



Education Support Program

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Improved Access to Education

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Table of Contents

Commonly Used Acronyms.....	2
I. Executive Summary.....	3
II. Progress to Date	5
III. Introduction.....	6
IV. Program Objectives	7
Program Objective 1	7
Program Objective 2	9
Program Objective 3	11
Program Objective 4	12
V. ESP Start-up.....	12
Attachments	14

Commonly Used Acronyms

AIR	American Institutes for Research
AT	Assistant Teacher
AWP	Annual Work Plan
BOT	Board of Trustees
BOTAT	Board of Trustees Assessment Tool
ERP	Education Reform Program
ESP	Education Support Program
MOE	Ministry of Education
PAT	Professional Academy for Teachers.
RA	Rapid Assessment
SCOPE	Standardized Classroom Observation Protocol
SWD	Social Work Department
TPD	Teacher Professional Development

I. Executive Summary

The Education Support Program (ESP) aims at supporting the educational service for the Egyptian children during a very critical and unique time of Egypt's history. While the Egyptian society is going through a complex transitional process towards democratization and reform, education in general, and the quality of educational services are at the heart of these complex processes and changes. Since the beginning of the recent political upheaval in Egypt that began on 25th January 2011, Egyptian schools have witnessed changes relating to two very important elements of the country's human resources that support education. The first element was a redefinition of the role that school Boards of Trustees (BOTs) play in promoting citizenship, governance, and community participation. The second element was the hiring of thousands of young Egyptians by the Ministry of Education (MOE) as new assistant teachers. These young teachers bring to the education system renewed hopes for improved education quality that has been inspired by values of the Arab spring for rights, dignity, and justice. Both the new role of the BOTs and the infusion of young assistant teachers into the education system underscore the two main areas of focus of ESP.

Shortly before the start of the 2011/12 school year in September 2011, a government decree was issued that mandated a new level of empowerment and autonomy for school BOTs. The decree called upon schools to organize elections for the selection of new BOT members. The BOTs that carried out member elections were also afforded autonomy and responsibility for monitoring school performance, both financially and technically. This made the schools more accountable to their local communities for ensuring the quality of educational services. These positive changes have allowed for the establishment of a new model of school governance that is more democratic, transparent, and able to hold schools accountable for ensuring quality education.

In the wake of the revolution, and responding to public demands for improved income for workers of many sectors in Egypt (including the education sector), the Ministry of Education hired thousands of assistant teachers to serve in thousands of schools across the country. According to MOE, the majority of newly hired ATs were selected from the large pool of poorly paid youth working in the country's vast informal labor market. The hiring of these young people as MOE staff brings to the education system new blood and new ideas that reflect a generation that is inspired to seek real improvements to Egypt and its education system.

During the first quarter of ESP activities, the project established communication channels with partners at the central and local levels of the countries education, the first important step for defining the focus and strategies of the project. A rapid assessment was designed using previously tested tools to create a baseline capturing information on the capacity of BOTs and the status of ATs and at the start of ESP. The assessment design was completed using sampling and data collection for 130 BOTs in 16 governorates, as well as 330 ATs in 13 governorates.

Another important early ESP activity was the design and delivery of initial capacity building training and support, delivered to newly elected BOTs. The support focused on the new roles and responsibilities of BOT members according to the recent government decree. ESP conducted the capacity building through partners at the Mudderia and Idarra levels required refresher training to plan and implement one day of training for BOTs. Forty-one SWDs and 808 BOTs took part in these initial ESP training activities.

Another initiative of ESP was its work with the Professional Academy for Teachers (PAT). With ESP support, the PAT moved for the first time toward implementing a professional development certification process for Egyptian teacher. Late last year, the PAT announced new criteria for selecting professional development reviewers who will be responsible, after being trained by ESP, to review and recommend certification of both Teacher Professional Development (TPD) programs, and providers.

II. Progress to Date

Indicators	Project to Date	Current Quarter	Life of Project
SWDs receive MOE-endorsed training package	N/A	41	41
BOTs receive MOE-endorsed training package	N/A	808	808
District BOTs organize reading/writing and/or science fairs	N/A	0	0
BOTs receive matching grants for educational services	N/A	0	0
NGOs provided TA and certified by SWD as professional BOT trainers	N/A	0	0
Number of students participating in reading/writing camps	N/A	0	0
Number of students participating in science fairs	N/A	0	0
Teacher performance self-assessment tool developed	N/A	0	0
Master trainers certified by PAT	N/A	0	0
Newly hired teachers receive MOE-endorsed training package	N/A	0	0

Note: SWDs and BOTs reported as having received training, participated in at least one of ESP's core training modules.

III. Introduction

The USAID funded Education Support Program (ESP) builds on the institutional achievements made by the previous Education Reform Program (ERP 1) in strengthening the local educational structures to support teacher professional development and community involvement in educational decision making and quality improvement. ERP also seeks to enhance the capacity of the MOE to manage crisis contingency planning so that future political and social disruptions to the school system can be well managed, thus reducing the negative impacts of such disruptions.

Among the intended impacts of the ESP is to enhance the MOE's ability to support and strengthen BOTs, which in turn would be able to address school system needs at the community level towards responding to current and future system fragility. As part of the process of strengthening community response capacities, ESP will support a competitive small grants program that will enable most impacted areas by the economic and social disruptions to pay school fees and address the lost opportunities to learn caused by closing of schools and the lack of safety. ESP will also address the MOE's need to provide rapid upgrading of the skills of recently hired assistant teachers while strengthening local capacities to respond to this need. Additionally, ESP will support processes that enhance the MOE's ability to respond to fragility in the future. All of ESP's efforts will emphasize further increasing of women's participation in governance processes and girls' access to and retention in school.

ESP will draw on ERP experience and expertise to enhance capacity for good governance and data-driven decision making from the community level to the district and central levels. The emphasis will be on addressing the needs of children in the "most impacted areas," including security, and the need to bolster the ability of the BOTs to improve access, retention, and learning outcomes among these same children and communities.

During October and November 2011, ESP held orientation meetings for key central leaders of the MOE and PAT. A national video conference was held in Cairo at which the program goals and strategies were presented to all 27 Undersecretaries and other key governorate level staff. ESP regional teams conducted orientation for key staff in all governorates. Participants in the orientation included Undersecretaries, Idarra Directors, General Supervisors, Social Work Department (SWD) Supervisors, Heads of Primary and Preparatory Education Departments.

ESP submitted to USAID a revised draft of its first year Annual Work Plan (AWP). During its first year of activities, the project mainly will support PAT to initiate the professional development certification system, review and certify training and capacity building courses for ATs and BOTs. ESP also will work to empower district level leadership in order to build local capacity to plan for and provide support to the BOTs and train ATs. ESP's draft AWP will be revisited and amended in early 2012 in light of the results of the underway Rapid Assessment (RA) findings.

IV. Program Objectives

Program Objective 1: Most impacted areas and highest concentration of newly hired teachers identified through a Rapid Assessment (RA) Rapid Assessment

Task (1.1): Work with MOE at central and field level to design and carry out the rapid assessment and to reach agreement on work priorities for assistant teachers training and in most impacted geographic areas

In order to identify the most urgent professional development needs of new ATs and the educational risk factors (e.g., economic instability, lack of security, disruption of operations or instruction) negatively affecting the greatest number of children and their access to educational opportunities, ESP conducted a rapid assessment, the results of which will provide guidance for ESP's inputs for AT training, as well as for technical support to BOTs and the schools/communities they serve.

AIR's home office support team (Washington DC) was instrumental in providing technical support in the design of the rapid assessment. AIR researchers helped with the definition of the sample size, characteristics, and distribution. An AIR expert came to Cairo and worked closely with ESP staff to review available AT and BOT tools, suggested changes to match the purpose of the rapid assessment, and assisted with the training of the data collectors. The home office support team also used available SCOPE data entry forms to create a new form for entering rapid assessment data. Consultation will continue with AIR's home office staff in reviewing the analysis and the final report.

The rapid assessment design (see Attachment 1) was developed to address the following strategic needs:

- Identify the most urgent professional development needs of new Assistant Teachers;
- Identify the educational risk factors (e.g., school operations/class time/student levels of participation; safety/security; economic disruption) negatively affecting the greatest number of children and their educational opportunities that can be mitigated or improved by grant-supported BOT/community action; and
- Identify target audience communication needs, preferences and access for media messages regarding the ESP support program.

