



Education Support Program

Quarterly Performance Report No. 10



**JANUARY - MARCH
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S.O.22
Improved Access to Education

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Commonly Used Acronyms

AIR	American Institutes for Research
ASW	Assistant Social Worker
AT	Assistant Teacher
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
ISEF	International Science & Engineering Fair
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
R&W	Reading & Writing
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 ESP's principle focus areas.

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 wind up certain activities. Consequently, ESP suspended activities for the October – December 2013 quarter except for those approved on a short-term basis by USAID: the existing Science Club activities, the remedial reading intervention, and the AT training. Other program activities involving instructional leadership, mentorship and coaching, as well as contingency planning were suspended.

On March 4th, USAID informed AIR that there was a reversal in the wind up decision. As such, it asked that AIR default to the original scope of work for the program, and all activities prior to the wind up. Due to several changes in ESP that occurred during the five months of wind-up discussions, including suspension and close-out of the instructional leadership component, AIR submitted to USAID/Egypt a modified program description, a modified work plan for year 3 of project activities, a re-budget, and a request for a no-cost extension.

Egypt's state of instability also persisted during this quarter. ESP continued to follow its safety procedures to avoid any unnecessary risks while implementing project 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. Moreover, due to Egypt's recent turmoil, the schools' mid-year break was longer than usual, which resulted in a considerable delay in the implementation of several ESP activities.

Throughout this quarter, Social Work Departments (SWDs) continued BOT training and managed to train 124 BOTs, bringing the current total to 19,791.

Additionally, ESP continued to support the implementation of Science Clubs. 1,250 students joined newly formed Science Clubs in their schools, bringing the total number of participating students to 3,188. 1,186 of the participating students completed a minimum of 10 sessions.

ESP also continued to support the remedial reading and writing intervention. Classes resumed with the second academic term, and to date 6,735 students have completed a minimum of 28 sessions. ESP supported preparations for starting the program in the second term of the school year. There are currently 21,732 students enrolled in levels one and two.

ESP worked closely with the central literacy unit to select and prepare cadres of master trainers and more junior trainers to roll out the program to all governorates. During this quarter, 12 master trainers were prepared, and a team of 152 governorate level trainers received initial orientation and training on administering the screening test. A team of 27 trainers representing all of Egypt's governorates formed a planning team in charge of managing program implementation in their respective governorates.

Working with the Professional Academy for Teachers (PAT) and the local training departments, ESP trained 46,148 ATs on complementary modules selected by the ATs themselves to complete the required 9-day certified course. ATs chose from a list of complementary modules according to what best suited their needs.

ESP Progress to Date Indicators

Indicators	Previous Quarters	Current Quarter	Project to Date	Life of Project Target
Percentage and number of Idarra-level SWDs that completed the ESP-developed training package endorsed by the MoE	271	0	271	271
Percentage and number of BOTs that completed the MoE-endorsed BOT training course	19,667	124	19,791	25,000
Number of students in selected schools who participated in reading/writing activities	3,865	2,870	6,735	20,000
Number of students in selected schools who participated in Science Clubs	1,137	49	1,186	3,000
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	115,053	0	115,053	100,000
Percentage of newly hired teachers who successfully passed the PAT-certified training course	99%	0	99%	80%
Number of schools/Idarra potential leaders who successfully completed the PAT-certified leadership training package	2,684	0	2,684	3,000
Number of mentors who completed the PAT-certified training package	3,502	0	3,502	10,000
Percentage and number of mentors who successfully completed the PAT- certified training package	100%	0	100%	10,000
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 teachers' 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, girls' access to education, and their 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 January — March 2014 period.

Program Objectives

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

Task 1: Work with MoE at central and field level to design and carry out the RA and to reach an agreement on work priorities for assistant teacher training in the 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: Support school governance through strengthening Social Work Departments (SWDs)/Boards of Trustees (BOTs)

Task 2.1: Work with SWDs countrywide to build the capacity of at least 25,000 BOTs

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

This task was achieved and reported on in previous QPRs.

