



Education Support Program

Quarterly Performance Report No. 4



**JULY – SEPTEMBER
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S.O.22
Improved Access to Education

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Commonly Used Acronyms

AIR	American Institutes for Research
ASW	Assistant Social Worker
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
ILD	Instructional Leadership Development
LRC	Learning Resource Center
MOE	Ministry of Education
MOU	Memorandum of Understanding
PAT	Professional Academy for Teachers
PD	Professional Development
QAU	Quality Assurance Unit
RA	Rapid Assessment
SCOPE	Standardized Classroom Observation Protocol for Egypt
SWD	Social Work Department
TOT	Training of Trainers
TPD	Teacher Professional Development
TSU	Technical Support Unit

Executive Summary

The Education Support Program (ESP) aims to support educational service delivery for Egyptian children during a very critical and unique time in Egypt's history. While Egyptian society is going through a complex transitional process towards democratization and reform, education and the quality of educational services, in general, are at the heart of these complex processes and changes. Since the beginning of the recent political revolution in Egypt that began on January 25, 2011, Egyptian schools have witnessed changes relating to two very important elements of the country's human resource support for 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 (ATs). These young teachers bring to the education system renewed hope for improvements in education quality, largely inspired by the values of the Arab spring: human rights, dignity, and justice. Both the new role of the BOTs and the infusion of these young ATs into the education system underscore the principle focus areas of ESP.

During this fourth quarter, ESP worked with the MOE's Social Work Departments (SWDs) at the central and mudderia levels to provide training of trainers (TOT) for SWD staff in 268 idarras. These trainers then reached out to 7488 BOTs to provide training that focused on the BOTs' role in matters of school governance, community participation, resource mobilization, and the general assembly.

Additionally, ESP continued its work with local MOE training departments to prepare local trainers for the Professional Academy for Teachers (PAT) certified course "Teaching Applications in the Classroom." ESP regional offices, in collaboration with these local training units, have trained 19,577 ATs this quarter. Certificates, signed by the PAT director, for ATs who successfully pass the training, will be awarded in ceremonies in each of the governorates during the next quarter.

The PAT remains a key focus of ESP activities. This quarter ESP worked with PAT to certify 47 MOE training courses for ATs and other teachers. The main thematic areas of the certified training packages are: i) building the capacity of the early childhood education system; ii) professional development training for teachers; iii) building the capacity of education and school leaders; and, iv) professional development training for social workers.

Due to the considerable delay of the small grants implementation, ESP proposed alternatives to ensure achieving programmatic goals. ESP discussed these alternatives with USAID and its partners. As a result of this, a modified program description was submitted to USAID in mid-September. The new activities under this modification include establishing a remedial reading and writing program, implementing science club activities, building the capacity of BOTs to support at-risk students, building the capacity of school-based mentors, supporting the selection and training of school leaders, and

supporting the certification of 50 local MOE training units. Furthermore, the modified program includes increasing target numbers for trained ATs to 100,000.

ESP Progress to Date

Indicators	Previous Quarter	Current Quarter	Project to Date	Life of Project Target
1. Number of SWDs receive ESP-developed and MOE-endorsed training package	93	13	268	260
2. Number of BOTs receive MOE-endorsed training package	1,312	7,488	11,100	25,000
3. Number of BOTs receive matching grants for educational services (*)	0	0	0	2,000
4. Number of idarras supporting school BOTs to organize reading/writing AND/OR science/mathematics activities (*)	0	0	0	104
5. Number and percentage of students at risk supported by BOTs' grants (*)	0	0	0	15%
6. Number and percentage of students participating in reading/writing camps (*)	0	0	0	50%
7. Number and percentage of students participating in science/mathematics fairs (*)	0	0	0	10%
8. Rapid assessment tool developed and used	0	0	1	1
9. Teacher performance self-assessment tool developed	0	0	1	1
10. Number of idarra-level master trainers certified to deliver PAT's teacher professional development program to newly hired Assistant Teachers	5	318	323	520
11. Number of newly hired teachers receive PAT-certified training package	11,296	19,577	33,938	75,000
12. Number and percentage of newly hired teachers who successfully pass PAT-certified training course	99%	100%	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 1) and strives to strengthen the local educational structures that support teacher professional development and community involvement in educational decision-making and quality improvement. ESP also seeks to work with the MOE to augment its capacity to develop and manage local level crisis contingency planning so that the negative impacts of future political and social disruptions to the school system and ongoing delivery of educational services can be reduced greatly.

