

2019

**Report on SUP4PCL/ ERASMUS+
Sixth Local Management Meeting 4th
of March 2019 at Steigenberger Cecil
Hotel, Alexandria, Egypt**

Project name:

School and University Partnership for Peer Communities of learners

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List of Acronyms and Abbreviations:

Partners Acronyms	
AUC	American University in Cairo
ANSU	Ain Shams University
AU	Alexandria University
HU	Helwan University
ULEIC	University of Leicester
UON	University of Northampton
UL	University of Limerick
MLU	Martin-Luther University
Other acronyms and abbreviations	
SUP4PCL	School University Partnership for Peer Communities of Learners (Title of this ERASMUS+ Project)
CDFE/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
ARAS	Action Research for All Schools
NEO	National Erasmus Office
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
WP	Workpackage
QA	Quality Assurance
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, Art and Mathematics
SD	Sustainable Development
M&E	Monitoring and Evaluation
GC	Global Citizenship
SEN	Special Education Needs

SUP4PCL/ERASMUS+ Sixth Local Management Meeting Report

March 4th , 2019

Alexandria, Egypt

Monday 4th March 2019

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). Prof. Zaalouk shared her belief with the participants that the SUP4PCL project is a challenging but rich and deep project that focuses on the gaps that exist in the educational context in Egypt. An overview of the meeting agenda was given by Prof. Zaalouk. Progress reporting on the project activities and WorkPackages focusing on the policymaking was the first session presented by AUC. The final conference was the topic of the second session. In the third session, the three Egyptian FOEs (AU, ANSU & HU) reported on the progress of materials developed. The fourth and the fifth sessions covered the progress reporting of the three Egyptian FOEs on school clustering and research. This was followed by a session on the qualitative research and the way forward was the final session of this event.

I. Session One: Progress on Policy

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

In this session, Prof. Zaalouk summarized the different activities and outcomes achieved as well as the pending ones in the different work packages. Consensus was reached by the participants regarding the level of achievement in each workpackage.

The below tables represent a summary of the session.

Work Package	Current Status of Outputs	Targeted Outputs	% of Achievement
1. Preparation	<ul style="list-style-type: none">• Teams formed• 15 baseline Preliminary reports• MOU signed with MOE & MOHE & MEIHE• Several agreement letters signed at directorate level• Needs assessment tools created• 24 mentors identified• 44 PCL's developing	<p>Refined baseline reports.</p> <ul style="list-style-type: none">○ 75 school based mentors○ 75 targeted PCL's○ School clusters identified in some cases	90%

The activities that are still work in progress in the "Preparation" WP were summarized in the following: the school clusters are still not fully identified or well formed. In addition, the concept and practice of mentorship needs to be more developed , understood and practiced.

Work Package	Current Status of Outputs	Targeted Outputs	% of Achievement
2. Development	<ul style="list-style-type: none"> • Materials are being developed • Drop box on materials produced • 75 potential school mentors were coached • School visits intensive and regular • 15 PD schools established • PCL's underway 44 so far being formed • 24 FOE mentors coached • Some reflective practices 	<ul style="list-style-type: none"> ○ Portfolios with artefacts and materials ○ Progress reports from schools ○ 5 PD schools per FOE established total targeted (45) ○ 75 targeted PCL's ○ Regular reflective practices to become the norm in PD schools 	60 %

The 60 % level of achievement in the “Development” WP was based on the following:

Developing material workshops were conducted along with the EU partners on February 2018. Some material was developed. Nevertheless, Prof. Zaalouk clarified that the material development is an ongoing activity that should build up till the end of the project. Furthermore, collecting, classifying and accumulating the material developed in one repository is still a work in progress. In addition, portfolios and artifacts should be created and regular reporting on the progress of the material should take place. Prof. Zaalouk elaborated that the material developed should be accredited to be used in other projects such as the Centennial lab at AUC. The material will be available for all schools.

Dr. ElHawary clarified that the AU team has created a google drive for a well classified material. The google drive includes the material developed since the beginning of “Development” WP till two weeks prior to this local meeting.

Work Package	Current Status of Outputs	Targeted Outputs	% of Achievement
3. Quality Plan	<ul style="list-style-type: none"> • Tools developed • Quality assurance draft plan created • Feed back questions fitted and returned after each activity • Mid term report submitted and presented 	<ul style="list-style-type: none"> ○ M & E visits conducted ○ New final version of Quality assurance Plan. ○ Quality assurance sustained beyond life of project.* ○ Reports produced ○ Improvement / reflective plans completed ○ End Final Report 	60 %

In the “Quality Plan” WP, M&E reports were produced, the new quality plan was created after the feedback received from ERASMUS+ headquarters on the intermediate report. Yet, the improvement plans are still pending and the M&E reports and visits will continue till the end of the project including a final report. Furthermore, the quality assurance units should be developed further as an important element of sustainability after the end of the project.

Work Package	Current Status of Outputs	Targeted Outputs	% of Achievement
4. Dissemination and exploitation of results	<ul style="list-style-type: none"> • MOU signed with MOE & MOHE & MEIHE/AUC • Several letters of agreement signed with local directorates • Policy dialogue at ministerial, high level committees and councils is ongoing • Activities documented and video taped • Information sessions held at multiple levels 	<ul style="list-style-type: none"> ○ Equipment labs in FOEs * ○ Twinning partner agreements* ○ Multiplier effect of all the training and learning * ○ Continued policy dialogue and outputs ○ Media events planned ○ Case studies produced ○ Articles published ○ Conference planned and held ○ Workshops held within school clusters and beyond ○ Fund raising* 	60 %

This WP is one of the most important WPs at this stage of the SUP4PCL project according to Prof. Zaalouk. Prof. Zaalouk summarized what has been achieved in this WP in the following: the equipment labs created, the twinning agreements are work in progress that are moving in the right direction. The impact and sustainability plan was created by Mr. Bramble from UON and was discussed in the fourth international management meeting that was held in Limerick (October 2018). Prof. Zaalouk added that the five mother schools linked to each Egyptian FOE will also be mentoring and training the cluster schools as well as other schools as part of the multiplier effect and dissemination. Furthermore, the cost sharing that took place in creating the equipment labs should be reported as an element that supports sustainability.

Regarding the policy, Prof. Zaalouk reported on the progress took place in that direction. Two developments took place on two levels:

- 1- On the MOHE level : Prof. Zaalouk met with Dr. AbdelGhaffar the MOHE Minister several times and reached an agreement on the following: a point system will be created for promotions. The point system will take into consideration the faculty involved in projects and those who provide community service. Prof. Zaalouk clarified that mentoring and training the PD schools is certainly considered a community service activity.
- 2- On the MOE level: Prof. Zaalouk met with Dr. Mohamed Omar, the Deputy Minister of Education and an agreement on four points was reached. These points will still be officially announced:
 - a- Stopping the action of moving the teachers who are involved in the project from their schools.
Regarding this point, Dr. Shehab commented that some teachers from the schools linked to HU were moved to other schools. She added that it was challenging, yet, they dealt with the situation in a positive way as they transferred their experience in the SUP4PCL project to the new schools.
 - b- Two days per month will be allocated for teachers' PD to counter the eminent challenge of time faced by PCL members.
 - c- The teachers involved in PCLs will receive additional points in their evaluation.
 - d- Honorary diplomas can be created by FOEs for the distinguished teachers who started using new strategies in teaching as well as for the distinguished school mentors.
 - e- E-twinning with schools starting with the ones that are linked to embassies to avoid security issues. This is an important initiative to widen the conversations among teachers, and teachers with students.

