



Education Support Program

Quarterly Performance Report No. 5



**OCTOBER-DECEMBER
2012**

S.O.22
Improved Access to Education

Submitted to:
U.S. Agency for International Development/Egypt

Submitted by:
American Institutes for Research

Cooperative Agreement No. AID 263-11-00010

Table of Contents

Commonly Used Acronyms.....	2
Executive Summary	3
ESP Progress to Date	4
Introduction	5
Program Objectives	6
Program Objective 1	
Program Objective 2	
Program Objective 3	
Program Objective 4	
Program Objective 5	
Program Objective 6	

Commonly Used Acronyms

AIR	American Institutes for Research
ASW	Assistant Social Worker
AT	Assistant Teacher
AUC	American University in Cairo
AWP	Annual Work Plan
BOT	Board of Trustees
BOTAT	Board of Trustees Assessment Tool
ERP	Education Reform Program
ESP	Education Support Program
GILO	Girls Improved Learning Outcomes
ILD	Instructional Leadership Development
LRC	Learning Resource Center
MOE	Ministry of Education
PAT	Professional Academy for Teachers
PD	Professional Development
QAU	Quality Assurance Unit
RA	Rapid Assessment
SCOPE	Standardized Classroom Observation Protocol
SIP	School Improvement Plan
SWD	Social Work Department
TOT	Training of Trainers
TPD	Teacher Professional Development
TSU	Technical Support Unit
USAID	United States Agency for International Development

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 of 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.

With the beginning of the second year of programming, and following the approved modification of the cooperative agreement with USAID on October 22, 2012, ESP started the implementation of new and modified activities. These activities included developing and implementing a remedial reading and writing program, implementing science clubs, 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 activities include increasing target numbers for trained ATs to 100,000.

During this fifth quarter of the project, ESP worked with the MOE's Social Work Departments (SWDs) at the central and Mudderia levels to continue training of trainers (TOT) for SWD staff in 286 Idarras. These trainers then reached out to 8,031 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." This course was recently recognized by PAT and replaced PAT administered exams as the official requirement for obtaining a teaching license. ESP regional offices, in collaboration with the local training units, have trained 16,771 ATs this quarter. Certificates, signed by the PAT director, for ATs who successfully pass the training, are being awarded in each of the governorates.

ESP Progress to Date

Indicators	Previous Quarters	Current Quarter	Project to Date	Life of Project Target
▪ Percentage and number of idarra-level SWDs complete ESP-developed training package endorsed by MOE	268	0	268 (99%)	271
▪ Percentage and number of BOTs complete MOE-endorsed BOT training course	11,100	8,031	19,131 (47%) ¹	25,000
▪ Number of students in selected schools participate in reading/writing activities	0	0	0	20,000
▪ Number of students in selected schools participate in science clubs	0	0	0	3,000
▪ Number of mudderia and idarra-level trainers certified by PAT to deliver specific courses	323	0	323	520
▪ Number of newly hired teachers who completed PAT certified training course	33,938	16,771	50,709	100,000
▪ Percentage of newly hired teachers who successfully pass PAT certified training course	99%	100%	99%	80%
▪ Number of school and idarra level representatives successfully complete PAT-certified leadership training package	0	0	0	3,000
▪ Number of mentors who complete PAT certified training package	0	0	0	10,000
▪ Percentage and number of mentors who successfully complete PAT certified training package	0	0	0	10,000
▪ Number of idarra level leadership teams successfully complete ESP-developed contingency planning training package	0	0	0	50

¹ Percentage of the total number of BOTs nationwide

Introduction

The USAID funded Education Support Program (ESP) builds on the institutional achievements made by the previous Education Reform Program (ERP) 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 develop and manage local level crisis and contingency planning so that the negative impacts of future political and social disruptions to educational service delivery can be reduced greatly.

