

2018

**Report on SUP4PCL/ ERASMUS+  
Fourth International Management  
Meeting 10<sup>th</sup> and 12<sup>th</sup> of October  
2018 at University of Limerick,  
Limerick, Ireland**

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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)
MEIHE	Middle East Institute for Higher Education
CDFE/TEMPUS	Capacity Development of Faculties of Education in International Approaches to Teacher Education (Title of the TEMPUS project)
NAQAAEE	National Authority for Quality Assurance and Accreditation of Education
PAT	The Professional Academy for Teachers
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOU	Memorandum of Understanding
IDP	Institutional Development Plan
CMQ	Community Member Questionnaire
PME	Project Monitoring & Evaluation
PD	Professional Development
CPD	Continuous Professional Development
AR	Action Research
PCL	Peer Communities of Learners
QA	Quality Assurance
M&E	Monitoring and Evaluation
STEAM	Science, Technology, Art, Engineering and Mathematics
SEN	Special Educational Needs
IRB	Institutional Review Board
CAPMAS	Central Agency for Public Mobilization and Statistics
EKB	Egyptian Knowledge Bank
TOT	Training of Trainers

## SUP4PCL/ERASMUS+ Fourth International Management Meeting Report

10<sup>th</sup> and 12<sup>th</sup> of October, 2018

University of Limerick

Limerick, Ireland

Wednesday 10<sup>th</sup> of October 2018

### Welcome Note and Agenda Overview:

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



Prof. Zaalouk welcomed all the participants for the fourth international management meeting and expressed her pleasure in having new and returning participants in the project from UON, ULEIC, UL and ANSU. Prof. Zaalouk thanked the deans for attending the meeting and for their support. She also thanked University of Limerick for hosting the meeting. Highlighting the importance of the SUP4PCL project, Prof. Zaalouk clarified that the SUP4PCL project is a profound one that aims for both individual as well as institutional transformations. It is a complex project with new and deep perceptions. Prof. Zaalouk added that by the end of the project, the partners would have planted sustainable seeds for future cooperation.

The floor was given to Prof. Patricia McNamara, the newly appointed head of the School of Education at the University of Limerick. Prof. McNamara welcomed all the participants. She clarified that the ERASMUS+ projects are important initiatives that aim for building sustainable relationships and support the exchange of learning among the different partners. Prof. McNamara added that her vision as a newly appointed head at the school of education at UL is to prioritize similar international partnerships

and engagements. Prof. McNamara thanked Dr. McCormack and the UL team involved in the SUP4PCL project for their great efforts.

An overview of the agenda was given by Prof. Zaalouk. The agenda included presentations, discussions and group work. The first session started with an outline of the case studies that was followed by a twinning group work and presentations session that aimed at finalizing the outline of the case studies and the relevant dates. A review of the logical framework indicators was the third session in the meeting and the revised quality plan was the focus of the fourth session. The fifth session covered the dates of the M&E visits as well as the EU partners' case study visits. The session was facilitated and lead by ULEIC. The progress reporting of the three Egyptian partners (ANSU,AU and HU ) on school clustering, mentorship, material development, research and inquiry was the sixth session in the meeting. Based on the progress reporting themes and status, the twin partners worked on the production of additional relevant tools in groups and presented their work accordingly. The Dissemination plan and impact were the topics of the last day of the meeting. The eighth and the ninth sessions covered rich discussions on the different areas of dissemination. This included the conference, publications, media, website and workshops. The tenth session was on impact and was led by UON. Finally, the way forward was the last session of the management meeting. In this session, the template of the final report in addition to a quick summary of the outcomes achieved in the meeting were presented.

## Session One: Case Study Outline

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

A quick reminder of the main overarching questions that were agreed upon in the last extraordinary meeting (Aug 2018) as well as the roles of each partner were presented by Prof. Zaalouk. The questions and roles were summarized in the following table:

<b>Research Questions</b>	<b>Roles</b>
RQ 1: What is the nature of the partnership in the project?	AUC (Some tools still need to be validated)
RQ 2: How does the SUP enhance the development of PCLs at university level?	Twinning FoEs
RQ 2: How does the SUP enhance the development of PCLs at school level?	EG FoEs
RQ 3: How has the PCL impacted on the transformation of professional learning practice at the university level?	Twinning FoEs (Rich mutual dialogue and a strong support from EU partners on the qualitative tools are required).
RQ 3: How has the PCL impacted on the transformation of professional learning practice at the school level?	EG FoEs
RQ 4: How does the SUP impact on beliefs, values and attitudes?	AUC (A tool was developed and sent to ULEIC for validation. Clearance from IRB and CAPMAS were obtained).
RQ 5: What are some of the tensions between beliefs/values and practice?	All

The school case studies was the second part of the presentation. Prof. Zaalouk reminded the participants with the general outline agreed upon earlier and the templates that were validated for each section of the school case study. Prof. Zaalouk stressed the importance of selecting schools that were not involved in other similar projects as agreed in earlier management meetings. She elaborated that based on the baseline reports submitted by the three Egyptian FOEs, it was evident that some schools have already been engaged in PCLs through other projects (e.g. Teachers First project). To rectify this

issue and to trace the impact of the SUP4PCL project, Prof. Zaalouk clarified that the partners should focus on the value added of the project and on the development of the new structures, relationships and activities during the lifetime of the project. Furthermore, the partners should take into consideration these criteria in the selection of the cluster schools. Prof. Zaalouk reminded the partners that the templates presented are available on the SUP4PCL website and that they could refer to it during their group work. The school case study outline was summarized in the following:

**1) School Context** (baseline + profile+ needs assessment + ethnographic study + history of schools + demographics)

Templates : A) Needs Assessment & Ethnographic Study [SP1E](#)

B) School Profile [SP2EA](#)

**2)Evolution of PCL**

Templates: A) Existence of PCLs [PCL1EA](#)

B) PCL Monitoring Survey [PCL2EA](#)

C) PCL Indicators [PCL3EA](#)

D) Agenda for PCL Meetings [PCL4E](#)

E) Reflective Journals [PCL5EA](#)

F) M&E Visits [PCL6E](#)

**3) Evolution of Material Development**

Templates: A) [MD1EA](#)

**4) Use of reflective practice**

Templates : A) Reflective Journals [PCL5EA](#)

B) Agenda for PCL Meetings [PCL4E](#)

For the following areas of the study, tools should still be developed:

**5) Evolution of Quality Assurance Unit**

**6) Evolution of Mentorship**

**7) Evolution of school-based research for professional development and reform**

**8) Recommendations for Improvement Plan and Sustainability/Forward strategy**

Prof. Zaalouk then elaborated on the FOEs case studies. Prof. Zaalouk clarified that what was presented is a general framework. In other words, the twin partners might have new ideas or points to add during the process. The FOEs case studies framework was summarized in the following:

### **1) History and context of each faculty**

### **2) PCLs (e.g. how many, etc...)**

Templates: A) Existence of PCLs [PCL1EA](#)  
B) PCL Monitoring Survey [PCL2EA](#)  
C) PCL Indicators [PCL3EA](#)  
D) Agenda for PCL Meetings [PCL4E](#)  
E) Reflective Journals [PCL5EA](#)  
F) M&E Visits [PCL6E](#)

### **3) New teaching styles**

Templates: A) Project impact on learning and practice [IMPACT1EA](#)

### **4) New programs or courses**

Templates: A) Project impact on learning and practice [IMPACT1EA](#)

### **5) New policies (Key informants in depth interviews)**

### **6) Engagement of students**

Templates: A) Project impact on learning and practice [IMPACT1EA](#)  
B) Observations  
C) Interviews

### **7) Human relationships (between faculty, and faculty with students)**

Templates: A) Project impact on learning and practice [IMPACT1EA](#)  
B) Observations

### **8) Inquiry and Action Research**

Templates: A) Project impact on learning and practice [IMPACT1EA](#)

### **9) Use of Reflective Practice**

Templates: A) Reflective Journals [PCL5EA](#)  
B) Agenda for PCL Meetings [PCL4E](#)

### **10) Impact on Faculties of Education**

Templates: A) Project impact on learning and practice [IMPACT1EA](#)

## **11) Recommendations for Improvement Plan and Sustainability/ Forward Strategies (Tools needed)**

Elaborating on the FOE case study, Prof. Zaalouk stressed on the importance of documentation. She clarified that 44 PCLs were developed in the SUP4PCL project and stressed on the importance of capturing the PCLs created on both schools and the university level in the case studies. She asked the partners to document the meetings that take place with other faculties, including the ones in which the main team presents the outcomes of the management meetings to the rest of their teams and PCLs. Furthermore, the new teaching styles are important aspects to be documented. Prof. Zaalouk explained that such aspects could be captured through the reflective journals. In addition, documenting new policies is important. Prof. Zaalouk suggested that conducting interviews with the deans as informants who are knowledgeable on the policy level would be beneficial as suggested in earlier meetings by Prof. Linder. She added that the twin partners should agree on details such as the number of interviews and the focus groups to be conducted in the following session.

Research and inquiry was another aspect in this presentation. Prof. Zaalouk mentioned that AU as well as HU took huge steps in research and Action Research as both institutions were partners in the CDFE/TEMPUS project and created a good research foundation. Yet, the case is different for ANSU as they are new to the projects. Research and inquiry are aspects that still need to be developed in the latter and requires the partners' support in this aspect.

The school university partnership guiding framework had the following aspects presented by Prof. Zaalouk. The following was the summary of the framework:

### **1) Nature of the partnership (Evolution of perception of "other", Relationships/Power relationships, etc.. ) (tools needed)**

#### **2) PCLs**

Templates: A) Existence of PCLs [PCL1EA](#)  
B) PCL Monitoring Survey [PCL2EA](#)  
C) PCL Indicators [PCL3EA](#)  
D) Agenda for PCL Meetings [PCL4E](#)  
E) Reflective Journals [PCL5EA](#)  
F) M&E Visits [PCL6E](#)

### **3) Types of mentorship (tools needed)**

### **4) Impact (empowerment, self-efficacy, etc...)**

Templates: A) Attitudes and Habits of Mind [AHM1EA](#)

## 5) Recommendations of Improvement and Sustainability/ Forward Strategies (tools needed)

Prof. Zaalouk clarified that the AUC has created a tool to study the impact on the habits of mind. The tool was sent to ULEIC for verification. She clarified that more tools should be developed with ULEIC on the perception of the “other”, power relationships and mentorship. In addition, other aspects might emerge from the twin partners’ observations that might require creating more tools. The gender aspect, the empowerment and the ability to make decisions are all examples of dimensions that the AUC team are interested in. The revised AUC tool will be implemented by the Egyptian Partners.

Concerning the sustainability and the policy level dimensions, Prof. Zaalouk clarified that the research question could revolve around the extent of which the AUC could achieve or push on the policy level to have sustainable models of school university partnerships in place. Prof. Zaalouk gave two examples in that regard. The first one was the MOU signed between MEIHE, MOE and MOHE which is considered a strong approach for sustainability. The second example was the documented strategy submitted on behalf of the Supreme Council of Universities (SCU) that calls for having the school university partnership as a wide spread practice. Prof. Zaalouk added that Prof. Khalil from ANSU was a supporter of this practice in the SCU. However, the AUC should have more policy dialogue to ensure continuity.

The last part of the presentation was the timeline of the case studies. The timeline was summarized in the following table:

#	Item	Deadline	Responsibility
1	End of Data Collection (can be finalized and shared with twin partners through visits and online communication)	Mar-19	All FOEs
2	Coding (thematic analysis is required for the qualitative data. A general framework should be developed that would evolve throughout the process).	Beg April- 19	AUC, ULEIC & FOEs
3	Data Analysis	Beg April- 19	FOEs & ULEIC
4	Draft 1	End April-19	All FOEs
5	Quality Assurance	May-19	ULEIC
6	Draft 2	Beg Jun-19	All FOEs
7	Peer Review	End Jun-19	Twining Partners
8	Final Product	15-Jul-19	AUC & ULEIC

9	Translation	End Aug-19	AUC & All FOEs
10	Printing	Sep-19	AUC

Prof. Zaalouk clarified that the timeline ensures that the printing of the case study publications should be finalized in Sept 2019, which goes in parallel with the dates of the final reporting and the end of the project. However, the partners' input on the final report should be delivered to AUC by July 2019.

Dr. McCormack believed that the gap between the end of data collection and the end of data analysis and coding is a narrow one that should be pushed by giving more time between both stages. As a response to Dr. McCormack's suggestion, Dr. EL-Deghaidy proposed not committing to exact specific date for data collection but to be around the mentioned time and added that the teams can work in parallel on the coding and analysis. Dr. EL-Deghaidy elaborated that working on the coding and analysis in parallel would allow assessing whether more data collection is needed. Prof. Zaalouk agreed with Dr. EL-Deghaidy's intervention and assured that the process of data collection and data analysis can work in parallel as long as the first draft of the case study is delivered by end of April 2019.

### **Session Two: Twinning Group work on Case Studies Outline**

Before starting the twinning group work, Prof. Linder raised a question about whether all of the three twin partners should be on the same page and work on the same tools to have a comparable data. Prof. Zaalouk clarified that the harmonizing is needed. She added that the guidelines presented earlier would guide the partners into the areas and domains of the studies. Furthermore, the validated tools presented are common ones. The FOEs will also be part of the coding process. The themes and outcomes of the group work in this meeting would be the beginning of having a coding system. Nevertheless, the coding will be refined and will continue to evolve during the research process. Having identical tools, themes and coding would not necessarily be the case among the three Egyptian FOEs as that depends on the context of each FOE and the emerging research themes.

