that aspect.

The disability standards are mentioned in the teacher standards and leadership standards, yet they are not specifically for teachers but for different professions.

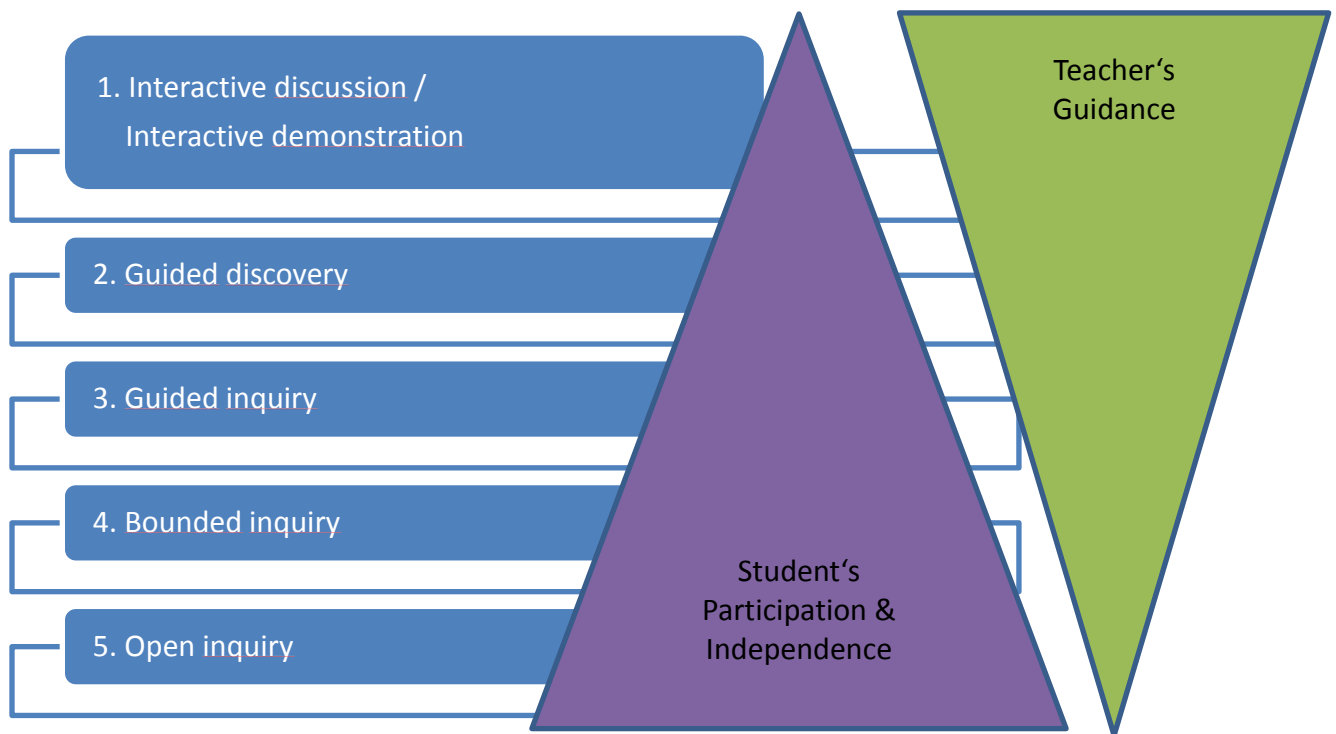
The website also contains series of reflective exercises, developmental process of building a professional learning community. In addition, it contains short clips of on action visual examples of situations in classrooms, teachers and children.

Inquiry Based Science Education

Prof. Martin Lindner (MLU)

This initiative includes science subjects such as science, math, engineering...etc. and requires collaboration between all consequently, needs specific tools to be developed and that helps the teachers to change the way they teach.

The levels of inquiry were presented by Prof. Linder as in the following diagram:



Banchi, H. & Bell, R. (2008), Wenning, C. J. (2005)

EU-FP7 founded ESTABLISH project

- Inquiry based science Education (IBSE) fostered through the EU-funding period FP7 in nearly 20 projects all over Europe.
- The origin was given by a paper of EU "Science Education Now".
- IBSE deals with student-centred Science activities characterised with relevance and context.
- This paper presented refers to the German SINUS project.
- The basic strategies are
 - Forming long-term learning communities of teachers (not less than 3 years).

- Working on classroom topics with the teachers (e.g. for no less than four weeks they work on the same topic).

- Guidance and organisation of these teams by professionals.

Below is the link to the website for useful material. The material has rich variety that can be used as guidelines.