The rapid assessment tools (see Attachments 2 and 3) were designed based on tools adopted by the Ministry of Education, specifically the Standardized Classroom Observation Protocol for Egypt (SCOPE) and Boards of Trustees Assessment Tool (BOTAT). Additional questions were added to cover all research study questions. The sample for the RA was identified to ensure adequate representation of the AT and BOT. The study included 330 ATs (Arabic, English, Mathematics, Science and Social Studies) in 13 governorates and 130 BOTs in 16 governorates. The study's data was collected in 51 idarra.

A plan for data collection was developed by the Mudderia and Idarra leaders supported by ESP field staff. Data collection was fully conducted by MOE staff, including approximately 80 Technical Supervisors and 90 SWD staff who had passed a two day training program on data collection that was conducted in Minia and Ismailia. Criteria for selecting data collectors included previous experience in using SCOPE and BOTAT. Approximately 90% of the data was collected by end of December, and is currently being entered and analyzed. Following is the timeline for implementation of the RA.

Action	Deliverables	Start date	End date
Developing a brief outline for RA	Brief RA outline developed	October 25 th	November 2 nd
Finalize RA Research Methodology	Research questions and sub questions	November 9 th	November 15 th
	Sampling criteria and size set, data collection tools identified	November 9 th	November 15 th
	Data collection tools finalized	November 16	November 23 rd
Finalize & complete RA proposal	Data collection, analysis and reporting procedures defined	November 16 th	November 23 rd
	A final comprehensive RA proposal including rationale, focus, methodology, and expected report format	November 29 th	November 29 th
Preparing for data collection and entry	Data collectors training materials developed	November 30 th	November December 1
	Data collectors/staff oriented to data collection, entry tools and procedures	December 4 th	December 6 th
	Local consultant engaged and oriented to tasks and deliverables	November 28 th	November 30 th
	MOE data collectors trained	December 11 th	December 14 th
Collecting and entering data	Data collected for Assistant Teachers	December 14 th	January 4 th
	Data collected for BOTs	December 14 th	January 4 th
	Data entered	January 4 th	January 12 th
Writing final report	Data analyzed	January 12 th	January 26 th
	Final Report Written	January 29 th	February 2 nd

Program Objective 2: School Governance supported through strengthening Social Work Departments (SWDs)/Boards of Trustees (BOTs)

Task # 2.1: Work with SWDs country wide to build the capacity of at least 60 % of BOTs

The Ministry of Education’s 2011 decree that redefined the work of BOTs afforded them more power and autonomy to raise and manage school resources, as well as ensure and support community participation in school performance. The new decree has resulted in a greater number of elected members serving on BOTs, as well as a larger proportion of elected members, typically parents, compared to appointed members. The new decree also allows the BOT to participate in the evaluation of the performance of the school principal, which is a major change from earlier decrees governing the role of BOTs. Although the school social worker continues to function as the secretary of the BOT, this individual is now a non-voting member of the board.

It was envisioned that ESP would providing support to BOTs wanting to inaugurate member elections under the new decree. By the time ESP started in mid September 2011, BOT elections in all Egypt’s schools had been completed due to a provision of the decree that mandated elections take place within two weeks of the beginning of the school year. ESP shifted its focus away from elections support and embraced a new focus on supporting the SWD to train BOT members on their new roles and responsibilities as stated in the decree.

During the past quarter, ESP conducted four meetings with the central level SWD to discuss ESP strategy for BOT capacity building, implementation of the rapid assessment, formation of master trainers’ teams, and the planning and implementation of the short term intervention to train BOTs on roles and responsibilities in light of the new BOT decree. At the regional level, ESP staff held orientation and coordination meetings with the heads of the SWD at Mudderia level to discuss the ESP strategy to build capacity of BOTs and implement BOT training on roles and responsibilities.

ESP organized one-day planning workshops with the of SWD and Finance Departments leaders in 8 governorates to discuss the new BOT decree and identify any ambiguities that need clarification, and to develop a plan at the Idarra level to train BOTs on roles and responsibilities

Table (1) Number of Participants in the planning workshops

Governorate (Date)	SW Supervisors	Finance Supervisors	BOT & Social Workers	Mudderia leaders
Beni Sweif (20 November)	7	7	3	5
Fayoum (21 November)	17	7	5	5

Minia (23 November)	9	11	5	2
Ismailia (23 November)	11	7	20	4
Luxor (23 November)	11	3	7	1
Aswan (23 November)	8	3	5	2
Qena (24 November)	16	2	2	4
Cairo (30 November/6 December)	45	17	21	6

The planning workshops resulted in plans for training BOTs and a list of issues from the BOT decree that needed clarification. These issues were to be shared with the MOE at the central level. The main issues and ambiguities that were identified were:

- The decree doesn't state the role of each of the main functions on the board like: chair - vice-chair - executive manager;
- The decree is not clear about how the BOT will provide input into the selection of new school manager or the appraisal of the current one;
- The decree does not speak about the general assembly meetings for the BOT at Idarra level; and
- The signing of checks is not clear if it is for the school account or the BOT sub-account.

BOT training started in Minia, Beni Sweif and Fayoum with 808 BOTs. Each BOT was represented by at least three representatives. The SWD trainers in these three governorates took the initiative in planning and conducting the training of BOTs on the roles and responsibilities.

During this quarter ESP also started holding a one day refresher training for previously formed BOT Support Teams by ERP. The training was conducted in Ismailia for 41 support team members from seven Idarras, and will be continued in the rest of the governorates; Cairo, Alexandria, Luxor, Qena, and Aswan by the beginning of the next quarter.

During this quarter, ESP coordinated with the central SWD to develop guidelines for the selection and formation of master trainers' teams at the five regions. The guidelines (see Attachment 4) cover the following main four elements:

- Criteria for selecting master trainers;
- Role of master trainers;
- Steps for forming master trainers teams; and
- Training topics for master trainers.

As a first step for selecting the master trainers, ESP has begun working with the SWD at the Mudderia level in all governorates to update the list of SWD trainers who received training by ERP.

Program Objective 3: ESP support for assistant teachers' professional development

Task # 3.1: Work with PAT and other relevant MOE partners to train 75,000 newly hired assistant teachers

Several coordination meetings took place between ESP and PAT leadership. The coordination meetings resulted in establishing a method of communication and a division of roles in the planning and implementation of activities. For managing the joint activities one of the senior technical staff was appointed for developing the details of the interventions, the preparation of training materials and logistics and the division of roles and responsibilities. Also, the manager of PAT assigned the General Secretary and the General Branches Manager as the liaison staff for planning and developing the central guidelines and principles for the local implementation. The meetings also resulted in setting criteria for selecting the first group of reviewers for teacher professional development courses and training programs.

PAT and ESP planned for a two day workshop with the team of master trainers who developed the AT training course. The workshop aims to suggest modification and restructuring of the course to be divided into core modules and optional modules. During the workshop the course will be reviewed against PAT professional development certification standards. According to the agreement with PAT, they will provide the training room, the equipment and the certificates for the participants while ESP will lead the workshop and provides accommodation and transportation.

Based on agreed upon criteria for nominating and screening professional development reviewers, PAT announced for the first Reviewers training workshop. Over 2000 candidates applied to attend the PD reviewers training. PAT staff will screen candidates against the criteria on a first come first served bases. ESP arranged for the attendance of representatives from TILO and GILO project so their staff is familiar with the certification requirements and they can prepare their courses accordingly.

PAT Board of Directors approved initiating the professional development system by holding the first reviewers training workshop. ESP also supported PAT in developing general guidelines and procedures for announcing the professional development certification process to relevant parties. PAT is currently working on getting approval from the Board of Directors to start certifying providers and courses. The AT course will be the first course to be certified by PAT. The AT training course is part of a comprehensive Induction and Mentoring Course that aims to provide newly hired ATs with the essential skills for beginning teachers. It has a set of core modules that focus on:

- Standards and Education Quality
- Lesson Planning
- Teaching Strategies

- Classroom Management
- Assessment

A set of optional modules focuses on:

- Technology and Teaching Aids
- Learning Styles and Individual Differences
- Reflective Teaching

The core modules will be covered in 30 training hours divided over five days. The optional modules will be covered in 18 training hours over three days.

ESP coordinated with the MOE and PAT central leaders to collect data on the numbers and distribution of newly hired AT. ESP regional offices have also established communication with local key official to get the contact information of ATs including their specialization and work places. There have been several challenges in getting reliable data as the ATs are not yet registered on the MOE data base. There are also some misconceptions and misunderstanding among MOE field staff in defining who the ATs are. This confusion is mainly caused by the different types of contracting and the incomplete data on AT.