The groups were given time to work together and present the outcomes of their group work. Below are the presentations of the twin partners:

#### **AUC and ULEIC:**

Concerning the tools, Prof. Zaalouk explained that ULEIC and AUC worked collaboratively on the sequence of applying the tools and on aligning the tools with the research questions.

As for the tools related to the school context and profiles, Prof. Zaalouk mentioned that the AUC team has received the revised baseline reports except for two missing ones from ANSU that should be submitted soon. The reports improved according to Prof. Zaalouk. Yet, some of them should be modified to include more narrative.

Prof. Zaalouk then elaborated on the rest of the tools explaining the times and frequencies in which each tool should be administered as well as the targeted participants.

### **The PCL tools:**

- The Existence of PCLs [PCL1EA](#): this tool should be administered immediately. The targeted participants should include three types of key informants: The principal of the school, old timers of the schools and newly recruited staff in schools. Semi-structured interviews covering the questions in the template apply.

- PCL Monitoring Survey [PCL2EA](#) ( Likert scale): This tool was originally created by MLU. It was revised and reduced in the fifth local management meeting to a scale of 5. The tool should also be administered immediately to all the participants in the schools.

- Agenda for PCL Meetings [PCL4E](#) (Ongoing): This template represents the minutes of the PCL meetings. It should be filled throughout all faculty PCL meetings to record the dates and the topics discussed. A reflection section is available at the end of the template to allow for a documented group reflection exercise after each meeting. The template should be filled by both the mentors during the school meetings as well as the FOE PCL meetings.

- Reflective Journals [PCL5EA](#): Each participant should deliver a total of three filled reflective journals throughout the lifetime of the project. There are no specific dates for this tool to be administered. It should be filled in three moments that represent critical evolution for the participant. In the template originally designed by AU, it was suggested to complete the template on a monthly basis. However, the AUC and ULEIC teams agreed that the monthly application of the tool is an overload. The templates should be shared with the counterparts and keep them in hand with schools.

### **Evolution of Material Development [MD1EA](#):**

Regarding the material development tool, Prof. Zaalouk clarified that the repository of the material is available and important to track as it would reflect the quantitative record. Nevertheless, the repository would not indicate the usage of the material. Prof. Zaalouk suggested that the school mentors should be attending the weekly PCL meetings in schools and find ways to track the material developed and the use of it. The reflective journals might also be a tool to cover this part.

### **The Impact tools [IMPACT1EA](#):**

This tool can be applied in a 6 to 8 focus group setting. It will be administered once for both schools and FOEs and will cover areas such as the following: the impact on learning and practice, new teaching styles, new programs and courses, students engagement, human relationships, identities, inquiry and action research. Commenting on the application of this tool, Prof. Linder believed that having a focus

group that covers all the mentioned themes would be time consuming, as the process would entail facilitating the discussion, transcription and recording, coding and analysis. Having different teams for the different sub-headings was a suggestion made by Dr. McCormack to partially solve this issue. Prof. Zaalouk also clarified that taking notes rather than having a full transcription in some cases might be helpful and acceptable. Prof. Zaalouk added that the detailed transcribing is necessary. However, taking notes in some cases is justifiable. Robin & Robin constructed a strong argument about not transcribing. Furthermore, the teams would find ways to record the focus groups rather than having full transcription.

Along the same lines, Dr. McCormack said that since the twin partners will work on the analysis collaboratively, agreeing on a way to share the interviews without sharing the recordings is an ethical concern. Regarding this intervention, Prof. Zaalouk explained that conducting some of the interviews as possible in English would be helpful. In addition, such issues would not apply to the focus groups conducted.

Since the QA units should support the functions of PCLs, Prof. Zaalouk explained how to conduct interviews to explore this role. Prof. Zaalouk clarified that the interviews with key informants is required. The key informants are represented in the heads of the Quality Assurance units, principals and/ or the old participants in the PCLs. The questions should explore the alignment and the compatibility of the Quality assurance units with the work of the PCLs and the evolution of the methodology taking place. Prof. Zaalouk added that this is how we would want to see the QA units evolve to support and mentor PCLs.

Regarding the evolution of mentorship, Prof. Zaalouk clarified that mentorship tools need to be created to assess the evolution of mentorship and the mentorship methodologies. Interviews with key informants who are designated as mentors in schools is required. Prof. Zaalouk clarified that the interview guidelines are still missing. In addition, using observations as a tool is necessary. Creating observation sheets for mentors is important. Prof. Zaalouk clarified that the help of EU partners in creating the observation sheet is required. Regarding the observation sheets, Dr. Morsy and Dr. Shehab from HU clarified that they developed an observation sheet for mentors and that they will share it with AUC and partners for validation .

Regarding the evolution of school based research, Prof. Zaalouk clarified that this can be done in the focus groups discussions.

A comment was made by Dr. McCormack regarding the big number of tools. Dr. McCormack believed that it would be helpful if the instruments can be streamlined in two or three tools to be used. She believed that having many tools and templates can be confusing.

Along the same lines, Dr. Tannehil also clarified that the twin partners in the UL and ANSU case study are facing difficulties in having the participants writing and keeping their journals. Hence, Dr. Tannehil suggested that the flexibility should be given to the twin partners to select the tools and ways of application that fit their context best. As a response to this suggestion, Prof. Zaalouk explained that sharing the issues encountered by the ANSU team will be useful . She believed that the contexts in the

government schools are close and similar in general as a result of the high centralization. Hence, streamlining some of the tools such as the impact tool would be useful and is a must while reducing the PCL tools to a large extent and having the flexibility to use the ones that serve the context best is a good idea.

An intervention was made by Dr. Underwood as he believed that having some differences among the three case studies and the ways adopted in transcribing or taking notes, in analyzing the data, can be a positive aspect that should be considered a contribution to the knowledge rather than limiting the teams to pure compatibility among the three case studies in the ways of exploring and analyzing the data. Prof. Zaalouk strongly agreed on Dr. Underwood's intervention and clarified that the partners in the SUP4PCL project are not conducting a comparative research. She also reminded the partners that research is not the main objective of the project and that the main goal in the project is the transformation. Prof. Zaalouk elaborated that the research that will emerge aims at documenting the journey, the impact, the best practices and how the latter would lead to sustainable transformation.

The gender component was another aspect that AUC took into consideration when designing the attitudes and habits of mind tool. Yet, the gender component and dynamics can also be considered in other dimensions such as the PCLs according to Prof. Zaalouk. Prof. Zaalouk added that we should be careful in interpreting the gender component and the dynamics involved since different cultural issues would play a role. For example, Education is a feminized profession. Yet, that does not necessarily mean that the females are more empowered in this profession.

Lastly, Prof. Zaalouk clarified that the overarching questions should be covered in the case studies. However, the tools presented are not considered as templates but more of guidelines and frameworks. The only template is the meeting minutes report. The other tools can be reduced (e.g. the PCL templates). Furthermore, other tools can be conducted in focus groups formats which makes it more practical in some cases.

### **ANSU and UL:**

Dr. McCormack and Dr. Kamal presented the outcomes of the group work on behalf of their teams as follows:



Dates	Tasks	Status
October- November, 2018	Task 1: Baseline/ Reflecting back	
	Questionnaire	Complete
	Some reflections	Complete
	Observations	Complete / Ongoing
	Interviews : -mentors -Management	Ongoing End early November
December 2018	Task 2: Where we are now/ Impact	
	Interviews: During December visit	
	Observations of teaching	
	Interviews with mentors	
	Repeat Baseline Q	
Group Reflections at the end of meetings		Ongoing
Jan –March 2019	Task 3: Reflecting back/ The future	
	Interviews during Feb/March 2019 visit.	
	Questionnaires	
	Group reflections at the end of meetings	Ongoing

As a further elaboration on some of the above points and as mentioned earlier, the presenters clarified that the ANSU team have found difficulty in letting the participants complete the reflections. Regarding the case study status, the presenters clarified that the interviews to the ANSU FOE have started. This will be followed by interviews with school mentors. Two deans will also be interviewed. The history and context of the FOE as the first section of the FOE case study is completed. In addition, the ANSU team has shared a google drive with UL team that includes the curriculum and the programs offered at ANSU. The questionnaire was sent and distributed to the participants as a soft copy to accelerate the process and make it easier to analyze the data. Furthermore, UL team also conducted interviews with the dean during the days of the meeting in Ireland.

The second phase would take place during the coming UL visit to ANSU in Dec 2018. The data collection will be completed during this visit. The twin partners agreed to reflect on the data they have, to consider the impact. In that regard, Dr. Tannehil suggested re-conducting interviews with the mentors and observing classes after having permission. The interviews will focus on the impact on teaching practices, research and relationships. Before the interviews, the ANSU team will document all best practices occurring inside classrooms. The UL team will conduct interviews in December 2018 during their visit. In addition, interviews with the deans will take place. The questionnaires implemented in the first phase for mentors will be repeated as a second point of data collection. As for reflection, group reflections can be conducted as a built-in session in the meetings. The group reflections can be recorded. In this way, the participants would not be overloaded or pressured to write individual reflections. This approach neither puts burden on the participants nor compromises the data.

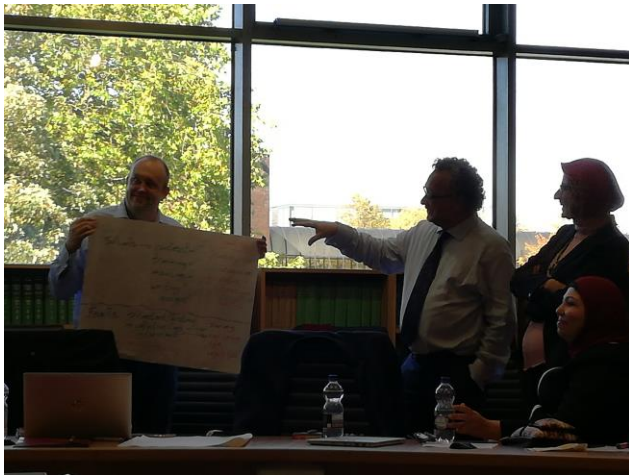
Regarding the third stage in Feb/ March 2019, in this stage the teams will focus on the same steps. They will be reflecting back on the past work and also focusing on the future and the way forward.

Dr. Kamal also mentioned that a comparison between the members who joined since the beginning of the project and the new comers will be conducted. Dr. Kamal suggested working with other faculty members and schools to promote the project's culture. This can happen also through the practicum according to Dr. Kamal.

Dr. McCormack clarified that along with the second phase of data collection, the data analysis of the first phase will be ongoing to allow the teams to reflect and know where to be directed. It is parallel work that keeps alternating between data collection and analysis. The focus of the interviews may change depending on the analysis revealed.

### **AU and UON:**

Dr. Underwood and Dr. ElHawary presented the outcomes of their group work on behalf of their teams.



The presenters clarified that there was good progress in the case studies. As for the schools' case study, the outline agreed upon among the twin partners was presented. The completed steps in the school case study were: the context, the training, the selection of mentors, writing the baseline report. As for the context of the schools, the AU team has completed the required data and they have a clear idea about the structure of the section and how it will be written. This includes the baseline reports that were sent originally to AUC and the revised ones. All together shaped a comprehensive context and background of the schools as Dr. ELHawary clarified. Prof. Zaalouk commented that the AU baseline reports did not clearly separate between the baseline and the later stages. She added that the readers would understand that the schools selected are already advanced in the PCLs due to their engagement in earlier projects. Dr. ElHawary agreed and clarified that the AU team wrote the reports as a total ethnography. Prof. Zaalouk asked the AU team to separate baseline reports from the current status and the rest of the evolution stage.

Regarding the training, Dr. ElHawary clarified that intensive training took place to quality assurance units for capacity building and to help them refocus on PCLs and mentorship. The AU team had also started

data collection that is more qualitative. They conducted a number of interviews inside schools. Prof. Zaalouk commented by giving a tip on the qualitative methods. She said that in addition to the triangulation, including more quotes is extremely important in the qualitative data as the quotes give richness to the context.

For the next steps in Dec 2018, Dr. Underwood clarified that the team planned for this step in a different way than UL and ANSU. The twin partners agreed to work in the coming steps using the deductive approach in building the coding structure which starts with the indicators, but they would also consider wider categories and subheadings for the analysis that are missing. Hence, the twin partners would extract the sub- categories and break them down into more meaningful ones. This is one of the tasks that the twin partners plan to work on in Dec 2018. Dr. Underwood continued that the codes are experientially based. Therefore, the twin partners would search for grounding from literature. The next steps in the school case studies and before December 2018 is to work on literature based on the categories. The twin partners will try to link and triangulate theories, knowledge and communities. They will work backward starting from defining categories to literature. The presenters added that there is a lot of emphasis on the learning strategies. The twin partners want to understand the learning. The question would revolve around what they learnt rather than pre-defining specific aspects and study whether these aspects or strategies are learnt. It is about the knowledge construction. Based on that, the twin partners will focus on how the tensions encountered were resolved rather than focusing on identifying the tensions only. According to the presenters, this would be an important element as a long term impact.