Sub-Task 2.1.2: Implement capacity building of SWD leaders and supervisors. (2700 SWD officials)

During this quarter, ESP resumed implementing the capacity building of 100 SWDs selected in 20 governorates. The purpose of this intervention is to enable 100 SWDs to develop capacity building plans for the BOTs, tailored to the actual needs of BOTs within the Idarra. To achieve this purpose, a planning team of approximately five members was formed in each of the 100 SWDs. The planning team was selected through a participatory approach that involved key educational leaders in the Idarras. To train the planning teams, ESP selected and trained 33 master and local SW trainers from select governorates. ESP implemented a central five-day Training of Trainers (TOTs) for the selected SW master/local trainers.

Number of Idarra Planning Teams to Receive Capacity Building

#	Governorate	# of Idarras
1	Ismailia	6
2	Sharkia	14
3	Qalyoubia	4
4	Dakahlia	6
5	Cairo	8
6	Fayoum	2
7	Assiut	2
8	Sohag	4
9	New Valley	2
10	Qena	4
11	Luxor	3
12	Aswan	2
13	Red Sea	2
14	Minia	6
15	Menofia	6
16	Giza	8
17	Alexandria	5
18	Behira	6
19	Gharbia	5
20	Kafr El Sheikh	4
Total		99

ESP adopted an experiential approach in building planning teams' capacity in each Idarra. The training is delivered to the planning teams in phases as follows:

- A two-day training workshop that focuses on ways to assess BOT training needs. The SW trainers successfully completed this part of the module of the SWD planning teams in 16 governorates;
- Field application that uses the Board of Trustees Assessment Tool (BOTAT) to assess the needs a BOT sample group. Trained planning teams in 16 governorates are currently working on the field application on a sample of BOTs; and
- A three-day training workshop that focuses on analyzing assessment results and developing capacity building plans. In the following quarter, the SW trainers will complete this part of the training program.

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

During this quarter, SW Trainers completed BOT training BOTs in Fayoum and Beni Sweif. They trained an additional 124 BOTs, which increased the TOT number of trained BOTs to 19,791.

Sub-Task 2.1.4: Raise awareness of key MoE officials, school staff, and key community leaders in five governorates on community participation and role of BOTs in school governance

The activities of this sub-task were suspended during this quarter because of the wind-up plan.

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

During this quarter, ESP started implementing a simplified version of a strategy to increase women's participation in supporting education at the school level with a shorter timeframe. Upon reversal of the wind up plan orders in early March, ESP revised its strategy to provide further direct support to piloting this strategy.

ESP coordinated with local partners and selected two Idarras that expressed willingness to look at enhancing women's participation. The selected Idarras were in two different governorates: Dakahlia (West Mansoura Idarra) and Gharbia (Samanoud Idarra). A team of 10 members including women and men was identified in each Idarra to implement activities. The team included representatives from the Idarra SWD, Idarra BOT and school BOTs/administration. Representatives from the SWD were selected based on demonstrated skills in facilitation with other ESP activities. The team started building the capacity of teams by holding a three-day training workshop that focused on

- Women's participation in education in light of the findings of a field study from last year;
- Brainstorming possible interventions to improve women's participation;
- Basics of facilitation skills; and
- How to design an action plan for fieldwork.

By the end of the training workshop, each team developed their fieldwork action plan, which included:

- Introduction to a strategy for dialogue with BOTs and school management of the selected schools on the importance of women participation and issues affecting women's participation in the BOTs;
- Individual and group meetings to be conducted with different community stakeholders from the school and BOT members (the focus: thinking critically about women's role in education, and how it can be enhanced to be more supportive of educational progress); and
- Ideas pertaining to possible intervention methods to increase women's participation.

The implementation of the fieldwork action plan is expected to last two to three weeks in the following quarters. The findings from the meetings will be documented in a final report from each Idarra. ESP plans to invite the Idarra teams to a two-day workshop in the following quarter to review the findings of the meetings and finalize the interventions. This will be carried out in preparation for holding a community conference with stakeholder representatives to set the implementation plan.

