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FINAL PERFORMANCE EVALUATION
EDUCATION SUPPORT PROGRAM (ESP)
USAID/EGYPT

April 2015

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FINAL PERFORMANCE EVALUATION OF THE

EDUCATION SUPPORT PROGRAM (ESP)

USAID/EGYPT

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Cover photo: Credit to Ahmed Gabr, the photograph is of students and teachers in an ESP supported school.

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ACRONYMS

AIR	American Institute for Research
ATs	Assistant Teachers
BOTAT	Board of Trustees Assessment Tool
BOTs	Boards of Trustees
ERP	Education Reform Program
ESP	Education Support Program
IR	Intermediate Results
M&E	Monitoring and Evaluation
MOE	Ministry of Education
OIG	Office of the Inspector General
PAT	Professional Academy for Teachers
PMP	Performance Monitoring Plan
RR	Remedial Reading
SCOPE	Standards-based Classroom Observation Protocol for Egypt
SWD	Social Work Department
TOT	Training of Trainers
USAID	US Agency for International Development

I. EXECUTIVE SUMMARY

The USAID/Egypt Education Support Program (ESP) was a three-year nationwide activity of support to the Ministry of Education (MOE) to restore stability and build the quality of the public education system in the period immediately following the January 2011 revolution. At the conclusion of the ESP (January 31, 2015), USAID/Egypt contracted DevTech Systems Inc. (DevTech) and its subcontractor The QED Group, LLC (QED) to conduct the final performance evaluation of the program.

The evaluation objectives were: (1) to review analyze, and evaluate the effectiveness of USAID-funded ESP activities in achieving program objectives and completing deliverables; and, (2) to provide specific recommendations and lessons learned to ensure that future funding for capacity-building in the areas for Boards of Trustees (BOTs), teacher training, and remedial reading are directed to activities that have the highest potential to achieve improved and sustainable results.

The evaluation was carried out in February and March 2015, by a team of four evaluators, two from the United States and two from Egypt. USAID/Egypt identified six questions to frame the evaluation:

- To what extent has the project been able to achieve its planned overall objectives?
- To what extent has BOT participation increased, in terms of effective school management?
- To what extent have students' reading skills improved?
- How has teacher performance changed?
- To what extent are the project's achievements and results sustainable?
- Based on the evaluation findings, what are the lessons learned from the project's inception to date that USAID should take into consideration in the design of future activities in this area?

The Education Support Program

The ESP began in October 2011, and was designed by USAID/Egypt and the MOE to meet the urgent need to respond to post-revolution demands to strengthen public education. Local communities were mobilized and seeking a role in ensuring their children's schooling and security. In response to citizen pressure, the Ministry had hired more than 130,000 Assistant Teachers (ATs), most without teaching experience or training, to fill staff shortages throughout the country. These two immediate needs defined the two principal components of the ESP:

- Building the capacity of the Board of Trustees (BOT) and the MOE Social Work Department to become more effective governance bodies for the schools; and
- Strengthening the capacity of local districts (*idaras*) nationwide to build the basic pedagogical skills of the ATs.

The underlying rationale/hypothesis for the program focused on training. Intensive training for the new assistant teachers was intended to improve teaching practices and thereby increase students' literacy. Training of the MOE Social Work Department staff would increase their capacity to train the schools' Boards of Trustees (BOTs) and thereby increase effective community participation in school governance. Importantly, the ESP was implemented nationwide through a central office in Cairo and five regional

offices, working directly with governorate and district MOE offices and officials. The quantitative targets for training and capacity-building were ambitious. A project modification at the start of the second year added several new activities, including a remedial reading and writing program for grades 4 to 6.

E**valuation Design and Methods**

USAID/Egypt allocated six weeks for the final performance evaluation and specified that field visits and data collection were to be conducted in two contrasting regions, the urban governorates of Cairo and Alexandria, and three governorates in Upper Egypt, Minya, Assiut, and Sohag. Given these parameters, a mixed methods design was used, with a primary reliance on project documentation and qualitative data collected through personal and group interviews with key informants from the program and its partner organizations, MOE officials at the national, governorate, and district levels, and with school directors and teachers in 16 primary and preparatory schools in the five governorates. In addition to project files, quantitative data were collect through observation in 120 classrooms and a short survey of recently hired teachers in the five governorates.

Primary data collected by the evaluation team measured perceptions of behavior and behavior change and did not provide direct measures of actual behavior. Further, because the ESP had not collected baseline data for key indicators in 2011, the evaluation team had no basis to assess the magnitude of change in factors like effectiveness of BOT participation, improvements in reading skills, or changes in teacher performance.

Findings and Conclusions of the Evaluation

A. Achievement of Planned Objectives

Question 1: To what extent has the project been able to achieve its planned overall objectives?

Conclusion 1: The immediate strong outputs provided the necessary response to crisis in the public education system. The evidence presented in project documentation shows that the ESP successfully met the very ambitious targets set for nationwide training programs for newly hired assistant teachers (115,722) and MOE district-level social worker departments (271) and BOTs (23,533). Likewise, the ESP established a national presence, with implementation in all governorates.

Conclusion 2: The methods of implementation contributed to the rapid response and a foundation for sustainability. The training programs were implemented through a bottom-up, decentralized approach led by the five ESP regional offices, working with and through the MOE officials at the governorate and district levels. This approach coupled with the cascade training model strengthened capacity, stability, and ownership at the local level.

B. School Governance and Local Leadership

Question 2: To what extent has BOT participation increased in terms of effective school management?

Conclusion 1: BOTs that received ESP training were more effective than BOTs not exposed to this training in filling their role in school governance. The evidence and findings to support this conclusion were drawn from focus group discussions with 16 BOTs in five governorates, ten of which had received ESP training and six that had not.

In spite of the small size of the BOT sample, differences were evident between the BOTs that had and had not received training. At the same time, these differences were not large and were confounded by other factors like location (Upper Egypt and rural/urban.) BOTs that had been exposed to training were more likely to be engaged in broad student issues like drop-out rates, reported more effective and varied fund-raising to respond to school needs, registered strong participation in monthly meetings and were more likely to engage in informal planning and self-assessment.

Conclusion 2: The observed influence of ESP training on BOT participation in school management may diminish over time. Sustainability of these effects may be limited. Only three of the current BOT participants received the training and there was minimal evidence of diffusion of training lessons between those trained and other BOT members. Also, for all BOTs, limited financial resources were the core constraint on effective participation, and training did not resolve this constraint.

Gender Considerations: In the ESP, the majority of the teachers and social workers trained were women. In terms of the teacher training, no meaningful differences by sex were observed in the effects of or response to the training. The training of social workers, however, was significant in terms of women's empowerment, demonstrating a strong positive effect on self-confidence and a sense of professionalism in an area dominated by women that has been traditionally under-valued and under-utilized. The principal focus of the ESP on gender equality was the lack of women's involvement in the BOTs, but this aspect of the ESP could not be fully developed due to policy constraints.

C. Educational Quality

Question 3: To what extent have students' reading skills improved?

Conclusion 1: Parents, teachers, and school directors reported that they saw significant improvements in literacy skills among the students in the Remedial Reading program, and recommended that the program be expanded to more students and grades. The reports of parents, teachers, and administrators about the results of the Remedial Reading program were consistently and strongly positive across all observers and schools. School directors observed that changes in reading also lead to changes in performance in other subjects.

Conclusion 2: The training for Remedial Reading teachers was effective. All of the Remedial Reading teachers interviewed said that the training gave them the strategies they needed to improve the reading and writing skills of their students. Across the board, district, governorate, and central level MOE reading unit officials expressed their support for the training and their intent to expand the program.

Conclusion 3: Additional materials, especially student workbooks, will be required to expand the program. Some governorates and schools have leveraged resources for reproduction.

Conclusion 4: Sustained implementation of the Remedial Reading Program in the schools would be strengthened by training of supervisors and other stakeholders (for a community of reading) and strengthening of a network of teachers who participated in the training.

Question 4: How has teacher performance changed?

Conclusion 1: The ESP training provided to Assistant Teachers was effective in improving their teaching and thereby the performance of their students. School directors and the ATs themselves affirmed that their teaching improved as a result of the training, particularly in the areas of classroom management, teaching/learning strategies, and assessment methods. Teachers emphasized that the practical and workshop nature of the training was particularly effective. The classroom ~~observations showed~~observations showed that the performance of ESP-trained teachers was better than that of non-ESP teachers across all the dimensions documented.

Conclusion 2: The AT training was successful in creating a cadre of teachers who recognized the benefits of the initial training and also want more training to reinforce their teaching/learning strategies, particularly in their subject matter areas.

The Professional Academy for Teachers (PAT): ESP support to the PAT throughout the project was a key element for sustainability of capacity-building and improved education quality. The mandate of the PAT is to establish and maintain quality measures and standards for the public school teacher's career path. The ESP supported the PAT in all aspects of this mandate, including certification of training programs, developing a corps of qualified trainers, and preparing training centers for certification. The collaborative relationship between the ESP and the PAT helped PAT acquire its current status. Sustainability of these achievements may be diminished if resources commensurate to ESP financial support are not available, or if measures are not in place to ensure the continued transparency, independence, and objectivity of PAT certification processes.

D. Sustainability and Institutionalization

Question 5: To what extent are the project's achievement and results sustainable?

Sustainability in terms of retention, application, and utility of the training content was a consistent theme in ESP design and implementation, and has been examined in relation to each of the ESP components. The evaluation also examined three dimensions of sustainability in terms of the ESP process of training delivery and of the response it provided to the issues of education quality.

Structural Sustainability: The ESP was implemented through and in close collaboration with the existing MOE units at the governorate and district levels through capacity-building and tools to strengthen these units, engendering ownership of the programs and capacity and commitment to continue implementation. Likewise, sustainability was enhanced through the institutional support of the PAT and the cascade-training model. Sustainability will require that the PAT assume the key role played by the ESP regional offices in quality assurance in training delivery.

Financial Sustainability*:* This dimension is problematic. Limited access to funds was cited as a constraint on training at all levels – the schools, districts, and governorates. The ESP supported the training process financially and no clear mechanisms are in place meet these costs in the future. Interviews suggested an undue reliance on BOT resources.

Decision-making: The ESP was implemented during a time of social upheaval when the national centers of decision-making and authority were in flux and relatively weak, resulting in a strong partnership with sub-national authorities. As the social situation stabilizes and the centralized bureaucratic structure is reinforced some of the movement toward decentralization may be challenged.

E. Lessons Learned and Recommendations

Question 6: Based on the evaluation findings, what are the lessons learned from the project's inception to date that USAID should consider in the design of future activities in the area?

1. Future activities should be designed to reinforce the foundation for decentralization that developed under the ESP through support for governorate- and district-level decision-making and budget control. Likewise, mechanisms should be identified to maintain the local and regional networks among governorates, districts, and schools developed under the ESP.

2. In developing an approach to increase the effectiveness of BOTs in school management it is necessary to go beyond the uniform BOT training modules available through the school social workers, and take account of both the idiosyncratic situation of each local board and the need to build a broad cross-cutting base of citizen participation in schools to support the BOT mandate. Three distinct dimensions for action are identified.

3. The MOE has endorsed and expanded the utilization of the ESP core training for ATs (Educational Applications) and the ESP Remedial Reading and Writing activity. The recommendation identifies four key areas for USAID support to formalization of these efforts in the future.

4. The Professional Academy for Teachers is a key institution in building a sustainable and transparent structure for teachers' professional development. Three areas for continuing USAID support include building flexibility into PAT implementation plans for effective response to crisis situations, creation of a business model to sustain PAT as a semi-governmental entity, and reinforcement of the role of PAT in quality assurance.

5. Future activities should include a component to study and advise on funding and budgeting to support maintenance and upgrading of training centers, courses, and materials.

TABLE OF CONTENTS

II. INTRODUCTION

The USAID/Egypt Education Support Program (ESP) was a three-year activity that began in October 2011 and was extended through January 2015. The final performance evaluation was carried out over a six-week period in February and March 2015. The team of four evaluators and a logistics specialist from DevTech Systems, Inc. (DevTech) and The QED Group, LLC (QED), benefitted from access to program files and the full collaboration of the ESP staff, in spite of the fact that many had moved on to new positions.

