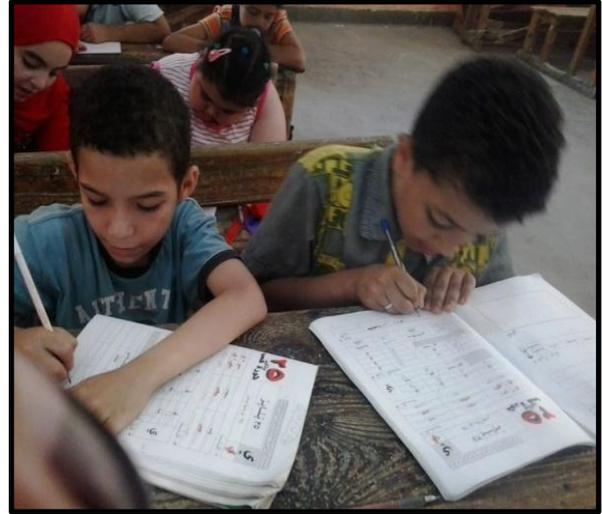




Education Support Program

Quarterly Performance Report No. 9



**OCTOBER - DECEMBER
2013**

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
AUC	American University in Cairo
AWP	Annual Work Plan
BOT	Board of Trustees
BOTAT	Board of Trustees Assessment Tool
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
MOU	Memorandum of Understanding
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 changes. Since 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 redefining the role that school Boards of Trustees (BOTs) play in promoting citizenship, governance, and community participation. The second element was the Ministry of Education's decision to hire thousands of young Egyptians as new Assistant Teachers (ATs). These young teachers bring a renewed hope to the education system 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.

In the beginning of Year 2, ESP implemented newly added and modified activities. These activities included developing and implementing a remedial reading and writing program, implementing science club, building BOTs' capacity 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. ESP also increased the target number of trained ATs to 100,000 and modified the indicators, activities, and the format of the report accordingly.

On October 13th, USAID informed AIR that it was preparing to have ESP and some of USAID Egypt's other programs wind up certain activities. Consequently, ESP suspended all of its activities for the October – December 2013 quarter except for completing those activities approved by USAID to continue in the short-term: the existing science club activities, the remedial reading intervention, and the AT training. Due to the wind up discussions with USAID, ESP suspended other program activities; as such, some of the project goals were not able to be achieved according to the original timeline.

The state of instability in Egypt also endured during this quarter. ESP continued to follow its safety procedures to avoid any hazards while implementing the project's short-term approved activities. However, instability caused events in some governorates to be cancelled or suspended. For example, the circumstances were deemed unsuitable for implementing activities in South Sinai and North Sinai.

Throughout this quarter, Social Work Departments (SWDs) independently continued BOT training and managed to train 247 BOTs, bringing the total to date up to 19,667.

Additionally, ESP continued to support the implementation of science clubs. 347 students became members of a science club in their school, bringing the total number of participating students to 1,137.

ESP also continued to support the remedial reading and writing intervention. Classes resumed with the new academic year, and to date 3,865 students have completed 28 sessions of Level 1. ESP supported preparations for starting the program with the new school year, and currently around 20,000 students are enrolled in levels one and two. ESP supported the training of 29 trainers, 726 teachers, and 209 supervisors for this intervention. The MOE's literacy unit director went on field visits to monitor the implementation of these trainings, during which she held meetings with key educational leaders and honored some of the teachers for their efforts.

Working with the Professional Academy for Teachers (PAT) and the local training departments, ESP trained 41,114 ATs on complimentary courses that would finish out the required 9-day certification course required for ATs. ATs chose from a list of complimentary modules according to what best suited their needs.