Concerning the FOE case study, the following sections have been completed: the context and the history of AU. Reflective journals of the PCLs were collected and they are in the process of analyzing them. In addition, interviews with fourteen heads of FOE departments were conducted to learn about the actual status of PCLs in the different departments. The questions covered the existence of the PCLs, the forms, purpose, domains and interests, effectiveness and challenges and the ways of enhancing this concept and culture. According to the presenters, the PCL as a term is new to the FOE teams. The interviewees were asked about the PCL as a concept rather than the term itself. Many forms of formal and informal PCLs exist. The PCL groups come together for certain missions such as forming exams or supervising a thesis. The variety of objectives of the existing PCLs are interesting but not profound or well-structured ones, according to the presenters.

Dr. Underwood added that as teams, the twin partners explore methodologies. From this perspective, the three case studies should use similar tools but should not be identical.

Prof. Zaalouk thanked the presenters and asked whether there are any initial thoughts to fill the gap on the evolution of quality assurance units, mentorship and inquiry and research. Dr. ElHawary clarified that based on earlier discussions in the meeting, the AU team will take into consideration the observations, particularly during the weekly visits to schools. In addition, conducting focus groups might be a feasible practice to use and cover the missing aspects. Furthermore, the AU team created a reflection section for the FOE mentors who visit schools in addition to the faculty section. The reflection section is completed after every school visit. Dr. ElHawary clarified that revisiting the reflections would

be useful as the reflections are rich. Revisiting the reflections would also give AU insight about their work with mentors in schools.

Prof. Zaalouk suggested that observing mentorship sessions as well as PCL session would also be indicative and useful to have detailed description of the session. Small boxes can be added to the report that would add to its richness.

Commenting on Prof. Zaalouk's suggestion, Prof. Elkharashi clarified that this suggestion can be implemented in two scenarios. One of them is through the practicum. There are usually two supervisors for the practicum student. One of them can be one of the FOE team and the other from the ministry, in addition to the head teacher. They usually conduct a meeting for mentorship. In addition, a new system will be implemented this year which entails having the expert teachers mentor the new teachers. These are two good contexts to describe the mentorship.

Prof. Zaalouk thanked Prof. Elkharashi and stressed on the importance of documenting as well as focusing on the SUP4PCL impact that occurred as a result of the SUP4PCL project rather than merely providing a description of what is happening.

#### **HU and MLU:**

Prof. Linder and Dr. Morsey presented the outcomes of their twin group discussion on behalf of their teams. The outcomes of their work was summarized in the table below. As mentioned by the presenters, this table was presented earlier in the previous management meeting. Yet, they added the timeline to it.



	HU	Method	MLU	Method	Timeline
History etc.	Management team	Data collection as a word-file, numbers			December 2018
New teaching styles	Faculty staff	Report and answering the questionnaire Diary / portfolio	Develop a questionnaire	Online	Questionnaire +/- ready in Sep 2018 Data collection end by Nov. 18  Focus group: 3 x 5 persons, 45 minutes, 2 topics: PCL and Teaching style
New programs / practices	Project team in different departments	Descriptive study	Francesco	Comment	3 Examples, 1 is ready (in English), one from faculty discussion (in Arabic), one more to come (eportfolio) End of November Phd and PCL 1 on undergraduate level 1 on PhD level 1 on University level
New policies	Prof. Hegi, and others	Interview	Develop of an interview	Interview and description	1 focus group
Engagement of students	1 MA student and maybe more teachers to research on the topic	Research papers, and also MA thesis	Invitation to MLU for research, participatory supervision	Agreements and protocols (MOUs)	March 2019
Human relationship	Project team, coordinators of schools	Interviews between faculty staff and teachers/ principals	MLU team	Interview between faculty staff members	Ready in July, reports are done for 2 schools.

As an explanation to some points in the table, the presenters clarified that Dec 2018 is the best time for the twin partners to collect data. It is also a good time for AUC to implement its tools.

The twin partners clarified that HU team have started the process of school clustering. The progress was presented in more detail during the progress reporting session the following day. Prof. Heggi along with three other members who are involved in the policy level have also been working on reaching formal decisions to be announced regarding the new practices in the coming faculty meeting. At the university level, Dean Hamza will also support the policy dialogue.

The MOU between MLU and HU is ready. The MOU aims to facilitate the exchange of academics between the two universities, in addition to the exchange of students.

### Session Three: Review the Logical Framework Indicators

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



As a reminder to the partners, a brief summary of the project's goal, specific objectives and the workpackages were presented by Prof. Zaalouk.

Prof. Zaalouk elaborated afterwards on the outputs of each workpackage and the indicators of progress taking into consideration the final report template format. You will note that some of the indicators had asterix sign next to them. These were indicators that were required in the final report. The following tables were presented on each of the work packages:

Work Package	Current Status of Outputs	Targeted Outputs
1. Preparation	<ul style="list-style-type: none"><li>• Teams formed</li><li>• 15 baseline Preliminary reports</li><li>• MOU signed with MOE &amp; MOHE &amp; MEIHE</li><li>• Several agreement letters signed at directorate level</li><li>• Needs assessment tools created</li><li>• 24 mentors identified</li><li>• 44 PCL's developing</li></ul>	<p>Refined baseline reports.</p> <ul style="list-style-type: none"><li>○ 75 school based mentors</li><li>○ 75 targeted PCL's</li><li>○ School clusters identified in some cases</li></ul>

Work Package	Current Status of Outputs	Targeted Outputs
2. Development	<ul style="list-style-type: none"> <li>• Materials are being developed</li> <li>• Drop box on materials produced</li> <li>• 75 potential school mentors were coached</li> <li>• School visits intensive and regular</li> <li>• 15 PD schools established</li> <li>• PCL's underway 44 so far being formed</li> <li>• 24 FOE mentors coached</li> <li>• Some reflective practices</li> </ul>	<ul style="list-style-type: none"> <li>○ Portfolios with artefacts and materials</li> <li>○ Progress reports from schools</li> <li>○ 5 PD schools per FOE established total targeted (45)</li> <li>○ 75 targeted PCL's</li> <li>○ Regular reflective practices to become the norm in PD schools</li> </ul>

Work Package	Current Status of Outputs	Targeted Outputs
3. Quality Plan	<ul style="list-style-type: none"> <li>• Tools developed</li> <li>• Quality assurance draft plan created</li> <li>• Feed back questions fitted and returned after each activity</li> <li>• Mid term report submitted and presented</li> </ul>	<ul style="list-style-type: none"> <li>○ M &amp; E visits conducted</li> <li>○ New final version of Quality assurance Plan.</li> <li>○ Quality assurance sustained beyond life of project.*</li> <li>○ Reports produced</li> <li>○ Improvement / reflective plans completed</li> <li>○ End Final Report</li> </ul>

Work Package	Current Status of Outputs	Targeted Outputs
4. Dissemination and exploitation of results	<ul style="list-style-type: none"> <li>• MOU signed with MOE &amp; MOHE &amp; MEIHE/AUC</li> </ul>	<ul style="list-style-type: none"> <li>○ Equipment labs in FOEs *</li> </ul>

	<ul style="list-style-type: none"> <li>• Several letters of agreement signed with local directorates</li> <li>• Policy dialogue at ministerial, high level committees and councils is ongoing</li> <li>• Activities documented and video taped</li> <li>• Information sessions held at multiple levels</li> </ul>	<ul style="list-style-type: none"> <li>○ Twinning partner agreements*</li> <li>○ Multiplier effect of all the training and learning *</li> <li>○ Continued policy dialogue and outputs</li> <li>○ Media events planned</li> <li>○ Case studies produced</li> <li>○ Articles published</li> <li>○ Conference planned and held</li> <li>○ Workshops held within school clusters and beyond</li> <li>○ Fund raising*</li> </ul>
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Work Package	Current Status of Outputs	Targeted Outputs
5. Management	<ul style="list-style-type: none"> <li>• Internal disciplines, roles and responsibilities clearly spelt out</li> <li>• 3 International management meetings held with reports shared</li> <li>• 21 circulars shared with guidance</li> <li>• 4 local management meetings held with reports shared</li> <li>• 7 partnership agreements signed</li> <li>• Project guiding documents shared</li> </ul>	<ul style="list-style-type: none"> <li>○ Changes in the Conflict Resolution Committee.</li> <li>○ Fourth International Management meeting.</li> <li>○ Final report sent</li> </ul>

	<ul style="list-style-type: none"> <li>• Ongoing review of technical and financial reports</li> <li>• Website launched.</li> <li>• Intermediate report sent</li> </ul>	
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Underlining some important aspects, Prof. Zaalouk alerted the partners to the importance of selecting cluster of schools that were not involved in other projects. Furthermore, the strong documentation was another aspect mentioned by Prof. Zaalouk. The strong documentation also includes a description of the dissemination occurred to other institutions. This includes both EG and EU partners' dissemination efforts. For example, having the head of the school at UL attending the meeting on the first day of the event is a form of dissemination.

Another important aspect mentioned in the final report is the extent of which the FOEs provide support for schools from their own funding. In this regard, the equipment laboratories initiative by the three EG FOEs is considered a valuable contribution, in addition to other cost sharing examples that took place as part of the project activities.

The twining partner agreements is another aspect that the partners need to underline. Quantifiable records of the MOU arrangements between partners are required in the final report. For example, an MOU signed between AUC and ULEIC as a result of the CDFE/TEMPUS project. Currently the agreement should be activated to reflect the impact of the SUP4PCL project. Similarly, the MOU between MLU and HU should be reported. More MOUs need to be created and signed among partners for more sustainable long term impact of the SUP4PCL project.

In addition, media events should be planned. Several events were interrupted with political issues in the country. As a way of dissemination, articles should be published about the project. Prof. Zaalouk already published two articles in Arabic about the project. The articles will be translated and added to the website.

The fundraising was another point. Prof. Zaalouk explained that the AUC has sent concept notes to take the SUP4PCL project further. She added that the different partners should also work on different directions and domains related to the project. The suggestion of publishing a book that was made by Dr. Tannehil earlier should be taken further as well.

Concerning the conflict committee, Prof. Zaalouk stated that Prof. Burgess from ULEIC has left the university. Hence, a new nominee should replace her in the conflict committee. Prof. Zaalouk announced that Dr. Underwood has agreed to replace her. As for the financial part, Prof. Zaalouk clarified that the travel cost is up to date for the Egyptian partners while more work should be done on the staff cost. The timesheets and the relevant documents should be submitted to the AUC without delays.

The last point mentioned by Prof. Zaalouk in this session was about the M&E visits dates and the google calendar created. A google calendar was created with color coding to reflect the different activities and timelines.

- Red: reflects the M&E visits
- Purple: reflects the EU visits
- Green: reflects the internal information sessions
- Blue: reflects the engagement of the partner in data gathering.

The link to the calendar was shared with partners. Prof. Zaalouk asked the partners to plug in the events on the shared calendar to allow ULEIC plan and finalize the dates of their M&E visits.

### **Session Four: Quality Plan**

**Prof. Chris Wilkins, University of Leicester (ULEIC) :**



Prof. Wilkins presented the important changes and dates in his presentation. He clarified that the quality plan was shared earlier with the partners and that he received useful comments. He thanked the partners for the helpful feedback provided. The revised plan did not include substantial changes in structure. The changes were related to the details, according to Prof. Wilkins. The final version of the quality plan was presented.

Prof. Wilkins reminded the partners with the key elements of the M&E activity and the tools used. There are three types of evaluations according to Prof. Wilkins:

1- Activity evaluation:

It takes place after each workpackage activity such as the training workshops in forms of

Individual surveys and/ or Focus group/individual interviews. This is already completed in the past workpackages and were reported in the intermediate report.

The M&E elements that we need to focus on are:

2- PCL development in FOEs: this includes two tools:

- Community Member reflections :  
Individual reflections collated by FoE leads to inform the Institutional Development Plan (supplemented by Case Study M&E reporting). This is where the individual members put some narratives of PCL development and collaborative learning. The leads of the teams will review the reflections.
- Institutional Development Plans: should be submitted biannually (October 2018 and April 2019). This template will be filled by the team leaders to inform a vision and a plan on how to sustain PCLs, institutionalize them and make them more mature.

The above instruments will be crucial in demonstrating dissemination and sustainability.

3- Case study M&E:

The following points should be taken into consideration:

- Preparing case study timeline by FoE teams (EG/EU).
- Assuring consistency with dates/indicators set out in the Quality Plan.
- Establishing a schedule for reporting progress to ULEIC (including 'distance reporting' via email/Skype and site visits)
- Establishing a schedule of site visits by ULEIC
- Having an agreed focus for each visit.
- Having a standard reporting template.

The PCL Community Member Questionnaire:

- Enables FoE team members to reflect on perceptions of their PCL  
*(derived from the work of Stoll, Hord etc.)*
- Tracking 'the journey' from "emergent", to "established" and then "mature" PCL
- Focuses on key dimensions of PCLs *shared values/vision and objectives*
  - *collaborative practice*
  - *professional learning*
- Enables team leaders to fully incorporate members' perceptions in Institutional Development Plans

- Potentially supporting case study support for schools?