The purpose of the evaluation was twofold:

- To review analyze, and evaluate the effectiveness of USAID-funded ESP activities in achieving program objectives and completing deliverables; and,
- To provide specific recommendations and lessons learned to ensure that future funding for capacity-building in the areas for Boards of Trustees (BOTs), teacher training, and remedial reading are directed to activities that have the highest potential to achieve improved and sustainable results.

The ESP was a national program focused on (1) deepening the participation of citizens in their local schools and (2) improving the quality of public education through improved instructional methods. The program was implemented during a tumultuous period in Egypt, and as it evolved and was modified over the three-year period in response to changing needs and requests from the Ministry of Education (MOE), additional sub-activities were developed and implemented. The evaluation questions that frame the evaluation design and report are directed to the two principal components, citizen participation and education quality, although some of the linked sub-activities also are reviewed.

The six evaluation questions are:

- To what extent has the project been able to achieve its planned overall objectives?
- To what extent has BOT participation increased, in terms of effective school management?
- To what extent have students' reading skills improved?
- How has teacher performance changed?
- To what extent are the project's achievements and results sustainable?
- Based on the evaluation findings, what are the lessons learned from the project's inception to date that USAID should take into consideration in the design of future activities in this area?

Because this is a performance evaluation, rather than an impact evaluation with a defined counterfactual, baseline measures, and a comparison group, the evaluation questions about BOT participation, reading skills, and teacher performance cannot be answered as stated. Rather, they are examined in terms of participant and stakeholder perceptions of performance, and achievement of conditions intended to improve performance, and not by direct measures of change and impact. However, the evaluation does utilize the internal ESP impact assessments of the teacher training and the school Boards of Trustees, prepared in response to an audit in late 2012 by the Office of the Inspector General. (See Annex C.)

The intended audience for the evaluation is the Ministry of Education (MOE) and other education sector stakeholders, USAID/Egypt, and USAID/Washington. The four evaluators included two Egyptian monitoring and evaluation specialists with experience in the education sector, Ahmed Gabr and Sherine Mourad, and two US-based technical and evaluation specialists, Megan Gavin and Virginia Lambert (team leader.) The evaluation included approximately three-weeks of primary data collection with stakeholders at the national-level and in five governorates (Cairo, Alexandria, Minya, Assiut, and Sohag), arranged and managed by the team logistics specialist, Laila Kamal.

III. BACKGROUND

The Education Support Program began in October 2011, amidst the unrest and fervor that followed from the January 2011 revolution. It was designed by USAID/Egypt and the MOE as a direct response to the urgent need to provide stability and quality in the public education system. In particular, in response to citizen demand the Ministry had hired more than 130,000 Assistant Teachers (ATs), most without teaching experience or training, to fill staff shortages. These ATs required immediate training to be effective in the classroom and to qualify for full-time permanent positions. At the same time, local communities were mobilized and seeking a role in ensuring their children's schooling and security. These two immediate needs defined the two principal components of the ESP:

- Building the capacity of the Boards of Trustees (BOTs) and the MOE Social Work Department to become more effective governance bodies for the schools; and
- Strengthening the capacity of local districts (*idaras*) nationwide to build the basic pedagogical skills of the ATs.

Strategically, the ESP supported the USAID/Egypt Assistance Objective 22, *Improved Access to Quality Education*, through the intermediate results (IR 22.2), *Improved Instructional Methods* and (IR 22.3) *Enabled Public Participation in Education*. The underlying development hypothesis focused on training. Intensive training for new teachers would improve teaching practices and thereby increase students' literacy. Training of the MOE Social Work Department staff would increase their capacity to train the BOTs and thereby increase effective community participation in school governance. Initially, the ESP was designed as a two-and-a-half year activity but it was modified in October 2012, to include additional activities, and the period of performance was extended to three years, through September 2014.[1]

Importantly, the ESP was implemented nationwide through a central office in Cairo and five regional offices, with implementation focused directly on the governorate and district MOE offices and officials rather than the central offices. The quantitative targets for training and capacity-building were ambitious, in response to the magnitude of the demand generated by the revolution. Also as a reflection of the crisis situation, the ESP had no policy component.

The ESP faced various contextual challenges during implementation including instability and turnover in the MOE central offices, periodic suspension of local activities because of security threats or changes in personnel, and a general distrust of outsiders and donor projects. The October 2012 program

[1] It was later extended through February~~January~~ 2015.

modification added several new activities and reprogrammed funds originally intended to support small grants to the local BOTs, which would have increased ESP direct exposure in the communities. Between October and December 2013, all activities were suspended. On June 30, 2013, aid restrictions were announced that affected certain education programs. In spring 2014, legislative relief became available that permitted resumption of the affected programs. These challenges need to be taken into account in evaluating program effectiveness.

Another key characteristic of the ESP was that it was designed specifically to build on the successful training and capacity building activities developed and implemented in the prior USAID-funded education programs in Egypt, especially the Education Reform Program (ERP). USAID reported that the MOE request for assistance in dealing with the problems in the public education system during the revolution resulted from their positive experience with the previous USAID activities. This continuity not only made the rapid scaling up of the program possible but also provided the opportunity to improve the products and tools developed earlier, based on experience, rather than developing new ones.

Two additional program characteristics were important in carrying out the evaluation. In part because of the crisis situation and rapid start-up, the ESP did not collect baseline data for any of the indicators or expected results. A Rapid Assessment study of the BOTs and the ATs was completed during the first quarter of implementation to identify priority geographic regions and issues but no data is available for direct before and after comparisons. Second, as noted, the ESP had a number of stops and starts – some activities were dropped and others were expanded. The evaluation report takes note of some of these changes but the principal focus of the analysis is the six USAID evaluation questions, which encompass the priority activity areas for USAID and the MOE.

IV. EVALUATION METHODS AND LIMITATIONS

USAID/Egypt allocated six weeks for the final performance evaluation and specified that field visits and data collection were to be conducted in two contrasting regions, the urban governorates of Cairo and Alexandria, and three governorates in Upper Egypt, Minya, Assiut, and Sohag. Given these parameters, a mixed methods design was used, with a primary reliance on project documentation and qualitative data collected through personal and group interviews, supplemented by classroom observation and a short survey of recently hired teachers in the five governorates.

Mixed Methods Approach

A mixed-methods approach was applied in this study. Quantitative methods included a survey of 1362 Assistant Teachers (ATs) to measure teachers' perceptions of the training and of its effect on their performance, and 120 classroom observations for ESP-trained and non-ESP teachers to assess the application of the training lessons. The quantitative data was collected to provide insight on the perceptions and changes in behavior of the teachers targeted by the ESP. Qualitative data sources included interviews in 16 primary and preparatory schools with ATs, school directors, remedial reading teachers, and scientific club coordinators. The team also conducted individual and group interviews in the MOE idara and mudereya offices where the schools were located, with top officials and

representatives of the training and reading units, and the social work departments. BOT focus group interviews were held as a part of each school visit. The team also met with principal partners and stakeholders of the program at the national level, including various units of the MOE and the Professional Academy for Teachers (PAT) as well as ESP staff and USAID/Egypt.

Data Sources and Evidence

The teacher survey was constructed specifically for the evaluation. The survey items were based on content and approaches included in the ESP training provided to Assistant Teachers. The questionnaire was completed by 1362 assistant teachers, 771 of whom had participated in ESP training and 591 who did not. The questions asked participants to rank their knowledge of content and mastery of skills. The scale was based from 1 (no knowledge) to 4 (strong knowledge), with an option for "no opinion," which was included to accommodate the cultural tendency to remain neutral rather than hold a negative position. The questionnaire also provided respondents with a space for qualitative feedback on their perceptions of the training. The questionnaires were distributed to a purposive sample of recently-hired teachers in the five governorates by local coordinators contracted by the evaluation team.

The classroom observations were conducted by trained classroom observation data collectors. These data collectors had been trained for this task by the ESP, and were familiar with the classroom observation tool, the modified SCOPE (Standards-based Classroom Observation Protocol for Egypt), which had been used by the ESP in the initial Rapid Assessment Study (2012) and the Assistant Teacher Impact Assessment (2014). Twenty-four classroom observations were conducted in each governorate, equally divided between teachers who had and had not participated in ESP training. Comparisons were made between the two groups but in the absence of baseline measures a difference-in-differences approach to quantify differences was not possible.

Qualitative sources for the evaluation included data gathered in the field over a two week period, during which the team split into two groups. One covered the three governorates in Upper Egypt and the other worked in Cairo and Alexandria. Interviews were conducted in 16 primary and preparatory schools including four in Cairo, five in Alexandria, two each in Minya and Assiut, and three in Sohag, as well as with the MOE idara and mudereya officials in the idaras where the schools were located.

The team also met with members of the BOT in each school in focus group interviews. The tool for these discussions was based on the BOT self-assessment tool (BOTAT), which had been utilized by the ESP in its Rapid Assessment Study (2012) and the Board of Trustees Assessment Study (2014).

The teams completed a total of approximately 80 individual and group interviews during this period. In addition to the field visits key informant interviews were conducted with the ESP counterparts at the central level. Annex B includes a complete list of individuals interviewed. Data collection tools and interview guides are appended in Annex D.

Lastly, in addition to the qualitative and quantitative primary data sources, the team utilized project documentation, ESP monitoring information, and ESP research reports and impact assessments. A complete list of documents and sources can be found in Annex C.

Data Analysis Approach

In applying the mixed methods approach, multiple sources of information are brought to bear and cross-examined. For the questions on education quality (i.e., the AT training and remedial reading and writing), the quantitative classroom observations and survey responses were examined to verify and quantify the perceptions of training effectiveness reported in interviews with teachers and school directors. In turn, the qualitative interviews provided guidance for interpreting the statistical observations.

In the absence of quantitative data to assess BOT performance, the team relied on the testimony of BOT members in the focus groups. Since both trained and untrained boards were interviewed with the same instrument, comparisons could be drawn between the two categories as well as observations of the effects of contextual factors such as location (i.e., urban and Upper Egypt), and the composition of the board (e.g., gender, community leadership, and continuity of membership). Analysis of the data gathered from this small sample of BOTs was framed by the findings of the larger ESP Rapid Assessment Report and the 2014 Board of Trustees Assessment Study.

Limitations

The interpretation and generalizability of the evaluation findings are limited by several key constraints. The ESP was implemented nationwide in all governorates and districts, touching hundreds of thousands of teachers, administrators, and local citizens. For various reasons – resources, timing, security – the evaluation was conducted in only five governorates in two contrasting but by no means representative regions of the country. The teacher survey and classroom observations also were limited in breadth and were based on purposive rather than random samples in the interest of time and to insure inclusion of contrasting characteristics. A list of schools for field visits was compiled to cover all major components of the ESP, but the final selection of 16 institutions was made by the field coordinators who worked previously with the ESP, taking into account accessibility and receptivity. Each field team also was accompanied by an MOE security official. These constraints require caution in generalization and highlight the importance of the mixed methods approach and utilization of multiple data sources.

The absence of baseline measures for key targets, especially the ATs and the BOTs, is a serious constraint, especially for outside evaluators. Without knowing the starting point for these programs it is not possible to measure change over time or to assess the magnitude and importance of the characteristics and change that are observed. The evaluation design attempted to compensate for this deficiency by using comparison groups of those who were and were not included in ESP activities, and respondent recall of baseline conditions, but interpretation is attenuated.

Finally, with only six weeks allocated to the entire evaluation process, the depth of analysis and presentation are necessarily limited by the resources available.

V. FINDINGS AND CONCLUSIONS

A. ACHIEVEMENT OF PLANNED OBJECTIVES

Question 1: To what extent has the project been able to achieve its planned overall objectives?

The ESP was designed and implemented in a time of social unrest with a sense of urgency and high expectations. The principal immediate and practical task was to respond to the request for support from the MOE to open and fully staff the public schools, and quell the widespread protests and strikes of parents and teachers.

This task was approached through two principal objectives: (1) to improve educational quality and student achievement by training the newly hired assistant teachers in improved instructional methods; and (2) to increase local citizen involvement in the schools through training of the MOE social workers to strengthen and support the participation of the school BOTs.