Among the intended positive outcomes of ESP's work is a strengthened ability of the MOE to support and reinforce BOTs, which in turn will become more effective in addressing community level school needs and responding to current and future education system fragility. ESP will address the MOE's need to rapidly respond to increasing the skill level of recently hired ATs while strengthening local MOE capacities to implement and support such professional development skills training activities. Additionally, ESP will support processes that enhance the MOE's ability to respond to conflict and crisis contexts in the future. All of ESP's efforts will continue to augment women's participation in governance processes and girls' access to and ongoing participation in school.

ESP will draw on ERP's experience and expertise to enhance the Egyptian education system's 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 a focus on security and the effectiveness of BOTs to improve access, retention, and learning outcomes among these same children and communities.

This report presents the main project activities during the period from July to September 2012.

Program Objectives

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

Task 1: Work with MOE at central and field level to design and carry out a rapid assessment and to reach agreement on work priorities for training of ATs, especially in the most impacted geographic areas.

Sub-Task 1.1: Use secondary resources to identify survey sample of newly hired teachers and BOTs

Sub-Task 1.2: Work with MOE to design and test assessment tools

Sub-Task 1.3: Form idarra RA teams and train them on using assessment tools for data collection

Sub-Task 1.4: Support idarra RA teams in data collection

Sub-Task 1.5: Work with MOE to complete data entry and analysis

This task was achieved and reported on in previous QPRs.

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

Task 2: Work with SWDs country-wide to build the capacity of at least 25,000 BOTs.

Sub-Task 2.1: Work with SWD central department to design BOT capacity building strategy

During this quarter, ESP continued holding regular meetings with the central level SWD in order to review progress and update future tasks. Through these meetings, ESP and SWD discussed issues and challenges at the governorate level that could affect implementation of the BOT capacity building program. Resulting from these discussions, ESP and SWD agreed that the most effective way forward, despite the articulated challenges, was to integrate local BOTs training plans into routine SWD planning. Idarra and mudderia SWDs now perceive BOTs capacity building as a regular activity that is part of the reporting they must make to their superiors. In addition, central SWD leaders now regularly monitor and require reports on the implementation of these activities.

Sub-Task 2.2: Work with SWDs to implement “crash” training courses for BOTs on their roles and responsibilities in light of BOTs’ new decree

This Sub-Task was achieved and reported on in previous QPRs.

Sub-Task 2.3: Prepare and certify BOTs' capacity building core training package

Preparation and certification of a core BOT capacity building course: "Building Boards of Trustees Capacity to Support Education" took place in the last quarter. ESP is submitting additional training modules to PAT for certification: general assembly meetings, advocacy, and governance training modules.

Sub-Task 2.1.4: Create regional BOT master trainers

During September of this quarter, in all regions, ESP trained BOT master trainers on new training modules needed at the school level for the start of the new school year. These training modules include capacity for implementing: General Assembly Meetings and the BOTs' Role in School Improvement Planning.

Region	# of Master Trainers Trained
Cairo	29
Alex	22
Ismailia	23
Qena	32
Minia	27
Total	133

By the end of the training workshops, the BOT master trainers prepared their plans to train local trainers at the idarra level SWDs.

To comply with PAT criteria for certified trainers, ESP provided orientation sessions to the BOT master and local trainers on procedures for applying to PAT for certification. During this quarter, more than 52 trainers submitted their applications to PAT and more than 88 trainers will be ready to submit their applications in the upcoming quarter. To date, 59 BOT trainers are certified by PAT.

A good example of the high performance and commitment of the BOT master trainers can be illustrated by activities in Gharbeya governorate. The master trainers, in cooperation with the Teachers Syndicate and of their own initiative, trained all teachers on the importance of community participation and BOT roles and responsibilities. As a result of these activities, the head of the SWD at the mudderia level decided to employ the BOT master trainers and assigned them to train 500 social workers on how to deliver the BOT training package. These same master trainers were assigned also to replicate the training for an additional number of Assistant Social Workers (ASWs) supported by ESP. Idarras provided transportation cost for trainers, as well as equipment and training facilities.

