



Education Support Program

Quarterly Performance Report No. 12



JULY – SEPTEMBER 2014

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
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

Education is at the heart of Egypt's transitional process towards democratization and reform. 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. The ESP team regards education as an opportunity to aid and enhance Egypt's reform process.

Since the political revolution in Egypt that began on January 25, 2011, Egyptian schools have undergone changes relating to two crucial elements of the country's human resource capital supporting education. The first element redefined the role that school Boards of Trustees (BoTs) play in promoting citizenship, governance, and community participation. The second element involved the Ministry of Education's (MoE) decision to hire thousands of young Egyptians as new Assistant Teachers (ATs). Those young teachers bring a renewed hope to the education system for improving education quality, largely inspired by the values of the Arab Spring: human rights, dignity, and justice. The new role of the BoTs and the infusion of young ATs into the education system underscore the principal focus areas of ESP.

In the beginning of Year 2, ESP implemented newly added and modified activities to meet the needs in both focus areas. These activities included developing and implementing a remedial reading and writing program, initiating Science Clubs, 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 report accordingly.

On the 13th of October 2013, USAID informed AIR of its intention to wind up certain activities at ESP and some of USAID Egypt's other programs. 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 achieved according to the original timeline.

Throughout this quarter, Social Work Departments (SWDs) independently continued BoT training where 2,291 new BoTs were trained, bringing the total number to 22,480 trained BoTs to date. ESP also supported the training of 937 BoTs in supporting students at risk of dropping out. In addition, the ESP team worked closely with Egypt's MoE to make the remedial reading and writing program readily available to roll out in all governorates. The remedial program was in line with the ministry's vision to improve reading and writing levels as stated in their latest strategy.

ESP continued to sustain the implementation of Science Clubs through supporting BoTs along with providing other services. The Science Clubs continued to attract the community's engagement throughout this quarter, and officials held meetings to prepare for starting new cycles of Science Club. The Science Club successfully helped students discover their passion for science and enabled them to join STEM schools. ESP also conducted a study to assess the model, particularly looking at the mechanisms that would enable the MoE and partners to roll it out in more schools.

ESP also continued supporting the ministry in teacher professional development. Working with the Professional Academy for Teachers (PAT) and the local training departments, ESP trained 115,722 ATs from various governorates. ESP provided complimentary training to 42,221 ATs during this quarter. Additionally, ESP assisted the ministry in identifying necessary professional development courses that would qualify teachers to be promoted within the teacher's five-level cadre.

This report discusses the milestones and achievements of ESP within the period between July and September 2014. It expounds on the highlights provided in this summary and details the activities ESP initiated and implemented during this quarter. ESP is committed to carrying on and spreading its mission of providing the utmost support to the process of delivering good education to all Egyptians.

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	20,189	2,291	22,480	25,000
Number of students in selected schools who participated in reading/writing activities.	13,964	3,541	17,505	20,000
Number of students in selected schools who participated in Science Clubs	1,475	929	2,404	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	669*	115,722	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

*669 ATs were trained in previous quarters, but their documentation arrived late and they were entered into the databased this quarter.

**These three activities were suspended with the ESP wind-up plan and were not included in the recent approved ESP no-cost extension modification that followed the reversal of the USG wind-up plan.

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 July to September 2014.

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

Task 1: Work with MoE at central and field level to design and carry out 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 countrywide to build the capacity of at least 25,000 BoT.

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: Capacity building of SWD leaders and supervisors. (2,700 SWD officials).

ESP supported SWD trainers to train an additional 12 targeted SWDs to bring the total trained SWDs to 100. As a result of these trainings, the planning teams in each SWD developed capacity building plans of their respective Idarras in response to BoTs' actual needs.

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

ESP organized meetings with SWD trainers to identify the number of BoTs who have yet to receive training and develop action plans to train those BoTs. 2,291 additional BoTs across Cairo, Qalyoubia, Dakahlia, Behira, Gharbia, Kafr El Sheikh, Giza, Minia, and Beni Sweif completed at least two modules, making the total number of trained BoTs 22,480. ESP is coordinating with SWDs to ensure that all BOTs in the governorates are trained. ESP has

identified the BOTs who still need training and will continue to support training over the coming two months. The team will ensure the total number of trained BOTs reaches 25,000 and that SWDs continue to develop and implement BoT capacity building plans.

With key USAID and Ministry staff, ESP shared findings from the Response to the IG Recommendation that led AIR to conduct an assessment of the behavior change of BOTs as a result of ESP activities. The findings showed an improvement in the behavior of the trained BOTs and a need for continuous capacity building using ESP developed cadres and materials.

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 task was achieved and reported on in previous QPRs.

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

ESP organized a two-day workshop for Idarra teams from the Dakahlia and Gharbia governorates. The workshop had three purposes. First, it aimed to emphasize the basic concepts of the strategy to increase women's participation; namely, that the strategy would be a school-based initiative focused on women parents. Second, it aimed to ensure a common understanding of the pilot project and its final goal; namely, enhancing women parents' involvement with the school. The primary activity for this purpose was to create a group of within-school advocates who plan for and implement present and future activities to enhance women parents' involvement in the school. Third, the workshop aimed to build the teams' facilitation skills. Finally, the teams used the workshop to develop an action plan for the coming period.

