The American University in Cairo (AUC) stands at the forefront of institutions in the MENA region, and through its Graduate School of Education (GSE), is a leader in teacher education. Since its establishment in 2009, GSE has successfully expanded the range of its program offerings and services to reach over 1,500 professional educators and has established several partnerships in Egypt, the Arab region and beyond. GSE is committed to fostering communities of educational reformers, promoting educational research and preparing educational professionals for all levels. It supports and enhances the practices of reflective professionals, informed policymakers, effective educational leaders and empowered teachers.

VISION, MISSION, IMPACT AND VALUES

Vision
GSE is the primary vehicle through which the American University in Cairo manifests its commitment to the innovation and improvement of education in Egypt and the Arab world. In particular, GSE aims to promote equity and excellence in education in Egypt and the region.

Mission
GSE serves as a catalyst for educational reform in Egypt and the Arab world. Through its focus on educational equity and excellence, GSE fosters communities of educational reformers, promotes educational research and prepares educational professionals for all levels. It supports and enhances the practices of reflective professionals, policymakers, effective educational leaders and empowered teachers.

Impact
1. Cultivates and supports educational reformers and qualified individuals who are able to impact instructional and policy systems;
2. Develops and equips educational practitioners who use best practices, evidence and professional knowledge for instructional leadership and educational policy decision-making;
3. Provides research to guide reform strategies in Egypt and the Arab World, and
4. Develops networks of reformers, practitioners and leaders who support one another through research, motivation and resources.

Values
- International Standards: high expectations and latest evidence using disciplinary-based standards and benchmarks
- Knowledge Base: utilization of accepted theory and evidence for practice and policy
- Academic Activism: utilization of evidence theory to promote change and to serve communities and countries
- Global Understandings: respect for diversity and responsible adaptation of best practices

MESSAGE FROM THE DEAN

Thank you for your interest in AUC’s Graduate School of Education (GSE). GSE was designed to impact educational systems, policies, and practices for all levels of formal education in Egypt, the Middle East, and Africa, with the intent of improving and learning from the universities, schools, ministries, and NGOs that serve students, set and implement policies, and disseminate knowledge. Through highly selective and intensive graduate programs, concentrated research and policy advice and incubation on educational reform and leadership, and innovative professional development, the School has, in just a short time since its founding in 2010, gained significant attention across the country, region, and globe. Just as AUC has positioned itself as “Egypt’s Global University”, GSE is a conduit of rigorous evidence-based approaches to education in a country and region that desperately needs better educational opportunities for all its students and citizens. We welcome you to participate with us as we work hard to collaborate with all the stakeholders in the educational systems of the region to bring about needed change.

Most sincerely,
Ted Purinton
Teaching and Learning: Learning is at the heart of all educational enterprises. From utilizing technology in the classroom to unique pedagogical techniques, GSE is a leader in the study and teaching of principles of quality education.

Teacher Professional Development: GSE has led the way for policy and practice in teacher professional development in the Middle East. Through evidence-based strategies and multi-national networks, GSE has modeled high-quality and effective professional development for educators at all levels.

STEAM Education: Science, Technology, Engineering, and Mathematics + the Arts (STEAM) education typically focuses on encouraging more engagement with science and engineering, or increasing participation in science and engineering programs. The STEAM approach is fundamentally different in the way it emphasizes more innovative and engaging approaches to the study of traditional STEM subjects. Through practical application of academic concepts, interdisciplinary projects and the deliberate involvement of humanities and arts into STEM projects, traditional STEM subjects can be made more accessible and interesting to students.

Education for Refugee Youth: As a result of political crisis in the Middle East, millions of families have been displaced, either inside or outside their home country. GSE contributes to the knowledge base of practice and policy for education for refugee youth, especially education for refugee populations that are in dire need of stability for their children. As refugee children are integrated into schools in Europe or other Arab countries, they face concerns regarding identity development. GSE provides knowledge on how schools, governments and educators can positively impact refugee children so that they feel a positive connection to their home countries and continue in their academic and social development.

School-Based Reform: While most reform efforts are concentrated in centralized ministries, evidence shows that reform at the school level is just as important, if not more so. GSE provides direct and targeted assistance to public and private schools, focusing on both immediate and long-term needs within classrooms and across whole schools.