Sub-Task 2.5: Select and train idarra level SWD trainers to train BOTs

During this quarter, SWD/BOT master trainers completed the training of SWD local trainers on two modules: general assembly meetings and the BOT's role in school improvement planning. The following table presents the number of local trainers who were trained during this quarter by region:

Region	# of SWD Local Trainers Trained
Cairo	269
Alex	222
Ismailia	200
Qena	214
Minia	174
Total	1079

By the end of these workshops, the SWD local trainers developed plans to train school BOTs on preparing for General Assembly meetings, encouraging parents to participate, and ensuring that the school prepares its progress and financial reports for presentation to parents on a yearly basis. Motivated local trainers in Alexandria, Qalyoubeya, Kafr El Sheikh, Behira, Gharbeya, and Dakahlia established groups on Facebook to exchange experience, news of training events, material and tools. Please see: <https://www.facebook.com/#!/groups/195860820516743/> for more information on this.

Sub-Task 2.6: SWDs develop and implement BOT capacity building plans

ESP continued holding coordination meetings and planning workshops on a regular basis with SWD heads at the mudderia and idarra levels. This allowed for the opportunity to follow up on the implementation of the BOT capacity building plans and discuss issues and lessons learned. In addition to the meetings and workshops, field visits were conducted by ESP staff and SWD leaders to monitor and evaluate the quality of BOT training workshops.

During this quarter, SWD local trainers succeeded in training a total of 7,488 BOTs nationwide on the modules of: community participation, resource mobilization, general assembly meetings, and the role of BOTs in school improvement plans. The following table reports the number of trained BOTs per governorate:

#	Governorate	Number of BOTs having received MOE-endorsed training package
1	Alexandria	516
2	Behira	199
3	Matrouh	158
4	Gharbeya	834
5	Kafr El Sheikh	284
6	Cairo	151
7	Qalyoubeya	380
8	Dakahlia	787
9	Ismailia	346
10	Damietta	456
11	North Sinai	42
12	South Sinai	49
13	Suez	147
14	Sharkia	1216

15	Port Said	157
16	Minia*	0
17	EL Giza	207
18	Beni Sweif	402
19	Menofia	55
20	Fayoum	309
21	Assiut	48
22	Sohag	167
23	Qena	382
24	Luxor	60
25	Aswan	58
26	New Valley	11
27	Red Sea	67
Total		7488

* Minia SWDs have trained BOTs, however the documentation of this training was not presented and verified in time for this report.

Sub-Task 2.7: Develop and implement strategy to enhance women's participation in support of education processes in selected BOTs

ESP contracted a local consultant to conduct a study on female parents' participation in schools. The study also will investigate factors affecting girls' access to and participation in education at the school level. Based on the results of the study, the consultant will design a strategy and develop training materials for improving school practices that support and recruit female parents' participation and encourage girls' access to and participation in schools.

A study design was developed during this quarter and the plan for data collection has been set. The consultant will conduct focus group discussions in each of two selected governorates (Minia and Dakahlia) as follows: two (2) focus groups with parents, two (2) with BOT/school management, one (1) with teachers, and two (2) with students. In addition, semi-structured individual interviews will be conducted with mudderia and idarra departments and personnel. It is planned that the study and focus groups will be completed by February 2013.

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

The BOTs grants program was at first put on hold and then finally deemed not viable due to recent changes in Egypt. AIR/ESP went through consultations and discussions with USAID and MOE on how best to reprogram the funding from the BOT grants program activities. Within the original program focus designed to enhance community participation, support teacher professional development, and strengthen district leadership, new activities were proposed and target numbers for some existing activities were increased.

Under the community participation component, the newly proposed activities will include building the capacity of BOTs to support at-risk students and building the training capacity of

SWD leaders to plan for and support idarra level BOT capacity building. A new activity was also proposed to support the implementation of school science clubs with BOT support. The ESP team researched similar activities in existence across Egypt and started a dialogue with Intel to coordinate efforts around these clubs. As a result, ESP will partner with Intel to enhance students' scientific research skills through science clubs. A general strategy for implementing the science clubs has been developed.

Under the teacher professional development component, the newly proposed activities will include supporting the certification 50 local MOE management unit trainings as well as supporting PAT to establish professional development standards. First, the target number of ATs to be trained for certification will increase from 75,000 to 100,000 in order to meet local demand. Secondly, PAT professional development standards will be established from a literature review and data collection study to be conducted on current professional development standards/systems in Egypt, the region and internationally. The results of the study will become the basis for a conference in early 2014 that will present local and international findings and best practices.

