

2019

Report on SUP4PCL/ ERASMUS+ NEO
Advisory Monitoring Visit 2nd of
May 2019 at Meeting Room P020,
The American University in Cairo,
Egypt

Project name:

School and University Partnership for Peer Communities of learners

Project number:

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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)
EACEA	Education Audiovisual and Culture Executive Agency (European Commission)
MEIHE	Middle East Institute for Higher Education
NEO	National ERASMUS Office
EKB	Egyptian Knowledge Bank
SCU	Supreme Council of Universities
FOE	Faculties of Education
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOU	Memorandum of Understanding
WP	Work package
QA	Quality Assurance
PCL	Peer Communities of Learners
PD	Professional Development
M&E	Monitoring and Evaluation
STEAM	Science, Technology, Art, Engineering and Mathematics
SEN	Special Education Needs
GC	Global Citizenship
ESD	Education for Sustainable Development
ICT	Information, Communication & Technology
GDPR	General Data Protection Regulation

SUP4PCL/ERASMUS+ Preventive Monitoring Visit Report

May 2nd, 2019

The American University in Cairo

Egypt

Thursday May 2nd, 2019

Introduction and Welcome note:

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

Prof. Zaalouk welcomed the participants and expressed her pleasure in hosting the NEO representatives, the Cairo Directorate guest, the school teacher mentored by ANSU and the SUP4PCL Egyptian partners. Prof. Zaalouk clarified that the goal of this meeting is to keep the NEO representatives informed of the project's progress and status since the last preventive monitoring visit conducted in March 2018 and the last report received from the ERASMUS+ headquarters in June 2018.

An overarching overview and progress of the project was the first session of the meeting. This was followed by presentations by the three Egyptian partners (AU, ANSU & HU) on the progress of their institutions. The third session focused on the impact and sustainability. The final session was open for discussions, questions and answers.

The floor was given to Dr. Samy. Dr. Samy thanked the AUC team and the participants for the preparations and the hosting of this meeting despite the limited time and long breaks. She explained that there are different goals and types of visits conducted by NEO to the ERASMUS+ projects. This meeting is an advisory one while the earlier meeting conducted in March 2018 was a preventive one. The aim of the advisory visit was to be informed with the results obtained and the foreseen impact and sustainability of the SUP4PCL project.

Dr. Samy elaborated that the monitoring cycle has not changed from the previous time. The NEO sends their report to ERASMUS+ headquarters. The role of NEO focuses on getting to know the team, the activities and the results more closely. ERASMUS+ headquarters will send their feedback and inquiries for the final assessment after they receive the feedback from NEO and before the project's final report.

Regarding the feedback on the advisory visit, Prof. Zaalouk asked whether it is possible to have a copy from the NEO report for transparency. Dr. Samy clarified that the NEO office is not allowed to do that but they will convey this point of view and request to the ERASMUS+ headquarters.

I. Session One: Progress of Activities

**Prof. Malak Zaalouk, Founding Director, Middle East Institute for Higher Education (MEIHE)
Dr. Heba El-Deghaidy (Co-PI) and the AUC Team. AUC:**

Prof. Zaalouk started her presentation by reminding the participants with the positive aspects as well as what needed to be improved based on the assessment report sent by EACEA in June 2018. Prof. Zaalouk updated the NEO office with the status of the action plan taken as a corrective measure. The below tables summarizes the report and the status of the action plan:

Assessment Report Received in June 2018 from EACEA

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	

Work Plan

Area of intervention	Action
1) Informing partners about the recent EU assessment	<ul style="list-style-type: none">Meeting was held in Alexandria to inform partners (End August, 2018)-hard copy of the report was given to NEO in the day of the meeting.

<p>2) Harmonizing data collection and adding rigor to the methodology</p>	<ul style="list-style-type: none"> • Baseline reports repeated in accordance to the existing templates- hard copy of the report was given to NEO in the day of the meeting. • Case studies with twinning arrangements observe the templates • Quality plan reviewed and improved • 17 tools produced, harmonized and validated by EU partners. The tools were produced by several partners and the AUC was leading the process. The templates were listed and available on the SUP4PCL website.
<p>3) Consolidating on line presence</p>	<ul style="list-style-type: none"> • Website • Hyperlinks
<p>4) Visibility and dissemination</p>	<ul style="list-style-type: none"> • Visibility promoted. The website link on project coordinator's signature. • Project logo produced • Articles in the press • Media appearances • High level meetings and conferences. The latest was a conference in San Francisco in which the SUP4PCL project was presented.
<p>5) AUC intensified coordination</p>	<ul style="list-style-type: none"> • AUC intensive presence in schools and FOEs • Involving graduate students from AUC in the field. • Course release obtained for the PI through a professional leave to focus on the project.
<p>6) EU partner's greater involvement</p>	<ul style="list-style-type: none"> • EU partners are closely engaged in a twinning process with Egyptian Universities which should continue beyond the life of the project through signed MOUs

Moving on to the Quality plan and the M&E activities, Prof. Zaalouk clarified that there are no external evaluators to the project. ULEIC is charged with the evaluation and the M&E of the project activities. She added that ULEIC are conducting M&E visits to Egypt in June 2019 and that ULEIC and MLU agreed to meet in HU between 12- 15 June 2019 as part of ULEIC M&E activities. Prof. Zaalouk added that based on the ULEIC feedback and M&E activities, a workshop on qualitative research was conducted by AUC to support the Egyptian FOE teams. In addition, AU has done outstanding work as they travelled to UON on their own expenses to work closer with UON on the qualitative analysis. Prof. Zaalouk commented that the amount of enthusiasm and generosity of the partners goes beyond their call of duty in time, money and effort.

The floor was then given to Dr. Eldeghaidy to report on the Quality plan progress and the M&E activities on behalf of Prof. Wilkins from ULEIC who was hoping to join by skype but was unable to due to technical reasons as well as matching the appropriate time. He was however able to send a presentation. The below table summarizes his presentation as delivered during the meeting:

Key Outputs	Key Actions
<p>Quality Plan Revised*</p> <p><i>*revised in August 2018 following feedback on Interim Report</i></p>	<ul style="list-style-type: none"> • Revised Quality Plan used to inform agenda for ongoing M&E progress reporting
<p>Monitoring and Evaluation tools developed for Work Packages 1 and 2 ('Preparation' and 'Development')</p> <ul style="list-style-type: none"> • <i>Individual participant questionnaires</i> • <i>Individual community member surveys</i> • <i>Institutional Development Plans</i> 	<p>Feedback collected from participants at the end of each phase of Work Package activities</p> <ul style="list-style-type: none"> • <i>Needs Assessment (Apr 2017)</i> • <i>Coaching (Oct-Nov 2017)</i> • <i>Materials Development (Dec 2017)</i> • <i>Community Member Surveys (Oct-Nov 2018)</i>
<p>Templates for M&E field visits designed and approved by all partners</p> <p><i>*addressing key project objectives identified in Quality Plan</i></p>	<ul style="list-style-type: none"> • 1st round of field visits to Case Study sites (HU, AU and ASU) completed (Dec 2018) • 2nd round of field visits underway (ASU and HU in March 2019 – AU to be visited in May 2019) • Final round of field visits will take place in June 2019)

Dr. Eldeghaidy clarified that the outcomes resulting from the revisions to the Quality Plan (August 2018) are summarized in the following:

- Clearer link to specific project sub-objectives
- More focused achievement criteria
- Explicit identification of sources of evidence
- Indicative (quantitative) level of progress

As an elaboration to the M&E presentation, the evaluations of the different activities were presented starting with the needs analysis phase.