The activities and targets to achieve these objectives were ambitious, and intended to be completed within 30 months. Following a rapid assessment study to describe the dimensions of each component and the priority areas for immediate attention, a process was put in place for implementation nationwide. According to the ESP first Annual Report, the project was tasked to train 75,000 of the 100,000 newly hired teachers and the Social Work Departments (SWDs) in all 260 idaras to realize the training, in turn, of 25,000 BOTs. While some of these targets were increased when the program was extended to three years, the data presented in the final performance report (October 2013 – December 2014) show that the ESP met or exceeded all indicator targets. (See table in Annex E.) The only exceptions were the activities that were suspended in the USAID/Egypt wind-up plan in October 2013.

The fact that the ESP successfully met its targets and helped restore order in the public education system is significant. The methods used to achieve this objective also deserve attention.

The ESP was implemented through a bottom-up and decentralized approach, in large part as a result of the circumstances in which it operated. The Minister of Education changed four times during the project period and the central Ministry was not a stable base on which to build the implementation plan. In response, the five regional offices of the ESP built a network of trainers and training centers at the mudereya and idara levels to respond to the training requirements of the MOE officials at the local level. Using a cascade training model, the ESP trained a corps of master trainers in each region who trained local trainers in each idarra nationwide, who were responsible for delivery of the standardized training to the ATs and the social workers. The ESP regional offices developed the local networks to manage the training delivery and importantly, the training materials and monitoring of training quality in the idaras to ensure that the teachers and social workers in all regions received a high quality product.

The value of building local capacity within the MOE was reflected in the evaluation interviews with the mudereya and idara directors, and managers of the Social Work and Training Departments, who are moving forward now to plan and administer continuing core training activities. They referred to the presence of the certified trainers and training centers as the base for carrying on without ESP. In conclusion, implementation at the sub-national level contributed to decentralization, empowerment, and partnership as local officials were in a position to make decisions and take initiatives.

A second important factor in the ESP achievement of the indicator targets in a nationwide and timely program was the continuity between the ESP and past USAID/Egypt education projects, especially the Education Reform Program (ERP), which ended in 2010. The ESP utilized existing training programs and materials adapted to the new circumstances. This approach contributed not only to the rapid start-up but also to quality and sustainability as tools and methods developed earlier were honed and certified. ESP also worked with many of the same staff in the field and built on the networks of contacts they had developed over the previous six years. In the schools and offices visited, especially in Cairo and Alexandria, familiarity of the approach to instructional methods and classroom management, and with the people themselves, provided an initial credibility and access. Many school directors and teachers talked about how the ESP program built on what they had implemented under the ERP. At times, they referenced training received under ERP rather than ESP. When asked for an overall assessment of the ESP, in at least three situations, interviewees at the mudereya and idara levels cited the quality of personnel as a positive factor.

Two additional critical factors in implementation were provided directly by the ESP, which may affect sustainability: (1) the key logistical role of the ESP in providing the training materials and resources to trainers and trainees for the training sessions to occur, and in monitoring the quality of these sessions; and, (2) the centrality of the communication and information networks in the region that were built around the ESP regional offices.

Findings	**Conclusions**
The ESP met the quantitative targets for all components.	The immediate strong outputs provided the necessary response to crisis in the public education system.
ESP established a national presence, with implementation in all governorates.	
Implementation through a bottom-up, decentralized approach and cascade training model.	The methods of implementation contributed to the rapid response and prepared a foundation for sustainability.
Continuity with past USAID/Egypt education projects allowed rapid results and stability.	

The response to Question 1 focused specifically on the program outputs and achievement of indicator targets. This emphasis was chosen because the achievement of these targets as a response to the request from the MOE for support in a crisis situation was an important immediate objective in and of itself. As noted in the 2013 Audit Report from the Office of the Inspector General (see Annex C),

however, outputs alone say nothing about the achievement of the broader objectives of the ESP, to improve access to quality education by (1) deepening the participation of citizens in their local schools and (2) improving the quality of public education through improved instructional methods, and, in turn, improvement in students' basic reading and writing skills. The following three sections of the report examine the evidence related to the effectiveness of the ESP activities in achieving these objectives and expected outcomes.

ESP Monitoring and Evaluation System

The ESP monitoring indicators cited above and the Performance Management Plan (PMP) developed in response to the IG Audit report provided a tracking system to monitor quantitative indicators of tasks completed. However, it did not track indicators that could have provided ESP management with feedback on the effectiveness and efficiency of activities. The data in the PMP were disaggregated only by geographic region and sex, leaving out more in-depth questions. For example, the performance indicator, *Mentors successfully complete PAT-certified training package*, is a monitoring indicator that tells project management how many mentors completed the entire PAT-certified training package, and their location, and the proportion of those enrolled who have not yet completed the entire package. However, it offers no measure of the number of mentors who were not reached by the training or of the effectiveness of this training within the schools.

The program was designed to focus primarily on training new teachers. In addition to tracking the number trained, indicators could have been incorporated to inform ESP management about the quality of the training delivery, training material, or training diffusion, for example, through periodic measures of how these trainees applied their new skills or the impact of the training on teaching outcomes, as reflected in a sample of student scores tracked over time.

Another example of a missing indicator that could have been used by ESP management is a direct measure of the effect of the training of social workers on the changes in the behavior of the BOTs, or a measure that would have permitted an analysis of the relationship between the delivery of training to social workers or the satisfaction of BOTs with the training they received. While the PMP indicators are very direct measures of project objectives as outputs, the PMP should have included additional indicators of effectiveness and efficiency.

Overall, the monitoring and evaluation system was missing two essential elements: first, baseline measures for key indicators that precluded a reliable measure of change related to project inputs; and, second, outcome indicators to capture information about effectiveness on an ongoing basis. Although such indicators might be perceived as difficult to track with the massive targets set for the ESP, such measures might have been developed and tracked through a carefully designed sampling scheme.

B. SCHOOL GOVERNANCE AND LOCAL LEADERSHIP

Question 2: To what extent has BOT participation increased in terms of effective school management?

The team held focus group discussions with the members of 16 BOTs in the five governorates selected for the evaluation (Cairo, 4; Alexandria, 5; Minya, 2; Assiut, 2; and Sohag, 3). Ten of these BOTs had received ESP training and six had not. Of the 13 BOT members, on average, seven participated in the focus group discussions, and all three categories of members (teachers, parents, and community stakeholders) were represented. The discussions were held in the schools or in the mudereya offices.

A focus group protocol devised for this purpose (Annex D), was based on the Board of Trustees Assessment Tool (the BOTAT) that was used by the ESP in the Rapid Assessment Study (2012) and the final Board of Trustees Assessment Study (September 2014). The report addresses the findings and conclusions drawn from these discussions relative to BOT participation in terms of effective school management. It is structured around the basic tasks required for the BOT to carry out this role.

Overall

The interviews showed that while ESP-trained BOTs were more effective and more involved in school management than BOTs that were not trained, the difference between the two categories was not great, at least in Upper Egypt. At the same time, clear differences were observed between BOTs at the village level (rural areas) and those in urban areas, regardless of training. BOTs at the village level seemed more capable of interaction and communication with both the community and school management because they could link the school and students' needs to the community and parents on a regular and frequent basis. The closeness of the community also translated into better resource mobilization from the community. This difference may be explained by the fact that in the villages, compared to the cities, communication involved direct interaction driven by rural social norms and mechanisms for transparency. In addition, in cities people tend to be occupied with more diverse issues.

Needs Assessment and Resource Mobilization

Based on the focus group discussions, BOTs that had been exposed to ESP training were more likely than those without training to identify school and student problems and to establish constructive cooperative working relations with the school management in resolving these problems. For example, trained BOTs were more likely to be engaged in promotion of a Remedial Reading Program or scientific club to support students' academic performance, or to take on issues related to student dropouts. Untrained BOTs tended to be involved primarily with infrastructure problems such as school yard, school fence, sunshade, and a speed bump. While the infrastructure problems are clearly important for the comfort and safety of students, and ESP-trained BOTs, in fact, worked on such problems as well, ESP-trained BOTs were more likely to move beyond these tasks to confront issues dealing with educational, social, and psychological problems. It takes more knowledge and work to spot a student's performance problem(s) and analyze it in terms of the social or psychological context than to spot the need for more sand for the school yard.

BOT membership was perceived by both BOT members and, reportedly by the parents in the General Assembly, as primarily a job of fund-raising in a poor community. Limited financial resources remained the core problem for all BOTs interviewed. All BOTs struggled to acquire adequate funding for their urgent needs, especially when those needs derived from an MOE policy with which the school must comply, as in the case of the shortage in student workbooks for the Remedial Reading program.

At the same time, the focus groups showed that the ESP-trained BOTs tended to be more creative and more successful in mobilizing resources, both financial and volunteer human resources, because they were proactive rather than simply reacting to problems presented by school management. Examples of proactive behavior included fundraising campaigns to print students' workbooks, inviting volunteers to work with students in scientific clubs, or communicating with people of means in the community to cover the costs of school tuition for poor students.

Participation

In response to the discussion about the levels of participation of BOT members, and of parents in the General Assembly in the last BOT election, all BOTs responded with approximate numbers that were not documented. However, most estimates for General Assembly participation stood at 10 to 15%. (In some cases, like large urban schools, this was likely an overstatement.) The BOTs reported that average attendance in their monthly meetings was 10 or 11 of the 13 members.

In regard to women's participation, the evaluation was most concerned with membership of mothers. Although participation was low in all BOTs, mothers were more likely to be present in urban BOTs than in rural BOTs, where the team encountered no women among the parental representatives, regardless of ESP training. Discussions with the rural BOTs suggested that in the rural social context women do not participate in the BOT because it is a public organization. There is no similar social restriction against a mother going to the school on an informal basis to deal with problems affecting her children.

Internal Processes

Although planning and later examining and evaluating the effectiveness of their approaches were not common practices among the BOTs, the interviews did show that ESP-trained BOTS were more likely to use informal planning and self- assessment in their operations, and that this allowed them to be more organized in their approach to tasks and in distribution of responsibilities.

Community Outreach

Based on the interviews, local school BOTs in Cairo and Alexandria were more likely to be connected to the BOTs at the governorate level than was the case in the three Upper Egypt governorates. In Upper Egypt, governorate-level BOTs either had not been activated or at least, they were not connected to BOTs at the school level.

All BOTs reported that it is difficult to engage the general assembly although the ESP-trained BOTs appeared to have made some strides in this effort because they were more proactive and constructive. For example, ESP-trained BOTs were more likely to communicate directly with individual parents about BOT activities or to encourage them to let their children participate in the scientific club or the remedial

reading program. BOT members were more likely to be perceived as individuals that were acting on behalf of the school and the best interests of the students.

Sustainability Issues

ESP training was provided to only three members of each BOT (the school social worker, the school director, and the BOT chairman). Testimonies in the focus groups revealed that, in many cases, BOT members that had not received training directly from the ESP were not even aware that any training had occurred. In no case did the evaluation uncover an example of interactive systematic training within the BOT, suggesting that the ESP aim to train the BOTs remained relatively incomplete. Evidence showed that the most effective training, that of the social workers themselves, was not transferred to the BOTs in any systematic manner. While the training may be sustainable among government employees at the idara and mudereya levels, the sustainability and continued application of the training in the school-level BOTs and the local community may well be lost when the trained social worker and school director are transferred to another school and a new BOT chairman is elected. The absence of a clear system for diffusion of training among other BOT members appears to have been a shortcoming in the overall ESP training strategy.

Findings	**Conclusions**
ESP-trained BOTs are more constructive and cooperative in overall management.	ESP-trained BOTs are more effective than BOTs not trained by ESP in filling their role in school management.
ESP-trained BOTs have more ability to identify priority problems	
ESP-trained BOTs have more ability to mobilize financial, in-kind, and volunteer human resources.	
BOTs in Upper Egypt have limited access to governorate-level funding.	Sustainability of the influence of BOT training on effectiveness in school management may diminish over time.
BOT membership has been renewed without change since 2011.	
There is minimal evidence of the diffusion of training lessons between individuals trained and other BOT members.	
Limited financial resources represent a core problem for all BOTs.	

