

2018

**Report on SUP4PCL/ ERASMUS+ Fifth  
Local Management Meeting 26<sup>th</sup> of  
June 2018 at Tolip Hotel, Alexandria,  
Egypt**

Project name:

**School and University Partnership for Peer Communities of learners**

Project number:

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**List of Acronyms and Abbreviations:**

<b>Partners Acronyms</b>	
AUC	American University in Cairo
ANSU	Ain Shams University
AU	Alexandria University
HU	Helwan University
ULEIC	University of Leicester
UON	University of Northampton
UL	University of Limerick
MLU	Martin-Luther University
<b>Other acronyms and abbreviations</b>	
SUP4PCL	School University Partnership for Peer Communities of Learners (Title of this ERASMUS+ Project)
CDFE/TEMPUS	Capacity Development of Faculties of Education in International Approaches to Teacher Education (Title of the TEMPUS project)
MEIHE	Middle East Institute for Higher Education
NAQAEE	National Authority for Quality Assurance and Accreditation of Education
PAT	Professional Academy for Teachers
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOU	Memorandum of Understanding
AR	Action Research
PCL	Peer Communities of Learners
PD	Professional Development
CPD	Continuous Professional Development
QA	Quality Assurance
STEM	Science, Technology, Engineering and Mathematics
ICT	Information and Communication Technology
M&E	Monitoring and Evaluation
IRB	Institutional Review Board
CAPMAS	Central Agency for Public Mobilization and Statistics

## SUP4PCL/ERASMUS+ Fifth Local Management Meeting Report

June 26<sup>th</sup>, 2018

Alexandria, Egypt

Tuesday 26<sup>th</sup> June 2018

### Introduction and Welcome note:

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



Prof. Zaalouk greeted the participants from the three Egyptian partner institutions (ANSU, AU & HU) and highlighted the connection between the CDFE/TEMPUS project and the SUP4PCL/ERASMUS+ project. She explained that the CDFE/TEMPUS project focused on three strategic areas: Action research, Practicum and CPD. The project had a tangible effect on national, regional and international levels. The SUP4PCL/ERASMUS+ project is a continuation of the CDFE/TEMPUS project. It focuses on CPD and on strengthening the partnership between schools and universities. Prof. Zaalouk believes that the focus of the SUP4PCL project is a strategic entry point for reform for several years to come and that it will have a tangible impact and outcomes. Prof. Zaalouk also mentioned that up to this point, the SUP4PCL team has only worked on preparatory steps and that having more intense work is important in the coming stage. An overview of the meeting agenda was given by Prof. Zaalouk. In the first session, the three Egyptian FOEs (AU, ANSU & HU) reported on the progress of the school visits and case studies. The second session covered the feedback received from the ERASMUS+ headquarters on the intermediate report. This was followed by another progress reporting by the three Egyptian FOEs (AU, ANSU, & HU) on the school clustering. The fourth and the fifth sessions focused on the principles of teacher education as well as the teacher education cycle. The way forward was the final session of this event.

**I. Session One: Progress Reporting on case studies and school visits- Presentations by the three Egyptian FOEs (ANSU, AU and HU)**

**Dr. Lubna Shehab and Dr. Hanan Morsy .Helwan University ( HU)**



The progress of the case studies was the first aspect presented by Dr. Morsy. The HU management team developed a framework for the FOE case study in collaboration with MLU. The initial framework was developed during the third international management meeting and was followed by meetings, emails and skype meetings with the twin partner. One of the challenges the HU team encountered was the high turnover in the MLU team. While HU communicated first with Mr. Finger and Mr. Muller on the case studies, both quitted and Dr. Cuomo took over along with Prof. Linder.

HU and MLU teams discussed the progress of the case study through Skype meetings and accordingly HU began the data collection of the HU/FOE profile. The profile includes the following: HU history, HU profile in numbers, Institutional Strategic Priorities 2015-2020 and the Key International Partnerships. In addition, the two teams agreed on the timeline and dates for the different tasks as follows:

- **1st August, 2018:** MLU will have the FOE case study questionnaires designed and ready to be applied at the beginning of the academic year (Sep. 2018)

- **July- Oct. 2018:** HU will prepare descriptive study of the new programs and practices such as Edmodo as a method of exchanging experiences. Screenshots from the Edmodo work were presented.  
*N.B: The Edmodo password changes every 15 days for security reasons.*
- **Sep. 2018:** MLU will conduct an interview with Prof. Heggi about the new policies and the FOE reform.
- **Sep. 4- 13, 2018:** MLU team will conduct different meetings with the faculty and the management team.

The floor was given to Dr. Shehab to present the progress of the schools' case studies.

Each school team created a work plan for developing the PCLs and managing the case studies. Below are two examples for two schools:

#### Om El- Abatal Summer Work Plan

The PCL started with 4 FOE members and became 10 members (4 from HU team and 6 from the school teachers and administrators).

The Action Plan agreed upon is summarized in the following:

- School visits will be conducted by HU team twice a month.
- Meetings will be organized with the school team to assure the right use of the lesson preparation template.
- Follow-up of PCLs among schoolteachers will take place.
- Follow- up on the collaboration between teachers from different subjects to work together using STEM approach will take place.
- Meetings will be organized with the staff responsible for quality assurance to make sure that the PCL activities support setting their standards. The Quality assurance participants have been involved in the PCL meetings and constantly ask the teachers about their needs.
- Schoolteachers will be trained on effective presentation and communication skills.
- Follow- up on the use of Edmodo and uploading the work will take place.

Dr. Shehab added that the school visits templates are developed. The templates will be sent to AUC.

## Zamalek Girls School Action Plan

Concerning the Zamalek School, Dr. Shehab clarified that there was an issue with the teachers as they have tensions with the school administration. This issue resulted in the lack of commitment. For this reason, the HU team started coordinating with the head of the training unit for more commitment. Dr. Shehab presented their action plan as in the below table that focuses on five aspects:

<b>The Main Objective</b>	<b>Activity</b>	<b>Team</b>	<b>Mechanism</b>	<b>Timeline</b>
Development of quality unit (there is no quality unit in the school and in this case can be replaced by training unit)	<ul style="list-style-type: none"> <li>-Identify the team of teachers for training / trainers</li> <li>-Build on the previous quality activities</li> <li>-Regular assessment of training needs</li> <li>-Provide some training</li> </ul>	HU team in collaboration with the school and management team	Collect data and apply a questionnaire to school teachers	2018- 2019
Developing learning communities	<ul style="list-style-type: none"> <li>Regular meetings</li> <li>- Adoption of model of learning communities (training workshop)</li> <li>- Create a team of learning communities</li> <li>- Using the ICT to develop learning communities</li> </ul>	- HU team in collaboration with the school team	data collection Edmodo program and electronic communication sites meetings at the school or the Faculty of Education in Helwan	
Leadership style and management support	Its activities will be included with training	HU team and school management team	Interviews With teachers and the principal	
Monitoring of the work of the panel	Formation of a team from the school - Publish the template on the website	the faculty team and the school team	Cooperation through meetings and the specific website	
Developing school-based research	Dissemination of the culture of scientific research among teachers - Follow-up and guidance of teachers		data collection - Edmodo program and electronic communication sites	