Prof. Heggi from HU suggested that the project team should also find ways of disseminating the project concepts to the wider range of schools and directorates that are not involved in the project. Prof. Zaalouk agreed and recommended creating a box for suggestions in which all partners can contribute with their ideas. Prof. Zaalouk added that based on the interviews and focus groups conducted by AUC up to the date of this meeting, the teachers have shown keenness to be recognized , valued and have their voices heard. Some teachers were interviewed and started to be on media which is a big motivation for them. Prof. Zaalouk elaborated that recognition sometimes is more important for the teachers than the financial rewards. As an example of the recognition given, Prof. Zaalouk said that the ritual that ANSU follow in celebrations and events on different occasions inviting the teachers and directorates is an important aspect and a good example of such motivational activities. Furthermore, inviting the teachers to give lectures in the FOEs can be another approach to raise the teachers' motivation.

Along the same lines, Dean Hamza from HU proposed a good suggestion. He said that initiatives such as providing medical insurance or discounted rates for metro tickets for teachers can be a good and affordable way of giving motivation for teachers.

Prof. Zaalouk strongly agreed and added that the same suggestion was made earlier by herself including creating a point system for teachers in different places such as tickets to theatres or travel. Prof. Zaalouk elaborated that the convention of giving more benefits to university faculty in Egypt already exists with regards to housing. Yet, it should be activated and expanded to teachers.

As a continuation of the presentation on WP 4 and the level of achievement, Prof. Zaalouk clarified that more articles should be published and more media events should take place and continue. In addition, more workshops for schools and their clusters should take place similar to the workshops that just started to take place in the AU labs. The conference is another expected output in the Dissemination WP that was discussed in the second session of the meeting. Regarding the conference, Dr. Khalil suggested forming a committee that includes teachers who can be involved in the organization of the conference and the selection of papers presented. An excellent idea that found strong approval among the participants.

Moreover, the project was presented already on several occasions in conferences and public meetings examples of these are the International Education Conference held in AinShams University in December 2018 in addition to a large networking meeting held and organized by the German Goethe Institute and finally the project was presented during meetings of the Supreme Council of Universities.

Work Package	Current Status of Outputs	Targeted Outputs	% of Achievement
5. Management	<ul style="list-style-type: none"> • Internal disciplines, roles and responsibilities clearly spelt out • 3 International management meetings held with reports shared • 21 circulars shared with guidance 	<ul style="list-style-type: none"> ○ Changes in the Conflict Resolution Committee. ○ Fourth International Management meeting. ○ Final report sent 	80 %

	<ul style="list-style-type: none">• 4 local management meetings held with reports shared• 7 partnership agreements signed• Project guiding documents shared• Ongoing review of technical and financial reports• Website launched.• Intermediate report sent		
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The pending activities relevant to the Management WP are the final report as well as the ongoing review of the technical and financial reports and documents. Prof. Zaalouk clarified that the case studies would be very helpful in completing the final report.

II. Session Two: The Conference

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

A tentative agenda and a discussion about the conference planning were the aspects covered in this session. Prof. Zaalouk reminded the participants that the conference will be held in the second half of March 2020 based on the vote conducted with all partners. She added that a tentative agenda was prepared by AUC , summarized in the following table:

<u>Day</u>	<u>Plan</u>
First day	Voice of teachers and students. The teachers will present their professional research
Second day	Case studies and key note speakers
Third day	Press conference with Q&A

Having the teachers' voices heard would be vital and one of the most important goals of the conference. In addition, inviting partners from TEMPUS, particularly Dr. Bradshaw from Open University would be an added value according to Prof. Zaalouk. The value of this invitation stems from highlighting the steps taken in the ERASMUS+ SUP4PCL project to build on the CDFE/ TEMPUS project concepts and the school university partnership handbook that was created as a foundation in the latter. Depending on the availability of the budget, other TEMPUS partners from the region might be invited.

On the first day, the teachers and students will present their work and research as an incentive.

Regarding the conference budget, Prof. Zaalouk clarified that part of the conference will be covered from the budget of the ARAS project. However, searching for additional possible funds is still important. Contacting Prof. Amr Salamah, the Secretary General of Association of Arab Universities for this purpose and conducting the conference under his patronage was another suggestion made by Dr. Kamal from ANSU. Prof. Zaalouk agreed and added that she would also try to contact Dr. Haifa Abu Ghazaleh, the Deputy- Secretary General of the League of Arab States.

Furthermore, Prof. Zaalouk suggested contacting Prof. Amr Salamah, the Secretary General of Association of Arab Universities as well as the British Council for funding. The relevance is an

important part of the funding attempts, according to Prof. Zaalouk. Dr. Morsey commented that the universities would usually have good budget for funding such events. Based on the last suggestion, Prof. Zaalouk asked the three Egyptian FOEs to search for funding possibilities from their own intuitions for the conference in parallel to her efforts of getting funds from the other mentioned sources.

Moving on with the discussion to the content of the conference, Prof. Zaalouk clarified that the agenda of first day will include presentations of papers and research conducted by teachers. She suggested forming a committee. The role of the committee would entail putting criteria for the selected papers. The presenters will be a mix of teachers from both the ARAS and SUP4PCL projects.

In that regard, Prof. Heggi stressed on the importance of training the teachers on writing research and papers. Prof. Zaalouk strongly agreed and added that the FOEs can start working with the teachers on developing this skill.

Another suggestion was made by Prof. Heggi about thinking of ways to include the concepts of the SUP4PCL project as modules and part of the curriculum. Working through PCLs and mentorship were couple of examples given. As a response to this suggestion, Prof. El-Kharashi clarified that a committee in which himself and Prof. Zaalouk are part of, has already started working towards that.

Along the same lines, Dr. Morsey from HU clarified that the practicum students should start working using the PCL approach. Commenting on Dr. Morsey's suggestion, Prof. Zaalouk referred to a research done earlier by Ms. Laila El-Kerdani in which the students themselves reported their desire, need and motivation to work in PCLs .

On the same point, Dr. El-Hawary from AU stated that the AU team has already started their PCLs with their students in their courses. This initiative was documented in the focus groups conducted during UON visit to AU. A step that was described as an excellent one by Prof. Zaalouk. Prof. Zaalouk added that we need to focus in the coming stage on the missing gaps such as assessment of learning, reflection and habits of mind and action research.

Going back in the discussion to the conference agenda and the first day of the conference, Prof. Zaalouk stressed on the importance of celebrating the teachers' empowerment. The idea of team teaching and the evidence of this practice as an example can be presented. Another example given was the student teacher experience in ANSU. Both teachers and students can present together. Prof. Zaalouk added that the mechanism of selection and presentations should be discussed.

Dr. Morsey suggested starting now with selecting the teachers who will present. She asked about the number of teachers who will be presenting from each FOE. Answering Dr. Morsey's question, Prof. Zaalouk suggested planning for a total of twelve papers for the whole first day. Three sessions on the first day, each session would include four papers. Six papers would be presented from the ARAS project.

Dr. Morsey asked whether the presentations and papers should be in English. Prof. Zaalouk clarified that translation will be provided on the first day. Therefore, presenting in Arabic is acceptable. Prof. El-Kharashi added that based on an earlier discussion with Prof. Zaalouk in which he was introduced to the general idea of including teachers' papers in the conference, he referred to it indirectly to the schools during the meetings. Prof. El-Kharashi added that the final outcome will be one or two papers from each FOE but many papers will be submitted to the FOEs before the conference. Hence, each FOE needs to do a filtering and a selection process. The selected papers should afterwards be sent to AUC for the final selection.