Sub-Task 2.1.6: Build BOT capacity to support at-risk students. (1,000 BOTs)

During this quarter, ESP resumed building SWD capacity to support at-risk students. ESP led a participatory process with MoE representatives from the Mudderia and Idarra levels to select the governorates and asked Idarras to implement this intervention.

Number of Idarras Selected to Receive Training to Support At-Risk Students

#	Governorate	# of Idarras
1	Sharkia	4
2	Qalyoubia	1
3	Dakahlia	2
4	Cairo	2
5	Fayoum	1
6	Sohag	2
7	Ismailia	2
8	Kafr Sheikh	2
9	Luxor	1
10	Minia	5
11	Gharbia	2
12	Behira	2
13	Qena	3
	Total	29

ESP conducted a five-day TOT workshop for SW trainers in the 13 governorates listed above. The training was delivered in stages:

- Two days focused on defining at-risk students and using a designed set of tools to identify those students;
- Field application on a sample of BOTs; and
- Three days focused on analyzing the field application results and developing a plan for dealing with the challenge of at-risk students dropping out.

Starting March 4th, ESP returned to its original strategy that included training 1000 BOTs. The trained SWD trainers developed action plans to train BOTs in 29 selected Idarras. Discussions with the SWD trainers reflected a strong interest in supporting at-risk students to prevent them from dropping out. However, the short duration of this year's second school term may pose implementation challenges. In this case, ESP will do its best to start intensive dialogue on identification of at-risk students, at a minimum.

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

Sub-Task 2.2.1: Develop remedial Reading and Writing (R&W) program strategies and materials

During this quarter, ESP developed a strategy for building the capacity of literacy units at the central and governorate levels to implement the R&W program. The strategy includes creating cadres of Literacy Unit Managers, master trainers, and trainers in all governorates and building their professional capacities. In addition, these cadres were asked to develop an action plan in each governorate to implement the R&W program.

Working closely with the Central Literacy Unit, ESP selected a team of 12 master trainers from the pool of trainers who have had previous experience with the R&W program. They also have previous experience in training teachers. The main task of the master trainer is to collaborate

with ESP in training 150 Trainers nationwide.

ESP worked closely with the Central Literacy Unit and the 12 master trainers to develop selection criteria for selecting 150 trainers from all governorates. The criteria included time availability, experience with literacy programs, and prior experience in training teachers. The selection process was carried out in governorates in collaboration with the Undersecretaries, Arabic Language Supervisors, and Head of Literacy Units at the governorate level.

ESP's team organized and conducted orientation meetings in all governorates with Undersecretaries, Idarra Managers, General Supervisors of Basic Education, and Literacy Unit Coordinators at the Idarra level. In these meetings, the attendees were informed about the objective and progress of the R&W program, the process of expanding the initiative across Egypt, and the roles and responsibilities of MoE personnel in expanding this program.

During this quarter, ESP also worked with a consultant to revise and develop new forms of the screening test to identify students who need the R&W program in all governorates.

ESP developed a two-day training session for 27 Literacy Unit Managers to develop the skills necessary for implementing the program. The training included social marketing and planning skills so that the managers can plan and advocate for R&W program, raise funds, and monitor the program independently.

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

ESP took advantage of the long mid-year break to conduct meetings with Arabic Language Supervisors in all Idarras to prepare plans to complete the R&W program with more support from Idarra leaders to monitor R&W classes. In some schools, teachers used the screening tests to evaluate student's proficiency levels to decide whether or not they can move from level A to B. The meetings were also a great opportunity to respond to some of the challenges that the program faced as it created the space for facilitating and encouraging dialogue between different levels of leadership in both Idarras and schools. For example, the mobility of some teachers to other schools meant that trained teachers dropped out. Also, a school in Sohag temporarily relocated to another school since their current buildings were undergoing maintenance.