Scientific Research Clubs

The initial design of the ESP included competitive small grants to be awarded to BOTs to develop specific projects in their schools including the introduction of Scientific Research Clubs, to introduce upper primary and preparatory students to the scientific method of problem solving and research. When USAID re—programmed these grant funds in 2012, due to the policy environment at the time, the decision was made to introduce the scientific (or science) clubs into selected schools on a pilot basis. A training program and materials were developed to introduce selected teachers, who would serve as

coordinators of the clubs, one or more representatives of the BOT, and the school director to the concept of and methodology for the program.

The evaluation team met with teachers, trainers, parents, and students involved in seven scientific clubs in Cairo (2), Alexandria (4), and Sohag (1). The extent of the visit and discussion, as well as the size and depth of the experience varied considerably across schools. The small sample in no way provides ~~aviable~~a viable assessment of the pilot experience or the basis for recommendations for the future. The ESP conducted an in-depth assessment during the final quarters of the project to develop recommendations on how to move forward with the model and make it sustainable. The recommendations focused on the need to formalize the management and funding of the clubs, which were operated more or less on a volunteer basis during the pilot phase, and to build a broader base of community understanding of and support for the club activities. (See the ESP Final Report, 2015.)

The evaluation team observed a generally positive reception to the concept of the Scientific Club in the schools, on the part of the directors and teachers involved, as well as by the ESP regional staff. In addition, in one school the team visited, the parents of students in the club came forward to provide testimony to the evaluators about the importance of the club for their children and to urge continuation of the clubs and expansion. Some suggested it should be incorporated into the official syllabus and made a required subject for all students.

At the same time, a number of shortcomings and difficulties were noted. The science club was introduced as an activity rather than academic subject and parents were reluctant for their children to participate and take away time from their required studies. Teachers volunteered their time to work with the club, carrying out these tasks in addition to their full teaching schedules, at times including activities on Saturdays and during the school vacation. Participation in the clubs diminished over time because of the additional time involved and lack of new members as the original group graduated. Teachers reported that they could not realistically be expected to continue to work with the clubs on a volunteer basis.

The evaluation team also focused on the relationship of the BOTs to the clubs, as a potential component of sustainability. The level of BOT support for the clubs varied considerably across schools. All of the BOTs mentioned the club as a valuable initiative in the school and spoke of its achievement with pride, but the team did not encounter any situation in which the BOT indicated a responsibility for the program and intent to carry it forward after the termination of the ESP. The evidence suggested that no mechanisms were in place for continuation of the model in the individual schools after the current cycle, and the clubs were in the process of phasing out.

Gender Considerations

Gender equality and women's empowerment are central aspects of USAID policy and required components of all USAID-funded activities and evaluations. In the ESP, all activities were monitored in terms of male and female participation and outcomes. The majority of the teachers and social workers trained were women. The ESP and the evaluation team assessment of the outcomes of the AT training in terms of classroom performance and in teachers' perceptions of the effectiveness of the training

showed no meaningful differences by sex – men and women reported and demonstrated the same responses to the training experience. Two observations that might be considered in the design and review of future training programs are: (1) USAID recommends that all training programs include a module on gender awareness and identification of relevant gender considerations; and (2) consideration should be given to inclusion of a review of training materials in terms of gender bias as a part of the PAT certification process.

Most of the employees of the MOE Department of Social Work are women. The interviews with the social workers about the training showed a strong impact on them as individuals and as social workers, with particular emphasis on the value of the training in increasing their self-confidence, their sense of professionalism, and even their self-perception. The training had a strong positive effect within a profession dominated by women that has been traditionally under-valued and under-utilized. The recommendation within the MOE and the SWD that this training be continued and expanded is testimony to the impact of the training from the point of view of women's empowerment.

The principal focus of the ESP on gender equality was the lack of women's involvement in the BOT and community participation in school management. The Rapid Assessment Study carried out by the ESP at the initiation of the program confirmed the overwhelming domination of men among the BOT members and particularly the absence of women as representatives of the parents and the community stakeholders. To the extent that women did participate in the BOTs, they were teachers, school directors, and the school social worker, who is automatically a non-voting member of the Board. The evaluation team observed this same imbalance in the small sample of BOTs interviewed for the evaluation. The explanation given for the lack of participation was culture, lack of time or security issues around the meeting times, or simply, lack of interest. At the same time, the focus group discussions confirmed the findings of other studies and experiences that mothers are more involved in their children's schooling than are the fathers, making sure that assignments are completed, monitoring grades, and ensuring that time is given to studying. Mothers also accompany the children to school and take responsibility for the children's safety. The focus group discussions also presented anecdotal evidence of the importance of having women involved in the BOTs, as the women present in several of the BOTs raised issues of concern in the school specifically related to girls, particularly in terms of security and harassment. In one group, a teacher referred to the importance of the effort of the school director to interact with the mothers when they dropped off their children in the morning. Another spoke of the involvement of the mothers in accompanying their daughters to after-hours activities to protect the girls and the teachers.

The ESP carried out a case study in two idaras to investigate the lack of women's participation and to recommend methods to increase this participation. (See the ESP second annual report.) The study showed that mothers are eager to participate but a number of factors may interfere, including the openness of the school administration to participation and interest of parents, the culture of the BOT (e.g., some are more active in the broader community than others), and the belief, which is stronger in some areas than others, that public participation is the sphere of men in the family. The ESP engaged in some isolated activities to encourage mothers' presence in the school (e.g., a mother's club, literacy classes for mothers) but these activities were among those that were cut short during the wind-up

preparations for the Mission. It also is important to note that other donors (e.g., the CIDA STEPS project) and NGOs have experimented on a pilot basis with activities to encourage mothers to come forward. Going forward, additional work with the BOTs should commence with an in-depth study that will include attention to the issue of women's involvement/empowerment, and of the existing tools and activities that have been tested and applied in various situations. It also will be important to take account of the idiosyncratic characteristics of the BOTs, recognizing that activities to increase participation must be participatory and that the standardized training should be only one component of the package.

C. EDUCATIONAL QUALITY

Question 3: To what extent have students' reading skills improved?

The Remedial Reading and Writing program (RR) focused on improving the reading and writing skills of the poorest performing students. It is important to reiterate (as referenced in the methodology section, that data was not collected on student performance for this evaluation) rather the Team relied on documented evidence from teachers, directors and parents of their perceptions of the changes in student reading performance to draw findings and conclusions.

The program focused on the provision of curriculum and training. The curriculum included teacher and student guides to provide additional reading and writing practice in each lesson. Trainers in the idaras trained teachers selected by administrators. The program was designed to be administered three times a week to groups of 20-25 students in grades four, five and six. However, implementation varied among schools and idaras. The screening test of students identified their individual needs and therefore active approaches were modified to meet their needs. There were a total of 36 lessons.

The findings and conclusions related to the Remedial Reading program are presented in four parts: (1) those focused on the training received by the teachers; (2) those related to the change in performance of the students; (3) the findings and conclusions related to the materials provided by ESP; and (4) the follow-up support and sustained implementation of the Remedial Reading program in the schools.

Consistently across all governorates Remedial Reading teachers expressed that the training they received from the ESP was of high quality. They went on to highlight that the approach was interactive and that the content was needed in their instructional practices. In addition, the Remedial Reading teachers reflected on the opportunity to exchange with other teachers. For example, teachers from a school in Sohag, stated:

> ***The training was excellent it was something that we had been longing for—there was also an experience exchange with other teachers from other governorates that we enjoyed.***

In addition teachers explained that the Remedial Reading approach was based on an approach that they had been exposed to in their own education. Therefore, these teachers were more able to uptake the

methodologies and implement them with their students. For example, the same teachers from Sohag, stated:

> ***The curriculum has changed and now it is back to the old form; it is a mix of the old methodologies with new methodologies- it has taken the best of both parts. This is how I was taught.***

Findings and Conclusions: changes in teachers and students

Findings	Conclusions
100 percent of the teachers said the practical RR training gave them the strategies they needed to improve the reading/writing skills of their students.	The training for RR is effective it should continue and more materials and examples should be provided.
Teachers said that they wished the RR training was longer and had more concrete examples.	
Between 90 and 95 percent of directors stated that changes in reading lead to changes in student performance in other subject areas.	Parents, teachers and directors want the RR program to be expanded to more students, and grades.
Parents wanted their children in the RR program, when they saw how it helped the poorest performing students. a. According to school staff (teachers, directors) the poorest performing students improved in reading. b. According to parents of students in the RR program- their students improved.	

In addition to perspectives from teachers, school directors, idarra level, mudereya level and the Central MOE level figures expressed their support of the ESP Remedial Reading program. They identified that the Remedial Reading Program solved a specific need in education with regard to literacy. For example, a school director in Sohag (School 001, FWINTV020) stated:

> ***The problem in Egypt is illiteracy- this project solved the problem of illiteracy; the reality is that students could not read and write, therefore, they hated school- now they are more confident.***

Later, this same director highlighted that the relationship between the ability of read and write trickled into other subject areas and success and to mitigate drop out. This sentiment was expressed by teachers and directors in the majority of the idaras across upper and lower Egypt, including Cairo and Alexandria. These actors also highlighted the importance of materials as part of the Remedial Reading Program.

Findings and Conclusions: materials.

Findings	Conclusions
Resources for reading instruction are limited in schools, especially Sohag, Minya and Assiut .	Materials are still required and they must be revised for reproduction. Some governorates have leveraged resources to reproduce.
The workbooks are an essential part of the RR program and the improvements in literacy.	
There are grammatical errors in the Remedial Reading materials; and there is a big gap between levels 1 and 2 in the RR program.	

Findings and Conclusions: follow-up and sustained implementation in schools.

Findings	Conclusions
A network of teachers who participated in the trainings has been created. Within this network, professionals communicate among themselves about ideas from their practice.	Networks are an important part of teacher practice. They sustain the teachers once they return to the classroom and try new strategies.
Inspectors were not included in the trainings; the approach reflects a teaching approach by which teachers and directors learned.	The inspectors need more training. Other stakeholders should be involved (for a community of reading).

Question 4: How has teacher performance changed?

Background on the ATs. This section examines how teacher performance has changed. The ESP trained approximately 115,000 ATs. The AT training program focuses on providing applications for use in the program. USAID designed and executed the program based on needs articulated by the MOE to implement a training program for the first cadre of teachers. The program allowed for these participants to be certified in the formal system. The ESP works via local partners to implement the program, specifically via training units in governorates and Master trainers.

The course focuses on providing new teachers with practical skills and techniques to use in the classroom. A variety of experimental activities are provided during the training. Teacher participants discuss and exchange ideas during the training (five days). The program focuses on five main topics;

these include: (1) national standards and quality- this allows teachers to know the expectations for their performance, (2) lesson planning- this focuses on skills for designing lessons and the use of appropriate materials, (3) strategies- active learning is introduced vs. traditional rote methods, (4) classroom management- focuses on presenting routines, rules, and seating structures for efficient management and in turn learning, and (5) assessment- both self-assessment and student assessment is introduced for improved teaching and learning.

This section focuses on the changes in teacher performance viewed from the national, school, and classroom levels.

Findings and Conclusions: National/governorate level

Findings	**Conclusions**
The ESP responded directly to a request and need of the MOE to improve the teacher performance of ATs throughout the nation.	Given the political turmoil during the project the ESP was able to effectively respond to a demand presented by the MOE at the national level but implement through close coordination at the governorate level.
Finding 2: the ESP executed its support via a horizontal process by working directly with the governorates and regional ESP offices as opposed to working via the central MOE.	