In that regard, Prof. Zaalouk believed that announcing the event and call for papers early enough is an excellent way of dissemination and a good preparation for the teachers to empower them in that area. Preparatory meetings between schools, directorates and FOEs are required to be followed by the filtering and selection process. Also as suggested by Dr. Khalil from ANSU, there should be a representation of teachers in the selection committee. Prof. Zaalouk elaborated that such an initiative requires work and planning that should start now as the FOEs should start to monitor the innovations taking place.

The FOEs should also start training the teachers on how to write papers with general academic frameworks. Prof. El-Kharashi suggested that they can be also coached and trained by MA and PHD graduate students who were involved in the ARAS project and conducted Action Research. Such an initiative would also enhance the partnership between schools and FOEs.

Dr. Morsey added that the FOEs should not have high expectations or perfect papers to be submitted by teachers. Prof. Zaalouk agreed and gave an example of the scientific magazine created by a school linked to ANSU. She added that the teachers who worked on this activity have already started to understand the culture of conducting scientific research. Prof. Zaalouk added following on Prof. El-Kharashi's suggestion that the ARAS kits on AR were already distributed to the ARAS teams. The kits can be used to train the teachers on AR and submit papers.

Following on this discussion, Prof. Zaalouk clarified that deadlines for the committees should be set. December 2019 should be the date for submitting the papers to the committees for selection. The committee should include the mentors of FOEs as well as teachers. However, the teachers will be the presenters. Prof. Heggi suggested working on the policy level to

acknowledge the papers presented by the MOE. Prof. Zaalouk agreed and added that the papers can also be counted as one of the points for promotion as it is part of AR.

Dr. El-Deghaidy suggested breaking down the timeline for smaller missions. Based on this comment, Prof. El-Kharashi recommended having two months starting the month of March 2019 to collect evidence for the fifteen schools.

The milestones agreed upon in the meeting were the following :

Activity	Timeline
1- Identifying the problems and the teams who will work on them. Initial filtering will take place.	June 2019
2- Training the teachers on creating a plan and providing a draft outline. The draft outline will be presented in the FOE labs in Oct 2019. Filtering will take place at the FOE.	June- October 2019
3- Submitting the first draft	End November 2019
4- Presenting the papers to the FOE and directorates for filtering.	Early December 2019
5- Final submission to the committee and AUC for final selection.	End December 2019

Elaborating on the planning of the first day, the mechanism and the criteria of selection was discussed. Having a long day that would include four sessions to allow more participation and presentations was another suggestion made by Prof. Zaalouk.

Defining the papers' framework and criteria was another point raised by Dr. Shehab from HU. Dr. Shehab clarified that criteria such as the length, number of words, the points to be included and the general framework and outline (defining the problem, methodology, evidence,...etc.) should be clear and identified.

Responding to Dr. Shehab's intervention, Prof. Zaalouk clarified that the framework goes under the general criteria of the scientific papers. The teachers will submit their papers, abstracts will be written and PPT presentations will be prepared for the conference. On another note, Prof. Zaalouk highlighted the importance of having a strong media coverage for the conference with the support of HU as co-leads with AUC in the Dissemination WP.

Along the same lines, Dr. ElHawary suggested announcing the conference on the website. She added that sharing the announcement through the website link with schools is important. The announcement should include the call for proposals, scope, guidelines and deadlines for submissions. Dr. ElHawary suggested the end of March, 2019 as the date of announcing it on the website. She added that uploading it to the website with the possibility of sharing it will facilitate the communication and the dissemination of this event. Prof. Zaalouk agreed and added that herself and Dr. ElDeghaidy will prepare a draft announcement in Arabic to be sent to the FOEs for comments and suggestions. The final announcement will be uploaded to the website. In addition, Prof. Zaalouk explained that the AUC in collaboration with HU should also plan for including the schools in the website. The website might be transferred to NEO after the end of the project. However, this issue is still in the negotiation stage as reported by Prof. Zaalouk.

Commenting on the dissemination aspect, Prof. Heggi raised a point about the importance of disseminating the project concepts and activities for schools outside the project and using the website for this purpose. Prof. Zaalouk strongly agreed and added that we should also study the possibility of implementing this suggestion.

On the same point, Dr. El-Hawary questioned whether there is a possibility of adding acknowledgment to each school that added a specific material on the website as it could be a good motivation. She clarified that the material developed in AU from both FOE and schools has already been placed on google drive and shared with AUC.

Prof. Zaalouk described the idea as being excellent and added that the teachers' outputs can be added to the library or the news section on the website.

Moving with the discussion on the second and third days of the conference, Prof. Zaalouk explained that on the second day, all FOEs (the Egyptian with the EU twin partners) will present their case studies. The FOEs will have the choice to include schools in their presentations. A session will be dedicated for each twin partner and their schools. In addition, a keynote speaker will be invited on this day. On the second day, one possibility would be having a keynote speaker from USA who is involved in the school university partnership reform movement. Another possibility would be inviting Dr. Bradshaw from Open University as a continuation of the CDFE/TEMPUS project as mentioned earlier. Furthermore, and based on the funding, inviting a third keynote speaker, one of the Birzeit team in Palestine who was involved in the CDFE/TEMPUS project is a third possibility. The reason for choosing Birzeit University is that they have evidence of strong work done in the school university partnership .

Regarding the different ways of presentations, Prof. Zaalouk asked the partners to think of creative ways such as posters and poetry for presentation, ways that would be fast, new and fun.

The last day of the conference will focus on the policymakers and closure.

Prof. Heggi believed that having three days for the conference would be too long due to the professional commitments the participants might have. Several participants agreed specially that the month of March is usually overloaded with exams. Dr. Kamal suggested including the press conference at the end of the second day instead of having a third day. Prof. Zaalouk agreed and suggested checking the possibility of funding by AUC Prof. Zaalouk added that the press conference will target limited participants and that the policy makers would not necessarily be able to attend the first two days. Inviting the policy makers for the opening and the closure would be recommended depending on their availability. An issue that should be discussed by Prof. Zaalouk with Dr. Ashraf Hatem, the University Counselor.

III. Session Three: Progress Reporting on Material Development- Presentations by the three Egyptian FOEs (ANSU, AU and HU)

Regarding the material developed, Prof. Zaalouk stressed on the importance of the continuous work and the accumulation of the classified material on repository for reference. She added that the material is one of the project outcomes that should be uploaded on the website and that the AUC will be contact with the MOE to suggest they include the material developed at AUC in the Egyptian knowledge bank EKB .Hence, it will be useful and rewarding to include the material developed in SUP4PCL project as well.

The floor was then given to the three Egyptian FOEs to present the progress of the material developed.

Dr. Hany Barsoum, AinShams University (ANSU)



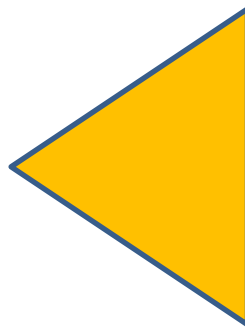
Reporting about the training package workshop was the first part of Dr. Barsoum's presentation. The workshop was conducted in November 2018. The target groups for this workshop were the In-service Teachers who participated in the SUP4PCL Project and their mentors from FOE. The trainees were divided into five groups according to the themes of the SUP4PCL Project. The themes covered were: Global Citizenship, STEAM, Sustainable Development, Educational Technology and Special needs.

The methodology of the work during the workshop was as follows: the moderator raised some issues for discussion that were related to the training package development. He tried to direct them to participate in the discussion and share their ideas and experiences relevant to those issues. Afterwards, the moderator asked each group to reach conclusions and apply them

through discussion. This methodology helped the trainees to participate in discussion, and enabled them to share their experiences and work collaboratively in their specialization as reported by Dr. Barsoum.