Under the instructional leadership component, the new activities will include building the capacity of school-based mentors and supporting the selection and training of school leaders.

A remedial reading and writing program for students in grades 4 through 8 was added as well to the program modification. In preparation for this, a technical team from AIR headquarters and ESP reviewed previous efforts by ERP and other projects around remedial reading and writing. Brainstorming meetings with an Arabic language expert and other MOE staff were conducted in September to outline the parameters and discuss the content of the remedial reading and writing program.

Program Objective 3: ESP support for the professional development of assistant teachers (ATs)

Task 3: Work with PAT and other relevant MOE partners to train 75,000 newly hired ATs.

Sub-Task 3.1: Support mudderia and idarra training leaders developing plan for AT training

ESP continues to coordinate with training departments and other idarra level stakeholders to identify the number of ATs eligible for the "Teaching Applications in the Classroom" course. Coordination meetings held for planning and delivery of the training course include the undersecretaries, the mudderia deputies, the general education managers, heads of training departments, quality assurance units (QAUs), and technical support units (TSUs). Based on the identified numbers of ATs, training departments develop training plans, provide facilities, and coordinate training events. One staff member in each of the training departments is assigned as a liaison with ESP to report on training delivery. During the delivery of the course, training departments provide administrative support in the form of organizing attendance sheets, bio-data sheets, and any other needed logistical support. In addition, experienced trainers are assigned to monitor and evaluate training events (through ad-hoc and scheduled visits) and report back to each training department on the quality of the training provided through these efforts.

Sub-Task 3.2: Develop master plan for training ATs

The various governorates' plans are compiled in a master version excel spreadsheet that is submitted to PAT for approval and coordination.

Sub-Task 3.3: Work with PAT to certify AT training course to address identified needs

The task of certifying the course "Teaching Applications in the Classroom" was completed in quarter two. During this quarter, the certification of the course for Assistant Social Workers (ASWs) took place. The five day course "Practical Applications in the School" for ASWs was certified in August 2012.

The ASW course will focus on essential skills that a novice social worker needs. This course will include: introducing ASWs to their roles and responsibilities; what is required of service to school and community; how to hold interviews; identifying and supporting talented, slow learners and special needs students; forming and managing activity groups; and, how to organize student unions. The course provides participants with opportunities to try out the acquired skills in role play situations and also provides them with access to resources such as ministerial decrees and memos that are directly related to their daily practices.

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

This sub-task was achieved and reported on in previous quarters.

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

ESP support to PAT has led to a Professional Development Certification System for teachers, the first of its kind in the Egyptian education system. ESP has supported PAT in operationalizing the certification system by training the first cadre of reviewers. PAT then used the reviewers to certify the AT training course "Teaching Applications in the Classroom." Towards achieving the target of training 100,000 ATs, ESP will continue to work through partners at the local level in planning, implementing, and monitoring the training using local MOE training units and master trainers. ESP will ensure that all MOE trainers delivering the AT training course are certified according to PAT standards which include:

- **Professionalism of the trainer:** this element requires the trainers to be knowledgeable in the training content and to abide by the ethics of training;
- **Management Training:** this element requires trainers to possess the skills of training facilitation and management as well as knowledge of how to provide an inclusive, positive atmosphere through the use of effective training aids, time management tools, and professional presentation skills;
- **Assessment of trainees:** this element includes knowing how to use assessment tools, interpret results, and use results to improve performance.

PAT developed a standards-based tool that trainers can use for self-assessment and for the design of their own professional development action plan. ESP used this tool during a five-day TOT that all ESP program trainers attended. The trainers as such have learned to prepare their own certification portfolios that include bio-data information, a curriculum vitae, history of training activities (as a trainer and as a participant), and certificates from different TOTs attended (at least one). The certification of trainers is comprised of the following steps:

1. Preparation of the portfolio that will include a self-assessment, documentation of previous experiences and credentials, references and a complete CV.
2. Submission of the application for certification with the portfolio and application fees.
3. Screening of applications by PAT reviewers which includes setting a date and place for interviewing prospective trainers.
4. Interviews by PAT review panel for certification of trainers, allowing them to demonstrate their skills in a ten-minute mini-presentation. The panel will use the standards-based tool as part of the review. Panel reviewers may also visit the trainer during live training to evaluate their training skills in an authentic situation.
5. Certification of the trainer (per the recommendations of the review panel) or PAT request for trainer to re-apply within six months after refining clearly identified skill weaknesses.
6. Issuance of certificates by PAT to trainers, renewable every three years.