The Idarra teams worked on supporting the schools to develop plans for raising awareness of the importance of women's participation and implementing activities for increasing their participation. For example:

- In Dakahlia, the teams in two schools established mother's clubs with the purpose of supporting mothers and motivating them to play an active role in the school community.
- In Shagaret El-Dur, school administration decided, to establish through the mothers' club: 1) a poetry club for students run by one of the mothers; 2) a handcraft workshop to train students and their mothers on handcrafts; 3) a security team that will be responsible for organizing students' entrance into and departure from the school; and 4) a guidance/counseling center to offer mentorship for students.
- Omar Ibn Abdel Aziz School decided, through the mothers' club, to open a literacy class for mothers and organize a welcome event for mothers of newly enrolled students.
- In Gharbia, the team administered a questionnaire to all mothers who attended the new academic year welcome event to assess their needs and identify ways to support the schools. The team also acknowledged the role of mothers during a celebration of high achieving students.

Task 2.1.6: Building BoT capacity to support at-risk students. (1,000 BoTs)

SWD trainers continued implementing their action plans to train 1,000 BoTs in 29 selected Idarras, on a module to support at-risk students. 937 BoTs have completed the training modules to date.

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

The MoE stated its intention to enhance students' levels of reading and writing over the next years in its latest strategy document. Given the positive results of the remedial program, the MoE considered it to fit with its strategy. Consequently, ESP continued working to support the MoE by enhancing their capacity to independently apply the remedial program on a national scale.

ESP assisted the ministry to introduce the program in all 27 governorates in three stages. First, ESP held meetings with the MoE literacy unit manager to identify the most useful strategies to introduce the program. Second, the team held a preparation workshop for ten literacy unit coordinators (two from every region) to prepare for an orientation and planning workshop to deliver to the teams from all governorates. Third, ESP and the ministry held an orientation and planning workshop for literacy planning teams from all 27 governorates (see attachment 1: workshop report). The governorate planning team members included the undersecretary or the executive manager, basic education general manager, general Arabic language supervisor, primary education manager, preparatory education manager, literacy unit coordinator, and the head of BoT. The workshop focused on the following:

- Linking the remedial program to national and strategic directions in the Egyptian Constitution and the MoE Strategic Plan.
- An orientation to the teams on the remedial reading and writing program and requirements for its implementation.
- A distribution of a procedural step by step manual for implementing the remedial reading and writing program.
- Planning sessions where the planning teams worked collaboratively to draft an action plan for implementing the remedial reading and writing program in their governorates. The draft plans were mainly governorate-based and relied minimally on central support.

There was a positive attitude and spirit of collaboration from the participants at the workshop. The General Manager of Arabic at the MoE instructed the teams to add one weekly session for reading activities as part of the Arabic instruction program. This session can be utilized for the remedial program. Also, BoT representatives actively participated to create practical solutions to cover printing costs for materials needed for program rollout.

During this quarter, ESP incorporated and finalized the edits and recommendations for improving both level A and B remedial reading and writing materials including the student guide

and teacher guide, and added two new forms of screening tests for the governorates to use during implementation.

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

To complete teaching the remedial program for students who finished level A in the same selected schools, ESP worked with Idarras and schools to teach level B from the start of the new academic year.

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

Centrally, ESP conducted a four-day training on level B of the remedial program for 21 trainers from different regions to prepare for completing the remedial program in targeted schools.

On the governorate level, reading and writing specialists supported trainers to train 743 teachers, senior teachers, and supervisors on level B of the remedial reading and writing program.

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

ESP held a series of meetings with partners in all selected Idarras to provide the support required to start level B of the remedial program. In the same way, ESP held orientation meetings with new undersecretaries as well as reading and writing coordinators at mudderria and Idarra levels to introduce them to level B classes and planned processes.

ESP also held a meeting with selected school managers who worked with level A last school year to orient them to level B, and to develop an implementation plan. The participants arranged implementation and monitoring plans for the summer activities, particularly for students who completed 6th grade and are moving from the primary stage without completing level (A) of the remedial program.

In general local partners adopted a very positive attitude toward the remedial program. This was evident in their support for holding summer activities one or two weeks before the start of the academic year: school leaders, parents and students' reception of summer classes was stronger than previous semesters after seeing the program's effectiveness.

In the same way, the preparatory schools efficiently coordinated classes for 7th graders who have not completed level B of the program. Schools took responsibility for covering all program-related costs (e.g., teachers' transportation allowances) and encouraging students by distributing treats. To date 17,505 students have completed the minimum 28 contact hours. Over the coming two months ESP will continue supporting the implementation of the program to ensure all students who completed level A continue to complete level B and that the 20,000 students targeted achieve required minimum number of contact hours. ESP will also continue its support to the planning teams to sustain the national implementation of the program.

ESP assisted the teams of literacy coordinators in various governorates to organize a one-day meeting to discuss lessons learned and best practices for the remedial program implementation during the past academic year. Idarra and Mudderia leaders attended these meetings.