Among the intended positive outcomes of ESP's work is assisting the MOE in its support to BOTs in order to address community level school needs more effectively and respond to current and future education system fragility. ESP will support the MOE's need to increase the skill level of recently hired ATs through implementation of professional development skills training activities for these ATs. Additionally, ESP will reinforce processes that enhance the MOE's ability to respond to future conflict and crisis at the community level. 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 October to December 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 in most affected geographic areas to design and carry out the rapid assessment and to reach agreement on work priorities for AT training

Sub-Task 1.1: Continue using RA data to inform the design of new training modules for teachers and project programming

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

Sub-Task 2.1.1: Train idarra level SWD trainers to train BOTs.

During this quarter, ESP trained the BOT master trainers on new training modules required at the school level. These training modules focused on the topical area of school governance and advocacy. The numbers of master trainers trained are provided below:

Region	# of BOT Master Trainers Trained
Cairo Region	34
Ismailia Region	28
Qena Region	35
Minia Region	27
Alexandria Region	19
Total	143

The master trainers in turn transferred the training to 777 idarra local representatives. The number of local trainers trained are provided below:

Region	# of BOT Local Trainers Trained
Cairo Region	176
Ismailia Region	256
Qena Region	126
Minia Region	128
Alex Region	91
Total	777

The ESP team assisted SWDs in Fayoum, Qalyoubeya and Dakahlia governorates to assess the need to train more BOT local trainers. This process has led to recruiting 77 new trainers. The mudderia level SWDs formed an interview panel to select trainers following ESP’s approved selection criteria and process for selection and recruitment. ESP assisted the SWD master trainers to organize training of trainers (TOT) for the additional local trainers. ESP provided additional orientation sessions to the SWD master and local trainers on the process for certification through PAT. As a result, additional SWD trainers submitted their files to PAT.

Sub-Task 2.1.2: Capacity building of SWD leaders and supervisors

During this quarter, ESP organized a consultation workshop with representatives of the SWD leaders and supervisors at central and local level in order to discuss the general framework for building the capacities of SWD leaders and supervisors. The participants came up with an outline for the training program including objectives, participant selection criteria, and thematic topics. The outline was discussed with a sample of SWD leaders and supervisors at the governorate level. ESP is currently working on developing the training package with the feedback from SWD leaders and supervisors, and building upon existing training courses.

ESP Supports Ownership of Project Activities

Supporting partners to exchange experiences and celebrate success provides a positive opportunity to learn from one another. SWD leaders and trainers came together in this quarter to evaluate the implementation of BOT capacity building. This helped enhance partner ownership of ESP project initiatives. It also provided the opportunity for partners to discuss sustainability efforts. In addition, bringing certified trainers together for an awards ceremony hosted by PAT and governorate directors emphasized the value of collaborative work and gave ESP partners an opportunity to discuss the importance of professional development and community participation.

Sub-Task 2.1.3: SWDs develop and implement capacity building plans for 60% of BOTs countrywide

ESP continued “on-the-job” capacity building for SWD officials at the mudderia and idarra levels to support the implementation of BOT capacity building. During this quarter, SWD local trainers successfully trained a total of **8,031 BOTs** nationwide on the modules of: general assembly, the role of BOT in school improvement plans, school governance, and advocacy.

The following table represents the number of trained BOTs per governorate:

Governorate		Number of BOTs *	Governorate		Number of BOTs*
1.	Alexandria	661	2.	Behira	1301
3.	Matrouh	188	4.	Gharbeya	836
5.	Kafr El Sheikh	888	6.	Cairo	87
7.	Qalyoubeya	367	8.	Dakahlia	725
9.	Fayoum	263	10.	Ismailia	27
11.	Damietta**	0	12.	North Sinai**	0
13.	South Sinai	15	14.	Suez**	0

Governorate		Number of BOTs *	Governorate		Number of BOTs*
15.	Sharkia	327	16.	Port Said	0
17.	Minia	434	18.	EL Giza	406
19.	Beni Sweif	524	20.	Menofia	216
21.	Assiut	105	22.	Sohag	349
23.	Qena	136	24.	Luxor	8
25.	Aswan	127	26.	New Valley	41
27.	Red Sea	0			
				Grand Total	8,031