The Evaluation of Needs Analysis phase (Work Package #2):

Evidence collected	Key learning
<p>Individual participant questionnaires <i>(relating to Needs Analysis workshops (Apr 2017))</i></p> <ul style="list-style-type: none"> • <i>42 questionnaires received/analysed</i> 	<p>- Strong shared understanding of PCLs, especially in relation to focus on collaboration and student learning outcomes</p> <p>-Appreciation of cultural challenges</p> <ul style="list-style-type: none"> • <i>Resistance to change</i> • <i>Demotivated teachers</i> • <i>Overcoming isolated ways of working</i>
<p>Review of case study progress during field visits</p> <p>x3 visits in Dec 2018</p> <p>X2 visits in Mar 2019</p>	<p>- Additional needs analysis work carried out in 2018 has proved stronger baseline for case study work</p> <p>- FoE mentors generally using needs analysis data effectively to support mentors in schools</p> <p>- Some of the cultural challenges remain, but motivation is high in school mentors and practice is changing</p>

Evaluation of Coaching phase (Work Package #2)

Evidence collected	Key learning
<p>Individual participant questionnaires <i>(relating to Coaching workshops (hosted by EU partners in Oct-Nov 2017))</i></p> <ul style="list-style-type: none"> • <i>51 questionnaires received/analysed</i> 	<p>-Very positive feedback, particularly in respect of</p> <ul style="list-style-type: none"> • <i>Collaborative leadership models</i> • <i>Value of inquiry-based approaches to teacher learning</i> • <i>Importance of student voice</i> <p>-Acknowledgement of the ongoing challenge of transferring policy/practice into Egyptian context</p> <ul style="list-style-type: none"> • <i>How to address resource limitations</i> • <i>Differing expectations of leadership style</i> • <i>Lack of familiarity with collaborative PD/shared reflection</i>
<p>Review of case study progress during field visits</p> <ul style="list-style-type: none"> • <i>x3 visits in Dec 2018</i> • <i>X2 visits in Mar 2019</i> 	<p>- Evidence of FoE PCL cultures becoming established FoE mentors becoming more confident in their support for school mentors</p> <p>- Emerging evidence of shifting attitudes of school mentors and school leaders</p> <p>- Some indication that more support (from EU partners) in case study methodology is needed</p>

Evaluation of Materials Development phase (Work Package #2)

Evidence collected	Key learning
<p>Individual participant questionnaires <i>(relating to Materials Development workshops (Dec 2017))</i></p>	<p>- Generally positive response to workshops and ideas generated for developing useful materials</p>

<ul style="list-style-type: none"> • <i>35 questionnaires received/analysed</i> 	<p>-Concern that some of the materials shared by EU partners would need significant adaptation to be useful/relevant in the Egyptian context</p>
<p>Review of case study progress during field visits</p> <p>x3 visits in Dec 2018</p> <p>X2 visits in Mar 2019</p>	<p>- Concerns regarding materials development were discussed at August 2018 EMM (at AU) and since then more sharing of materials has taken place</p> <p>-Egyptian FoEs have been very active in generating/sharing materials, particularly through online platforms</p> <p>-PD schools benefiting from this, leading to increasing motivation/commitment to project aims</p> <p>-Egyptian partners still indicating need for methodological support for case study development</p>

The last part in the M&E reporting was about the next steps for Monitoring and Evaluation of Quality Plan objectives. The next steps were summarized in the following:

- Further round of Field visits to case study sites
 - *May/June 2019*
- Visits to focus in particularly on emerging evidence of the development of school clusters
- Will also start to pay particular attention to sustainability
 - *How will objectives for Work Package #4 (Dissemination and Exploitation) be realized, and what evidence can be gathered during the lifecycle of the project?*

The structure of the website was the third aspect and was presented by Ms. Ramadan. The website is divided into two sections external and internal. The objectives of the website were summarized in the following:

- Global visibility and dissemination of the project's objectives, partners, work packages and organization
- Unified platform that merges all educational platforms used by partners ex: Edmodo, Facebook, Web quest

- Easily accessible platform with all the material from management meetings, workshops and circulars
- Space for enriched library and developed material
- Technological platform for group discussions and posts by partners
- News page with all the latest achievements and media coverage
- Management and M&E tool
- Helps the process of writing case studies
- Useful for auditing purposes

Ms. Ramadan walked the participants through all the aspects of the website including each of the work packages as well as what was posted in the news and library sections. She also explained the various future possibilities and links with other applications as well as how registration took place for both the partners and the future external participants.

Dr. Samy asked for clarification regarding the call for proposal posted on the website in the news part. Prof. Zaalouk clarified that the call for proposals is related to the final conference in the project that will take place in March 2020 for three days. Prof. Zaalouk added that there is limited budget for the conference. Hence, AUC is working on fundraising for this event. The teachers' voices will be the highlight of the first day. The teachers will present papers about the work they developed as a result of their involvement in the SUP4PCL project. Presentations by the SUP4PCL partners will be covered in the second day of the conference while the final day will focus on the policy making component.

Dr. Samy also asked for hardcopies from the materials developed in schools and whether they would be posted on the website. She explained that this would be useful for the ERASMUS+ headquarters process desk monitoring. Prof. Zaalouk clarified that developing the materials is an ongoing activity. Therefore, the material prepared as hardcopies are samples only. Furthermore, some of the website material is in Arabic language. Prof. Zaalouk added that the website is open for the ERASMUS+ headquarters for browsing and that after a selection and screening process all materials would be posted there.

Concerning the Arabic material uploaded on the website, Dr. Samy suggested developing an English summary as a cover for the material on the website for the purposes of the EU monitoring.

Regarding this suggestion, Prof. Zaalouk clarified that a summary indexing can be done for the material. Nevertheless, Prof. Zaalouk believes that the ERASMUS+ headquarters should be able to provide translation from their offices as the translation budget in the project is only limited to the publications. Dr. Samy confirmed that this is a point that will be conveyed to the headquarters.

The indicators of progress and the level of achievement in percentages was the following aspect presented by Prof. Zaalouk. The following table summarizes what was presented:

Work Package	Past Status of Outputs (Prior Sept, 2018)	Targeted Outputs (As of Sept, 2018)	% 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 	Refined baseline reports. ✓ <ul style="list-style-type: none"> ○ 75 school based mentors ✓ ○ 75 targeted PCL's ✓ ○ 18 School clusters identified ✓ 	100 %

Work Package	Past Status of Outputs (Prior Sept, 2018)	Targeted Outputs (As of Sept, 2018)	% 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) with quality assurance units ✓ ○ 75 targeted PCL's ✓ ○ Regular reflective practices to become the norm in PD schools ✓ 	80%

Work Package	Past Status of Outputs (Prior Sept, 2018)	Targeted Outputs (As of Sept, 2018)	% of Achievement
3. Quality Plan	<ul style="list-style-type: none"> -Tools developed -Quality assurance draft plan created -Feedback questions fitted and returned after each activity -Midterm 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 	75%

Work Package	Past Status of Outputs (Prior Sept, 2018)	Targeted Outputs (As of Sept, 2018)	% 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"> ○ Technology labs in FOEs *✓ ○ Twinning partner agreements* ✓ ○ Multiplier effect of all the training and learning * (Ongoing) ○ Continued policy dialogue and outputs (Ongoing) ○ Media events planned ✓ ○ Case studies produced- in the stages of collecting the data and analysis (Ongoing) ○ Articles published (Ongoing) ○ Conference planned and held ○ Workshops held within school clusters & beyond(currently taking place in the labs) ○ Fund raising* 	70%

Regarding the equipment, Prof. Zaalouk clarified that it was mentioned in the project's proposal that the equipment was planned to go for both schools and FOEs. However, the ERASMUS+ headquarters surprisingly answered after the equipment was purchased that transferring equipment to schools is ineligible. This decision was not expected and the schools were not pleased with it. To overcome this issue, the three Egyptian FOEs managed to create labs in their universities that are dedicated to schools. The teams took it positively and the project regarded this step as a means to strengthen the partnership. It is also worth mentioning that the FOEs had committed funding for the labs as a contribution to the project.