It is worth noting that in every idarra, the literacy unit coordinator teams are fully aware of the remedial program model, implementation procedures, and other variables related to rolling out the model. This became evident during planning and implementing summer activities and also as they prepared to apply the remedial program in all Idarras and schools.

During this quarter AIR shared the preliminary findings of the remedial reading impact assessment study with the Minister of Education. The findings show improvement in all the skills covered in the program and the assessment tool. A final report will be produced during the next quarter as ESP finalizes all EGRA paper corrections and data entry. AIR home office is currently analyzing these data.

Task 2.3: Support Idarra to promote school-based science clubs

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

ESP organized a series of meetings and workshops with MoE and BoT leaders and Idarra-level support teams to discuss:

- Preparations needed to start a new cycle of Science Clubs in schools where ESP implemented the first group of Clubs.
- Preparations needed for holding Science Festivals for the first and second groups of Science Clubs.

The efforts from a number of governorates showed that these meetings were fruitful. For example, in Menofia governorate, El-Shohada Idarra developed a plan to establish Science Clubs in new schools within the Idarra using the existing technical expertise of the established Clubs and their own resources.

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

ESP assisted Idarra-level trainers to conduct a three-day refresher training for Science Club teachers of the second group (70 clubs) in each of the Qena, Sohag, Alex and Behaira governorates. The training focused on:

- Constructivist theory of learning.
- Habits of mind.
- Creative thinking.
- Supporting students through the scientific research steps.

In addition to the core training package for Science Club teachers, ESP assisted Idarras to hold extra training activities as follows:

- Dakahlia Governorate held a one-day workshop to train teachers on searching the Internet for reliable and scientific resources.
- Kafr El Sheikh Governorate held a refresher training for teachers who will facilitate the new additional Science Clubs that will be implemented by MoE.

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

BoTs continued to provide support to the implementation of Science Clubs, primarily through financial support to the summer camps and Science Festival activities. For instance, Ashmoun Idarra's BoT in Menofia governorate provided each Science Club with EGP 500 to organize scientific trips for the students.

Sub-Task 2.3.4: Piloting science clubs in 70 schools

Science Club Model Assessment Study:

ESP hired two consultants to conduct an assessment study of the Science Club model that aimed to identify the strengths, weaknesses, and areas for improvement and potential opportunities for sustaining the model in Egyptian schools.

The specific objectives of this study were to:

- Provide recommendations for fine-tuning the model to ensure its effectiveness in achieving goals.
- Identify success factors that would help in rolling out the model in a more efficient manner.
- Provide specific suggestions for integrating the Science Club model in the Egyptian school system.
- Identify potential partners and networking opportunities with relevant institutions or projects working on similar or related models.

ESP randomly selected a sample of governorates and Idarras. The sample aimed at being diverse in including teachers and students who represented the first and second groups of Science Clubs, primary and preparatory stages, and rural and urban communities. The consultants implemented the study in 8 Idarras in 8 governorates. The study employed three approaches for data collection: review of secondary resources (database, reports, training manuals, and case studies); semi-structured interviews, and questionnaires.

ESP selected data collectors from a cadre of qualified candidates. Data collectors attended a two-day training workshop on the implementation of study tools (interview protocols and questionnaires). Data collectors developed and implemented data collection plans in September.

Governorate-level Science Festivals:

ESP introduced the idea of holding a Science Festival as part of the Science Club model to the Mudderia and Idarra level BoTs, SWD, and other MoE leaders. They held training workshops on organizing Science Festivals, followed by series of preparation meetings.

During this quarter, Alexandria, Sharkia, and Suez governorates each held an additional Science Festival. The common objectives of these Festivals were to:

- Provide a chance for the Science Club students to present their research projects to the public.
- Promote the Science Club model as an activity that introduces scientific thinking, scientific research and inquiry-based learning.
- Celebrate the accomplishments of Science Club teachers, Idarra-level support teams, and others who contributed to the successful implementation of the model.

Below are some highlights from these Festivals:

- Wasat Idarra's BoT in Alexandria mobilized resources from Alex Rotary Club to prepare uniform T-shirts for students participating in the Festival as well as appreciation certificates for students, teachers, BoT heads, and school managers. In the same way, Wasat Idarra's manager decided to roll out the Science Club model to all preparatory schools within the Idarra.
- After being impressed with the Science Club model presented during the Science Festival, Belbis Idarra, Sharkia governorate, expressed their interest in implementing the model in their schools using their own resources. The main assistance they sought from ESP was for the latter to visit the Idarra to explain the details of the model and how it worked.
- In Suez, the Engineering Syndicate sponsored the Festival and offered to support the students' projects through providing technical assistance on engineering projects and making their facilities available to students' use.

Summer Camps:

During this quarter, a number of Idarras and governorates held summer camps for Science Club students to:

- Make up for the time lost in the delayed start of the second group of the Clubs;
- Provide support to the students of the first group of the Clubs who are working on their research projects; and
- Exchange experiences between students and teachers.

