

2017

**Report on SUP4PCL/ ERASMUS+  
Second Local Management Meeting  
11<sup>th</sup> of May 2017 at Welcome  
Lounge, The American University in  
Cairo, Egypt**

Project name:

School and University Partnership for Peer Communities of learners

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**List of Acronyms and Abbreviations:**

<b>Partners Acronyms</b>	
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
<b>Other acronyms and abbreviations</b>	
SUP4PCL	School University Partnership for Peer Communities of Learners (Title of this ERASMUS+ Project)
CDFE	Capacity Development of Faculties of Education in International Approaches to Teacher Education (Title of the TEMPUS project)
MEIHE	Middle East Institute for Higher Education
ARAS	Action Research in All Schools
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
AR	Action Research
WP	Work package
CoP	Communities of Practice
PCL	Peer Communities of Learners

## SUP4PCL/ERASMUS+ Second Local Management Meeting Report

May 11<sup>th</sup> , 2017

The American University in Cairo

Egypt

Thursday 11<sup>th</sup> May, 2017

### **Introduction and Welcome note:**

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

Prof. Zaalouk greeted the participants from the three Egyptian partner institutions (ANSU, AU, HU) and clarified that these meetings are very important to discuss both managerial as well as technical matters and activities. An overview of the meeting agenda was given by Prof. Zaalouk. The first session consisted of presentations by the three Egyptian partners (ANSU, AU and HU) on several aspects. First, the teams' profiles and the division of labor. Second, the schools selected. Third, the permissions needed and the ways in which FOEs would get authorizations to go to schools and conduct research. Fourth, the academic integrity and lastly, feedback on WP1.2 EU partner visits that took place early April 2017.

The second session was about taking stock on WP1.2 and the EU partners' feedback on the visits. The final session that was presented by Prof. Zaalouk was about protocols, PCLs and ethnographic studies, tools, visits to schools and finally the steps and timelines related to the mentioned activities.

Before moving to the presenters of the first session, Prof. Zaalouk clarified that there are currently two running projects at MEIHE. The SUP4 PCL/ ERASMUS+ project and the second phase of the ARAS project. The philosophy of MEIHE is always to synergize between its different projects. Prof. Zaalouk elaborated that a package was created as part of the ARAS project and will be presented to the SUP4 PCL project partners to be used by them. This package including the tools it contains is the main starting point to build both PCLs and partnerships with schools. Hence, we, the partners in the SUP4 PCL project are not starting our activities from scratch, we already have tools to start with.

## **I. Session One: Presentations by the three EG FOEs (ANSU, AU and HU)**

### ***Dr. Zeinab ELNaggar and Dr. Rasha Kamal, AinShams University, ANSU***

Dr. Kamal started her presentation giving feedback on WP1.2 needs assessment visit to ANSU. The following points were mentioned:

- The training sessions were too long. Participants were exhausted and overwhelmed specially that the ANSU team is still new to this type of projects and long workshops.
- The trainers were not well-oriented about the Workpackage timeline.
- The workshop was more theoretical than practical particularly on the first day. The second day was relatively better in that regard. In general, the participants needed to have more case studies.
- Along the same lines, Dr. Kamal clarified that the style of training workshops was lecturing rather than hands on active sessions. In addition, the groups were fixed throughout the workshop. The participants did not mingle enough with each other. No smart goals were set.
- Language barrier was also another factor. It was a problem for some people of the team. Following as well as participating in the discussion was not easy for some. In addition, the accent of the EU partners specially the Irish was not easy for some ANSU participants to understand. Having translation would have been helpful.

Dr. Kamal elaborated on the feedback clarifying that in spite of these pitfalls, there were positive aspects to this visit. The EU team was friendly and created a warm environment for the workshop. In addition, the certificates of participation were good motivation for the ANSU team. Concerning the capacity development of the team, the team was able to understand the following:

- How to figure out the real needs of the teachers through interviews, focus group and questionnaires.
- The difference between monitoring and coaching.
- PCLs and effective learning communities.
- Challenges of creating PCLs and suggested solutions.
- How to design tools of Needs Assessment.

Following the feedback given on WP 1.2, Dr. Kamal explained there is an urgent need for ANSU team to be introduced to the following: creating an effective working community, team building that is based on trust and respect, project management and all the aspects that come with it such as timelines and responsiveness to emails, the culture of working in similar projects.

The names of the selected schools as well as the division of labor with other aspects were presented by ANSU. Dr. Kamal presented the names involved in the project and the different tasks per WP that are assigned to each participant. She explained that the division of labor is based on the qualifications and experience. For example, Dr. Hanaa Ouda is specialized in the quality assurance and Dr. Zeinab ELNaggar

in the curricula. She added that the CVs of the participants will be sent to AUC. Dr. Kamal suggested including a couple of PhD students (i.e. Dina and Haggag) in the team and in the coming EU visits as their tasks will be focused on carrying out the ethnographic studies. The two recommended names are involved in the ARAS project doing their PhDs using Action Research.