“We will continue to work with the students in R&W program, even after the project is completed”

*Mr. Mahmoud Hamed
Arabic teacher at Ezbat Gabr
Primary School, Nakada - Qena*

The ESP team coordinated with Idarra and school leaders to extend the teaching time in Friday or Saturday classes, for the program to be covered three to four hours weekly and allow the students to take breaks during which they can practice sports, arts and crafts along with other educational activities aimed at strengthening their reading skills. However, in some schools, ESP was unable to secure the extra time for these activities during the weekend. As a result, some schools teachers agreed to teach for one hour after school for two days.

The R&W intervention faced challenges, especially in rural areas. These challenges included the shortage of Arabic teachers in schools. Consequently, there were fewer teachers willing to teach the R&W program. Some teachers perceived the remedial reading activities as an extra load to their teaching schedule and in some cases, schools were unable to respond to these perceptions. As a way to surmount this, in some schools, all students were included in the R&W program after teachers started noticing the progress in students' performance. In other schools, the BOT

supported the implementation of the program by providing material for the classes or giving bonuses to the teachers.

Further positive examples of support included the Undersecretary of Alexandria decided to support implementation of the R&W program by counting the teaching sessions as part of the teachers' weekly load. Also, the Idarra manager of Sidi Salem (Kafr El-Shiekh Governorate) decided to pay 500 EGP to support each class held for the program on Fridays and Saturdays and 200 EGP for every teacher participating in the R&W program.

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

Governorate		Idarra	# of Schools/ Idarra	# of Schools/ Gov.	# of R&W classes	# of Students
1. Alexandria	1.	East Alexandria	3	3	154	4,507
2. Gharbia	2.	East El Mahalla	13	21		
	3.	Qotour	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.	Al Sharrabeya	3			
5. Dakahlia	9.	Sherbeen	3	13	189	4,852
	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	176	4285
	16.	Beni Mazar	8			
8. Ismailia	17.	Abou Sweir	17	43	166	4,074
	18.	Al-Qassassein	12			
	19.	Al Tal El kebeir	7			
	20.	Ismailia	7			
9. Sohag	21.	Akhmim	10	21	193	4014
	22.	Al Monshaa	11			
10. Qena	23.	Qous	7	27		
	24.	Qeft	6			
	25.	Naqada	14			
Total			179		878	21732

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

During this quarter, Minia's regional office conducted a refresher training for 173 teachers (levels A and B) and discussed with them the difficulties they faced, their self-assessment, and how to improve their teaching based on the observation monitoring tools.

Alexandria's regional office also conducted trainings on active learning and classroom management for 127 teachers, and trained 23 supervisors on using a standardized monitoring tool for monitoring program implementation.

ESP held a two-day training session for master trainers to familiarize them with their roles in expanding the R&W program. The master trainers also completed a five-day training session on how to design the screening tests, deal with different types of trainees, and train trainers to deliver the R&W program.

During this quarter, ESP held a two-day training workshop for 150 trainers on how to administer the screening test after introducing the R&W program. Trainees were also encouraged to administer the screening test in schools within their governorates based on agreements with higher officials within the Mudderia, such as the Ministry's Undersecretary and the Head of Elementary Education. In turn, the trainers conducted the screening test for about 3,500 students.



Number of Trainers, Teachers, and Supervisors Trained

#	Governorate	Master Trainers	Trainers
1	Alexandria	1	4
2	Behaira		10
3	Matrouh		3
4	Gharbia	1	4
5	Kafr El Sheikh		4
6	Cairo	1	9
7	Qalyoubia		9
8	Dakahlia		7
9	Fayoum	1	3
10	Ismailia	2	3
11	Damietta	1	5
12	North Sinai		3
13	South Sinai		3
14	Suez		3
15	Sharkia		11
16	Port Said		5
17	Minia	2	8
18	El Giza		12
19	Beni Sweif	1	5
20	Menofia		5
21	Assiut		6
22	Sohag		5
23	Qena	2	3
24	Luxor		3
25	Aswan		3
26	New Valley		4
27	Red Sea		4
28	Central Literacy Unit		6
	TOTAL	12	150

Sub-Task 2.2.4: Pilot and monitor remedial R&W programs

ESP held a refresher training course for 66 enumerators. ESP met with all trained enumerators and worked with MoE staff to prepare them to administer the EGRA+ tool, which measures the effectiveness of the reading and writing program.