Dr. Samy asked whether the MOUs signed are within or beyond the scope of the project. Prof. Zaalouk clarified that there are two types of signed agreements. The partnership agreements between AUC and each of the seven partners and these were signed at the beginning of the project and are within its scope. The second type is the twining bilateral agreements and these are beyond the scope of the project. In the twining agreements, the twin partners signed MOUs with each other. Four bilateral agreements signed and underway. The MOUs cover several areas such as the following:

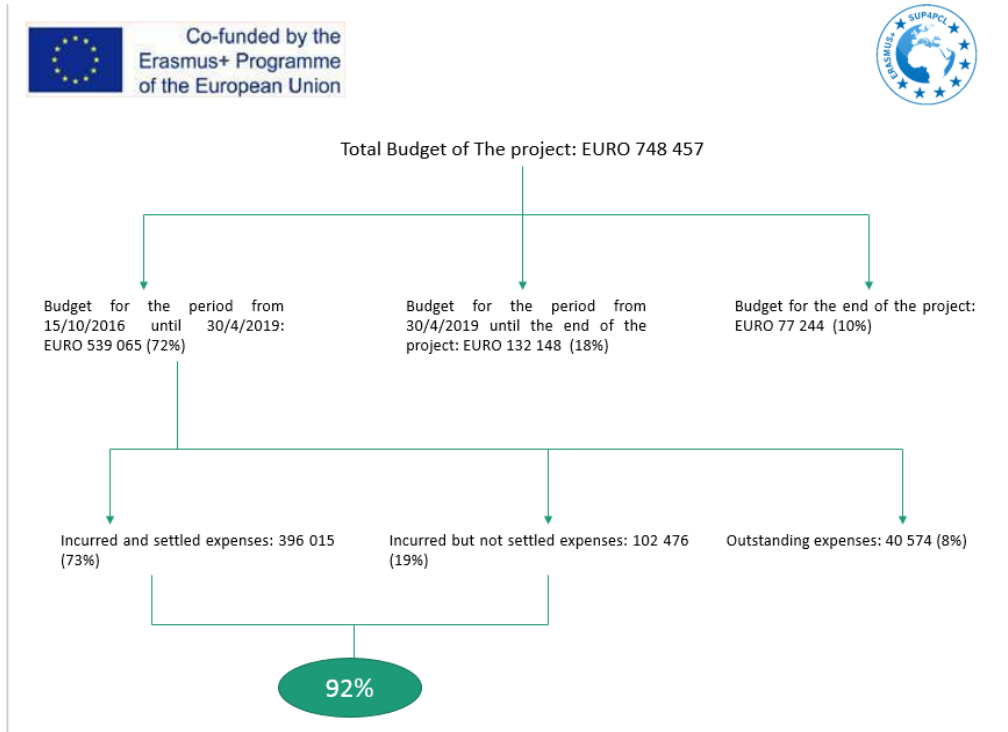
-The exchange of students, similar to the exchange that took place between HU & MLU.

-The joint programs

-The dual supervision for MA or PHD thesis, already is taking place in ANSU & UL.

Work Package	Past Status of Outputs (Prior Sept, 2018)	Targeted Outputs (As of Sept, 2018)	% 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 -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 	<ul style="list-style-type: none"> ○ Changes in the Conflict Resolution Committee. √ ○ Fourth International Management meeting. √ ○ Final report sent 	80%

The final part of the first session was briefly presented by Mr. Saeid to report on the general financial status of the project as in the below diagram :



Prof. Zaalouk clarified that the meaning of “incurred but not settled” in the diagram is that the AUC has not received the supporting documents yet, but in the process of collecting them. She also added clarifying that the amounts settled and reported in the intermediate report was settled on both internal and external levels. Yet, the amounts that were incurred after the intermediate report are so far settled internally only.

Addressing the financial issues encountered in the project, Prof. Zaalouk clarified that the financial templates in the ERASMUS + are complex while the TEMPUS templates were simpler and more user friendly. Another issue encountered was the disparity of rates between the EU and the non EU partners. An important aspect that should be reconsidered. This comment was also made by Dr. Morsy from HU clarifying that the amount of effort required from the teams is much higher than the financial amounts they receive.

As a response to the comments raised on the financial issues, Dr.Samy explained that this point has been raised in different projects and that the NEO has been following up on it since the beginning. However, changing the situation is not currently an option. Dr. Samy added that NEO is aware of this

challenge and that some teams in other projects were reluctant to engage because of the low financial rates.

Prof. Zaalouk commented that the SUP4PCL team are self-motivated despite the limited financial amounts received. The team is special in that regard and deserves recognition as she believes.

Dr. Samy also asked whether the teams faced issues with the visas. Prof. Zaalouk confirmed and answered that several were denied their visas. Dr. Morsy from HU added that the participants who were denied visas were not paid back the visa application fees they paid.

I. Session Two: Presentations on Progress by the Three Egyptian FOEs

Dr. Rasha Kamal, Ain Shams University (ANSU)

Dr. Kamal introduced Dr. Mahmoud Haggag from the Educational directorate and Ms. Mona AL-Ashqar the school mentor from Youssef EL-Sebaei school and thanked them for their participation in the meeting.

Dr. Kamal reported on the progress of work in ANSU starting with the collaborative planning and work done with UL as their twin partner, which was summarized in the following three phases:

	TP1	TP2	TP3
Focus	Baseline of Original*5: -Demographics -Needs Assessment	Original *5: -Understand development, successes and challenges -Way forward Baseline with Clusters *10 -Demographics -Needs Assessment	Consolidating and moving forward - Sustainability of PCLs -Lessons learned -State of cluster PCLs

Approach	-Focus Groups -Questionnaire -Interviews with school management; principal, supervisor, training unit of educational administration	*5 Revisiting focus groups reflective of T1 and development of key themes within the project *10 - T1 repeated with new *10 clusters	- Questionnaires - Reflection Day *5 schools - School PLC Rollercoaster timeline Repeat T2 for new cluster schools *10
Participants	-Teachers in schools x5	Teachers *15 schools	Teachers *15 schools -Principals, supervisor, training unit
Deadline	Completed	Before December visit	Reflection Day aligns with T3 FOE & UL First of March for cluster school data collection
Data Analysis	Completed -To be revisited to structure T2 -Mid November	During December visit; Analysed by End of January	FOE&UL end of march Clusters March 19 th

The second part of the presentation covered the activities and events conducted to enhance the visibility and publicity of the project. Examples of the activities were presented in brief showing some photos of the events:

1. Ceremony of launching the project (30 October 2017)
2. A Seminar entitled: "The Partnership between University and Schools for Enhancing the Learning Difficulties at the School Curriculum" at the Cairo Educational Directorate (5 Dec 2018). Permissions were obtained for EU partners to attend as well.
3. A Seminar entitled: "the Development of PLC at Limerick PD Schools" for Heads of Departments and professors at ASU (6 Dec 2018)
4. Having a complete session about the project in FOE international conference (17 Dec 2018). The panel included representatives from MOE, ANSU and school mentors.
5. Presenting a PPT about the project in the Graduate Studies Council (30 Dec 2018)
6. Ceremony of opening the project lab (7 March 2019)

7. Creating a link as part of the ANSU website that gives an overview on the project, its goal, partners, some activities conducted in ANSU as part of the project and teachers feedback on the project activities.
8. Facebook pages and groups were created by the teachers themselves. The links were listed in the PPT.
9. Articles and appearances in media. Below are examples of the links while others were listed in the PPT:

<https://youtu.be/LI9oQ3PTtWs>

<https://youtu.be/7irXTCEvWIs>

<https://www.elwatannews.com/news/details/2835302>

Regarding the learning environment, Dr. Kamal clarified that a new learning environment has emerged in both university and school levels. At the University Level, most of the project team have improved their teaching performance and adopted new teaching methods using student centered approaches. They follow the Peer Learning style and work to improve their performance based on the constructive criticism and feedback of their colleagues of the same subject (Lesson Study). The approaches used by Dr. Hany Yousef and Ms. Amira El-Sayed were reported as examples. Dr. EL-Sayed started applying the PCL in Micro-teaching sections.

Dr. Yousef explained his new teaching approach. Dr. Yousef depends on using an E-learning approach using the Moodle for his ordinary lecture. This approach allows the students to collaborate remotely, upload the required assignments online and download their lectures from the electronic platform. In addition, Dr. Yousef divides the students into groups, each of them is responsible for preparing the topics of one lecture. Each group works collaboratively collecting the data, preparing a PPT and presenting it for their classmates. At the end of the lecture the presenting group receives feedback from their peers as well as from their teacher. Dr. Hany reported that his way of teaching has changed a lot after his involvement in the project.

At the school level, the teaching performance of many of the participating teachers have been improved due to their participation in the different activities of the project. Most teachers have started using student centered approaches and new technological teaching methods such as: preparing educational movies, using google classrooms, designing E-books, using the sources of EKB in teaching, preparing electronic forms, preparing infographics, using the multimedia in teaching. Most teachers work collaboratively integrating subjects and depend on the peer review approach to improve their teaching performance . Examples and photos for some approaches and activities such as role play, the knowledge tree and thinking wall among others were presented.

The coaching and workshops mobility activities was another aspect that Dr. Kamal briefly mentioned. Some examples of the activities conducted highlight PCLs, technology in teacher education, special needs, education for sustainable development, STEM, lesson study, active blended learning, mentorship and qualitative research. Some workshops were conducted by ANSU, others were mentored & coached by EU partners and/or AUC. Furthermore, Dr. Kamal presented a summary of the PD schools tailored programs that were prepared by ANSU. The programs fall under five categories:

- 1- An overview of the project themes.
- 2- Action Research training
- 3- STEAM training
- 4- Training package development
- 5- Developing the Technological Skills of the Teachers of the PCL (part 1 & Part 2)

On the school level, a workshop on learning styles and differentiated teaching by Ms. Soher Ayed at Helmyet El Zaytoun secondary school for girls (18/7/2018) was conducted. In addition, a workshop on active learning was conducted by the teachers themselves at Helmyet El Zaytoun secondary school for girls (18/7/2018).

Dr. Kamal elaborated on the activities done to develop the skills of the teams on both school and university levels such as the IT skills, research and academic skills and the behavioral skills.

Examples of the IT skills workshops reported were: Electronic platforms using google classrooms, Using Blogs, Using of EKB resources in teaching and designing a movie to link two subjects

Examples of the research and academic skills workshops reported were:

- On the university level: Quantitative research , Qualitative research, data analysis (Decoding system) and Action research skills. Dr. Kamal greatly acknowledged the support ANSU obtained from AUC on several occasions.

- On the school level: How to prepare a research paper and action research skills. A screenshot from the scientific magazine created by Helmyet El Zaytoun secondary school for girls with the guidance of ANSU was presented.

Examples of the Behavioral Skills workshops conducted on both university and school levels:

- Culture of documentation, using research ethics tools, Leadership style, Collaborative research skills, Exchange information and best practices

Dr. Kamal listed also the links created by both ANSU and the schools for documentation purposes using drives.

Regarding the twining with UL, Dr. Kamal clarified that ANSU & UL are in the process of signing an MOU. Both universities have the same strategic plan of internationalisation. They both agreed on a sustainable collaboration and an MOU. This collaboration would include the Key Action One (Mobility of students

and staff) and a Dual / Joint Degree in Leadership Graduate Program. In addition, another collaboration between the twin partners would include three parties, an MOU between UL, ANSU and Ministry of Education for developing the Educational Leadership style in schools.

The twining partners have already opened a channel and started a joint supervision on a thesis titled:

"The Effectiveness of PLC Approach to Improve Communication Skills of English Teachers"

The motivation towards the project was another aspect highlighted by Dr. Kamal. The motivation for the project was represented by an example of the student participation. Prof. Khalil's students participated in designing projects using the STEAM approach as an extra curricula activity. Other indications of the motivation were captured from the feedback provided by teachers towards the project. Two examples were highlighted.

- The feedback received reflect the high motivation of the teachers and the staff towards the project.
- Schools out of the clustering schools send requests for joining the project

Links to videos that show teachers' feedback were shared by Dr. Kamal in her PPT.

The last part of Dr. Kamal's presentation was regarding the material developed. Depending on the collaborative work and the lesson study approach, teachers developed materials out of the current school curricula. Couple of examples of the material were given.

At the end of the presentation, brief interventions were made by Dr. Haggag & Ms. Al-Ashqar.

Dr. Haggag from the Educational directorate explained that the goal of the directorate and the SUP4PCL team is to build the project's culture in schools and to build continuity and more sustainability. Accordingly, fixed teams were created to assure the continuity of PCLs as a new culture in schools. In addition, the involvement of the heads of training units became essential and an organizational structure was created and activated in the fifteen schools. Following on Dr. Haggag's intervention, Dr. Kamal clarified that there are also efforts to include PCLs as one of the criteria for schools' accreditation.

Sharing her experience and reflection as a school mentor with the participants, Ms. AL-Ashqar reported that there is a huge amount of learning that happened to the teachers involved. A lot of activities added to their experiences and a state of joy in learning was created between the teachers and the students. Furthermore, activities outside the school is taking place and the students started also attending lectures at the university.

At the end of the presentation, Prof. Zaalouk thanked Dr. Haggag and Ms. Al-Ashqar for their tangible and added value contributions in the project and thanked Dr. Kamal for her efforts and presentation.

Dr. Dalia Elhawary, Alexandria University (AU)

The presentation was divided into two parts according to Dr. ELHawary, the main activities and the timeline, in addition to the development of PCLs.