Concerning the academic integrity, Dr. Kamal emphasized that the main couple of issues is the timing as well as getting security clearance from schools particularly during exams and summer times. Hence, the preliminary plan for ANSU works as follows:

- Get Security Clearance then the Summer Vacation starts.
- Spreading the culture of PD Schools. Dr. Kamal suggested that EU partners can provide them with examples of PD schools such as live videos to present live examples for ANSU team.
- Invitations to the University Campus to some ceremonies and celebrations as a motivational tool.
- Effective social mingling such as celebrating birthdays and social events.
- Team Building/ soft skills/ project management.
- Enhancing the benefits such as: Travel, gaining good experience, kind of financial rewarding.

Commenting on ANSU presentation, Prof. Zaalouk thanked ANSU team for their important and clear presentation and for reflecting deeply on their own needs including the cultural ones. Prof. Zaalouk though commented that we need to change our internal culture and leave behind the culture of “them” vs. “us”. Partners need to be clear that EU partners’ role during the project is not to “train” EG partners. There is no hierarchy. All partners are peers. EG partners should not wait for the EU partners to train them, instead, we ourselves need to acquire self-learning habits. Prof. Zaalouk added that of course when we visit them, we will go to schools and see things live which is positive but this is different than training.

Concerning the language, Prof. Zaalouk agreed that the language was a barrier at ANSU. Hence, it is one of the aspects that we need to focus on. Prof. Zaalouk also emphasized on the importance of the learning communities and on the importance of the tacit knowledge and social aspects in the learning process. She also suggested that the ANSU main attending team to conduct internal mini management meetings in their FOE that includes all the groups involved and use the snowballing technique to build on the team.

***Prof. Ahmad Heggi, Dr. Lubna Shehab and Dr. Hanan Morsy, Helwan University (HU)***

Prof. Heggi gave a quick feedback on WP1.2 EU visit to HU. The workshop was a good starting point to build on concerning the different aspects related to the project such as the needs assessment, coaching and mentoring. Unlike the case at ANSU, the language was not a barrier. The team hoped to have more had more involvement of MLU.

Concerning the selected PD schools, Dr. Morsy listed the names of the PD schools and updated the participants regarding the steps taken. HU does not need to take approvals from the central agency

since they already have signed protocols with schools from earlier projects. The protocol allows them to go to schools, conduct interviews, videotape...etc. Accordingly HU has no problem concerning this issue. Prof. Zaalouk then asked HU team to provide the AUC with a copy of this protocol.

Dr. Morsy then presented the project team, names and profiles. The division of labor is based on five categories:

- 1- Needs assessment
- 2- Mentoring
- 3- Research Ethics
- 4- Ethnographic study
- 5- Quality assurance.

Unlike ANSU team, the HU team knows each other well and are familiar with the project culture as they were partners in the earlier TEMPUS project.

Dr. Shehab then continued her presentation giving more detailed feedback on WP1.2 visit as well as the future steps and the challenges that they may encounter.

According to Dr. Shehab, the workshop was fruitful in clarifying the following areas:

- Characteristics of effective communities of learning.
- Data collection methods of needs assessment.
- Needs assessment tools.
- Exploration of different definitions: learning communities, mentoring, coaching, professional development.....etc.
- The difference between mentoring and coaching.
- Skills of mentors and coaches.
- Principles of educational research.
- Research ethics.

In addition, the workshop was interactive, needs assessment for the FOE took place during the workshop, rich discussions and group work occurred and the presenters were very active and professional. Communication, culture and language barriers did not exist. Furthermore, the participants were committed and engaged and common understanding amongst EU and EG partners was reached. Finally, all the required organizational preparations were available such as: PCs and Wi-Fi connection, Laptops, Data show, Printer, photocopy machines, white boards....etc.

Couple of comments were mentioned concerning the workshop. These were:

- The workshop was based on literature rather than best practices in UK and Germany.
- Not all the Egyptian expectations were fulfilled, the EU strategy depended on stimulating HU to take decision concerning the future plan rather than providing them with tools, documents, videos, or distinguished experience in their country.

Along the same lines of Prof. Zaalouk's comment on ANSU presentation, Dr. Shehab clarified that when HU participants asked EU partners to provide them with modules, the EU partners' response was that EG partners need to build their own self-learning skills rather than to be provided with ready-made modules.

Dr. Shehab then continued presenting HU's view regarding the next steps to be taken. The steps presented are:

- Training teachers to be mentors.
- Determine needs assessment tools.
- Conduct needs assessment.
- Collect and analyze data.
- Develop professional learning communities.
- Social Responsibility of the university towards schools.

The areas that need more concentration are: Ethnographic Research and Quality Assurance in schools.

