



# Education Support Program

## Quarterly Performance Report No. 7



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Improved Access to Education

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## 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
DRR&R	Disaster Risk Reduction and Recovery
EGRA	Early Grade Reading 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

## 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, ESP worked on the implementation of newly added 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. As such, the indicators and activities were modified to reflect this.

During this seventh quarter, ESP continued working with the MOE's Social Work Departments (SWDs) at the central, Mudderia and Idarra levels to continue building the capacity of BOTs. Utilizing the efforts of 1450 master and local trainers prepared by ESP, the SWD completed the training of 18,843 BOTs. This number represents about 65% of the BOTs nationwide.

During this quarter, ESP continued supporting the implementation of the science clubs. Over 1600 students participated in training on scientific research in 70 scientific clubs in 10 different Idarras. ESP trained teachers on how to coach students in the scientific clubs and also trained supervisors to monitor the process.

ESP continued supporting the remedial reading and writing program. 5500 students continued studying at level A and 40,367 students sat for the diagnostic test from which over 17,515 students were identified as target students for the next academic year's remedial reading program. EGRA test results were collected and will soon be analyzed.

The Professional Academy of Teachers (PAT) continues to be an effective partner. During this quarter, ESP took major steps in establishing the Professional Development Resources Center (PDRC) which will house both physical and human capacities in the

field of professional development to be utilized by PAT. ESP has also coordinated with PAT and the local training departments to develop annual training plans. For the first time, the local training departments were given the chance to decide for themselves what training to include in their annual governorate training plan. ESP also continued supporting local training units to apply for certification by PAT. Five local training units have already applied for certification. ESP also supported PAT to develop and deliver a training program on leadership skills for school principals. ESP trained 2400 primary school principals as part of this.

Working with PAT and the local training departments, ESP trained 109,017 ATs and started a process that allows teachers for the first time to select their own choice of training, according to their development needs.

ESP continued working with 50 governorate and Idarra contingency planning committees and provided them with technical support to develop draft disaster risk reduction and recover plans. The teams, supported by AIR home office expertise, carried out a set of practical activities that helped participants identify the types of disaster that could occur in their environment and the existing and required response structures for these contexts.

During this quarter the activities were affected by the security situation in different areas. Some schools were closed for a number of days and in some schools, students didn't attend for additional days because they were close to areas where demonstrators gathered.

## ESP Progress to Date

### Progress to Date

Indicators	Previous Quarters	Current Quarter	Project to Date	Life of Project Target
▪ Percentage and number of Idarra-Level SWDs completed ESP-developed training package endorsed by MOE	268	3	271	271
▪ Percentage and number of BOTs completed MOE-endorsed BOT training course	<sup>1</sup> 16,745	2,098	18,843	25000
▪ Number of students in selected schools participated in reading/writing activities.	0	2,091	2,091	20000
▪ Number of students in selected schools participated in science clubs.	0	426	426	3000
▪ Number of Mudderia and Idarra-level trainers certified by PAT to deliver specific courses.	381	0	381	520
▪ Number of newly hired teachers who completed PAT certified training course	85,514	23,503	109,017	100,000
▪ Percentage of newly hired teachers who successfully pass PAT certified training course	99%	100%	99%	80%
▪ Number of school/Idarra potential leaders successfully completed PAT-certified leadership training package	0	2572	2572	3000
▪ Number of mentors who complete PAT certified training package.	599	2400	2999	10000
▪ Percentage and number of mentors who successfully completed PAT-certified training package	599	2400	2900	10000 (100%)
▪ Number of Idarra leadership teams successfully completed ESP-developed contingency planning training package	0	0	0	50

<sup>1</sup> The number of trained BOTs was miscalculated in a previous quarter which led to augmenting the total numbers. The data was reviewed and corrected after review.

## **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 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)**

***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's master trainers transferred the training of school governance and advocacy to 316 local Idarra trainers. By the end of the training workshops, the SWD local trainers developed plans to train BOTs on these two topics. The total number of SW trainers trained this quarter are illustrated in the following table:

Region	SW Local Trainers trained
Alexandria	86
Cairo	84
Ismailia	0
Qena	146
Minia	0
<b>Total</b>	<b>316</b>

ESP continued to hold planning and information sharing meetings with the local SWD leaders to plan for BOT capacity building and to exchange experience among SWD professionals from different Idarras.