<http://www.icaseonline.net/parsel/www.parsel.uni-kiel.de/cms/index011a.html?id=60>

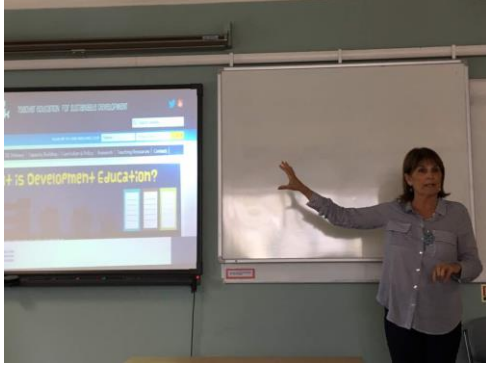
After the end of this presentation, Prof. Zaalouk commented that this might be one of the important outcomes of the project, to have curriculum and guidelines creators. This might be a good opportunity to start working on this. Prof. Zaalouk then asked Prof. Linder about how to get teachers to collaborate in multidisciplinary fields. Prof. Linder answered that at the beginning they invited teachers to join and started by giving some incentives (e.g. an hour paid). After five years the incentives were removed, they invited teachers to the groups and volunteers started to get involved since they started to see the influence and the effect this initiative has. He added that this initiative started 10 years ago and it influenced the policy of the state not merely the teachers as it inspired setting standards.

Prof. Zaalouk said that this is very interesting and can be an interesting example for STEM schools in Egypt.

Sustainable Development and Global Citizenship (The Ubuntu Network)

Dr Deborah Tannehill (UL)

UBUNTU originally reflects the idea of cooperation and compassion. It is a “Sub-Saharan” philosophy and a way of life that emphasizes cooperation, compassion, community and concerns for the interests of the collective”. Poverty, debt, aid, migration, climate change, human rights, environmental preservation, the Sustainable Development Goals, all raise issues and questions about development that we need to consider in order to be **responsible global citizens**. Dr. Tannehill added that if we are to prepare global citizens it needs to happen through education. Education is a powerful force for change, enabling us to critically reflect on the way things are, to identify social injustices and unsustainable practices and to act for a better world. This is what Development Education (DE) is about.



The Ubuntu Network

<http://www.ubuntu.ie/about.html>

The Ubuntu Network actively promotes that Development Education be embedded into post-primary Initial Teacher Education (ITE) in every area in Ireland. The goal is to support teacher educators and student teachers to engage with local and global development issues, to see how they are relevant to their subject areas and disciplines, and to understand the value that such perspectives bring to teaching. Teachers can select the cultural aspects they want to address (e.g. bullying).

The Ubuntu Network was established in 2006 to support the integration of Development Education (DE) into post primary Initial Teacher Education (ITE) in Ireland. It is made up of teacher educators from Higher Education Institutions, national government organisation representatives, and partner organisations with a commitment to education for social justice, equality and sustainability.

Dr. Tannehill elaborated that the program has sections on research, capacity building, policy, curriculum, solidarity and delivery as appears below.

Network Strategic Priorities:

The Network has 6 strategic priority areas that collectively enhance Development Education provision in Initial Teacher Education.



The website is a very resourceful one that covers different areas. Dr. Tannehill encouraged the participants to visit the website to look more ideas, reflect and select the material the can be useful for developing material.

Subject specific resources: A selection of resources appropriate for integrating development education into various subject areas in the post-primary curriculum is available. For more extensive collection visit: DevelopmentEducation.ie

Dr. Tannehill then presented a STEM initiative, The National Center of STEM Education (EPI.STEM)

<http://epistem.ie/our-people/faculty-staff/>

STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

EPI-STEM

The work of the centre is project-led within the following themes in STEM content: Fourth and Third levels, Second level, Primary Education, STEM literacy. The Projects address important issues such as adapting good practices in STEM teaching and learning for use in Ireland by research interventions in schools and other institutes and piloting such practices. Dr. Tannehill added that we always need to keep in mind that good practices in one place might not be the same for another place depending on the context, they might need to be adapted or developed in a way that fits the context most. These practices are then disseminated through CPD events organised by the Centre and all materials are made available on the Epi-Stem website.

The EPI-STEM Centre is committed to and guided by an approach that attributes particular value to the development of strong subject-matter knowledge as a basis for strong pedagogical knowledge and practice in the STEM. In addition, this approach attaches importance to promoting practice that is informed by research and seeks to maximise contribution through collaborations and networks.

Concerning the centre's missions, Dr. Tannehill explained that its mission is: first to Conduct best practice, evidence based research into teaching and learning in STEM. Second, to Translate existing research into effective best practice in STEM teaching and learning. Third to Design, inform, advise and deliver nationally recognised evidence based CPD programmes. Fourth, to collaborate and share information with all universities/institutions to formulate strategies that enhance STEM teaching and learning from primary school, through secondary school to third level and fourth level. And finally, to promote scholarship in STEM teaching and learning.

At the end of the presentation, Dr. Tannehill presented a sample of useful resources.

A comment was made by Prof. Zaalouk on the context in Egypt. Prof. Zaalouk said that people in Egypt still cannot relate to the global citizenship notion as it has legal and political underpinnings. People connect it more to issues of loyalty. Hence we might need to divert a little when it comes to this notion and focus more on values and skills.

Prof. EL-Naggar responded that recently and during this year only, standards were created and modules were developed to include humanities all in one subject similar to the idea of STEM. And Teachers were involved in the processes. On another note, Dr. ElShamy said that AU is working in partnership with ANSU to develop a special diploma for STEM schools.

Dr. Tannehill expressed her pleasure concerning this rich exchange of information and background happening in the discussions and commented that she is learning a lot out of such conversations.