A quick reminder on important coming dates and immediate key tasks was presented by Prof. Wilkins as in the below table:

Task	Completion date	Completed by	Responsibility
FoE PCL development CMQ + IDP	1 <sup>st</sup> submission October 2018  <i>Then every 6 months</i>	CMQ - FoE team members (EG) IDP – FoE team Leads (EG) Overview by ULEIC	ULEIC
PD School Case Studies  (1) Revised baseline assessments	September 2018	FoE teams (EG/EU)	AUC/ULEIC
(2) Finalise common Case Study instruments	October 2018	FoE teams (EG/EU)	AUC/ULEIC
(3) Finalise Case Study timeline/schedule + agree M&E timetable	October 2018	FoE teams (EG/EU) + UoL	AUC/ULEIC

In terms of the coming steps, Prof. Wilkins clarified that a PME 10 template was developed to be used during the M&E visits. He added that once the times of the visits are set and finalized, ULEIC will communicate with EG partners on the content of the visit. Prof. Wilkins will share the tools with the partners for their comments and feedback. The tool will take out the points from the quality plan that was already discussed and revised based on the different comments received from partners. Hence, the PME 10 tool should measure the progress in relation to the objectives, the criteria and the indicators of achievement. It should also measure the progress occurring after the baseline reports. Finally, the progress and achievement should be quantified. For this purpose, discussions should take place between ULEIC and the EG partners .

Commenting on Prof. Wilkins presentation, Prof. Zaalouk thanked ULEIC for their efforts and highlighted the importance of focusing on the challenges based on the contextual relevance. She added that this would be important given the fact that there are no external evaluators for the project. Prof. Zaalouk asked Prof. Wilkins whether there is a clear source of information for this issue.

Prof. Wilkins responded that the case studies as well as the M&E instruments used would highlight some of these issues. In addition, the meetings that will be conducted during the M&E visits would point out that aspect as well. Open discussions should take place. Prof. Wilkins also asked the AUC to be part of this process to have more summative judgment regarding this aspect. He added that this exercise can be repeated for the three case studies in addition to drawing on the lessons learned. The templates presented and the revised quality plan were uploaded on the website. The tool needs to be filled by ULEIC to show a realistic reflection. In case the progress was not clear, the question becomes: what would have been done differently?

Commenting on this point, Dr. EL-Deghaidy added that it would also be important to clarify how to resolve this issue in the future and give suggestions and recommendations after quantifying the level of achievement. Prof. Zaalouk believed that such recommendations would be taken case by case to think how to resolve the issues. Prof. Wilkins suggested that such suggestions or recommendation might be part of the institutional development plan. It was agreed that these were initial suggestions that need deeper thinking to avoid mixing the M&E activity with the case studies.

**Thursday 11<sup>th</sup> of October 2018**

**Session Five: M&E Visits and Travel of European Partners**

**Prof. Chris Wilkins, University of Leicester (ULEIC) :**

Time was given to the partners to insert their initial timeline till the end of March 2019 on the google calendar for the different activities. It was agreed that this task will be repeated for the following months afterwards.

ULEIC team were concerned most with the times of the EU partners visits to their twin partners for the case studies and the activities taking place till March 2019 as this would allow planning for the M&E visits for the coming few months. The dates of the case study visits were priority.

The following initial dates were set:

UON visit to AU (30 Nov 2018 – 7 Dec 2018)

UL visit to ANSU ( 3 Dec – 5 Dec 2018)

MLU visit to HU ( 3 Dec – 5 Dec 2018)

Accordingly, the M&E visits will take place between 30 Nov 2018 and 7 Dec 2018.

Prof. Wilkins asked the twin partners to have a final program by end of Oct 2018 to allow the ULEIC team to set the exact dates for their visit. The M&E visit would last a day or two for each FOE depending on the planning of the program. ULEIC then should send the templates to the partners.

A second round of M&E visits will take place between 24 Feb 2019 – 7 March 2019 provisionally since it is the time for the end of data collection stage. The Egyptian partners prefer to host ULEIC on the first week of March due to the dates of starting the semester at their universities.

As for the EU partners M&E visits, it is agreed that it can be done bilaterally. The whole planning of the visits should take into consideration the budget constraints and the remaining days in the partners' budgets allocated to travel.

## **Session Six: Progress Reporting Presentations by the three Egyptian FOEs (ANSU, AU and HU)**

In this session, the three Egyptian partners reported on their progress in the following areas:

- School Clustering
- Mentorship
- Material Development
- Research & Inquiry

***Dr. Dalia ElHawary & Dr. Alsaeed Alshamy (Alexandria University, AU)***



### **1-Schools & AU Partnership:**

The AU and schools moved from the stage of building to the stage of establishing.

The activities took place between April- September 2018 were:

- Developing tailored training programmes for the schools (project themes & goals + schools' needs)
- Developing guidelines and unified templates for conducting "in-depth" inquiry in schools and writing the updated schools' reports. The meetings held by AUC were extremely helpful on that regard.
- Developing a working plan for building capacity of schools (training & quality assurance units- mentors- PCLs)

- Planning regular weekly visits to schools.
- Communication and logistics with Directorate in Alexandria.

The presenters clarified that for the purposes of developing material for teams, the AU team consulted members from other departments based on the areas of expertise and specializations.

The outcomes were:

- Training programmes delivered in all schools except for one school where they were denied access to due to the High school exams. The AU team prepared an alternative plan to cover this gap.
- Training programmes integrated in the schools' training plan for this academic year: 2018/ 2019. The Quality Assurance units started to use the training programs in their plans.
- Building capacity of schools' training and quality assurance units
- Building capacity of schools' mentors (selection- de-selection & re-selection). Some mentors travelled and others left the schools. Hence they were replaced with new mentors. The new members were selected from the participants who attended the training workshops and who were motivated and active.
- Supporting emerging PCLs in schools . Now they are more aware of the concept. The presenters mentioned that they do group work in the PCLs as well.
- Raising awareness of a different culture for PD. Schools now are more aware of the culture of PD and mentorship. Some of them practiced mentorship without having awareness of the terminology or following a specific structure. In earlier structures it had a supervision form. Some schools have attended all the mentorship workshops. Others were more familiar with it due to their involvement in the teachers first projects. With the forming of PCLs and mentorship activities, the concept became clearer and more structured.
- Collecting data for schools' reports

A comment was made by Dr. EL-Deghaidy concerning the use of the word "training". Dr. EL-Deghaidy believed that the partners should use different terminology (e.g. PD) since the SUP4PCL aims to change the culture of traditional training. Prof. Zaalouk supported the comment made. She also stressed on the importance of steering away from the peer communities of practice, focusing on the inquiry constructivist knowledge and selecting clusters of schools that were not involved in earlier similar projects .Dr. ElHawary said that the AU team adopted an Action research approach to inquire into the practices. The activities under SUP4PCL would entail empowering the teachers rather than delivering a traditional training . It will support developing actual PCLs and mentoring. It will include role play and help inquiry.

The challenges encountered:

- Communication with the Directorate in Alexandria and the low level of response. Dr. ELHawary clarified that the AU Dean will support the project and will take the lead in conducting the required conversations with the directorate.

Dr. ALShamy added that Dr. ELHawary became now an official faculty council member in addition to being a member of an initiative called education centre in which she attends monthly meetings. An excellent step that reflects excellent strategy and partnership as described by Prof. Zaalouk.

- Unavailability of some schools.
- Concurrent Intensive trainings by the MOE (teachers' workload- motivation). A lot of training takes place during summer. Yet other school events take place in parallel and the school teams get interrupted with these activities. The presenters would prefer that these schools get exempted from their summer activities to be able to focus on the project.
- Losing some previously selected mentors
- The unavailability of teachers/ schools on agreed visits days. The presenters also mentioned that the AU team will start using the equipment labs to enhance the meetings with school teachers and that should partially solve the problem.

## **2-School Clustering**

Actions taken:

- Identifying criteria for selecting schools
- Official communication with the head of the Directorate in Alexandria to nominate schools
- Informal and formal follow- up
- Schools provided suggestions for clustering/ partner schools. The schools preferred to cluster with others on the same level (e.g. Primary schools with primary schools,...etc)
- Preparing mentors for the clustering stage
- Arranging for a face to face meeting with the head of the Directorate via the dean's office

**Challenges encountered:**

- Communication with the Directorate in Alexandria
- Level of Response

- Coordination among schools and directorate
- Mentors' work loads

### 3. Mentorship

#### Mentorship at AU:

- Five established mentors. Their main responsibilities are:
  - leading school work. They attended many of the trainings in schools. This was positive as the AU mentors use many interactive activities.
  - providing guidance for AU team members
- Mentorship among team members across different project tasks is practiced.
- Mentorship beyond project tasks is taking place including:
  - Junior staff
  - Learning from each other

As examples of the mentorship taking place, the AU team are currently working on research projects outside the SUP4PCL as reported. The connection between the team members improved. Each of the team members can give advice in his/her own area. For example, Prof. ElKharashi provides colleagues with recommendations on the tools and data analysis. In addition, in the meetings, the junior staff are also asked to give advice and be part of the decision making.

All the AU team meetings are documented to reflect the mentioned aspects.

#### Mentorship at Schools

- Mentors selected, de-selected & re-selected. Now the mentors are well established.
- Developing materials on "Mentorship"
- Training mentors at schools. The mentors are trained and ready to start their mentorship role.
- Training and quality assurance unit role in mentorship. They will start observing classes. The AU team stressed that the role is not inspection. The mentors would be invited for a specific purpose based on the request of the mentee. Starting by observing short intervals of the classes can be a gradual step for accepting this concept.
- Raising awareness about "mentorship" among schools' community

### **Challenges encountered:**

- Losing some active mentors (e.g. travel reasons). The AU team had a recovery plan and recruited others.
- Communication & awareness issues about the project at the Directorate level.
- Mentors' working load. The AU team try to simplify the mission for the mentors and provide them with some flexibility. They explain that the mentorship meetings can be more frequent and for short time rather than having long meetings.
- Resistance to change. Even though most of the teachers are getting more open to the concept, yet, some teachers still do not feel comfortable with having one or two teachers observing their class. They also feel that this action might put their position at risk.

## **4. Material Development**

### **Developing Materials**

- The AU team started compiling Materials developed in Global Citizenship, Education for Sustainable Development (ESD) and STEAM/ STEM.
- Collecting activities used by schools in these three areas (on- going). The AU are collecting them.
- Uploading all materials & resources to AU Google Drive. One team member in each school is responsible for collecting the material. The material is uploaded on the google drive.
- Drawing on AU experiences from STEM & Education for Sustainable Development projects
- Developing materials for schools' summer training programme

Developing Materials included 11 topics. The topics covered included the themes addressed in the SUP4PCL and others were requested by the teachers:

1. STEAM, ESD, Global Citizenship
2. Teachers' Roles
3. PCLs (The AU team conducted Action research on PCLs)
4. Active Learning
5. PD Schools
6. Effective Mentoring

7. Using EKB in Education. This is found to be very helpful
8. Strategies for Teaching Thinking Skills
9. SEN
10. Quality Classrooms
11. Lesson Study

## **5. Research & Inquiry**

### **AU Case Study**

- Regular online meetings with UoN & follow up meetings with core team & AU larger team
- Developing case study framework
- Developing tools for qualitative data collection (e.g. Reflective journal- interview protocols). The tools are in place.
- Validating tools by twining partner. Completed.
- Identifying research participants
- Collecting data
- Analysis of data
- Overarching research questions, framework and data collection tools that were discussed by AUC during the extraordinary meeting are now clear.
- Timelines
- Plans for UoN visit

The presenters explained that four team meetings were dedicated to drafting the titles and subtitles of the case study, in addition to the introduction, the perception of PCLs based on the interviews conducted by Prof. ELKharashi. Furthermore, the reflective journals were reviewed to make decisions if any gaps need to be filled or focus groups to be conducted. The presenters added that starting the writing process helped the team to have more clarity on the gaps and to have a good structure to the case study. Concerning the reflective journals, the presenters mentioned that they changed the intervals of filling the journals to be every 3 months instead of monthly for more practicality and to avoid putting extra load on the teams.

The presenters also mentioned that UON also write down their own reflective journals to study the change on both sides.

As for the MOUs, the AU team discussed this issue with their dean who expressed his willingness to work on this partnership.