The outcomes emerging from the workshop included the following framework of the training package and samples of the training package were provided:

Introduction
Vision & mission
Philosophy
Components
Main & specific goals
Topics
Target group
Training methods
Duration
Resources and tools
Training room specifications
Assessment methods
Agenda
Concepts/ terminology



Outline
Trainer guide
Trainee guide
Enriching readings
Presentations
Pre and post tests of the whole package
Pre and post tests of each topic

Dr. Barsoum continued his presentation about the STEAM training package. A training entitled: "Preparation of the STEAM teacher and the 21st century skills "for 5 days (30 hours) was conducted. The participants were from the training unit in Cairo directorate, five teachers from each core school and their mentors from FOE. Dr. Barsoum added that the training was sponsored by the center of excellence in education, Ain Shams University.

Through this training the trainees worked together step by step to produce a training package of STEAM. They worked for three months to produce the training material in collaboration with people specialized in this area. The material was presented to ANSU team to make sure that they are ready to train. According to Dr. Barsoum, there was an amount of traditionalism. Dr. Khalil accordingly clarified the methodology of work and concept to raise awareness about the traditional ways used by the teachers. The BA students were trained as well to prepare them to

be researchers. After the feedback given by ANSU and the modifications done, the teachers participated with the FOE in training other participants from other schools.

Regarding the material related to the global citizenship, sustainable development and special needs, the presenter clarified that it is still a work in progress and that the mechanism they will use will be the following:

- For each training package a school will lead the other schools in producing a draft for the training package.
- The draft produced will be edited several times through face to face workshops and online communication.
- The final draft produced will be evaluated by an expertise from the project team.

At the end of the presentation, Prof. Zaalouk asked whether the packages presented represent a training material or the material itself. Prof. Zaalouk elaborated that according to the presentation, the packages were prepared for training purposes. However, material that is related to the project concepts should be produced as one of the project's outputs taking into consideration the curriculum. Prof. Zaalouk stressed on the importance and urgency of developing , collecting and classifying the material produced not the training material presented. Prof. Zaalouk also clarified that the material should be integrated in the existing curriculum.

In this regard, Dr. Khalil reported that in collaboration with another colleague (Dr. Sally), they collected 120 experiments as part of STEM activities. Prof. Zaalouk asked ANSU team to send these activities to AUC to be uploaded on the website.

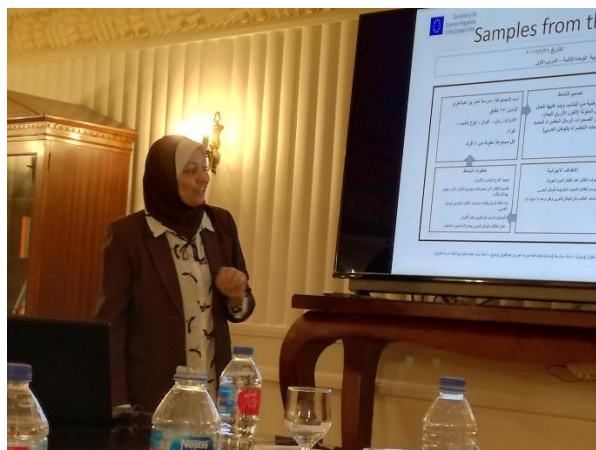
Prof. Zaalouk added that the material collected should also include the lesson plan, the objective, design, steps and challenges to allow others to benefit. Prof. Zaalouk also gave an example of one of the classes she attended for the first secondary level in one of the schools. She said that the topic was about water. In this class, the teachers discussed water from historical, philosophical, geological and chemical angles. Dr. Shehab from HU suggested that the template the HU team created at the beginning of the project for the material development can be used by all partners since it covers all the mentioned aspects.

Prof. Heggi suggested focusing on the idea of working on projects for the elementary stages to include the business side as well. Prof. El-Kharashi believed this is an excellent idea. Yet, the teachers should be qualified first before adopting this approach as Prof. EL-kharashi believed.

Dr. Morsey said that she is supervising a student from ANSU whose thesis is about how to change the subjects for the second preparatory level into activities.

Prof. Zaalouk stressed on the importance of adopting the true spirit of STEAM approach through activities. She also strongly agreed with Prof. EL-Kharashi that the teachers should learn to create and develop the material themselves. The outputs of the material developed should be created by the teachers as practitioners. This what would make the outcome different according to Prof. Zaalouk.

Dr. Lubna Shehab .Helwan University (HU)

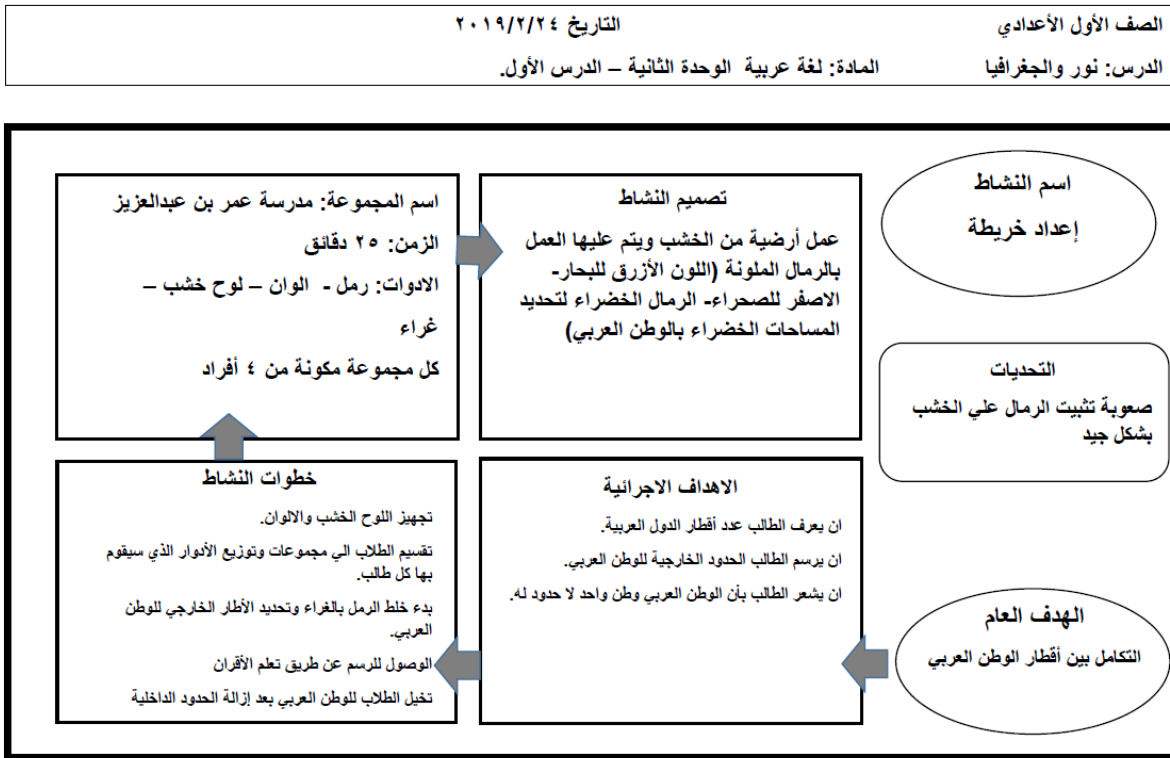


Dr. Shehab started her presentation by classifying the material developed to three types:

- **PCL templates:** through the PCL meetings, The PCL team created two templates, one is for the activity design and the other is for documentation. The teachers also started using these templates. The HU FOE role currently started to be more of a supervisory one.
- **Training materials** are available in Power point presentations forms and are all uploaded and available on the Edmodo Library.
- **Online materials:** are available on the Web Quest. Some other material was designed as a Text based virtual tour.