Global Liberal Arts: The growth of liberal arts institutions across the globe has expanded dramatically in recent years. From the first such institutions operating outside the United States — the American universities in Beirut and Cairo — to the new institutions in Asia and Africa, there is great need to study their approaches and to assist in their development. GSE provides evidence, training and support in all of these areas.

Educational Development: GSE faculty and students engage in the study, implementation, and evaluation of projects, policies, social conditions, and philosophies of educational development in Egypt, the Middle East, Africa, and other developing regions.

Comparative Education: The field of comparative education provides scholarly analysis of educational systems across regions and countries, particularly given the increased global flow of policy ideas, research, and migration. At GSE, comparative education is a cornerstone of all our efforts with regard to reform, teacher professional development and educational leadership.

Higher Education Leadership and Policy: In order to equip increasingly globalized labor markets, the systems and structures of higher education must be improved. GSE faculty and students engage in deep study and innovative implementation of ideas that influence the outcomes, experiences and efficiencies of higher education in the region and across the world.

Higher Education Internationalization: GSE faculty and students are global leaders in analysis and implementation of internationalization strategies in higher education. From study abroad to joint research projects, or from transnational education to education in emergencies, GSE contributes widely to better approaches to internationalization in institutions of higher education.

School Leadership and Governance: The management, governance and leadership of primary and secondary schools, whether public or private, national or international, poor or wealthy, are increasingly complicated but also important aspects of quality education. Research and practice provide evidence on how schools can be better managed. GSE provides insight and education on how leaders, school owners, school boards, government officials, and other educational leaders can improve the educational system in their schools.

FOCUS AREAS
Overall, the program seeks to:
- Develop in students the analytic skills for understanding how the social, political, and economic elements of education impact quality and outcomes.
- Produce passionate and talented graduates who act as change agents for education at all levels.
- Create a cadre of high-performing educational leaders and policy analysts for schools, universities and systems that are in need of significant change.
- Influence policies and practices of internationalization in higher education.
- Improve quality teaching and learning in schools and universities in Egypt and the region.

The MA in Educational Leadership
Graduates of the AUC’s MA in education leadership (MA-EDL) are academic leaders, holding positions of influence and impact in their educational institutions. As university and school administrators — deans and principals — they are strengthening educational systems in Egypt and the region by applying evidence-based skills of educational leadership in their universities and schools.

AUC’s MA-EDL is the only program of its kind in the region. It prepares and empowers bold, visionary, and inclusive leaders, and promotes strong educational practices by equipping leaders with the skills, knowledge, and dispositions held by transformational educational leaders across the globe with the curriculum based entirely on the Interstate School Leaders Standards of 2016 (from the Council of Chief State School Officers). AUC’s MA-EDL focuses on organizational science, assessment, instructional leadership and strategic planning.

Graduates of the MA-EDL program are agents of change by creating positive cultures of learning in their universities and schools, connecting the wider community to their educational institution, and establishing a more integrated, respectful institution, which works for the community and puts their students first.

Graduates of AUC’s MA-EDL are highly sought after in Egypt and the region, being seen as the type of transformative educational leaders who create deep, sustainable impact in universities and schools. All graduates are hired or promoted within a year of successfully completing the MA-EDL program.

Its uniqueness is defined by the following:
- The program provides theory, evidence and practical application in the work of educational leadership and all types of educational institutions.
- Concentrations provide specific applications for Pre K - 12 school leadership and higher education.
- Courses focus on professional skills that may be used in any work setting.
- The program’s international component provides an analytical lens through which students may serve as educational leaders in any country.

Undergraduate Minor in Educational Studies
AUC’s minor in education studies is a great first step in exploring the field of education, understanding the issues related to education today and developing the lifelong skills to deliver knowledge to others. Administered by the Department of International and Comparative Education in the Graduate School of Education, this minor offers undergraduate students at AUC an opportunity to study educational issues, educational reform, and the theories underpinning and practices employed in teaching and learning. It is an initial base from which students may pursue postgraduate interests in education and provides humanities, social sciences and natural sciences majors with an introduction to the professional opportunities available in education.
Professional Development Programs

GSE offers multiple diploma and professional development opportunities for practicing and aspiring educators in topics such as school leadership, teaching adolescent learners, teaching early learners, STEM + arts education, instructional differentiation, assessment for learning, student engagement, and higher education leadership. GSE programs are available to educators in private and public universities and schools. Public school teachers are supported through a variety of scholarships offered by ExxonMobil, the Al Alfi Foundation and other foundations.