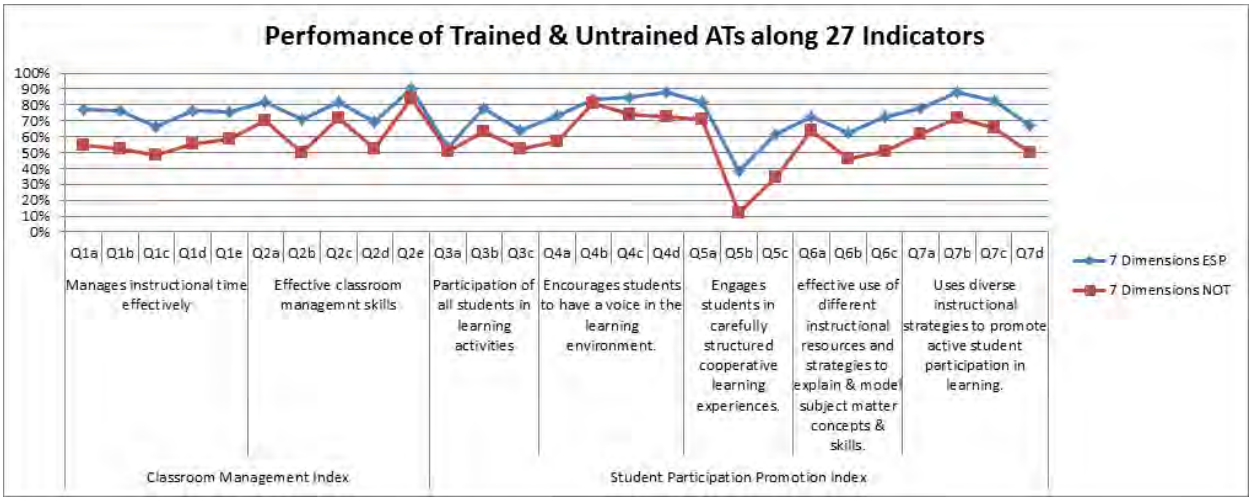
Findings and conclusions: School level

Findings	**Conclusions**
Nearly 100 percent of the ATs did not have sufficient training prior to the AT training. They said they lacked teaching strategies, classroom management practices, and guidance on assessment.	The AT training was successful in creating a cadre of teachers who also want more training to reinforce their teaching-learning strategies, assessment methods, and classroom management (in their subject areas).
Nearly 100 percent of teachers and directors said that the teachers who participated in the AT training improved in their teaching and as a result their students also learned.	The practical and workshop nature of the trainings was effective, teachers embodied it and used it in their classrooms.
An additional benefit of the AT training was that teachers became more confident in their ability to teach They shared that as they became more confident their teaching improved.	

Findings and conclusions: Classroom level

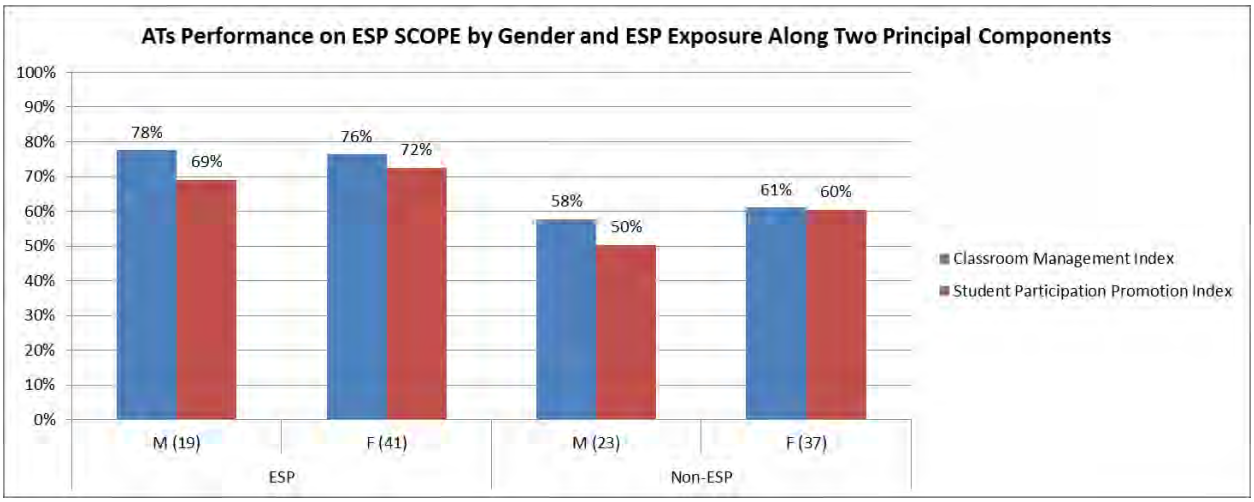
Analysis of classroom level quantitative data acquired through both the modified SCOPE and the survey indicated that ESP Assistant Teachers (ATs) have outperformed their fellows Non-ESPs along each of the two dimensions assessed in this evaluation, their classroom performance (via SCOPE) and their perception of learning / benefiting from the AT training (via AT Survey). See graphs 1-4 below.

Graph 1



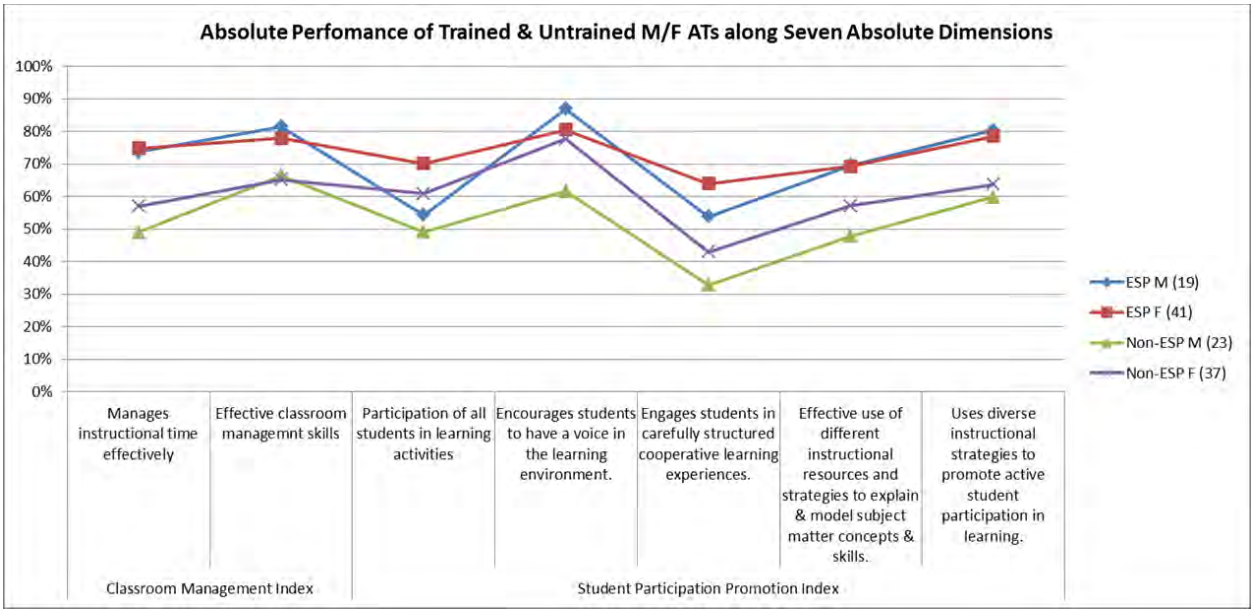
Data represented on Graph 1 above suggest that in general the classroom performance of ESP ATs is better than that of the non-ESPs along almost all 27 indicators within the seven dimensions addressed by the tool. The data indicates also that the area that would need more attention in the future trainings is that under the fifth dimension, *Engage students in structured cooperative learning experience*, while the strongest area comes under the fourth dimension, encourage students to have a voice in the learning process.

Graph 2



Data presented on Graph 2 above indicates that ESP trained teachers performed higher on two principal components: classroom management and student participation. This finding is consistent with the 2014 Impact Evaluation conducted by ESP. The trained teachers performed slightly higher with regard to classroom management. In addition while men performed higher than trained women on classroom management, women performed higher than trained men on student participation. Culturally, male teachers in class are at an advantage in terms of classroom management and student discipline; whereas female teachers have an advantage in being able to reach out to students and engage them in greater interactive participation.

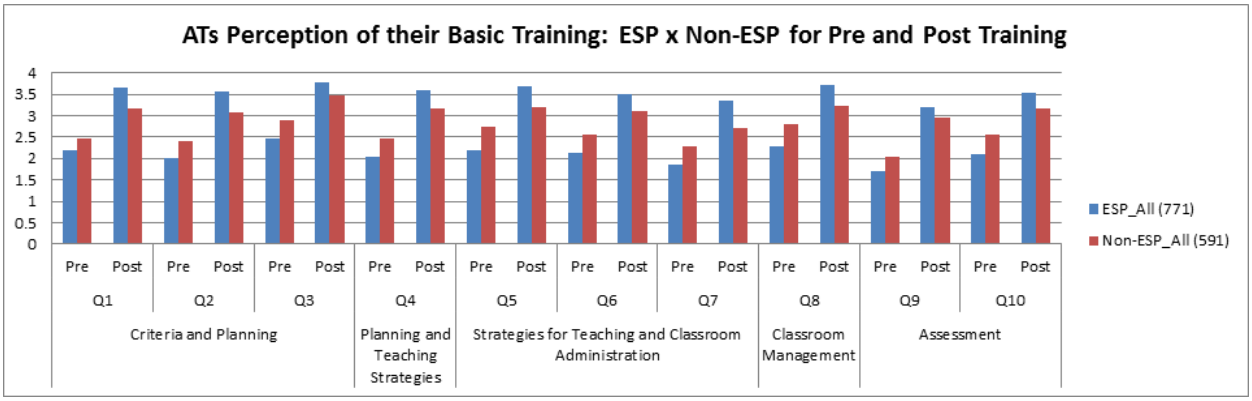
Graph 3



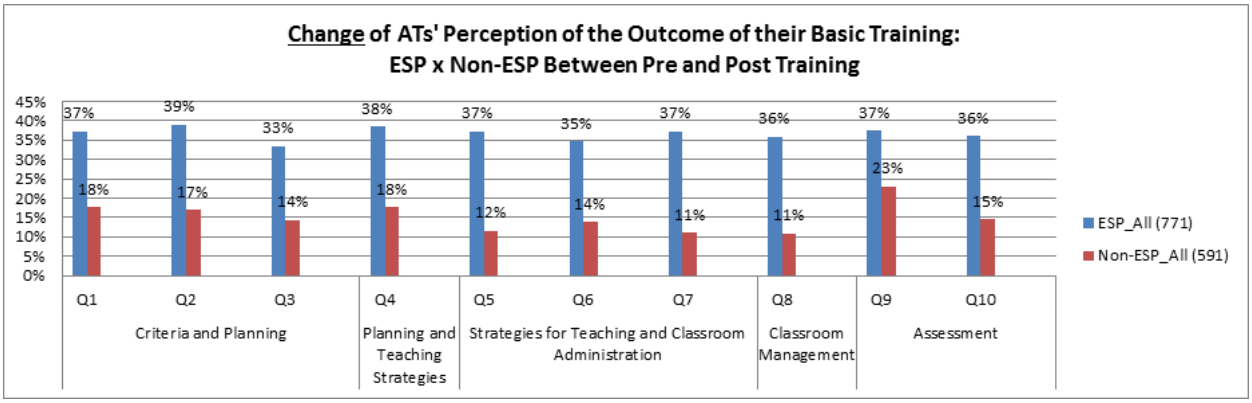
Data presented on Graph 3 above demonstrates performance along seven dimensions. Again, the findings are consistent with the 2014 Impact Evaluation conducted by ESP. For example, the lowest performance dimension remains promoting cooperative learning experiences whereas the highest dimension is encouraging student voice.

On the second dimension, perception of ESPs about their benefiting from their training came more positive than that of non-ESPs as shown by the below graphs 4 & 5.

Graph 4



Graph 5



Data presented on graph 4 indicates that: 1) both categories of teachers have learned from their respective trainings; 2) perception of ESPs of their knowledge before training along all 10 areas addressed by the survey was lower than that of non-ESPs~~'s~~ self-perceptions'; and 3) ESPs perceived their knowledge after training as higher than that of non-ESPs along the ten areas. Graph 5 clarifies this finding. It clearly demonstrates not only did ESPs show more positive perceptions, but they also showed larger ratios of change than non-ESPs' along each of the 10 areas of the survey.

