



# Education Support Program Egypt

## *Quarterly Performance Report No. 3*



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S.O.22  
Improved Access to Education

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## Table of Contents

Commonly Used Acronyms.....	2
Executive Summary .....	3
Progress to Date .....	5
Introduction.....	6
Program Objectives.....	7
Program Objective 1 .....	7
Program Objective 2 .....	7
Program Objective 3 .....	12
Program Objective 4 .....	16
Program Objective 5 .....	18
Program Objective 6 .....	19

## 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
GILO	Girls' for Improved Learning Outcomes
MOE	Ministry of Education
PAT	Professional Academy for Teachers
RA	Rapid Assessment
SCOPE	Standardized Classroom Observation Protocol
SWD	Social Work Department
TILO	Technology for Improved Learning Outcomes
TOT	Training of Trainers
TPD	Teacher Professional Development

## **Executive Summary**

The Education Support Program (ESP) aims at supporting educational service for Egyptian children during a very critical and unique time of Egypt's history. While 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 revolution 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 third quarter, ESP worked with the MOE's Social Work Departments at the central and Mudderia levels to provide TOT for SWD staff in 255 Idarras. These trainers in turn reached out to 1312 BOTs, providing the training, which focused on the BOT's role in school governance matters.

ESP also organized workshops for SWD leaders to reflect on the planning and implementation of BOT capacity building. The workshops were a chance to exchange lessons learnt, discuss challenges and solutions, and initiate a monitoring process to

ensure the quality of the BOT capacity building. During this quarter the BOT Capacity Building course was certified by PAT.

The BOT Grants component, representing \$4 million of ESP funding, has been put on hold based on instructions from the Ministry of Education. ESP is currently working with the MOE and USAID to propose alternate activities that will meet the strategic goals and objectives of ESP.

ESP also continued its work with local training departments to prepare local trainers for the PAT certified course “Teaching Applications in the Classroom”. ESP regional offices, in collaboration with local training units, have trained 11,296 ATs this quarter. Certificates for ATs who successfully pass the training are being signed by the PAT director and will be awarded in ceremonies in each of the governorates.

The PAT remains a key focus of ESP activities. This quarter ESP supported PAT’s efforts to operationalize its professional development certification system. Trainers from ESP and GILO presented their portfolios to PAT, went through the certification process, and currently are awaiting award of their certificates. ESP also coordinated the certification of programs developed by ESP, TILO, and GILO, and developed a draft framework for the establishment of a national professional development resources center.

## Progress to Date

#	Indicators	Previous Quarter	Current Quarter	Project to Date	Life of Project Target
1	Number of SWDs received ESP-developed, MOE-endorsed training package	162	93	255	260
2	Number of BOTs receive MOE-endorsed training package	2,300	1,312	3,612	25,000
3	<i>Number of BOTs receive matching grants for educational services*</i>	0	0	0	2,000
4	<i>Number of Idarras supporting school BOTs to organize reading/writing AND/OR science/ mathematics activities*</i>	0	0	0	104
5	<i>Number and percentage of students at risk supported by BOT grants*</i>	0	0	0	15%
6	<i>Number and percentage of students participating in reading/writing camps*</i>	0	0	0	50%
7	<i>Number and percentage of students participating in science/mathematics fairs*</i>	0	0	0	10%
8	Rapid assessment tool developed and used	1	0	1	1
9	Teacher performance self-assessment tool developed	1	0	1	1
10	Number of Idarra-level master trainers certified to deliver PAT's teacher professional development program to newly hired assistant teachers	0	5	5	520
11	Number of newly hired teachers receive PAT-certified training package	3,065	11,296	14,361	75,000
12	Number and percentage of newly hired teachers who successfully pass PAT certified training course	95%	99%	95.99%	80%

\* ESP's work related to Indicators 3 through 7 is on hold following guidance from the MOE.