During this quarter, an additional 929 students completed at least 10 Science Club sessions, which brings the total to 2,404 students. ESP will continue its support to the 140 Science Clubs to ensure 3,000 students achieve the minimum contact time of 10 sessions. ESP will also continue policy dialogue with the STEM unit, the Exploration Centers, the Technology Development Centers, and BoTs to find a mechanism for sustaining the Science Clubs initiatives as part of the regular school activities.

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 Teacher

Sub-Task 3.1: Train ATs using PAT-certified courses (100,000 ATs)

ESP continues its support to PAT and the Local Training Units in order to build the capacity of the newly hired ATs in all regions.

The number of ATs who completed the basic “Teaching Application in the Classroom” was reported earlier to have reached 115,722 ATs. The tables show a concentration of newly hired teachers in the North and South Upper Egypt Regions reflecting the actual number of newly hired teachers.



ESP continued through collaborating with MOE's training departments to provide complimentary training courses to 115,722 ATs who completed the basic training. During this quarter, 42,221 ATs received complimentary training courses. Most of the ATs selected training courses on the two generic complementary courses: “Reflective Teaching, Rights Based Approach (RBA) and Inclusion” and “Audio Visual (AV) aids and Differences in Learning Styles.” The ATs who completed these courses received a certificate that is issued in collaboration with PAT.

Through the end of this quarter, ESP has trained 95% of the ATs on the complementary courses, with an average of 9 days of training each. ESP will continue to coordinate with local training units to plan and implement training for all ATs who selected complimentary training modules. It is worth mentioning that local training departments are continuing to deliver the core course using ESP-developed materials and trainers.

Complete list of complementary courses

Complementary Course	Target ATs
Reflective Teaching and Rights Based Approach	All ATs
Teaching Aids and Differences in Learning Styles	All ATs
Creative Teaching of Math	Math ATs
Teaching English Language Skills	English Language ATs
Teaching Arabic Grammar	Arabic Language ATs
Using Maps to Teach Social Sciences	Social Studies ATs

Using Laboratories to Teach Science	Science ATs
Complementary Training for Social Workers	Assistant Social Workers
Complementary Course for Kindergarten Teachers	Kindergarten ATs

To avoid exposing staff and ATs from North and South Sinai to hazard, ESP organized training for 822 ATs in the Educational compound in Ismailia for Sinai ATs.

The ATs continued to appreciate the training since it responded to the needs they identified. In addition, the findings from the assessment conducted as a response to the IG recommendation to look at the quality of AT training showed significant improvements in the performance of those ATs who participated in ESP activities. Specifically, the results of the study showed that trained ATs scored higher in classroom management, time management, encouraging student participation, and using different instructional resources and strategies.

A competition was held in the AV aids training, for the best teaching aid, and this competition transformed the workshop into a real space for creativity and excitement. **I will be transferring what I learned to my colleagues at school.**

Asmaa Shawky,

Atasha Prep School, Bagour, Menofia

Number of ATs Received Complimentary Training

#	Governorate	Primary	Others	Preparatory	Secondary	KG	Female	Male	Total
1.	Aswan	477	10	307	197	1	672	320	992
2.	Assiut	3,439	38	4,115	696	14	5,437	2,865	8,302
3.	Alexandria	350	28	108	28	3	312	205	517
4.	Ismailia	95	0	0	2	0	75	22	97
5.	Luxor	285	0	174	76	0	333	202	535
6.	Red Sea	305	8	174	140	0	413	214	627
7.	Behaira	3,084	80	1,887	427	234	3,741	1,971	5,712
8.	Giza	1,539	0	1,318	705	292	2,449	1,405	3,854
9.	Suez	33	0	10	14	0	37	20	57
10.	Sharkia	352	5	201	110	0	506	162	668
11.	Gharbia	300	30	152	62	0	374	170	544
12.	Fayoum	373	0	207	29	0	380	229	609
13.	Cairo	53	4	13	6	0	60	16	76
14.	Qalyoubia	539	0	323	115	0	721	256	977
15.	Menofia	649	0	623	111	2	1,003	382	1,385
16.	Minia	4,421	0	2,145	697	77	4,397	2,943	7,340
17.	Beni Sweif	1,066	21	732	421	1	1,176	1,065	2,241
18.	Port Said	642	12	192	44	7	670	227	897
19.	South Sinai	138	3	52	4	0	103	94	197
20.	Damietta	410	2	276	19	0	522	185	707
21.	Sohag	1,214	6	642	96	0	1,136	822	1,958
22.	North Sinai	426	2	190	7	0	263	362	625
23.	Qena	507	8	254	40	2	406	405	811
24.	Kafr Al Sheikh	1,053	65	653	246	54	1,354	717	2,071
25.	Matrouh	250	16	96	60	0	123	299	422
	Total	22,000	338	14,844	4,352	687	26,663	15,558	42,221

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

ESP shared the lists of the 590 ESP-coached trainers with PAT. These lists also included full information of their specialization, address, and other contact information in preparation for the upcoming trainers' certification sessions scheduled to take place soon. ESP is currently coordinating with the literacy units and PAT to certify all the trainers prepared to support the implementation of the remedial reading and writing program.