Additionally, as an initial step towards the gradual phase out of ESP activities, in Sharkia and Port Said governorates, ESP assisted the leaders of SWDs to conduct an assessment of the performance of SWD local trainers that resulted in classifying the trainers into three levels and identifying their training needs. It is expected that the SWDs will employ master trainers to respond to the identified needs, as well as encourage those who are at the highest level to apply for certification through PAT.

### **Enhancing System Units Coordination**

ESP encourages cooperation between the SWD and training units at the Mudderia level in order to include the training needs of social workers to support BOTs in their new training plans. This is a means to ensure sustainable support to SWDs from within the system and to institutionalize the BOT capacity building program.

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

During this quarter, ESP agreed upon a training outline during consultation workshops with the SWD and worked on developing the needed training material. This outline deals with the following points:

- Importance of community participation and role of BOTs;
- Capacity building concepts, processes, approaches and tools;
- Development of capacity building plan based on analyzing results of BOTAT;
- Deploying the existing resources to implement the BOT capacity building plans.

ESP continues, in all regions, to hold regular meetings with SWD leaders in order to follow up and reflect on the implementation of the BOT capacity building plans, and to develop new plans for the coming period.



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

During this quarter, ESP continued to provide capacity development to SWD officials to support the BOTs capacity building. The SWD local trainers successfully trained a total of **2,098 BOTs** nationwide on the modules of: school governance, and advocacy. The following table presents the number of trained BOTs per governorate:

Governorate		Number of BOTs received MOE-endorsed training package
1	Alexandria	6
2	Behaira	191
3	Matrouh	6
4	Gharbeya	187
5	Kafr El Sheikh	3
6	Cairo	100
7	Qalyoubeya	5

8	Dakahlia	209
9	Fayoum	0
10	Ismailia	21
11	Damietta	0
12	North Sinai	63
13	South Sinai	0
14	Suez	39
15	Sharkia	433
16	Port Said	0
17	Minia	0
18	EL Giza	27
19	Beni Sweif	0
20	Menofia	100
21	Assiut	325
22	Sohag	323
23	Qena	0
24	Luxor	0
25	Aswan	60
26	New Valley	0
27	Red Sea	0
<b>Grand Total</b>		<b>2098</b>

It is worth noting here that, based on the latest MOE statistical book, the number of schools in the basic and secondary education is 28,427 schools. The rest of the government schools are kindergarten schools which are normally attached to basic education or community schools, which do not have a BOT. Within this context, ESP has supported SWDs to train approximately 65% of the total number of BOTs nationwide thus far.

In addition, during this quarter, ESP worked with SWDs to provide special technical assistance to the BOTs where the remedial reading program and science clubs are implemented in order to enable these BOTs to improve support of these initiatives. Seven BOTs in Minia region provided good support to implementation of summer camps for remedial reading program: four BOTs formed committees to raise awareness of parents and students about the importance of participating in summer camps and developed follow up plans of summer camps. In addition, in other regions (Alex, Qena and Cairo regions) refresher workshops and meetings were held for BOTs on their roles and responsibilities in dealing with educational issues including the reading and writing skills and scientific inquiry skills.

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

During this quarter, ESP integrated awareness raising activities as part of implementing the remedial reading program, science clubs, supporting at-risk students, and enhancing women's

participation initiatives. In addition, ESP is currently planning to work with SWDs during the next quarter in order to make sure that there is solid preparation for the general assemblies of BOTs by the new school year. As a result of the preparation process, in Menofia governorate the SWD local trainers and supervisors of Qweesna Idarra conducted field visits to the Idarra schools to collect data on what the BOT offered to support the schools in preparation for the general assembly. Based on this information, they organized awareness raising activities for the community about the role of BOTs. In addition, the local trainers of Qweesna Idarra designed and implemented a training workshop for BOTs on social marketing.