## **Introduction**

The USAID funded Education Support Program (ESP) builds on the institutional achievements made by the previous Education Reform Program (ERP) in strengthening the local educational structures to support teacher professional development and community involvement in educational decision making and quality improvement. ESP 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.

This report presents the main projects activities during the period from April to June 2012.

## 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:** 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*

***Sub-Task 1.6:** Produce final RA report*

Final Rapid Assessment report identifying areas with priority training needs of Assistant Teachers, development priorities for BOTs, and urgent local educational needs submitted to USAID.

### **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 25,000 BOT.*

***Sub-Task 2.1.1:** Work with SWD central department to develop BOT development strategy*

In order to support the implementation of the BOT development strategy at the governorate level, five regional workshops were held during the period from April 22 to May 10 for SWD leaders from each region's governorates and the central level SWDs. The workshops focused on exchanging experience among the governorates, common issues, challenges, and monitoring mechanisms.

The main highlights of these workshops included:

- The presentations and discussions led by the SWD about progress to date in each governorate reflected a high sense of ownership of the BOT capacity building task.
- Mudderria and Idarra BOTs played a crucial role in supporting the SWD to overcome the challenges that faced implementation.
- The main challenges that are facing the SWD are: The lack of resources needed to implement the training, and difficulty to find appropriate training venues, the

- work load on the trainers, and other SW Supervisors' lack of knowledge about BOT capacity building and hence their inability to support or monitor it.
- The responsibility to monitor and follow up on the performance of the BOTs is mainly of the SW supervisors who are assigned to the schools. This in addition to the overall responsibility of the SWD leaders at Mudderia and Idarra levels.
  - The presentations reflected the commitment of SWD to select master trainers based on criteria and through a transparent process, and commitment of SW trainers to develop and implement training of BOTs.

**Sub-Task 2.1.2: Work with SWDs to implement crash course for BOTs on their roles and responsibilities in light of BOT's new decree**

This sub task was achieved and reported on in the ESP's second QPR, covering January to March 2012.

**Sub-Task 2.1.3: Prepare and certify BOTs' capacity building core training package**

ESP reviewed the BOT capacity building program in light of PAT standards. The course includes a set of basic topics for BOT capacity building:

- Importance of BOT role to education quality
- BOT roles and responsibilities
- BOT Assessment Tool (BOTAT)
- Community participation
- Resources mobilization
- BOT role in school improvement planning

The course was certified by PAT reviewers and acknowledged as a course required for Social Workers. ESP conducted orientation sessions to SWD leaders on the certified BOT course by PAT.

**Sub-Task 2.1.4: Create BOT regional master trainers**

This sub task was achieved and reported on in the ESP's second QPR, covering January to March 2012.

**Sub-Task 2.1.5: Select and train Idarras' level SWD trainers to train BOTs**

This quarter ESP supported the training of trainers in 93 SWDs with a total number of 718 Idarra local trainers. ESP continued to work with the SWD leaders at Mudderia and Idarra levels in order to develop Idarra BOT capacity building plans in all governorates. The planning process enabled the SWDs to develop a long-term plan to respond to real needs of the BOTs in each Idarra through collecting data on the performance of the BOTs.

During this quarter, ESP worked with SWDs to discuss their mechanisms for monitoring the implementation of the BOT capacity building plans. Monitoring took place in different forms such as regular feedback meetings with SWD leaders to reflect on the

progress made to date; a series of meetings were organized in 29 Idarras from Qalyoubeya and Dakahlia governorates for SW trainers and supervisors to reflect on first round of training before working on other topics. In these meetings, the participants discussed the lessons learned and recommendations for the future training. Cairo governorate, formed a monitoring committee, dividing Cairo into four regions and assigned members for each to conduct field visits and prepare regular progress reports, and they discussed designing monitoring forms and database to capture important data.

The Social Work Department (SWD) in Kafr El Sheikh presented great financial & logistical support to its BOT Local Trainers in delivering trainings to BOTs at school level. It is important to note that Kafr El Sheikh counts 51 Local Trainers, responsible of delivering trainings to BOTs in almost 1820 governmental schools. Therefore, the support presented by SWD is very effective and highly praised.