Program Objective 4: District Level Leadership Development

Task # 4: Work with MOE on strengthening its leadership capacity at Idarra level in contingency planning, data driven decision making, and creating decentralized sustainable TPD models

ESP held a two day think tank with Regional Directors and Team Leaders to formulate program strategy in building district level leadership and linking it to ESP's work in the areas of Teacher Professional Development (TPD) and BOTs. The main guidelines agreed upon would be working through the system, responding to individual needs of governorates and Idarras, data for decision making. Field staff will get in touch with Crisis Management sections in the idarras to identify the existing systems and procedures for contingency planning.

V. ESP Start-up

During this initial quarter, AIR identified five locations for its Education Support Program offices, including a headquarter office in Cairo and four satellite work stations in Alexandria, Ismailia, Minya, and Qena. All five locations have been fully furnished and equipped. Furnishing and equipping those offices required detailed selection of vendors for furniture and Information Technology gadgets (computer, printers, servers). AIR also successfully contracted for landlines in all offices, and selected a provider internet services. By the end of December, all offices were fully functional.

AIR established bank accounts for its main project office in Cairo, and for each of the five regional offices. AIR also opened an Income Tax file for all locally hired (Egyptian)

project employees. Opening a Social Insurance file had not been completed by end of December 2011, as it was pending a modification from USAID to obligate local currency for this purpose. The modification was not issued until the end of December 2011. This will be completed in early 2012.

During this first quarter, 44 project staff members were hired. This process included advertising in the local news paper, establishing a website to publish job descriptions, and reviewing submitted applications. The hiring site received over 10,000 visits, and AIR received approximately 6,000 CVs for fewer than 50 openings. The project's Human Resources Manager reviewed all applications and sorted them according to vacancies; technical staff prepared short lists and appropriate managers interviewed potential candidates. Final selections were approved by the Chief of Party.

To facilitate personnel and hiring operations, AIR prepared a Human Resources (HR) Manual and an Operations Manual. A Security Manual also was drafted and shared with AIR's home office team in Washington, DC. Final approval of the manuals is expected in early 2012.

Attachments

Attachment 1

Education Support Program (ESP)

Rapid Assessment Design

Section	Page
1. Introduction.....	1
2. Strategic Questions.....	2
3. Research Questions.....	2
4. Approach to Data Collection.....	3
5. Component 1: Assistant Teachers.....	4
a) Methodology	
b) List of tools	
c) Sampling Size, Criteria, and Procedures	
d) Data Collectors	
6. Component 2: Communities and Schools (BOTs).....	8
a) Methodology	
b) List of tools	
c) Sampling Size, Criteria, and Procedures	
d) Data Collectors	
7. Preliminary plan for data collection and analysis.....	11

Acronyms

ATs	Assistant Teachers
BOT	Board of Trustees
BOTAT	Board of Trustees Assessment Tool
ERP	Education Reform Program
ESP	Education Support Program
ICT	Information Communication Technologies
RA	Rapid Assessment
MOE	Ministry of Education
SCOPE	Standards-based Classroom Observation Protocol for Egypt?
SIP	School Improvement Plan
SSA	School Self Assessment
SWD	Social Work Department

1. Introduction

The Education Support Program's (ESP) Rapid Assessment (RA) will provide guidance that informs the design of ESP's programs for training Assistant Teachers (ATs) and supporting Boards of Trustees (BOTs) and the schools and communities they serve.

The RA will identify (1) the most urgent professional development needs of new ATs and (2) the educational risk factors (e.g., economic instability, lack of security, disruption of operations or instruction) negatively affecting the greatest number of children and their access to educational opportunities that BOTs will be expected to address with ESP grant support.

The RA is a focused approach to collecting information across a range of areas and school types to provide information needed to implement ESP. The RA approach is not to provide precise statistical information for tracking change and impact but rather to contact a broad sample of individuals/ stakeholders in geographic areas of interest to determine the context and needs of ESP beneficiaries.

To inform the ESP AT training design, (**Component 1 of ESP**) the RA will first identify the geographic areas where these ATs are most concentrated, and will go to those areas to profile their priority professional development and training needs. In addition, the RA will profile their ICT skills, availability of computers, internet connections, and whether they have access to and use E-learning media.

Based on the RA results, a suggested modular course for ATs will be designed including basic modules for all teachers and optional courses that ATs can select based on their own self-assessment and credentialing needs.

ESP also will implement a competitive Boards of Trustees (BOTs) small grants program (**Component 2**) to support communities/schools in those areas identified through the RA as most affected by the social and economic disruptions associated with the recent political changes. The RA will identify the idarras with the greatest "vulnerabilities" and, within those idarras, those communities most affected by social and economic disruptions that BOTs can address with the support of USAID-funded ESP matching grants.

The RA also will provide information about the nature of the social and economic disruptions that will serve as a basis for ESP and the MOE to establish the criteria and procedures for the BOT grants program to address prevalent educational risk factors. It also will profile the organizational capacity and development needs of the BOTs themselves, including how to ensure leadership roles for women. The RA results also will be used as a guide for planning decentralized ESP activities aimed at building BOT capacity. The BOTs, many of them newly elected, will receive training by the Social Work Department (SWD) to build up their organizational capacities to better serve their schools – and successfully implement the grants.

The RA will identify communication needs (**Component 3**) among target audiences (school and community representatives), including their perceptions regarding messengers and access to media as a basis for the ESP communication strategy. ESP will seek to disseminate messages to local stakeholders about the purpose and activities of the ESP program, how they can participate and learn from the experience and successes of their counterparts, and to generally publicize results. The RA information will provide information to guide ESP in communicating effectively and efficiently with multiple audiences.

2. Strategic Questions

The RA will address the following Strategic Questions to provide ESP with a basis for project planning and programming:

- 1 Identify the most urgent professional development needs of new Assistant Teachers (Component 1);
- 2 Identify the educational risk factors (e.g., school operations/class time/student levels of participation; safety/security; economic disruption) negatively affecting the greatest number of children and their educational opportunities that can be mitigated or improved by grant-supported BOT/community action (Component 2);
- 3 Identify target audience communication needs, preferences and access for media messages regarding the ESP support program (Component 3).

3. Research Questions

In order to address these Strategic Questions, the RA will collect data on the following specific research questions:

Component 1: Assistant Teachers (ATs)

1. What are the geographic areas where newly hired ATs are concentrated?
2. In those geographic areas where ATs are most concentrated, for ATs in Arabic, mathematics, science, English, and social studies, what are the:
 - a) priority pedagogical training needs;
 - b) priority subject level training needs;
 - c) mastery of, access to, and use of, to E-learning media?

Component 2: Community/School Component (BOTs)

1. Which governorates/idarras have the greatest incidence of communities/schools affected by social and economic disruptions?

2. In those Governorates/idarras identified with the greatest vulnerabilities and incidence of communities/schools affected by social and economic disruptions, what are the most prevalent operational, safety/security, and economic disruptions? Describe those disruptions in terms of type, scale, source, onset, persistence, and potential for remediation, including those that disproportionately affect girls.
3. Of the schools/communities selected for assessment, what are the BOTs' organizational capacities and development needs?

Component 3: Communication Component

1. What are the (a) information needs of school and community representatives regarding the ESP support program, (b) their perceptions regarding messengers, e.g., government, local media, USAID, and (c) their access to media among target populations (ATs, BOTs, School Leaders).

4. Approach to RA Data Collection

The approach to collecting profile data for ATs and BOTs, and their schools and communities, will be to first identify priority geographic areas for both (process described below), and then to identify the priority samples within those areas.

The ATs identified for the RA will be profiled by using a modified SCOPE instrument, with questions added about their prior training, school circumstances, ICT experience, and communication. BOTs will be assessed with a modified BOTAT with additional questions about community and school circumstances and communication.

The SCOPE will be administered by idarra supervisors previously trained by ERP. The BOTAT will be administered by idarra level SWD representatives, many of whom also were trained by ERP.

There are 12 idarras that are common to the samples for Components 1 (ATs) and 2 (BOTs). The processes for selecting these idarras are described below. In these 12 idarras, we will collect data for both components at the same schools in order to cross validate findings:

Governorates selected for RA	No. of Idarras for AT sample	No. of Idarras for BOT sample
Alexandria	3	2
Assiut	3	4
Beni Sweif	3	3
Behaira	3	3
Cairo	-	2
Dakahlia	-	4

Fayoum	3	2
Gharbeya	3	1
Giza	3	3
Marsa Matrouh	3	-
Menofia	-	2
Minia	3	6
Qalyobeya	3	5
Qena	3	4
Sharqeya	3	4
Sohag	3	4
Suez	-	2

The following sections describe each of the first two Components of the RA, the assessment of the needs of ATs, and an assessment of the needs of Communities/School (BOTs). The methodology, data collection tools, sample size and criteria, and the expected number of data collectors will be presented.