* Number of BOTs received MOE-endorsed training package

** Data on trained BOTs in Damietta, North Sinai and Suez has not been entered yet and will appear in the next report



During this quarter, ESP supported SWD leaders and trainers to evaluate the implementation of capacity building activities for BOTs. In this regard, Alexandria and Giza governorates, the mudderia SWD leaders and head representatives of mudderia level BOTs organized a meeting to exchange experiences and lessons learned, and to celebrate their achievements in training BOTs.

As part of the celebration, certificates of appreciation were distributed to the SWD trainers. In Alexandria and Gharbeya, committees were formed at mudderia and idarra levels with specific roles to monitor the performance of BOTs and the quality of trainings delivered to BOTs. In addition, the mudderia BOT in Dakahlia governorate issued a memo instructing a committee to be formed in each idarra for the purposes of monitoring training activities, covering the costs of BOT training, and rewarding the trainers.

Sub-Task 2.1.4: Raising awareness of key MOE officials, school staff, and key community leaders in 5 governorates on community participation and the role of BOTs in school governance.

During this quarter, ESP senior technical staff drafted a preliminary strategy for community participation and the role of BOTs in school governance. ESP will share this draft strategy with a wider group of local staff and partners in order to receive feedback on it and then finalize to start implementation of activities next quarter.

Sub-Task 2.1.5: Develop and implement strategy to enhance women’s participation in support of the education processes in selected BOTs.

During this quarter, ESP hired a consultant to develop a strategy to enhance women’s participation in support of education. The consultant conducted a data collection process in a few BOTs to understand the circumstances that hinder women’s participation in education processes, the needs required to be met to increase engagement, and what women believe would be the most effective way to increase women’s participation. The consultant conducted 17 focus group discussions and 12 in-depth interviews in selected governorates; Minia, Cairo, and Dakahlia. The focus group discussions and interviews were conducted with parents, BOT/school management, teachers, students, and Mudderia/Idarra concerned departments and personnel. The consultant is currently working on the analysis of the data and production of the study report and implementation strategy.

Task 2.1.6: Building BOT capacity to support at Risk Students

During this quarter ESP started a process of consultation with different stakeholders towards developing a strategy and training materials to support BOTs to identify and support students at risk.

Task 2.2: Work with MOE to establish a sound remedial reading program for grades 4 to 8 students

Sub-Task 2.2.1: Develop remedial reading and writing program strategy and materials

During this quarter, with AIR home office support, ESP developed a general outline and strategy for a remedial reading and writing program for students in grades 4-8. The reading program adopts active learning and phonics approaches in teaching reading skills to children. It is divided into three 36-hour levels.

ESP shared the program outlines and sample lessons with the MOE Arabic Language Councilor and his staff and conducted a focus group discussion with Arabic teachers and supervisors for feedback on the design and sample lessons. The program will be implemented under the supervision of idarra level supervisors.

ESP designed a diagnostic test to classify potential student participants into three levels: level A, the lowest level with extremely limited mastery of basic letter identification and decoding skills; level B, the average level with some mastery of letter recognition and decoding and limited reading comprehension skills; and, level C, the highest level with mastery of letter identification and decoding, but limited reading comprehension skills. The diagnostic test was piloted with 150 students (grades 4 & 5) in Cairo and was finalized in light of the analysis of the pilot results.

During this quarter, ESP also developed the student and teacher guides for the remedial reading and writing program. ESP is currently finalizing the student and teacher guides and developing the teacher training manual.

Sub-Task 2.2.2: Select target idarras, schools, and students

ESP regional offices worked with 6 governorates to select 16 idarras to implement the remedial reading and writing program in the first phase. Orientation meetings were held with governorate level stakeholders to orient them to the objectives of the remedial reading and

writing program. The orientations included the undersecretaries, the directors of basic education, Arabic supervisors and idarra directors. A committee was formed in every selected idarra and mudderia to manage the planning and implementation of the program. The committees included directors of general education, general supervisors of Arabic, and directors of basic education.