This quarter, ESP invited the heads of Mudderia and Idarra BOTs in Giza to a workshop to discuss the roles and responsibilities of schools' BOTs in light of the ministerial decree.

The BOT of Cairo governorate discussed the SWD BOT capacity building plan and decided to provide financial support to the implementation of this plan. In April 23, 2012 the Mudderia BOT decided to provide an amount of LE 500 to each Idarra of the (32) Idarras of Cairo, to use in supporting the training of school BOTs and motivate the SW trainers team

They also discussed the role of Mudderia and Idarra BOTs in social marketing and in adopting the issue of poor reading and writing skills in Giza which the participants demonstrated interest and willingness towards these issues.

### **Sub-Task 2.1.6: SWDs develop and implement BOT capacity building plans**

During this quarter, ESP succeeded to complete core training for the master trainers and local trainers of **255** SWDs nationwide. During this quarter, master trainers of the five regions continued to provide additional training to **718** SW local trainers in some of these Idarras on the following topics of the BOT capacity building program:

- Resources mobilization
- Community participation
- BOT capacity building and assessment tool

SW Idarra local trainers succeeded to train **3,612** BOTs on two core training topics of BOT capacity building program. The core training modules are: roles and responsibilities, community participation, resources mobilization, school improvement plan, and women participation. SWDs were creative in finding solutions to get logistical and financial support to conduct the BOT trainings that were attended by

A group of BOT Local Trainers from East District in Alexandria - headed by Mrs. Fatma Abdel Atty - created a group on Facebook and added all Alex BOT local and master trainers. The purpose is to share experience in the field of community participation and BOT training. Training updates, photos, and interviews with representatives of the BOT members who received training by local trainers for their feedback, are uploaded on the group account.

Group:

<http://www.facebook.com/groups/fatema.abdelaty>

average 2-3 members of each BOT. Feedback from local trainers showed a good level of participation of the BOT members.



On May 19-22, 2012, BOT Local Trainers in Matrouh received a second round of training, this time on: Capacity Building, Resource Mobilization & Community Participation. For the first time, Matrouh’s Undersecretary Mr. Safei El Din Zaki attended the training, along with the head of SWD, the head of Mudderia BOT and BOT heads at Idarra level. They promised to present continuous technical & logistical support to both, BOT Master & Local Trainers in delivering trainings to BOTs at school level. Mudderia BOT head even participated in the training with a few

**Sub-Task 2.1.7: Develop and implement strategy to enhance women’s participation in support of the education processes in selected BOTs**

During this quarter, ESP conducted (3) focus group discussions on May 27 and June 20 in two Idarras in Cairo and Dakahlia. The discussion included representatives of mothers, BOT members, and school management and it focused on:

- Level of mothers’ knowledge and involvement with the school
- Barriers to mothers’ participation in the BOT or school activities
- Potential roles that mothers could play to support education process at the school
- Communication channels between the school and mothers
- What could the BOTs/schools do to encourage mothers’ participation?

The main findings of these focus group discussions included:

- Mothers are interested to participate with the school, but they don’t know how and when they could do that
- Mothers are communicating basically with the school teachers to discuss performance of their kids, and in case of big issues, they talk with the school management
- Invitations by the school are addressed to “parents”, which the family interprets as the father who is invited
- The social workers are considered good channels for communication as expressed by mothers
- BOTs can invite mothers to participate in the BOT sub committees as members, or attend the BOT meetings as observers
- The school has to work more on sharing information with parents and set clear channels for communication

Based on the analysis of the focus group discussions that were conducted, ESP is designing its strategy and guidelines for increasing women participation in the school.

**Task 2.2: Work with MOE / SWD to provide grants to selected 2,000 BOTs to support educational needs in the most impacted areas**

**Sub-Task 2.2.1: Work with MOE stakeholders to design and approve BOTs grants mechanism**

This sub task was achieved and reported on in the ESP’s second QPR, covering January to March 2012.