For Component 3, Communication, questions have been added to tools for all respondents in Components 1 and 2 to identify (a) information needs, (b) perceptions regarding messengers and (c) access to media among target populations.

5. Component 1: Assistant Teachers (ATs)

c. Sampling Size, Criteria, and Procedures

Limitations:

1. Geographic areas where newly hired ATs are concentrated: If the target is to deliver training to 75,000 ATs, then the sample must be drawn such that the selected governorates have at least 75,000 ATs.
2. Within those geographic areas included in the sample, the intent is to profile ATs in order to provide ESP with programmatic guidance, and not to attempt a statistically representative sample for tracking impact, which is outside the scope of this project.

Sampling Procedure:

AIR's determined that 30 randomly selected cases within in each discrete combination of grade band (1-3 and 4-9) and subject would be sufficient to obtain a representative profile of a the ATs.

Across Egypt, the total sample will be 300 ATs (For 5 subject areas and 2 grade bands (1-3 and 4-9), and 30 ATs in each.). To guard against incomplete or lost forms AIR will oversample by 10%, resulting in a total sample of 330 ATs.

The selection of grades 1-3 and 4-9 as subgroups of teachers was based on the qualifications needed for teaching in those grades, where teachers in grades 1-3 teach all subjects for their

grade of assignment and teachers in the upper grades teach specific subjects. One hundred sixty-five ATs will be sampled in grades 1-3, and 165 will be sampled from grades 4-9.

For administering the SCOPE, teachers in grades 1-3 may be observed delivering any subject lesson as they are not assigned to teach a particular subject;

As mentioned, teachers in grades 4-9 are assigned by subject. Lesser qualified ATs tend to be overrepresented in the lower grades where it is harder to attract more qualified teachers. The better qualified teachers are hired at the upper grades where their subject expertise has greater value for the school. Based on this assumption, the project staff believe that the profiles for ATs at grade 9 are not sufficiently different from the ATs in grades 10-12, therefore teachers of grades 10-12 are not included in the sample.

Sample of Assistant Teachers by Governorates with highest ATs concentration

Governorates selected for the sample	Number of Assistant Teachers	AT Sample by Governorate	No of idarras overlap w/ BOTs study
Sharqeya	10,314	45	4
Qalyobeya	9,000	39	5
Giza	8,860	39	3
Fayoum	7,727	34	2
Bani Sweif	7,500	33	3
Assiut	5,705	25	4
Gharbeya	5,630	25	1
Sohag	5,000	22	4
Minia	4,097	18	
Behaira	4,000	17	
Qena	2,934	13	4
Marsa Matrouh	2,714	12	
Alexandria	2,000 *	9	2
Totals	75,481	330	

* Estimate pending data confirmation

All AT Sampling

Grades:	1 -3	4 - 9
Subject:		
Arabic		33
math		33
science		33
English		33
Soc Studies		33
Subtotals	165	165
Total		330

As shown above, the number of ATs sampled within each governorate is proportionate to the total number ATs that work there. The table below shows how sampling will work in Giza, for example, where 12 percent (proportion of all ATs in Egypt working in Giza) of the 330 ATs is 40:

By governorate:				
Giza (if 12.0% of the total number of the ATs target of 330)	Grades:	1 - 3	4 - 9	
	Subject:			
	Arabic		4	
	Math		4	
	science		4	
	English		4	
	Soc Studies		4	
	Totals	20	20	40

In each selected governorate, the RA will be conducted in 1-3 idarras to reach the sample of ATs designated for that governorate. The AT idarras will be matched to the idarras selected for Component 2 of the RA (BOTs) where possible. Again, using Giza as an example, three (3) idarras have been selected for Component 2 sampling.

Within those three selected idarras, schools will be randomly selected, based on the number to reach the sample number of ATs in each idarra and *at least* the number of needed BOTs for the Giza sample, in this case six. Neighboring (cluster) schools will be identified if they are needed to reach full sample of ATs.

For the schools selection:

1. The team will list the schools in that idarra, cut into slips of paper and separate out primary from prep into two bowls for random selection; then,
2. Select equally from each bowl to get the number of schools needed.

The illustration below show how the selection of idarras follows the ranking of BOT idarras (most vulnerable) where there is overlap, and then the schools randomly selected for the sample of ATs and BOTs.

Governorate Level Sampling: Giza

BOT Idarras = 3 BOTs = 6 ATs = 40

Idarra 1 (2 BOTs, 13 ATs)	Random	School 1 (1-6): BOT 1 + n ATs	+	School 7 for n ATs
				<i>as needed</i>
Idarra 2 (2 BOTs, 13 ATs)	Selection of schools	School 2 (4-9): BOT 2 + n ATs	+	School 8 for n ATs
				<i>as needed</i>
Idarra 3 (2 BOTs, 14 ATs)		School 3 (1-6): BOT 3 + n ATs	+	School 9 for n ATs
				<i>as needed</i>
		School 3 (4-9): BOT 4 + n ATs	+	School 10 for n ATs
				<i>as needed</i>
		School 5 (1-6): BOT 5 + n ATs	+	School 11 for n ATs
				<i>as needed</i>
		School 6 (4-9): BOT 6 + n ATs	+	School 12 for n ATs
				<i>as needed</i>

Assistant Teachers selection:

To obtain a full profile of teachers, each data collector will observe/interview the AT designated by his or her sampling sheet (as below). Data Collectors will review AT rosters for the selected schools or at neighboring schools during their training to identify the teachers by grade and subject for their sample. Data Collectors will be guided to identify a gender balance in their sampling.

a. Methodology

A demographic and professional characteristics survey of ATs will consist of completion of the modified SCOPE instrument with ATs randomly selected in identified schools.

Observations will consist of completion of the lesson observation portion of the modified SCOPE for Grades 1-3 ATs in any subject and for Grades 4-9 ATs in Arabic, math, science, English, and Social Studies. Interview questions have been added for ICT and Communication.

b. Data Collection Tools

Task	Tool
1. Identify the geographic areas where newly hired ATs are concentrated	- Spreadsheet with governorate level AT data for ranking priority governorates.
2. AT profiles and training needs	- Consultations with Mudderia officials to identify priority idarras within governorates);

	- Modified SCOPE with additional subject level, ICT, and communication questions.
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Please see Attachments B and D for copies of these tools. *Note: the SCOPE instrument has been validated in the Egypt context and used by the MOE, including field instructions and data entry and analysis software, which ESP will modify for this activity.*

d. Data Collectors (DCs)

Each AT Data Collection Team member can conduct a minimum of one (1) interview/observation per day, five (5) in a one week period. Our target schedule is two (2) weeks for field data collection but staffing for the data collection is doubled in order to ideally complete data collection within one (1) week. This will allow a second week for some data collection if there are scheduling challenges with staff or schools.

The Field Data Collectors will be trained by ESP staff during a two-day workshop in mid-December. The sampling for idarras, schools, and ATs also will be conducted at that time to allow the data collection teams to plan for their work within the training workshop.

ATs sample at Giza schools: 8 Data Collectors

Giza

ATs for Grades 1-3		ATs for Grades 4-9							AT Idarras
Primary Grades	No.	Subject	Grade(s)						3
			4	5	6	7	8	9	AT Data Collectors
1	4	Arabic	1	1		1		1	8
2	4	Math	1	1			1	1	Total ATs
3	4	Science	1	1	1	1			
1, 2, or 3	4	English	1		1	1	1		40
1, 2, or 3 other	4	Soc Studies	1	1			1	1	
Total ATs	20	20	5	4	2	3	3	3	

No of ATs sampled at each Grade: Grade 1=7 ATs; Grade 2=7 ATs; Grade 3=6 ATs; Grade 4=5 ATs; Grade 5=4 ATs; Grade 6=2 ATs; Grade 7=3 ATs; Grade 8=3 ATs; Grade 9=3 ATs.