The PCL template sample was presented by Dr. Shehab with real examples prepared by the teachers themselves with the names of the teachers documented on the template. The

template below shows an activity for an Arabic language class and the team of the teachers were from different schools and various backgrounds: art, social studies and Arabic.



منفذو النشاط: أستاذ هاني محمد (لغة عربية مدرسة حنوان ع بنين) – أستاذ سيد سعد (دراسات اجتماعية مدرسة عمر بن عبدالعزيز ع بنين) – أستاذ ايمان عبدالسلام (تربية فنية مدرسة حنوان)

Dr. Shehab clarified that all the videos and photos of the activities are uploaded on Edmodo by the teachers.

Prof. ElKharashi thanked Dr. Shehab and HU team for the great example and work. Prof. El-Kharashi commented that there is one missing item in the template as he believed. The missing item is about the assessment of the activity and the learning that occurred and whether the activity achieved its required goal. Prof. ElKharashi suggested adding this point to the template to be complete.

Dr. Shehab thanked Prof. El-Kharashi and continued that this activity also reflects that the teachers worked through their slogan they created which was “TEAM: Together Everyone Achieves More”.

Examples from the PCL meetings documentation were also presented. The examples show that the meetings are not only being documented but also signed and stamped from the school head. The presenter added that lately, the head of the quality assurance unit is the one who

signs the meeting documentations instead of the headmaster. A suggestion that was made by HU team. This reflects an excellent progress in the culture of PCLs. It reflects that the PCL meetings started to be part of the schools' culture.

In spite of this progress, Dr. Morsey clarified that a main challenge that they still encounter is to have an uninterrupted PCL meeting time for teachers without being pressured with other professional commitments from the school. Dr. Morsey clarified that it is still a challenge to bring the PCL team all to the meetings for this reason. She believes that this issue should be discussed again with The Ministry of Education (MOE). Prof. Zaalouk suggested that the FOEs should also raise this issue with them directly to reflect the real issues that happens on the ground in parallel to Prof. Zaalouk's work on the policy level. At the same time, Prof. Zaalouk clarified that having the PCL meetings in schools is an important element that should be included in the MOE norms and conventions. This would support the sustainability of PCLs after the lifetime of the project. She added that suggestions that would stem from the challenges encountered should be included in the case studies to be raised at the end of the project to the policy level.

Regarding the HU presentation, Dr. Hammoud from HU asked for clarification as the examples given for the PCL meetings documentation represent promoting the PCL concept rather than the developing of teaching pedagogies. Dr. Shehab clarified that this was only an example and added that the meetings do not only cover teaching pedagogies but also some skills that the teachers asked for as part of their needs such as doing SWOT analysis. Dr. Shehab clarified that in the PCL meetings, the HU team need to respond to the PCL team needs in some cases to find the balance.

Dr. Shehab continued her presentation on the material developed. She gave examples of the training materials used and uploaded on the Edmodo. She added that the teachers also upload videos and photos of the material and activities that they started to use and create in their classes. She added that in the previous week, she received a request to join Edmodo from schools that are outside the project and the PCLs created (e.g. El-Ma'sara school), and that she accepted the request as part of the dissemination. Furthermore, the teachers of the new cluster schools actively show positive engagement in uploading their activities to Edmodo and have shown higher interaction than the main five mother schools as observed by HU as well as the five mother schools themselves. In addition, the students themselves started to interact differently. A video that was uploaded on the Edmodo is an evidence for that as reported by Dr. Shehab.

Regarding the sustainable development, and as an example, the presenter showed photos from a class that reflect the activities conducted to include the concept of sustainable development in the context of the subject. The example presented also serves as an evidence of the students' interaction in this activity.

Prof. El-Kharashi raised a question regarding how to assess the effect of this activity. In addition, how to link the activities taking place to the papers that will be presented in the conference. He added that we might need to think of ways in which the teacher would apply qualitative and quantitative analysis on the students in this example.

Prof. Zaalouk believed that this is an excellent point and added that it would be powerful if a case study is done to reflect the effect of the new practices and activities on the students.

Regarding the training material uploaded on Edmodo, Dr. Shehab presented a screenshot to show the classification of folders uploaded based on the topics. Dr. ELDegheidy suggested classifying them based on the educational level as well.

The idea of the Webquest design was explained by Dr. Shehab. The Webquest tool requires the teachers to go through stations. The stations represent ideas, concepts, and tasks for teachers to do and understand the concepts. Resources are also available then assessment of the activity should be conducted. The activity should be uploaded on Edmodo and the HU team should give their feedback on the tasks accomplished. The Webquest also includes examples of the material, activities and educational videos. Regarding the assessment, Dr. Shehab explained that the teacher should do self-assessment and that there is a page on Webquest for communication in addition to the availability of the phone discussions. Up to this date, no feedback on Webquest was received. The presenter clarified that the teachers provide their self-assessment usually on Edmodo because they are trained and more used to it. The HU team should be training the teachers on Webquest soon as reported.

The last part of the tools used for material developed is the text based material. Dr. Shehab clarified that the reason why the HU team did not use Webquest for some topics is the confusion in some concepts. Global citizenship is an example of which the concept is constantly causing confusion to many. The HU team believe that using videos might lead to more confusion about the meaning of citizenship in the project's concept. Accordingly, the HU team added texts that reflect the meaning of citizenship, the concept, the values and how to include it in the teaching.

Dr. Shehab clarified that not all topics and materials are yet documented. However, the HU team currently stressed to their team and schools on the importance of documentation for all topics and activities developed as an essential activity.

Commenting on this presentation, Prof. El-Kharashi from AU thanked the HU team for the great work and presentations. Yet, he believed that using several tools and locations for the material (Edmodo, Webquest & text) might be difficult for teachers given their busy times and the confusion that might be caused as well as the difficulty in following up.

Dr. Shehab thanked Prof. ElKharashi and believed this is an excellent and important intervention. She clarified that from her observation, the teachers usually work on these tools during the weekend. Dr. Morsey also clarified that the face to face meetings are the main communication tool. The technology is there to keep it more active and facilitate communication, discussion and continuity. In addition to these tools there is also the WhatsApp group, while the Webquest is still new.

Prof. El-Kharashi suggested that after a specific interval (3 weeks or a month as an example), the HU team should assess how active all these tools are and based on the most active tool, the HU team can migrate all to one tool instead of having different tools.

Dr. Shehab agreed and clarified that the Webquest is still new and in its pilot phase. She added that after a couple of months the HU team should assess the tools and have the teachers feedback and accordingly decide on what to keep.

Dr. Hamza commented that there might be individual differences based on the situations and personal traits. In some cases, the teachers might prefer going online while in other times such as exam times they might prefer using hard copies. Dr. Hamza believes that every tool has a way and a time of usage.

At the end of the presentation, Prof. Zaalouk thanked the HU team for their excellent work and added that working during the weekends reflects the motivation the teachers have. She continued giving an example from one of the interviews she conducted. A teacher informed her that she works on the project during the weekend and calls for the whole family to help and be involved. This shows the amount of involvement and motivation the teachers have. At the end of the presentation, Prof. Zaalouk asked the HU team to provide the AUC team with the links to their Sustainable Development materials.