Active Blended Learning

Dr Helen Scott (UON)

The UON has been reviewing, developing and evaluating its graduate and undergraduate courses to be blended. The purpose was to help students think about how they learn. They usually talk about the subject but not the pedagogy. This approach would help them learn how to teach.

The presenter played a video that shows the teaching and learning approach at UON

<https://www.youtube.com/watch?v=tOwbqaoJUoc>

Key learning points from research on “Active Blended Learning” at UON:

The key points arise out of very recent research undertaken by one of UON’s learning designers, employed to assist academics in designing resources, modules and programmes to be more “blended”. This work was presented 2 weeks ago at their annual Learning and Teaching Conference. The research participants are university graduate students, therefore, they may have particular views about online/blended learning which would be different to teachers. Yet, it may be well worth considering some of these key points if we go down the “blended” road according to Dr. Scott:

- People’s ideas about how learning happens need to be explored (Burner’s “Folk Pedagogy”)
- Blended learning works best when learners understand that there is a direct relationship between online and face to face elements.
- Relationships are key: “Perceiving online work as solitary, isolated and unsupported constituted a major barrier to engagement”.
- Students like online work which encourages experiment and interaction, and not just tasks which “repeat those in the classroom”
- Participants need good digital skills.
- A rationale for “why this way?” is needed.
- Quality of online materials is important.

Dr. Scott then posed some key questions for participants to consider and discuss in the Egyptian context. The questions were:

1. What are the levels of digital literacy of teachers in partner schools?
2. Which of the topics do we think are likely to be most needed?

3. What assumptions can we make about teachers' familiarity with any model which involves online, blended or independent learning?
4. What assumptions must we not make?
5. What would put teachers off engaging with the materials?
6. What are the cultural sensitivities and language considerations we must take account of?
7. Are there any other issues we need to consider not raised already?

The questions are brilliant and timely as Prof. Zaalouk described them. The Egyptian partners need to take with them these types of questions for the needs analysis

The final part of the session was about the next steps and proposed timings. Dr. Scott had this below plan for developing material (WP 2.1). Yet there might be a slight shift in the dates below since schools in Egypt start September:

- 1- EU universities agree on which topic area to focus on and the division of labor – (End July 2017)
- 2- Egyptian universities inform outcomes of needs analysis of schools – (End July 2017?)
- 3- EU universities take account of the above feedback from the current moment to design further a development plan to work on for the next visits related to this WP. (content, structure, mode of delivery)- (End September 2017)
- 4- Visits in Oct /November (the originally planned dates) to design material with Egyptian Universities

Dr. Scott also added that at UON, her colleague who was earlier at ULEIC developed a constructed process called "CAIRO". This name is an acronym as Dr. Scott clarified. It is a rounded process in which there are centrally trained persons, often a designer who takes a program team through a development process (consultancy, training, etc.). The process has a flexible structure and UON have done that many times. It is a two full days of training that focus on one thing for the two days (e.g. modules, sessions, developing material...etc.). Dr. Scott suggested discussing it in more detail with Prof. Zaalouk to see the possibility of applying it in Cairo. Prof. Zaalouk agreed and added that this can be part of the visit program to UON, to see how CAIRO works.

Concerning the timing of the visits, Dr. Tannehil believes that the EU visit to Egypt in October 2017 will be very tight in time since EU partners will be hosting Egyptian partners in October. Prof. Zaalouk agreed and said that the EU visit to Egypt need to be in November 2017 to allow time between the two visits.

Dr. Cuomo asked whether there will be participants from different subject matters in the coming visit to EU part of WP 1.3. Prof. Zaalouk confirmed and clarified that the visits will mostly focus on practices and cycles of creating PCLs and how they learn through them. Therefore, it is fine to have the participants

from the different subject matters. Prof. Zaalouk gave an example of an activity that was observed in Sweden. Different teachers for different materials engage in meetings and discussions together to put their lesson planning in action. Afterwards they conduct peer observation.

The knowledge bank initiative was another point that Prof. Zaalouk mentioned. It is one of the largest digital libraries. The material is online for all Egyptian citizens and they can access it through their ID cards. This initiative will be part of the curriculum development that will focus on self- learning and more inquiry for students after the MOE cancels the Thanawiyya Amma system. This bank is part of the choices the teachers have for lesson planning.

Dr. Tannehil also gave an example of what happens in PCLs in Ireland. Participants come from different backgrounds (e.g. nursing.... etc.) as the main focus is not the subject itself but the pedagogy. She added while there is room for the pedagogy that is more specific to the field, yet, the pedagogy is also general.

Dr. Cuomo then suggested giving a small presentation on how to introduce such activity for different specializations.

Teacher Professional Development and Communities of Practice. Findings for eight case studies.