6. Component 2: Communities and Schools (BOTs)

a. Methodology

The BOTAT instrument has been modified (shortened) for the RA and will be administered

to the BOTs in order to develop a basic profile and assess the BOT's capacity. The BOTAT profiles the BOT's SSA/School Improvement Plan implementation and whether there have been any disruptions to implementation. Prompt questions focus on capturing information about social or economic disruptions (e.g., type, scale, source, onset, persistence, and potential for remediation). Interview questions have been added to capture communication needs, and questions have been cross referenced against the AT questions in order to strengthen findings and to develop more complete school profiles.

b. Sampling Size, Criteria, and Procedures

For this component, the most vulnerable and affected areas with most affected students were identified through a three step process:

- a. Pool of the most vulnerable idarras was *identified* by Human Development Index (HDI) scores below the average for all idarras;
- b. The idarras with the highest student populations were *prioritized* within the pool of the most vulnerable idarras; and
- c. Three (3) additional governorates well known to ESP and MOE staff as seriously affected through recent public news – though not low on HDI - were added: Alexandria, Cairo, and Suez.

The target idarras within those prioritized by the above three steps were those that contained 10,000 schools. The rationale for 10,000 schools was based on ESP's preference to have a 4:1 competition for grants (4 applicants for every 1 award). It is expected that ESP will make 2,000 grant awards, in which case we would wish to reach 8,000 schools for 2,000 grant awards. Since the available schools data includes technical schools, we identified idarras that had 10,000 schools (an oversample to get the 8,000 needed).

At the governorate level, ESP Regional Directors will conduct consultations with Mudderia representatives, other Government and NGO representatives and write a report that describes the conditions negatively affecting school operations, safety security, and/or economic disruption to confirm (or disconfirm) those idarras' participation in the ESP grants program.

In those Governorates/idarras identified as vulnerable to disruptions, fifty-one (51) idarras in 16 governorates were identified as most vulnerable with the most students. We will sample 117 BOTs within these idarras plus the 6 BOTs in 2 idarras in each of the 3 additional governorates for a total of 130 BOTs in 51 idarras (including 1 additional BOT in an idarra to make a minimum of 2 BOTs per idarra).

The sample size was based on two assumptions: (i) there are three categories of negative conditions that are expected to be addressed by the BOT grants: economic instability, lack of security, disruption of operations or instruction. The samples allows for an equal possibility of sampling three schools in each of the three categories in each identified priority governorate.

The RA approach will be more open-ended, using the BOTAT and supplemental questions to allow the community-school representatives to self describe conditions negatively affecting schooling and their students. In order to allow the same latitude for sampling across these three categories, we've maintained the nine (9) BOTs *average* per governorate sampling. The BOTs will be selected randomly from the pool of those communities/schools in the identified idarras, representing urban/rural and school level (primary/secondary) differences. In the case of one idarra that was only calculated to have one BOT in the sample, a second BOT was added, to make a *minimum* of two BOTs to be sampled in any given idarra.

No. of Idarras to reach 10,000 schools by Governorate	No. BOT's per Gov	No. of BOT Data Collectors (2:5)
Minia	6	17
Dakahlia	4	13
Sharqia	4	13
Qalubia	5	11
Qena	4	11
Suhag	4	10
Assuit	4	9
Behira	3	7
Beni Sweif	3	7
Menofia	2	6
Fayoum	2	5
Giza (6th of October)	3	6
Gharbia	1	3
Cairo	2	4
Alexandria	2	4
Suez	2	4
Totals:	51	130

Schools selection:

1. For identified idarras where there is no overlap with the ATs sampling (described above), team leaders will obtain a list of schools, cut into slips of paper, and separate out into two bowls (Primary and Prep) to identify the schools where the BOTs will be surveyed.

b. List of Tools

Task	Tool
1. Identify vulnerable Governorates/idarras	a) Spreadsheet developed for RA with governorate information for ranking;
2. Identify the most prevalent operational, safety/security, and economic disruptions	a) Modified BOTAT; b) School observation guide developed for the RA.
3. Identify BOT capacities and development needs	a) Modified BOTAT with additional SSA/SIP and communication questions

Please see Attachments C, E, and F for copies of these tools. *Note: the BOTAT instrument has already been validated in the Egypt context and has been used by the MOE, including field instructions and data entry and analysis software, which ESP will modify for this activity.*

d. Data Collectors (DCs)

A two-person BOT Field Data Collection Team, one (1) interviewer and one (1) note recorder, can conduct one (1) interview/observation per day, five (5) in a one week period.

Our target schedule is two (2) weeks for field data collection but staffing for the data collection is doubled to ideally complete within one (1) week, allowing the second week for scheduling challenges with staff or schools. This includes the use of the School Observation Checklist to be used after the BOT consultation.

The Field Data Collectors will be trained by ESP staff during a two-day workshop in mid-December. The sampling for idarras, school, and ATs also will be conducted at that time to allow the data collection teams to plan for their work within the training workshop.

7. Preliminary plan for data management and analysis (under construction)

1. Develop coding scheme for open-ended questions
2. Modify data entry formats already developed for SCOPE and BOTAT
3. Develop reference manual for all steps
4. Develop draft template for final report
5. Identify and orient field staff on data management and entry
6. Consolidate data and conduct quality review at ESP HQ
7. Conduct data analysis (ESP and AIR)
8. Coordinate final reporting between ESP and AIR.

Attachment 2

Board of Trustees (BOTs) Rapid Assessment Tool

Facilitator Guide:

BOT RA Tool Objective:

- Determine professional needs of Board of Trustees, Parents and Teachers to be one of planning process inputs for the Board capacity building.
- Define obstacles and challenges faced by the school and the board and how they have dealt with them.

BOT RA Tool components:

- User Guide: Simple explanation of the tool and how to apply it.
- Basic Data: concerning BOT and RA meeting participants.
- First Section: Criteria and indicators of BOT performance in good governance, BOT work systems and external relationships.
- Second Section: Open-ended questions about BOT capacity to support school to deal with obstacles and unexpected challenges.
- Third Section: Observation checklist about the school physical environment.

Facilitators:

The BOT RA tool should be applied by two facilitators from SWD Supervisors or Social Workers. One of the mentioned facilitators will be leading the discussion and asking the questions while the other facilitator will be recording responses. The facilitators might exchange their roles from school to another.

Criteria of Selecting Facilitators:

- Social Worker shouldn't be selected at the school to be assessed.
- Supervisor shouldn't be responsible for the school to be assessed.
- Have a good knowledge of Board of Trustees, Parents and Teachers Decree.
- Have a good communication and facilitation skills.
- Have documentation and reporting skills.
- It is preferable to be one of BOT support team in Idarra.
- Attended a training course on tool application successfully.

BOT RA tool implementation steps:

Applying the BOT RA tool depends on discussion and dialogue with BOT members and review of the means of verification such as BOT documents and registers. BOT RA tool should be applied during BOT meeting and at least 50% of BOT members' attendance is required, representing all categories (School Manager, Parents, Teachers, Social Worker and interested members).

Before the meeting:

- Set the meeting appointment with BOT.
- Clarification of meeting purpose.
- Determining the categories attending the meeting.
- Determining the documents and tools to be available during the meeting (for example: means of verification)

During the meeting:

- The facilitator presents a summary about the purpose of the meeting and tool application, clarifying that its objective is not to evaluate the BOT performance, but it's a rapid assessment of a sample of BOTs selected randomly to identify BOT capacity building needs in order to provide training opportunities.
- The facilitator completes the "Basic data" section before starting the discussion around the other sections of the tool.
- The facilitator should begin with the First section (Institutional Assessment):
 - The facilitator asks questions successively, reviewing every criterion and its own indicators and make sure that they are clear to all participants.
 - The facilitator selects the score that reflects the BOT current performance based on participants responses.
 - The facilitator asks for the reference documents (means of verifications) which support the participants' responses, with emphasis on the document quality.
 - The facilitator uses the "additional comments" section at the end of every criterion for adding more clarification, recording what means of verification reviewed, completing additional complementary questions or data, writing any observations about the indicator.
- After finishing the First section, the facilitator begins the Second section of the tool related to the open ended questions as follows:
 - After asking a question, the facilitator should give the participants a chance to respond, and s/he may ask additional questions in the same concern. The facilitator shouldn't read the possible responses written under each question to the participants, as this part is meant only to assist the other facilitator in recording the answers and analyzing the data later on.
 - The other facilitator records the participants' responses by choosing the closest possible answer from the written responses for every question. More than one possible answer could be selected and recording any additional responses under "other" bullet.

Note: If you found that your meeting with the BOT is their first time to meet and around 75 % of the board members are new, you may ask questions from 1 to 3 in the First section (Institutional assessment) and continue with the rest if the tool.

After the meeting:

- The facilitator walks around the school to fill the observation checklist after obtaining the approval of the BOT and school manager to do that.
- The facilitator makes sure that all required forms and reports are completed and ready for data entry and analysis.
- The facilitator submits the completed tool and all its attachments to the RA concerned coordinator.