A preliminary test was administered for new Level A and Level B students. ESP plans to administer a post-test for the treatment group (Level B), which consists of 1,075 students. The post-test will be administered in June, when they finish level B of the program.

“I am so proud to participate in R&W classes. I succeeded to shift some of my students from being something to be someone.”

Ms. Nema
Arabic Teacher at Ahmed Mahran School, Elmonshaa, Sohag

Governorate	# of Trained Enumerators
Alexandria	4
Gharbia	7
Kafr El Sheikh	2
Cairo	7
Fayoum	6
Dakahlia	4
Ismailia	13
Minia	9
Sohag	8
Qena	6
Total	66

Task 2.3: Support Idarras in promoting school-based Science Clubs

Sub-Task 2.3.1: Work with the MoE and other partners to design and prepare for the implementation of Science Clubs

In previous quarters, ESP selected the new locations for establishing 70 new Science Clubs and met with Mudderia and Idarra leaders as part of an orientation to the objectives of the science clubs. Further activities for moving this forward were delayed under the wind up plan discussions. Since then, however, ESP proceeded to work with the MoE and BOTs to prepare them for launching the new Science Clubs and starting sessions immediately after the mid-year break. Initial implementation was delayed due to the extension of the mid-year break.

ESP organized a series of orientation and planning meetings with MoE and BOT leaders in order to proceed with the selection process of teachers, who will be planning for implementation and facilitation of the Science Clubs at school.

During the mid-year break, orientation meetings on the Science Club initiative were held in the Behira governorate, where the Science Club initiative was newly adopted.

Sub-Task 2.3.2: Provide participating teachers and students in the science clubs with training on scientific inquiry.

This quarter, ESP took advantage of the extended mid-year break to train the teachers selected for the new Science Clubs as follows:

In collaboration with Intel IT Blocks trainers, ESP organized a three-day TOT workshop for 13 trainers selected from the 9 governorates where the new Science Clubs will be implemented. The TOT workshops prepared them for training the Science Club teachers. The TOT workshops focused on the following topics:

- Science club model
- Inquiry-based learning
- Using the teacher guide for Science Clubs
- Micro-teaching on how to facilitate a Science Club session
- Scientific research methodology and steps
- Engineering design

By the end of the workshop, each trainer was readily equipped with the design and training materials needed to train teachers.

A five-day training workshop was held for 153 teachers who were selected to lead the new Science Clubs. The teacher training workshops included the same content covered in the TOT workshops. However, the content was addressed in greater depth given the novelty of the topic for the teachers.

“I joined the Science Club because I want to think and not memorize ... there are plenty of students who memorize”

*A student at Abdel-Hameed El-Ramly School
Science Club - Sohag*

The trained teachers worked with the school’s BOT and management to announce the opening of Science Clubs within their schools and recruit students.

Sub-Task 2.3.3: Build BOTs’ capacity to support the implementation of the Science Clubs

ESP organized meetings and workshops with BOT leaders at the Idarra and school levels to provide the needed support for launching the new Science Clubs. Consequently, the BOTs participated in and provided support for the selection process of teachers, decided on the appropriate space for the club within the school premises, advertised the Science Clubs among the school community, and communicated the initiative to parents.

For all Science Clubs (new and old), the SWD organized a refresher training course for BOTs in a number of governorates on roles, responsibilities, and resources mobilization. In addition, ESP held meetings and workshops with leaders of BOTs at the Mudderria and Idarra levels to support launching and implementing the Science Clubs.

The following activities are examples of BOT support that took place in the Dakahlia, Giza, Alexandria, Kafr Sheikh, Behira, Sharkia and Suez governorates:

- Supporting and sponsoring educational trips for students in the Giza, Alexandria, and Kafr Sheikh governorates to visit science institutions during the mid-year break.
- Initiating preparations for the local Science Festival in the Alexandria, Kafr Sheikh, Sharkia, and Suez governorates.