ESP Progress to Date Indicators

Progress to Date

Indicators	Previous Quarters	Current Quarter	Project to Date	Life of Project Target
<input type="checkbox"/> Percentage and number of Idarra-level SWDs that completed the ESP-developed training package endorsed by the MOE	271	0	271	271
<input type="checkbox"/> Percentage and number of BOTs that completed the MOE-endorsed BOT training course	19,420	247	19,667	25,000
<input type="checkbox"/> Number of students in selected schools who participated in reading/writing activities	2,699	1,166	3,865	20,000
<input type="checkbox"/> Number of students in selected schools who participated in science clubs	790	347	1,137	3,000
<input type="checkbox"/> Number of Mudderia and Idarra-level trainers certified by PAT to deliver specific courses	381	0	381	520
<input type="checkbox"/> Number of newly hired teachers who completed PAT-certified training course	115,053	0	115,053	100,000
<input type="checkbox"/> Percentage of newly hired teachers who successfully passed the PAT-certified training course	99%	0	99%	80%
<input type="checkbox"/> Number of schools/Idarra potential leaders who successfully completed the PAT-certified leadership training package	2,684	0	2,684	3,000
<input type="checkbox"/> Number of mentors who completed the PAT-certified training package	3,502	0	3,502	10,000
<input type="checkbox"/> Percentage and number of mentors who successfully completed the PAT-certified training package	100%	0	100%	10,000
<input type="checkbox"/> Number of Idarra leadership teams that successfully completed ESP-developed contingency planning training package	22	0	22	50

Introduction

The USAID-funded Education Support Program (ESP) builds on the institutional achievements of the previous Education Reform Program (ERP). ESP 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, with the goal of reducing the negative impacts of future political and social disruptions to the school system and ongoing delivery of educational services.

One of the intended positive outcomes of ESP's work is to strengthen the MOE's ability to support and reinforce BOTs. This will enable BOTs to become more effective at addressing community-level school needs and responding to current and future education system fragility. For example, strengthening local MOE capacity to implement and support professional development activities will address the need to rapidly increase the skills of recently hired ATs. Additionally, 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 has drawn 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 has been on addressing the needs of children in the "most impacted areas," including a focus on security and the ability 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 2013.

Program Objectives

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

Task 1: Work with MOE at central and field level to design and carry out the RA and to reach agreement on work priorities for assistant teachers training and in most impacted geographic areas.

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.

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

The pace of training BOTs slowed during this quarter because of suspended ESP coordination and technical support to the SWDs, as well as disruption of school work. SWD trainers independently proceeded to complete the training of 247 BOTs in Fayoum, Port Said, and Qalyoubeya, bringing the total number of trained BOTs to 19,667.

Governorate	Number Trained
Qalyoubeya	133
Port Said	34
Minia	48
El Giza	32
Total	247

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

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

In the previous quarter, ESP hired a consultant to develop training materials for BOTs on supporting at-risk students. The consultant finalized the training materials in early October. ESP intended for SWDs to utilize the materials in training the BOTs by the beginning of the new school year; however, the activity was suspended on October 13 until the approval of the wind up plan.

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 revised and reprinted the teacher manual, and student activity notebook for level 1. ESP also finalized the trainer manual, teacher manual, and student activity notebook for level 2. ESP field offices provided students participating in the program with learning aids to support their learning process.

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

During this quarter, ESP staff held meetings with undersecretaries of the MOE, idarra directors, and primary education managers in the program governorates to plan for implementation. Local education leaders made a number of visits to the selected schools and met with school management teams, Arabic teachers, and the Arabic supervisors to ensure they have completed preparation for the implementation. ESP completed all logistics for implementing the program, including resetting the school timetable to ensure the students will attend the reading sessions without missing any of their regular classes.

In Minia, the Undersecretary formed a team of Arabic professionals to conduct a quick assessment of students' improvement after completing level 1 of the program. The team interviewed the teachers, trainers, supervisors, and school principals. They also conducted a short exam to measure the students' skills after the program as compared to their scores in the screening test. The report showed improvement in students' reading skills and positive feedback from schools, teachers and supervisors. The Undersecretary approved the program completion in the governorate.