Finally Dr. Shehab suggested some topics to be included during the coming visit to EU. The topics are the following:

- Best practices in schools.
- School visits.
- Quality assurance system of PLCs.
- Meetings with mentors, members of PLCs.
- Documentation of PLCs activities.
- Sharing videos and interactive materials instead of theoretical presentation.

Concerning this visit, Prof. Heggi suggested leaving a time gap between the visit to UK and Ireland and the visit to Germany to allow more people to participate. Prof. Zaalouk said that this point will be considered and discussed during the second International Management meeting as the EU partners need to be consulted for the best timing to assure having strong programs.

The future plan was also clarified by Dr. Shehab as follows:

- Communicate with the school teams to clarify the goals of the needs assessment (including: student needs, school needs, teacher needs and training needs).
- Determine the target group in schools, classification of the groups.
- Assign a needs assessment committee.
- Schedule of reporting.
- Prepare data collection templates.
- Conduct needs assessment.
- Organize the training needs in priorities.
- Data analysis.
- Determine the gap between the current status and the desired.
- Organize focus group with the school team to decide the best delivery system of training.
- Prepare a report.

As for the challenges: Two main challenges might be encountered: the critical timeline of the needs assessment and the validity and honesty of responses.

The time line was a common challenge among the three FOEs and was discussed and agreed upon on the last session of the meeting.

Prof. Zaalouk thanked HU team for their presentation and for the good selection of their team. She also reminded the participants to refer back to the survey tool that was provided by Dr. Francesco from MLU during the kick-off meeting.

***Prof. Salah Elkharashi, Dr. Dalia ELHawwary and Dr. Maha ELKomy, Alexandria University (AU)***

Prof. Elkharashi started by thanking both HU and ANSU teams for their continuous direct communication and feedback on WP1.2 EU visit. This allowed AU team to be alert during EU visit to them and helped them to adjust the program and avoid the drawbacks that occurred with HU and ANSU.

The participants from AU were sixteen coming from three departments: Curricula & Instruction Dep, English Dep & Foundation of Education Dep. Some participants were new. They were committed and interactive.

Concerning the goals of WP 1.2 April visit, the following goals were achieved:

- Developing knowledge, skills and attitudes towards mentoring as a key vehicle for PD
- Familiarizing participants with their expected roles as mentors
- Identifying possible routes for establishing partnership between schools and universities.
- Identifying tools and procedures to assess schools' needs

On the first day the following themes were covered: The key concepts (needs assessment and ethnographic research), the Procedures for assessing the needs of the PD schools and the Research ethics. There was active small and whole group discussions and feedback.

On the second day the following aspects were covered: Mentoring: key concepts, roles, mentoring and coaching, selecting mentors and training for mentors. The second day also covered the topic of Professional Learning Communities: construction, supporting and sustaining; Monitoring and evaluation of the impact of PLCs and the expected roles and tasks when in schools.

As a general reflection, the training included role play and simulation. Participants were able to construct comprehensive understanding of the project's goals and plan of work. The training marked an important step in the cooperative relationship between AU and EU partners.

Prof. Elkharashi then proceeded with the next steps AU is planning to take:

- Meeting with AU team to set an action plan
- Communication with the MoE to plan for school visits
- Preparing for ethnographic study tools
- Initiating communication with UON to prepare for the case study

Prof. ElKharashi also clarified that the timeline is challenging and that they at AU have several logistical issues and complications (e.g. signing the sub-agreement) which makes things harder. He added that it is important to have good communication between the three FOEs to build our own PCL as well.

Prof. ElKharashi moved then to the AU team profile and the division of labor. The division of labor was done in a different way than HU and ANSU:

The technical support team: responsible for Facilitating Work packages implementation, Monitoring & Evaluation and Reporting. The team consists of the three main people in the project Dr. Salah ElKharashi. Dr. Medhat ElNemr and Dr. Dalia Elhawary

Under the umbrella of the technical support, three teams were created:

- **Communication and Logistics Management:** Consists of Dr. Maha Elkomy and Dr. Alsaeed Alshamy
- **Lead Research Team:** Consists of Dr. Saher Maher and Dr. Nermeen El-Defrawi
- **Assistant Research Team:** The team members here are experienced and qualified in the areas they will work in. The team consists of : Dr. Neveen Helmy, Dr. Rania Adel, Dr. Heba saber, Dr. Dalia Hammoud, Dr. Elshaymaa Abdulgawad and Dr. Marwa Eladwee

There might be rotation between the three teams as Prof. ElKharashi clarified.

The floor was given to Dr. ElHawwary. Dr. ElHawwary listed the names of schools selected. These were the same names presented during the kick-off meeting. AU is still trying to finalize the protocols with schools.