Dr. Francesco Cuomo (MLU)

Dr. Cuomo clarified that this module is about how to do CPD for different specialties. The below unifying concepts were used:

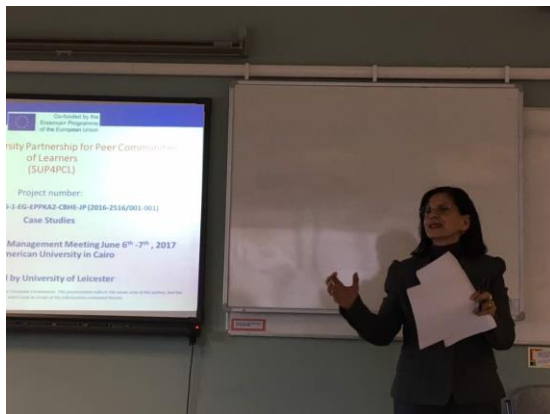
- Systems, Order & Organization
- Evolution & Equilibrium
- Evidence, Models & Organization
- Form & Function
- Change, Consistency & Measurement

Dr. Cuomo elaborated, the people involved work with teachers through this initiative, discuss the uses and give them activities. The issues discussed are big ideas and the general pedagogies related to these particular ideas discussed. Afterward, the teachers apply the pedagogies themselves and during action they find out the problems that might arise. In addition, the developers of this initiative work with students while the teachers of these students observe how things are done and what is happening. This makes a change in terms of mutual trust as the teachers observe the pedagogies on the ground. In some cases, the developers of this initiative use the material produced by the students (e.g. PPTs) with the teachers so they can see the results and outcomes. The meetings then take place once a month. Meanwhile teachers can upload their questions and issues raised based on what happened in the actual cases during this time.

V. & VI Session Five & Six: The Case Studies

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

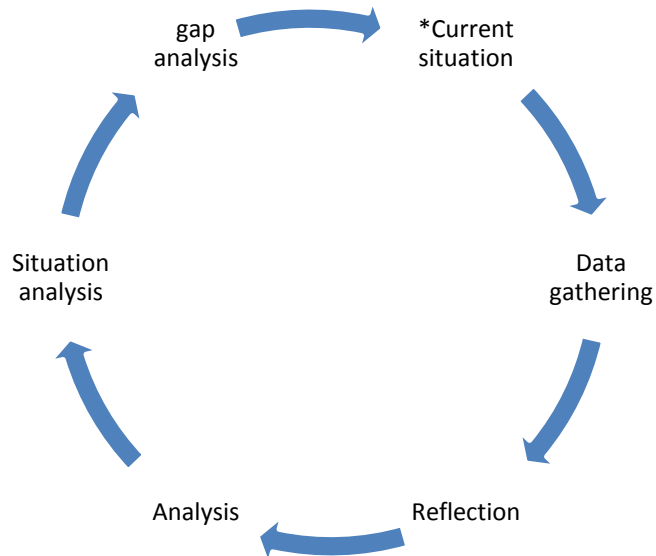
Before starting the group work activity planned for the session, Prof. Zaalouk explained the case study cycle and the different phases the researchers will work on. In addition, Prof. Zaalouk also clarified the expected levels of the case studies as well as some recommended questions to be tackled in the case studies as food for thought.



Prof. Zaalouk elaborated that this project is about innovative interventions that touch both institutions school and university. The process has already started. Preliminary needs assessment and data gathering have been happening. Hence, it is an Action Research approach according to Prof. Zaalouk and as expressed earlier in the meeting by Dr. Scott and Dr. Tannehil.

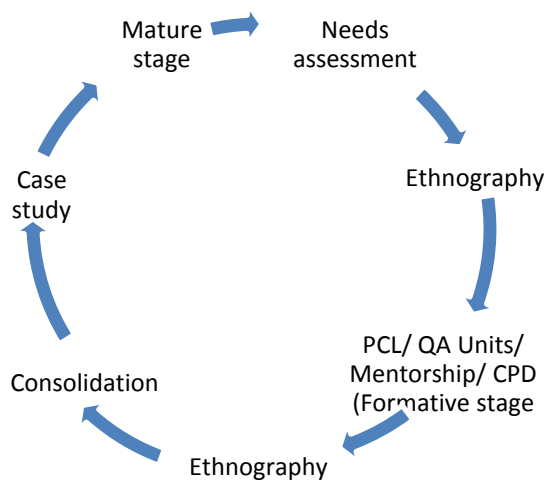
Objectives of the case study session

- 1- The circular nature of the process



N.B: in the stage between Analysis and situation analysis, the PCL, mentoring and quality assurance material will be developed.

- 2- First Phase is the preliminary needs assessment including demographics and needs.



The first stage starts with needs assessment then we slowly move into ethnography as explained by Prof. Zaalouk. Ethnography starts when the FOE participants begin to live in schools and spend some time there. It is when they start to understand the power relations in this school, values...etc. It is about approaching the cultural, economic and political style of this school in addition to its leadership style. These aspects may vary from one school to another.

Prof. Zaalouk continued that we will start to create PCLs and we need to find out what creates PCLs in each of the selected schools. We also need to find out the kind of chemistry in a mentor mentee relationship in this school, the CPD... Etc. The ethnography continues while the consolidation of PCLs, mentoring takes place.

This above work and process will start to have fruits by the second year. At this stage we reach the mature stage and can show case the transformation happened.

Prof. Zaalouk then emphasized that we will be looking at two levels. The one explained was related to the schools. Yet there are two levels of transformations to study and show case:

One is the transformation in schools, and in this part, EG FOEs will work on this part and EU partners will support them since the latter can not access schools.

The second is the transformation in the FOE. Some examples of the questions that the studies might address are: How the FOEs do their work, their views and transformations after this experience, what this experience enhanced and what it meant to the FOE to have this relation with school.