- Holding camps and one-day workshops for students throughout the mid-year break, which allowed them to work on their projects and research with expert support. These events were held in the Alexandria and Kafr Sheikh governorates.
- The Belkas Idarra’s BOT in Dakahlia governorate visited the Science Club in the Preparatory School for Boys and provided the club with 200 EGP.

Sub-Task 2.3.4: Pilot Science Clubs in 70 schools

This quarter, ESP successfully delivered the material and tools needed for opening the new Science Clubs in 70 schools.

New Science Clubs: More than 1,250 students are currently enrolled in the new clubs. A high number of students requested to join the Science Clubs after schools announced the clubs’ inauguration. To start a Science Club of 25 members, students had to pass through a screening process using selection criteria that were set forth by the school management, the BOT, and Science Club teachers.

“... the difference is that here we think about the answer and how to reach it...” – commenting on the difference between Science Club sessions versus regular school sessions.”

*Abdel-Hameed El-Ramly School
Science Club - Sohag*

Old Science Clubs: A total of 1,186 students at the old Science Clubs completed at least 10 club sessions, during which 48 students from the old Science Clubs participated in Intel’s International Science & Engineering Fair (ISEF). ISEF was an opportunity for the students to present their own original research and projects. In fact, 12 of them were able to compete at higher levels of the competition, and thus qualified to participate in regional and national fairs. In addition, ESP encouraged teachers and students of the Science Clubs, who might not have been part of the competition, to visit the ISEF local and regional fairs to familiarize themselves with the fair and network with other teachers or students who share the same interest in science education.



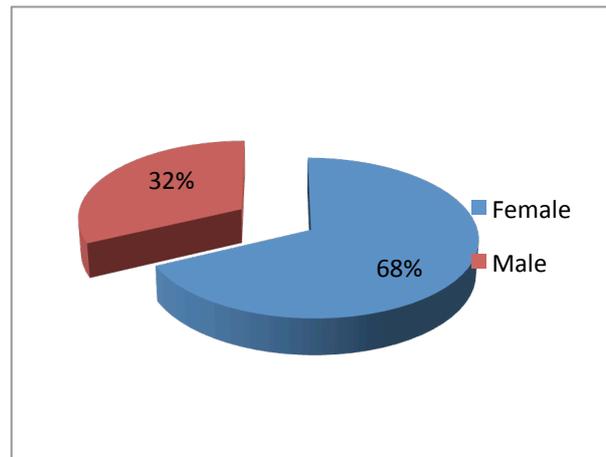
Program Objective 3: Provide ESP support for assistant teachers' professional development

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

Sub-Task 3.1: Train ATs using the PAT-Certified course (100,000 ATs)

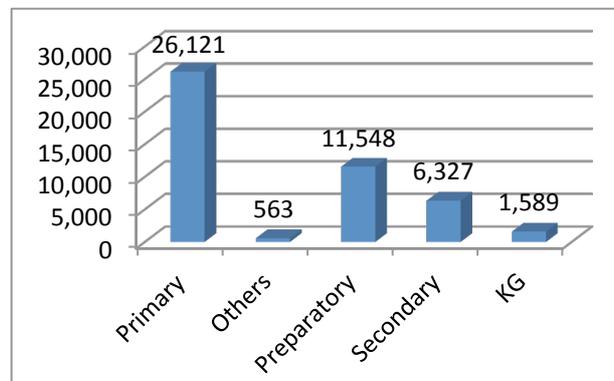
ESP continued its coordination with PAT and local training departments to plan for, implement, and certify the training of Assistant Teachers (ATs). During this quarter, ESP worked on delivering new course modules that they previously developed. These include:

- ◆ Reflective teaching practices, curriculum integration, and human rights
- ◆ Educational applications in the classroom for ATs
- ◆ Educational methods, learning styles, and individual differences
- ◆ Innovative methods to teach some topics in mathematics
- ◆ Using maps to teach social studies
- ◆ Using labs to teach science
- ◆ Educational applications for kindergarten
- ◆ Educational applications for Social Workers
- ◆ Innovative classroom practices for English
- ◆ Teaching Arabic grammar
- ◆ Educational applications at school for Assistant Psychologists



A total of 46,148 ATs (31,092 women and 15,056 men) were trained on the certified additional courses. The majority of trained ATs this quarter are primary school teachers (26,121 ATs), in addition to teachers from different stages. Classification according to subject shows that the majority of trained ATs this quarter were Arabic teachers (9,101 ATs). Overall, the ATs mainly consisted of teachers in five subject areas: Arabic, English, Mathematics, Science, and Social Studies.

Classification according to subject shows



ESP also coordinated with local partners and PAT to continue providing AT training in the five-day core certified training.

**Total Number of Trained ATs
by Grade and Gender on the Certified Additional Courses**

#	Gov.	Primary	Others	Preparatory	Secondary	KG	Female	Male	Total
1	Aswan	877	2	588	327	98	1,284	608	1,892
2	Assiut	3,264	40	1,382	1,165	52	4,127	1,776	5,903
3	Alex	1,487	59	512	71	5	1,228	906	2,134
4	Ismailia	140	4	58	7	0	137	72	209
5	Luxor	394	0	226	32	0	472	180	652
6	Red Sea								
7	Behaira	1,469	69	822	238	237	2,007	828	2,835
8	Giza	1	0	2	1	0	0	4	4
9	Dakahlia	261	0	356	130	30	609	168	777
10	Suez	486	7	238	223	35	925	64	989
11	Sharkia	1,448	4	821	426	0	1,944	755	2,699
12	Gharbeya	108	45	108	26	111	347	51	398
13	Fayoum	1,306	4	464	184	0	1,260	698	1,958
14	Cairo	353	7	211	88	0	450	209	659
15	Qalyoubeya	1,043	2	442	586	0	1,721	352	2,073
16	Menofia	378	3	216	40	140	625	152	777
17	Minia	4,696	8	1,641	419	313	4,172	2,905	7,077
18	Beni Sweif	1,286	3	709	960	317	2,095	1,180	3,275
19	Port Saied	15	0	1	0	0	11	5	16
20	South Sinai	2	0	0	0	0	2	0	2
21	Damietta	466	4	382	89	0	630	311	941
22	Sohag	2,729	8	537	612	26	2,273	1,639	3,912
23	Qena	1,585	6	689	177	0	1,531	926	2,457
24	Kafr Al Sheikh	2,277	287	1,111	518	161	3,141	1,213	4,354
25	Matrouh	50	1	32	8	64	101	54	155
26	North Sinai	0	0	0	0	0	0	0	0
27	New Valley	0	0	0	0	0	0	0	0
	Total	26,121	563	11,548	6,327	1,589	31,092	15,056	46,148

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

ESP has trained over 2000 trainers for different programs. 590 trainers have recently applied for certification by PAT in different training programs and from most governorates. All trainers are to be certified in the following programs:

- Teaching Applications in the Classroom for Assistant Teachers.
- Educational Applications at School for Assistant Social Workers
- Educational Applications at School for Assistant Psychologists
- Building BOT Capacity to Support Education
- Educational Applications at School for Assistant Technology Specialists
- Induction and Mentoring Skills
- School Leadership Skills

ESP is currently coordinating with PAT to organize five certification sessions for Trainers applying for certifications.

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

ESP finalized four new training programs that are ready to be certified by PAT.

- Building SWD Capacity in Planning
- Building BOT Capacity to Identify and Support At-Risk Students
- Contingency Planning Skills
- Reading and Writing Skills for Students in Upper Basic Education Grades (Level B)

ESP is currently coordinating with PAT to have the newly developed programs certified according to PAT standards.

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

ESP is currently coordinating with PAT's new leadership to inaugurate and operationalize the PDRC.