AU Activities in relation to Schools:

- Selecting 5 PD schools (October 2017)
- Conducting Schools' needs assessment (October- December 2017)
- Working with the schools to integrate the project's new culture (on-going)
- Developing and delivering tailored PD programmes for the schools (June-September 2018)
- Supporting Schools' Training & Quality Assurance units, mentors, PCLs and inquiry based approaches (on-going)
- Supporting schools to integrate more interactive and collaborative teaching and learning practices (e.g. Material development)
- Schools' Clustering (November 2018)
- Schools' clusters workshops at AU (November 2018- April 2019)
- Collecting data for the schools' case studies (on-going)
- Communication & logistics with Directorate in Alexandria (on-going)

The Outcomes:

- Documentation of PD schools' initial profile and progress (baseline reports & progress reports)
- PD programmes delivered in all schools (PD materials). More systematic and documented collaborative work is happening since the start of the project which allows the continuity and building on it in the future.
- PD programmes integrated in the schools' Training & Quality Assurance units work plan for this academic year: 2018/ 2019. The programs designed could be used in other schools as well as part of their plan
- Schools' developed materials. The material and the creative innovative activities are documented so it can be used by others.

Examples of Materials Developed by AU Team

1. STEAM, ESD, GC

2. Teachers' Roles
3. PCLs
4. Active Learning
5. PD Schools
6. Effective Mentoring
7. Using EKB in Education
8. Strategies for Teaching Thinking Skills
9. SEN
10. Quality Classrooms
11. Lesson Study

Dr. ELHawary elaborated that the schools have also developed their material. The material was collected from schools. There were different levels of contribution and the AU team has also provided feedback on some activities. The material was collected in hard copies and the AU helped in creating soft copies. The samples are all available in hard and soft copies and shared with all other schools, according to Dr. Elhawary.

Dr. ELHawary elaborated on the material explaining that the schools were also introduced to the Global citizenship, STEAM and sustainable development concepts. Screenshots from the presentations conducted as well as the material developed by the schools themselves were presented. All the material is uploaded to the AU Google Drive.

The Outcomes:

- Building capacity of schools' Training and Quality Assurance units
- Building capacity of schools' mentors (selection- de-selection & re-selection)
- Supporting emerging PCLs in schools. The AU has witnessed the teachers sharing, reflecting and documenting their work and meetings. Folders are created for the PCL meetings agendas and documentation.
- Creating Schools' networks/ clusters
- Introducing a different culture for the five PD & their clustering schools
- Emergence of collaborative action research projects among schools' clusters.

- Emergence of PCLs across schools.

According to Dr. ElHawary, the plan for the summer is to support the schools in skills like writing simple proposals and research papers.

Screenshots from the following formal communication were presented: the communication with the Directorate, Schools clustering work at AU in November-December 2018, Schools Clustering work during the second semester February- April 2019 and the Participants from the 15 Schools.

The Challenges:

- Communication with the Directorate in Alexandria which took between 7 months to one year. The permissions for school clusters to visit each other is still in progress.
- Unavailability of some schools
- Concurrent Intensive trainings by the MOE (teachers' workload- motivation)
- Losing some previously selected mentors
- The unavailability of teachers/ schools on agreed visits days

AU Activities relevant to the FOE:

- Mobility (October-November 2017)
- Collaborative workshops with EU partners (April 2017, December 2017&) February 2018
- Working with twining University (UoN) (Online monthly meetings, UoN visit in December 2018)
- AU team regular meetings
- AU developing into a PCL. The PCL shares and exchanges the learning and experiences. Dr. ElHawary's experience in Liverpool during April 2019 will be shared with the team.
- Mentoring activities among AU team members
- Inquiry based activities (reflection- research)

Dr. ElHawary clarified that reflective journals were developed. The AU team analyse the journals and hold discussions about what is learnt and what is next.

Overarching Research Questions (Schools)

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?

Overarching Research Questions (University)

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?

The Outcomes:

- Building capacity of AU team members
- Evolution of AU PCL
- Evolution of mentorship
- Documentation (focus group interviews, reflective journals, PCL's meetings agendas)
- New teaching strategies (English and Math Undergraduate Initial teacher Education programmes)
- New topics introduced in undergraduate and postgraduate Initial Teacher Education Programmes (English and) Math
- High level of Collaboration among AU team members
- New culture introduced
- Data collected for researching changes at the school and AU
- Initial data analysis conducted
- Agreed timeline and framework for writing of the case studies

Screenshot from the case study framework was presented

Initial writing frame with word counts and allocated tasks: agreed 30th March 2019.

Title: Case Study Alexandria and Northampton Universities (10,000 words)

Introduction (500)

Purpose and overall aims of the project. Context of the community between the two universities. End the introduction by presenting the research questions.

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

Chapter 1: Context (Salah has written this, 500)

Possibly this will be absorbed into the introduction once we have read Salah's initial version.

Chapter 2: conceptual Framework (in multiple short sections with the following subtitles) (*James will draft this over April 2019 approx 1500 words*).

Sections

- 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

Chapter 3: methods (*James will draft the first version of this 1000 words*)

• Data collection methods
Sampling, journals, focus groups.

• Data analysis methods
Coding processes in some detail.

- Ethics

Chapter 4:

Provisionally divided into the following sections (Amanda and Dalia will be the first drafters of these as below).

- Findings from the journals 2x? and M&E report 1x (*July 2018, first draft by Amanda and Dalia - 2500 words*)
- Findings from the AU staff focus groups, 2x focus groups held: Dec 2018 and June 2019 (*July 2018, first draft by Amanda and Dalia - 2500 words*)
- Findings from student focus groups (*July 2018, first draft by Amanda and Dalia - 1500*)

Emerging codes so far from the analysis, these will inform the write-up of the sections above::

- Structure and rules
- Positions
- Relationships
- Trust and respect
- Values
- Reciprocity
- Affirmation and acceptance
- Knowledge building
- Self-efficacy
- Non-participation: Barriers to participation

Chapter 5: synthesis and discussion

A writing plan for this will be designed when we meet in June / July

Conclusion

A writing plan for this will be designed when we meet in June / July

The Outcomes:

- A Fully equipped computer lab by AU
- MoU between AU & UoN (in process)
- Online Learning communities (emerging)

Project Awareness is rising through dissemination and sharing materials to AU Google Drive

The Challenges

- Development of **PCL culture**
- The **culture of hierarchy**
- The weak **culture of collaboration**
- Lack of resources

- Workload puts constraints on collaboration
- Time and space
- Collaboration with the MoE
- Research skills, particularly the qualitative research as the team is more familiar with the quantitative tools. However, UON has helped AU in developed these skills of qualitative research.
- Sustainability

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

The visibility and publicity of the project was the first aspect reported by the presenters. The activities and initiatives that would enhance this aspect were summarized in the following and the related links were provided:

- The Visibility of the Project on HU website through the International Relations Office at the university.
<http://www.helwan.edu.eg/English/>

http://197.45.213.185/helwan-n-s/?page_id=316

-Media Publicity

<https://www.albawabhnews.com/2968691>

<https://m.elwatannews.com/news/details/3120506>

<http://gate.ahram.org.eg/News/1834394.aspx>

-HU Blog

<https://helwanpcl.blogspot.com/>

-Public Meetings:

International seminar with HU community and strategic stakeholders. Prof. Linder from MLU presented in this seminar

The target groups are: HU faculty staff, University students, Researchers, School teachers and principals and Educational administrative leaders.