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

During this quarter, ESP worked with a hired consultant and developed an implementation plan based on the findings and recommendations of an ESP led study from late 2012. In addition, a resource review and compilation of best practices around women’s participation activities was provided by AIR home office support and assisted the team in taking into consideration previously designed strategies to increase women’s participation. The initial activity of the implementation plan will be to form a community outreach team at school level in order to conduct field interviews and meetings that can help the community itself identify challenges and opportunities around women’s participation. From this dialogue, the team will indirectly raise awareness about the issue of women’s participation and use the outputs from these meetings to design relevant interventions that the school community can implement. The social workers will play a crucial role in the implementation of these interventions (and as part of the outreach team). It is envisioned that ESP will implement the pilot in two Idarras in one governorate as pilot activities.

***Sub-Task 2.1.6: Building BOT capacity to support At Risk Students. (1000 BOTs)***

AIR home office provided technical assistance in producing a thorough literature review about the issue of at-risk students. This literature review explored two key aspects of at-risk students: how to identify them and how to support them in school so that they do not drop out. By presenting key risk factors and risk behaviors associated with being in danger of school failure and dropping out, this review attempts to provide educators, administrators and others involved in supporting and protecting at-risk students with the information necessary to identify them and gain an understanding of the full extent of the problem of school dropouts in their communities.

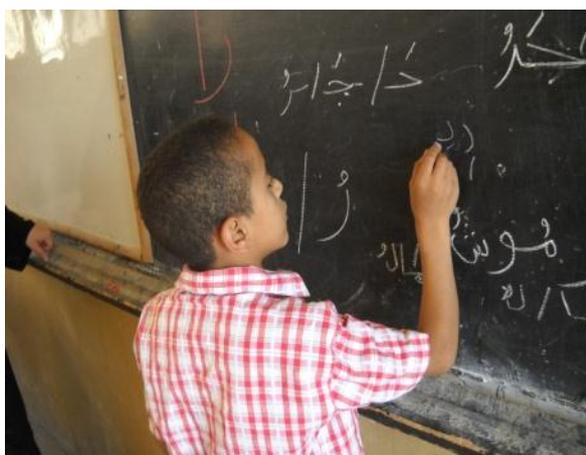
Based on this literature review, a taskforce is formed of experienced ESP technical staff who will develop the training program for BOTs on how to begin to deal with this issue. A general outline of the training content and needed tools has been drafted.

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

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

During this quarter, ESP updated the trainer and trainee manual with the collaboration of the head of the Literacy Unit and two trainers, and applied to PAT for certifying the remedial program teacher training course. The training programs were certified by PAT. Currently, ESP is holding several meetings with the head of the Literacy Unit to plan for enhancing the benefit of the remedial program and to presenting it to all literacy and planning units in all governorates.

During this quarter, ESP modified the EGRA post-test and applied the test to a sample of students. Furthermore, ESP's reading and writing consultant developed the outlines of the second level of the remedial reading program and 10 sample lessons which will be reviewed by AIR home office literacy specialists. ESP will organize a round-table discussion to elicit feedback from MOE Arabic professionals including the head of the Literacy Unit and revise materials as needed.



***Sub-Task 2.2.2: Select target Idarras, schools, and students***

During this quarter, ESP conducted an orientation on the remedial reading and writing program in the governorates where the remedial reading program will be implemented for the first time. Participants included Mudderia and Idarra directors, general and senior Arabic supervisors, training department directors, and BOT members. ESP also organized meetings with school BOT members, Arabic teachers and school principals to present the remedial reading and writing program and prepare administration of the diagnostic test for all students in grades 3 to 5 in suggested schools.

During this quarter, the diagnostic test was administered anew in 14 Idarras, in 137 new schools and to 40,367 students. Test results were analyzed and students were divided according to a cut-off score across three levels; level one are those students who scored below 56%, level two are students who scored below 80%, and level three are students who scored above 80%.

***Results of the diagnostic test***

Region	Governorate	# of students conducted diagnostic test	Students in the lowest level (A)	%
Alex	Gharbeya	7,808	2,272	29%
	Kafr El Sheikh	6,401	2,686	42%
Qena	Sohag	5,870	2,720	46%
	Qena	3,555	1,262	35%
Ismailia	Ismailia	6,908	3210	48%

Minia	Minia	2,811	2,133	76%
Cairo	Fayoum	4,563	2,355	51%
	Dakahlia	2451	877	39%
	<b>8</b>	<b>40,367</b>	<b>17,515</b>	<b>46%</b>

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

During this quarter, ESP trained 789 teachers on how to administer the diagnostic test, and they worked together and applied the diagnostic test to 40,367 students in 137 new schools. Additionally, ESP trained 39 teachers and supervisors on how to administer EGRA+ tool as a pre and post assessment tool.