The Professional Academy for Teachers (PAT)

Support to the Professional Academy of Teachers (PAT) was a major task of ESP over the three years of its activities. ESP made it possible for PAT to accomplish a number of tasks that came at a difficult time after the revolution of January 2011, where hundreds of thousands of teachers hired under short-term contracts were in the streets demonstrating to pressure the government to employ them officially as MOE teachers after many had been teaching without official contracts for a number of years. At that time, in 2011 and 2012, PAT was recently established and defining its position within the Egyptian education system as a body mandated to establish and maintain quality measures and standards for the Egyptian governmental school teacher's career path based on the teacher's cadre concept and scheme. This mandate entailed introducing processes for: 1) certifying teachers for a cadre level based on the

specific qualifying criteria for each of the cadre's five levels; 2) certifying training programs to be used to qualify teachers for certification; 3) certifying trainers to deliver these training programs, and 4) certifying training providers/centers to ensure the delivery of training that conforms to quality standards.

The findings of the evaluation confirmed with evidence that ESP supported the PAT in achieving the above goals, by assisting in certification of 124 programs by supporting PAT in hiring consultants to design, produce, review, approve and print these programs' materials in standard training packages (which contained trainer and trainee manuals and resources required for delivery of each program.) ESP helped build a pool of qualified trainers for PAT, where the ten certified Master Trainers were responsible for preparing 661 Certified Trainers to train 1200 candidates in training of trainers (TOT). In addition, ESP helped prepare 63 training centers at the idara and mudereya levels to qualify for PAT certification, by providing office furniture, equipment, infrastructure and connectivity, in addition to training. As such, ESP became a real partner with PAT in supporting its efforts to attain its goals.

The most important contribution that ESP made to the PAT was support for its task to train more than 115,000 Assistant Teachers, in response to a crisis management decision made by the MOE (referenced above), even though this training was not within PAT's mandate.

The data about the PAT-ESP collaboration was gathered in key informant interviews with stakeholders including PAT staff (e.g. PAT Director and Ex-Director, Deputy Director, and Department Heads at headquarters), former ESP directors, certified trainers, and teachers. The following table summarizes the findings and conclusions about the PAT – ESP mutual cooperation during the ESP project life.

<table>
<tr><th>Findings</th><th>Conclusions</th></tr>
<tr><td>ESP was perceived positively by PAT in terms of shared objectives, support for PAT achievements, and a high level of cooperation/communication.</td><td rowspan="2">The ESP successfully supported the PAT along a number of critical dimensions for institutional development in a timely way, which helped PAT acquire and establish its current status.</td></tr>
<tr><td>ESP's major achievements with/for PAT included: institutionalized certification process, training and accreditation of ATs, and certification of training centers.</td></tr>
<tr><td>ESP's financial support to PAT activities was instrumental to their success.</td><td rowspan="3">Sustainability of these achievements may be diminished if resources commensurate to ESP financial support are not available, or if measures are not in place to ensure continued transparency, independence, and objectivity of PAT certification processes.</td></tr>
<tr><td>When the ESP ended a number of PAT sub-activities were still unfinished (e.g. training centers in idaras, resource centers in governorates.)</td></tr>
<tr><td>Operationalizing the certification processes with the support of the ESP added value to the educators' profession in Egypt. However, when questioned about their recent experience with PAT</td></tr>
</table>

Findings	Conclusions
certification, some certified trainers and teachers, particularly in the urban governorates, cautioned about the continued objectivity and fairness of some PAT implementation practices.	

D. SUSTAINABILITY AND INSTITUTIONALIZATION

Question 5: To what extent are the project's achievements and results sustainable?

Sustainability was a consistent theme in the studies and reports of the ESP. The above discussions of the training for social workers and BOTs, the remedial reading program, and the teacher professional development training examined the strengths and weaknesses of each activity from the point of view of sustainability. Particular attention was given to the retention, application, and utility of the training content. Key findings, which are reflected in the recommendations section below, include:

- The link between the highly acclaimed and effective training of the Social Work Department and the training and strengthening of the BOTs and participation in school management is weak. This transfer occurred in some cases but it was not systematic and not necessarily reflected in outcomes;

- Supervisors/inspectors need to be incorporated into the AT and remedial reading training so that they can support the application of the training lessons by the newly hired and Arabic language teachers. ESP initiated training of the school directors and they referred to this training in the interviews, but the training of mentors, many of whom are supervisors, was cut short.

The response to Question 5 is directed to sustainability not of the results of the training but of the process of training delivery and of the response it provided to the issues of education quality. An external program that delivers training without constructing mechanisms to internalize the training content and the process is a one-time injection that will disappear in time regardless of the effectiveness of training itself. The cascade training model with the emphasis on putting a substantial corps of skilled, certified trainers in place is an important component of the sustainability model. Other important elements are the PAT mandate and capacity to certify training courses, centers, and trainers. The sense of involvement in and ownership of the program among local level officials also will support continuation of the ESP process at least in the short-term.

The evaluation examined three aspects of sustainability of the ESP training delivery process: structural/ institutional (structural mechanisms to formalize the training delivery process); financial (access to and control of resources to support the training process); and, decision-making and lines of authority to manage and update the training.

Structural

The structural aspects of sustainability are the most clear because the ESP was implemented through and in close collaboration with the existing MOE units in the mudereyas and idaras. ESP provided capacity-building and tools to strengthen the training, literacy, and reading units in the mudereyas and idaras. The positive results of this strategy are evidenced by the continuation of the AT training since the ESP ended and the incorporation of this training into the cadre system and local training plans. The Remedial Reading and Writing activity, even in the pilot phase was grounded in the mudereya and idarra Reading (Literacy) Units. In interviews, the directors of these units, at least in the urban governorates, presented strong testimony about their commitment to expansion of the program and a sense that they have access to and control of the components necessary to move forward independently.

Likewise, the Social Work Department units in the mudereyas and idaras expressed commitment to the training developed and delivered with the ESP. The professed transformative impact of this training on the social workers themselves has created a sense of professionalism and a demand and commitment to continue, although the energy behind this commitment varies by region. At the same time, the excitement expressed in interviews about the social worker training did not necessarily translate into commitment to training and assisting the BOTs, and the evaluation identified minimal evidence of a structural mechanism to sustain this link.

As discussed above, the PAT as an institution also has a strong role to play in structural sustainability, and the ESP collaborated closely with the PAT to support institutional development and capacity-building. One of the key roles to be assumed by the PAT, which was almost entirely done by the ESP regional offices during the ESP, is that of quality assurance. The validity and effectiveness of the cascade training model requires constant monitoring to ensure that the training being delivered at all levels maintains uniform standards for content and delivery. The interviews in the training units in the mudereyas and idaras gave no indication that they would assume the monitoring role.

Financial

The financial aspect of sustainability is more problematic than the structural, and may merit a more concrete and detailed assessment than was possible in the evaluation. Limited access to funds was mentioned as a constraint in the vast majority of interviews at all levels – the schools, the idaras, and the mudereyas, especially in the questions of continuation of activities after ESP. The ESP supported the training process financially through payments to trainers, provision of per diem and transport for trainers and trainees, acquiring training venues, and printing and distributing materials. Later, the ESP furnished and equipped training centers for certification. It also supported the development of the PAT resource center, and hired outside consultants to work with PAT staff on a variety of activities.

The evaluation team also heard testimony about how individuals volunteered their time to support various activities, and trainers and teachers mentioned buying materials like paper and markers with their own money – because of “patriotism” or belief in the activity. At the same time, particularly the teachers who worked extra unpaid hours with the science clubs and the remedial reading students, or in summer camps at the schools, said that they could not continue this practice indefinitely because of its

impact on their home lives. The ESP was implemented during a time of rapid social change when expectations and energy were high. The interviews suggested that this volunteerism is not sustainable over time and these tasks will have to be compensated to continue.

Additional costs also will be incurred in simply maintaining the foundation that the ESP put in place – to maintain and repair the training centers, reprint existing manuals and workbooks, and train new trainers as the present ones retire. At the local levels, when questioned in the schools, idaras, and mudereyas about how they would manage these costs, the most frequent response referred to the BOTs. In spite of anecdotal reporting of success stories in getting funds from the BOTs, the analysis showed that this is at best an undeveloped source of finance and inherently unsustainable.

Decision-making

The ESP worked within and strengthened the existing organizational structures to build in sustainability of the training process, but it also was implemented during a time of social upheaval when the national centers of decision-making and authority were constantly in flux and particularly weak. The ESP capitalized on this situation by working through the sub-national authorities to act in the interests of their own spheres of control. The program sought and in some cases succeeded in building a sense of ownership and empowerment at the local level. As the social situation stabilizes and the centralized bureaucratic structure is reinforced some of the movement toward decentralization may be challenged. Experience suggests that two possible avenues for this challenge may be financial (budget control) and definition of spheres of authority.

E. LESSONS LEARNED AND RECOMMENDATIONS

Question 6: Based on the evaluation findings, what are the lessons learned from the project's inception to date that USAID should take into consideration in the design of future activities in the area?

The conclusions of the analysis in each section define the primary lessons identified by the evaluation team. Most of these conclusions and lessons recognize the broad satisfaction reported to the evaluation team about the quality and breadth of the training and technical assistance activities of the ESP, and identify unfinished tasks and potential gaps moving forward. The broad recommendations presented here follow from the lessons drawn from the analysis.

RECOMMENDATIONS

1. Future activities should be designed to reinforce the foundation for decentralization that developed under the ESP through support for mudereya- and idara-level decision-making and budget control. (One example might be a focus on idara planning, scheduling, and funding of cadre training for local teachers and social workers.) Likewise, mechanisms should be identified to maintain the local and regional networks that were nourished under the ESP by the ESP

regional offices. (One approach might be to build on the ESP truncated program for local leadership development and training.)

2. In developing an approach to increase the effectiveness of BOTs in school management it is necessary to go beyond the uniform BOT training modules available through the school social workers, and take account of both the idiosyncratic situation of each local board and the need to build a broad cross-cutting base of citizen participation in schools to support the BOT mandate.
   - A comprehensive study on BOTs should be conducted before any further investment. The recommended study should consist of two dimensions: social and economic, as well as attention to women's participation and the community context, especially rural/urban differences.
   - Many BOTs operate independently, within the school. To increase BOT effectiveness in fostering community participation and involvement in the schools, attention should be given to building networks and linkages, both horizontal with peer/neighboring BOTs, and with local NGOs, and vertical with BOTs at the governorate level to provide BOTs with more opportunity to access governorate resources.
   - BOTs require additional capacity-building to effectively understand and carry out their role in school management. In addition to training, capacity-building activities should include: collective workshops at the governorate level that include representatives from different BOTs in the governorate to foster exchange of experiences; national events that promote the role of BOTs in the society and establish for social recognition for this role; exchange visits among BOTs at the local, governorate, and national levels; and a media promotion campaign to raise awareness about community participation in education management in general and school management in particular.

3. The MOE has formally endorsed and expanded the utilization of the ESP core training for ATs (Educational Applications), and the Remedial Reading and Writing activity. In the future, USAID should support formalization of these activities through:
   - Training other school staff and community stakeholders on the remedial reading program especially inspectors, directors, and parents to build community of practice and support around the importance of reading;
   - Seeking to identify reliable mechanisms to ensure that the necessary workbooks and manuals are available to all schools, including those in poor rural areas. An example of a step in this direction would be to work with the idaras to generate a list of potential funding sources and activities to generate funds to share with the idara and school BOTs;
   - Supporting the institutional structures that are in place to ensure on-going review, revision, and updating of the teaching manuals and student workbooks;
   - Collaborating with the MOE in developing online mechanisms to facilitate continued and continuous training of teachers in all cadres, and in promoting online (and in-person) teaching circles for all teachers, including those in remote areas.

4. The Professional Academy for Teachers is a key institution in building a sustainable and transparent structure for teachers' professional development.
   - Assist PAT in incorporating the flexibility in implementation that characterized the ESP to accommodate changes on the ground within its pre-planned objectives by introducing mechanisms that are responsive to national level changes/crisis and allow them to accommodate immediate changes and emerging needs.
   - Assist PAT in creating a business model that can sustain it as a semi-governmental entity.
   - Reinforce the role of PAT in its role of quality assurance of its products, policies, and training management. Provide support to PAT in institutionalizing quality measures for its certification processes. Maintenance of quality should be a component of the certification of renewals for training centers and trainers.