The undersecretary in Sohag decided to suspend teacher transfers from the program schools to avoid losing trained teachers who were implementing the program.

The ESP Cairo team organized meetings with the school principals and idarra managers (Al Khaefa & Almoqattem, Mansheyat Nasser & Alsharrabeya) to discuss the challenge of student drop-out. As a result of this meeting, schools planned to continue teaching level 1 in the classes for two additional weeks and to increase efforts to encourage students to attend.

Governorates, Idarras, and Number of Schools Implementing the Reading and Writing Program

Governorate		Idarra	# of Schools	# of schools / Idarra
1. Alexandria	1.	East Alexandria	3	3
2. Gharbeya	2.	East Elmahalla	13	21
	3.	Qoutour	8	
3. Kafr El Sheikh	4.	Desouk	7	12
	5.	Sedi Salem	5	
4. Cairo	6.	Al-Khalifa	2	7
	7.	Mansheyat Nasser	2	
	8.	AlSharrabeya	3	
5. Dakahlia	9.	Sherbeen	3	13
	10.	Belqas	5	
	11.	Nabarou	5	
6. Fayoum	12.	Abshway	4	15
	13.	Etsa	6	
	14.	Youssef El Seddeik	5	
7. Minia	15.	Samalout	9	17
	16.	Beni Mazar	8	
8. Ismailia	17.	Abou Sweir	17	42
	18.	Al-Qassassein	11	
	19.	AlTal Elkebeir	7	
	20.	Ismailia	7	
9. Sohag	21.	Akmim	10	21
	22.	Almonshaa	11	
10. Qena	23.	Qous	7	26
	24.	Qeft	5	
	25.	Naqada	14	
Total number of schools				177

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

During this quarter, ESP held four days of training for 29 master trainers – with representation from all governorates – on how to teach level 2 of the remedial reading and writing program. Reading and writing specialists held preparation meetings with trainers to plan for the teacher training workshops. All regions completed the training workshops for the targeted teachers. ESP trained a total of 254 teachers across 9 governorates.

“After teaching the program for 10 sessions, things began to change; students were enjoying the learning activities, which improved my relation with them.”

Ashraf Zakaria, a Teacher from Kotor, Gharbeya.

ESP also collaborated with local leaders to train 209 supervisors, senior teachers, and school principals on monitoring the remedial classes and how to use the teacher observation form. Cairo region trained 53 teachers in Fayoum and Dakahlia on administering the screening test. These teachers administered the test to 918 students in two schools. According to their scores, 265 students were selected for level B.

Number of Trainers, Teachers, and Supervisors trained

Governorate	Level A	Level B		# of trained Supervisors
	# of new trained Teachers	# of trained Trainers	# of trained Teachers	
Alex	0	2	11	5
Gharbeya	62	4	31	19
Kafr El Sheikh	67	2	4	7
Cairo	1	4	0	0
Fayoum	0	1	15	29
Dakahlia	74	2	6	16
Ismailia	1	4	60	54
Minia	97	4	61	17
Sohag	107	2	5	39
Qena	63	4	61	23
Total	472	29	254	209

The head of the MOE's literacy unit went on field visits to Ismailia, Fayoum, and Minia to monitor the implementation of the reading and writing program. She gave certificates of appreciation to the teachers and held meetings with ESP regional office staff. She also held a meeting with mudderia directors to discuss how to support the program.

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



During this quarter, 1,166 students completed the minimum number of hours in the remedial reading classes. To date, 3,865 students nationwide have completed the minimum number of hours required. Approximately 20,000 students are currently enrolled in levels 1 and 2 of the reading and writing program.

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 the previous quarter, ESP selected idarras and schools to establish the remaining 70 science clubs and initiate the orientation meetings to the Mudderria and Idarra leaders. The process was suspended on October 13 until the approval of the wind up plan.

“When we do an experiment at the science club, we don’t memorize it, but we analyze it and understand how it happened.”