During this quarter, ESP trained 56 trainers on administering the diagnostic test; the trainers also led with selected teachers the process of correcting the test. Local teachers and administrators helped with the data entry for the diagnostic test results in prepared formats. ESP trained 40 teachers and supervisors on how to administer EGRA+ tools as numerators. The EGRA post test was administered to 640 students in treatment and control groups.

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

Recent disruptions have led to a rise in students' absenteeism especially during the last weeks of school. During this time, end of year exams were taking place and some schools were taken as testing centers for Thanawia Amma. ESP worked with Idarra leaders and the community to organize summer classes for students to ensure they received adequate number of contact hours. The idea worked in some governorates but not very well in others especially in urban areas where most of the students work during the summer or travel to their families in Upper Egypt.

During this quarter, groups of teachers and supervisors who were trained on administering the diagnostic test formed panels to score test papers and enter data on prepared sheets. ESP is currently scoring the post-test papers in preparation for analyzing EGRA results, with the support of economists and literacy experts in the AIR home office.

**Number of students in the pre and post sample**

Gov.	# of Sample students		Total # of students (Post)	Total # of students (Pre)	%
	Treatment	Control			
Qena	85	38	123	185	66%
Ismailia	119	59	178	238	75%
Cairo	92	16	108	184	59%
Minia	106	72	178	202	88%
Alex.	11	10	21	85	25%
Gharbeya	23	9	32	135	24%
	<b>436</b>	<b>204</b>	<b>640</b>	<b>1029</b>	<b>62%</b>

***Task 2.3: 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 worked with the MOE at Mudderia level to select a technical support team at each of the 10 selected Idarras. ESP worked with IT Blocks to design and implement two 5-day training workshops for technical support teams of all Idarras (40 members) on scientific inquiry skills. The training focused on:

- Scientific inquiry skills
- Scientific research steps
- Engineering design
- Facilitating the sessions of the teacher guide
- Design of follow-up tool

These workshops provided a chance for participants to exchange experiences across governorates. One of the main outputs was drafting a follow-up tool by the participants that they will use in their visits to the science clubs. These teams coordinate with other Idarra-level concerned departments and Idarra-level BOTs to provide support to the established science clubs.

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

During this quarter, ESP supported teachers to work with the students of the science clubs to go through the sessions of the teacher guide. Most of the science clubs competed on average 9 sessions from the teacher's guide. It is worth mentioning that teachers and technical support teams created Facebook groups in order to exchange experiences among them.

**"[This is the] first time I learn[ed] how to think...I feel happy I learned to do new things."  
- Student from Science Clubs  
Giza governorate**

Refresher workshops were held for science club teachers in Giza and Qena governorates in order to provide them with additional training on how to manage and facilitate work at the science club level.



**Sub-Task2.3.3: Building BOTs capacity to support the implementation of the science clubs.**

During this quarter, ESP worked with SWD in order to organize refresher workshops for BOTs on their roles and responsibilities in supporting science clubs and mobilizing community resources. As a result of these workshops and meetings, BOTs provided support to the operations of the clubs. Examples of BOT support are as follows:

- East Idarra-level BOT in Fayoum issued a decree to provide financial support (500 LE) to each of the seven science clubs.
- Fayoum Mudderia-level BOT decided to provide additional financial support (300 LE) to each of the seven clubs.
- Alexandria Mudderia-level BOT and Wasat Idarra-level BOT coordinated with Technology department to organize micro-teaching refresher workshops for teachers of the science clubs.
- Kafr El-Sheikh Mudderia-level BOT organized a scientific trip for all students of the seven science clubs. In addition the Mudderia-level BOT will work with school-level BOTs to ensure providing any needed financial support to the science clubs.
- BOT of New Prep School in Wasat Idarra in Alex provided breaks for the students during the sessions of the science clubs and allocated money to purchase additional material.