• **Professional Educator Diploma:**
  The AUC’s Professional Educator Diploma (PED) program provides a world-class teacher education program based on the standards of the Council for the Accreditation of Educator Preparation — formerly known as the NCATE. The PED program utilizes the latest knowledge and globally recognized best practices.

  The PED focuses on:
  - Evidence-based instructional practices
  - Learning theory
  - Assessment for learning
  - Differentiation of learning
  - Utilization of technology in education
  - Project-based learning
  - Classroom management
  - Creative teaching practices and critical thinking
  - Science, Technology, Engineering, Arts and Math (STEAM)

  Through the PED program, graduates — teachers and educational leaders — develop the skills, knowledge and dispositions to be stronger, much more effective educators. Armed with the PED, many are quickly promoted, rising in their schools or universities as formal and informal leaders, or recruited to new positions, spreading transformative thinking to other institutions. Teachers and educational leaders holding AUC’s PED see themselves as active agents in student learning, taking responsibility for the success of their students. Real impact is demonstrated by an increase in student learning, and students are more engaged in their learning.

• **Short-term Seminar Programs:** Five intensive full days of workshops on a variety of topics. The aim of these workshops is to broaden knowledge and expand skills.

  - Higher Education Leadership: Student affairs leadership, faculty development and university administration
  - STEM/STEAM Education: Science, technology, engineering, mathematics + the arts
  - School Leadership: Instructional leadership, leading the school community and teacher professional development
  - Differentiation of instruction for diverse learners
  - Assessment for learning
  - Teaching strategies for engaged learning

GSE offers multiple diploma and professional development opportunities for practicing and aspiring educators in topics such as school leadership, teaching adolescent learners, teaching early learners, STEM + arts education, instructional differentiation, assessment for learning, student engagement, and higher education leadership. GSE programs are available to educators in private and public universities and schools. Public school teachers are supported through a variety of scholarships offered by ExxonMobil, the Al Alfi Foundation and other foundations.
The Middle East Institute of Higher Education

Message from the Director

"Thank you for your interest in the Middle East Institute for Higher Education (MEIHE). The institute has aimed to carve a special, unique and much needed niche for its work as a pacesetter for comprehensive transformation and reform in the region, underlining a sustainable and ongoing movement towards change. We look forward to having you join us in enlarging the movement and expanding our partnerships."

Yours Truly,
Malak Zaalouk

Founded in 2010, the Middle East Institute for Higher Education (MEIHE) has been the window to the world in understanding and helping to shape national and regional systems for education reform and good practices, both at the pre-university and university levels. Most importantly, it has played a critical role at the national and regional level in underlining the importance of bridging and harmonizing both blends of reform. MEIHE has mirrored this important link by emphasizing the significant school-university partnership in all its research and capacity building initiatives.

Since its inception, MEIHE has, over the years, has been a pacesetter in innovations in both school and university reform. With a vision that states that, "MEIHE serves as a hub for educational research, innovation, transformation, inquiry and institutional building with special emphasis on academies, faculties of education and schools," and a mission set to accompany educational reform in the region while rendering higher education relevant to school and classroom improvement, it has managed to secure substantial funding and create strategic partnerships at many levels, which has allowed it to launch innovations on the Egyptian and regional scene — all of which promise to be mainstreamed and sustainable.

These strategic and sustainable innovations include the following:

- Teacher professional academies have been equipped with research and have gone through visioning exercises to enable them to become centers of excellence, and standards of teacher performance have been revived and constantly reviewed for relevance.
- The Action Research for All Schools (ARAS) initiative has been running for several years and has managed to transform programs in national faculties of education, equip students with research capacities, ensure teachers become reflective researchers and accompany a movement towards school-based reform.
- Centers of Excellence are currently being established in various faculties of education with good geographical coverage, to ensure the movement towards action research, reflective teacher practitioners, teachers as empowered agents of change, the culture of inquiry, and evidence-based policies expand and are mainstreamed as well as sustained.
- Citizenship education has been enhanced through regional workshops and conferences. The notion of global citizenship education was introduced in national dialogue and policy documents.
- MEIHE initiated the current National Reform of faculties of education as the backbone for comprehensive transformation. This has been a very strong focus and began with strategic entry points, one of which was the reform of the practicum and the synergy between theory and practice. This was done through a large consortium of European, Middle Eastern and Egyptian partners.
- Continuous professional development (CPD) was also tackled through school and university partnerships and promises to expand as the best modality for school-based professional development.
- Mentorship is a concept and practice that MEIHE has been key in introducing both at the University and school levels through on-the-ground projects, continuing dialogue and university-based initiatives.
- Internationalization was achieved through a number of programs and projects which entailed exchange visits between faculty and students and culminated in formalized partnerships with some European universities.
- A strong policy dialogue component has been a strength at MEIHE, whereby it has established a strong partnership with entities such as the League of Arab States (LAS), Supreme Council for Universities (SCU), both the Ministries of Education and Higher Education and Scientific Research, as well as the National Agency for Quality Assurance and Accreditation in Education (NAQAAE). These partnerships are in place to foster the national reform movement of the faculties of education and the move towards Life Long Learning through the establishment of National Qualification Frameworks at the national level. Through such forums, MEIHE promotes faculty of education reforms, community colleges, lifelong learning, community education, quality education and strategic planning.
- A vibrant network developed over the years has enabled MEIHE to support national institutions and the Graduate School of Education with significant guest speakers and experts.
- Private public partnerships are being explored by MEIHE, and it is currently stretching its capacity to create significant partnerships in that direction.
Ted Purinton, Dean and Associate Professor
Ted Purinton is dean of the Graduate School of Education at AUC, a prominent school focused on higher education policy, educational administration, and comparative and international education. Purinton has previously served as associate provost for Academic Administration and International Programs and associate dean for GSE. Before coming to Cairo, he chaired the influential Department of Educational Administration at National Louis University in Chicago. He has written numerous articles and books on educational research, educational labor and governance, and school funding. He holds a doctorate in educational policy, planning and administration from the University of Southern California. Purinton has received honorary awards for his teaching, research and community organizing.

Malak Zaalouk, Director of the Middle East Institute of Higher Education and Professor of Practice
Malak Zaalouk is professor of practice and the founding director of the Middle East Institute of Higher Education at AUC’s Graduate School of Education. Zaalouk has previously served as the United Nations Children’s Fund Regional Senior Education Adviser for the Middle East and North Africa. She led the founding of Egyptian community schools and has been a global voice in the promotion of girls’ education, human rights, and gender equity in the region. She has published widely on issues of development. Zaalouk holds a diploma in educational planning from the International Institute of Educational Planning IIEP in Paris, a doctorate in social anthropology from the University of Hull, a master’s in sociology from AUC, and a bachelor’s in political science from AUC.

Roussanne Hozayin, Chair of the Department of International and Comparative Education and Associate Professor of Practice
Roussanne H. Hozayin is associate professor of practice at the Graduate School of Education. Hozayin has an extensive record of participation on educational reform and development work for USAID, the Egyptian Ministry of Education and the Išraq safe spaces for girls project. She has taught at Cairo University, Ain Shams Girls College, 6th of October University, the Gauqouz University Faculty of Education in Libya, and has served as a consultant to the Women’s Faculty in Kirg Abdal Azz University in Saudi Arabia. Hozayin earned a bachelor’s from Humboldt State University in California, a graduate teaching credential from Notre Dame de Namur University in California, a Master of Science in educational research and assessment from Southern Connecticut State University, a master’s in teaching English as a foreign language from AUC, and a doctorate from Ain Shams University.

Deena Boraie, Professor of Practice and Dean of the School of Continuing Education
Deena Boraie is dean of the School of Continuing Education and professor of practice in the Graduate School of Education. A language testing expert, assessment and evaluation consultant and trainer, Boraie has extensive experience working with education projects and organizations in Egypt and the region, including leading impact assessment, strategic planning, performance assessment tool design, and test design analysis and validation. Boraie has published on topics ranging from assessment literacy, language testing and assessment, teacher beliefs, and student and teacher motivation. She was president of the TESOL International Association between 2012 and 2015. Boraie holds a PhD in education (language testing) from the University of Wolverhampton in the United Kingdom and master’s in TETF from AUC.

Nagwa Megahed, Associate Professor
Nagwa Megahed is associate professor specializing in comparative education policy and educational development. A Fulbright grantee, Megahed has worked on a variety of international education development projects funded by USAID and with many other international organizations and governmental ministries. She obtained her doctorate in social and comparative analysis in education from the University of Pittsburgh, where she also served as a researcher and assistant to the director at the Institute for International Studies in Education. She has published several articles and book chapters on the reform of educational policy and practice, teachers and teacher education, education and Islam, and gender and education in the Middle East and North Africa.