- Projects PCLs:

Several FOEs were interested in getting involved in PCLs. A PCL for developing projects was created as a result and the PCL teams are from different departments. Twenty five ideas for projects were reached through this PCL. The presenters added that currently, the effect of ERASMUS+ is more tangible and very strong. A Couple of examples for the projects that emerged were presented:

1-ERASMUS + Project title: health education as a community need for healthy schools

Faculties involved: FOE, faculty of medicine and faculty of nursing

2- ERASMUS + project title: STEAM Education for early childhood teacher educators.

Faculties involved: FOE, engineering and applied arts

This was also developed in collaboration with MLU.

More initiatives were presented that would enhance the visibility of the project:

- A Facebook Page belonging to the FOE was created.

The page includes the FOEs and the 45 schools. On this page, the history of the project and the relevant activities were shared. The teachers also started to upload activities and videos sharing their experiences. The feedback on the page was excellent.

-Department Meetings

-Curricula& Teaching Methodology Department: Public Workshops in cooperation with Alumni Unit were conducted.

-General Seminar about the project for all Departments with the attendance of the Dean.

The presenters continued to the second part of their presentation regarding the **changes in curriculum and syllabus.**

Changes in curriculum and syllabus has occurred on both Postgraduate and undergraduate levels. A couple of examples that reflect the change are: A course about the development of PCLs was added to the postgraduate PHD level, while on the undergraduate level, the Practicum students in the fourth year have now created a PCL.

Furthermore, on the school level, the three concepts of the SUP4PCL project are integrated in the development of the schools' curriculum and activities.

Lastly, a bank of activities is already created on the blog and Edmodo and can be shared with schools. It includes the work of both teachers and students.

The **levels of students' participation** was a third aspect addressed by the HU presenters.

The changes that occurred in schools, undergraduate and graduate levels were reported. Schools that are not involved in the project such as Ammar Ibn Yasser School asked to be part of the PCLs.

The school videos and activities developed by school mentors reflect the students' participation. Integrating the concept of Sustainable Development such as the recycling activities done by the students in class was an example given. Photos of this example were shared. Furthermore, photos for a PCL fair that was done by the students in one of the schools were presented. The PCL fair reflected the work done by the students as part of their PCL activities. The students have learnt about the PCLs after they observed the teachers in their own PCLs. An interesting point was reported that most of the work in the fair was developed by the new cluster schools rather than the mother schools. Furthermore, the German department also created their PCL.

On the Post graduate level, an MA student at the Educational Technology Department started to create YouTube videos for his lectures and uploaded them on Edmodo. In addition, a PHD student received a scholarship to visit MLU for three months during summer for his research. The presenters clarified that this is the second student exchange that occurs with MLU as part of the student exchange agreement. Both are PHD students, one is a faculty staff and the other is an English teacher.

Regarding the **Feedback and assessment mechanisms**, the tools used for this purpose are the Edmodo, The Web quest and the Web Based virtual text.

On this broad aspect of change, **Material Developed by FOE** was another point addressed by the HU presenters. The material developed are classified into different categories: The PCL templates, the Activity design and the Documentation. The PCL meeting minutes templates were given as an example of the documentation. The training materials are available in PPT format and in the Edmodo Library. Other online material is available on Web Quest. The STEAM Web Quest link was shared. The Text based virtual tour that covers Citizenship was another example presented. The last example of the material developed was the link to the Research proposal writing web quest. The purpose of this web quest is to prepare the teachers for the final conference.

Elaborating on the HU progress, the **impact of the twinning** was an aspect highlighted by the presenters. The impact was summarized in the following points:

- An MOU signed and activated with MLU
- The submission of Erasmus projects Key Action 2
- Teaching in diversity by the support of digital media
- Mobility exchange for PHD researcher in collaboration with MLU
- Mobility activities
- Case study Meetings

Regarding **the MLU Case Study Visit**, the presenters clarified that the twin partners have already collected rich data. Based on the recommendations of Prof. Wilkins and Prof. Linder. The analysis stage should begin. **During the MLU** Visit to HU on the 3rd and 4th Dec, 2018 for the case studies, a policy making meeting was held.

After highlighting the different activities and initiatives that support the visibility of the project, Dr. Shehab and Dr. Morsy elaborated on the **training and mobility activities** that took place on different national and international levels and on both school and university levels as in the below:

International and FOE workshops:

- International Training workshops will be conducted on 13- 14 June 2019 by MLU titled: "Interpretation as a Method"
- EU workshops at HU by EU partners (Dec 2017 & Feb 2018)
- HU workshops by FoE mentors.
- School workshops by FoE mentors at the five main PDSs.
- Clustering school workshops by school mentors.

The presenters also reported that the educational directorates attended all the workshops

Teachers & Teachers workshops:

Training workshops between teachers take place such as the ones conducted as part of the Arabic language PCL and the Math PCL.

Formal meetings supported by HU

- The activation of the quality and training unit:
- The training annual plan 2018/2019 prepared by the training unit has elements of the project built into it.
- Class management and modern teaching methods is an example of the training programs received during the academic year 2017-2018

Project management team & FOE staff:

- Monitoring visits
- Follow up on the impact of the PCL on students during their summer activities in school

AUC Monitoring Visits

The impact of the project on **career development for participants and the skills acquired** was another angle of the HU presentation.

Examples of areas that enhance the career development for participants:

- New teaching styles
- Project proposal writing

(The HU community has submitted 7 proposals for Erasmus K-12 projects.

- Use of ICT.
- Design interactive activities
- Active learning & learning for fun

The skills acquired are divided into four categories: IT skills, research skills, behavioral and academic skills. The following are examples of the skills acquired in both FOE ad school levels:

FoE team:

- Conducting Monthly meetings
- IT skills(Edmodo- Web quest- PPT)
- Team building skills
- Communication skills
- Human relationships
- Time management.

School Team:

- IT skills.
- Edmodo
- Leadership team building.
- Quality assurance culture
- Research skills.
- Design research paper
- Teamwork

Knowledge skills (Global Citizenship, Sustainable development, STEAM education)

The Degree of participation, ownership, motivation towards the project was the last aspect presented by HU. There is a high degree of ownership towards the project on different levels despite the small financial amounts received. Indications for commitment and motivation are listed below:

- School mentors
- Support of university top management and educational directorate
- Mentors at the educational administration are very supportive and involved.
- Creativity in teaching styles
- Regular upload of activities from school mentors.
- Commitment of mentors regarding documentation and feedback on Edmodo.

III. Session Three: Impact and sustainability

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

In this session, Prof. Zaalouk started by clarifying to Dr. Samy that despite the simplicity of the terms used as major concepts in the project, these terms and concepts are backed with huge research in education and that behind achieving them a huge amount of work and challenges and deep efforts were made. Hence, conveying the Egyptian context, the project's context and the circumstances that the teams work in to the ERASMUS+ headquarters is highly important. The sensitization to understand the Egyptian context and the educational projects is essential.

Focusing in the session on the impact and sustainability, Prof. Zaalouk highlighted the work done in that regard as follows:

- A major impact from the project is on the **Policy level** :
 - Signed MOU by two ministries. Copy of the MOU provided.
 - Signed follow up letters by local directorates. Copy of the letters provided.
 - Signed minutes of policy dialogue with MOE to support the sustainability of the project.

- ❑ Supreme Council of Universities approved the mainstreaming of School-University Partnership model nationally.
 - Proposal by SCU to the Minister to enact a number of laws and policies in support of SUP.
 - SUP4PCL totally in line with national institutes for teacher professional development.
 - SUP4PCL initiates project approaches that are in line with the new MOE integrated curriculum
 - SUP4PCL is at the bases of Faculty of Education Reform in Egypt by bringing new modular approaches around global citizenship, mentorship, STEM, sustainable development, cooperative learning, student centered learning and finally bring theory and practice closer together.