**Sub-Task 2.3.4: Piloting science clubs in 70 schools**

During this quarter, over 1600 students continued participating in science club activities. They completed an average of 9 sessions. Students met on a weekly basis once or twice according to the schedule of each science club. During this quarter, the work at the science clubs was interrupted by the end of year exams and by taking schools as Thanawia Amma (Egyptian High School) testing centers. To overcome this challenge ESP supported the BOTs and school management to hold science club sessions during the summer vacation. Field trips and camps were organized to motivate the students. In Giza governorate, the school-level BOTs and school management took an initiative to organize one-day off school camp for students of science clubs at the beginning of the summer vacation. The purpose of these camps is to launch the continuity of the science club sessions during summer time, and encourage students to come to school. These camps provided a chance for teachers and students to exchange experiences in an atmosphere of learning and fun. MOE leaders visited these camps to show their support to the implementation of the science clubs.

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

**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. (100,000 ATs)**

During this quarter, ESP trained 23,503 ATs throughout Egypt: 16,419 females and 7,084 males. Trained ATs are mainly primary teachers (11,178 ATs), but also representing different grades. The ATs were mainly from five main subject areas: Arabic, English, mathematics, science, and social studies in addition to a minority of activity teachers, social workers and classroom

teachers. In all governorates, trainings were preceded by planning and coordination meetings with Mudderia and Idarra training managers.

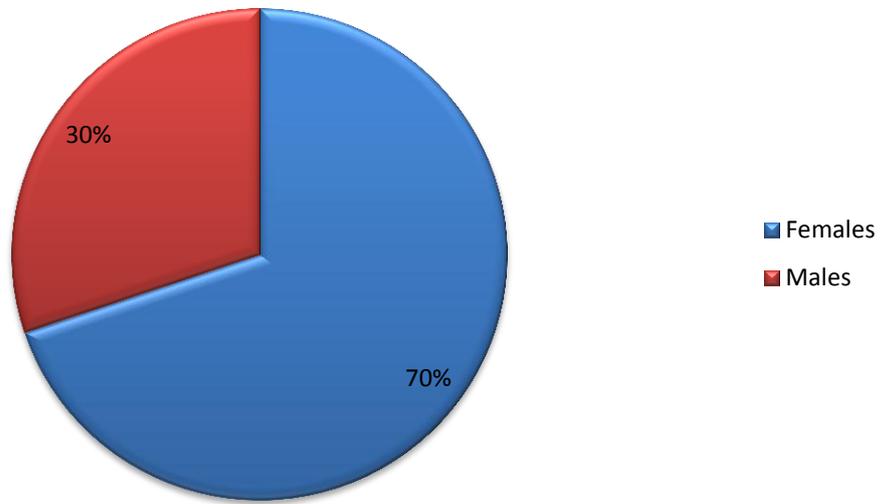
During this Quarter, ESP has achieved its milestone as regards training ATs on the 5-day core trainings. The reason for going beyond the milestone is the pressure from our partners to support the rise in demand experienced by ATs wanting the training. It is worth noting that the Mudderia have been under great pressure to accept unplanned numbers of ATs. It has to be explained that this pressure still exists; but the ESP team is working with its partners to prepare them to manage ATs trainings. ESP and PAT have developed a strategy so that local training units will manage the 5-day core assistant teacher trainings, while PAT will work with its branches to ensure the quality of these trainings. ESP will focus then on building the capacity of both sides – local training units as training providers and PAT and its branches as a quality assurance body. Therefore, during this quarter, ESP has enabled local training units to develop their 2013/2014 training plans that will be part of the national training plan for assistant teachers. PAT invited the local training units to submit these training plans as part of certifying them as professional development providers. *This is the first time in the Egyptian education system that teacher professional development needs are informing a bottom-up national plan.*

One of the success stories our partners have made in this sub-task is the initiative of Cairo BOT to support training 2000 ATs on the 5-day core training in continuation of the support provided by ESP. Such a success story had been shared in PAT's meeting with the local training units' managers and officials. It is expected that it will be replicated in other governorates since ESP has informed our partners that it will focus on building their capacity to manage training and ensure its quality. ESP coordinated with PAT to support the motivation of teachers to attend trainings by acknowledging the complementary trainings that AT will receive with support from ESP. This quarter ESP trained 1429 assistant teachers on the additional training modules.