Area	Highlights	Next Steps
History & Context of AU	<ul style="list-style-type: none"> <li>✓ Within institution mission, vision &amp; strategic goals, team / group work is a must</li> </ul>	Done
PCLs	<ul style="list-style-type: none"> <li>✓ Existence:</li> </ul> <p>Interviews across 14 departments</p> <ul style="list-style-type: none"> <li>▪ Does it exist?</li> <li>▪ How do people come together?</li> <li>▪ What are the domains of interest for existing PCLs?</li> <li>▪ What is the effect on individuals , departments &amp; faculty?</li> <li>▪ What are the challenges?</li> </ul>	Done
PCLs	<ul style="list-style-type: none"> <li>✓ PCL Monitoring Survey</li> <li>▪ To be used by AU &amp; UoN</li> </ul>	Ongoing (AU & UoN)
	<ul style="list-style-type: none"> <li>✓ PCL Indicators</li> <li>▪ Categories</li> <li>▪ Grounded in literature</li> </ul>	Ongoing (UoN)
	<ul style="list-style-type: none"> <li>✓ Agenda</li> <li>▪ All AU PCLs meetings documented</li> <li>▪ All AU / UoN meetings documented</li> <li>▪ Use of template</li> <li>▪ Analysis of meetings</li> </ul>	<p>Analysis of meetings &amp; reflections</p> <p>Ongoing (AU &amp; UoN)</p>

Area	Highlights	Next Steps
PCLs	<ul style="list-style-type: none"> <li>✓ Reflective Journals</li> <li>▪ Used by AU &amp; UoN</li> <li>▪ One – two rounds</li> <li>▪ Conceptual framework for analysis</li> </ul>	<p>Two rounds</p> <p>Ongoing inductive &amp; deductive analysis</p>
New Teaching Styles	<ul style="list-style-type: none"> <li>✓ Learning (awareness, knowledge, practices)</li> <li>▪ Reflective journals</li> </ul>	<p>Ongoing</p> <p>Focus group interviews</p> <p>UoN visit in December</p>
New programmes/ courses / policies	<ul style="list-style-type: none"> <li>✓ MOU</li> <li>✓ Innovations in existing courses</li> <li>✓ Interviews with key stakeholders</li> </ul>	<p>Ongoing</p>
Engagement of students	<ul style="list-style-type: none"> <li>✓ MA student on board</li> <li>✓ Inviting junior staff to attend selected events</li> <li>✓ Taught courses</li> </ul>	<p>Focus group interviews</p> <p>(UoN visit in December)</p>
Human relationships	<ul style="list-style-type: none"> <li>✓ Reflective journals</li> </ul>	<p>Focus group interviews</p> <p>(UoN visit in December)</p>

## Schools Case Studies

Same steps were applied to the school case studies:

Area	Highlights	Next Steps
Context	✓ Drafts 1 & 2 of schools' reports	Done
PCLs	<ul style="list-style-type: none"> <li>✓ Interviews</li> <li>✓ AU team observations               <ul style="list-style-type: none"> <li>▪ Existence</li> <li>▪ Forms</li> <li>▪ Impact on individuals/ institutions</li> <li>▪ challenges</li> </ul> </li> </ul>	Ongoing  Interviews  Observations  (November)

Area	Highlights	Next Steps
Material Development	✓ Collected & compiled	Ongoing  What evidence & analysis are needed to investigate change/ impact?  AU & UoN
Reflective Practices	<ul style="list-style-type: none"> <li>✓ PCLs meetings agenda introduced</li> <li>✓ Reflective practices introduced</li> </ul>	Ongoing  Support in schools  Analysis of documents
Mentorship	<ul style="list-style-type: none"> <li>✓ Awareness raising</li> <li>✓ Training</li> </ul>	Observations of PCLs meetings  Focus group interview (UoN in December)

## Emerging Research & Inquiry

- AU Team members are working together to:
  - Explore innovative practices
  - investigate the use of PCL as a learning strategy across different disciplines
- Some schools showed interest in exploring the use of:
  - lesson study as a tool for PD
  - classroom observation as a means for improving teaching and learning

The schools asked for AU support in this .

Prof. Zaalouk thanked the AU team for the comprehensive and enlightening presentation. She asked if any of the partners had any comments.

Dr. Underwood shared his experience about a journal called “Collective Ed” that publishes short articles with less than 2000 words. He encouraged all partners to explore it. Prof. Zaalouk thanked Dr. Underwood for his intervention and added that it might be also useful for school teachers to publish in this journal.

**Dr. Rasha Kamal (AinShams University, ANSU)**



### **1-School Clustering**

The ANSU team have started the process of school clustering. Each school selected the satellite schools depending on the following criteria following the bottom-up approach:

1. Reasonably closer to the core school
2. Eager to exchange ideas with the core school
3. Eager to improve the quality of its teaching and learning
4. Having enthusiastic leadership

The ANSU team have started their communication with the training unit in the Cairo Educational Directorate, and the following cluster schools were selected based on the criteria mentioned above (except the cluster of one school ):

<b>Ensaf Sery School</b>	Elshaheed Mohamed Ghoniem School
	Elshaheed Sherif School
<b>Yousef Elsebaay School</b>	Yehia Elrefayi School

	Abdel Aziz AAL Sauad School
<b>Eltabry School</b>	Elkamal School
	Elnamozageya School
<b>Helmayet Elthanwya School</b>	Elmostkabl School
	Elmotfoqueen School
<b>Elsaydya School</b>	Not Approved Yet

The ANSU team designed a tool of evaluating the Quality Assurance and Training Unit in each school. Teams at the clustering schools were formed for the creation of PCLs. These teams consist of members of QA units at the clustering schools and the general supervisors of the Cairo Governorate Administration. In addition, meetings with the clustering schools were conducted to introduce the concepts of the project. The PCL Team of these schools started to present their academic needs highlighting the learning difficulties in some subjects such as SEN. The PCLs started to discuss the possibility of implementing the project themes to help teachers to address these learning difficulties.

## **2-Mentorship**

Dr. Kamal clarified that the ANSU team have started establishing the mentorship structure. However, it is not well-formed yet. She added that having cluster schools in place will help strengthening mentorship since the main five schools would feel more empowered by supporting the cluster schools.

Dr. Kamal also clarified that the ANSU has encouraged the teachers in schools to develop their own material. They aimed for empowering the teachers in schools. The role of ANSU was only to guide them through some tips and encourage the critical and creative thinking. Furthermore, similar to the examples observed in Germany during the MLU visit, the ANSU has encouraged the older students to help the younger students.

Dr. Kamal presented some examples of the mentorship activities occurring in their schools and how it helped the teachers.

### **Example-1: Youssif El Sebei Language school**

In this school, the PCLs formed did not only include teachers but also students. The PCLs formed to include different groups and activities within the subject matter. Mentorship helped the PCL of this school in the following:

- They covered topics such as global citizenship.
- In the social studies, the teachers started conducting outdoor classrooms and activities that align with the curriculum.
- The teachers started Using different teaching strategies and methods such as brain storming, role play, human web, peer to peer learning , scaffolding and several others were mentioned.
- Improvement of their performance was observed.
- Their attitude towards sharing experiences and activities began to change.
- Increased motivation to change.
- They started searching and thinking about the solutions for their problems

Several examples documented with photos were presented by Dr. Kamal that reflect the above change.

### **Example-2: Helmyet El Zaytoun secondary school for girls**

In this school, mentorship helped the PCL of this school in the following:

- Building communities of learning with their colleagues within the school.
- Sharing ideas and exchanging experiences.
- Implementing a Scientific magazine for the school.
- Collaboration between teachers and faculty in some activities. Some of these activities include students as well.

Several examples documented with photos were presented by Dr. Kamal that reflect the above change. The examples also reflect the ANSU support given to the schools in different ways. For example, in one of the activities of creating a scientific journal, it was reported that the ANSU team will support the school through the process of publishing the journal and make an impact. The journal will be printed and published on the school website. The first section of the journal included a page about the project which is considered a dissemination activity as well. Furthermore, the magazine was written in Arabic but ANSU promised to translate it into English as well.

Furthermore, the school head promised to have weekly seminars to discuss different academic topics that teachers are interested in or need solutions for. The school asked Dr. Khalil, the ANSU former Dean

to participate in the seminar on a monthly basis, a step that reflects the development of the connection between academics and practitioners.

### **Challenges and Difficulties encountered:**

- Commitment to/engagement with the project: The ANSU team are engaged in other projects and programs.
- Attendance at meetings
- Visits to schools are not taking place as expected.
- Extrinsic motivation only. Certificates is a kind of motivation for them.
- Committed mentors becoming demotivated as a result

Three ways to work on the above challenges:

- Focusing on team building.
- Working on the process of mediation regarding uncommitted mentors resulting in 2 mentors being replaced
- Creating a more positive attitude and atmosphere within the group.

### **3-Material development:**

As mentioned earlier, the material is developed by the teachers themselves while the ANSU role in the process is providing the teachers with simple guidance such as giving comments and sharing useful literature.

The ANSU team created some incentives for teachers such as including teachers who trained and supported their colleagues in developing material to join the ANSU training team as trainers. Another example of the incentives provided was the certificates given for teachers after the training.

Furthermore, ANSU conducts regular evaluation for the material developed. The evaluation is available online which allows teachers to read it and modify accordingly.

#### **4-Research and Inquiry:**

The following tools were created:

- Needs assessment tools (School profile, Training unit, Psychologist, Teacher-PD, Teacher training) . The tools were shared on the blog.
- Participant Consent Form and Information sheet for questionnaire/focus group. UL team has helped ANSU in writing the ethics consent.
- PCL development tools (Printed & electronic Versions): PCL Monitoring Survey & Reflective Journal Entry. The purpose for the electronic version is to encourage the use of technology.

The ANSU have created an example of the PCL tool responses and trained the participants on the use of the tools.

Furthermore, the ANSU invited the teachers to their labs and provided training on some programs.

#### **5-Evolution of the Quality Assurance Unit:**

Survey for evaluating the quality assurance units in schools was administered. The ANSU started to help the schools to perceive the QA unit as a PD unit.

Furthermore, Dr. Kamal reported that the ANSU project team has encouraged the FOE team to conduct case studies on the new teaching styles and to document such changes. Such practice would also help in writing the FOE case study.

A case study on the development of PCL at the university level is conducted by a member of the FOE Team. The study includes the following areas:

- Student centred learning
- Research based learning
- Implementation of STEM for developing PCL among student teachers
- Intrinsic and extrinsic motivation
- Sustainable Professional Development (Senior & first year Student Teachers)
- Sharing experiences with practitioners of STEM Schools
- Implementation of Sustainable Development for developing PCL

Regarding motivation, Dr. Kamal provided an excellent example on how Dr. Khalil managed to create both internal and external motivation, student centered learning and research. Dr. Kamal reported that

Dr. Khalil's students were keen to get international certificates. Dr. Khalil used the following approach: He clarified that in order to reach this goal, students need to work hard and get involved in international projects to meet the international standards they aim for. He guided them to work on multidisciplinary projects and activities. In addition, he invited people from Cairo government to attend the presentations of the students' projects. The numbers of students involved got bigger and Dr. Khalil managed to create both internal and external motivation.

### **ANSU & UL Case study:**

-Regular skype meetings are conducted. School mentors attended some of the meetings along with the management teams.

-Two day training workshop with mentors/case study were conducted during the UL visit last April 2018. The workshops focused on:

- Exploring the understanding of PCL and clarifying that the PCL is about collaborative peer learning.
- Synthesizing current understandings of the school case study and identifying the missing information.
- Identifying the coming steps regarding the school case study.
- Identifying the coming steps regarding the ANSU/UL PCL.
- Developing the team's relationships.

-A google drive was created to share the documents related to the FOE case study with UL.

- The history and the context of the FOE is written and the relevant data was collected.

-For the first round of data collection, semi-structured interview with FOEs were already conducted by UL team.

Examples of the questions that could be added depending on responses:

1. What is your own background/areas of experience (teaching/research)/ previous experience of PCL
2. How did you get involved in the project?
3. What is your role in the project? Has this role changed? If so, how?
4. What do you think the purpose of the project is?

5. What does PCL mean to you? How has your understanding of this changed since the beginning of the project?
6. What supports are present for the project? Impact of these
7. What is working well within the group/project? Why are these working well? Evidence of this?
8. What could be improved? How could these be improved?
9. How open are people in the FoE to the project/concept of PCL? Why is this the case?
10. What changes have occurred to your practice/beliefs since starting the project? Why do you think these have changed? What changes do you think has happened to your colleagues?
11. New Question: What motivates people within the group do you think? How is this evident? What differences exist in relation to how people are motivated? What impact does this have on the project?
12. Anything else that you wished I asked you that I haven't or that you want to say?

Other tentative potential areas to explore:

- Motivation: intrinsic versus extrinsic motivation; how this impacts the engagement in the project
- Impact of the geographical distance on developing a PCL: does proximity matter?

Regarding the students' involvement, Dr. Kamal reported that there is an MA student who is currently involved in the project. The suggested Title of the Research:

*" The Effectiveness of PCL Approach to improve Communication Skills of English Teachers"*

This MA will be co- supervised by a professor at the EFL Curriculum and Instructions Department in ANSU and a professor at University of Limerick.

### **ANSU and UL Potential Partnership**

Dr. Kamal stated that the two universities, ANSU and UL are on the same page. Internationalization is an important part of the strategic plan of both universities. In addition, the twin partners agree on having sustainable collaboration. The potential partnership would cover the following areas:

- Key Action One (Mobility of students and staff). UL will submit the application to EU.

- Dual/Joint Degree in Leadership Graduate Programs.
- UL will offer scholarships to ANSU students in this program.
- Three parties MOU between UL, ANSU and the MOE to develop the educational leadership style at schools. Since all the policies in Egypt focus on teachers but not leaders, the twin partners agreed to focus on the leaders in their partnership.

**Dr. Hanan Morsey & Dr. Lubna Shehab (Helwan University, HU)**



### 1- School Clustering

The HU team had a meeting on the 17<sup>th</sup> of Sept, 2018 in which they agreed on the dates of the school visits. The teams usually have planned agendas for the school weekly visits. Two hours weekly are dedicated to the meetings in schools. Below is the table of the school visits agreed upon:

School	September 2018	October 2018	November 2018
Kasr El. Dobarah State School	First Week: Thursday 6/9/2018  Third week: Thursday 20/9/2018	First Week: Thursday 4/10/2018  Third week: Thursday 18/10/2018	First Week: Thursday 1/11/2018  Third week: Thursday 22/11/2018
Helwan Preparatory School for Boys	Second week: Monday 10/9/2018  Fourth week: Sunday 23/9/2018	Second week: Monday 8/10/2018  Fourth week: Sunday 21/10/2018	Second week: Monday 12/11/2018  Fourth week: Sunday 25/11/2018
Helwan El Kadima Primary School	Second week: Wednesday 12/9/2018  Fourth week: Wednesday 26/9/2018	Second week: Wednesday 10/10/2018  Fourth week: Wednesday 24/9/2018	Second week: Wednesday 14/11/2018  Fourth week: Wednesday 28/9/2018

Zamalek School for Girls	Second week: Sunday 9/9/2018	Second week: Sunday 14/10/2018	Second week: Sunday 11/11/2018 Fourth week: Tuesday 27/11/2018
	Fourth week: Tuesday 25/9/2018	Fourth week: Tuesday 30/10/2018	
Om El Abtal Preparatory School for Girls	Second week: Tuesday 11/9/2018	Second week: Tuesday 9/10/2018	Second week: Tuesday 13/11/2018 Fourth week: Wednesday 28/11/2018
	Fourth week: Wednesday 26/9/2018	Fourth week: Wednesday 24/10/2018	

The presenters reported that a letter was sent from the Dean to the directorate regarding the school clusters. Currently 15 schools are allocated in HU list. Letters were sent to the schools as well.