Prof. Zaalouk clarified that working on an integrated curriculum is another activity that the project focuses on. The SUP4PCL is foundational in the national reform. Six FOEs are currently working on reforming their curriculum (Alexandria is one of the leading faculties) and they are using the SUP4PCL concepts and approach to include in the reform.

- A second major indication of sustainability are the MOUs signed between Partner Universities working through a **twining arrangement**:
 - ❑ HU & MLU
 - ❑ AU & UON
 - ❑ ANSU & UL
 - ❑ AUC & UON
 - ❑ AUC & ULEIC (Since CDFE/ TEMPUS)
- A third component to predict sustainability & show impact is **the strengthened relationship between all partners**:
 - ❑ Joint supervision around STEAM between AUC & HU
 - ❑ Joint supervision around PCL & between ANSU & UL.
 - ❑ Joint conference papers between partners.
- A fourth component to predict sustainability and show impact is the **engagement of the Quality Assurance Units and officials from MOE**:

- Most of the SUP4PCL mentorship activities and coaching is now part of the QA units' activities and future plans.
- QA units are now engaged in promoting PCLs.
- School clusters have enhanced the capacity development of QA units.
- QA units take the lead in the clustering process.
- A fifth component of sustainability is the **establishment of technology labs through cost-sharing by FOEs:**
 - One lab publicly inaugurated at ANSU
 - Two labs already functioning in AU & HU
 - Labs are instrumental to the clustering process
 - Labs fill gaps for schools with no space for CPD.

The labs are very important in bringing schools closer to each other in addition to strengthening the partnership with the FOEs.

- A sixth set of very impressive impacts are visible with regard to **cultural transformation, new habits of mind and behavior patterns** both in MOE schools and FOEs. Based on the validated instruments used some examples of such transformations are:
 - Reflection is now a habit of mind, and it is one of the latest approaches globally.
 - Collaborative learning is in place.
 - Collaborative teaching is emerging.
 - Activity-based learning is now pronounced.
 - Student teachers emerging at the school level. Students at Ms. Al-Ashqar's school is an example of that.
 - Innovations promoted in teaching pedagogies.
 - Power relations altered with much more empowerment to teachers and young faculty members.
 - Power relations altered with students/pupils now evaluating their teachers.
 - Intrinsic motivation nurtured through FOE mentorship rather than having merely extrinsic motivation such as the financial one, which is considered a huge change.

- Appreciation of cultural exchanges between EU partners and Egyptian FOEs and schools.
- Cultural transformation from individualism to collaboration and a sense of community.

A seventh set of impacts have to do with the **skills acquired**:

- Barriers to the use of technology gradually disappearing.
- The use of English language strengthened (oral & written).
- Research skills greatly developed for faculty, teachers and students.

An eighth very significant set of impacts are ones touching on **outcomes of learning**:

- Student achievement improved in some schools as a result of PCLs.
- School attendance markedly improved as a result of PD & PCLs and they have evidence for that.
- Views of faculty, families and students much more appreciative of the teaching profession.
- Teachers now seeking CPD through university (MA & diplomas). An example of that are the teachers who joined ANSU for their graduate studies.
- Civic engagement of students greatly enhanced in some schools (working with special needs & minorities) as an unintended result.

To conclude, common quotations encountered in many of the interviews and focus group discussions were:

Teachers:

“We are so grateful & privileged to have had such close attention & mentorship from Egyptian faculty members & European experts that has made a world of difference in our teaching”

Faculty:

“We never knew how complex the task of teaching is or how hard teachers work until we became close to them. Our empathy has grown but also our sense of empowerment has been greatly enhanced. Whatever ideas we propose they are immediately put into action”

IV. Session Four: Discussions and Q&A

This final session was a time given for discussions, comments and questions raised by Dr. Samy. Dr. Samy thanked Prof. Zaalouk for hosting this meeting and thanked the participants for their efforts and tangible contributions. She expressed her appreciation to all the teams including the individuals who were not present such as the teachers and students, and to all the effort done to summarize and highlight the work done since the beginning of the project in the limited time of the meeting. Dr. Samy also believed that having tangible impact on the students in this big cycle of the SUP4PCL project is by itself an indication of a huge appreciated effort.

Dr. Samy clarified that the NEO was not involved in the feedback and evaluation received by the ERASMUS+ headquarters and that they neither have a role in this process nor do they receive the evaluation report itself. She added clarifying that there are different monitoring channels and tools used. One of these channels is the NEO visit but others such as the website and the final report are important tools used by the headquarters in their evaluation.

Dr. Samy agreed with Prof. Zaalouk that the role of NEO is to convey the context in Egypt as clearly as possible including the challenges, bureaucracy and processes needed for MOUs and paper work to be done, in addition to the context of the community in which the activities take place. Dr. Samy stressed that the NEO visits are only one of the channels and tools for the headquarters assessment of the project.

Dr. Samy elaborated that from the presentations, it is clear that the activities in the teams are running and the motivation is high. She added that from her experience in the monitoring of other projects, huge effort and enthusiasm is done in the SUP4PCL project.

She continued that the impact is clear on the different levels, FOE teams, schools, cluster schools and even students which is very positive. Furthermore, the constructive approach followed by the AUC and the partners in dealing with the EU report is also very positive. There is a huge amount of work done that was intangible for the ERASMUS+ headquarters due to the nature of the remote desk monitoring activity. It was tangible though and clearly touched in the NEO visits and meetings with the project team.

The twining partnerships as well as the MOUs among partners are also excellent and powerful initiatives. These are aspects that the NEO always recommends for other projects according to Dr. Samy.

Another positive aspect is taking the GDPR into consideration, taking consent and protecting the personal rights on the website and social media. An aspect that does not usually get enough attention in Egypt. The quality of partnership and collaboration is very tangible and positive. It is also worth noting that the peer to peer relationship between the partners is clear and positive. Mutual learning is happening, the EU partners are not only experts but they also learn from the rich intercultural communication. The Egyptian partners are the experts in their own context.

Some questions were raised by Dr. Samy on different aspects. The first question was about the number of trainings conducted with partners on the project level including the EU partners.

Clarifying the nature of the training in the project, Prof. Zaalouk explained that the work packages are mostly based on coaching and mentoring. Hence, the coaching activity is ongoing. The coaching that involved the EU partners occurred as in the proposal. Yet, continuous coaching takes place for the Egyptian FOEs and schools as things evolve. Therefore, it is hard to plan or have exact statistics or numbers. For example, a need emerged for a qualitative research training as the teams started discussing the case studies. Hence, a training was conducted based on this need. Similarly, a need to develop the technological skills emerged among FOEs and schools. Accordingly, the specialists at the FOEs conducted several workshops on technology. A third example is the need to understand the different personalities in the teams. As a result, a leadership workshop was conducted. Prof. Zaalouk elaborated that not all three FOEs are identical in their workshops and trainings as that depends on the needs of the different schools. There are general unified planned workshops such as the workshops conducted on material development focusing on STEAM, global citizenship and sustainable development but there are others that are done based on the needs. Prof. Zaalouk elaborated that the need for more coaching might still emerge even in the case studies analysis stage. In the SUP4PCL project, the focus is not on the “training” concept but on the mentoring and coaching, the teamwork and PCLs.