**Sub-Task 2.2.2: Form Mudderia-level grants review committees**

Implementing the grant activity was put on hold, as requested by the MoE.

**Sub-Task 2.2.3: Awarding of 2000 grants for BOTs**

Implementing the grant activity was put on hold, as requested by the MoE.

**Sub-Task 2.2.4: Work with selected Idarras to support BOTs in conducting reading and writing camps/activities**

Implementing the grant activity was put on hold, as requested by the MoE.

**Sub-Task 2.2.5: Work with selected Idarras to support BOTs in conducting science and Mathematics fairs**

Implementing the grant activity was put on hold, as requested by the MoE.

ESP is currently proposing alternate activities for funding allocated for BOT grants. As part of the alternative activities, the reading and writing activity is being redesigned to focus on remedial program for older students in Grades 4-8. A consultant was also contracted to propose a model for science and mathematics fairs.

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

**Task 3: Work with PAT and other relevant MOE partners to train 75,000 newly hired Assistant Teachers**

**Sub-Task 3.1: Support Mudderia and Idarra training leaders developing plan for Assistant Teachers training.**

This sub task was achieved and reported on in the ESP's second QPR, covering January to March 2012.

**Sub-Task 3.2: Develop master plan of training assistant teachers**

Given the lack of accurate reliable data on the numbers and locations of newly hired Assistant Teachers, ESP could not work with PAT to prepare a Master Plan. Regional offices are working closely with local training units to develop local plans to reach all newly hired ATs with PAT certified training.

**Sub-Task 3.3: Work with PAT to certify assistant teacher training course to address identified needs**

In this quarter, ESP developed a new course for "Assistant Social Workers". The course was developed based on the specific needs of the Assistant Social Workers and the nature of their work. The course was originally developed in ERP but was then modified by a working group consisting of Cairo master trainers and partners from the councilor's

office. Then the materials were piloted in the Cairo region. It was modified based on feedback from implementation and it was implemented in the Ismailia region. ESP is coordinating with PAT to have the course certified.

ESP also supported PAT to certify three new training programs prepared by USAID funded projects:

- BOT Capacity Building - Developed by ESP
- Early Grade Reading - Developed by GILO
- Student Centered Learning- Developed by TILO

The program was printed with certificate according to USAID branding and marking guidelines.

***Sub-Task 3.4: Prepare a cadre of local trainers for the “Teaching Applications in the Classroom” course***

During this quarter, ESP continued to prepare additional numbers of Idarra trainers for the PAT certified course “Teaching Applications in the Classroom”. All trainers will be supported to receive PAT certifications as trainers. Here are the numbers of AT local trainers prepared.

#	Governorate	AT Trainers Trained
1	Assiut	30
2	Qena	16
3	Aswan	20
4	Luxor	16
5	Sohag	29
6	Red Sea	11
7	Ismailia	7
8	Port Said	9
9	North Sinai	9
10	Suez	1
11	Sharkia	2
12	South Sinai	-
13	North Upper Egypt	-
14	Qalyoubeya	15
15	Dakahlia	20
16	Cairo	-
17	Matrouh	-
18	Gharbeya	
19	Alexandria	-
20	Behaira	-
<b>Total</b>		<b>183</b>

ESP also prepared a cadre of trainers for the newly developed course “Educational Applications in the school” for the Assistant Social Worker who falls within the category

of Assistant Teachers. Selected trainers are all social workers with extensive experience in training. They received a 30 hour TOT course to refresh their skills and introduce the content of new program. Here are the numbers of ASW local trainers prepared.