Dr. Dalia ElHawary, Alexandria University (AU)



Dr. ElHawary started her presentation by briefing the participants about how the AU started their work on the material development. The steps taken were the following:

1. Introducing Schools to STEAM, ESD & GC
2. Sharing example materials (Adapted by AU Team)
3. Supporting schools develop their materials
4. Collecting materials
5. Uploading materials to AU Google Drive
6. PD Materials developed by AU

Regarding the introduction of the concepts, Dr. ElHawary clarified that the presentations included historical background, explaining the concept itself and the practical side represented by sharing some activities that reflect the concepts. The second day of the workshops included hands on experiences as the teachers worked on creating activities with the support and mentoring of the FOE team. Examples of the training material as well as the outcomes of the material developed by teachers were presented on the three themes: STEAM, Sustainable development and Global citizenship. The presenter clarified that the mentoring also happened on the FOE level. For example, some FOE members were not familiar with the concept of Global citizenship. Dr. ElShamy explained the concept and how to include it in the material and mentored them. Dr. ElHawary added that the AU team share resources with the teachers so they can use it and adapt it to their curriculum. Documentation and referencing is an essential part that is included in all materials developed of all activities as reported by the presenter.

Dr. ElHawary continued clarifying an important aspect. She said that 40% of the material developed by teachers on STEAM was excluded from uploading to the google drive. She elaborated that the reason for that is that the material was mostly teacher centered not student centered. She added that a feedback was given to the teachers . Yet, the feedback is not enough. This requires close observation to the teachers' classes to focus on the role of the student.

Dr. Elhawary clarified that the material developed is classified based on the educational levels.

Regarding the process of collecting material, the process included the following:

- Different levels of contributions. For example the AU team used the template created by HU team with slight adaptation and thanked them for their great efforts.
- Opportunities for providing feedback on activities
- AU team collects materials- hard copies
- AU team creates soft copies of all materials

Dr. ElHawary also clarified that the templates used had to be written again on the computer for more systematic and clearer documentation. This task required huge effort and time and it is one of the challenges that the AU are facing. The same challenge was reported by Dr. Shehab from HU regarding the reflective journals. Dr. ElHawary welcomed any suggestions on that regard.

Prof. Zaalouk suggested using the FOE lab and asking the teachers themselves to write on the computers as part of improving their technological skills as well. Some participants' disagreed with this suggestion. They clarified that asking the teachers to go for the lab for this task will not be welcomed specially that the teachers visit the labs to address some of their needs and the agreed upon topics for discussion and /or training. Giving the teachers this task would affect the credibility of the FOE and would demotivate them to attend.

Dr. ElHawary continued with her presentation, and clarified that the material was uploaded to the google drive , this includes the material developed by AU based on the teachers needs as well as the material developed by the teachers . Examples of the material developed by AU were:

STEAM, ESD, GC, Teachers' Roles, PCLs, Active Learning, PD Schools, Effective Mentoring, Using EKB in Education, Strategies for Teaching Thinking Skills, SEN, Quality Classrooms and Lesson Study.

Regarding the needs of the teachers, Prof. Zaalouk clarified that part of the ethnography at the beginning of the project was to assess the teachers' needs. She added that normally after the dialogue takes place, the needs change, which is a normal part of the development that happens. Hence, we should not necessarily respond to all their needs unless there is rationale behind it that match with the SUP4PCL project concepts. For example, the lesson study was one of the points addressed by AU based on the teachers' needs. The concept of the lesson study was not known for them before introducing the project concepts. Yet, after the dialogue, the balance emerged between their needs and the project goals by introducing this concept.

On this regard, Dr. Shehab from HU said that their approach in HU is to allow teachers themselves through the PCL meetings to find solutions for their own needs.

At the end of the presentation, Dr. ElHawary presented some examples from the material developed by teachers on the three concepts: STEAM, Global citizenship and sustainable development.

IV. Session Four: Progress Reporting on School Clustering- Presentations by the three Egyptian FOEs (ANSU, AU and HU)

Dr. Dalia ElHawary, Alexandria University (AU)

Dr. ElHawary started her presentation by highlighting the challenges with the directorate represented in the slow process and the low response level. She clarified that till October 2018, there was no response from the directorate regarding the school clustering despite the different attempts of using formal and informal communication channels. The directorate responded on 31st October 2018. Only then, the AU team could invite the fifteen schools together since the approval for the schools to visit each other is still pending. Hence, the temporary solution in order to use the time is to invite all schools to the AU premises.

Briefing the participants on the school clustering and the eight meetings occurred during November and December 2018 at AU , Dr. ElHawary elaborated as follows:

The meeting location used for these meetings is the conference room at AU. The lab is a small one that can fit 25 teachers only. Therefore, the lab is used in parallel with the conference room to work in small groups on specific topics. The meetings covered included introducing the schools to each other allowing them to know each other and orientation to the new schools on the project goals, activities and journey. The PD schools started to mentor the new schools (e.g. introducing key concepts& sharing practices learned). In addition, all 15 schools started sharing experiences, good practices and challenges, they engage in discussions to identify how best to collaborate.

All the meetings are documented with data, photos and videos.

The outcomes of the needs emerging from the meetings are summarized in the following:

Elgabarti & partner school (KG)

- Exchange visits among partner schools to better get to know the new curriculum- the needed teaching aids and how to make use of the curriculum activities and teaching aids
- Exchange visits to share experiences in training - benefit from the teachers who attended the training for the new curricula
- Assign one person to be responsible for planning these exchange visits- this can be planned through the training and quality assurance unit at schools

ElMosheer Ahmed Esmaeel

- Exchange visits to share training materials and experiences (training conducted during Summer)- with a focus on EKB and active learning as well as other topics relevant to the needs of the schools.

Galal Eldesoky

- Plan visits to take place during the mid-term holiday and collaborate to prepare teaching/ learning activities - exchange ideas- conduct classroom observations- plan lessons collaboratively- share training materials- making the training materials available to all schools (a soft copy)- establish a website to be used as a forum to share good practices and exemplary activities among all the 15 schools.

Dr. ElHawary elaborated on the progress and work done and planned during the second semester (February – April 2019).

The communication with the MOE included the required criteria for teachers involved from the cluster schools, and asked for the attendance of the schools' heads. Based on the criteria, The MOE selected the teachers and sent their names to AU.

Dr. ElHawary continued that the positive aspect about the meetings taking place in AU on Saturdays is that they are uninterrupted with other school requirements or obligations. In addition, the FOE provides space for schools to work together.

In these schools' PCL meetings, the AU team provides support and guidance and supports schools to find common areas they can focus on. Furthermore, the AU team provides input about issues raised by schools.

In their meeting on 23rd Feb 2019, each cluster of the five sat together to discuss the best times for their meetings and the areas they would like to work on collaboratively. On the first meeting, the aspects written were different. Yet, the most common and clear issue to work on was the students' demotivation as reported.

The use of the EKB is a good example of what was introduced to teachers. The teachers were guided to examples of materials. Afterwards, the teachers were asked to do an adaptation for specific topics as a task to be submitted the following week. Based on the mentioned task, the teachers would work on the student motivation issue.

The three challenges encountered in the schools' PCL meetings and that put the AU team under pressure were summarized in the following:

- The late start
- Time and space
- Motivation

Dr. ElHawary clarified that the teachers' motivation is inconsistent. The reason for that is the times of the meetings. The meetings are conducted on Saturdays from 1 -3 pm. The teachers are not allowed by their schools to attend the meetings during the working days .Hence, the only solution was to invite them for the meetings on Saturdays. One of the positive motivating aspects taking place is that the teachers are given the lead role in the meetings. In addition, the teachers reported that the EKB is very useful and a helpful tool. Furthermore, the teachers are motivated to have their work uploaded on the website and they constantly ask about this initiative.