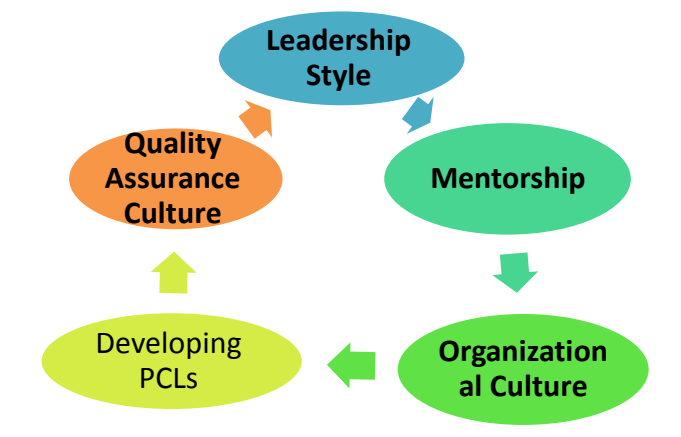
	- Prepare a report on research and activities			
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The HU team conducted three meetings and training workshops for school PCLs. The workshops focused on the following:

The Use of ICT in enhancing PCLs (e.g. Edmodo), the dissemination of Quality Assurance and Accreditation Culture and the foreign experiences in developing PCLs. In the second workshop, HU invited the school teachers and those responsible for quality assurance and training units to participate in NAQAEE accreditation visit at HU. In addition, the HU team will help the schools to support the quality activities. In the third workshop, the HU team shared the EU visits experiences. All participants contributed in the selection of the most suitable experiences that can be adopted in the Egyptian context. Teachers were attracted to the experiences that help in solving school problems (action research).

Material was uploaded on Edmodo and shared with the schools. Certificates were distributed on the attendees as an acknowledgment of their participation.

The outcomes of the meetings and workshops would help the development of the five areas below:



### Skype Meetings with Teachers:

MLU invited schoolteachers to join their discussions on Skype meetings to exchange experiences of PCLs.

Finally, the suggested schedule of AUC visit to HU:

Date	School
Wednesday 18 <sup>th</sup> July, 2018	Helwan ELKadema Primary School
Thursday 19 <sup>th</sup> July, 2018	Zamalek school
Sunday 22 <sup>nd</sup> July, 2018	Kasr Eldobara state school
Wednesday 25 <sup>th</sup> July, 2018	Om ELBatal Preparatory school for girls
Sunday 29 <sup>th</sup> July, 2018	Helwan Preparatory school for boys

On another note, Prof. Heggi mentioned that a PHD student in HU visited MLU as an exchange of experiences which was an important step of cooperation between the two universities.

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



Dr. Kamal thanked Prof. Zaalouk for organizing the local meetings describing these events as an opportunity to meet with the Egyptian teams, an important tool to motivate each other and to have fruitful deep discussions on important technical and administrative issues.

Dr. Kamal presented the case studies progress for both the FOE and the schools.

The general outline that ANSU and UL as a twin partner follow in their case studies is the one presented by Prof. Zaalouk during the third International management meeting.

The FOE case study includes the following:

- The history and the context (The FOE profile): This includes the vision, mission, strategic goals, governance & admin, employees and departments
- PCLs (e.g. how many, etc...).
- New teaching styles
- New programs or courses
- New policies
- Engagement of students
- Human relationships (Between faculty , and between faculty and students)
- Impact on faculties

The evolution of PCLs is supported by :

- FOE Team Regular Meetings.
- ASU/UL skype Meetings
- ASU/UL Face to face training

Concerning the FOE team regular meetings, biweekly fixed times are set (the 2<sup>nd</sup> and 4<sup>th</sup> Thursday from each month from 10am – 12 pm). In these meetings, the teams start with mentioning the points of strengths, then the discussions focuses on the weaknesses as well as the action plans. Dr. Kamal suggested that the AUC team visits ANSU during these meetings.

The UL team visited ANSU to start working collaboratively on the case studies. Skype meetings with the presence of the mentors have been taking place. For ANSU, developing a PCL was a

challenge. For the purposes of identifying the needs, the UL team prepared the following questionnaire:

A questionnaire of mentors needs by UL. The questionnaire covered the following questions:

1. What strengths do you feel you currently bring to your role as mentor?
2. What mentoring qualities/skills do you feel you currently possess?
3. How might you further develop those mentoring strengths?
4. What assistance/support do you need in developing these skills?
5. How can we (UL) be most helpful to you during the upcoming visit?
6. How do you currently view your role as mentor (what do you think it involves)?
7. What issues/difficulties are you currently experiencing with your school?

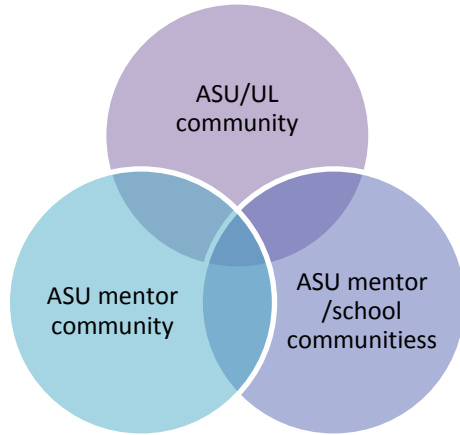
Examples of the responses were presented by Dr. Kamal. She summarized the needs and challenges in the following: ANSU team need a motivational environment, the participants are reluctant in sharing information, they need examples of case studies and tools to develop and assess the PCLs. The participants also face the challenge to change the culture from the traditional one. They also have a challenge in attracting and motivating schools.

Based on the results, an action plan was prepared with the UL team during their visit. The visit was documented by Dr. Tannehill. Dr. Tannehill expressed the UL team's pleasure in their interactions with the ANSU team and were impressed by their commitment to developing both the ANSU/UL community and the communities in the assigned schools. The UL team added that the willingness to explore and share insights and understandings was exciting and was the most important reason that both partners were able to make progress in coming together as a community.

Three communities started working together as part of the collaborative work:

1. The entire **ASU/UL team** working together to become a community focused on facilitating the needs in the ANSU setting in the schools in which they are striving to develop communities.
2. **ASU mentor teams** who are a mini community; constitutes of the five mentors and their teams who are working to develop school/ASU communities, ASU mentors teams and school communities to empower teachers and improve the learning of pupils in schools.

3. **ASU mentor teams and their assigned schools** working to become a community to empower teachers and improve the learning of pupils in the schools.



As requested by ANSU and promised by UL, UL have been pulling together the following:

- Identifying a faculty member with expertise in special education to design a webinar and question / answer session to assist ANSU in their coursework and links with the school communities
- Selecting examples of case studies that might inform the development of our own case studies
- Selecting published articles to meet the identified needs for developing communities.
- Collecting PowerPoint presentations, handouts, and information collected during the UL visit.