The clusters were invited to the School Clustering workshop conducted in HU. The mentors were from the lead schools and the FOE mentors, while the quality and training manager, expert teachers and the management team were invited from the new cluster schools. In this workshop an introduction about the project's framework and concept were given to teachers. Videos about teachers sharing their experiences were shared. The concept of PCLs was explained to reflect peer relationships rather than hierarchical ones between mentors and mentees.

Incentives given for both the HU team and the schools' teams were mentioned as the following:

For HU team: Working hours will be calculated in their time, and TOT International Certificates will be provided for free. The certificate is a dual one from both the American Institute of Professional studies and the accredited Career Development Center (CDC) in HU.

For the School Team: Certificates of attending workshops are given, training of Teacher International Certificate will be provided and a free management consultancy will be provided from HU.

Assessing the effect of the workshop was important, according to the presenters. Two school principals attended the workshops with their teams. Some teachers reported the positive effect on the relationship with the students in class after changing the style of teaching and including the role play as a way of teaching and learning.

Currently the 15 schools are active and the PCLs' meetings are run according to the schedule.

## 2- Mentorship

Three levels of mentorship take place: Firstly, the FOE and teachers in schools, secondly teachers and teachers and lastly the project management team and the FOE staff. The following reflect the types of activities that take place as part of the mentoring:

1- FOE & Teachers in schools

- Workshops inside & outside schools.
- Meetings inside & outside schools.
- Reporting & reflections( HU templates)

At HU campus several workshops were conducted:

- The Use of ICT in enhancing PCLs.
- International Experiences in Developing PCLs. Using the material from the EU visits. All materials was uploaded on Edmodo.
- Dissemination of quality assurance and accreditation culture in schools. Representatives from NAQAAEE attended. The teachers were given participation certificates. The presenter clarified that issuing certificates at HU costs money. Yet, as a support to the SUP4PCL project, the HU Dean decided to issue the certificates for free.

Inside Schools: The teams inside schools started to use Edmodo. One teacher started using it with her students as well and gave positive feedback about it as a helpful tool. Below is a table with the workshops conducted in the five schools:

Kasr El Doparah State School	Helwan preparatory school for boys	Helwan El Kadima primary School`	Om El Abtal Preparatory school	Zamalek School for Girls
1-Peer teaching learning strategy.	1-Peer learning communities.	1-Developing Learning communities.	1-Learning styles.	1-Integration of citizenship in school subjects
2-Quality system development in schools.	2-Introduction of the three concepts: citizenship, STEM, Sustainable Development.	2-The use of Technology in Education	2-Using STEM approach to design activities to develop sustainable development.	2-Integration of STEM in school subjects.
3-Quality assurance culture			3- Design a unit based on STEM to develop citizenship.	3-Strategic planning.
4-Counselling and consultation. PCL.				

The presenters elaborated that meetings are also conducted inside and outside schools. The main pillars of the meetings inside schools were set including :

- 1- A plan for the school PCL (slogan, vision, mission, values & goals)
- 2- Reporting: The HU FOE team report on each visit and meeting conducted.
- 3- Impact assessment: The HU team administer the questionnaires to assess the benefit gained from the visits.
- 4- Activation of the quality and training unit. The HU team managed to activate the QA units.
- 5- Training annual plan 2018/2019: The QA units will work on a plan for the coming year and send it to HU to institutionalize PCLs.

Examples of training programs received during the academic year 2017-2018:

- Preparing the school schedule electronically.
- Class management and modern teaching methods.
- Training on how to sign up to the Egyptian Knowledge Bank.

#### 2- Teachers & Teachers:

Training workshops between teachers are conducted. The teachers have started documenting their meetings. In addition, formal meetings supported by HU are conducted and Arabic Language PCL and Math PCL were formed.

#### **3- Project management team & FOE staff:**

This includes conducting monitoring visits and a follow up on the impact of the FOE PCL on students during their summer activities in school.

Fixed dates are set for the FOE PCL meetings. It takes place in the fourth week of each month (Mondays). At the beginning of forming the PCL, the PCL focused on monitoring the project. Currently, the PCL participants decided to have a topic for each PCL meeting to discuss. All documents are circulated to the PCL participants.

### **Material Development:**

The presenters explained that templates were created such as the PCL agenda, PCL Session Assessment , Activity Design and the Mentors Observation sheet. The mentors observation sheet will be used to assess the performance of the mentors during school clustering meetings.

Furthermore, Webquest was designed to share all links, material, videos of the project with teachers. Lastly, the presentations of the workshops are uploaded on Edmodo including the presentations designed by teachers and FOEs.

Dr. ElDeghaidy asked the HU team to send the Webquest link to the AUC team to be added on the website. Prof. Zaalouk agreed and clarified that currently, a page can be added to the external section of the website for teachers links such as Edmodo and webquest. She added that at a later stage of the project, the teachers would be able to access the website as well. Prof. Zaalouk explained that some of the material needs to be uploaded on the website while the rest can be added as a hyperlink. That would depend on the storage space available on the website.

### **Research & Enquiry:**

In that regard, the presenters clarified that two post graduate studies(PhD) are involved in research related to the project. In addition, at the school level, research and inquiry is practiced through the participation in solving the school and community problems. Furthermore, involving a student researcher was a great achievement reported by the presenters. The students of the preparatory stage developed a research proposal with the help of HU and school mentors. They created a whatsapp group called "Science for Fun". In this group, they share material and videos. A 13 year old student developed a project proposal with the STEAM team. The proposal was about reducing the pollution in the water. The student was given a certificate and started to conduct workshops for her colleagues. This student is currently considered as a "student teacher".

### **The MoU Between HU and MLU**

The presenters clarified that the MOU between MLU &HU is in progress and in the last stages. They clarified that an Arabic version was required for signature. Hence, it was in the process of translation and should be signed soon.

The presenters added that one student from HU visited MLU as part of the mobility exchange. More exchange between the two partners should occur after signing the agreement. The presenters thanked MLU for their willingness to host the HU student before finalizing and officially signing the MOU.

At the end of the session, Prof. Zaalouk thanked the three Egyptian partners for the extremely rich session and the floor was opened for comments.

Prof. Elkharashi asked about the mechanisms that should be used to develop the PCLs further among the partners as one of the good practices to keep and follow. In that regard, Prof. Zaalouk clarified that the PCLs among all partners as well as among Egyptian partners were created and strengthened through the local and international meetings conducted. In addition, online communication as well as the website are other tools used to strengthen the partners' PCLs. Prof. Zaalouk added that the partners should continue to meet and create discussion groups in PCL formats: for EG FOEs, twinning partners, EU partners and all partners. A discussion thread can be activated on the website for that purpose.

On another note, Prof. Linder stated that the participants learned a lot from the presentations that reflected interesting differences among the three FOEs. He added that it will be rewarding to continue meetings, sharing experiences and exchanging ideas after the project lifetime. For example, meeting after a year from the end of the project to exchange further experiences including the EU partners would be a good idea. Prof. Linder elaborated that it would also be useful to share the challenges and obstacles encountered in both EG and EU partners rather than sharing only the success stories since we also learn from the failures and challenges.

Along the same lines, Dr. Tannehil added that it would be useful for the leads in the Egyptian partner teams to meet together informally and in small scale more frequently rather than only being part of the bigger PCL that meet once a year.

Prof. Zaalouk strongly agreed on the comments and added that the meetings should be sustained particularly on the local level. However, regarding the broader PCL, Prof. Zaalouk encouraged the partners to use the EU mobility funds in the future. The mobility funds would allow travelling and maintaining the PCLs.

At the end of the session, Prof. Zaalouk stressed again on the importance of the different types of documentation including photos. She highlighted the importance of using the SUP4PCL logo as a dissemination tool in addition to the ERASMUS logo. Prof. Zaalouk added that the continuation of sustainable practices and activities is important. The partners showed some steps on Mid-policy levels which is very important and enriching. This effort will be crowned by the MOUs.

Lastly, Prof. Zaalouk thanked the partners for the rich and uplifting presentations. She also reminded the partners that any of the photos presented or shared should have prior consent to allow sharing it on the website, presentations and reports.

### **Session Seven: Twinning Group Work on Production of Tools**

For this session, Prof. Zaalouk asked the twin partners to work in groups again. The aim of this activity was to enrich the deep and systematic documentations. It also aimed to find the missing gaps in the tools and work on them, systematize them or diversify them as needed and agree on the strategy relevant to the concepts presented in the previous session (school clustering, mentorship, material

development and research and inquiry). As mentioned earlier in the meeting, the ideas shared represent general frameworks that would need further detailed development among twin partners after the meeting. The twin partners had an hour of group work. The outcomes of the group work were to be presented at the end of the session.

Prof. Zaalouk elaborated that the tools need to capture the rich progress and partnership we witness in schools and FOEs and how to systemize this. Using meaningful quotations and pulling out a discourse that reflects what is captured is immensely important in qualitative research.

Below are the outcomes of the group work done by the twin partners:

#### **AU & UON Presentation:**

The twin partners looked at the clustering. The criteria of schools should include the following:

Geographical proximity (in the same district), being in the same stage of education, public schools not private, has good facilities for training, willingness to improve and change, having a good model of quality assurance.

The presenters clarified that there are some flexibilities for schools to choose partners. The process starts with sending the list of schools in a formal letter to the directorate.

Regarding mentoring: The twin partners will look at the relationship between mentors and mentees. They looked at having particular tools emerging from reflective journals for both mentors and mentees, in addition to observations.

Prof. Zaalouk asked the twin partners about the ways of capturing and systemizing the data in the reports (e.g. impact, expectations, the process that will happen and how to document it?)

Prof. Elkharashi clarified that they focused more on the selection at this stage. The general approach of their methodology will be qualitative, yet they have not digged deep into that yet. Prof. Zaalouk suggested that having official documentation is important with the school clustering at this stage. The presenters assured that the official documentation is available as Dr. ElHawary sent a letter to the directorate few months ago.

Prof. Zaalouk stressed that it is important to have evidence of how sustainable the steps taken will be. The support of UON on how to pull the context of schools is needed for more qualitative approaches, according to Prof. Zaalouk. She also asked to capture the activities that take place between the hub and the cluster schools.

In that regard, Dr. Shehab from HU said that HU has invited two schools to attend a session with the hub school as a first step.

Conducting focus groups as well as interviews with the key actors of the cluster schools to trace their interaction is essential as clarified by Prof. Zaalouk.

Following on the discussion, Dr. Underwood from UON commented that UON will share significant tools/ forms to be used such as the story telling form. The tools themselves are simple as he added. Dr. Underwood continued that the twin partners agreed not to have a systematic scale. Prof. Zaalouk welcomed Dr. Underwood’s initiative and asked UON to share literature in methodology on impact in the Dropbox.

Concerning the material development, Dr. O'Shea said that there is a lot of reflective process. Hence, reviewing the reflective journals would be a good way to do so. The twin partners will compare the outcomes with the coming steps and add questions to the existing tools based on the gaps.

### **HU & MLU Presentation:**

The twin partners focused on four indicators: networking, support, commitment and collaboration and lastly ownership. The presenters summarized the work they agreed upon in the following table:

<b>Level</b>	<b>Focus</b>	<b>Method or Tool</b>	<b>Indicators to look for or measuring the success</b>
School Cluster	Networking	Analyzing the Edmodo activities	Amount of interaction in the chat, ratio of using the chat.
		Analyzing the school meetings	Ratio of people take part in the meetings (regularly)
		Questionnaire	Satisfaction of the participants
	Support	Questionnaire	Amount of support from the network or meetings given.
	Commitment and collaboration	Analyzing the school meetings.	Ratio of people take part in the meeting (regularly)
		Feedback or reflection	Analysis of the PCL meeting or the feedbacks
	Ownership	Indicator analyzation	Logos, slogans or independent material self-developed by the school itself.

Concerning material development, the twin partners agreed to focus on finding out how the schools developed their material and how willing, motivated and empowered they are to work on it themselves.

The twin partners agreed to use descriptive statistics to guide their analysis. Based on the results of the indicators, interviews and other qualitative approaches would be formed. Commenting on the descriptive statistics approach, Dr. ElHawary believed that it is an interesting simple approach that

would give useful information. Mr. Finger added that it is also a way to measure the impact since even the growing numbers involved can be indicative.

Prof. Zaalouk agreed that capturing frequency is an important and indicative tool for qualitative approaches. Prof. Zaalouk asked the presenters to share this excellent approach with the partners. She also added that the presentations of the group work were the start of having a coding system. For example, the areas of focus picked up can be important ones to use in coding and systematizing the analysis.

Dr. EL-Deghaidy commented that having a discourse analysis of the discussions among teachers and representatives of schools would be important. Aspects such as the talks in the discussion threads together with Edmodo are important. Prof. Zaalouk strongly agreed and clarified that the discourse analysis does not come from only direct interviews.