The Academic integrity was a major aspect in this presentation. Dr. ElHawwary explained that AU was trying to focus on this issue at an earlier stage before going to schools. There are aspects that need to be considered in the early stages. Dr. ElHawwary gave an example of the consent forms. She clarified that if AU team takes the consent forms to schools to be signed, the school participants will be frightened since this is not part of the culture in Egypt. She added that the AU team needs to reach for a solution and guidelines that bridge between the Egyptian culture and the EU ethical standards and guidelines. Some other examples of Ethical Issues identified by EU Guidelines are:

1. Data protection and privacy
2. Informed consent
3. Dual use
4. Research involving developing countries

The plan for Fulfilling the Academic Integrity as presented by Dr. ElHawwary is as follows:

- Conduct a workshop for AU team to plan for research academic integrity (e.g. EU research ethics guidelines, needed procedures, timelines).
- Produce manual of guidelines to be used by research team during all stages of research work.
- Produce Research Ethics Assessment tools
- Produce research documents (e.g. schools informed consent)
- Ongoing communication with EU partner for consultation on EU research ethics regulations

Dr. ElHawwary ended the presentation by providing useful link concerning the research ethics. EUREC is a network that brings together already existing national Research Ethics Committees (RECs) associations, networks or comparable initiatives on the European level. It also offers free and open access to online training program on research ethics and regulation.

<http://www.eurecnet.org/index.html>  
<http://www.eurecnet.org/materials/index.html>

Prof. Zaalouk thanked the AU team for their excellent vision particularly on the part related to the research ethics. She added that this project will be a start of a cultural change in different aspects in Egypt such as the culture of research, research ethics, respect...etc. The change at the beginning is challenging but according to Prof. Zaalouk, if we manage to make this change happen on our small scale, it will be a good example for the Supreme Council of Universities to develop their strategies. Our FOEs will represent the piloting stage and the live examples.

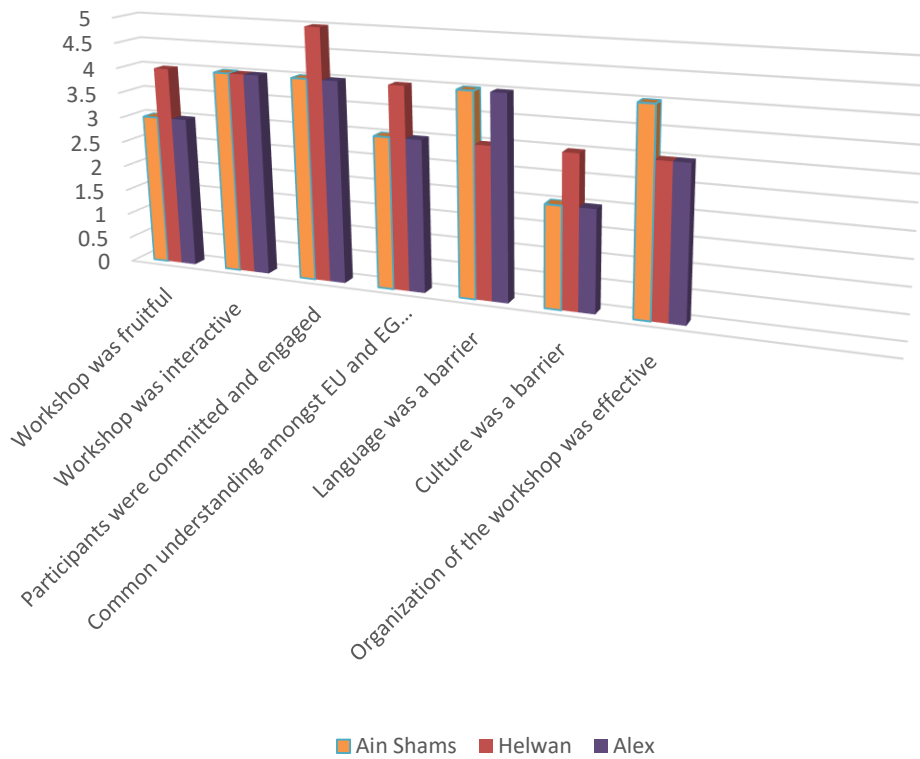
Concerning the ethics and the academic integrity, Dr. EL-Deghaidy suggested forming a committee to lead the academic integrity for the three FOEs. Prof. ElKharashi strongly supported this idea and added that we can also publish a paper on the academic integrity to be used for research in general. Prof. Zaalouk also agreed and added that during the second management meeting in Leicester, we need to put this issue for discussion, to give alternatives to some aspects in the EU guidelines that are more relevant to our culture. For example, our systems are centralized and accordingly our protocols need to adapt in some areas to the culture we have here which needs the minister's support, but would the EU accept these protocols?