5. Future activities should include a component to study and advise on funding and budgeting to support the maintenance and upgrading of training centers, courses, and materials. Additional attention also should be given to the trainer fee schedules and sources of compensation.

Annexes

ANNEX A. - STATEMENT OF WORK

Education Support Program (ESP) Final Evaluation

Award Title: Education Support Program

Cooperative Agreement: AID-263-A-11-00010

Total - USAID Amount: $18,860,268

Start Date: October 2011

End Date: September 2014

AOR: Hala El Serafy

Evaluation Manager: Marie El Soussy

Partner: Ministry of Education

Implementing Partner: American Institute for Research (AIR)

Governorates of Implementation: Minya, Sohag, Cairo, Alexandria, and Assiut

Background

Over the last 35 years**,** Egypt has made progress in providing access, increasing enrollment and closing the gender gap in basic education. USAID collaborates with the Government of Egypt in developing a learning environment where teachers inspire, students think critically, and communities participate actively in their schools. USAID support for basic education focuses on schools in underprivileged urban areas. Support for higher education includes workforce development and scholarships for undergraduate degrees from universities in Egypt and post-graduate degrees in the U.S.

USAID is improving the efficiency, quality and relevance of Egypt's overall education system to help Egypt be competitive in the global economy. Future support will help facilitate implementation of reforms throughout the country, particularly in professional development and

improved instruction. USAID works with Egyptian Ministry of Education to implement programs by supporting:

- Egypt‘s efforts to improve students’ reading, writing and math skills in early grades and to design and implement effective programs nationally;
- Egypt’s Ministry of Education’s efforts to decentralize the education system in order to strengthen local institutional capacity, increase involvement of the community, enhance accountability and increase performance standards;

Approximately 16 million Egyptian children (roughly 90 percent, nearly half of whom are girls) attend 43,000 public schools. While primary school enrollment is high, and Egypt has reached an acceptable level of first-tier education indicators, Egyptian children are not receiving the quality of education or skills needed to facilitate ongoing learning.

USAID supports reforms to deliver the core skills of reading, math and writing throughout the primary school experience (grades 1 - 4) while strengthening community engagement for accountability and transparency.

Program Description

Since 2011, political events in Egypt have disrupted the public school system. Many of the primary breadwinners in poor families have lost their jobs, which has had a negative impact on their ability to pay for their children’s education. Furthermore, as a result of protests by tens of thousands of part-time assistant teachers, the GOE eventually agreed to hire them as full-time teachers and increase their salaries infusing thousands of underqualified educators into the system.

As a result of the political unrest since late January 2011, the fragility within social and economic systems in Egypt may remain for an extended period of time. The Education Support Program (ESP) was designed to provide immediate support to address emerging educational quality needs during Egypt‘s transition towards democracy.

The Education Support Program (ESP) commenced in October 2011 and is being implemented by the American Institute for Research (AIR), which will conclude its activities in September 2014. ESP focuses on deepening the participation of citizens in their schools at the grassroots level and improving the quality of education, reaching all schools in 260 districts nationwide, through two main components:

- Building the capacity of the Board of Trustees, and the Social Work Departments in the Ministry of Education, in order to become more effective governance bodies, support school improvement, and increase transparency and accountability at the

school level;

- Strengthening the capacity of districts nationwide to build the newly hired Assistant teachers' basic pedagogical skills.

ESP Development Hypothesis

At the request of the Ministry of Education (MOE), ESP is a nationwide project that was designed to provide immediate support to address educational needs during Egypt's transition towards democracy and empower its citizens. One premise behind the design was that if one or two weeks of intensive training is provided to assistant teachers, their teaching practice would improve, and thus they would be able to improve the students' basic reading and writing skills. A second premise was that if training and technical assistance were provided to the MOE's Social Work Departments (SWD), members of the SWD would acquire the skills and knowledge necessary to strengthen the Board of Trustees' (BOTs) capacities through training and technical support.

ESP objectives

ESP supports USAID/Egypt's Assistance Objective 22 to improve access to quality education, since it expands access for vulnerable students in areas that are most affected nationwide by the economic and security crisis in 2011, as a result of the political upheaval across Egypt. A rapid assessment study was conducted by ESP to determine the most affected areas. That report will be provided to the evaluation team prior to their fieldwork.

ESP supports the improvement of instructional methods by providing training for newly hired teachers and members in the Social Work Departments (SWD) in the MOE; who work with the BOTs to strengthen and support their participation in the schools.

ESP Planned Outcomes

- Increase the capacity of the Ministry of Education and Social Work Departments to support the BOTs in dealing with the challenges which face the schools.
- Support districts and BOTs in implementing activities to improve skills of students in upper primary (grade 4 and higher) who have reading and writing difficulties.
- Support districts and BOTs in implementing activities to improve the learning of science.
- Build the capacity of newly-hired Assistant Teachers.
- Build the capacity of training departments at the governorate and district levels to meet teachers' professional development needs.

- Strengthen the capacity of institutional leadership at the district level to plan for and manage contingencies and professional development.
- Support 271 SWD members in order to build the capacity of the BOTs.
- Train 100,000 assistant teachers and 3,000 trainers nationwide.
- Train 25,000 BOTs in effective school governance and support, and the democratic election of BOT members.
- Develop and implement a remedial reading and writing skills program for elementary school students (grades 4-8) who are facing significant learning challenges due to their inability to read.
- Introduce the Science Club initiative for enhancing primary and preparatory students' scientific and critical thinking.
- Provide technical assistance to PAT to establish a website and database for training participants and trainers.
- Establish a Professional Development Certification System for training programs, trainers, reviewers and training centers.
- Develop a leadership skills program for school principals, training all primary school principals in six governorates, preparing trainers in all governorates to expand the provision of the training nationwide.
- Train 3,200 school-based mentors to provide continued support to assistant teachers.
- Support governorate and district level contingency planning committees to plan for addressing serious incidents that might affect schools, students' attendance and learning, in case of disastrous situations.

Implementation Strategies/Approach

- Working through partners, such as the Professional Academy for Teachers (PAT), the Social Work Department (SWD) in the MOE, and the training departments at the central and local levels to ensure that program interventions are sustained.
- Building capacity at the local level through training of master trainers and involving local leaders in planning and implementation of activities.
- Building on USAID earlier investments in developing training materials and activities.
- Adopting innovative non-traditional training strategies to increase efficiency and effectiveness.
- Linking leadership capacity-building activities with real school level problems.
- Adapting the cascade model (training-of-trainers).

Project Modification

In 2012, a modification of the cooperative agreement resulted in the inclusion of remedial reading and writing activities in response to a need expressed by the MOE and evidenced by poor Early Grade Reading Assessment (EGRA) scores in the Arabic language in 2009. In early 2013, ESP administered a screening test for reading that independently confirmed the 2009 results.

As a result, ESP began implementing remedial reading and writing activities specifically targeting fourth and fifth grade struggling readers, as they were at high risk for falling behind in their studies, losing motivation, and dropping out of school.

In the beginning stages of the intervention, ESP worked with the MOE and local education stakeholders to identify schools with the lowest reading scores in the various Egyptian governorates (and specifically a cross-section of districts within those governorates). ESP selected teachers who were interested in having their schools participate in the activities and motivated to implement additional interventions. In total, 75 schools were selected throughout multiple districts in five governorates: Minya, Sohag, Cairo, Alexandria and Assiut.

The science clubs were added to ESP on October 18, 2012. ESP developed and piloted a model of community supported Science Clubs that aim to improve students' scientific inquiry and higher thinking skills. Presently, 3000 students (boys-girls) from grade 5 through grade 9 in 140 schools in 20 districts are participation. Each club has 20-25 students working in groups under the supervision of the teacher. Any student can join regardless of his/her grade level.

Lastly, the Mission has approved a no-cost extension of ESP from September 2014 to February 2015. The no- cost extension was approved to compensate for the time lost due to the project wind up plan and allow the ESP to complete all originally-planned activities and targets.

Evaluation Purpose

This is a final performance evaluation and its purpose is to:
1. Review, analyze, and evaluate the effectiveness of USAID-funded ESP activities in achieving program objectives and completing deliverables.

2. Provide specific recommendations and lessons learned to ensure that future funding for capacity building in the areas for BOTs, teacher training, and remedial reading, and are directed to activities that have the highest potential to achieve improved and sustainable results.

Audience and Intended Users

The audience for the evaluation will be the Ministry of Education, USAID/Egypt Mission, specifically the education team, and USAID/Washington. The evaluation results will be shared with the Ministry of Education, as well as other stakeholders, other donors, UN agencies, and education NGOs in a workshop setting. The Report should be made accessible to the public via USAID's Development Experience Clearinghouse (DEC), within three months of report completion.

The evaluation will answer the following questions:

- To what extent has the project been able to achieve its planned overall objectives?
- To what extent has BOT participation increased, in terms of effective school management ?
- To what extent have students' reading skills improved?
- How has teacher performance changed?
- To what extent are the project's achievements and results sustainable?
- Based on the evaluation findings, what are the lessons learned from the project's inception to date that USAID should take into consideration in the design of future activities in this area?

Evaluation Design and Methodology

This evaluation is intended to focus on how ESP has achieved its objectives. It will evaluate how the award has been implemented, what it has achieved, whether expected results have occurred according to the award's design and in relation to the development hypothesis, and how activities are perceived, valued, and sustained.

The evaluation should then provide specific recommendations and lessons learned to ensure that future funding for capacity-building for BOTs and teacher training, remedial reading, and science clubs are directed to activities that have the highest potential to achieve improved and sustainable results.

The evaluation must follow the USAID Evaluation Policy of January 2011 (**http://transition.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf)**

The Evaluation Team should consider a range of possible methods and approaches for collecting and analyzing the information which is required to assess the evaluation objectives. The evaluation team shall share data collection tools with USAID for review, feedback and/or discussion with sufficient time for USAID's review before they are applied in the field.

The data collection methodology will include a mix of tools appropriate to the evaluation's questions. These tools will include a combination of document review, in-depth interview with the key informants, and focus group discussions. Since the project is nationwide, the evaluation team will conduct site visits to Minya, Sohag, Cairo, Alexandria, and Assiut, The rationale for selecting these governorates is that they have received both the ESP trainings and the remedial reading activity.

It is expected that the evaluation team will identify a teacher's comparison group for the focus group discussion to compare teachers who received training with those who did not receive

training. Additionally, the team will review the Standardized Classroom Observation Protocol for Egypt (SCOPE) and the Board of Trustees Assessment Tool (BOTAT) used by the project evaluators together with the results from April 2014 assessment to assess the effectiveness of Assistant teachers' and board of trustees' training.

The evaluation team is expected to identify a comparison group for the focus group discussion to compare members of BOTs who received training and capacity building with those who did not receive training; results should be disaggregated by gender. The evaluation team will conduct structured observations to assess students' performance and will conduct a desk review of the results of the remedial reading assessment report. Moreover, the evaluation team will need to provide a methodology for answering each evaluation question. Evaluators will use a mix of quantitative and qualitative data collection and analysis methods.

Interviews and Site Visits

The Evaluation Team will conduct in-depth interviews and focus group discussions, at a minimum, with the following organizations/staff:

- Professional Academy for Teachers (PAT).
- Social Work Department in the MOE.
- American Institute for Research (AIR)
- Teachers who received training & their supervisors.
- Teachers that did not receive training.
- Boards of Trustees.
- USAID/AOR.
- Supervisors who conducted the internal evaluation.
- Ministry of Education staff.
- Project Staff

As per the evaluation policy, there will be a USAID team member as part of the evaluation team but s/he will not attend the interviews in order to maintain the integrity of the evaluation. The role of the USAID team member will be approving the work plan submitted by the evaluators. S/he will assist in setting up appointments with MOE officials, as well as provide the evaluation team with a list of stakeholder contacts.

The evaluation team will provide a more detailed explanation of the proposed methodology for the collection of data and analyses method. The team will stay in Egypt for five weeks (a six day work week is authorized). As part of their planning, the evaluation team will submit the schedule for field visits. A logistics coordinator will be responsible for travel-related logistics and will provide administrative support to the evaluation team members.