Dr. Hanan Morsy .Helwan University (HU)



The first meeting and workshop with the fifteen mother and cluster schools was conducted early October, 2018. The school visits schedule between February – April 2019 was set as a fixed schedule. Dr. Morsey clarified that each team is responsible for the mother school and the two new cluster schools. In the first two meetings, the HU team were leading the meetings, starting the third time, the mother schools started to lead the PCL meetings. The mentors in the mother school are the ones visiting the new cluster schools . Two from the HU team visit the mother school because the mother schools are now better established.

Regarding the meetings with the clusters, the teachers started documenting all the meetings. The HU FOE attend their meetings twice a month while the other two weeks the cluster schools

conduct their meetings independently. They document their meetings with reports, photos and videos and submit it to the HU team in the following week. The visits to the mother schools are continuing from the HU team to work on more advanced levels.

Dr. Morsey added that time is also a challenge. Accordingly, the HU team started to activate the PCLs electronically even during exam times and vacations.

Some of the observations of the HU team on the cluster schools as briefly reported providing AlZamalek cluster schools as an example:

Some challenges encountered were: The change in team members three times, the bureaucracy of the school management and commitment. Furthermore, the teachers want to solve their “real problems” rather than working on the project concepts.

In spite of these challenges, Dr. Morsey clarified that there is a positive spirit observed. Dr. Morsey added that one of the vital messages delivered to the cluster schools is that the mother school is eager to learn from the new cluster schools, an important message that was clearly stated by the mother school in their meetings. Furthermore, the heads of directorates attend all meetings.

Dr. Morsey elaborated that also from observations, the mentors have changed. Accordingly, the HU team conducted workshops on leadership and had reflections on the workshop. The teamwork was what featured in this workshop. Few videos with the feedback from the teachers on the PCL meetings were presented. The videos serve as an excellent documentation for the feedback, the positive spirit and experiences.

Prof. Zaalouk thanked HU team for the excellent work and documentation and added that including the teachers themselves in the media, events and interviews is very important as our society focuses usually on the final outcome. Furthermore, the International media should be targeted. The media should be a combination of local and international (e.g. BBC) as the latter gets more attention.

AinShams University:

The ANSU team are still in their early stages regarding the clustering. Below is the ANSU PPT for reference:

Each school selected 2 cluster schools depending on the following criteria (bottom-up)

- Reasonably closer to the core school
- The school is willing to participate in the project
- Eager to exchange ideas with the core school
- Eager to improve the quality of its teaching and learning
- Having enthusiastic leadership

A seminar was held at ANSU FOE on 7th March 2019 for launching the activities of school clustering. The target groups of this seminar were: The chairman of the Directorate of Education in Cairo Governorate, Prof. Malak Zaalouk , the FOE Dean, the Training unit at Directorate of Education in Cairo Governorate , the 5 core schools participating in the project ,the 10 cluster schools newly joining the project, in addition to the 15 school principals, Directors of educational departments and the FOE team.

The workshop agenda covered the following sessions:

Opening of the project Lab , Info session about the project (Goals- Themes- Timeline- Outcomes), Experience of the 5 core schools as models (15 min/school), Working Groups (Activities of school clustering), Groups Presentations and Discussions.

A survey should have been applied on the teachers of the 15 schools during the seminar to detect the most important topics of technology for the participating teachers.

Proposed lab activities. : A training will be held for each sub-cluster (FOE Mentors + core school+2 satellite schools) to support the clustering among them

At the end of the session, Prof. Zaalouk thanked the partners for their presentations and work and believed that both HU and AU already have strong documentation for their research and case studies. She added that the presentations were useful in exchanging experiences which will also support ANSU in the coming stages of school clustering and the documentation process.

V. Session Five: Progress of Research

Below are the PPTs prepared by the three Egyptian FOEs on the progress of research for reference:

Ain Shams University PPT Highlights:

- An MA student is interested in conducting research titled: **"The Effectiveness of PLC Approach to improve Communication Skills of English Teachers"**
The MA thesis will be co supervised by a UL faculty and an ANSU faculty at the EFL Curriculum and Instructions Department.

The scientific Magazine of Helmyet El-zaytoun

- The idea of this magazine was originated by some teachers participating in the Project.
- They discussed this idea through successive meetings and with the participation of FOE mentors.
- A draft for the school magazine was developed many times until reaching the current final form including:
 - Structure of the magazine
 - Editorial board
 - Criteria of the published articles

Agreement on the journal cover

Dividing the journal parts into (psycho-social, educational and scientific).

Assigning fixed parts of the journal:

- One of them will be titled Helmyet El Zaytoun mail, this part will discuss problems related to teachers and students and how they have been solved.
- Another part will be titled I am distinguished in, this part will introduce anyone who has done a remarkable job or provided service to the community or the school. This part is Encouraging and motivating for anyone who has done something distinct.

A number of topics were proposed for the first issue:

- ✓ Questions about the implementation of the tablet system in the new secondary school system.
- ✓ Chemical industries
- ✓ How to study languages
- ✓ A meeting with the top secondary school students
- ✓ Field trips

PCL development tools

The tools are available in both printed and electronic versions. The two tools are:

PCL Monitoring Survey

Reflective Journal Entry

Alexandria University PPT Highlights:

Progress of School Research Work:

Overarching Research Questions:

1. How does the SUP enhance the development of PCLs at school level?
2. How has the PCL impacted on the transformation of professional learning practice at the school level?
3. What are some of the tensions between beliefs/values and practice?

Data Collection (On-going)

1. Schools contexts Completed
 - a. Needs assessment & baseline reports
 - b. Schools' profiles (SP2EA)
2. Evolution of PCLs

- PCLs meetings at schools are all recorded in writing using the template shared by AUC.
- These will be analysed for patterns and emerging themes

3. Evolution of PCLs: Tools used for data collection

- a. Existence of PCLs (PCL 1EA)
- b. PCL Monitoring survey (used as a guideline to assess the development of PCLs)
- c. Agenda for PCL meetings (PCL 4E)- translated & used by schools
- d. Reflective Journals (PCL 5EA)- simplified & translated for schools
- e. M& E visits (PCL 6E)

4. Use of Reflective practice

- a. Reflective journals (PCL 5EA) simplified and translated version by AU team
- b. Agenda for PCL meetings (PCL 4E)- Translated by AU team

Records are collected by AU team from each school to be used as sources for data

Progress of AU research work

Overarching Research Questions:

1. How does the SUP enhance the development of PCLs at university level?
2. How has the PCL impacted on the transformation of professional learning practice at the university level?
3. What are some of the tensions between beliefs/values and practice?

UoN visit in November:

Qualitative data collected during the visit:

- Focus group interviews with AU team

- Focus group interviews with two groups of undergraduate students to investigate PCL evolution and development
- UoN is to provide transcriptions of the focus groups interviews
- UoN led data cross-analysis session with AU team during the visit
- AU & UoN conduct cross –analysis sessions during their online monthly meetings

Helwan University PPT Highlights:

An MOU between HU and MLU was signed. (A copy of the MOU is included in the PPT).

MLU Case Study Visit:

- Focus groups.
- MLU questionnaire
- Data collection.

The agenda of the visit that took place on 3 -4 Dec, 2018 included: meeting with Policy makers at FOE, PCL meeting at FOE, seminar by Prof. Linder about the development of PCLs was delivered , follow up on the MOU, meeting with practicum students, three focus groups conducted, M&E meeting with ULEIC and future steps for the MOU between HU & MLU.