ANSU team started to write their ethnography. Yet, the ANSU team and mentors could not conduct enough school visits during the past period due to exams, which eventually led to the lack of having deep understandings about the schools.

The Schools Case study outline:

- School Context (baseline + profile+ needs assessment + ethnographic study + history of schools + demographics)
- Evolution of Quality Assurance Unit
- Evolution of PCLs
- Evolution of Mentorship.
- Evolution of school-based research for professional development

During the school visits conducted, the FOE mentors in collaboration with 3 to 5 teachers from each school prepared intensive action plans to the school visits including the dates, aims and tasks.

Concerning the training package, Dr. Kamal clarified that a training package that aims for strengthening PCLs and encouraging the teams to move from the traditional context will be provided. Furthermore, the ANSU team asked for the UL support in capacity building and quality assurance. However, UL team has clarified that this kind of support can not be provided. ANSU has asked for external support in that area.

The last part of the presentation was about technology. ANSU has prepared their labs with the equipment and required technology. The training might include the five schools as a way of strengthening PCLs among them. The technology training package includes the following:

1. Google classroom (An electronic platform for communication, uploading the produced projects, forming the PCL)
2. Crocodile (For building virtual labs in physics and chemistry)
3. Flipbook maker (For producing E-books)
4. Movie maker-6 (For producing educational movies)
5. Some office 365 applications (Forms-One drive – advance power point 2016)

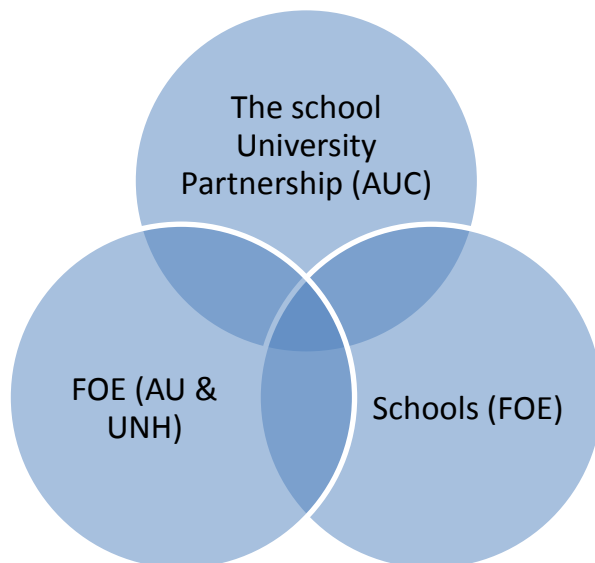
## Dr. Dalia ELHawary, Alexandria University (AU)



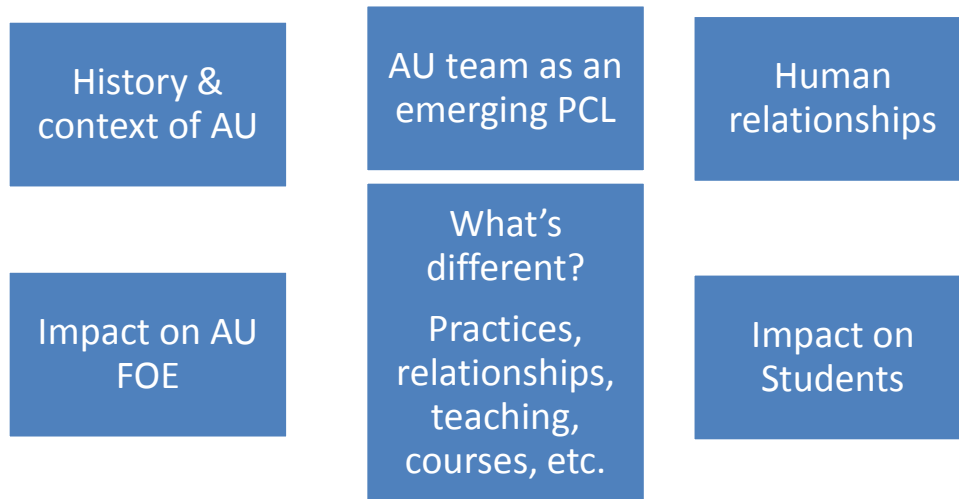
Dr. ELHawary welcomed all participants in Alexandria and clarified that her presentation reports on the progress of the case studies and the school visits:

The Case studies:

The Framework of Case study: Setting the Boundaries is described in the below diagram and was prepared during the Third International management meeting. (18<sup>th</sup> & 19<sup>th</sup> February, 2018)



The starting Points included the following aspects:



This consensus was followed by two stages, the preparation of the initial questions and the meetings. Dr. ELHawary clarified that the twin partners (AU & UON) agreed that the AU team leads, suggests and develops tools. The suggestions and tools should be conveyed to the UON team for discussion, feedback and suggestions.

### **Stage 1:**

#### **Initial questions were presented as below:**

- How are AU team members becoming more conscious about how they communicate with each other?
- How are they mentoring each other?
- What are group dynamics like?
- What is “listening” & “dialogue” like?
- What is collaboration and mentoring like?
- What is awareness of the process like?

## **Possible Layers:**

How does AU case study relate to Schools' case studies?

- What helps change?
- What hinders change?
- Does this have to do with culture or leadership?
- How can we have sustainable change?
- What has to change at AU & at schools?
- How can AU team help schools/ teachers see that doing things differently is beneficial?
- How to embed the change and make it sustainable?

## **Needed Actions**

- Define the roles and responsibilities of each twin partner
- Decide on the main focus area / layer
- How do we collaborate? In some areas, AU will lead while in others UON will have the leading role.
- How much focus and depth should we aim at?

## **Suggestions**

After the Feb, 2018 meeting, the AU core team conveyed the points discussed to all the AU team participants and received their feedback and suggestions. The following suggestions emerged:

- Exploring the change in the use/ perceptions about research methodology
- Exploring the change in the use of research ethics
- Exploring change at UON
- The possibility of Extending the research team & drawing on MA students

## **Conclusions.**

All results were shared with all the AU team participants for their feedback and approval. The conclusion included the following points:

- Forming small AU research team (constituted of 5 participants) to lead on the work of the case study
- Identifying research team members' roles & responsibilities and setting the rules of meetings documentation.
- Dialogue with the extended AU team to share & agree on themes for the study and ensure whole team participation
- Deciding on Research Methodology: qualitative research approach
- Setting timeline
- Planning monthly meetings with UON via Skype (Fixed times for the Skype meetings with UON were set to be the 1<sup>st</sup> Thursday of each month). Writing Meeting minutes and sharing them with the whole teams of 12 persons.
- Sharing resources with UON via Dropbox

## **Stage 2**

### **Meetings**

In this stage, Dr. ELHawary presented the dates in which the online meetings with UON were conducted as well as the AU extended meetings dates. Dr. ELHawary clarified that the meetings started April 2018. Due to network issues, the two teams (AU & UON) started using messenger for their online calls and texting. The texting served as a good reference for the conversations.