3- Clear understanding between twinning partners on the flow of communication as well as nature of documents needed.

The Twinning Partners are:

- HU and MLU
- AU and UON
- ANSU and UL

4- Clear TORs and Division of Labor

Having clear TORs and division of labor among the twin partners is very important.

Clarifying the importance of this point, Prof. Zaalouk gave an example of the last CDFE/TEMPUS project. In CDFE/TEMPUS project, the twin partners worked collaboratively together, yet there was a little of bitterness from some colleagues in some cases on issues such as who gets credit and who works on what. Therefore, the clarity in TOR, division of labor and defining the roles at early stages is important.

Prof. Zaalouk added that we can start the conversation now and we will continue to refine this relationship as we move one. To clarify the expected type of partnership, Prof. Zaalouk elaborated that the relationship between the twin partners should not be hierarchal. It has to be very closely knit in every step. The Arabic language might be a barrier for EU partners. Yet, the twin partners will work closely together on the questions posed, reflections, analysis...etc. and that will allow the twin partners together to observe the transformations.

Prof. Heggi also suggested that it will be also important for the EG FOEs to get introduced to the systems in EU and the universities involved. Responding to this request, Prof. Zaalouk clarified that this should happen as part of WP 1.3. Visit program to EU. Meanwhile the websites can be helpful regarding this issue.

5- Clear Timelines

Having clear timelines for the case studies and its different stages is vital.

There is a visit to Egypt in November to absorb WP1.3 visits and kick start developing the material. Afterwards, there will be two more visits during the project lifetime for the case studies. (Sept 2018 and April 2019). The purpose of the second one is to finalize the case study.

Prof. Zaalouk then provided the participants with some suggested questions to address in the twining groups in this session. The twin partners might study the transformations happening, how they are happening and the impact. They need to start a discussion about the kind of case study, the area of focus.... etc.

Some other questions to think of would be: how many schools the twin partners want to study (e.g. the first five, or a comparison between a school that conducts AR and another that does not ...etc.). Another aspect is how large the case study will be.

In addition to that, Prof. Zaalouk proposed a possible outline of the research questions in general terms such as the challenges and opportunities.

Dr. Scott asked if it would be possible for EU partners to visit at least one school. As a response, Prof. Zaalouk clarified that we will try but we can not promise that this will work as this requires a complicated process of security permissions that might be difficult to get at the current time. She clarified that permissions are even hard to get for EG FOEs during this time and stressed again on the importance of having ongoing conversations with EG partners to cover this gap.

Dr. Morsy from HU suggested inviting teachers from school to their FOEs while EU partners are there to meet with them

Mr. Alexander Finger from MLU raised a question about the language. His question was that if the interviews will be conducted in Arabic, then the translating and what EU partners will get might not be

the same. Accordingly, if we decide to make a comparison between the different case studies, the comparison might not be efficient and we will not be able to conduct a comparative work. He added that we need to set a common ground to have unified questions and type of data to allow comparison.

Prof. Zaalouk responded that as we move on, things can get clearer and in the coming management meeting we can refine the case studies more. Yet, the schools are different, accordingly the comparison might not work. Dr. Tannehil also supported Prof. Zaalouk's point of view and added that if at a later stage we come to a point where we think to do a comparative study then it can be refined. Yet, she believes that due to the different areas of focus, contexts and backgrounds it will not be appropriate to compare.

Prof. Zaalouk alerted the participants that the twin partners need to carry on their conversations on the case studies and that they need to keep the AUC team (Prof. Zaalouk, Dr. EL-Deghaidy and Ms Sabbah) copied in all emails.

Dr. Cuomo from MLU pointed out three aspects to be considered:

- 1- The level of analysis as the case studies are complex (e.g. mentors, schools, etc.). The question we need to consider is the number of days and personnel who can be involved to be realistic and to conduct interviews and all what is needed for the study.
- 2- The reflex of information and the need for other participants to know about the detailed information as it is unrealistic to keep everyone involved and updated in every detail or peace of information.
- 3- The language problem

Very important questions to be added to the earlier ones for consideration as Prof. Zaalouk commented and highlighted again that there are two levels of case studies. EG FOEs will be responsible for the one on the school level and they have more days for this activity. She added that they can come back to their twin partner for mentorship or consultation on certain aspects. For the second level both EU and EG twin partners will design the research questions in English. The interviewing though will be in Arabic, hence, EU partners need to trust the translation. Prof. Zaalouk assured the participants that a similar case took place in the CDFE/TEMPUS project and it was successful, we only need to make sure of having constant conversations and find out the best ways to do so.