The case study timeline :

Activity	Date
End of Data Collection	March 2019
Data Analysis	April 2019
First draft outline	End April 2019
Developing the first draft	Early June 2019
Final draft of the case study	Mid July 2019
Translation	End August 2019

The main axes of the case study:

The study should address the partnership between school and university and its role in developing teachers practices. It should also cover the extent of which the project contributed

to the transformation in professional practices in both schools and universities. The different axes covered in the case studies are summarized in the following:

- The school context
- The development of PCLs
- Quality assurance units
- Mentorship
- The development of Leadership styles
- Research among teachers and students.

The FOE case study and MLU visit:

- The FOE PCL meetings
- New teaching styles
- New policies or new curriculum
- New programs or new practices.
- The involvement of students and researchers.
- The relationship between the FOE team and PCLs.

VI. Session Six: Qualitative Research

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

Prof. Zaalouk reminded the participants with the case studies timeline in the below table:

#	Item	Responsibility	Deadline
1	End of Data Collection	All FOEs	March 2019
2	Coding	AUC & ULEIC	May 2019
3	Analysis of Data Collected	All FOEs	May 2019
4	Draft 1	All FOEs	Aug 19
5	Quality Assurance	ULEIC	Sept 2019
6	Draft 2	All FOEs	Oct 2019
7	Peer Review	Twinning Partners	Nov 2019
8	Final Product	AUC & ULEIC	Dec 2020
9	Translation	AUC & All FOEs	Jan 2020
10	Printing	AUC	Feb 2020

This was followed by also reminding the partners with the research questions agreed upon earlier.

Research Questions	Roles
RQ 1: What is the nature of the partnership in the project?	AUC
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

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
RQ 5: What are some of the tensions between beliefs/values and practice?	All

Domains of learning include the following :

- The self in teaching and learning.
- Professional identity, values and development in teaching and learning.
- Professional communication and dialogue in teaching and learning.
- Professional knowledge and skills in teaching and learning.
- Personal and professional digital capacity in teaching and learning.

Prof. Zaalouk also clarified that the deadline for data gathering stage should be end of March 2019. Yet, some of the steps in the case study can be done in parallel such as the data gathering and the analysis. As mentioned in earlier sessions, there is strong documentation that already took place in some FOEs and this would help also studying the effect the SUP4PCL project has and the new concepts applied on students as Prof. Elkharashi suggested.

Prof. Zaalouk added that the UL visit that took place end of March 2019 for the case study is expected to give a strong push to ANSU case studies.

Regarding the status of MLU visit to HU, Dr. Shehab clarified that MLU has conducted three focus groups but still they are not done yet with the process of writing it on paper. The visit of MLU to HU is not known yet. Prof. Zaalouk will contact Prof. Linder to follow up on this issue and added that it is important to work collaboratively with the twin partners in the coding stage and defining the themes.

On the progress of MOUs, Dr. Shehab announced that the MOU between HU and MLU is already signed. Prof. Zaalouk added that the MOU between AUC and UON is a work in progress.

Regarding the students, Prof. Zaalouk said that the AUC has included a new MA student in the research. Similarly, ANSU has also included an MA student in the research as Dr. Kamal reported.

As for the PHD students, Prof. Zaalouk clarified that the PHD students can be involved. Yet, they will not be paid for their research work as clarified at an earlier stage of the project.

Regarding the volumes of the case studies, Prof. Zaalouk clarified that each FOE will include five separate case studies on each of the five main schools in one volume. At the end of the five case studies, comparisons and conclusions could be added. The authors in this case study will be the Egyptian FOE team. Yet there should be editors for the work.

Regarding the tools used and based on questions and discussions from the participants on the need for having unified tools, Prof. Zaalouk clarified that we already agreed and reviewed the tools in earlier meetings and the tools were validated from ULEIC. Sometimes, some tools overlap as Dr. ElHawary commented. Dr. ElHawary added that by end March 2019 the FOEs should have finished the data collection, hence it will be confusing to create new tools in this limited time. Dr. ElHawary suggested that the following exercise should be reviewing the tools and using some of the questions in the interviews or focus groups and adding other questions in case gaps exist in specific aspects. Prof. Zaalouk strongly agreed to Dr. ElHawary's point of view and added that having identical unified tools might not be a good idea, the general frames are similar, yet there might be different emerging themes in each FOE. For example, HU are strong in technology, AU are strong in reflection and ANSU are strong in SEN. Furthermore, the PCL culture differs between the three FOEs. Accordingly, the impact will be different on schools. In conclusion, the research questions are guiding ones. Yet, the sub-questions should not be fully answered by all the three FOEs. There is an overflow of data in some FOEs. Analysis is all what is needed to find the gaps. Dr. ElHawary also suggested using the videos for content analysis. A rich resource for analysis, yet it is time consuming.

Following the above discussion, Prof. Zaalouk presented a comparison between qualitative and quantitative research to clarify the two concepts as in the table below:

	Quantitative	Qualitative
Approach	Deductive approach when answering the research	Inductive approach :starts with specific observations and ends with generalizations and theories.

	questions- from the general to more specific	
Goal	Classification and assessment of the specs using statistical modules to explain phenomenon and build causal and correlational relationships between the different phenomena. Answers the questions: what? & Why ?from the researcher's point of view.	Exploring and understanding individual's beliefs, attitudes, behaviors and interactions. Answers the questions: how ? most from the interviewees point of view.
Sample size	Wide	Limited
Research design	Carefully designed before collecting data	During the study
Researcher	Uses tools such as questionnaires to collect data.	Researcher is the main tool for collecting data
Data	Mostly Numeric	Words, phrases, photos ,documents, journals and other non numeric data.
Research tools	Questionnaire- content analysis	Observation, participatory observation, interviews, focus groups & key informants
Data analysis	SPSS- focuses on frequencies and averages	Qualitative analysis depends on coding, themes and might be used through programs to find correlations such as (NVIVO)
Rigor	Credibility and consistency	Triangulation
Final analysis and conclusions	Takes place after collecting and analyzing data.	Can take place in parallel with the analysis.

VII. Session Seven: The Way Forward

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

In the final session of the meeting, Prof. Zaalouk discussed the following:

- The timesheets and the financial documents. Prof. Zaalouk clarified that both HU and AU soon would have almost submitted financial documents that cover 80% of their budgets. Yet, ANSU has only submitted financial documents that cover 50 % of their budget due to the delay in submitting the timesheets. The process of submitting the timesheets should be accelerated.
- Dr. Morsey will be responsible for creating a closed FB group for discussion including the school teams of the three FOEs. The group should be easy to migrate on the website. Dr. Morsey clarified that we can add the group link to the website. Prof. Zaalouk stressed on the importance of having strict rules on the group including the privacy policy and the personal protection . Dr. Morsey clarified that the rules can be created and posted on the main page of the group , in addition the group admin would have the right to stop and delete any inappropriate posts. Dr. Morsey also asked HU and ANSU teams to send her the teachers’ names and emails and clarified that there will be one admin from each FOE who approves the teachers requests linked to their institution. Prof. Zaalouk also added that AUC & HU should meet together to discuss WP4 further.
- The final report: The final report should be submitted to AUC by the partners by Jan 2020. This is another reason why having the final product of the case study ready by Dec 2019 as the case studies would cover many points of the report. Prof. Zaalouk clarified that the AUC will try to send the partners only the important points in the final report to be filled and exclude the ones that can be answered by the AUC as possible.

At the end of the meeting, Prof. Zaalouk thanked the participants for being a wonderful team. Prof. Zaalouk announced that there is a call for proposals with different sub-tracks for a conference at AUC that will take place in December 2019 about the different approaches for major problems in Africa namely poverty. She invited the partners to submit papers for the conference

In addition, Dr. Kamal announced also that there is another conference taking place between 4 – 6 April 2019 regarding Egypt’s vision in developing the higher education.