**II. Session Two: Taking Stock of WP 1.2 visit ( 2<sup>nd</sup>- 10<sup>th</sup> April 2017)**

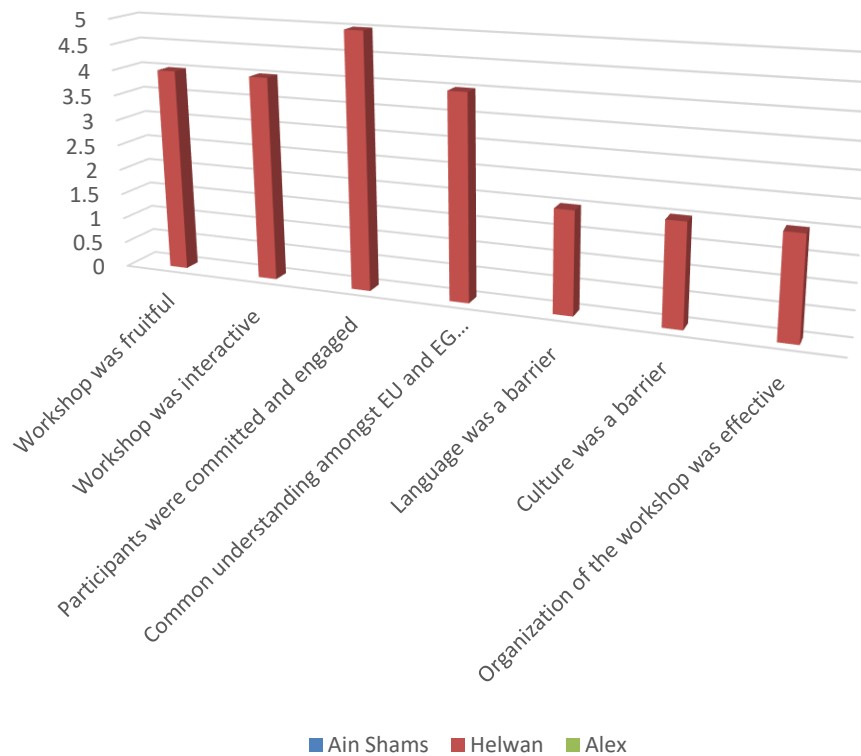
**Dr. Heba EL-Deghaidy, The American University in Cairo**

Based on the feedback and questionnaires sent to EU partners, Dr. EL-Deghaidy presented both the collective feedback received on the three visits related to the three Egyptian FOEs as well as the feedback received on the three visits individually.

**a- EU collective feedback on ASU, HU, & AU**



## b- ML feedback on HU workshop:



## c- EU partners feedback on ASU workshop (2- 3<sup>rd</sup> April 2017 )

EU participants involved were: Dr. Orla McCormek (UL) , Dr. Susan Forsythe (ULEIC) and Prof. Malak Zaalouk (AUC)

*N.B. Prof. Zaalouk's views are not incorporated in the feedback.*

### General comments:

- Group members were very engaged, energetic, interested and were forthcoming with their views and opinions. The workshop was well organized.
- Language, in some cases, was an issue. It wasn't always clear to EU participants who spoke English and who did not.
- Slight differences of how EU and EG members viewed the purpose of the workshop.
- EU felt the workshop was to introduce partners to some of the core concepts in the project and to begin discussions and developing an effective working relationship.
- ASU members believed the workshop to be about preparing them for conducting the needs assessment.

- Following a discussion at the end of day 1, EU participants adapted their focus for day 2 in order to better meet the needs of ASU members. *Time was allocated to working in collaboration to develop an observation check list and interview questions*

#### **Next steps from the EU participants' point of view**

- Developing relationships and trust within the group and between EU/EG partners.
- UL hopes to support ASU in developing their own Learning Community amongst the academics involved in the project.
- Provide some reflective questions for ASU members to consider and discuss that might help them to consider how they can begin to work as a community and to consider areas that need attention (short questionnaire and focus group questions)
- UL are also happy to support ASU by providing feedback on any research instruments developed
- We should consider forms, frequency and nature of communications so as to effectively support each other through the different phases of the project

#### **Reflection on the level of cultural sensitivity**

- Both EU members who visited ASU have previous experience of working in Egypt and Egyptian schools so they have some understanding of the context
- From the EU perspective they did not find there to be any issue in this regard

#### **The areas that need more concentration and work according to EU partners**

- Demystifying ethnographies and providing some short examples of ethnographies presented in research, ideally written by teachers
- Encouraging and supporting both EU and EG partners to begin the process of developing Communities of Practice (COP)
- Considering forms and frequency of communication between EU partners and EG partners and also within both of these groups

#### **The visions EU participants have for future coaching**

- Less academic and fewer PowerPoints,
- More practical and with greater practical examples
- Greater clarity and discussion in advance on what EG/EU partners perceive the focus of the coaching to be and what each hope to achieve from it

#### **Based on the first encounter, the ideas EU participants have for the visits that will take place in EU**

- Visit a post-primary school and attend a teaching practice placement session with a school placement tutor, cooperating teacher and student teacher.
- Attend (if possible) training provided for school placement tutors
- Meet (if possible) participants of a CoP
- Meet academics that work in participants research/teaching area (beyond the project group)

#### **d- EU partners feedback on HU workshop (5- 6<sup>th</sup> April 2017)**

EU participants involved were: (Deborah Tannehill (UL) , Susan Forsythe (ULEIC), Helen Scott (UON) and James Underwood (UON)

### **General comments:**

- The sessions were shorter than EU participants would have preferred which allowed less time for discussion and clarification on some points.
- Participants were very enthusiastic and committed to the areas we covered.
- For some, language did seem to be a barrier, although other colleagues did assist as best they could.
- There seemed to be different levels of awareness amongst the participants of the aims and outcomes for the project-so these need to be communicated and discussed within the University.