#	Governorate	SW Master Trainers
1	Cairo	25
2	Dakahlia	15
3	Qalyoubeya	25
4	Ismailia	8
5	Port Said	3
6	North Sinai	5
7	Suez	2
8	Sharkia	21
9	South Sinai	5
10	Damietta	5
<b>Total</b>		114

**Sub-Task 3.5: Work with PAT to certify MOE trainers for special courses**

During this quarter the trainers who attended the TOT for the “Teaching Application in the Classroom” as well as those who attended the TOT for “BOT Capacity Building” became eligible for certification after passing the assessment of the course and proving that they have experience in training. These trainers prepared an “Achievement Portfolio” that contained proof of their qualification, experience and credentials. These portfolios were gathered and ESP coordinated its submission to the central PAT office.

PAT scheduled an interview for all trainers in which they had to present on a topic in the training and were assessed on their performance according to the standards of trainers published by PAT. Over 400 trainers from ESP and GILO went through the interview. Final lists of certified trainers will be shared with ESP later.

**Sub-Task 3.6: Work with PAT to identify and develop additional Assistant Teacher training courses/modules**

This activity will be reported on in coming quarters.

**Sub-Task 3.7: Establish PAT’s National training resource center for assistant teachers.**

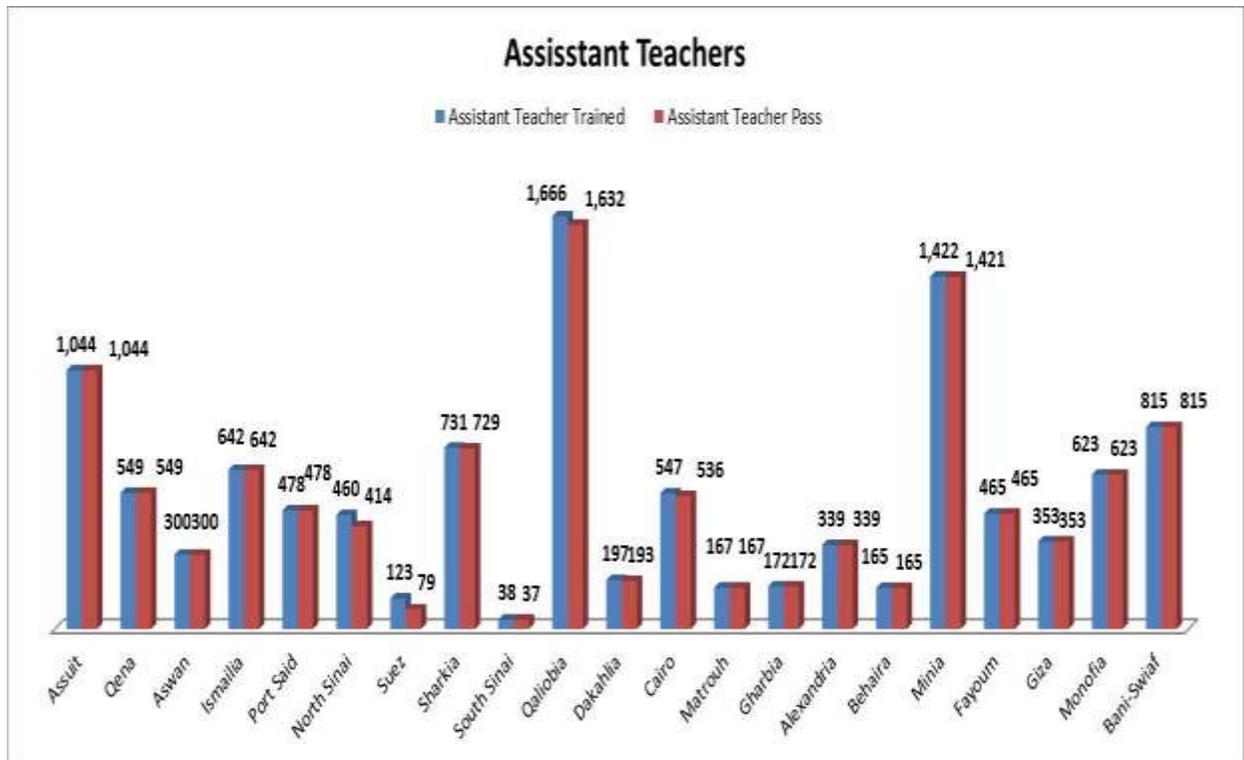
ESP coordinated with a team of PAT staff to prepare a framework for establishing the National Professional Development Resources Center. Four meetings were held that resulted in a draft framework that is currently being reviewed and finalized by ESP staff. A date was set for holding the first certification workshop for the professional development resources that PAT received from donor projects. The target for the first workshop will be to certify 18 training program. PAT team prepared a list of prioritized training programs that they will need in the near future.