This is the third quarter we face stagnation in certifying trainers due to the slowing of PAT activities. We believe that the main reason for this is that PAT does not have stable leadership. The government also recently established a new regulation which further halted trainer certification, as it requires that the Minister of Education who is also the Chair Person of PAT approves the formation of trainer certification panels. If the situation continues to remain unchanged, it is highly possible that no new trainers will be certified during the remainder of the project.

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

ESP collaborated with PAT to organize a five-day workshop with PD stakeholders from PAT including: the Central Department for In-service Training of Leaders and MoE counselors of different subjects. The aim of the workshop was to identify promotion criteria for teachers, which includes the certified training courses that are necessary for teachers to be promoted from one level to the next in the five-level teacher cadre. PAT is currently compiling the conclusions of the workshop into a final report. The promotion criteria have not been established yet.

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

PAT hired a library specialist and a PD specialist to manage the work of the PDRC and support the IT manager as per the PDRC manual. The PDRC -IT manager worked with ESP Data Management Senior Specialist (DMSS) to complete the required configuration of the database to hand it over for PDRC to use it independently. In addition, the ESP's DMSS continued to provide support to PAT staff for preparing the website for launching.

ESP also continued to coordinate with PAT for the inauguration of the PDRC by HE the Minister of Education during the next quarter. However, although ESP and PAT completed the PDRC infrastructure before the beginning of 2014 and key staff was assigned to it recently, it was not possible to set a date for its opening partly because of the change in PAT leadership at a critical time, and partly due to logistical issues such as the inability of PAT to provide stable internet connection line. ESP has requested a specific date from PAT director for the opening and is awaiting a response.

Sub-Task 3.5: Establish quality professional development standards

As mentioned in the previous quarterly report, ESP coordinated with PAT to conduct the Professional Development System Study to provide a better understanding of the system and identify areas for improvement. ESP completed data collection in ten governorates. The data entry process and data analysis are currently underway. The final results and findings will be handed to the MoE at the close of the project. ESP plans to hold round table discussions with key relevant stakeholders around the findings and provide recommendations on practical steps to improve the system.

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

ESP supported a number of local training units to improve the quality of services they provide. These units received technical support as well as infrastructure assistance such as computers, furniture, and other equipment. Specifically, ten local training centers received both types of support during this quarter.

As for the technical support, ESP trained all teams on the quality standards of training providers as well as effective training management. Training managers in East, Central, and North Upper Egypt received training also in managing meetings and report writing.



Figure 2 Effective training management in Matrouh

Program Objective 4: District level instructional leadership strengthened

This program objective was suspended on October 13, 2014.

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 the 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.

ESP is currently hiring consultants to document achievements and successes over the duration of the project.

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

This sub-task will be reported on in coming quarters.

Attachment No. 1

تقرير ورشة عمل

اللقاء التشاوري لفرق التخطيط

حول التوسع ببرنامح تحسين مهارات القراءة والكتابة بالمحافظات

10 - 13 أغسطس 2014 - القاهرة

تحت شعار "معاً نستطيع تقديم تعليم جيد لكل طفل" أقيم اللقاء التشاوري - وهو اللقاء الأول لفرق التخطيط على مستوى الجمهورية حول التوسع ببرنامح تحسين مهارات القراءة والكتابة للصفوف العليا بالمحافظات .. وسيتناول التقرير الموضوعات التالية:

1. بيانات أساسية حول اللقاء

2. أهم النتائج الأولية

أولاً : بيانات أساسية حول اللقاء :

- تم عقد اللقاء التشاوري لفرق التخطيط الممثلة لجميع مديريات التربية والتعليم بعد أن تقسيم المحافظات لمجموعتين، فقد تم عقد اللقاء لفرق التخطيط لـ 15 مديرية يومي 10 : 11 أغسطس ، ثم لقاء ثانٍ لفرق التخطيط الممثلة لـ 12 مديرية يومي 12 : 13 أغسطس 2014.

- تم دعوة أعضاء فريق التخطيط بالمديرية الذي يضم كل من السادة (بصفتهم):

- وكيل الوزارة / وكيل المديرية
- مدير عام التعليم العام
- موجه عام اللغة العربية
- مدير التعليم الابتدائي
- مدير التعليم الاعدادي
- منسق القرائية بالمديرية
- رئيس مجلس الأمناء

- شارك في اعداد اللقاء وادارته- مع 18 من أعضاء فريق برنامح دعم التعليم- الأستاذة هناء قاسم- مدير إدارة القرائية بالوزارة.

- وقد شرف اللقاء بحضور د. بثينة كشك- مدير الإدارة المركزية للتعليم الأساسي، و د. أحمد شلبي- مدير عام اللغة العربية بوزارة التربية والتعليم.