Sub-Task 2.2.3: Training of teachers and supervisors on implementing and monitoring the remedial program

During this quarter, ESP organized TOT for 26 Arabic supervisors and teachers on diagnostic test administration. The trainers coordinated with ESP regional offices to select and train teachers on administering the test.

Region	# of professionals trained on diagnostic test administration	
	MOE supervisors trained	Number of teachers trained
Cairo and Central Delta	7	30
Canal Area and East Delta	5	62
Northern Upper Egypt	5	0
Upper Egypt	5	0
Alexandria and West Delta	4	75
Total	26	167

Sub-Task 2.2.4: Pilot and monitor remedial reading and writing program.

During this quarter, the diagnostic test was administered in five regions: Cairo, Ismailia, Minia, Alexandria and Gharbeya. It is planned to be administered in Qena with the beginning of the second term of the academic year. ESP is planning to work with approximately 5,000 students in levels A and/or B, in 6 governorates with the beginning of the second term of school.

Task2.3: Support Idarra to promote school-based science clubs

Sub-Task 2.3.1: Working with MOE and other partners to design and prepare for the implementation of science clubs

During this quarter, ESP consulted with MOE science departments and key players with previous experience in conducting science clubs. These key players include Bibliotheca Alexandria, the American University in Cairo (AUC), Misr El-Kheir institution, and Intel. ESP

developed a technical approach to promoting students' scientific inquiry skills and is building support for these activities through partnerships created between the BOTs, relevant educational stakeholders and experts in the field. The BOTs will be the main sponsors of the science club activities at the school, idarra and mudderia levels. ESP will work closely with the MOE and BOTs to introduce the science club activities to the school level.

Furthermore, ESP is working closely with Intel in implementing the science clubs. A memorandum of understanding was signed with IT Blocks (Intel's training agent in Egypt), in order to coordinate the use of their technical expertise in establishing science clubs and organizing local and international fairs. During this quarter an implementation timeframe was developed and shared with MOE partners. ESP also identified a list of materials needed for implementing science club activities.

In Qena governorate, the ESP team facilitated a discussion with leaders of mudderia level BOTs in order to prepare for the implementation of science club activities. The discussion topics included ways in which to improve the quality of education, increase learning outcomes, and provide students with 21st century knowledge and skills, especially scientific and critical thinking skills.

Sub-Task 2.3.2: Participating teachers and students in the science clubs received training on scientific inquiry

Teachers will be trained during the January – March 2013 quarter after being selected using a set of criteria agreed upon in the activity guidelines.

Sub-Task 2.3.3: Building BOTs capacity to support the implementation of the science clubs

BOTs will be trained during the January – March 2013 quarter.

Sub-Task 2.3.4: Piloting science clubs in 70 schools

The piloting activity of implementing science clubs in local schools will start during the January – March 2013 quarter.

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

Task 3: Work with PAT and other relevant MOE partners to train 100,000 newly hired Assistant Teachers

Sub-Task 3.1: Training ATs using PAT-certified course

During this quarter, ESP trained 16,771 ATs throughout Egypt: 10,891 females and 5,880 males. Trained ATs are mainly primary school teachers (9,877 ATs), but also represent different grades (5053 preparatory, 844 secondary, and 997 technical secondary schools). In all governorates, planning and coordination meetings preceded the trainings. The ATs were mainly from five main subject areas: Arabic, English, mathematics, science, and social studies in addition to activity teachers, social workers and classroom teachers.

The increase in training capacity this quarter is due to the commitment of local training units, the growth in experience of these training units, and the improved level of coordination between ESP regional offices and local MOE partners.