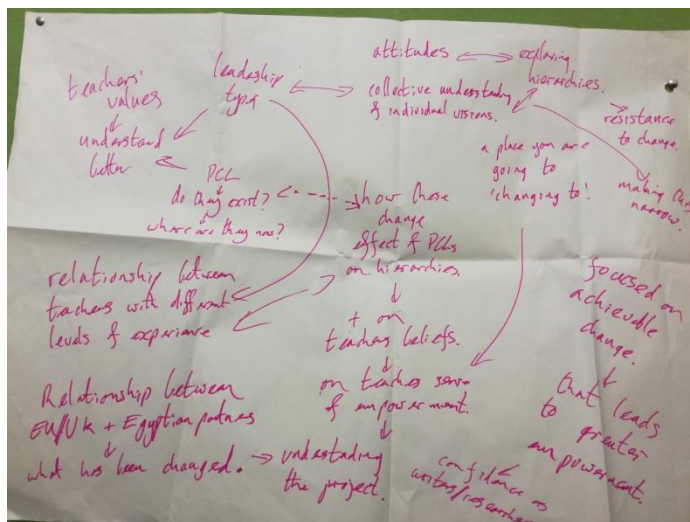


Concerning the timing for the first visit related to this activity which is Sept 2018, Prof. Linder from MLU asked whether it will be possible for EU partners to visit EG in between these dates if needed. Prof. Zaalouk assured that this is possible if the budget of the partner allows in addition to the management meeting events that will focus more on any required details for the case studies.

The group work:

UON and AU:

Initial discussion took place among the twin partners. The first point discussed was exploring the community. how to explore and understand teachers' values beliefs and sense of empowerment, In addition to leadership styles, relationships on different levels between teachers and FOEs and relationships between EU/UK partners and Egyptian partners (what has been changed).

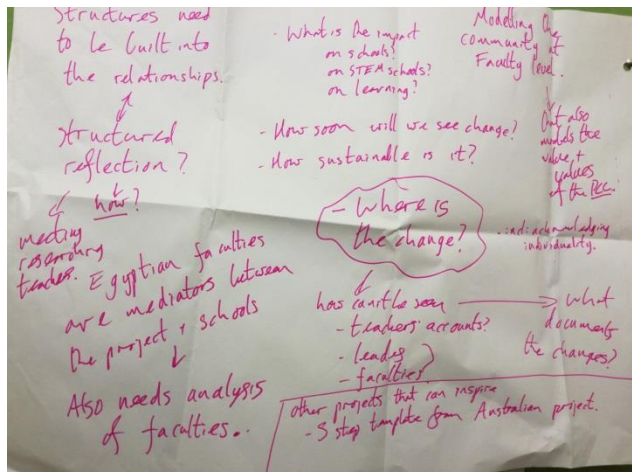


Furthermore, the teams agreed that there is a need to explore whether PCLs exist, in addition to the leadership style, attitudes, hierarchies, resistance to change. This will help the team to find out the collective understanding of the individual visions. Then in a different phase to explore the change happening during the project and how that affects the different areas explored.

The team moved in their discussion to more concrete points that are relevant to how the structures are built (relationships, structured reflections and how to do that). On another level, the team agreed that they need to analyze the Egyptian faculties as mediators between the project and schools.

Another point to be explored is the impact on the following: schools, STEM schools and learning, in addition to the impact on sustainability and what changes were achieved.

Afterwards the discussion moved to the potential methodologies and how to assess the change, modelling the community at faculty level, the values and the values of PCLs.



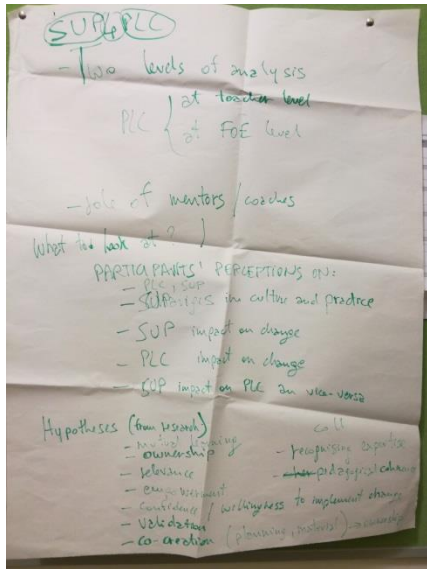
At the end of their presentation, Dr. Scott clarified that this is a very initial step but more time is needed to have a solid vision on the change to be assessed. Prof. Zaalouk stressed on the importance of proper documentation throughout the process as well as the continuous conversations and updates between the twin partners as well as holding monthly skype meeting with the twin partners.

MLU and HU:

This team looked at the two levels of analysis:

PCL at teacher levels

And PCL at FOE level.



The dimension the team need to look at and the data collection to consider:

Student perceptions and the FOEs perception (the group involved in the project)

It will be interesting to see the interactivity between the school and FOE and the interaction between the consortium members and how it influences the FOE and accordingly the interaction with schools. Hence, there is the interaction between school and university is impacting and making the change, the change on teachers' perception and FOE perception and then how the community of practice promotes changes in culture and perceptions.

Accordingly, the team needs to look at participants' perceptions on:

PCL and SUP

Synergies in culture and practice

SUP impact on change

PCL impact on change

SUP impact on PCL and vice versa

And the hypothesis will be:

- Mutual learning
- Ownership
- Relevance (having more participation in the group, relationships not only among themselves but also with parents for example)
- Empowerment

- Confidence/willingness to implement change (to feel that what The person is doing is relevant not only to self but to those around)
- Validation
- Co-creation (planning, developing material)- ownership
- Recognizing expertise that might be neglected. This impacts the sustainability of the change after the project)
- Pedagogical coherence

UL and ANSU:



The team plans to have three case studies:

- 1- Developing CoL of ANSU FOE (Interpretive)
Looks at the development of the community of learners among FOEs: Process, challenges, mentorship, leadership, team building.
It will start this summer and UL will conduct skype meetings with ANSU to be updated and to get introduced to some of the people involved.
- 2- Showcase changes and transformations in schools (ANSU)
Based on case studies of the 5 schools (ANSU faculty of 20 will be divided into 5 groups each team consists of 4 members) . The study might at some point work in parallel, the study of their own community as FOE and the school.