وقد تناول اللقاء :

- ✓ تعرّف بعض مواد الدستور وبعض ما ورد بالخطة الاستراتيجية للوزارة كعوامل دافعة لتحسين مستوى القراءة والكتابة.
- ✓ تعرّف برنامج تحسين مهارات القراءة والكتابة ومتطلبات تنفيذها اداريا وفنيا وماليا
- ✓ تحديد الأطراف المعنية وشبكة العلاقات بين جميع الاطراف المعنية بالمحافظة.
- ✓ وضع المسودة الأولى لخطة تنفيذ برنامج تحسين مهارات القراءة والكتابة على مستوى المحافظات مع تحديد الاطار الزمني للتنفيذ والدعم المطلوب على مستوى المديرية والوزارة

(مرفق 1 برنامج اللقاء)

ثانيا : أهم النتائج :

استندت فرق التخطيط في تحديد الاعداد المستهدفة المتوقعة بالمحافظة على نسبة الضعف المحددة بالخطة الاستراتيجية وهي 35 % من عدد التلاميذ ، وقد حددت فرق التخطيط أولوية العمل مع كامل عدد التلاميذ الضعاف ببعض الصفوف ، كما قررت فرق التخطيط ببعض المديريات العمل على جميع التلاميذ بالمرحلة الابتدائية والاعدادية معًا ، وقدم فريق التخطيط بكل مديرية مبررات منطقية لاختيار الفئات المستهدفة خلال العام الدراسي 2014 / 2015 كأولوية وذلك في ضوء الموارد البشرية المتاحة والممكن تديرها، وقد حرص المشاركون على الاهتمام بالعمل مع تلاميذ الصفوف التي تنتهي فرصة العمل معها خلال العام الدراسي .. أي الصفين السادس الابتدائي والثالث الإعدادي.

○ القرارات الأولية لفرق التخطيط حول أعداد التلاميذ المستهدفين من الخطة خلال العام الدراسي 2014 / 2015:

اجمالي التلاميذ المستهدفين	اجمالي الاعدادي	عدد التلاميذ بالصفوف			اجمالي الابتدائي	عدد التلاميذ بالصفوف			مديرية/ محافظة
		الثالث ع	الثاني ع	الأول ع		السادس	الخامس	الرابع	
25,000	0	0	0	0	25,000	0	25,000	0	الغربية
51,637	0	0	0	0	51,637	18,133	15,949	17,555	كفر الشيخ
94,736	45,814	0	20,810	25,004	48,922	24,471	24,451	0	الإسكندرية
6,360	0	0	0	0	6,360	3,100	0	3,260	مرسي مطروح
271,405	100,400	29,808	31,420	39,172	171,005	40,863	85,192	44,950	البحيرة
158,800	76,800	38,800	38,000	0	82,000	36,000	46,000	0	المنيا
59,457	15,173	15,173	0	0	44,284	15,350	14,790	14,144	بني سويف
75,000	25,000	25,000	0	0	50,000	30,000	0	20,000	المنوفية
105,697	47,739	0	0	47,739	57,958	0	57,958	0	الجيزة
20,480	10,055	2,951	3,491	3,613	10,425	3,600	3,280	3,545	شمال سيناء
22,800	6,800	6,800	0	0	16,000	8,000	8,000	0	الاسماعيلية
87,165	0	0	0	0	87,165	41,250	45,915	0	الشرقية
11,000	7,000	3,000	0	4,000	4,000	4,000	0	0	بورسعيد
2,639	965	0	454	511	1,674	0	787	887	جنوب سيناء
10,771	3,180	3,180	0	0	7,591	4,274	3,317	0	السويس
24,000	7,000	0	0	7,000	17,000	8,000	0	9,000	دمياط
10,388	4,958	1,818	1,452	1,688	5,430	1,812	1,790	1,828	الوادي الجديد
117,753	23,200	23,200	0	0	94,553	32,611	30,796	31,146	أسيوط
36,000	0	0	0	0	36,000	36,000	0	0	سوهاج
24,195	5,639	5,639	0	0	18,556	6,336	6,511	5,709	أسوان
34,000	15,000	6,000	4,500	4,500	19,000	6,000	6,400	6,600	الأقصر
54,000	0	0	0	0	54,000	18,000	18,000	18,000	قنا
11,042	4,562	1,344	1,491	1,727	6,480	2,200	2,280	2,000	البحر الأحمر
144,303	72,044	0	36,899	35,145	72,259	0	35,894	36,365	القاهرة
36,170	11,761	11,761	0	0	24,409	12,050	12,359	0	الفيوم
66,530	33,912	0	0	33,912	32,618	0	0	32,618	القليوبية
46,029	23,676	7,631	7,633	8,412	22,353	7,683	7,395	7,275	الدقهلية
1,607,357	540678	182105	146150	212423	1066679	359733	452064	254882	الاجمالي

أبرز التحديات (خاصة بالمحافظات النائية)

- صدور الكثير من النشرات الخاصة بنقل المدرسين ممن تدربوا على تطبيق البرنامج أو خلال مراحل التطبيق مما يسبب خللاً في التطبيق يصل في بعض المدارس للتوقف.
- كثرة غياب تلاميذ الفئة المستهدفة - خاصة في المدارس التي تقع خارج نطاق المدن - وضعف طموح التلاميذ للتعلم مع قلة ادراك بعض أولياء الأمور لأهمية التعليم.
- المسافات الطولية بين المدارس تمثل عائقاً شديداً لتحركات المدرسين والمتابعين اليومية وعدم توفير بدل إنتقال أو وسيلة الإنتقال المناسبة أو الإقامة.