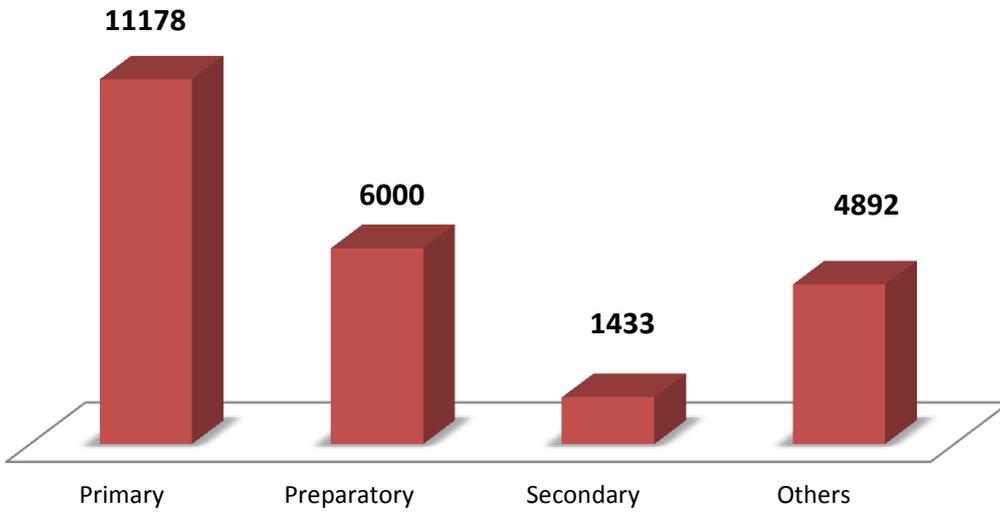
**Teacher files include training program for the first time.**

ESP used its database to generate data files of all trained ATs and transfer them to PAT. PAT in turn passed the data to the Ministry's central information system so each teacher portfolio will include the training programs in which they have participated.

### Assistant Teachers Gender



### Assistant Teachers Grades



Governorate	# of newly hired assistant teachers received PAT-certificate training package							<sup>2</sup> Other
	Total number of Trained ATs	Females	Males	Stage				
				Primary	Preparatory	Secondary		
<i>Alexandria Region</i>								
1	Alexandria	281	187	94	129	104	36	12
2	Behaira	2426	1815	611	1071	579	32	744
3	Matrouh	66	66	0	0	0	0	66
4	Gharbeya	117	105	12	21	8	6	82
5	Kafr El Sheikh	1426	1106	320	463	381	77	505
	Total	4316	3279	1037	1684	1072	151	1409
<i>Ismailia Region</i>								
1	Sharkia	701	486	215	317	181	30	173
2	Damietta	528	291	237	237	154	38	99
3	Port Said	206	184	22	95	62	30	19
4	Suez	392	371	21	150	47	18	177
5	Ismailia	168	116	52	85	55	10	18
6	North Sinai	101	22	79	71	21	5	4
7	South Sinai	141	64	77	87	39	5	10
	Total	2237	1534	703	1042	559	136	500
<i>Cairo Region</i>								
1	Cairo	478	343	135	276	121	49	32
2	Qalyoubeya	1386	1125	261	588	299	368	131
3	Dakahlia	525	403	122	129	110	73	213
4	Fayoum	1257	816	441	777	311	26	143
	Total	3646	2687	959	1770	841	516	519
<i>Minia Region</i>								
1	Minia	3960	2445	1515	2573	974	152	261
2	EL Giza	1317	722	595	660	437	94	126
3	Menofia	735	533	202	368	227	27	113
4	Beni Sweif	1355	907	448	562	418	112	263
	Total	7367	4607	2760	4163	2056	385	763
<i>Qena Region</i>								
1	Assiut	2664	2148	516	1096	582	137	849
2	Aswan	887	666	221	426	241	35	185
3	New valley	129	69	60	48	43	14	24
4	Qena	131	83	48	81	38	1	11
5	Red sea	61	41	20	32	17	8	4
6	Sohag	1335	841	494	514	272	22	527
7	Luxor	730	464	266	322	279	28	101
	Total	5937	4312	1625	2519	1472	245	1701
<b>Grand Total</b>		<b>23503</b>	<b>16419</b>	<b>7084</b>	<b>11178</b>	<b>6000</b>	<b>1433</b>	<b>4892</b>

<sup>2</sup> high technical school and kindergarten

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

During this quarter, ESP has worked with PAT and local training units and prepared a plan for certifying trainers from the five regions. Local trainers have prepared and presented their portfolio and are ready to be certified. Five certification sessions will be held starting August 2013.