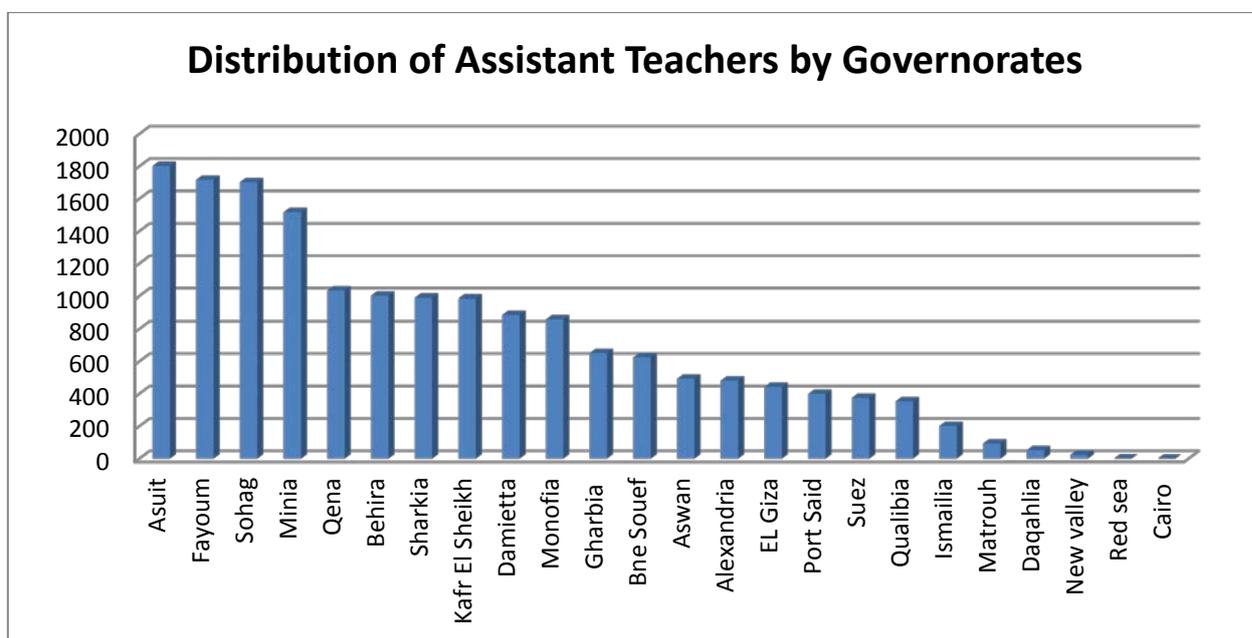
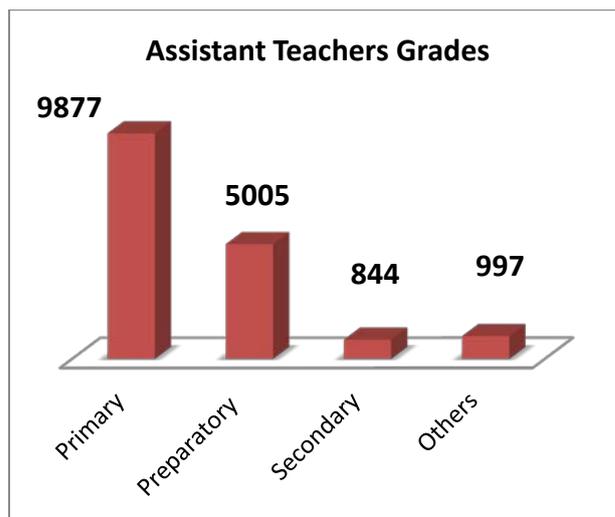
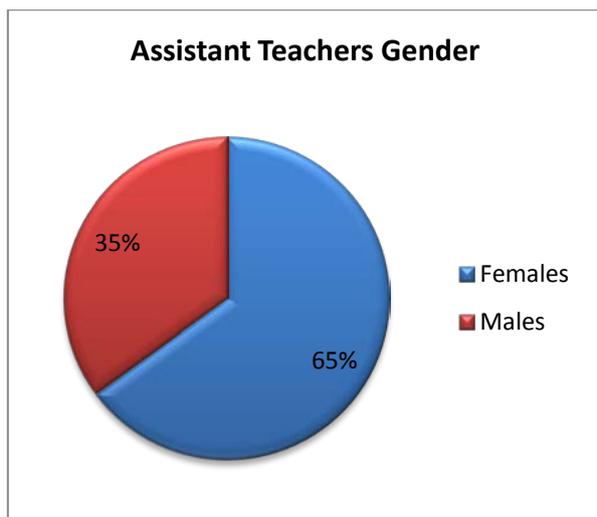
During this quarter, PAT issued a memo stating that the core course that was developed by ESP and is currently being used to train all ATs is considered the official requirement for applying to get the Certificate of Qualification to Practice Teaching in place of PAT administered tests. This gave more credit and value to the training and increased teachers' motivations to take the course. However, it also increased the pressure on ATs as they now are expected to rush to take the course. ESP is coordinating with PAT to regulate the prioritization of who gets the training first in order to provide equal opportunity to all ATs.