مبادرات فرق التخطيط لانجاح الخطط

الاستفادة من جميع الادارات والأقسام الموجودة بالمديريات والادارات التعليمية عن طريق:

- ✓ تنظيم سلسلة لقاءات تعريفية واجتماعات تنسيقية لحشد وتنظيم الجهود المبذولة تجاه تحسين مهارات القراءة والكتابة ... أمثلة:

	تنفيذ أنشطة مختلفة مع التلاميذ المستهدفين	التربية الاجتماعية :
	التواصل مع الاعلام والمجتمع للتوعية والحشد.	العلاقات العامة :
أسيوط - الوادي الجديد - أسوان- الغربية	تضمين التدريبات ضمن الخطط السنوية.	ادارات التدريب :

- ✓ دعم مجلس الأمناء في بعض الأنشطة ... مثل:

الأقصر – الوادي الجديد	توفير البريك لجميع المتدربين
الأقصر	توفير مبلغ 15000 نقداً أو توفير أوراق وأخبار للاختبار التشخيصي على أن تقوم المديرية بالطباعة.
الغربية	طباعة 72000 نسخة من الاختبار التشخيصي

- ✓ قرارات على مستوى المديرية

سوهاج	اعلان مبادرة عام دراسي بلا أمية
الاسكندرية	اعتبار فترات أنشطة القراءة والكتابة ضمن أنشطة النادي الصيفي لضمان الاستمرارية
الاسكندرية	اعتبار فترات أنشطة القراءة والكتابة ضمن نصاب المعلم
القاهرة	تخصيص مبالغ من 5000 إلي 18000 جنيهه لدعم أنشطة القراءة والكتابة

✓ بناء شراكات مع جهات داعمة ومهتمة ... مثل:

مدىريات اقترحت ذلك	يمكن لتلك الجهات المعاونة في :	من الجهات الداعمة
السويس - شمال سيناء	• توفير تي شيرتات • وسائل مواصلات لنقل المدربين والمتابعين • وجبات للمعسكرات بالمدارس	الشباب والرياضة
السويس	• طباعة الأدلة والاختبارات	القوات المسلحة
البحر الأحمر	• توفير المطبوعات	المجلس الأعلى للتعليم
الغربية	• توفير دعم مالي - وفقاً لقانون يخصص 5 % من أرباح الجمعيات الزراعية للتعليم والصحة والشباب والرياضة.	الجمعيات الزراعية
شمال سيناء - سوهاج	• تصوير المطبوعات • توفير جوائز تحفيز للطلبة والمعلمين • اعداد أنشطة للطلبة	الجمعيات الأهلية:
الاسماعيلية - قنا شمال سيناء	• لقاءات مع الاذاعات والتلفزيون الاقليمية لنشر الوعي عن البرنامج.	وسائل الاعلام
الشرقية	• طباعة وتصوير الأدلة والاختبارات	رجال الأعمال
	• عقد لقاءات لتوعوية و تثقيف لأولياء المور والأمهات عن البرنامج.	قصور الثقافة

أهم التوصيات التي تقدم إلى الوزارة لدعم تنفيذ الخطط

1. طباعة المواد الأساسية الواردة بوثيقة الدستور -الخاصة بإعلاء قيمة اللغة العربية والتربية الدينية والهوية الوطنية- وعرضها بجميع المدارس لترسيخ هذه القيم لدى جميع التلاميذ والطلاب.
2. مناقشة وقف النقل الألي للتلاميذ من صف إلي صف ومن مرحلة إلي مرحلة دون التأكد من اجتياز التلاميذ للمهارات الأساسية الواجب امتلاكها.
3. استجابةً للدستور يجب أن نبدأ بحث ومناقشة محو الأمية الرقمية سواء المتمثلة في الحاسب أو المتمثلة في أمية الحاسب الألي.
4. تعديل القرار رقم 313 بإضافة نشاط تحسين مهارات القراءة والكتابة كنشاط أساسي يُسند لمعلم اللغة العربية؛ على أن يعتبر من نصابه القانوني.
5. تعديل قرار التقويم الشامل بشكل يسمح لجميع المتعاملين معه على فهمه بصورة سهلة ويسيرة ومن ثم يساعد عمليات التطبيق على مختلف المستويات.
6. تخصيص بنود للصرف على أنشطة تحسين المهارات القراءة والكتابة سواء من المصروفات المدرسية أو موازنة مجلس الأمناء أو من صناديق دعم التعليم إلخ.