Heba El Deghaidy, Associate Professor
Heba El Deghaidy is associate professor at the Graduate School of Education. Her doctorate in science education is from the University of Birmingham. She previously served as assistant professor at Suez Canal University and as a coordinator of two TEMPUS projects funded by the European Commission focusing on education for sustainable development at the school and higher education levels. El Deghaidy also co-coordinated a project with the University of Maryland, Community College of Baltimore County and Suez Canal University on civic education. El Deghaidy has published widely on science education and STEM. Her current research focuses on STEM+Arts, or STEM; an approach that integrates concepts of creativity into integrated STEM pedagogies.

Jennifer A. Skaggs, Assistant Professor
Jennifer A. Skaggs is assistant professor at the Graduate School of Education, and recently served as AUC’s dean of students. She has vast experience in higher education as an administrator and faculty member, focusing on experiential education and its role in classroom pedagogies, as well as university accreditation. Skaggs has also taught middle school and high school through a nationally recognized $5 million dollar federal grant in the United States focusing on student transitions to university and the workplace. She has spoken widely on STEM teacher training, leadership development in institutional and regional levels, and women in engineering. Skaggs holds a doctorate in educational policy and evaluation from the University of Kentucky.

Gihan Osman, Assistant Professor
Gihan Osman is assistant professor specializing in instructional design and technology. She holds a joint appointment with AUC’s Center for Learning and Teaching. Osman was previously the associate dean for research at the Graduate School of Business and the deputy director of international and doctoral programs at the Arab Academy Graduate School of Business (Cairo Branch). Osman earned her doctorate and Master of Science in instructional systems technology from Indiana University Bloomington. Her research interests include inquiry-based learning, emerging technologies, e-learning, collaborative learning, critical thinking, communities of practice, educational reform and change management, and technology integration.

Samiha Peterson, Professor Emeritus
Samiha Peterson is a professor emeritus and founding dean of the Graduate School of Education. Previously, Peterson served as the Overby Distinguished Professor Chair at St. Olaf College. In addition to a teaching career focusing on sociology, the Arab world, development and gender, she served in various administrative roles including associate dean for the social and applied science faculty, chair of the sociologyalanthropology department, director of the Middle East studies program, director of women studies and field supervisor for the Off-Campus Global Semester. In addition to a teaching career focusing on sociology, the Arab world, development and gender, She also served as special policy adviser to three ministers of education between 1989 and 2004. The first three years involved a full-time, USAID-supported appointment that related to the Education for All initiative and Egypt’s Education Reform Strategy. She continued her work as a special adviser in conjunction with her teaching career from 1991 to 2004. In her capacity as special policy adviser, she worked with numerous bilateral and multilateral development agencies including USAID, ODA, JICA, UNICEF, UNESCO, UNDP, UNFPA, the World Bank, the German Development Agency, the Dutch Development Agency, the League of Arab States, Canadian Development Agency and the Nine Most Populous Countries.

Mustafa Toprak, Assistant Professor
Mustafa Toprak is an assistant professor of educational leadership at AUC’s Graduate School of Education. He holds a BA in TETF from Bogazici University, an MA from Fat University in Educational Leadership and a PhD from Gaziantep University in educational leadership. He completed his PhD dissertation on teachers’ commitment to and involvement in a large-scale educational reform initiative launched in 2012 in Turkey. Toprak’s research interests include teachers’ roles in educational reform, teachers’ emotions, and teachers’ organizational behavior at school organizations.
Faculty of the Department of International and Comparative Education

Distinguished Visiting Professors

Nasser Mansour, senior lecturer in science education, Exeter University; programme director for the MSc in educational research; director, Centre for Science, Maths and Technology Education; associate editor of the Thinking Skills and Creativity Journal; distinguished visiting professor, Graduate School of Education, AUC

Carlos Torres, president, World Council of Comparative Education Societies; chair, UNESCO Global Learning and Global Citizenship Education; director, Paulo Freire Institute; distinguished professor of practice, University of California, Los Angeles

Mark Bray, president, Comparative International Education Society; UNESCO Chair Professor in Comparative Education; director, Comparative Education Research Center, University of Hong Kong