**Sub-Task 3.8: Train 75,000 Assistant Teachers on Core certified training**

The training of the ATs continued in all regions on the basic course “Teaching Applications in the classroom. In some governorates new trainers were selected and trained using the TOT course that was developed last quarter. Also, governorates held coordination meetings to develop local training plans and agree on roles and responsibilities of each partners. This quarter ESP Trained 11296 Assistant Teachers, out of whom 11153 successfully passed the course.

ESP regional offices started using the newly PAT certified course “Educational Applications in the School” to train newly hired Assistant Teachers in the Social Work Specialization. During field visits Social Workers expressed great appreciation of how relevant the course is to their needs and how efficient the trainers were.

#	Governorate	Assistant Teachers Trained	Assistant Teacher Passing the Course
1	Assiut	1,044	1,044
2	Qena	549	549
3	Aswan	300	300
7	Ismailia	642	642
8	Port Said	478	478
9	North Sinai	460	414
10	Suez	123	79
11	Sharkia	731	729
12	South Sinai	38	37
14	Qalyoubeya	1,666	1,632
15	Dakahlia	197	193
16	Cairo	547	536
17	Matrouh	167	167
18	Gharbeya	172	172
19	Alexandria	339	339
20	Behaira	165	165
22	Minia	1,422	1,421
23	Fayoum	465	465
24	Giza	353	353
25	Menofia	623	623
26	Beni Sweif	815	815
<b>Total</b>		11,296	11,153



***Sub-Task 3.9: Newly appointed assistant teachers adapt SCOPE based Self-Assessment tool for professional development purposes***

All 11,296 assistant teachers who attended the training course completed self-assessment tool and develop professional development action plan

**Program Objective 4: District level instructional leadership strengthened**

***Sub 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***

***Sub Task 4.1: Train 50 selected Idarras leadership teams on contingency planning***

During this quarter ESP ILD team developed the criteria for the selection of the Idarra/ Mudderria to be targeted. The criteria included the existence of enthusiastic staff willing to volunteer their time and effort for the welfare of the education system, intensive activity of Assistant Teachers training and BOT support, established effective

*“I learnt a lot from the ESP process to select Crisis management trainer, I will try to adopt the same process in selection of Mudderria/ Idarras’ leadership positions”.*  
*Mr. Abdel Gawad Ahmad*  
*Aswan Mudderria Deputy*

relations between ESP regional staff and the Idarra/ Mudderia staff.

ESP ILD specialists used a data collection tool developed, with the assistance of the M&E Advisor to collect information about the existing crisis contingency planning teams and processes, and the kind of educational crises they had to react to and how this reaction materialized. The data was collected from four of the five regions during Q3 in 20 Governorates in 54 Idarras. The M&E Advisor is currently analyzing the data and the results will be used to develop the intervention strategy.



Idarra Leadership team meeting in Upper Egypt Region

ESP worked with the Mudderias and Idarras to select the trainers. Criteria for selection included two years' experience in training, previous training in facilitation skills and materials development, active and enthusiastic, skills in problem solving and documentation, and good relations with others. Candidates were requested to develop a maximum of three pages on the topic: "Crises Management, Identification of the set of problems that may affect the education process leading to a crises and the importance of its mitigation".

A committee from the Mudderia and the ILD specialists screened the applications and also conducted interviews with the candidates. It is expected that this process of trainer selection will be completed for all governorates in Q4 in preparation for the first training package.