Sub-Task 3.5: Establish quality professional development standards

ESP is currently coordinating with PAT to select and train data collectors who will collect data for the professional development system study. The data collectors are selected from among a pool of MOE professionals trained by ESP as part of the Impact Assessment study

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

During this quarter, ESP signed 13 MOUs with the Undersecretaries of Kaha, Kafr Shokr, East Shoubra, North Suez, Faraskor, Damietta, Sohag, Red Sea, North Giza, Ashmon, Mina, Mataria and Zieton to certify their local training units. ESP provided technical support and provided infra-structure to 11 training units. Six training units were certified by PAT this quarter. These training units took place in: Giza, Beni Sweif, Ehnasia, Al Wasta, Menofia and Al Behira.

Program Objective 4: Strengthen instructional leadership at the Idarra level

Sub-Task 4: *Work with the MoE on strengthening its leadership capacity at the 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 Contingency Planning for Disaster Risk Reduction in the Education Sector*

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: *Establish and operationalize a Monitoring and Evaluation system*

Sub-Task 5.1: *Ensure that data collection tools are operational in order to report on all ESP activities*

ESP continued using newly developed tools to collect data on ESP activities

Sub-Task 5.2: *Utilize a 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

Additional task separate from program objective 5:

During this quarter, ESP worked closely with AIR research and assessment experts and a local consultant to finalize the design to assist USAID in responding to the inspector general's recommendation to measure the quality of AT training and the behavior change of BOTs.

AIR and the ESP team revised both the Standard Classroom Observation Protocol for Egypt (SCOPE) and the Board of Trustees Assessment Tool (BOTAT).

Data collectors were selected based on a set of criteria, including past experience in similar

activities and no direct link to the AT or BOTs training. 140 data collectors were identified for the AT assessment tool and 24 were identified for the BOT assessment tool.

ESP planned and delivered a rigorous training session for data collectors on using standardized observation tools for the AT assessment and administering semi-structured interviews for the BOT assessment. The training included orientation on research tools, simulation of data collection by using videos, and piloting of research tools with BOTs. The training was also an opportunity to review and fine tune the tools in light of data collector feedback and field piloting results.

During the training session, the local consultant conducted a troubleshooting session with data collectors in which possible challenge scenarios were discussed, along with suggested solutions.

ESP management coordinated with MoE leaders to provide governorates with formal letters that included instructions on ways to facilitate the data collection process.

One coordinator from each regional office was assigned the task of organizing the data collection in collaboration with a group of MoE facilitators. Before the actual data collection began, a refresher training course and coordination meetings were held with data collectors. The training course and coordination meetings highlighted key observation and interview protocols. Participants developed a plan of action for each data collector, indicating their assigned data collection visits and timeline.

The data collection process was developed by AIR and the ESP team and monitored and supported by the local consultants and key ESP staff at all times. The data collection process faced several challenges. Teacher-related challenges included absenteeism, relocation to new schools, reluctance to be observed. There were also not enough ATs for the control sample. BOT challenges included board makeovers and departure of board members that took the training. All the above problems were discussed with the local consultant and a suitable solution was provided according to each case.

Data was collected for a total sample of 1,242 ATs and 152 BOTs, including both treatment and control groups. A data entry template was designed and data is currently being cleaned in preparation for data entry.

#	Gov.	AT Sample			BOT Sample		
		Treatment	Control	Total	Treatment	Control	Total
1	Minia	296	143	439	27	11	38
2	Beni Sweif	121	56	177	20	7	27
3	Port Saied	68	30	98	12	6	18
4	Ismailia	22	6	28	4	5	9
5	Behira	131	49	180	16	6	22
6	Kafr Al sheikh	58	13	71	9	2	11
7	Qalyoubia	77	31	108	6	8	14
8	Menofia	104	37	141	9	4	13
Total		877	365	1242	103	49	152

Program Objective 6: Develop and apply an effective and appropriate communication strategy

Task 6: Develop and implement a 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 Teacher Professional Development (TPD) components

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