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

During this quarter, ESP has supported PAT to certify three additional training courses that were previously developed and piloted; these courses are for assistant teachers of English and Mathematics as well as assistant social workers. ESP has worked with PAT and developed a strategy for ATs to choose and register for additional training in 5 areas: teaching English, teaching Arabic grammar, using labs in teaching science, using maps in teaching social studies, and teaching specific topics in mathematics. This will be the first time in which teachers are given the opportunity to choose the content of their training according to their own development needs.

ESP has also worked with relevant MOE partners to develop, pilot and certify two 5-day core training programs for: Assistant School Psychology Specialists and Assistant School Technology Specialists.

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

During this quarter, ESP has supported PAT to install the electrical and IT infrastructure at the PDRC. PAT has also re-painted the PDRC. ESP has installed smart board and air conditioners at the PDRC and purchased the servers, laptops and software and prepared them to be moved to the PDRC in PAT. It has also been working with PAT to renew its website and design a webpage for the PDRC and build databases for the trainers, training programs, reviewers, and training providers to be part of the PDRC webpage. It has also coordinated with other USAID-funded programs, namely: TILO and GILO, to provide the PDRC with their servers and e-learning programs. ESP has also supported PAT to develop an operational manual for the PDRC, specifying its vision, mission, and functions and working team. It has enabled PAT to develop abstracts for the 118 training programs it has and to prepare to have soft and printed copies of these training programs made available at the PDRC.

ESP supported PAT to install moodle as a virtual learning environment tool to be used for training teachers online. The application will be piloted by three programs including Active Learning developed by TILO; Early Grade Reading developed by GILO; and, Teaching Applications in the classroom developed by ESP.

**Sub-Task 3.5: Establishing quality professional development standards**

During this quarter, ESP and PAT have identified a local research consultant to lead the team conducting the professional development standards study. The ESP team facilitated a meeting with the PAT Director and his team and shared with them a tentative study implementation plan to solicit their input. PAT has also formed a research team led by the deputy director of PAT to

manage the implementation of the study. This will support the implementation of the study and at the same time build the capacity of this team in conducting similar researches.

### **Sub-Task 3.6: Supporting the Certification of Local Training Units**

During this quarter, ESP supported the Mudderia training units to develop a 2013 – 2014 training plan through organized meetings with all stakeholders for the training. To identify and prioritize the training needs, ESP with Mudderia training units organized focus group discussions with Idarra leaders, subject teachers, kindergarten teachers, and social workers. Mudderia training units finalized the 2013 – 2014 training plan and presented it to PAT for review and approval.

ESP supported PAT to conduct a two day workshop to finalize the annual work plan with the Mudderia. The workshop included a review of the training unit plans and approval by PAT. The final product will be printed in one document and presented to the MOE and other stakeholders.

In addition, ESP continued providing technical support to training units through meetings and field visits. These meetings and field visits focused on how to prepare the training units to meet PAT certification requirements and help conduct self-assessments to determine their needs and develop improvement plans. ESP will continue to support Mudderias and Idarras to complete the organizational structure of the training unit.

Cairo, Ismailia, Minia, and Alexandria regions started the process of maintenance and furnishing of training rooms. The training departments in Damietta, Suez, Beni Sweif, Giza, Al Wasta and Ehnasia presented their certification files as “professional development service providers” to PAT and await PAT review and approval.

It is worth noting here that local training units have taken exceptional steps in carrying out their responsibilities in renewing training venues or providing furniture to prepare the training department for certification. Memos of Understanding have been drafted with undersecretaries specifying partners and ESP’s role in the joint effort of preparing local training units for certification by PAT.