**The Outcomes of the meetings were summarized in the following:**

- AU team agreed on exploring "How AU team is developing as PCL at national and international level"
- Ten members of the AU team gave their consent to be the "participants" for the study + two members from the UON team.

The AU team will also be extended. Prof. Zaalouk suggested that the new members should be part of the case study team particularly and not necessarily part of the whole SUP4PCL project team. She added that the effect of the SUP4PCL project should not be limited to the teams participating but also to the institution as a whole. Prof. Zaalouk asked Dr. ELHawary to provide the AUC team with the profiles of the team members. Their names, specializations and experiences.

- Research team developed an initial draft of a data collection tool “Reflective journal entry” that was revised and further developed by the whole team
- The entry is made available in Arabic & English
- The “Reflective journal entry” was shared with UON team.
- The team agreed on using a coding system to ensure privacy when filling in the journal entries
- A team member is responsible for the collection and archiving of entries
- The team agreed on a working title for the study: ‘AU’s PCL: Mechanism, Development and Effectiveness’
- The team have started first round of data analysis.
- The team are using a conceptual framework developed by the UON for the first round of data analysis.

Dr. ELHawary also presented screenshots from the templates used in the Journal entry.

#### **Next Steps:**

- Revise the conceptual framework in light of initial data analysis
- Use initial findings to guide AU team work as a PCL
- Decide on other data collection tools / resources (e.g. interview protocol, document analysis, discourse analysis, etc.)
- Write up first draft of the study. The twin partners aim to have the first draft ready in Sept 2018.

The second part of the presentation was about the school visits.

The AU team used the PPTs that were presented in Feb 2018 management meeting as a base; they developed it and presented them to schools in March 2018. Limited number of schools' visits (average: 4 visits) were conducted due to the following reasons: Holidays – elections - preparation for end-of-year exams – and other special cases. In addition, the schools were unavailable during May and June 2018 due to the end-of-year exams and the exam work at AU in parallel.

Moving toward schools' ethnographies, Dr. ELHawary clarified that in-depth comprehensive profiles were created for the five schools in March-April 2018, and that the tools used were field notes as well as the individual and collective reflections of AU team members'.

Examples of the outcomes of the different schools' profiles constituted of: the leadership style, levels of leadership, initial SWOT analysis, power relationships and decision makers, in addition to the evolution of quality assurance units.

The AU plan for the period between May- September 2018 is the following:

- AU planned visits' schedule in coordination with schools that spans over 9 weeks (July-September 2018).
- AU has developed a training plan addressing both project's themes & schools' specific needs.
- AU has developed draft tools for the data collection of the ethnographic studies.

The tools that will be used in the school ethnographic studies are: Interview protocols, field notes, and photos and templates. The tools are based on the initial templates presented by Prof. Zaalouk in earlier meetings. The AU team added one more point to the templates which tackles the data collection consistency. The teams collect any possible documents from each school during their visits.

Finally, Dr. ELHawary clarified that the support of the MOE and MOHE is highly needed as it is important for schools to have this tangible support.

At the end of the session, Prof. Zaalouk thanked the three teams for their presentations and clarified that even though the work done is rich; it is still exploratory and lacks using systematic unified templates that will help making comparisons.

## **II. Session Two: Outcomes of the Preventive M&E Meeting & Intermediate Report**

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



In this session, Prof. Zaalouk reported the feedback received from the ERASMUS+ headquarters on the Intermediate Report. She clarified that there was a negative feedback. The negative feedback goes back to two main reasons. The first reason is about the online presence and the second is about the schools' reports.

Concerning the online presence, Prof. Zaalouk clarified that the ERASMUS+ headquarters would want to have all the online tools (e.g. Edmodo, WhatsApp groups...etc. ) centralized on one website, which is the responsibility of AUC. She added that the good news is that the AUC is currently receiving the website manual and a SUP4PCL logo is designed. Prof. Zaalouk elaborated explaining the reasons of the delay and the bureaucratic procedures and complications at AUC since five departments are involved in the process.

Concerning the baseline and school visits reports, Prof. Zaalouk clarified that the reports were not of good quality and that the ERASMUS+ headquarters asked to redo the reports. Hence, the three Egyptian FOEs are required to re-write the reports using the templates provided by AUC in earlier events. The templates include general frameworks and main points while the FOEs are expected to add their own sub-details on the templates.

Following on this conversation, Dr. ELKharashi suggested that each of the FOEs should send the AUC all the templates they created and use and share all the collective templates with the teams. A suggestion that was appreciated and approved by Prof. Zaalouk. The suggestion made

was for AUC to share one more time all the templates they produced and that would be the validated ones.

Presenting the rest of the feedback as received from the ERASMUS+ headquarters letter , Prof. Zaalouk summarized the positive as well as the negative results in the below table:

Positive Results (+)	Areas needing improvement (-)
1. The MOU that was signed between AUC and two ministries to foster the sustainability of the school university partnership	1. School visit reports and baseline reports are of poor quality and do not follow a common structure and template. While some replies include valuable information others do not provide any information to be usable in the context of the project
2. Respecting the work plan and timelines	2. Online presence is absent
3. Teams established and partnership well-functioning	3. The quality report needs improvement
4. Management structure in place with prominent role of women	4. The dissemination plan needs to be redone (although it was not mandatory)
5. Cooperation with schools established	

Prof. Zaalouk elaborated explaining her response to ERASMUS+ letter. She explained the Egyptian context, the bureaucracies and the need for security clearance to visit schools. She also attached the management meeting reports to reflect the amount and quality of work produced. In addition, the following work plan is prepared to rectify the weaknesses:

Areas of Intervention	Action	Timeline
1) Informing partners about the recent EU assessment	<ul style="list-style-type: none"> <li>The agenda of the upcoming local management meeting has a slot to discuss the issue</li> <li>The agenda for the extraordinary international management meeting will have an agenda item to discuss</li> </ul>	<p>June 26, 2018</p> <p>End August , 2018 (Depending on the consent and availability of Partners. Another</p>

		option might be on Video conference)
2) Harmonizing data collection and adding rigor to the methodology	<ul style="list-style-type: none"> <li>• Baseline reports repeated in accordance to the existing templates</li> <li>• Case studies with twinning arrangements observe the templates</li> <li>• Quality plan reviewed and improved</li> <li>• Leicester required to present some more templates around institutional reform at FOE</li> <li>• Leicester to validate methodology and templates</li> </ul>	<p>October/November 2018</p> <p>Ongoing</p> <p>September</p> <p>August and October</p>
3) Consolidating on line presence	<ul style="list-style-type: none"> <li>• Training on the website operation</li> <li>• Formal launch of website</li> <li>• Migrating all materials from other media to website</li> </ul>	<p>June 28, 2018</p> <p>Mid July, 2018</p> <p>End August, 2018</p>
4) Visibility and dissemination	<ul style="list-style-type: none"> <li>• Visibility plan revised</li> <li>• Project logo produced (attached)</li> <li>• Three related articles produced in the press</li> </ul>	<p>September</p> <p>June 20, 2018</p> <p>June 2018</p>
5) AUC intensified coordination	<ul style="list-style-type: none"> <li>• Schedule for AUC presence agreed upon</li> <li>• AUC intensive presence in schools and FOEs</li> <li>• Involving graduate students from AUC in the field</li> <li>• Course release obtained for the PI through a professional leave to focus on the project</li> </ul>	<p>June 26, 2018</p> <p>July----</p> <p>September -----</p> <p>January 2019 -----</p>
6) EU partner's greater involvement	<ul style="list-style-type: none"> <li>• EU partners are closely engaged in a twinning process with Egyptian Universities which should continue beyond the life of the project</li> </ul>	<p>February 2018 -----</p> <p>June - August</p>