ESP Grows Capacity and Sustainability

The successful partnership with PAT was very productive in achieving program goals such as the certification of programs, the certification of trainers, and the key activity of providing training to assistant teachers.

The quality of training for ATs is increasing. The commitment and role of partners in the governorates has been critical to this improvement in training quality. It also represents a model of donor-partner relations at the local level that takes into consideration partner capabilities and paves the way for sustaining professional development efforts.





Governorate	# of newly hired assistant teachers received PAT-certificate training package							
	Total number of Newly Hired ATs	Females	Males	Stage			Other	
				Primary	Preparatory	Secondary		
1	Alexandria	481	268	213	331	123	8	19
2	Behira	1091	693	398	562	452	19	58
3	Matrouh	93	33	60	45	29	3	16
4	Gharbia	651	513	138	421	192	8	30
5	Kafr El Sheikh	985	651	334	562	291	49	83
6	Sharkia	989	762	227	550	253	49	137
7	Damietta	886	581	305	513	273	33	67
8	Port Said	399	303	96	234	101	32	32
9	Suez	375	374	1	271	58	24	22
10	Ismailia	201	156	45	125	69	1	6

11	North Sinai*	0	0	0	0	0	0	0
12	South Sinai*	0	0	0	0	0	0	0
13	Cairo **	0	0	0	0	0	0	0
14	Qualibia	353	274	79	155	164	34	0
15	Daqahlia	52	36	16	20	30	2	0
16	Fayoum	1717	925	792	790	655	272	0
17	Minia	1517	890	627	970	338	52	157
18	EL Giza	443	302	141	231	152	32	28
19	Monofia	859	622	237	379	415	28	37
20	Bne Souef	625	350	275	344	249	12	20
21	Asuit	1802	1222	580	951	610	131	110
22	Aswan	492	305	187	314	120	16	42
23	New valley	24	2	22	12	9	2	1
24	Qena	1034	509	525	654	277	16	87
25	Red sea	1	1	0	1	0	0	0
26	Sohag	1702	1120	582	1443	193	21	45
27	Luxor	0	0	0	0	0	0	0
Grand Total		16771	10891	5880	9877	5053	844	997

* ATs trainings has been put on hold in Sinai Governorates due to security situation

** By the end of last quarter (July – Sept 2012) ESP reached all ATs in Cairo Governorate who were eligible for the induction course

Sub-Task 3.2: Work with PAT to certify MOE trainers for specific courses

During this quarter, ESP in coordination with PAT, organized a ceremony in Dakahlia to award certificates to certified trainers and to celebrate their achievements. The ceremony was attended by the director of PAT, and the undersecretaries of Qalyoubeya and Dakahlia. ESP also invited Early Grade Reading Assessment trainers from the Girls Improved Learning Outcomes (GILO) project. During the ceremony 89 trainers from El Dakahlia, Qalyoubeya, Damietta and Alexandria were awarded certificates.