Fatma Emad, Science Club student, Al-Agouza Prep School, Giza

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

During this quarter, ESP organized a 3-day refresher training for the teachers (facilitators) of the initial 70 science clubs, which started last academic year. Trainers from IT-Blocks and local level MOE delivered the training in the following governorates: Alexandria, Kafr El-Sheikh, Sharkia, Suez, Qena, Giza, and Dakahlia. This training aimed to enable teachers to assist students on their research projects and apply the scientific research steps. The training content included the scientific research steps, quality of researches and projects, and how to participate in local and international competitions.

“In my classes I have noticed the difference between students who are participating in science clubs and others; sure there is a noticeable difference in pattern of thinking.”

Mr. Mahmoud social studies teacher in Naga El- Ekrmy School, Qena

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

During this quarter, ESP organized a one-day workshop to exchange lessons learned and experiences among the BOTs in the eight governorates where the first 70 of 140 science clubs were being implemented. The heads and representatives of mudderria and idarra BOTs and SWDs and the central level SWD attended the workshop. The participants used the event to share lessons learned and best practices, which included scientific field trips for the students, organizing events for students to share their research ideas, and building connections between the science clubs and universities in order to support student research.



The participants produced a list of recommendations for rolling out and supporting the science clubs initiative. Their recommendations included:

- Including science clubs on the national level BOT annual plan and encouraging mudderia and idarra level BOTs to include it in their plans;
- Including the science club initiative in the annual school activities fair;
- Rolling out the science club initiatives at the governorate-level with support from the mudderia BOT; and,
- Producing a documentary on the science club model.

On the governorates level, ESP organized meetings with SWDs in order to work on activating the role of BOTs at the school-level in support of the science clubs. These meetings resulted in having the SWDs conduct refresher training for representatives of school-level BOTs, forming follow-up sub-committees at the school level, and using social workers to follow up on BOT performance in supporting science clubs.

Sub-Task 2.3.4: Piloting science clubs in 70 schools

To date, 1,137 students completed the minimum number of sessions required to become a member and participate in science clubs. This quarter, ESP finalized the procedural guide for establishing science clubs, which documents the procedural best practices for implementing science clubs in the Egyptian context.



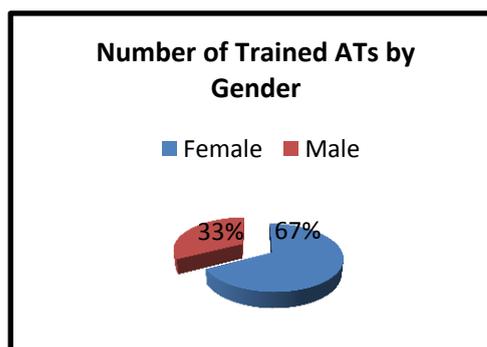
ESP has already purchased the materials and tools for opening the remaining 70 science clubs, which were planned to start with the new school year. However, the activity was suspended on October 13 until the approval of the wind up plan.

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.

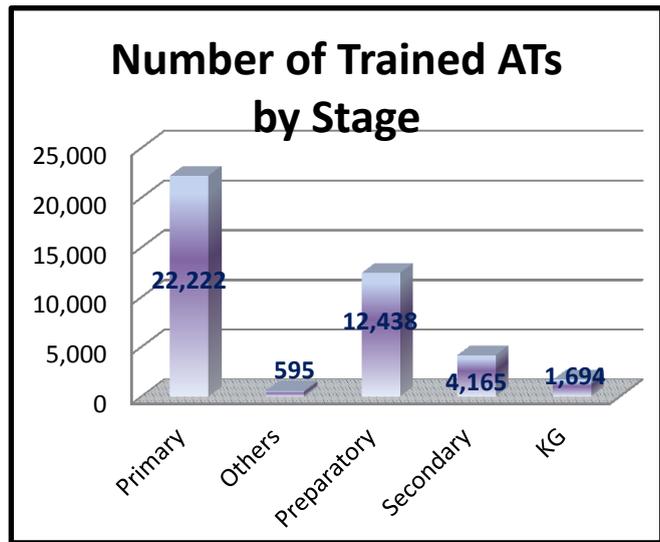
Sub-Task 3.1: Training ATs using PAT-Certified course. (100,000 ATs)