	<ul style="list-style-type: none"><li>• Agenda item in the forthcoming management meetings</li></ul>	
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Concerning the involvement of EU partners, Prof. Zaalouk clarified that ULEIC will be on board with ANSU and UL in their case study. In addition, the EU partners need to validate the tools used by the Egyptian partners in their case studies similar to what was already applied by AU & UON. In this regard, Prof. Zaalouk supported the suggestion made earlier by Prof. ELKharashi concerning sending all the templates to AUC. AUC will then ask ULEIC for their validation. Examples of the templates that should be unified are the reflection diaries and the focus group discussions. Prof. Zaalouk added that in some cases where the population is large, questionnaires could be used.

Prof. Zaalouk then suggested Mid July, 2018 to be the date in which the tools and templates will be uploaded on the website for validation clarifying that the website administration will be centralized and that the AUC will need the support of HU team during the migration phase and during moving the Edmodo data on the website. The EU partners' approval on the collaborative sections of the case studies can be collected immediately.

### **III. Session Three: Progress Reporting on School Clustering- Presentations by the three Egyptian FOEs (ANSU, AU and HU)**

As an introduction to the third session, Prof. Zaalouk provided the participants with some points and criteria to take into consideration in the process of school clustering. She clarified that the clustering should depend on the nature of relationships. For example, the principals, administrators and supervisors can support the clustering selection and process based on the relationships they have with the equivalent others from other schools.

The suggested criteria was summarized in the following:

- Homogeneity
- Geographic proximity and accessibility
- Coordination between school leaders
- Compatibility between levels of schooling
- The gender factor.
- Method of establishing school clustering (i.e social networking)

The floor was given to the three Egyptian FOEs to report on the progress:

#### **Prof. Salah ELKharashi, Alexandria University (AU)**

The AU team believed that the school clustering should stem from the concept of PD schools in the first place. A letter was sent to the MOE concerning the clustering of the ten schools. The criteria for the school selection which was similar to the criteria of the five core schools were added in the letter. The willingness to participate in the project and having an active quality assurance unit are examples of the criteria. The proximity is another vital criterion. Prof. ELKharashi added that the schools are familiar with such concepts of clustering and that they are ready to be part of this experience. The schools have also good facilities such as projectors, computers, training facilities and halls...etc. and they already host schools from the neighborhood. The proximity is the major criteria as emphasized by Prof. ELKharashi.

Prof. Zaalouk thanked Prof. ELKharashi and added that the labs prepared in the three FOEs could be an important tool for clustering. For example, the lab visits can be scheduled in a way to provide opportunities for all school clusters to meet.

Dr. Kamal also commented that in the case of Alexandria, the proximity is an important criteria while in the case of ANSU, Dr. Kamal believes that giving the schools an opportunity to select the new clusters based on the criteria set earlier is more important. Since the selection will emerge from their own networks that already exist.

Prof. Zaalouk agreed and stressed on the importance of the careful documentation of the process. She also added that in the process of Edmodo and other social media migration to the website, the content and outcomes are what will be migrated but not the chats. Hence, the conversations and meetings need to be documented with meeting minutes.

On another note, Prof. Zaalouk highlighted the importance of copying AUC on all conversations and clarified that it is a joint responsibility between EU & EG partners to do so.

### **Prof. Zeinab ELNaggar, AinShams University (ANSU)**

Prof. ELNaggar clarified that the ANSU team has not started yet the actual clustering. Yet, they have had a general vision for the process and mechanisms of clustering. For ANSU team, the school clustering is a strategy to improve educational quality and should occur on two levels in the context of the SUP4PCL project:

1. The five PD schools (Core Schools).
2. Each of the five core schools clusters with 2 neighboring schools (Satellites).

#### **The Satellites Selection criteria:**

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

### **Clustering Levels and Types:**

Clustering could take one of the following schemes:

1- Each cluster with the same level (all primary, Preparatory, or Secondary)

Or

2- Schools could be grouped of different levels (Primary and preparatory, preparatory and secondary, etc.)

Each scheme has its own advantages and disadvantages.

Commenting on the schemes proposed by ANSU, Prof. ELKharashi from AU suggested that in the case of AU, having the school cluster on the same level to serve the same or similar needs is preferable. Prof. Heggi from HU had a different view. He believed that having the cluster from different levels might enrich the experience since the participants from different levels might transfer their experience for others. As a result, the schools become less dependent on universities. As a response to Prof. Heggi's intervention, Prof. ELKharashi believed that in this case the FOEs need to focus on the Training of Trainers (TOT) programs to support sustainability. The FOEs should train the five main schools on how to transfer their experiences to the other schools. They should be trained on how to lead. Dr. Kamal from ANSU suggested that the role of the five core schools would be coordination rather than leading. A point that Prof. ELKharashi and the participants agreed upon.

Commenting on this discussion, Prof. Zaalouk stated that it really depends on the goal of the cluster. If the goal is related to a subject matter, having one level would be important while if the goal is to focus on general aspects or practices such as mentorship in general, then the different levels in one cluster might be helpful. The variety of levels is important and enriching in this case. Prof. Zaalouk gave an example of the community schools created in earlier projects. The goals of the clusters in these projects were: PD, exchanging experiences of active learning in lesson preparation and planning months ahead. The clusters also aimed at giving peer support and innovation. In this case, having the same level in the cluster was essential.

Prof. Zaalouk added that nevertheless, the proximity as well as the compatibility between leaders are still important factors to be considered.

Following the same conversation, Dr. Shehab indicated that the FOE teams would not be able to activate the clustering unless the protocol is activated in schools and directorates to allow schools' exchange to happen within a clear system.

Prof. Zaalouk clarified that she will connect with Dr. Mohamed Attia , one of the highest level heads in the educational directorate in Cairo . She will deliver the protocol to him and the MOE. Prof. Zaalouk elaborated that the school clustering has already been indicated in the signed protocol between MOE, MOHE and AUC. Some of the proposed ideas even existed in earlier regulations. Yet, they are not activated.