### **Next steps from the EU participants' point of view**

- University could develop more of a collaborative approach that they want to see in schools

### **Reflection on the level of cultural sensitivity**

- There is nothing significant in terms of European partners and Egyptian colleagues collaborating effectively in our view
- However, there is probably more knowledge European partners can usefully gain about the working cultures within schools and there do seem to be different expectations in terms of required ethical approval between Egyptian and European Universities.

### **The areas that need more concentration and work according to EU partners**

- Team building, sharing knowledge of the aims and intended outcomes of the project, sharing experiences of working with schools.

### **The visions EU participants have for future coaching**

- Sharing early experiences of coaching in schools,
- more time for practical training,
- drawing on different examples of mentoring and coaching (for example, there are many good short films on the WWW which could be used as resources).

### **Based on the first encounter, the ideas EU participants have for the visits that will take place in EU**

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

e- **MLU feedback on HU workshop (5- 6<sup>th</sup> April 2017)**

Participant involved: Prof. Martin Linder

**General comments:**

- The time of the workshop was too short. The program was “pressed” into 6 or 5 hours per day.
- language seemed a problem for some persons.

**Next steps from the EU participants’ point of view**

- The team needs to form a working community.
- Very necessary is the building of trust and mutual respect. This needs time, time and time.
- He would suggest one year for the team building process. This process should be supported by coaches.

**Reflection on the level of cultural sensitivity**

- The cultural sensitivity is not very important.
- The speakers of the European universities showed a normal way in speaking to the Helwan team.
- The way of Deborah, a born American, was easy and fresh, and no one feel harmed.

**The areas that need more concentration and work according to EU partners**

- Team building. The team building is much easier when the team focuses on the next steps of the work, e.g. development of teaching materials.
- This is a concrete issue and can combine forces and the variety of skills of the different team members. The discussion helps to make the variety of the knowledge and the different perspectives clear and obvious and can also help to create an atmosphere of working.
- Working together is the best force to build a team.

**The visions EU participants have for future coaching**

- More time, more intense discussions in small groups. Feedback to first experience in a respectful and supportive way.
- He suggests sharing videos of the meetings with the teachers at schools among the team members.

**Based on the first encounter, the ideas EU participants have for the visits that will take place in EU**

- Intense discussions with teacher educators, with team leaders of learning communities, and with researchers on learning communities.
- Extend insight of the visitors into the work with teachers (as well as teacher students).

f- **EU partners feedback on AU workshop (9-10<sup>th</sup> April 2017 )**

EU participants involved were: Helen Scott (UON), Deborah Tannehill (UL), James Underwood (UON) and Chris Wilkins (ULEIC)

## General comments:

- Participants were extremely committed and engaged in the process;
- *As always, some were more vocal in discussions than others, but the nature of the sessions allowed for the vast majority to have an opportunity to express their views effectively*
- Workshop sessions appeared to be generally well-received by AU partners
- There was some confusion about the needs assessments of participating schools.
- This led to a negotiated adjustment to the programme to give more time to carry out detailed work on developing a template for carrying out these assessments – this meant that the session on ethnographic research methods did not take place (although some of the key issues inevitably arose in other sessions)
- There did not appear to be any significant difficulties regarding the level of spoken English of AU participants
- There was variation in the level of understanding of the nature and purpose of the SUP4PCL project and the expectation of Egyptian faculty participants

## Next steps from the EU participants' point of view

- Liaison between Egyptian partners to develop common approach to completing needs assessments in school (based on learning from these preparatory visits)
- Further work on developing ethnographic approaches to research – and how to develop a manageable – and 'locally-appropriate' research design
- More consideration of how to develop a 'PCL culture' in the Faculty team's practice – this will be necessary if the teams are to provide effective support for schools in doing the same
- Develop clearer protocols for common/consistent research design across the wider project (not necessarily a single identical research design for the 3 universities (and 45 'case study schools'), but certainly agreement on core principles)
- Further consideration of research ethics – both addressing the evident tension created by different cultural expectations of what constitutes 'ethical research', and developing clear protocols for the ongoing monitoring of ethics issues across the wider SUP4PCL project

## Reflection on the level of cultural sensitivity

- Broadly speaking participants were very aware of the need for cultural sensitivity; discussions (in both workshops and plenaries) regularly addressed this issue
- A significant number of participants (both from AU and European partners) have been involved in either the preceding CDFE project or similar transnational development projects