7. تدريب وإعتماد مدربي القرائية استجابة لطلب الأكاديمية المهنية للمعلم بعدم الإستعانة بأي مدرب ما لم يكن معتمداً على البرامج التي يقدمها من الأكاديمية المهنية.
8. التوجيه بسد عجز معلمي اللغة العربية في المحافظات، وبخاصة التي تطبق برنامج تحسين مهارات القراءة والكتابة لضمان نجاح التطبيق الذي يعتمد في الأساس على المعلم.
9. مخاطبة الوزارة للمديريات للعمل بالبرنامج وتذليل الصعوبات وطمأنة المعلمين وإدارات المدارس والادارات والمديريات بعدم وجود أي عقوبات من نتائج الاختبارات التشخيصية (القبليّة).
10. تضمين برنامج تحسين مهارات القراءة والكتابة ضمن تدريبات الترقى لمعلمي اللغة العربية بالمرحلة الابتدائية كحافز معنوي للمعلمين.
11. أن تتم ترقية معلمي اللغة العربية في المرحلة الابتدائية الى المرحلة الاعدادية مع الإبقاء عليهم بنفس المدرسة.
12. إلزام مديري المديريات بالإنتهاء من نشرات النقل بين المدارس والإدارات قبل بدء العام الدراسي لاستقرار المدارس والمعلمين وخاصة ممن سيشاركون في تطبيق البرنامج.
13. دعوة وسائل الإعلام المرئي والمسموع والمقروء لتغطية أنشطة وفعاليات تطبيق البرنامج بما يمثل تهيئة للرأي العام وأولياء الأمور والمجتمعات المحلية لدعم البرنامج.
14. إصدار طابع تعليمي يسمي دعم التعليم (القرائية) يضاف إلي المستندات الخاصة بالتقدم للمراحل التعليمية المختلفة يخصص عائده لأنشطة دعم مهارات القراءة والكتابة.
15. مناقشة الخطط مع معالي الوزير علي أن يتولي بنفسه مناقشتها مع وكلاء الوزارة بالمحافظات للجدية والتنفيذ.
16. طباعة الإختبارات والأدلة بمطابع الوزارة أو اصدار تعميم يتيح للمديريات الطباعة من بنود مالية يمكن توظيفها للطباعة.
17. اصدار قرار بدعم "تحسين مهارات القراءة والكتابة" في المديريات مثل تخصيص مبلغ مالي - تفاوتت اقتراحات المحافظات حول قيمته- في القرار الخاص بالمصروفات لكل طالب.

انتهى التقرير والله ولي التوفيق

مرفات

(مرفق 1 : برنامج اللقاء التشاوري)

اليوم الأول:

الجلسة	النشاط	الزمن
الأولى (عامة)	<ul style="list-style-type: none"> • الافتتاح والترحيب • تقديم الهدف من ورشة العمل وأسلوب العمل. 	30 ق
	<ul style="list-style-type: none"> • مقدمة من الوزارة • قراءة في الدستور والخطة الاستراتيجية للتعليم • الوضع الحالي بالنسبة للمستويات الدولية • التحديات التي تواجه العملية التعليمية وشعار الخطة الاستراتيجية 	60 ق
	<ul style="list-style-type: none"> • تقديم برنامج تحسين مهارات القراءة والكتابة • أهداف البرنامج • مكونات البرنامج • خطوات وإجراءات تنفيذ البرنامج • نماذج عملية من خبرات تطبيق البرنامج من مختلف المحافظات 	90 ق
	راحة	
الثانية	<ul style="list-style-type: none"> • متطلبات ومراحل تنفيذ البرنامج - والأولويات 	60 ق
	<ul style="list-style-type: none"> • تحديد الأطراف الواجب مشاركتها والأطراف التي يجب علينا تعريفها واشراكها • في تنفيذ خطة تحسين مهارات القراءة والكتابة 	30 ق
	<ul style="list-style-type: none"> • رسم شبكة العلاقات على مستوى المحافظة بين جميع المشاركين - المتوقعين- وأدوارهم في التنفيذ في ضوء مسودة الخطة وقائمة المشاركين 	60 ق

اليوم الثاني:

الجلسة	النشاط	الزمن
الأولى	• مراجعة اليوم السابق.	
	• وضع مسودة الرؤية العامة والاستراتيجية ومسودة الخطة التنفيذية	60 ق
	• عروض المديرين/المحافظات: ✓ الرؤية العامة والاستراتيجية وألوية العمل ومراحل التنفيذ. ✓ مسودة الخطة التنفيذية للمحافظات. ✓ شبكة العلاقات -الأمثل- التي تضم جميع المشاركين لتنفيذ الخطة.	120 ق
	• عرض موجز وتعقيب حول عروض المحافظات والأهداف المنتظر تحقيقها. • عرض لخلاصة التحديات والاحتياجات الادارية والتنظيمية للمحافظات والمطلوب رفعها للوزارة.	30 ق
	راحة	
الثانية (عامة)	• ماذا بعد؟ ✓ تحديد موعد استكمال الخطط وارسالها للادارة العامة للقرائية. ✓ مراجعة الخطط وتحديد أشكال الدعم والمتابعة (محلياً/مركزياً). ✓ بداية التنسيق مع الطرف المشاركة على مستوى المحافظات. ✓ تنفيذ أنشطة لتوفير الدعم المجتمعي لتحسين مهارات القراءة والكتابة بالمحافظات.	60 ق
	• ختام ورشة العمل	30 ق