Dr. Kamal also suggested that leadership is very important in supporting clustering. She suggested capturing the role of leadership in developing PCLs. Prof. Zaalouk agreed.

#### **UL & ANSU presentation:**

The twin partners presented the outcomes of their group work on the following day. Their presentation was summarized in the following:

The twin partners agreed to use the same approach adopted with the five main schools to use for the cluster schools. The timeline is divided into three interval.

The presentation is summarized in the following table:

	Timespan 1	Timespan 2	Timespan3
Focus	Baseline of Original 5*:  -Demographics -Needs Assessment	Original *5:  -Understand development, successes and challenges. -Way forward  Baseline with Clusters: 10*:  -Demographics -Needs Assessment	Consolidating and moving forward:  -Sustainability of PCLs -Lessons learned. -State of cluster PCLs.
Approach	-Focus groups -Questionnaire -Interviews with schools management: principal, supervisor, training unit	*5 Revisiting focus groups reflective of T1 and development of key themes within the project	- Questionnaires - Reflection Day *5 schools - School PCL Rollercoaster timeline

	of educational administration	*10 - T1 repeated with new *10 clusters	Repeat T2 for new cluster schools *10
Participants	-Teachers in schools x5	-Teachers * 15 schools	Teachers * 15 schools -Principals, supervisors, training unit.
Deadline	Completed	Before December visit	Reflection Day aligns with T3 FOE & UL First of March for cluster school data collection
Data Analysis	Completed  -To be revisited to structure T2 -Mid November	During December visit; Analyzed by End of January.	FOE&UL: March 19 <sup>th</sup>  Clusters: end of March 19

The presenter explained the school PCL rollercoaster timeline as follows: The teachers in the PCLs will chart out the whole PCL interval clarifying the moments of success and challenges. These moments will be discussed further in focus groups.

Dr. Atkins from ULEIC suggested to have the M&E visit in the reflection days.

**Friday 12<sup>th</sup> of October 2018**

### **Dissemination Plan**

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

Prof. Zaalouk started the day by clarifying that the expected outcomes of the remaining session is to have a revised dissemination plan as an important aspect to the EU headquarters and also for the objectives of the SUP4PCL project. The impact is another important session that was presented by Mr. Bramble from UON.

### **Session Eight: Conference and Publications:**

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

Prof. Zaalouk clarified that a strong plan for the conference should be prepared. The conference will take place in (Sept/ Oct, 2019) towards the end of the project. The budget available for the conference in the project is Euro 4000. Prof. Zaalouk added that working on having extra funding from different sources outside the project for a bigger conference might be needed. Elaborating on the conference plan, Prof. Zaalouk reminded the partners that during the past meetings, a suggestion of holding the conference in Berlin was made. However, a discussion took place with Prof. Linder in which both AUC and MLU believed that it would be best to have the conference in Egypt to disseminate it among the country and the region. Holding the conference in a school rather than a hotel would be symbolic. Prof. Zaalouk continued that selecting a school that is supported by German funding to host the conference would be indicative since exploring the possibility of getting German funding for the conference was the idea.

Concerning the program and the themes of the conference, Prof. Zaalouk suggested that tracing the impact and the journey of the project is one aspect. Another aspect would be what others are doing in school university partnership. Academic sessions could also be part of the program. Depending on the funding and the budget, keynote speakers would be invited.

The conference will be for two days but could be extended for three days to invite a wider audience of global and international people. That would depend on the budget too.

Prof. Zaalouk elaborated that we can start the program by an overview of the project and the journey coupled with the quality assurance. In the following sessions, the teams can present their findings of the

case studies. The following day or two days could be devoted to conceptual discussions, show case results of the project and bringing in regional and international best practices.

The floor was open for partners for further ideas and comments regarding the conference program, objectives and possible details.

Dr. McCormack suggested having the teachers voices clear in the conference since having the teachers empowered is one of the main goals for the SUP4PCL project. Prof. Zaalouk strongly agreed and added the students' voices to Dr. McCormack's suggestion. The teachers would present part of their lesson study and action research they may have started. Along the same lines, Mr. Bramble suggested including the different stakeholders.

As a response to the previous suggestions and focusing on the objectives of the conference, Prof. Zaalouk highlighted the importance of inviting the policy makers and funding agencies. Examples of the policy makers mentioned were the principals and the directorates. The funding agencies represent the people who shape the reform landscape such as the USAID, World Bank and other German and British funders. Prof. Zaalouk clarified that involving the policy makers as well as the funding agency would allow them to see the tangible impact and encourage mainstreaming and scaling the best practices and the concepts covered.

Mr. Bramble suggested to have closed sessions at the beginning of the conference with the policy makers to give space for more discussions. Prof. Zaalouk responded that this could be done but not necessarily as part of the conference. A closed media conference about the project could be done at the beginning to send a strong media message. Having a press conference could target policy makers and stakeholders. Another possible scenario is to invite policy makers to the conference itself as they usually attend the openings and the brief introductions.

To summarize, the following is a list of the stakeholders:

-Students

-Teachers

-Egyptian universities

-Mentors and supervisors

-Policy makers (school principals, directorates, ministries, PAT, NAQAEE, deans, university presidents, supreme council)

-Funding agencies

The objectives mentioned were:

- Student and teacher voices heard.
- Knowledge production

- Joint partnership
- Project showcasing

In addition, research findings and testimonies is another session that should be included in the program. Another excellent suggestion was made by Dr. Kamal regarding the role of the QA units, Dr. Kamal suggested presenting modelling of QA units and how it will continue to operate after the project. Prof. Zaalouk clarified that the presentation should reflect the approach of harmonizing the QA units and PCLs in ANSU work which is important. In addition having mentors and supervisors is also important.

Furthermore, Dr. Kamal suggested inviting NAQAEE. Prof. Zaalouk strongly agreed and added that NAQAEE, PAT, ministers, presidents and deans from universities, in addition to others in the network and other stakeholders should be invited.

Dean Abu Elenien from ANSU commented that having all teams responsible for the quality assurance system would be more efficient than having a "quality assurance unit". Prof. Zaalouk agreed and said that conducting self-assessment is a new culture and a new way of thinking.

Prof. Linder from MLU asked about the number of participants who could be invited from other countries. He suggested inviting the deans of the EU partners.

In that regard, Prof. Zaalouk said that splitting the days might be one possibility. The AUC can block the AUC venues for some sessions in which internationals will be invited. Prof. Zaalouk also added that inviting the CDFE/ TEMPUS partners would be important since the SUP4PCL is a continuation of the CDFE/TEMPUS project. She elaborated that the CDFE/TEMPUS partners from Palestine and Lebanon were strong in school university partnership and have done a lot of work in this area.

Dr. Kamal suggested checking the possibility of funding from the US embassy and the British council. Prof. Zaalouk answered that the AUC should conduct a budgeting exercise and fund raising scenarios to explore different possibilities.

Dr. Morsey from HU also suggested inviting the Educational Supreme Council in addition to the deans and ministries. Involving the policy makers is important to continue the policy dialogue and action. Dr. Morsey suggested having a course on PCL as part of the curriculum, a step that would support the dissemination and sustainability of this concept and culture. Prof. Zaalouk believed this was an excellent suggestion since the supreme council has the school university partnership as part of their strategy.

Based on that, Prof. Zaalouk also added that having round tables at the end of the conference would be a value added. The roundtables will aim for discussing the way forward. Because of that having global best practices as a theme in the conference would be important.

Prof. Linder commented that we can include not only teachers but also academics on both regional and international levels as those will bring ideas to the field, motivate teachers and bring theory closer to the practice level.

Prof. Zaalouk agreed and added that it would be useful to have a variety of different modalities of the sessions rather than merely limiting it to paper presentations. The modalities could include posters, teachers presenting their material, showrooms and interactive sessions of questions and answers. Furthermore, if students do a role play such a session could be interesting.

The ANSU Dean commented that the practicum at universities is a fertile field of PCLs. He suggested introducing the project concepts to be part of the curriculum and to be applied in the practicum units and written in the practicum guide. Prof. Zaalouk believed it is in excellent intervention adding that it is a fertile field for AR as well. Having such examples will be interesting.

Prof. Zaalouk then continued the discussion about the conference themes. Prof. Zaalouk also suggested that having breakout rooms divided into thematic ones could be a good idea. Below were tentative ideas of the themes that was suggested by the different participants:

- Quality Assurance
- Practicum
- PCLs
- Research and inquiry
- Mentorship
- Content (Global Citizenship. SEN, sustainable development,...etc)

Prof. Zaalouk summarized the coming steps in the following:

AUC should check the budget, send preliminary ideas as drafts, then start immediately the fundraising in Egypt but also count on MLU to explore German funding possibilities.

As for the venue, Prof. Zaalouk explained that the AUIC team can book the AUC venues as early as possible, taking into account the possible breakout thematic sessions. Furthermore, the AUC should approach schools and explore the possibilities of having them as a venue for the conference.

Prof. Zaalouk then moved in this session to the publications. Prof. Zaalouk mentioned that a suggestion was made by Dr. Tannehil earlier in the project to publish a book, and a brief conversation took place on that. Prof. Zaalouk believed that it is a good idea that should be revived with further conversations. However, it should not necessarily happen immediately. This is in addition to the journals mentioned by Dr. Underwood earlier in this meeting for publication as well as the case study publications. Prof. Zaalouk asked the twin partners to think about ways of having joint publications.

Dr. McCormack believed that a unique topic that can be addressed in publications about this project is the idea of developing PCLs from distance and beyond borders, similar to what is taking place among the twin partners. Prof. Zaalouk strongly agreed.

Dr. Dymoke from ULEIC noted that there is a wide variety of topics for publications in this project. Dr. Dymoke believed that a topic about motivation and how to build an intrinsic motivation or make a shift from external to internal motivation would be an interesting one. It was also a common theme among the three groups. Prof. Zaalouk strongly encouraged the topic as part of exploring the areas of

metacognition. Prof. Linder also added that it would be important to explore it as well among EU partners not only among Egyptian partners.

Prof. Zaalouk thanked the participants for the valuable comments and added that including EU partners is a good idea since they are partners in research as well. She added that it is a shared ownership for partners who work jointly in the process. Looking at the methodologies and how it evolved was another interesting research area suggested by Prof. Zaalouk. Prof. Zaalouk clarified that AUC might be interested in exploring this dimension and other teams are welcome to join.

At the end of the session, Prof. Zaalouk asked Dr. Underwood to create a section on Dropbox in which partners might post their research ideas to avoid duplication. Posting the ideas would be an ongoing activity.

Dr. McCormack asked how to do that in practice. For example, if someone posts an idea on the Dropbox, then how to negotiate that?

Prof. Zaalouk clarified that the person who posts the idea should handle how to do it and take the lead for his suggestion. There should be an intellectual property to this person. Anyone interested to join should negotiate with the lead.

On another note, Dr. Underwood encouraged the idea of publishing and submitting even small papers of no more than 1000 words. Prof. Zaalouk agreed and added that this is a good dissemination idea

### **Session Nine: Media, Website and Workshops**

This was a brief session to highlight the importance of media, website and the workshops. Prof. Zaalouk stressed on the importance of using the ERASMUS+ logo and its disclaimer as well as the SUP4PCL logo created in all our reports, presentations, and project material. Mr. Bramble noted that the disclaimer is important. In publishing, the disclaimer is important to be included even if there is no possibility of adding the logo in the journal in which the paper is published depending on the publisher's policy.

The disclaimer should include phrases like "funded by" or "associated with the project". There are two types of disclaimers.

Dr. Morsey asked about the use of the disclaimer in case of the student research. Prof. Zaalouk clarified that in this case the association wording would apply since it was funded directly. Prof. Zaalouk added that the AUC should write several prototypes of disclaimers and will share them with partners.

Dr. Dymoke added that the disclaimer should include two aspects. One of them is whether it is funded or associated with but also a second one that is relevant to the view of the author such as "this paper reflects the authors view only" and it can be added to the same disclaimer.

To continue the conversation on the media, Prof. Zaalouk informed the participants that she has already published two articles in Arabic about the project that will be translated and uploaded on the website. In addition, some partners have conducted TV interviews.

The website is another important form of dissemination. For more efforts on dissemination, Prof. Zaalouk suggested that partners link it with their existing websites.

On this regard, Dr. Shehab also stated that HU will disseminate the project through the international office website in HU. Prof. Zaalouk suggested that a small abstract about the project can be added on the HU page along with the link.

Prof. Zaalouk asked the EU partners about the dissemination possibilities at their universities and countries.

Dr. Dymoke said that promoting the project through having online conversations with people in the same field could be useful. The website link can be added to such conversations. In addition, the press, newsletters, journals at universities will be willing to share the link.

Dr. McCormack also added that putting the links on social media such as twitter is beneficial and a great source for dissemination.

Regarding media interviews, Dr. Alshamy from AU suggested approaching “Masr ELKher” that has two radio stations and has good outreach to schools. Prof. Zaalouk clarified that there is a department at AUC that can provide support for such arrangements.

Dr. Morsy also suggested that inviting media to schools could be useful. Prof. Zaalouk agreed and said that coordination is needed on that regard. Prof. Zaalouk also alerted the partners to document and record any media encounters that take place about the project.

Concerning the website, Prof. Zaalouk reminded the partners to register on the website and the discussion groups. She added that following on the discussion on publications, the website could be a good place to post the publication ideas. Prof. Zaalouk added that the library section is a key section in the website for the external viewers and that populating the library is considered an important dissemination tool. In addition, Dr. Underwood has volunteered to share good articles. The articles will be uploaded on the library section on the website. This section should be classified according to themes. Arabic articles can also be uploaded.