During this quarter, trainers from all governorates who received both the five-day ESP TOT “Teaching Applications in the Classroom” and “Teaching Applications in the Classroom” courses prepared their portfolio to submit to PAT for certification. The official number of certified trainers to date is 323. More trainers will submit their portfolios to PAT in the first quarter of year 2.

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

Five course outlines were developed to meet the needs of ATs as identified by the rapid assessment (RA) administered and analyzed in quarter two of this year. It is expected that these courses will be prepared and developed in the first quarter of year two. The specific training needs as expressed by teachers are:

- Teaching grammar for Arabic teachers;
- Using laboratories for teaching science;
- Using maps for teaching social studies;
- Teaching algebra and geometry for primary students;
- Teaching English grammar.

Sub-Task 3.7: Establish PAT’s National Training Resource Center for ATs

In preparation for the establishment of PAT’s national professional development resources center, a memorandum of understanding (MOU) was drafted to identify the roles and responsibilities of ESP and PAT. The MOU is expected to be signed in quarter one of year two in order to start the procurement of equipment and furnishing of the center. The center plans include two rooms that are equipped with two servers to house a database of certified trainers, programs and providers and that will serve to host online courses.

Four activities took place this quarter to assist PAT in the certification of training courses for ATs and other teachers:

- A certification workshop took place July 30/31- August 6/7 at PAT premises in 6th of October Educational City. Twenty (20) certified reviewers participated in this workshop and matched 18 training packages with the standards-based training programs developed by PAT. The training packages were compiled from previously successful education

reform projects including the training for ASWs that was originally developed by ERP. All programs were certified by PAT based on the recommendations of the reviewers.

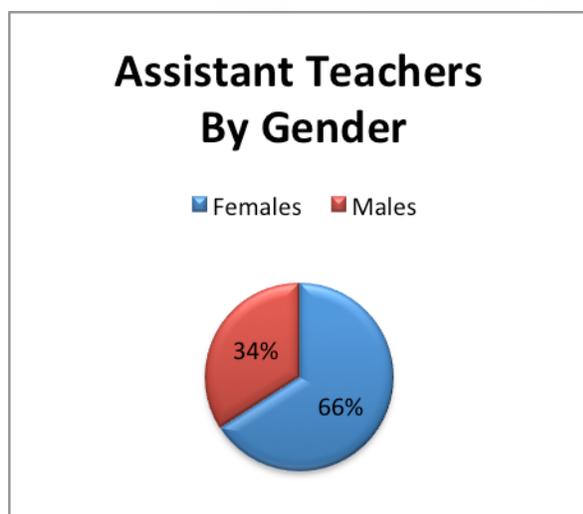
- A similar certification workshop was held from August 12 through August 15, 2012.
- Forty-seven (47) certified training packages were developed as follows:

#	Training Category	Number of Training Packages Certified
1	Building the Capacity of Early Childhood Education Systems	10
2	Professional Development of Teachers	22
3	Building the Capacity of Education Leaders	6
4	Professional Development of Social Workers	9
Total Certified Training Packages Developed		47

- A third workshop was held from September 12 – 13, 2012 to edit the certified training packages based on the recommendations from reviewers. There were sixteen training packages that required minor modifications such as updating lessons referenced during the training, adjusting the page numbers, or modifying reference lists.