Dr. ELNaggar continued her presentation on the school clustering benefits and the challenges.

### **Benefits**

#### 1. Teacher Development

Meetings help teachers establish PCLs to share ideas and tackle problems through:

- Demonstration lessons
- Seminars
- Workshops
- Joint projects
- Extra curricular activities (cluster magazine, sports competition, parents' involvement, etc...

#### 2. Improving Scarce resources

- Sharing staff
- Older staff can help novice teachers and less experienced ones in cluster schools
- Sharing facilities (buildings during summer, books, worksheets, quizzes, etc.

## **Challenges**

- Scheduling problems
- Enthusiastic and motivated teachers and administrators
- Role of core schools vs satellite schools
- Role of foe staff (all roles should be clearly spelled out)
- Mentoring of activities
- Use of ICT (where and how to use it)
- Need for official regulations to establish school clusters

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

Dr. Morsy briefly explained their approach for school clustering. HU allowed the five core schools to select the other ten schools to connect with after the former provided the schools with the selection criteria. The HU team asked the schools to suggest more than one option. After receiving the names of the schools recommended, HU team would check with the educational directorate about the level and the quality of these schools as well as the commitment of teachers. The HU team always keeps the directorate involved in all details including the exact dates and times of the meetings and visits. They attend the meetings as well. HU have started the process of selection and they received recommendations of names already. Yet, HU still have not received the full 100 names of the schools.

Prof. Zaalouk thanked the three FOEs and added that she will meet Dr. Mohamed Omar the Deputy Minister specialized in Teacher Policy and try to link with Dr. Hanan Gouda the Consultant for Training and Capacity Development for support.

#### **IV. Session Four: Principles for Teacher Education**

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

Prof. Zaalouk clarified that the topic of this next session was a conceptual one in which the role of the FOEs including the development of FOEs and the track the latter need to follow should be clearly understood.

#### **Transformations in the School Education**

The transformation that the SUP4PCL partners aim for is a deep one as opposed to behavioral changes that can occur on the Ministry level. The SUP4PCL team target deep transformation that can occur through:

- The change in Habits of the mind and heart.
- The School University partnership (coaching & mentorship).
- Review of programs, curricula and syllabi of FOE. (How can we review our own programs, in our PCLs).

Prof. Zaalouk stressed that we need to start with ourselves and do our reflection in FOEs before asking schools to do so.

#### **Transformations in the School Education**

The transformations in the school education should be deep ones that occur through habits of the mind and heart VS habits of the hand and body, according to Prof. Zaalouk.

The most significant habits are reflective practice, continuing cooperative development, journaling, action research, collaboration, peer communities of learners, dialogical collective journals (e.g. in PCLs) , and group discussions.

The recent developments in the Egyptian Faculties of Education Reform have come up with a comprehensive paradigm that includes vision, values, and profiles of graduates that we need to all follow. We need to keep in mind during our work with the schools the purpose of transformation at both school and FOE levels.

Prof. Zaalouk elaborated on her presentation on the new paradigm shift. She clarified that the FOEs need to be updated with the visions created by the Education Sector Committee at the Supreme Council of Universities on the new paradigm shift agreed upon. This includes the

following values: Commitment, professionalism, accountability, citizenship, equity, accepting diversity, excellence, integrity, cooperation, participation and respect.

Prof. Zaalouk clarified that this is based on the formal report that will be sent to the Supreme Council of Universities.

The report also includes other aspects such as the graduate profile and pedagogy of Faculties.

The student is expected to possess the following characteristics of Education: be a Knowledgeable, reflective and creative practitioner, researcher, communicative and collaborative ,a Lifelong learner, a change leader, and have an ethical vision.

Prof. Zaalouk re-stressed on the importance of starting with ourselves as FOEs. For example, the FOEs need to reflect on their own practice before asking schools to do that. Also, as researchers, FOEs should include research in their our own courses. Such practices do not need approvals and formal process according to Prof. Zaalouk.

Another area of focus in the report was the Pedagogy. This includes the following:

- Practice- based Learning
- Inquiry and Research- based Learning
- Student Centered Learning
- Active Learning
- Experimental Learning
- |Problem solving/projects -based Learning
- |Subject & Interdisciplinary- based Learning
- Learning How to Learn
- |Technology Enhanced Learning
- Instruction Accompanied by Mentorship
- Assessment for Learning
- Reflection and Self-Assessment

Prof. Zaalouk added that these are all aspects that can guide our own transformation in the FOEs . The partnership with the schools should result in transformations in the habits of the mind and heart through:

- Action Research, Reflective Practice, and Peer Communities of Learners.
- Introduction of content.
- Introduction of pedagogies and classroom management.

In the case studies, the change happening can be observed around such frameworks. Yet, this requires concrete outcomes, evidence and proper documentation. (An example of the PCL meetings documentation templates will be presented in the following session). During the coming intense engaging work, the teams should be thinking of the artifacts, documentation and videos.

With regard to transforming teachers, programs and pedagogies in FOEs, Prof. Zaalouk suggested four levels of transformation. Some of these are long term ones, others can occur during the lifetime of the project. Below are the four levels of transformations presented:

1) Whole program structural changes (University wide): This level needs legislations and will not happen in the lifetime of the project.

ex: Early Years MA

2) Partial program structural adjustments (new diplomas): This level is still hard to achieve in Egypt within the lifetime of the project.

Ex: STEAM, Sustainable Development, Mentorship or Coaching

3) Change in courses (adding new courses etc.) : This level is possible to happen within the lifetime of the project and without the need for legislations in case there is no change in the credit hours.

Ex: Teacher and Self – Lifelong learning

An example of a change occurring in this level was mentioned by Dr. Shehab. Dr. Shehab stated that one of HU faculty members (Dr. Magda ElSayed) has already modified the syllabus in a course she teaches based on the project concepts. An excellent example that should be documented in the case studies according to Prof. Zaalouk.

4) New pedagogies in course delivery and new content for syllabi. This is the fourth level of FOE transformation that is of most interest and effectiveness for the FOEs in the SUP4PCL project. It is the level where faculty acquire new habits of the mind and heart and a level that allows faculty members autonomy and flexibility to change or renew pedagogies and content. This level does not require regulations and approvals.

After presenting the four levels of change, Prof. Zaalouk presented some examples of pedagogical changes that could take place:

- Introducing practice for students in schools to close the gap between theory and practice.
- Introducing group projects within courses with reflective practice.
- Introducing reflective practices and dialogical journals.
- Introducing discussion groups.

Dr. ELHawary asked about the best way of documenting all the changes and achievements happening and whether the FOEs would need a separate mechanism to document the changes. Prof. Zaalouk clarified that the personal journaling is the best and strongest tool for documenting the new and good practices and would be very helpful for the case studies. Dr. Morsy gave an example of a new practice at HU as some HU team members started to use videos when possible in classes to document and reflect. Prof. Zaalouk also gave an example of possible new practices in large classes to learn from. She gave an example of the class observed in MLU and taught by Prof. Linder. In this class, Prof. Linder managed to have interactive activities in a big class.