Hints for the facilitator:

- From time to time, draw the attention of the participants that this is not a test or evaluation of their performance, but it is only meant to identify the current situation in order to improve it.
- Be positive so as not to give the impression that you search for BOT mistakes. Focus on positives and strengths more than weaknesses.
- Make your questions open ended in order to encourage discussions, using real examples from BOT work to make the indicator understandable.
- It is better to record any comments, observations and/or quantity information mentioned during the meeting that might be useful in data analysis and reporting.
- When discrepancies found among the participants' responses, firstly you should make sure that they got your question right, then review the means of verification to reach a final response.
- Use different ways to activate participation during the discussion.
- Discuss the responses and ask for reference documents for more verification.
- Be neutral so as not to influence the participants' responses.
- Don't give promises that you will meet any needs for the school or BOT, as your role is just a facilitator in this meeting.

No	Item	Description
1	Community	The word society is used in the tool to refer to all the institutions in the society either it was governmental institutions, civil society institutions, private sector or individuals.
2	Civil Society	<p>There are many definitions for that word like: the totality of free voluntary organizations that fill in the general field between the family and the country for the sake of its members and at the same time it is committed to the values and the standards of respect, forgiveness and the right management for conflict and variety". However there are some main themes that should exist:</p> <p><u>voluntary or free volition action</u> The individuals choose CSO's membership</p> <p><u>Organizational</u> It is an organized society where the organizations or the associations work in it procedurally and according to logical standards where its members are committed to pre-agreed roles and conditions.</p> <p><u>Manners and Behavior</u> Represented in accepting -peacefully and on the light of respect, forgiveness, cooperation competitions and peaceful conflict-variety, difference and commitment in conflict management inside and between the CSOs. The CS is used to refer to a huge number of NGOs and NPOs. These organizations exist in life and they take care of expressing values and interests either for its members or others based on moral, cultural, political, religious or voluntary concepts.</p> <p>The civil society refers to organizations or associations like: NGOs. Society development associations, specific unions, professional syndicates, charity organizations, religious associations, liberal unions and social clubs.</p>
3	Decision Making	Specify and/or analyze the organizational and strategic problems and try to put different proposals for the solutions and to give the best alternatives from these proposals and follow up to deliver it to the decision takers.
4	Decision taking	This is done by an individual/institution that has the power to choose the best alternatives from all the proposed solutions presented by the decision makers to solve a certain problem. The decision maker could be himself the decision taker.
5	System	A group of procedures, policies and tools that organize the work and specify the role players and their roles in an organized and integrated way.
6	Strategic Planning	It is the effort organized for making the critical decisions; it is also the effort that characterizes the school identity and the reason for its existence. It is a group of principles, steps and tools that were designed to help the school principal, BOTPT and the planners to think and act in a strategic way. It helps the school to make an effective decision that leads to achieving the

		<p>school message and to get the satisfaction of all the counterparts. It is a process based on all the opportunities and threads surrounding the school from the external environments to the strength and weakness points in its internal environment, it includes: putting and specifying the school vision and mission, studying the school internal and external environment and putting the strategic objectives.</p>
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Basic Data:

General Data:

Governorate: _____

Idarra: _____

School: _____

School Code: _____

Date of BOT Formation: _____

Number of new BOT members: _____ male _____ female

Is the school accredited? _____ (yes/no) If yes, date: _____

Data on the assessment meeting:

From BOT old members: _____ male _____ female

From BOT new members: _____ male _____ female

Others: _____ male _____ female

They attending as: _____

Date of the tool application: _____

Facilitator Name: _____

Job and employer: _____

Facilitator Name: _____

Job and employer: _____

First Section: Organizational Assessment of BOT

1-What is the percentage of parents who attended last General Assembly (GA) Meeting?				Verification Means
1	2	3	4	General Assembly Report including attachments
1. No general assembly meeting was hold.				
2. General assembly meeting was held and percentage of parents attending was up to 25%.				
3. General assembly meeting was held and percentage of parents attending meetings ranged from 25 % to 50 %.				
4. General assembly meeting was held and percentage of parents attending meetings was more than 50%.				
Comment:				
<ul style="list-style-type: none"> • Total number of school parents (GA members): ____ male ____ female • Number of parents attended the last GA meeting: ____ male ____ female 				
2-How parents' representatives on the board were selected?				Verification Means
1	2	3	4	General Assembly Report including attachments
1. The BOT was formed by selection (assignment) without holding general assembly meetings.				
2. A general assembly meeting was hold; yet, the BOT was formed by acclamation.				
3. A general assembly meeting was hold and democratic election was conducted by raising hands				
4. Democratic election was conducted and voters exercised secret ballot.				
Comment:				
3-What is the number of female representatives on the board from parents and interested group?				Verification Means
1	2	3	4	BOT profile report
1. BOT members whether parents or interested people do not include any females.				
2. BOT members whether parents or interested people include only one female.				
3. BOT members whether parents or interested people include two females.				
4. BOT members whether parents or interested people include three or more females.				
Comment:				
<ul style="list-style-type: none"> • Are those female members selected by election or appointment? _____ • In case of poor female representation, what are the reasons behind that? _____ _____ 				
4- How does the BOT take decisions?				Verification Means
1	2	3	4	The BOT meetings minutes
1. All decisions are just subsequent approving to the school administration decision taking within the previous period.				
2. Issues need resolving decisions are raised without a chance for discussion; yet, only the school manager takes the decisions.				
3. Issues need resolving decisions are raised and discussed by the BOT members; yet only the school manager takes the decisions.				
4. Issues need resolving decisions are raised and discussed by the BOT members before taking decisions, and the decisions made by voting.				

Comment:				
5- How do the decisions made by BOT get announced?				Verification Means
1	2	3	4	The used methods to present decisions and meetings minutes and inform parents thereof
1. Neither the BOT meetings minutes nor the taken decisions are announced.				
2. Meetings minutes and taken decisions are announced but neither systematically nor regularly.				
3. Meetings minutes and taken decisions are announced systematically and regularly in a seen place for all the staff and the visitors as well.				
4. Meetings minutes and taken decisions are announced systematically and regularly in a seen place for all the staff and the visitors as well. Parents are informed of the important decisions.				
Comment:				
Please give examples				
6- To what level parents get involved in the BOT activities?				Verification Means
1	2	3	4	▶ Reports showing the activities implemented by the BOT ▶ The BOT plans
1. The BOT do not involve parents in its activities				
2. Parents' involvement in the BOT activities is randomly implemented.				
3. Parents' involvement in implementing the BOT activities is done in a planned way and they are assigned specific roles.				
4. Parents' involvement in planning and implementing the BOT activities is done in a planned way and they are assigned specific roles.				
Comment:				
What are the activities where parents participated?				

7- To what extent do the members attend the BOT meetings?				Verification Means
1	2	3	4	The BOT meeting minutes
1. Less than 25% of the BOT members are regularly attending the monthly meetings.				
2. 26 % to 50 % of the BOT members are regularly attending the monthly meetings.				
3. 51 % to 75% of the BOT members are regularly attending the monthly meetings.				
4. More than 75% of the BOT members are regularly attending the monthly meetings.				
Comment:				
What are the reasons behind the level you selected from above?				

8- What is the role of BOT in identifying the needs in collaboration with the school administration and grassroots?				Verification Means
1	2	3	4	▶ A written and well known system for receiving the support requests ▶ Needs Assessment report
1. The BOT neither does need assessment nor receives any support requests from the School administration.				
2. The BOT does not make any needs assessment; just receives the School administration support requests to be included in plan thereof.				
3. The BOT does need assessment, discusses it with the School administration and receives the support requests to be included in plan thereof.				
4. There is a functioning system for needs assessment and receiving support requests and this happens in collaboration with the School administration and grassroots.				