Sub-Task 3.8: Train 75,000 ATs on certified core training

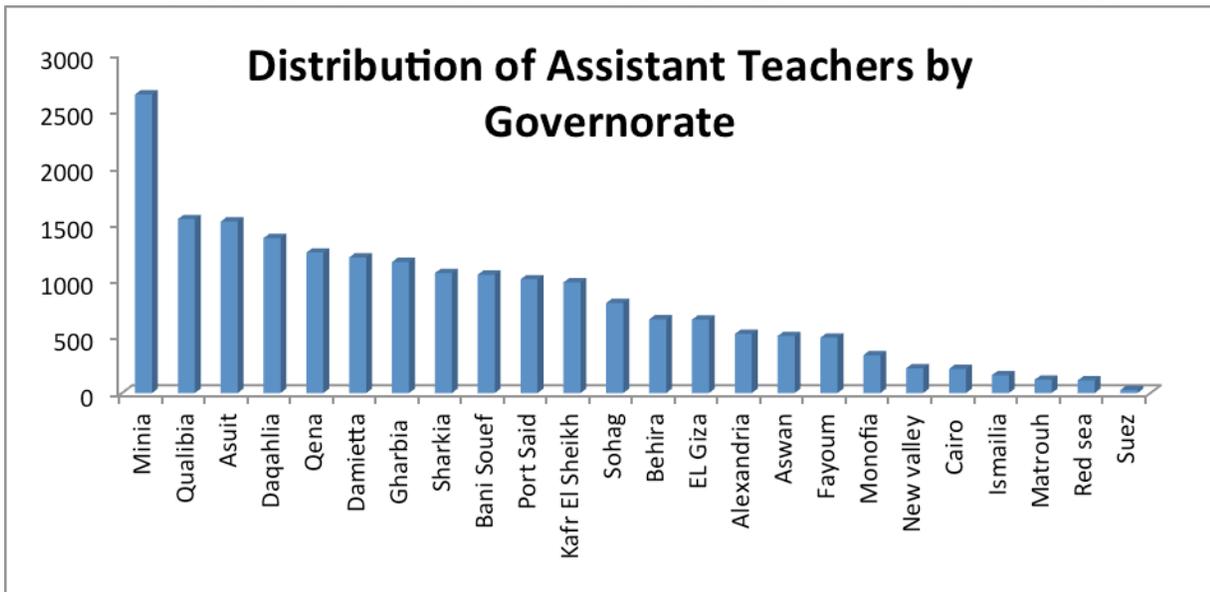
In this quarter, ESP trained 22,577 ATs throughout Egypt. 13,005 female ATs and 9572 male ATs were trained; mainly primary teachers, but also representing different grades.



In all governorates, trainings were preceded by planning and coordination meetings as mentioned in sub-task 3.1. The ATs were mainly from five main subjects areas: Arabic, English, mathematics, science, and social studies. There were also activity teachers, social workers and classroom teachers. The increase in trainee numbers this quarter is due to greater coordination and successful involvement of MoE partners in the implementation of the training. Moreover, the summer holidays contributed to the increase of trainee numbers because of the availability of empty classrooms that were used as training venues in the different idarras.



Training of ATs in Kafr El Sheikh



# of newly hired ATs receiving PAT-certified trainings								
#	Governorate	Total ATs Trained	Females	Males	Stage			Other*
					Primary	Preparatory	Secondary	
1	Alexandria	523	301	222	396	109	2	16
2	Behira	652	412	240	386	222	33	11
3	Matrouh	118	39	79	50	37	5	26
4	Gharbeya	1161	934	227	764	282	17	98
5	Kafr El Sheikh	979	663	316	582	219	43	135
6	Sharkia	1062	832	230	693	232	137	0
7	Damietta	1201	849	352	569	563	69	0
8	Port Said	1007	749	258	712	259	36	0
9	Suez	27	24	3	12	14	1	0
10	Ismailia	158	89	69	100	45	13	0
11	Cairo	213	145	68	65	102	26	20
12	Qalyoubeya	1540	1206	334	833	612	50	45
13	Dakahlia	1372	1018	354	517	808	15	32
14	Minia	2644	1446	1198	1644	882	118	0
15	Fayoum	491	309	182	361	114	16	0
16	EL Giza	650	383	267	295	279	76	0
17	Menofia	335	226	109	175	154	6	0
18	Beni Sweif	1048	529	519	507	333	208	0
19	Assiut	1518	1082	436	890	592	36	0
20	Aswan	505	366	139	251	220	34	0
21	New valley	220	142	78	74	139	7	0
22	Qena	1244	720	524	815	360	69	0
23	Red sea	111	64	47	71	32	8	0
24	Sohag	798	477	321	771	17	10	0
Grand Total		19577	13005	6572	11533	6626	1035	383

*'Other' represents ATs of different specialties within the vocational secondary education system

Sub-Task 3.9: Newly appointed ATs adapt SCOPE based self-assessment tool for professional development purposes

The total number of ATs (from various specializations) who administered the adapted SCOPE self-assessment tool for professional development and created their own professional development action plans during the training reached 18,366.