The areas of focus are:

Needs assessment in schools

(CoL x5):

- Teachers create CoL with pupils
- Teachers mentoring other 10 schools

- 3- Case studies of the Egyptian faculties and their transformation; (how they progress, how their views change, impact of CoL, how has their behavior, beliefs, and practice changed) (UL)
Introduce the UL team
Egyptian and university ethnography

Biographical survey
Diaries / journals
Interviews with faculty (focus group / individual)

The team came up with two more goals in the case studies but then realized that they are not realistic due to time limitation.

The main questions the team started to frame were:

What kind of case studies (exploratory, explanatory, intrinsic, etc.)?

What will be the focus (new programs, new pedagogies, a PLC)?

How many (schools, typologies)?

How large?

What research questions?

What are possible outlines of the case study?

UL introduced the possibility of having a collective book for all the partners. An outline for the book is suggested as follows:

- Chapter One: introductory chapter to talk about: overview of the project
- Chapter two: literature reviews: school university partnerships also on learning communities.
- Chapter three: methodologies used
- Chapter Four: training tools used
- Chapter five: the case study
- Chapter Six: on Quality Assurance.
- Chapter Seven: conclusion

On the idea of publication Prof. Zaalouk commented that it is a very good idea and the topics are very pertinent. The school university partnership can be the framing. Yet, the school reform is an important part to include, in addition to a chapter on teacher efficacy. The whole area of professionalism and teacher autonomy and empowerment deserves to have a separate part.

Prof. Wilkins suggested having two books. Prof. Burgess suggested that each book could have a different focus. One focuses on Higher education and the other on schools. Prof. El-Naggar suggested including part on teachers' beliefs. An aspect which constitutes a big part of the case studies as Prof. Zaalouk responded. Another suggestion was made by Dr. Tannehil to design questionnaires to assess the impact and where they stand now.

Prof. Zaalouk highlighted that the impact need to be assessed on the faculty as a whole not merely on the team directly involved in the project. The tools need to be created based on that.

Prof. Zaalouk ended this session by emphasizing the importance of having deep and more concrete discussions and framing of the case studies as well as a draft proposal for the book in the coming management meeting Feb 2018.

VII Session Seven: Reporting and way forward

Prof. Malak Zaalouk, Dr. Heba EL-Deghaidy and Ms. Dana Sabbah (AUC):

The last session of the meeting included briefing on the technical reporting as well as setting the dates of the coming events and activities and the way forward.

Ms. Sabbah reminded the participants that the due date of the intermediate report is end Feb 2018. She also introduced them briefly to the report template and the questions that the partners need to answer in the report. Ms. Sabbah clarified that the AUC team will be available for any inquires or support needed in the process of writing the report.

Afterwards, Prof. Zaalouk moved to some important dates of events and coming activities. She briefed the participants of the following events and suggested dates:

- The previously discussed visit for perform coaching (WP1.3)
- Developing material (WP2.1) visit will take place in Nov 2017
- The third management meeting will take place at AU in Egypt Feb 2018 and this will be followed by training workshop.

Perform coaching visit (WP 1.3):

For the WP 1.3 visit: the participants agreed on the following dates:

Date	Activity
Monday 9 nd Oct 2017	EG partners Travel to UK
Tuesday 10 th - Friday 13 th Oct- 2017	Visit to ULEIC then UON
Saturday 14 th Oct, 2017	Travel to UL
Monday 16 th – Wed 18 th Oct 2017	UL visit
Thursday 19 th Oct 2017	Travel back to EG

UK participants said that two days for each UK partner (ULEIC and UON) should be enough since both work under the same governance and systems. Accordingly, they can work the program together to cover all requirements of the visit.

And for the MLU visit:

The plan was to travel to Berlin on 23rd and return on the 27th Oct, 2017. Yet, HU suggested shifting the visit to Germany to start 5th Nov to allow some time for the faculty to get back from the earlier visit and meet their professional and academic obligations in their own universities. All participants agreed on that. So the final dates are:

Date	Activity
Sunday 5 th Nov 2017	Travel to Berlin
Monday 6 th - Wed 8 th Nov- 2017	Visit to MLU
Thursday 9 th Nov, 2017	Travel back to Egypt

Developing material visit (WP 2.1):

Prof. Zaalouk clarified that EU partners will be visiting the three Egyptian FOEs (ANSU, AU and HU). The visit lasts eleven days similar to the one took place last April.

Dr. Scott suggested shifting the dates of the visit to early December 2017 (the first or second week) instead of November as several participants have different commitments during November 2017. Prof. Zaalouk and the participants agreed on the timing.