Prof. Zaalouk continued clarifying that the habits of mind will be translated largely in practices of reflection and research while the habits of heart will be translated largely in practices of cooperation, respect and linking with others.

Prof. Zaalouk elaborated that the habits of mind can be picked in changes happening in course delivery, students, PCLs...Etc. Changes in the habits of heart can also happen in relation with students such as attention given to students, less hierarchy and authoritarian behaviors. The latter can be reflected in the seating arrangement, teamwork and inviting peers to class as examples.

Prof. ELKharashi commented that this has to be documented creatively because some of such practices and changes already happen but are never documented.

After the discussion, Prof. Zaalouk continued giving more examples on topics that can be introduced to existing courses. Some of these examples were: Research Methods, Action Research, Assessment of Learning and Teaching, Reflective Practices, Ethics and Morality, Identity and Self Perceptions and many other examples.

Prof. Zaalouk clarified that these above examples are all course titles taught globally and can feature as topics within the existing courses. The students should be engaged in such concepts and in reflecting as a practice.

Commenting on the above examples, Dr. Morsy said that having a group on Facebook or social media is very helpful. She added that many of the ideas suggested are already applied through these groups. There is a lot of reflection and sharing of related articles or videos happening, the group on FB has a huge amount of tools. It just needs strong documentation that reflects the practices and changes taking place in the lifetime of the project and as a result of it. Prof. Zaalouk confirmed the importance of such practices, new pedagogies and practices. She stressed the importance of documenting them. She also added another example of writing narratives as an additional activity.

Dr. ELDeghaidy presented a list of courses offered in HU that can include within them the different mentioned practices and concepts.

Prof. Zaalouk asked AU and ANSU to send the links of their courses to AUC as Helwan seemed to have the only accessible website with courses listed.

Regarding the courses offered in HU, Dr. Morsy added that a human rights course is newly introduced in HU as a requirement. Dr. Morsy suggested including the project concepts such as global citizenship and sustainable development in this course.

Dr. ELHawary also said that the knowledge bank is rich with information and a useful resource. It can be introduced during the training in the labs and can be part of the students' activities.

Along the same lines, Dr. Barsoum from ANSU said that we need to have proper documentation to reflect what was the case at the beginning of the project and the change during the lifetime

of the project. Responding to Dr. Barsoum's comment, Prof. Zaalouk clarified the following points:

- The three FOEs need first to re-write the baseline reports and start writing the case studies.
- Important dates:
  - **Mid Sept – Oct 2018:** deliver the rewritten baseline reports based on the situation at the beginning of the project (Sept 17 – Sept 18)-The preparatory & exploratory phase.
  - **Starting sept – Dec 2018:** Half to 3 quarters of the project. (1<sup>st</sup> & 2<sup>nd</sup> implementation phases).
  - **Jan 2019- June 2019 :**The 3<sup>rd</sup> implementation
  - **June 2019 - Oct 2019:** End of the project. But we might ask for extension till March 2020.

## **V. Session Five: Teacher Education Cycle**

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

In this session, Prof. Zaalouk gave an example of the Swedish National Agency for Education. She also presented the PCL tools to be used.

### **The Swedish National Agency for Education:**

The initial idea of the agency was to have a program that includes peer education and mentorship to support the development of teachers in Sweden. The agency works in collaboration with the institutes of higher education. They wanted to reach not only teachers but also school leaders, principals and supervisors.

For training purposes, they connected with a consortium of universities to help them use a web based platform . The training was presented in modular forms.

In the three year plan (2013- 2015), the agency reached out to 6000 schools, 40000 teachers, 800 supervisors and 6000 principals.

The agency had a system of learning groups from 4 – 7 teachers. Each supervisor is charged with 3 groups.(we can consider it a PCL). They go through 30-40 modules. Each module has 8 different parts. They study 2 modules per term. Each term is 18-20 weeks.

They go through 4 steps in each study:

A- Self Study (Read/Learn)

B- Peer Learning (Discussion)

C- Activities (Peer Visits & Application)

D- Assess/Reflect/Discuss (Evaluation) (& how to include it in their subject matters )

Commenting on the mentioned example, Dr. Morsy raised a point that the scenario above represents a well established system that everyone should abide by. In other words, it is compulsory not a choice .

Prof. Zaalouk thanked Dr. Morsy for her comment describing it as an important one. Prof. Zaalouk elaborated that she wanted to raise this point in the final session. In the policy

dialogue, Prof. Zaalouk would need to link more with the Ministry and suggested the following: In the assessment and evaluation of the faculty, being a participant in PCLs should count for points and promotions. Prof. Zaalouk believes that this approach will give more incentive to the faculty, and the same should apply to teachers in the school level.

Prof. Zaalouk elaborated that signing an MOU to link action research with assessment and promotion was about to take place earlier, and for school teachers involved in AR, to accredit them from PAT. This MOU needs to be revived according to Prof. Zaalouk.

This policy needs a decision from the Minister according to Prof. Heggi. Prof. Zaalouk responded that it should not be the case as the mentioned policy should be presented as part of the PD. Hence the policy dialogue should be represented within the CPD frameworks.

Prof. Zaalouk continued that what is doable in the current time and without required regulations is the following aspects and practices: the self study, peer learning, activities and how to document the PCL peer meetings in schools. Other possible examples are peer observations of classrooms and the four steps of assessment as in the Swedish example.

Prof. ElKharashi suggested adding one more step to the four that is to link the steps and practices to the school clustering. The exchange and experiences that take place whether among FOE and schools or schools themselves need to be shared with the other PCLs and clusters. Prof. Zaalouk agreed and added that this module helps the activity based learning. Yet, as a faculty expert it will be helpful to have a course on activity based learning and have a web specialist to support it and train students on the research tools. This eventually needs the support of the policy makers. Prof. Zaalouk added that on the first week of July, a policy conference is taking place in Brussels. And that she would convey the related points to the policy makers and highlight the importance of giving teachers enough time and space.

On another note, and concerning the documentation and the case studies, Prof. Zaalouk clarified that any attempts done in the lifetime of the project should be mentioned whether it succeeds and is completed or still a work in progress.

Prof. Zaalouk continued her PPT on the Swedish agency and stressed that the four steps are the most important. She added that in the Swedish Agency example, the modules are delivered through blended means, some online learning and the rest is face to face. In addition, the team has subject specialists and web specialists. This experience should include Research for Classrooms as part of the Scientific Knowledge and Proven Experience in Practice

Furthermore, The Swedish National Agency for Education's situational assessment from 2013 highlights three important areas:

- Every school must be developed into a good school.
- The system must ensure access to competent teachers.
- Schools and employers need to have a long-term focus of learning .