## The areas that need more concentration and work according to EU partners

Most of the immediate priorities are:

- Developing appropriate, 'locally-appropriate' research design
- Developing a 'PCL culture' in Faculty team
- Developing research ethics protocols for ongoing management and monitoring

### **The visions EU participants have for future coaching**

- More practical work, in particular experiences PCLs in action (locating much of the Autumn Term workshop/training in schools (England, Germany, Ireland))
- Also aim to see effective coaching/mentoring being modelled in range of different contexts (both in Egypt and Europe)

### **Based on the first encounter, the ideas EU participants have for the visits that will take place in EU**

Ongoing support for developing 'ethnographic orientation' to research in PD schools

- Autumn workshops should take place in schools to enable Egyptian partners to see PCLs in practice

After presenting the EU feedback, Prof. ElKharashi added a point concerning the visits. He said that we as EG FOEs also need to introduce our culture and school systems to EU partners. He said that this was missing and the FOEs should have done that at the beginning of the workshop to familiarize EU partners with the case in Egypt and give them some background about school systems.

Concerning the visit to EU, Prof. Zaalouk suggested that this can be an opportunity to conduct a comparative study

### **Travel Plan**

Dr. EL-Deghaidy then moved to the second management meeting travel plans to be updated on the current status and to coordinate with partners. Dr. EL-Deghaidy made sure that all participants attending the meeting applied for their visas and discussed with the participants some other logistical issues concerning the status of flight reservation, the hotel reservations at College Court the Status of fasting to make arrangements for meals. She also informed participants that ULEIC will need that each participant will pay 35 pounds for the meeting room and meals with a minimum booking for 20 persons. Agreement was reached among partners to change the hotel reservation to a different one and to check with ULEIC the possibility of changing the meeting location to be at the school of Education instead of college court for practical reasons. A change that took place after this meeting in coordination with ULEIC team.

### **III. Session Three: Protocols, PCLs and ethnographies, Tools, visits to schools and timeline.**

#### **Prof. Malak Zaalouk, The American University in Cairo**

Prof. Zaalouk presented for the participants the draft protocol that will be signed with the two ministries MOE and MOHE, few edit suggestions were made by participants and were taken into account.

#### **Peer Communities of Learners:**

The PCLs was the second aspect that Prof. Zaalouk talked about.

The Professional Learning Communities (PLCs) have been recognized as having the potential to raise the quality of teachers, teaching and student learning through structured teacher collaboration. Prof. Zaalouk added that there is increasing realization that in addition to quality teachers and teaching school curricula must enhance soft skills such as creative thinking, critical thinking, citizenship and self-directed learning. These aspects are all enabled in our SUP4PCL project. The teachers and school leaders are compelled to work together to develop a repertoire or new pedagogies to meet these broadened learning outcomes which need to be school specific. Hence, there is a need for sustained collaboration at school through PCLs to enhance such learning and the production of repertoires.

Prof. Zaalouk also presented a couple of definitions of PCLs. The two definitions were:

- The broad definition of PCLs is to designate a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented and growth promoting way.
- They are sometimes called 'Communities of Continuous inquiry and improvement'. It signifies that a group of people inside and outside a school, can mutually enhance each other's and pupil's learning as well as school development.

In addition to the examples presented from Ireland, Germany and USA during the first International Management meeting, Prof. Zaalouk also presented at length comparative examples from Singapore and Shanghai.

As part of the discussion, Dr. ElHawwary asked whether supervisors can be part of the PCLs. Prof. Zaalouk confirmed that this is possible. On another note, Dr. Heggi also suggested that based on the protocol that will be signed, the Minister can make an official statement that this protocol applies to all schools that work with the FOEs as this will reduce the bureaucratic procedures and gives more flexibility to spread the new culture.

#### **Ethnographies:**

Ethnographies was the next part presented by Prof. Zaalouk. Prof. Zaalouk briefed the participants about the history of ethnography. It emerged through Anthropology in the 19<sup>th</sup> century and was largely

interested in primitive societies that essentially focused on kinship. It had underlying connotations for power relations. Ethnographic researchers observed and understood values, customs, traditions and the overall cultural underpinnings of any given society. Today in modern terms ethnography is used for the study of institutions and subcultures.

Prof. Zaalouk then continued about the methodology of ethnography. It largely uses qualitative methods and relies on tools of:

- Observation.
- Participant observation.
- Focus group discussions
- All forms of interviews.
- Key informants

The methodology relies heavily on innovative ways of recording particularly writing daily field notes and reflective diaries. Finally, Prof. Zaalouk explained that for rigor we will rely on triangulation which will be supported by teamwork.