## **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 regional technical teams and contingency planning trainers supported contingency planning committees in developing response structures for crisis. The tasks aim to:



- Review contingency planning definitions for familiarity and clarity
- Prepare a copy of roles and responsibilities for key leadership positions that make decisions on the various tasks listed within the instructions
- Identify key data sources within the Mudderia or Idarra
- Explore whether key data managers have data related to disaster/crises events at the school level by year
- Identify local and international policies related to Disaster Risk Reduction and Recovery (DRR&R) that relate to Egypt
- Identify decrees and policies related to DRR&R
- Identify any international standards for disaster risk reduction. E.g. INEE Minimum Standards, UNICEF Safe Schools Checklist
- Identify what standards exist for DRR&R in Egypt
- Review the budgets for the Mudderia/Idarra for any allocations for disaster response, if available
- Identify any existing protocols, processes and procedures for DRR&R in Egypt at the Mudderia or Idarra level – e.g. fire drills

ESP contingency planning trainers conducted on the job training to 50 Mudderia/Idarra committees and facilitated carrying out a set of tasks that will result in developing a contingency plan. The committees found the task very effective as it relates directly to real disasters in their context. As a support to ESP Cairo team, Cairo and Fayoum committees formed technical committees in the Mudderia for providing technical support to all Mudderia/ Idarras not only for the targeted Idarras that ESP supports. In preparation for the June 30<sup>th</sup> protests, Cairo Mudderia Committee and targeted Idarras of Hadaik El Qoba, Heliopolis and Abdeen formed disaster plans and had meetings for mitigating the impacts on the education sector. As a response to this, the Mudderia Committee transferred the Idarra Diwan that are in El Tahrir Building and transferred all the computers in schools surrounding Tahrir to safer schools outside the area of conflict.

Additionally, ESP technical staff with support from the AIR home office held a two day workshop to get an update of the current situation of the committees and orient trainers on the set of tasks that they will use to conduct training. The aims of the workshop were:

- Develop a disaster profile based on the contextual data collected about your locality
- Identify as many response structures as you can within your Mudderia or Idarra
- Identify key members for your crisis management team
- Collect job descriptions – i.e. roles and responsibilities, mandates and authority
- Identify which are the coordinating structures and key positions around DRR&R.

#### ***Sub Task 4.2: Training and support to school leaders***

During this quarter, ESP completed the training of “Leadership Skills for School Principals” program to primary school principals from all governorates which ESP prepared last quarter. ESP teams supported Mudderia & Idarra training units and primary stage heads in the five regions to train **2575** primary school principals in five Governorates (Qalyoubeya, Beni Sweif, Ismailia, Damietta and Assiut).



The numbers of trainers trained

<b>Region</b>	<b># of primary school principals</b>
<b>Cairo</b>	<b>477</b>
<b>Ismailia</b>	<b>323</b>
<b>Qena</b>	<b>661</b>
<b>Minia</b>	<b>601</b>
<b>Alexandria</b>	<b>513</b>
<b>Total</b>	<b>2575</b>

***Sub-Task 4.3: Building the capacity of school based mentors. (10,000)***

Using the PAT-certified coaching and mentoring course, ESP continued working with PAT, its branches, and local training units in using the PAT-certified course to train school-based mentors. During this quarter, a training of trainers was conducted for 48 trainers for the course. In their turn, the 48 trainers have trained 2400 mentors throughout Egypt.

<b>Region</b>	<b># of Mentors Trained</b>
<b>Cairo</b>	<b>153</b>
<b>Ismailia</b>	<b>598</b>
<b>Qena</b>	<b>333</b>
<b>Minia</b>	<b>908</b>
<b>Alexandria</b>	<b>408</b>
<b>Total</b>	<b>2400</b>

**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***

During this quarter, modified data collection tools were used to collect data on ESP activities.

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

All participants and activity data are recorded in the ESP database. During this quarter, the ESP database was modified and updated to facilitate the new approaches for allowing teachers to choose their own training programs. During this quarter, ESP transferred the data of all trained ATs to PAT which in turn uploaded the data to the Ministry database so the files of the trained teachers contain the training programs they have received.

***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 started an internal process for developing its communication strategy. ESP staff was provided with a tool to describe achievements, successes, and perceived change of attitude that can support sustainability of efforts and a smooth exit strategy for ESP.

A social marketing change (SMC) task force was formed to coordinate all efforts and produce an action plan for implementing a communications strategy. The SMC task force held several round table discussions which resulted in a first draft of a communication strategy. The final strategy will include an orientation of ESP, target groups, a list of decision makers and stakeholders, general goals, expected results, general and special messages, and an action plan for sharing of lessons learned and good practices.

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

ESP staff is documenting the success stories of all ESP activities.