During this quarter, ESP held discussions with PAT directors around the documentation of all trainers who received certification and the plans to conduct a new round of certification in the governorates. ESP discussed with PAT ways to improve the process for certification and how to reduce the number of trainers who stand before the panel so that a fair, equitable and quality process is ensured.

Sub-Task 3.3: Work with PAT to identify and develop additional assistant teacher training courses/modules

During this quarter, ESP developed four new optional training modules for the AT. The modules were developed based on needs identified from the Rapid Assessment. The modules include one-day training on using maps to teach social studies, a one day module on using science labs, a two day module on teaching Arabic grammar, and a two day module on teaching English as a foreign language. ESP is coordinating with PAT on needed procedures to prepare the additional AT training modules for certification.

Sub-Task 3.4: Establish PAT's National Professional Development Resources Center (PDRC)

During this quarter, ESP signed a memorandum of understanding with PAT stipulating the roles and responsibilities of each party in establishing the professional development resources center. The director of PAT resented the idea during the board of directors meeting and it was approved. After the approval was issued, a site survey was conducted for the rooms where the center will be established in preparation for establishing the IT networks.

Sub-Task 3.5: Establishing quality professional development standards

During this quarter a number of relevant studies that previously examined aspects of the professional development system were identified. A research associate from AIR's home office is currently conducting a literature review of regional and international professional development practices that will lead to identifying research questions and plans for local data gathering on needs and good practices for professional development.

During this quarter, ESP also discussed with PAT leaders the collaborative implementation of the research study within Egypt and forming a coordination committee to manage the study and the preparation for a conference in which the findings will be discussed.

Sub-Task 3.6: Supporting the certification of local training units

During this quarter, ESP supported PAT to conduct workshops for reviewing the standards of training providers. The workshops included brief presentations on the roles and responsibilities of the training units. The workshops included focus groups consisting of learning resource center (LRC) members and training units' members from Ismailia, Gharbeya, Kafr El Sheikh and Mini and helped orient discussions on the applicability of set standards for the training units. An editing committee was formed to edit the findings from these workshops. The final product will be reviewed next quarter in preparation for use by the local training units and for certification from PAT.

ESP also continued to provide technical support to connect the professional development units to learning resource centers (LRCs) and continued to build the capacity of local training units in all 27 governorates through joint planning, implementation, and monitoring of training. During this quarter 32 professional development teams were trained in these activities, bringing the total number of trained teams to 44.

During this quarter, ESP continued providing technical support to 16 LRCs through meetings and field visits. These meetings and field visits focused on implementing self-assessment tools and developing the improvement plans in collaboration with PAT certified reviewers. The following LRCs received technical support, including the six that applied for certification from PAT:

#	Governorates	Idarra	Notes
1	Behira	Behira	
2	Alex	West of Alexandria	
		East of Alex	
3	Kafr El Sheikh	Kafr El Sheikh	
4	Ismailia	Kassassine	Applied for PAT certification
5	South of Sinai	Arish	Applied for PAT certification
6	Damietta	Damietta	
7	Sharkia	Zagazig	Applied for PAT certification
		Darb Negm	Applied for PAT certification
8	Suez	Suez	
9	Dakahlia	El Manzalah	
10	Cairo	Basateen & dar El Salam	
11	Giza	Sheikh Zaid	
		Agouza	Applied for PAT certification
12	Minia	Abo Kerkass	Applied for PAT certification
		Beni Mazar	

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 creation of decentralized sustainable teacher professional development models

Sub Task 4.1: Train 50 selected Idarra leadership teams on crisis and contingency planning

During this quarter, ESP supported 3 mudderias to select one trainer for crisis and contingency planning training in New Valley, Red Sea and South Sinai. The total number of identified trainers is 27 trainers in 27 governorates.