N'Dri T. Assie Lumumba, president, Comparative International Education Society; UNESCO Chair Professor in Comparative Education; director, Comparative Education Research Center, University of Hong Kong

Ash Hartwell, adjunct professor, Center for International Education, University of Massachusetts Amherst

Mark Ginsburg, senior technical advisor for teaching and learning, FHI360

Tamara Moore, assistant professor of math and engineering; co-director, STEAM Education Center, University of Minnesota

Tayseer El Noami, former minister of education, Jordan; Member, Jordanian Senate

Tema Okun, facilitator, trainer and consultant, Dismantling Racism Works (dRworks)

Visiting Scholars

Ehaab Abdou, PhD candidate, Department of Integrated Studies in Education, McGill University

Karim Mustafa, PhD candidate in reading, writing and literacy, University of Pennsylvania

Mona Makramallah, PhD candidate, McGill University

Jason Dorio, PhD candidate, Social Science and Comparative Education Division, Graduate School of Education and Information Studies, University of California, Los Angeles

Ahmed A. ElZorkani, MA in international and comparative education, AUC

Aila Samaha, MA in secondary science education, The College of New Jersey

Amira Awad, MA in international and comparative education, AUC

Basma Salem, MA in elementary education, The College of New Jersey

Caroline Nassar, MA in international and comparative education, AUC

Christine Tewfik, MA in international and comparative education, AUC

Concepcion Anorve-Tscherigi, MA in international and comparative education; MA in Arabic studies, AUC

Dahlia Fouad, PhD in education, American University in London

Dalia Khalil, PhD in educational leadership, University of Phoenix

Deena Amiri, PhD in languages, University of Pennsylvania; MA in French, Middlebury College

Dina Shalwash, MA in international and comparative education, AUC

Eman Abou El Atta, MA in education innovation and leadership, Stanford University

Farah Abdel Karim, MA in international and comparative education, AUC

Fatma Radwan, MA in linguistics and translation studies, University of Westminster

Haia Tadros, MBA, AUC; MA in international and comparative education, AUC

Hanen El Refaii, MS in data communications, networks and distributed systems, University of College London

Heba Mahmoud, MA in international and comparative education, AUC

Heba Motawe, MA in international and comparative education, AUC

Heba Zaki, MA in international and comparative education, AUC

Heidi Selim, MA in special and inclusive education, University College London

Maged Habashy, MA in international and comparative education, AUC

Mariam Makramallah, MPhil in industrial systems manufacturing and management, University of Cambridge

Marwa Abdel Fattah, MA in international comparative education, Stanford University

Mohamed Rizkallah, PhD candidate in STEM education, University of Minnesota

Mona Makramallah, PhD candidate, McGill University

Mona Mohammed Fouad El Sawaf, PhD, Faculty of Education, University of Glasgow

Naglaa Hassan, MA in international and comparative education, AUC

Nahed Shahy, MA in international and comparative education, AUC

Nashwa Mohey El Din, MA in international and comparative education, AUC

Nehad Mohamed Rifaat, MA in teaching English as a foreign language, AUC; English as foreign language teacher trainer;

Nevine M. Elsouefi, MA in teaching English as a foreign language, AUC

Noha Shaaban, MA in special education, University College London

Nora Saleem, MA in literacy education, St. John’s University, New York

Ola Hosny, MA in international and comparative education, AUC

Ramy Shabara, PhD in teaching English as a foreign language, Ain Shams University

Rasha Essam, PhD candidate, Lancaster University

Reham Refaat, MA in international and comparative education, officer of pedagogy and assessment, Center for Learning

Sahar El Sawy, MA in elementary education, The College of New Jersey

Sarah Samaha, MA in international and comparative education, AUC

Shaimaa Awad, MA in international and comparative education, AUC

Shaimaa Hafez, MA in international and comparative education, AUC

Shereen Aly, MA in international and comparative education, AUC

Shereen Ramzy, PhD in psychology, Walden University

Soha el Zalabany, MA in special education and inclusion, Institute of Education, University of London

Tamer Said, master’s in education in mind, brain and education (MBE), Harvard University

Yasmin Ahmed, MA in curriculum and instruction, Illinois University

Yasmin Khoshshidi, MA in international and comparative education, AUC

Yasmine Nagi, MA in international and comparative education, AUC; elementary level math teacher