ESP continued its coordination with PAT and local training departments to plan for and implement AT training. This quarter, ESP worked on delivering the complimentary courses. ATs selected the modules most relevant to their needs from a list of available complimentary modules. The complimentary modules included generic methodology, as well as methodology focused on specific subjects



such as Arabic, English, Mathematics, Social Studies, and Science.

This quarter, local training departments trained 41,114 ATs (27,692 females and 13,422 males) on the certified complimentary courses. The majority of these ATs are primary teachers (22,222 ATs). The ATs were mainly from five main subject areas: Arabic, English, mathematics, science, and social studies, though the majority of trained ATs this quarter teach Arabic (14,845 ATs).



Total Number of Trained ATs by Grade and Gender

#	Gov.	Primary	Others	Preparatory	Secondary	KG	Female	Male	Total
1	Aswan	548	0	201	123	89	701	260	961
2	Assiut	832	6	267	120	603	1,508	320	1,828
3	Alex	718	28	432	77	3	728	530	1,258
4	Ismailia	441	7	136	39	54	466	211	677
5	Luxor	475	4	277	137	0	590	303	893
6	Red Sea	0	0	0	0	0	0	0	0
7	Behaira	1,004	27	406	56	0	981	512	1,493
8	Giza	734	0	931	211	1	1,002	875	1,877
9	Dakahlia	430	1	393	393	7	853	371	1,224
10	Suez	501	24	259	12	92	822	66	888
11	Sharkia	1,583	107	520	282	265	2,213	544	2,757
12	Gharbeya	644	39	247	49	0	731	248	979
13	Fayoum	3,294	1	1,885	790	0	3,721	2,249	5,970
14	Cairo	410	0	217	118	0	510	235	745
15	Qalyoubeya	951	0	388	260	0	1,299	300	1,599
16	Menofia	1,651	0	1,446	370	0	2,538	929	3,467
17	Minia	2,362	0	1,274	145	92	2,119	1,754	3,873
18	Beni Sweif	1,184	0	887	97	0	1,216	952	2,168
19	Port Saied	235	51	91	47	62	382	104	486
20	Damietta	1,084	108	831	178	10	1,576	635	2,211
21	Sohag	1,202	13	288	150	336	1,319	670	1,989
22	Qena	929	7	371	205	64	938	638	1,577
23	Kafr Al Sheikh	970	168	676	297	16	1,453	674	2,127
24	Matrouh	40	4	14	9	0	25	42	67
25	South Sinai	0	0	0	0	0	0	0	0
26	North Sinai	0	0	0	0	0	0	0	0
27	New Valley	0	0	0	0	0	0	0	0
Total		22,222	595	12,438	4,165	1,694	27,692	13,422	41,114

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

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

This task was completed and reported on in previous quarters.

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

In early October, ESP staff – in collaboration with a task force from PAT – developed a revised draft of the website and shared it with representatives from all units within PAT. PAT technical staff are currently going through the source code of the database to ensure that they are able to sustain it.

Sub-Task 3.5: Establishing quality professional development standards

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

This sub-task was suspended on October 13 until the approval of the wind up plan.

Program Objective 4: District level instructional leadership strengthened

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

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

This sub-task was suspended on October 13 until the approval of the wind up plan.

Sub Task 4.2: Training and support to school leaders

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

This sub-task was suspended on October 13 until the approval of the wind up plan.

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.

ESP used new tools to collect data on ESP activities.

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

All participants and activities' data are recorded in ESP database.

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.

This sub-task was suspended on October 13 until the approval of the wind up plan.

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

This sub-task was suspended on October 13 until the approval of the wind up plan.