### **School visits template:**

#### **1- Initial exploration: 2 months (استطلاع أولي)**

This includes:

- School map of facilities.
- Administrative structure.
- Demographic data
- School and Community (e.g. Committee board (مجلس أمناء))
- Student Practicum and relationship with FOE
- SWOT analysis :
  - Major problems/ challenges
  - Observed: threats
  - Major strengths
  - Opportunities

#### **2- In Depth Inquiry (متابعة متعمقه)**

Some aspects included are:

- Sociometry /Sociometrical techniques (الأسلوب السوسيومتري) (e.g. to observe who are friends, who socializes with who,...etc. the answers can be achieved by observing, asking then do the mapping )
- Social occasions and events (Personal and public )
- Culture of the school:

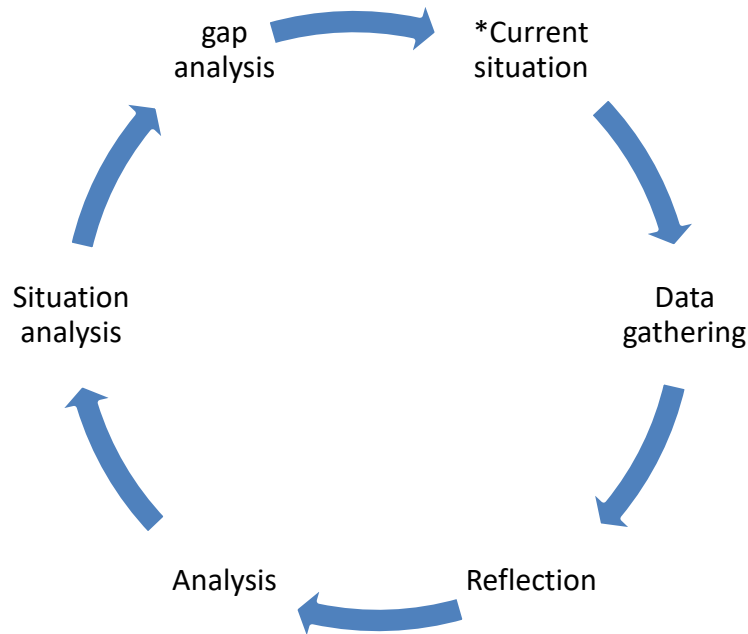
- Us vs. the Other
  - Bullying and violence
  - Parent involvement
    - Concerning this point, Dr. Morsy commented that through technology, social media groups such as whatsapp, parents became now more involved as they discuss all related matters through these groups.
  - Sharing vs. individual community
  - Love vs. conflict and animosity
  - Respect
- Management and leadership style at all levels:
    - Authoritarian
    - Democratic
    - Autocratic
    - Consultive
    - Fair
    - Chaotic
    - Servant
    - Transformational
    - Laissez faire
- Levels of leadership:
    - Position (Rights) : people follow you because they have to
    - Permission (Relationships): People follow you because they want to.
    - Production (Results): People follow because what you have done for the organization.
    - People development (Reproduction): People follow because of what you have done for them.
    - Pinnacle (Respect): People follow because of who you are and what you represent.
- Power Relationships: who are the decision makers?
  - Progress in PCL, Mentorship, Quality Assurance Unit.

Prof. Zaalouk also referred to the example given earlier about Shanghai and Singapore. She clarified that some of the questions that can be asked in schools are : Do students have the capability to learn? And if not, what is the action taken? These are examples of open questions that can be asked at the beginning and the start of visiting schools according to Prof. Zaalouk.

Prof. Zaalouk also added that the suggestion of creating an ethics committee was excellent. AU will take the lead and selected participants from the AU team will form the committee as they were the ones who put this on the table. In addition to that, we need guidelines about how the FOEs will introduce themselves in schools. Prof. Zaalouk suggested that ANSU will take charge of this and they agreed.

**Timeline:**

The study cycle was presented by Prof. Zaalouk in the following diagram:



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

Prof. Zaalouk elaborated in explaining the cycle and the timeline as follows:

In the coming two months we'll start with the exploratory stage and we will use the demographics for this purpose.

Starting Sept/ October 2017, there will be the visit to the EU. By then we should have the preliminary data and the protocols signed. Afterwards we will start with conducting in depth ethnography.

During the coming few months, the AU committee will work on the ethics guidelines and as mentioned earlier we will discuss them during the second management meeting in ULEIC. In addition, ANSU will work on guidelines that reflect how FOEs introduce themselves to schools. In parallel and during the coming couple of months the three FOEs (ANSU, AU and HU) need to prepare workshops to their teams in their universities. The workshops are about internal team

building: meetings, project aims and WPs, templates. In addition the workshops need to cover the technical aspects in the project such as the PCLs, Quality unit, mentoring and coaching. The FOEs need to train researchers, work on team building. In other words, the FOEs need to replicate the local management meetings that FOEs are attending to their teams.

After Ramadan, FOEs should have collected and documented all the questions and they can start school visits and conversations with teachers.

The cycle of the study works according to the above diagram.

At the end of our meeting, Prof. Zaalouk thanked all participants for their excellent views and the well thought presentations and reminded the participants that several local management meetings will take place during the project's life time to set the tone for coming steps and activities.