A scope of work was developed for an international consultant who will be teamed with a local consultant for the development of a strategy, process, and training materials. The intervention strategy and materials will reflect best international practices as well as the realities of the Egyptian education context.

The partners that worked in the process of screening trainers, collecting data and conducting interviews benefited a great deal and explained that these acquired skills are transferable to other areas of their work. So, building their capacity was achieved indirectly. Also, there was positive reception of this intervention in all regions. This supports the importance of this activity especially during this period of political flux in Egypt.



Idarra Leadership Team meeting in Ismailia Region

**Sub Task 4.2: Train 50 Mudderia /Idarra leadership teams on quality training management**

During this quarter ESP initiated a discussion with PAT around supporting local training units to receive certification from PAT. A quick needs assessment was also conducted with the directors and staff of Mudderia and some Idarra training units.

**Program Objective 5: Establish a participatory monitoring and evaluation system**

**Task 5: Establishing and operationalizing a Monitoring and Evaluation system**

**Sub-Task 5.1: Establishing a database for recording and generating reports on activities**

A participant and activities data base was developed and trialed for recording all participants and activities. The database is designed according to the needs of project reporting and quality assurance.

**Sub-Task 5.2 Prepare and submit quarterly and annual reports on ESP**

Quarterly performance reports routinely are submitted on time.

**Sub-Task 5.4: Develop and implement a comprehensive M&E system**

The M&E system developed, taking into consideration lessons learned and best practices of previous educational programs funded by the USAID. The objectives of the monitoring and evaluation system include providing guidance to the Education Support Program Staff in programming and implementation, reporting on program progress and impact to key partners and employers, and enhancing partners' M&E capacity.

**برنامج دعم التعليم ESP**

القطاع: ESP- Alex      المكون: التنمية المهنية      اسم النشاط: إختصك برنامج

تاريخ النشاط: 6/26/2012      طبيعة المشاركة في النشاط: اداري      المدة بالأيام: [ ]

**بيانات شخصية**

الاسم باللغة العربية مطابقا للبطاقة الشخصية: [ ]

رقم البطاقة الشخصية / العائلية / رقم قومي: [ ]

النوع: [ ]      رقم التليفون / المحمول: [ ]

المؤهل: [ ]      تخصص المؤهل: [ ]

**بيانات العمل**

جهة العمل: [ ]

عنوان العمل: [ ]

المحافظة: [ ]      الإدارة: [ ]      أوسان: [ ]

تليفون العمل: [ ]      رقم الفاكس: [ ]

البريد الإلكتروني: [ ]

**خاص بالسادة العاملين بوزارة التربية والتعليم**

الوظيفة: [ ]      أخصائي إجتماعي

التخصص: [ ]      أنشطة زراعي - صناعي - اقتصاد منزلي

المرحلة: [ ]      ابتدائي

**خاص بالسادة أعضاء مجالس الأمناء**

اسم المدرسة: [ ]

الإدارة التعليمية: [ ]

الوظيفة داخل مجلس الأمناء: [ ]

**خاص بجهات أخرى**

الاسم: [ ]

الوظيفة: [ ]

جهة العمل: [ ]

## Program Objective 6: An effective and appropriate communication strategy developed and applied

### Task 6: Develop and implement program communication strategy

#### Sub-Task 6.1: Develop communication strategy to explain program approaches to education support

A draft Communication Strategy was developed to ensure effective information sharing. The Communications Strategy will allow ESP to maintain the effectiveness of its activities through transition and influence stakeholders to participate through the venues and forums provided. The main purpose of the Communication Strategy is to contribute to the successful implementation of ESP with the right communication delivered to the right audiences at the right time. Communication mechanisms will be selected from

various available sources according to the objectives and audience of each communication piece.

During this quarter, a draft TOR to hire a communication consultant developed and will be announced.

**Sub-Task 6.2 Document and track success stories in BOT and TPD components**

This activity will be reported on in coming quarters.