During this quarter the MOE issued a decree to form contingency planning committees in each mudderia. According to the MOE, the committees are to be headed by the undersecretary and idarra directors. ESP shared its plans with the Minister's Advisor via USAID to ensure coordination and alignment of efforts with the MOE around the ESP crisis and contingency

planning activities. ESP is coordinating with the governorate leaders to restructure the formation of the crisis and contingency planning teams to match the ministry requirements. Support from a senior expert on crisis and contingency at AIR's home office developed a training course in contingency planning in line with the Inter-Agency Network for Education in Emergencies (INEE). The course will be co-delivered by the crisis and contingency expert on AIR home office's staff and a local consultant to 27 trainers during the mid-year vacation in late January 2013.

Sub Task 4.2: Training and support to school leaders

During this quarter, ESP held focus group discussions and meetings with PAT to review the modified cadre law 93 and its effect on the selection and evaluation of school leaders. ESP received a draft training program from PAT and reviewed it upon their request. ESP prepared an outline of the training program and PAT asked ESP to develop the course. The course will be developed and presented to PAT during the next quarter.

Sub-Task 4.3: Building the capacity of school based mentors

ESP held a three -day “Mentoring Master Trainer Preparation Workshop” for 6 master trainers who participated with ERP in developing the “Mentoring Skills Course” as part of the induction program in 2007. In this workshop, the training material was reviewed and TOT agenda was prepared. The “Mentoring Skills” course was designed for senior teachers who supervise assistant teachers. The training focuses on mentoring skills and includes communication skills, observation skills, providing constructive feedback and evaluation. The course also provides the mentor with skills and tools to document the experiences and progress of the AT. An orientation on the core AT training course was added to the “Mentoring Skills” course to enable senior teachers to understand the training that their ATs have attended. ESP, also, organized a meeting with primary education directors in all the governorates. The meeting included an orientation on the course and a discussion around the availability of the target audience.



One of the challenges raised in the meeting was that some governorates do not implement the system of school-based supervision of teachers at the primary level. The reason for that is the shortage of teachers in schools. These governorates are Minia, Beni Sweif, Fayoum, Aswan and Luxor. These governorates have the greatest number of ATs who are working without school-based support. The participants decided to start the training in the governorates that have senior teachers. ESP held discussions with the coordination committees in Upper Egypt governorates: Giza, Minia, Beni Sweif and Menofia. The undersecretaries assigned the task to the most senior teacher in the school. These governorates now have implementation plans for implementing the “Mentoring Skills” course in their idarras.

For the preparation of TOTs for the mentoring skills course, ESP supported mudderia leaders in developing criteria and selecting 50 trainers across all governorates. In Qena, Sohag, Assiut, New Valley, Red Sea and Aswan, ESP helped mudderia level representatives to design and use

standardized tools for interviewing and selecting the mentoring skills trainers based on the developed criteria.

Program Objective 5: Establish a participatory monitoring and evaluation system

Task 5: Establishing and operationalizing a monitoring and evaluation system

Sub-Task 5.1: Data collection tools are operational to report on all ESP activities

In light of the new program's performance monitoring plan and new annual work plan, which were revised and submitted to USAID this quarter, ESP modified the current monitoring and evaluation system and developed new data collection tools taking into consideration the new indicators.

Sub-Task 5.2: Database for recording and generating reports on activities

All participants and activities' data are recorded in ESP's database. During this quarter, the ESP database was modified and updated to fulfill program needs and to facilitate the data analysis.

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

Quarterly and annual performance reports are routinely submitted on time.

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 ESP communication strategy

During this quarter, ESP reviewed offers from communication firms. During the current quarter a firm will be selected to produce communication materials for ESP.

Sub-Task 6.1: Document and track success stories in BOT and TPD components

ESP staff are documenting the success stories of all ESP activities. ESP is currently hiring a professional consultant to support ESP to produce quality professional success stories.