Comment:				
9- In case that there is a plan, is the BOT committed to implement and review the developed plan?				Verification Means
1	2	3	4	▶ Achievements Reports ▶ BOT Meeting Minutes
1. The BOT is not committed to implement developed plans.				
2. The BOT implements some plans' items.				
3. The BOT fully implements plans but with neither plan reviewing nor evaluation.				
4. The BOT fully implements plans and it also regularly reviews and evaluates implementation.				
Comment:				
10 – To what extent, does the BOT prepare regular reports?				Verification Means
1	2	3	4	▶ Achievements reports
1. BOT develops no written reports about implemented activities.				
2. BOT only develops the final report to be presented to the GA during annual meeting thereof.				
3. BOT develops detailed written reports about the activities implemented all over the year but on an irregular basis.				
4. BOT develops detailed written reports about the implemented activities on a regular basis.				
Comment:				
11- Does the BOT apply sound financial procedures and ensure transparency in its financial performance?				Verification Means
1	2	3	4	▶ Expenditure notices ▶ BOT meetings minutes
1. All the financial expenses are performed without the BOT reference. However, they are submitted to BOT after the expenditure completion.				
2. Most of the financial expenses are performed without the BOT reference. However, they are submitted to BOT after the expenditure completion. Moreover, some are not in conformity with the agreed plan.				
3. Most of the financial expenses are performed with the BOT reference and are preceded by approved expense notices; few are not in conformity with the agreed plan.				
4. All financial expenses are in conformity with the agreed plan and are preceded by approved expense notices before starting expenditure.				
Comment:				
12- To what extent does the BOT has the ability for studying the available resources and developing a resources mobilization and development plan accordingly?				Verification Means
1	2	3	4	▶ The stakeholders map ▶ The resources mobilization plan
1. BOT is not acquainted with how to conduct resources mobilization and development.				
2. BOT conducted some studies for the available resources (internally and externally).				
3. BOT has a written clear plan for the available resources development and mobilization (internally and externally). The plan is developed based on the BOT studies in this regards.				

4. BOT regularly reviews and evaluates the resources mobilization plan and does the required modifications accordingly.				
Comment:				
13- To what extent did the BOT Succeed in mobilizing resources?				Verification Means
1	2	3	4	▶ Financial reports ▶ Final Account ▶ Financial reports
1. BOT never undertakes any resources mobilization activities before.				
2. BOT succeeded in mobilizing 1 – 10 % of the defined resources for supporting the School annual action plan.				
3. BOT succeeded in mobilizing 11 – 25 % of the defined resources for supporting the School annual action plan.				
4. BOT succeeded in mobilizing more than 25 % of the defined resources for supporting the School annual action plan.				
Comment:				
What are the reasons behind the selected level? In case that the BOT mobilized resources, what is the type and amount of the mobilized resources since its formation up till now?				

14- What is the BOT relationship with CSOs?				Verification Means
1	2	3	4	▶ Correspondences ▶ Memorandum of understanding ▶ Minutes of conducted meetings ▶ Reports on joint implemented activities
1. There is no communications between the BOT and CSOs.				
2. The BOT developed a list of the CSOs that may serve the School; they never collaborated in any joint activities.				
3. The BOT developed a list of the CSOs that may serve the School and they collaborated in some joint meetings and activities.				
4. The BOT developed a list of the CSOs that may serve the School and they signed a cooperation agreement to implement joint action plan.				
Comment:				
Please give examples.				
15- What is the BOT relationship with the private sector?				Verification Means
1	2	3	4	▶ Correspondences ▶ Memorandum of understanding ▶ Minutes of conducted meetings ▶ Reports on implemented activities / provided support by the private sector to the School
1. There is no communications between the BOT and the private sector.				
2. The BOT developed a list of the private sector entities that may serve the School and conducted some communications with them to get some services.				
3. The BOT developed a list of the private sector entities that may serve the School and already funded some activities included in the annual action plan.				
4. The BOT developed a list of the private sector entities that may serve the School and conducted an agreement to regularly support the School in some fields.				
Comment:				
Please give examples.				
16- What is the BOT relationship with governmental authorities?				Verification Means
1	2	3	4	▶ Correspondences ▶ Memorandum of
1. There is no communications between the BOT and the governmental bodies.				

2. BOT members have personal relationships with some governmental bodies, but are not optimally used to support BOT activities.	understanding
3. Some activities are implemented in collaboration with governmental bodies, based upon a personal, informal relation basis. However, such activities are not documented.	<ul style="list-style-type: none"> ▶ Minutes of conducted meetings ▶ Reports on provided support by such bodies to the School
4. There is a regular, formal and documented collaboration between the BOT, as an official entity, and some governmental bodies.	
Comment:	
Please give examples.	

Second Section: Open Discussion

1. Did the school/BOT implement activities targeting female parents?

- We didn't think about that as a school or BOT
 - We thought of opening a women club at the school
 - We opened literacy classes for female parents
 - We implemented medical campaigns and women were among the beneficiaries
 - We implemented seminars for female parents
 - Female parents are members in the school committees
 - Female parents attended the general assembly meeting
 - Others:
-
-
-

2. How does the BOT see its role?

- Up till now we have not read or known about our roles
 - The BOT exists to assist the school financially
 - The BOT exists to solve problems that the school face
 - The BOT supervises the school performance to ensure quality outcomes
 - The BOT follows up on the teachers performance and makes sure they provide quality teaching
 - The BOT follows up on the students attendance
 - The BOT serves as a channel between the school and community/parents
 - Others:
-
-
-

3. To what extent are parents committed to pay the school fees? What about the current school year? What are the reasons behind that?

- We have no idea, ask the students affairs office
 - We think the payment is good but we don't know the exact percentage
 - The payment is less this year than previous ones due to the weak financial ability of parents because they lost their jobs
 - The payment rate this year is similar to previous years, no difference
 - The payment rate is always poor and we always face difficulty in this matter
 - Others:
-
-
-

4. To what extent, the SIP got implemented? What are the challenges and achievements regarding the implementation of the SIP?

- We don't know about the SIP
- We know about the SIP but we could prepare it for this year because of the disruptions happened at the beginning of the school year

- We developed the SIP but we have not started yet the implementation because of the current conditions in the country
- We are continuing the implementation of last year SIP
- We are not able to implement the SIP due to lack of resources
- The SIP is under implementation and according to schedule
- We are done with the SSA only and we are working on developing the SIP
- Others:

5. To what extent does the BOT follow up on the attendance of students? What about the current school year?

- We don't know about that, ask the students affairs office
- We think the attendance is good but we don't know the actual percentage
- Students don't attend on regular basis because of the teachers irregular attendance due to the teachers strikes
- Parents did not send their kids to the school due to their fears of accidents, kidnapping, etc.
- Parents prevented their kids from attending the school because they can no longer pay the school fees
- Students attendance is not regular because the school was closed more than once because of the current conditions
- The school management sought the assistance of BOT to solve the problem of poor students attendance
- Others:

6. To what extent does the Bot follow up on the attendance of teachers? What about the current year?

- We have no idea
- It is not our role to follow up on teachers' attendance
- Teachers were absent at the beginning of the school year (strike) and still there is a poor attendance of teachers
- Teachers attend school regularly
- Teachers attend school irregularly
- Others:

7. What are the most challenges that faced the school recently? How did the school/BOT deal with these challenges?

- We did not face challenges and everything is going well
- The BOT is newly formed and unaware of the school issues yet
- The most challenge we faced was the irregular attendance of students and teachers

- The most challenge we faced was when parents refused to send their kids to school because of fear
- We succeeded to overcome all the challenges and everything goes well now
- We faced challenges related to the damages happened to school facilities and theft of some school properties.
- Others:

8. What are the best sources of information about: BOT roles and responsibilities, professional development opportunities, successful BOTs, funding opportunities for BOTs?

- Official documents available at the school
- Official notes sent by Idarra
- Official meetings with concerned authorities
- Newspapers
- MOE website
- Attending training events
- Friends and relatives
- Others:

9. What are the best communication channels to use in order to inform you? What are the best times for using these channels?

- Phone
- Email
- Attending meetings
- Print outs, letters, official communications
- TV and Radio
- Newspapers
- Internet
- Others:

General Comments/Observations:

Third Section: Observation Checklist

Put (Yes) or (No) for each of the following statements based on your observation:

#	Item	Yes/No	Comments
1	The school surrounding wall is in good shape		
2	The school facilities are in good shape		
3	There is a damage or theft of the classroom furniture		
4	There is a damage or theft of the school lab and activity rooms		
5	The toilets are in good shape		
6	There is pure drinking water at the school		
7	There is accessible first-aid kit at the school		

Attachment 3

Observation Protocol for Assistant Teacher

Please circle the
box of the selected
answer

Background data

Governorate (Mudderia): _____ . School name: _____

District (Idarra): _____ . School code : _____

Grade:

1	2	3	4	5	6	1	2	3
---	---	---	---	---	---	---	---	---

Level: Primary Preparatory

Content: Arabic English Math Science Social studies Other (specify): _____

Teacher observed

Name _____ Sex: Female Male

Teaching experience: Less than 3 years 3–5 years 6–10 years

Education: High Schl Ed Prep BA/BS General diploma Special Diploma MS PhD

Specialization: _____

Computer Certificates: International Certificate (ICDL) Others ()

Professional development activities during the past year

Frequency: Never 1–2 times 3–5 times 6 or more times

Focus of Training:

Agency/project : MoE or affiliations NGO or Projects Private Others: _____

Average duration: Less than a day 1–2 days 3–5 days More than five days

(All the above information should be consistent with the AT's employment contract)

Lesson observed

Physical setting: Fixed seats in rows Moveable seats in rows Moveable seats in alternative arrangements

Availability of instructional materials and aids: None Some Ample

Availability of instructional technologies: None Some (1-3 computers) Ample

Number of students in the classroom: _____ All-male All-female Co-Ed

List the topic of the lesson and the major activities undertaken by the teacher and students during the lesson as derived from raw classroom observations

Observer name: _____ Educational District (Idarra): _____

Observation: Date : _____ Time started _____ Time ended _____

Instructions

- The supervisor /observer will explain to the content of the form to the Assistant Teacher. He/she clarifies that the goal is to identify the training needs of a group of the assistant teachers and not to evaluate his/her performance.
- The supervisor starts by filling the part of the form on personal information before the observation.
- The observation is lasts for one period that is at least 45 minutes during one visit only.
- The supervisor takes notes of everything that is happening in the classroom and attaches his/her notes to the completed observation form.
- The supervisor compares his/her notes with the rubrics to identify the level of performance in each of the items and checks it (1-2-3-4-5).
- The supervisor must register the assessment for each of the items /indicators in the observation form and answer all questions on the interview.
- After the observation, the observer asks the AT the interview questions and write the answers.
- The observer attaches all documents and signs the forms then submits it to the responsible person for the Rapid Assessment project at the MoE.

Observation Form of Assistant Teacher

- Rate each of the following statements on teacher and student behaviors on the scale from 1 to 5. Check (√) only *one* rating for each statement.
- Attach your classroom observation data and notes to the completed form.

THE TEACHER:	1	2	3	4	5
1. Manages instructional time effectively					
2. Demonstrates effective classroom management skills					
3. Actively ensures the participation of all students in learning activities irrespective of their sex, achievement level, special needs, giftedness and other differences					
4. Makes effective use of different instructional resources and strategies to explain and model subject matter concepts and skills					
5. Uses diverse instructional strategies to promote active student participation in learning					
6. Provides students with opportunities to build meaningful connections between different subject matter areas, and between these areas and everyday life experience					
7. Provides and helps students suggest ample, specific, and constructive feedback					

Interview Questions

After the observation, please ask the following questions:

1. Have you had any computer training? (If yes, mention the training)
 a. Yes (.....)
 b. No
2. What can you do with computers? (you can choose more than one)
 a. Write and edit documents
 b. Surf the internet
 c. Identify and download information
 d. Communicating with others via e-mails or face book
3. Do you use computers at school? (if yes then go directly to question 5)
 a. Yes
 b. No
4. Why don't you use computers at school?
 a. Equipment is old or out service
 b. There is no internet connection
 c. I have no time at school
 d. I am not allowed in the multimedia room
 e. I did not receive enough training
 f. Other reasons: _____
5. How to you get information about ministerial decrees, instructions, information about training opportunities? (You can pick more than one)
 a. Colleagues
 b. Supervisors
 c. Principal
 d. TV
 e. Radio
 f. Newspapers
 g. Adds and the idarra(education district)

- h. Bulletin board at school
- i. Friends
- j. Government newsletters
- k. MoE Website
- l. Others

.....

6. Which of the above to rely on most?

7. How does the BOT currently support your work or the work of your colleagues or the school in general?

.....

8. How can the BOT support you in the future?

.....

9. In which of the following areas do you need training (circle the two most important areas)

- a. Planning
- b. Classroom Management
- c. Teaching Strategies
- d. Assessment

10. In the subject of specialization (Ask about the subject that the AT is currently teaching and in the case of the classroom teacher you may ask about all subjects)

Subject	The areas that the AT needs advanced training in
Arabic	
English	
Science	
Math	
Social Studies	

11. Are there any other training needs you would like to add?

.....
.....
.....

12. What are the challenges that you or your school faced lately? How did you deal with these challenges?

.....
.....
.....

13. Are students attending school regularly these days?

.....
.....
.....

General Comments

.....
.....
.....

Attachment 4

Education Support Program

Master Trainers' Selection guidelines

Target Group:

Five master trainers' teams will be formed in the five regions of ESP program. Every team will consist of 20-25 of the most qualified members in BOTs support teams in the Idarras. Every team will have representatives of all the region governorates.

The representation of each governorate on the team will depend on the following:

- Number of Idarras in each Mudderia.
- Idarras' BOTs in each Mudderia.
- Geographical scope sprawling in some Mudderias (such as Red Sea and El Wadi El Gadid...)

Proposed role of master trainers:

- Develop a master training plan for every governorate to train SW trainers in their governorates (trainers have been trained by ERP) to be able to reach to all Idaras' BOTs (260 Idara).
- Conduct refresher workshops for SW trainers in Idarras (BOTs support teams).
- Crash courses for new trainers on the BOT capacity building program to qualify them to train BOTs, to be similar to BOTs support teams technically.
- Provide technical support for trainers during BOTs' trainings, in coordination with SW supervisors at Idarra level.
- Coordination with SW trainers on Idara Level implementing BOTs capacity building plan.
- Documentation of Idaras' achievements in coordination with SW trainers, such as narrative reports, success stories, lesson learned, etc.

It is expected that SWD on Idarra and Mudderia level will monitor master trainers' and SW trainers' performance in Idaras, in addition to following up implementation of BOTs capacity building plan.

Forming Master trainers' teams:

Selection will be as follows:

- An orientation meeting is proposed to be held with SWD leaders at Mudderia and Idarra levels, concerning Master trainers' strategy, proposed candidates numbers and selection criteria which including:
 1. To be one of qualified BOT Support Team members in the Idarra.
 2. Age should be considered, not to exceed 50 years old.
 3. To be a trainer and have trained social workers and BOTs in technical topics.
 4. To be able to design training program and develop training materials in different fields.

5. Bachelor degrees and advanced studies are preferable.
 6. Trained in different fields is preferable.
 7. An obtained experience and/or appreciation certificate is preferable.
 8. Ability to use modern technology (Computer, Internet...Etc).
- Every Idara should submit a list of candidates, according to the agreed criteria, to the General SW Supervisor.
 - Candidates should submit achievement register including CV and selection supporting documents as requested by SWD.(Achievements register sample is attached)
 - A committee formed from ESP and SWD will select Master trainers after interviews and reviewing of achievements' registers.
 - Interviews with candidates to be scheduled for skill assessment, in coordination with Mudderias (SWD) and ESP before interviews.
 - A meeting to be held after interviews by ESP and SWD to finalize the selection of master trainers.

Master trainers' capacity building:

Hints to be considered in designing Master Trainers training:

- Candidates are members of BOT Support Teams which have been formed before and trained as trainers.
- They have trained social workers using technical package for BOTs capacity building.
- Difference in Training cadres among governorates due to difference between ERP versus non-ERP governorates. Education Reform Program provided intensive support to the nine ERP-governorates (Aswan, Qena, Luxor, Minia, Beni Sweif, Fayoum, Cairo, Alexandria and Ismailia).

According to these assumptions, ESP will conduct an orientation meeting with the master trainers on their roles and responsibilities, and implement the following suggested capacity building program:

#	Training Materials	Content
1	Core training topics	<ul style="list-style-type: none"> • Training of Trainers. • BOTs' roles and responsibilities. • BOT role in implementation and following up SIP. • Community participation. • Resources mobilization. • Increasing women participation in BOTs.
2	Additional Training Materials	<ul style="list-style-type: none"> • Good Governance. • Institutional Capacity Building. • Financial Training. • Documentation and Reporting.

Evaluation of Master Trainers' performance:

The evaluation of master trainers will be in two stages as following:

The first stage: During the implementation of the Master Trainers' training by ESP:

ESP team will conduct this stage during its training of Master trainers, in order to provide the trainers with feedback about their performance for improvement through:

1. Measuring Participants' cognitive development through pre and post test for each training topic.
2. Measuring Participants' skills especially team work, communication and presentation skills using PAT criteria for trainer and trainer evaluation tool.

The second stage: During trainings delivered by Master Trainers in their Idarras:

1. ESP team is responsible for doing this evaluation through field visits to a sample of the training delivered by master trainers.
2. Idarra SW leaders are responsible for doing this evaluation through regular follow up visits to the trainings delivered by master trainers based on Idarra plan.

Finally: A report will be prepared for each master trainer after completing each of the above mentioned evaluation activities. Master trainers will be classified based on the evaluation of their performance.