Program Objective 4: District level instructional leadership strengthened

Task 4: Work with MOE to strengthen its leadership capacity at the idarra level in contingency planning, data-driven decision-making, and creation of decentralized sustainable teacher professional development (TPD) models.

Sub-Task 4.1: Train 50 selected idarra level leadership teams on contingency planning

During this quarter, ESP continued holding meetings to support mudderia and idarra level leaders in using data for decision-making and planning. ESP held 5 coordination meetings in Mini, Fayoum, Beni Sweif, Menofia, and Giza governorates with mudderia leaders, undersecretaries, training departments heads, quality departments heads, idarra directors and PAT members to begin planning for implementing activities. These meetings reflected the mudderia leaders' ownership of and commitment to ESP activities. Through these meetings ESP and mudderia leaders discussed:

1. The achievements of ESP activities from July to September 2012
2. The coordination and partnership between ESP and MOE governorate officials (training department, quality units, PAT)
3. Plans for ESP trainings for the next three months: teacher professional development activities, BOT activities, and instructional leadership development.

During this quarter, ESP finalized the list of selected idarras for crisis contingency training activities in collaboration with mudderia leaders. Criteria for participation included: willingness of the idarra leaders to participate; having enough staff members in relevant positions at the idarra level; having a reliable and up-to-date database of schools and staff; having a strong mudderia BOT demonstrating consistent commitment to ESP activities; and, possessing previous reflection around contingency planning and, in some cases, having a contingency planning team established. In this quarter, AIR/ESP discussed the framework for developing a contingency planning session to train master trainers who will then train 50 idarra level teams within each of 23 participating governorates. The training will incorporate experiences from various countries and international entities working in the area of crisis and contingency planning in education and build on the Inter-Agency Network for Education in Emergencies (INEE) minimum standards. ESP has worked with mudderia leaders to identify participants to comprise the teams that will be trained within the selected idarras. Participants within each team will include 8 mudderia or idarra leaders, such as the idarra director, the BOT head, a SWD senior supervisor, idarra security personnel and a head teacher/school level representative. These teams will be trained in how to design and develop contingency plans at the community/school level. AIR will utilize its headquarter level experts in conflict and crisis planning to develop content and training

resources, in collaboration with ESP staff, and together will implement a training for prospective master trainers in the first quarter of year two.

Furthermore, in preparation for the AIR/ESP led contingency planning training, informal interviews were held with local teams to identify previous and current efforts in building contingency plans. General ideas around how to plan for crisis and contingency were collected.

Sub-Task 4.2: Train 50 mudderia and/or idarra level leadership teams on facilitating/managing quality training

There were two main activities that contribute to the fulfillment of this sub-task: i) technical support to connect the professional development system to Learning Resource Centers (LRCs) so as to improve the quality of training through a certification process; and, ii) technical support to the professional development leadership teams formed in 50 mudderias and idarras that will improve the effectiveness of managing local trainings. During this quarter, many LRCs benefited from the technical assistance provided to them under this sub-task.

A trainer from the pool of PAT reviewers was selected to implement a two-day workshop to train the leadership of LRCs on professional development certification standards. This was followed by ongoing support to the centers as they carried out self-assessments based on these standards and developed their own improvement plans.

In order to demonstrate how these standards have been applied, an exchange visit between LRCs was organized for those centers from North Upper Egypt and those from East Egypt. Six of the centers prepared their portfolios for certification and submitted these to PAT. PAT has taken these portfolios and will send a panel of reviewers to complete the process of certification during year two of the program.



Instructional leadership development teams affiliated with LRC in Ismailia working on self-assessment and improvement plans.

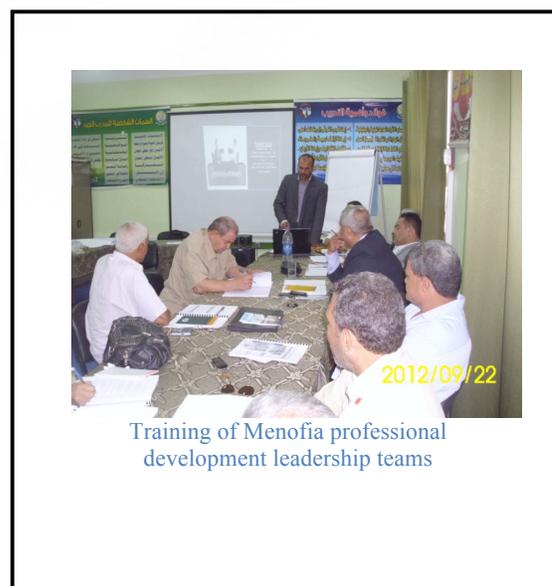
Below is a summary of the technical assistance provided to the different instructional leadership teams across Egypt:

#	Governorate	Learning Resource Center	Technical Support
1	Damietta	Damietta	Training on professional development (PD) standards for service providers; self-assessment and improvement plans; exchange visits with Zagazig, Diarb Negm, & Suez LRC to Qassassin LRC.
2	Giza	Agouza	Training on PD standards for service providers; self-assessment and improvement plans; exchange visit to Qassassin LRC.
		Sheikh Zayed	
3	Fayoum	Fayoum	Training on PD standards for service providers; self-assessment and improvement plans; exchange visit to Qassassin LRC.
4	Minia	Abou Korkas	Training on PD standards for service providers; self-assessment and improvement plans; exchange visit to Qassassin LRC.
		Beni Mazar	
5	Menofia	Shbien Elkom	Training on PD standards for service providers; self-assessment and improvement plans; exchange visit to Qassassin LRC.
6	Alexandria	4 LRCs	Training on PD standards for service providers; self-assessment and improvements plans.
7	Behaira	2 LRCs	Training on PD standards for service providers.
8	Dakahlia	Manzala	Training on PD standards for service providers.
9	Cairo	Basateen	Training on PD standards for service providers.

The second set of interventions for training professional development leadership teams in 50 idarra started with the selection of the trainers. There were 27 trainers who were selected using a rigorous screening process. The selection process was outlined in the last quarterly report.

The idarras receiving support for these activities followed a process that included developing criteria and working with partners to select the best areas eligible for professional development support. The participants then were trained in a two-day TOT workshop that took place in Minia from September 10-11, 2012. The focus of the workshop was to introduce the concepts of facilitating/managing the training process, writing reports, and identifying skill gaps in order to train leaders to cover these gap areas.

The roles and responsibilities of the teams were discussed and the action plan for delivering the training to local professional development teams was developed during the two days.



Training of Menofia professional development leadership teams

Following the TOT, ESP regional offices held orientation meetings with the coordination committees in all selected idarras to plan for training each of the local level professional development teams. The three-day training of local professional development leadership teams was implemented in the following idarras:

#	Governorate	Idarra
1	Kafr el Sheikh	Dessouk
2		Riad
3	Qena	Mudderia
4		Idarra
5	Luxor	Mudderia
6		Idarra
7	Minia	Mudderia
8		Abou Korkas
9	Menofia	Mudderia
10		Bagour
11	Ismailia	Qassassin
12		Abou Sweir

Training will continue for the remaining 50 teams during the first quarter of year two.



The Governor of Minia attended the training of the professional development leadership teams and praised the performance of the trainer and the level of participation.

Program Objective 5: Establish a participatory monitoring and evaluation system***Task 5: Establish and operationalize a monitoring and evaluation system.******Sub-Task 5.1: Data collection tools for reporting on all ESP activities are operational***

This sub-task was achieved and reported on in the third quarter ESP report covering April to June 2012.

Sub-Task 5.2: Establishing a database for recording and generating reports on activities

This sub-task was achieved and reported on in the third quarter ESP report covering April to June 2012.

Sub-Task 5.3: Prepare and submit quarterly and annual reports

Quarterly performance reports are submitted on time.

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

This sub-task was achieved and reported on in the third quarter ESP report covering April to June 2012.

Program Objective 6: Develop and apply an effective and appropriate communication strategy***Task 6: Develop and implement program communication strategy******Sub-Task 6.1: Develop communication strategy to explain program approaches to education support***

During this quarter, a terms of reference was publicly announced for a vendor to help ESP implement an effective communication strategy. Several offers have been received and are being evaluated against criteria that will help select the best offer.

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

ESP staff is mandated to track partner achievements and special initiatives. In some cases an undersecretary will visit an event to witness the positive outcomes of program efforts. At other times, the mudderia level BOTs take steps to support the capacity building of their BOTs. In other cases trainers and participants take the initiative to continue their own efforts for their professional development. In this quarter, AIR HQ has provided guidelines to ESP for documenting these success stories. Completed success stories will be appended to upcoming quarterly reports.