Dr. McCormack raised a question about the copyright issues. Prof. Zaalouk clarified that the articles that will be posted should not be drafts. Dr. EL-Deghaidy suggested that putting the link to the articles might be the safest way.

Regarding the links, Prof. Zaalouk reminded the participants that it might be useful to link their bios to other applications such as LinkedIn and twitter. An idea that was suggested in earlier meetings by Dr. Kamal.

Prof. Linder said that the website link does not appear on google search while it should since it became an official link. Prof. Zaalouk said that the AUC will check this issue.

Regarding the workshops, Prof. Zaalouk reminded the partners that these workshops need to take place in the cluster schools such as information sessions, workshops,..etc. It is a method of dissemination to which other schools should be invited.

Dr. Kamal from ANSU added that the labs could also be a way of dissemination. To have the labs active, ANSU had to take the approvals of MOE and MOHE and included the EU logo. In addition, an inauguration ceremony of the labs on which Prof. Zaalouk will be invited should take place.

Prof. Zaalouk thought that this is a good idea and added that it would be a good idea to have media in the inauguration. This idea can be coordinated for the three EG FOEs. Furthermore, having the media during the school workshops will be useful after obtaining the consent of the schools and individuals involved.

Dr. Shehab suggested creating Arabic brochures about the project. Prof. Zaalouk agreed but alerted the partners that this will not be funded by EU. It has to be part of the partners' contribution. Dr. Shehab suggested developing soft copies as well.

Prof. Elkharashi suggested the dissemination of the project's culture to the QA units and training units. He suggested hosting QA units from all schools together in the labs .An idea that Prof. Zaalouk described as a brilliant one.

Prof. Zaalouk asked the EU partners whether there are possibilities of conducting workshops at their end. Dr. Ogallchoir from UL said that the campus usually holds seminars for the projects. In several occasions, the UL team have reported and presented about the project last year.

Prof. Zaalouk asked the partners to keep track, report and document the activities that took place.

Prof. Linder also said that he will send the AUC a link about what has been done about the project. He added that there is a lot of effort in the educational system in Germany. In addition, he suggested to link the project's website to the the other couple of projects that MLU will be part of. Furthermore, Prof. Linder added that the link and a brief about the project can be put in German magazines. (e.g. Goethe or DID might be interested). The AUC will remind Prof. Linder to send the links based on his request.

Dr. Underwood from UON suggested that the UON can take the project to faculty forums and conferences such as the UON research conference and a Cambridge conference that they are part of. Another idea suggested by Dr. Underwood was to participate in an event called "energy of research". This event includes presentations about research topics in the forms of paintings and photos to be submitted.

## **Session Ten: Impact**

**Mr. Paul Bramble, University of Northampton (UON)**



Mr. Bramble started his presentation by defining the meaning of impact based on the ERASMUS guide.

*“Impact is the effect that the activity carried out and its results have on people, practices, organisations and systems. Dissemination and exploitation of results plans can help to maximize the effect of the activities being developed so that they will impact on the immediate participants and partners for years to come. Benefits to other stakeholders should also be considered in order to make a bigger difference and get the most from the project.”*

**(Erasmus Programme Guide, 2016, p.310)**

Why Does this matter?

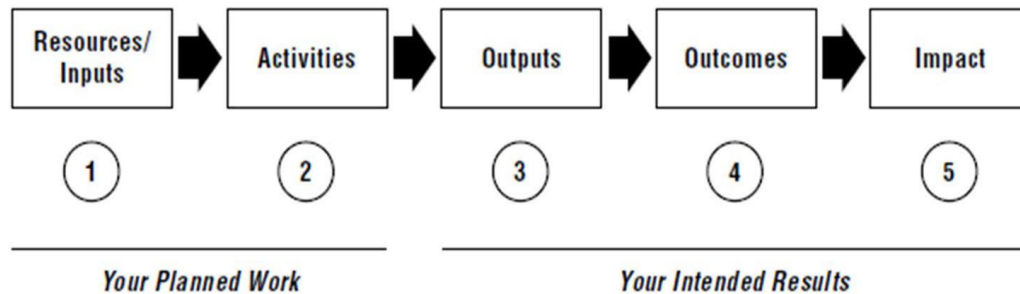
Impact and sustainability counts for a large part of our final evaluation of the project as a whole ( 40 points in the final report) . The assessment is based on all intellectual outcomes on both individual and institutional levels. The outcomes are judged based on their impact providing the right evidence.

In relation to the SUP4PCL project requirements, the SUP4PCL impact means:

- Increased influence on Government school based reform strategy endorsed through the faculties of education
- Implementation of school based CPD Egyptian Faculties of Education (FOEs)
- Improved efficiency of the school-based quality assurance units and accreditation by the Professional Academy of Teachers (PAT).
- Increased cultural impact to ensure the reach of mentorship and coaching as a practice with thriving cluster of trained mentors.
- Egyptian Faculties of Education (FOEs) to enact and put in action school based CPD.
- The adoption of the culture of assessment in all its forms including peer and self-assessment.

## How do we measure the previous impacts?

Logical model:



Source: W.K. Kellogg Foundation

Mr. Bramble clarified that there is a difference between the outputs and the outcomes. The questions raised concerning the two terms were: How can we transfer the intangible into tangible? For example, how can we transfer the behavioral changes from intangible to tangible? Impact is more transformational and deeper. It is important to see how we changed and impacted by the project as individuals (e.g. communication, language, confidence,...etc). Mr. Bramble added that we can have a questionnaire about those areas to trace it.

The Definitions of the outputs, outcomes and impact were presented in the below:

- **Outputs** are the direct products of your activities. Counting them helps quantify your outcomes and impact
- **Outcomes** are the changes, benefits, learning or other effects that occur as a result of your activities and outputs. Short-term outcomes should occur within 1-3 years and longer-term outcomes in 4-6 years.
- **Impact** is the fundamental change that happens as a result of an activity. It will generally occur in the long term, often after the activity has finished.

Regarding the impact of the SUP4PCL project, some examples are already mentioned earlier in this meeting. Yet, outcomes are so far intangible. For example, equipment has an impact on improved communication between schools and universities. We need to document this by evidence.

The below is a table created by the presenter based on the SUP4PCL project description with a summary of the points that SUP4PCL should have an impact in. The presenter asked the teams to have a 20 minutes of group activity in which they discuss the below questions based on the SUP4PCL project requirements:

1. What additional **outcomes** are desired and how does this relate to the project **impact**?

2. Split the impacts into short, medium and long term impact.
3. What type of evidence/data needs to be collected to generate impact?

Impact of the project				
Resources	Activities	Outputs	Outcomes	Impact
<b>Partnership</b> American University in Cairo Alexandria University Helwan University Ain Shams University University of Leicester Martin-Luther-University University of Limerick University of Northampton <b>Non funded partners</b> Teachers Students	Refining baseline reports 75 potential school mentors were coached School visits intensive and regular Quality assurance draft plan developed Development of Case studies Development of baseline needs assessment of neighboring schools Information sessions held at multiple levels Systems for assessment and quality assurance for CPD Focus group, interviews and observations with academic staff & teachers Feedback questions fitted and returned after each activity Activities documented and video taped Engaging with stakeholders Transcribing of interviews Dissemination activity Sustainability activity Monthly CPD events held in partnership neighbouring schools Diverse forms of CPD events held	Baseline reports 75 school based mentors trained 75 PCL's established X18 School clusters established 3 Progress reports from schools 5 PD schools per FOE established total (15) 1 Quality Assurance Plan X45 Quality assurance units functioning and accredited Reports produced ??? Improvement / reflective plans completed 3 Equipment labs in FOEs * ??? Case studies produced ?? Articles published 1 Conference held 'x' stakeholders attended Conference (and from which sector) 1 Dissemination report 1 Sustainability report 1 Final Report	'x' materials available for future use Peer Communities of Learners at school and university levels Pedagogical leaders and mentors in the PD schools Continued policy dialogue and outputs Regular reflective practices to become the norm in PD schools Quality assurance sustained beyond life of project* Multiplier effect of all the training and learning * ?? Twining partner agreements* Improved networking between partner organizations Improved profile of partner organizations Improved English language proficiency among project partners Increased intercultural awareness Increased cooperation between FOEs and other European FOEs Increased cooperation between different levels of the European and Egyptian education sectors Behavioral transformation	Increased influence on Government school based reform strategy endorsed through the faculties of education Implementation of school based CPD Egyptian Faculties of Education (FOEs) Improved efficiency of the school-based quality assurance units and accreditation by the Professional Academy of Teachers (PAT). Increased cultural impact to ensure the reach of mentorship and coaching as a practice with thriving cluster of trained mentors. Egyptian Faculties of Education (FOEs) to enact and put in action school based CPD. The adoption of the culture of assessment in all its forms including peer and self-assessment. Improved international mobility of FOE staff due to recognition of the implementation of PCLs Improved quality of provision in Egyptian education and training sectors Improved provision of teachers using FOE labs Reduced the barriers between FOEs and schools

### SUP4PCL Impact

- Increased influence on Government school based reform strategy endorsed through the faculties of education
- Implementation of school based CPD Egyptian Faculties of Education (FOEs)

- Improved efficiency of the school-based quality assurance units and accreditation by the Professional Academy of Teachers (PAT).
- Increased cultural impact to ensure the reach of mentorship and coaching as a practice with thriving cluster of trained mentors.
- Egyptian Faculties of Education (FOEs) to enact and put in action school based CPD.
- The adoption of the culture of assessment in all its forms including peer and self-assessment.
- Contribution to the development of professional teachers countrywide drawn on the acknowledged characteristics such as self-efficacy, empowerment and autonomy as well as the capacity to generate knowledge relevant to their own practices.
- Enhanced school university partnerships and supporting the school-based reform movement through the creation of PD schools
- Improved capacity of universities and schools to engage in broader networks through school clustering and the formation of Peer Communities of Learners both within and across schools.
- The ground models will be incorporated in national policies.
- Improved internationalization through the Middle East Institute for Higher Education (MEIHE), (representing the American University in Cairo), in disseminating and reinforcing the model through existing partnerships with the League of Arab States and other networks in the region.
- Improved knowledge and insight by the European partners about the region and increased reflection on their own practices as a result of their exposure to different contexts.
- Improved international mobility of FOE staff due to recognition of the implementation of PCLs
- Improved quality of provision in Egyptian education and training sectors
- Improved provision of teachers using FOE labs
- Reduced the barriers between FOEs and schools

The groups presented their comments on the project's impact mentioned on the above table and the list.

The first group which consisted of partners from MLU, UL, ANSU and HU had the following comments: The team classified the goals into short term achievable goals and other longer term ones. One of the examples given was the policy as a long term goal.

Concerning this point, Prof. Zaalouk clarified that an MOU is already signed. The team agreed but clarified that the continuation after the life time of the project is important and is part of the policy impact. Regarding this issue, Prof. Linder learnt that there is a special committee in Egypt that works on the policy level which could help to implement some of the project aspects. Prof. Zaalouk answered and clarified that it is the planning committee and that she is part of the steering committee of this committee. Prof. Zaalouk added that school university partnership is part of the committee's vision and strategy that was already submitted.

The last suggestion made by this group was breaking down the goals into smaller ones to be achievable.

The ULEIC and AUC group:

This group had the following comments:

- In the non-funded partners, deans, policy makers and QA units were added.
- In the activities: management meetings, workshops, reflection and policy dialogue were added
- In the outputs: the M&E reports, circulars and management reports were added.
- In the impact: similar to the former group, AUC and ULEIC have divided the impact into three categories: personal, institutional and professional.

Prof. Zaalouk asked all partners including EU partners to have reflective diaries and journals to be able to trace the transformation and have concrete evidence on personal transformation. This includes the cultural aspects.

Also in the impact: “the improved provision of teachers using FOE labs” is broad and should be broken down.

Concerning the SUP4PCL impact list , the group changed the word “efficiency “ to “effectiveness” in the third point .

Other impact areas were added such as : the development of student research, evidence based decision making and evolving research methods.

AU & UON group:

The group divided the outcomes of the cultural change into sub-items such as the beliefs to teaching and learning, the intrinsic motivation, changing the mindset of teachers as researchers, habits of mind and the trust between university, school and MOE. The group clarified that all these points come under the umbrella of cultural change.

As for the short-term and long term goals, involving students is a short term goal, while teachers conducting research is a midterm output and the cultural aspects are the long term goals. The group added that the evidence of the change and transformation would be the reflective journals, articles presented in conferences by teachers, reports and focus groups.

Dr. Shehab shared the following exciting moment with the partners. Dr. Shehab said that a teacher who graduated 30 years ago from HU came back to meet Prof. Heggi who taught her back then and she was happy to be part of the PCL in HU. Prof. Zaalouk commented that these are excellent examples to be captured and written in the reports.

Mr. Bramble thanked all the partners for their comments and added that one stakeholder was missing from our accounts, the parents. He suggested that working with parents in future projects would be an added value.

## **The Way Forward**

In the last part of the meeting, a quick overview of the final report template was presented to partners, a summary of the outcomes achieved in the meeting was mentioned, and the partners were reminded to follow up and update the shared google calendar.

At the end of the meeting, Prof. Zaalouk thanked all the participants for their attendance and efforts describing the meeting as a rich, fruitful and exciting one that is full of hope. The university of Limerick, administration and team were profusely thanked for hosting the meeting.