Dr. Scott then suggested reducing the days planned for each FOE visit for two days instead of three, and having a day or two of collective meetings for all partners at the beginning and the end of the visit. She also asked if it is possible to split the EU participants coming from each FOE instead of having the same people coming for the whole period. On this last question, Prof. Zaalouk agreed on some of the suggestions above such as the dates, having a collective meeting and split the visit on more EU people for each EU partner if necessary and if the budget allows.

The final dates are:

Date	Activity
Saturday 2 nd Dec 2017	EU partners Travel to EG
Sunday 3 rd –Tuesday 5 th Dec 2017	HU visit
Wed 6 th - Saturday 9 th 2017 (Friday 8 th is a day off)	AU visit
Sunday 10 th Dec 2017	Travel back to Cairo
Monday 11 th – Wed 13 th Dec 2017	ANSU visit
Thursday 14 th Dec 2017	Collective meeting at ANSU

****N.B: Please note there is a slight change of date due to the limitations of booking a conference hall at AUC***

Prof. Zaalouk asked EU partners to send recommendations on hotels and clarified that each country needs a separate visa (Germany, Ireland and UK).

Local Management meeting:

Planned to be on the 9th and 10th Oct, 2017, but it can be pushed to a later date if needed As Prof. Zaalouk clarified.

***N.B: The new date for the local management meeting is 20th November, 2017.**

Third International management meeting:

The original suggestion is Feb 2018 and it is linked to the training workshop activity (WP 2.2)

The participants agreed on the following dates for the meeting:

Date	Activity
Sunday 18 th Feb 2018	Travel to Egypt
Monday 19 th - Tuesday 20 th Feb- 2018	Management meeting at AU

Then Prof. Zaalouk asked the partners to be flexible in the following week since EU partners will be visiting EG universities for training workshops. The training workshop is about mentorship and coaching and how to use materials in schools.

No. of participants for the management meeting is three per FOE. Then one participant from each EU Partner will stay for the training workshop.

The training workshop timeline will be as follows as agreed by all participants (two days /FOE)

Date	Activity
Wed 21 st – Thursday 22 nd Feb 2018	Training workshop at AU
Friday 23 rd Feb 2018	Travel to Cairo
Saturday 24 th – Sunday 25 th 2018	Training workshop at ANSU
Monday 26 th – Tuesday 27 th Feb 2018	Training workshop at HU
Wed 28 th Feb 2018	Preparatory meeting between AUC &EU partners
Thursday 1 st March 2018	Wrap up- at AUC (All partners)

***N.B Please note that there is a slight change in dates due to logistical reasons that has to do with booking a conference hall at AUC.**

At the end of the session, Prof. Zaalouk stressed that EU partners will need to send the AUC the visit program of Oct 2017 by August 2017. In addition, they need to send the names of the participants who will be coming to Egypt Dec 2017. Dr. EL-Deghaidy also added that once AUC have the names of the EG participants travelling to EU in Oct and Nov 2017, invitation letters will be needed from the EU partners to start the process of visas and travel.

At the end of the meeting, Prof. Zaalouk thanked the participants for their attendance and commitment and for their well thought discussions.

Annex 1

Agreed upon dates

Dates	WP	Activity
	Perform coaching visit (WP 1.3)	
Monday 9 nd Oct 2017		EG partners Travel to UK
Tuesday 10 th - Friday 13 th Oct-2017		Visit to ULEIC then UON
Saturday 14 th Oct, 2017		Travel to UL
Monday 16 th – Wed 18 th Oct 2017		UL visit
Thursday 19 th Oct 2017		Travel back to EG
Sunday 5 th Nov 2017		Travel to Berlin
Monday 6 th - Wed 8 th Nov- 2017		Visit to MLU
Thursday 9 th Nov, 2017		Travel back to Egypt
	WP 5.1 Meetings	
20 th November, 2017		Local Management meeting
	Developing material visit (WP 2.1):	
Saturday 2 nd Dec 2017	EU partners Travel to EG	EU partners Travel to EG
Sunday 3 rd –Tuesday 5 th Dec 2017	HU visit	HU visit
Wed 6 th - Saturday 9 th 2017 (Friday 8 th is a day off)	AU visit	AU visit
Sunday 10 th Dec 2017	Travel back to Cairo	Travel back to Cairo
Monday 11 th – Wed 13 th Dec 2017	ANSU visit	ANSU visit
Thursday 14 th Dec 2017	Collective meeting at ANSU	Collective meeting at ANSU
	WP 5.1 Meetings	
	<u>Third International management meeting</u>	
Sunday 18 th Feb 2018	Travel to Egypt	
Monday 19 th - Tuesday 20 th Feb-2018	Management meeting at AU	
	WP 2.2: The training workshop	
Wed 21 st – Thursday 22 nd Feb 2018		Training workshop at AU
Friday 23 rd Feb 2018		Travel to Cairo
Saturday 24 th – Sunday 25 th 2018		Training workshop at ANSU
Monday 26 th – Tuesday 27 th Feb		Training workshop at HU

2018		
Wed 28 th Feb 2018	Preparatory meeting between AUC &EU partners	Wed 28 th Feb 2018
Thursday 1 st March 2018	Wrap up- at AUC (All partners)	Thursday 1 st March 2018