Lastly, in order for schools to make a difference to all children and pupils, it is important that research is not seen as remote from what takes place in schools. In order to make a difference, teachers and principals must be able to combine knowledge that has resulted from research with knowledge that only the teachers themselves have about what works, specifically with this particular cohort of pupils. General principles and specific practice meet in this type of learning.

Prof. Zaalouk moved to the PCL meetings template. The templates were distributed to participants and sent via email.

Prof. Zaalouk stressed that the PCL meetings need to be documented and would be useful if videotaped. In the meeting minutes, the following information should be documented:

#### **PCL Sessions at FOE**

- **Subject**
- **Date**
- **Objective of sessions**
- **Participants**
- **Duration**
- **Frequency**
- **Topics**
- **Reflections (evidence and tools)**
- **Outcomes**

In addition to the above template, two templates for PCL reflections were distributed to all participants. The PCL indicators template was translated to Arabic earlier by HU. Prof. Zaalouk asked Dr. Shehab to send it via email. The templates were originally created by MLU and ULEIC.

AUC removed some questions to make it shorter. Concerning the Likert scale questionnaire, the partners agreed to make it a scale of 5 instead of 7. Prof. Heggi also suggested eliminating some questions, as he believes the template is a long one.

The Likert scale template will be used as a guided individual reflection after each PCL meeting to reflect the progress. It can be done electronically as well during the same meeting.

To summarize, the main themes will answer the following points:

What is new in your course delivery? In your pedagogy? In topics? As new practices? ..Etc. For this reason the diary is important, and might also be helpful for some to have aside simple indexes to help tracing the change in addition to the diaries and journals.

Regarding the PCL tool, Dr. ELhawary clarified that the template used by the AU team is very similar to the quantitative one distributed but with a qualitative approach. The AU team write also their impressions, examples and reflections. Each participant in the AU team writes their own reflective journal and the journals are collected once a month. Dr. ELhawary questioned the added value of using both the quantitative and qualitative and believes it would be a duplication.

Answering this question, Prof. Zaalouk clarified that it will be important for the methodological rigor. Prof. Zaalouk asked Dr. ELhawary to send the qualitative template they use to AUC to be distributed to the partners. Prof. Zaalouk also asked Prof. Heggi and Dr. ELhawary to work collaboratively to review the quantitative tool and shorten it further. Prof. Heggi and Dr. ELhawary agreed and the **4<sup>th</sup> July 2018** was set as a date to send the shorter version back.

Prof. ELKharashi said that the qualitative tool the AU team are using emerged originally from the one created earlier by Prof. Wilkins but the AU team refined it and developed it further. The tool was sent to UON and they approved it.

Along the same lines, Prof. ELKharashi asked about the goal of these tools. Prof. Zaalouk responded that the tools are created to measure the change, the evolution of PCL and the transformations.

Prof. Zaalouk added that the AUC team will visit the three FOEs and have other tools to measure the change of habits of mind and heart. While the three FOEs and through the quantitative and qualitative PCL tools presented will assess the PCL evolution. All partners will use the latter tools.

Prof. Zaalouk explained that we need to unify the tools used. Hence, we can all use both the quantitative and the qualitative ones created.

Dr. Barsoum asked whether the teams need to apply the qualitative tool every meeting as well. Prof. Zaalouk clarified that the qualitative tool could be applied quarterly. The partners agreed.

Prof. Zaalouk stated that we need to notify ULEIC with the modified tools.

Since the tools for the school visits need to be applied starting July 2018 visits, Prof. Zaalouk clarified again that the school visits templates presented earlier can be used adding to them the sub points. She also stressed on the importance of conducting weekly school visits clarifying that the team can be divided and not necessarily everyone should participate in all visits.

## VI. Session Six: The Way Foreword

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

Prof. Zaalouk stressed on the roles of both EU & EG partners in the case studies. Both EG & EU partners will work on the FOE case study while only EG partners work on the schools case studies. In addition, the EU partners will validate the tools.

Prof. Zaalouk also clarified that any tool needs to have two steps of approval. The IRB and the CAPMAS.

Along the same lines, Prof. ELKharashi suggested that it is important to know the target of each tool and the right time to use it instead of using the same tools everytime. For example, the quantitative can measure a specific situation or a session. Prof. Zaalouk strongly agreed.

Concerning the exceptional August meeting, Prof. ELKharashi asked whether only one person from each partner university should attend the August meeting. Prof. Zaalouk clarified that one person is preferred given the budget constraints. Prof. Heggi suggested having three participants attending from HU while only one person receives the budget. Prof. Zaalouk agreed as long as consensus is reached among the team.

Dr. Morsy asked regarding the times the AUC team are expected to visit them and the goal of the visit. HU & AUC agreed to have the visits between 10 am – 12pm . AUC should confirm for each FOE the dates and times of the visits. Concerning the goal of the visit, the AUC will be there to observe the PCLs and will also apply the tools for their case study. The names of AUC participants are already sent to the MOE to have clearance to visit schools according to Prof. Zaalouk.

Prof. Zaalouk then moved to some various issues that need to be clarified. The issues are clarified below:

- **Cultural sensitivities:** There was an issue with UL regarding some cultural sensitivities. During discussions between UL &AUC, UL raised an issue that some of the Egyptian participants and teams use their mobiles or have side talks during the workshops and different events. Prof.

Zaalouk clarified that we need to pay attention to these aspects and show respect to such sensitive practices.

- **Communication:** As mentioned in earlier events, AUC should be copied in all correspondence and this is a mutual responsibility of both EG & EU partners.

-**The accuracy of the financial documents:** In some cases, the financial documents are not submitted to the AUC financial staff accurately (e.g. wrong account numbers). In addition, some FOEs submit their financial documents late.

- **The travel logistics to Limerick** for the fourth International management meeting: the travel logistics are decentralized. This includes flights, visa procedures; hotel reservations, transportation...etc. AUC will only communicate with Limerick on behalf of all EG partners concerning the invitation letters.

-**The rejected visas and cancelled flights,** the SUP4PCL project will not cover the cost.

- **The 10 % of the project funding:** This percentage will not be paid by the project until after the approval of the final report. In addition, and as conveyed in the ERASMUS+ response on the intermediate report, if the project does not prove good evaluation in the final report, some cost might be deducted. Hence, all partners should report to AUC about the line item they prefer to deduct the 10% from. Usually it is the staff cost. Mr. Saeid the financial person at AUC will send all partners an email concerning this matter and they are required to answer back with their preference.

- **The translation:** Dr. Morsy said that one of the challenges they encounter is the poor English language skills for some team members. Hence, some reports are either written in Arabic or in a poor level of English which requires a translation budget. Prof. Zaalouk responded that she will try to negotiate with EU to transfer any excess in the budget from other line items for translation.

-**Equipment of AU:** Dr. ELHawary noted that they need a letter that the actual number of video cams delivered was eight instead of nine as originally planned.

At the end of the meeting, Prof. Zaalouk thanked all participants for the rich meeting and expressed her pleasure with the efforts done despite all the challenges. She also expressed her belief that the SUP4PCL will have fruitful outcomes.