Dr. Samy clarified that she is trying to convey the EU headquarters perspective who have not witnessed the work on the ground but rather conduct a remote desk monitoring. Accordingly, the question would be, how can the EU headquarters see all the work done through the website. How can SUP4PCL project reflect the richness and the depth of work conducted and achieved through the website to reflect the real work done.

Prof. Zaalouk agreed describing Dr. Samy’s suggestion as a good and helpful one. Prof. Zaalouk added that the sessions conducted could be quantified. The number of FOE visits to the fifteen schools is available.

Dr. Samy added that it will be helpful to highlight the number of visits and workshops conducted and have them classified in clear order.

Along the same lines, Prof. Zaalouk also commented that sometimes, the terms of the events conducted in the project are not very accurate. The management meetings is an example. The management meetings are used as a managerial, organizational and planning tool but are also utilized for technical issues, reaching collaborative consensus on technical processes, mentoring and coaching. Hence, the meetings can be added to the workshops and meetings conducted on school, FOEs and the project level.

Dr. Samy agreed and added that presenting the work done on the website would give strength to the project. She also questioned whether there is a repository for the Web quest and the material developed, and added that based on her understanding, there are different levels of the material outputs including the work of the students who created a PCL and an exhibition of their PCL work after observing their teachers PCL as a model. Even though this example is not considered as one of the intended outcomes of the project but it is value added, according to Dr. Samy. In addition, there are

other levels between schools and inside the school, and between the FOE and the school. She questioned whether it would be possible to have one repository for all , even if only samples from each are uploaded.

Answering this question, Prof. Zaalouk clarified that there is a repository for the material on the website. Linkages are also included to allow referring to the videos and media taking into consideration the limited website storage space. Classifying the materials is a good suggestion. Prof. Zaalouk added that some of the material created by the universities can be added to the EKB , in addition to the possible examples of materials created by the students themselves. For example, HU has developed a strong template for the activities. Other partners started to use it. Similarly, AU has developed the reflective journal template. All partners are also using it. The collaboration, the sharing and exchanging experiences are strong among the SUP4PCL partners.

Elaborating on this point, Prof. Zaalouk clarified that Dr. Samy's suggestion regarding reflecting the work on the website is also an important one since the final report is limited to capture all the work done. In addition and as suggested, the unintended contributions such as the students work should be reflected.

Regarding the value gained from the relatively small project funds, Prof. Zaalouk clarified that there is a huge value gained for it since the project is also focusing on the policy level as one of the main activities.

Regarding the classification of the material on the website, Dr. Shehab from HU suggested classifying the material based on the educational level. (e.g. elementary, intermediate and secondary) as was done in HU.

Prof. Zaalouk clarified that this is a useful way of classification. However, for the ERASMUS+ headquarters assessment purposes, the classification should be based on the Work packages as the latter compares the work done within the work packages as in the proposal .Reporting on the website based on the work packages is a good approach to support the limited final report and also to capture the depth of the work. For example, under the mentorship activity in the WPs, the number of mentors and mentorship workshops can be added.

Dr. Samy clarified that it would not be necessary to upload all the material on the website. The good examples can be selected.

Prof. Zaalouk also added that as mentioned earlier, the website is divided into internal and external sections. The internal part is for management purposes with all the internal reports, while the external part includes a library section that already has all material uploaded including the material developed by schools. Prof. Zaalouk elaborated that Dr. Samy's comment on having samples of the material as models on the external part is an important one. In the internal part, all the material can be uploaded while a selection of the good examples should be done to be uploaded on the external part quantifying the outputs also in numbers is an important suggestion. The numerical part should be in English.

In summary, the website should be used as a reporting tool in parallel to the final report. In addition, Dr. Samy would also convey the picture, context and the effort done to the EU headquarters as clearly as possible.

Dr. Samy also suggested having guidelines for the selection of materials that will be posted on the website as a first thought. As a response to this thought, Prof. Zaalouk clarified that it is difficult to have it done with a guideline framework. However, the criteria for selecting the material that will be uploaded on the website will be created by AUC and uploaded on the website.

Dr. Samy moved in her discussion and questions to the labs. She asked whether the labs will be open and will continue to function after the lifetime of the project and whether it could be a center for continuing education or community service afterwards since the place, equipment, material and human resources are all established and available.

Prof. Zaalouk answered that this is the plan for the three FOEs. AU has already started. The project works on different levels in the two ministries as well as the Supreme Council to assure the continuity of the partnerships.

Dr. Samy suggested also including the private schools as well in the lab activities. The private schools can be one of the resources for the FOEs. She added that as part of the sustainability, it will be good to have a framework and a plan on how the labs will continue to function and be financed. The same idea applies for the PCLs , the time and the effort needed for it to continue.

Commenting on the previous suggestion, Prof. Zaalouk clarified that the packages developed by the three FOEs already contain these elements.

Dr. Morsy from HU also commented clarifying that a main challenge in the project is the continuity of the cultural changes and transformations gained not the technology and the labs. She added that HU still has active MOUs and protocols with the educational directorate that were signed in the TEMPUS project and that they still work with the relevant schools included in the MOUs as a result. Hence, all the efforts done in both projects are for the benefit of the schools. The equipment received and funded by the TEMPUS project has the TEMPUS logo and are still used for micro teaching and other educational purposes.

Prof. Zaalouk strongly agreed and stressed that the challenges and the importance of the SUP4PCL project are focused on the policy rather than the financial aspects. Furthermore, the three Egyptian FOEs already contributed financially to the project as a cost sharing in the preparations of the labs which is an indication of their commitment and of the belief in their role and the goal of their efforts. The sustainability of the SUP4PCL project comes from the policy level.

Dr. Samy appreciated that the efforts in the project are done on both institutional and policy levels. Another mentioned sustainability aspect is the visits the university students conduct to schools in which they apply the project concepts.

Prof. Zaalouk agreed and added that the project concepts became part of the current courses and curriculum which is another important sustainability element.

Dr. Morsy also added that as long as the PCLs are activated in schools and are part of the policy, this is by itself a great achievement as many challenges are encountered regarding this aspect such as the challenge of having teachers to meet outside their schools for the PCL meetings.

Regarding the summary of the initiatives discussed in the Supreme council, Prof. Zaalouk provided examples such as the involvement in PCLs as part of the promotion system as a modality of creating incentives for joining and continuing learning through PCLs. Such initiatives support the continuity and sustainability of PCLs and the project in general.

Dr. Haggag from the educational directorate also mentioned that the long term training plans developed would apply for 32 directorates not only to the project.

Prof. Zaalouk supported Dr. Haggag's important intervention as such plans are an essential part of the training units' work. She also clarified that the SUP4PCL project is aligned with the MOE concept of PCL. The PCL in the SUP4PCL project is an acronym for Peer Communities of Learners, while in the MOE, the term used is Peer Communities of Practice. Both work in the same direction.

At the end of the meeting, Dr. Samy thanked Prof. Zaalouk and the participants for the clarifications and reminded the teams to report on all the mechanisms adopted in the implementation of the project concepts and the strategies used for its continuity and sustainability. In addition, the continuity of the mobility with the partner universities (Key action 1) is an important and positive aspect to be considered.

Prof. Zaalouk said that the concepts of the project are based on years of international research and literature. The SUP4PCL project works on supporting and strengthening these concepts.

Dr. Samy expressed her joy in the discussions in which she learnt a lot as she described and thanked all the participants again for their efforts and active participation in this meeting.