Relevant documentation

The evaluation team should consult a broad range of background sources including project documents and other relevant materials.

USAID and the ESP team will provide the evaluation team with a package of background materials prior to the team's arrival in Egypt:

- Program design documents and modification.
- Annual reports.
- Quarterly reports.
- Remedial reading initial impact results (2013)
- Performance Management Plan updated report.
- Internal evaluation report (April2014)
- SCOPE results (the tool for assessing teacher training).
- BOTAT results (the tool for assessing Boards of Trustees' training).
- Cooperative Agreement.
- Audit findings of the USAID/ Egypt's Education Support Program.
- List of beneficiaries and contact information for key informants.
- Rapid Assessment Study, conducted for the most affected areas nationwide.

Data Limitation, Quality and Analysis

The evaluators may face some data limitation which will be considered by the USAID education office. For example, there is no baseline data for the project. USAID expects that all issues affecting validity be discussed and documented during evaluation planning. Measures to mitigate these issues will be addressed with all team members and USAID in the implementation phase and detailed in the final report. Another limitation is that the results framework for the project was not developed at the project design phase. The evaluation team shall ensure that the data
they collect clearly and adequately represents answers to the evaluation questions, sufficiently precise to present a fair picture of performance, and at an appropriate level of detail

Prior to the start of data collection, the evaluation team will develop and present, for USAID/Egypt review and approval, a data analysis plan which will emphasize the unit of analysis; for example, the BOT members, the teachers and the students. The unit of analysis will also be disaggregated by gender. The evaluation team will explain how focus group interviews will be transcribed and analyzed, how the qualitative data from the focus group discussions and in-depth interviews with the key informants and other stakeholders will be integrated with

quantitative data from the different relevant documents to reach conclusions about the effectiveness of the ESP program.

Team Composition and roles

The evaluation team will be composed of a team leader, three technical members and a logistics coordinator. Team member qualifications include:

Team Leader: A senior international consultant with 10 years' experience in conducting evaluations for basic education activities. S/he should also have a minimum of 5 years in leading evaluation teams, interpersonal relations and writing skills.

Team Members (3): A mix of senior and mid-level consultants, one international and two local consultants with a minimum of 5 years' experience in monitoring and evaluating or designing education projects, with strong writing skills, excellent understanding of the Egyptian public education system, as well as USAID programs.

Logistics Coordinator: Three (3) to five (5) years' experience in handling travel-related logistics and providing administrative support.

The Team Leader will

- Finalize and negotiate with USAID/Egypt the evaluation work plan;
- Establish evaluation team roles, responsibilities, and tasks;
- Facilitate the team planning meeting (TPM)
- Ensure that the logistics arrangements in the field are complete;
- Manage team coordination meetings in-country and ensure that team members are working to schedule;
- Coordinate the process of assembling individual input/findings for the evaluation report and finalizing the evaluation report;
- Lead the preparation and presentation of key evaluation findings and recommendations to USAID/Egypt team prior to departing Egypt.

The Team Members will coordinate in

- Designing the evaluation plan.
- Developing a data collection plan.
- Conducting field visits, surveys, and interviews.
- Collecting the data.
- Recording and summarizing the data.

- Analyzing the data collected.
- Preparing reports and presentations for discussing the findings.

The Logistics Coordinator will

- Handle travel related logistics and provide administrative support to the evaluation team members.
- Be responsible for setting up meetings with USAID and stakeholders.

Deliverables:

- **Team Planning Meeting**: A team planning meeting will be held in Egypt at the outset of the evaluation. This meeting will allow USAID/Egypt to discuss the purpose, expectations, and agenda of the assignment with the Evaluation team. In addition, the team will:

- Clarify team members' roles and responsibilities
- Review and develop final evaluation questions
- Review and finalize the assignment timeline and share with USAID/Egypt
- Present and discuss data collection methods, instruments, tools and guidelines
- Review and clarify any logistical and administrative procedures for the assignment.

Work Plan: In the planning meeting, the team will discuss a detailed work plan which should be prepared by the team prior to the meeting. The work plan should include the methodologies to be used in the evaluation, timeline and detailed Gantt chart. The work plan will be submitted to the ESP AOR and the Evaluation Manager at USAID/Egypt for approval.

A detailed methodology and data analysis plan (evaluation design, data analysis steps and details, operational work plan) will be prepared by the team and discussed with the USAID during the planning meeting.

Upon arrival, USAID will provide the Evaluation Team with a stakeholder analysis that includes an initial list of interviewees, from which the Evaluation Team can work to create a more comprehensive list. Prior to starting data collection, the Evaluation Team will provide USAID with a list of interviewees and a schedule for conducting the interviews.

Debriefings: The team will present the major findings of the evaluation to USAID/Egypt. The debriefing will include a discussion of achievements and issues as well as recommendations for the future activity design and implementation. The team will consider USAID/Egypt comments and revise the draft report accordingly.

The team will then present their major findings to the Ministry of Education and they will consider the MOE's comments and present a revised draft.

Draft evaluation report: A draft report of the findings and recommendations should be submitted to the USAID Evaluation Program Manager prior to the Team's departure from Egypt. USAID will provide written comments on the draft report within 10 working days of receiving the document.

Final Report: The Evaluation Team will submit a final report that incorporates responses to Mission comments and suggestions. This report should not exceed 30 pages in length (not including appendices, lists of contacts, etc.). The format will include an executive summary, table of contents, glossary, methodology, findings, and conclusions. The report will be submitted in English, electronically, and will be disseminated within USAID, project stakeholders, and the DEC according to the dissemination plan developed by USAID. The Executive Summary of the Report will be translated into Arabic and submitted within 30 days after the final report is submitted.

At the time of submission the final report, the survey instruments, interviews and data sets should be submitted on a flash drive to the evaluation program manager.

Expanded Executive Summary: The team will submit an expanded executive summary to accompany the final report that will include a background summary on the evaluation purpose and methodology, and an overview of the main data points, findings, and conclusions. The expanded executive summary should be easy to read for wide distribution to local audiences. The expanded executive summary will be submitted in English and Arabic, in hard copy and electronically. The report will be disseminated within USAID and to stakeholders according to the dissemination plan.

Reporting Guidelines

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.

- The report should include the evaluation Scope of Work as an annex. All modifications, whether in technical requirements, evaluation questions, evaluation team composition, methodology, budget, or timeline need to be agreed upon in writing by the AOR.

- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.

- Evaluation findings will assess outcomes of the trainings on the ATs and BOTs.

- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.) and what is being done to mitigate the threats to validity.

- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.

- Sources of information need to be properly identified and listed in an annex.

- Recommendations need to be supported by a specific set of findings.

- Recommendations should be action-oriented – organized according to whether recommendations are short-term or long-term, practical, and specific, with defined responsibility for the action.

The final report will be reviewed using the Checklist for Assessing USAID Evaluation Reports **(http://www.usaid.gov/policy/evalweb/evaluation_resources.html).**

Evaluation report requirements:

The format for the evaluation report is as follows:

1. **Executive Summary**—concisely state the key findings;
2. **Table of Contents**
3. **Introduction**—purpose, audience, and summary of task;
4. **Background**—brief overview of the ESP program in Egypt, USAID program strategy and activities implemented in response to the problem, brief description of ESP projects/components, purpose of the evaluation;
5. **Methodology**—describe evaluation methods, including threats to validity, constraints and gaps;
6. **Findings/Conclusions**—based on the evaluation questions; also include data quality and reporting system that should present verification of spot checks, issues, and outcomes;
7. **Challenges**—provide a list of key technical and/or administrative, if any;
8. **References** (including bibliographical documentation, meetings, interviews and focus group discussions);
9. **Annexes**—annexes that document the evaluation methods, schedules, evaluation scope of work, interview lists and tables— should be succinct, pertinent and readable.

Timeline/Deliverables:

1. **Work Plan Discussion and submission:** 2 days after the team's arrival to Egypt.
2. **Evaluation design:** 2 days after the team's arrival to Egypt.
3. **Methodology Plan:** 2 days after the team's arrival to Egypt.
4. **Draft report:** Prior to the team's departure from Cairo.
5. **Evaluation Data:** Prior to the team's departure from Cairo.
6. **Inbreifs with USAID and MOE:** Prior to the team's departure from Cairo.
7. **Final report:** 3 weeks after the USAID provides feedback on draft report

ANNEX B. - PERSONS INTERVIEWED

Name (First, Last)	Type	Institution	Governorate	Date
Ahmed Anas	ESP- Regional Director	ESP	Qena- Upper Egypt	12/30/2014
Samir Fadel	ESP-Regional Director	ESP	Cairo- Urban	12/30/2014
Yaser Youssef	ESP- Technical	ESP	Cairo	2/8/2015
Hala EL Serafy	ESP- AOR	USAID	Cairo	2/9/2015
PAT- Leadership	PAT	PAT	Cairo	2/12/2015
Mamdouh Fadil	COP	ESP	Cairo	2/18/2015
Dr. Ramadan Hassan	Undersecretary	MOE- Minya	Minya	2/15/2015
Waleed Mohammad Fayek Thabet Merry Hanna Dr. Eman Hassan	Trainers	MOE- Minya	Minya	2/15/2015
Ahmad El-Sayed Essam Abd-El-Hafeez Saber Fakhry	Training Unit	MOE-Minya	Minya	2/15/2015
Manal Abd-El-Mon'em Eshaq Nikola Mostafa Al-Ansary	SWD	MOE-Minya	Minya	2/15/2015
Ahmad Kilany Mahmoud Salama El-Sayed Mohammad Mohammad Othman Somaiya El-Badry Badreiya Nageh	BOT- School 1	Al-Qays 1 B	Minya	2/16/2015
Hassan Hussein Eman Abd-El-Fattah Sahar Qurany Fayza Farag	Teachers (RR/ AT)	Al-Qays 1 B	Minya	2/16/2015
Mamdouh Ebrahim	Mentors	Al-Qays 1 B	Minya	2/16/2015

Salah Abd-El-Hameed	Non ESP Teachers	Al-Qays 1 B	Minya	2/16/2015
Essam Aswa	Director	Al-Qays 1 B	Minya	2/16/2015
Abd-El-Badee' El-Ashry	Resource Center	Resource Center	Minya	2/16/2015
Abdo Lotfy Moftah Eawzy Emam Hossny	Reading Unit	MOE-Minya	Minya	2/17/2015
Ahmad Sawy Mahdy Mohammad Mekhael Labeeb Hatem Gaber Eid Mohammad (Non ESP BOT of Sakyet Dakouf)	ESP, Non ESP BOT	Mogamma' Estal	Minya	2/17/2015
Ahmad Sawy	Director	Mogamma' Estal	Minya	2/17/2015
<u>ESP ATs:</u> Mahmoud Mostafa Fathy Bastawy Mona Ramadan Omaima Ibrahim <u>Non ESP ATs:</u> Ali Fo'add Adb-El-Mon'em Khaled	ESP and non ESP ATs	Mogamma' Estal	Minya	2/17/2015
Ibrahim Abo-Bakr Magdy Ahmad	Mentors	Mogamma' Estal	Minya	2/17/2015
Abd-El-Fattah Abo Shama	Undersecretary	MOE-Assiut	Assiut	2/18/2015
Amal Qamar Mohammad Mahmoud	Trainers	MOE-Assiut	Assiut	2/18/2015
Samir Lotfy	Head- SWD	MOE-Assiut	Assiut	2/18/2015
Trainers-AT: Mostafa Gaweesh Ghada Hamed Trainers-BOT: Aiman Abd-Allah	Trainers- AT, BOT	MOE-Assiut	Assiut	2/18/2015

Yasser Fathy				
Badry Dowainy	Director	Al-Re'ay Al-Motakamla	Assiut	2/19/2015
Dalal Mostafa Azza Hamdy Sara Hossny Shaima' Ahmad	Teachers	Al-Re'ay Al-Motakamla	Assiut	2/19/2015
Sabah Ahmad Madeeha Bakr Atef Zaker Mohammad El-Ashwal Mohammad Hammam Shawky Hassan Laila Mohammad Suzan Shaker Mohammad Abbass	BOT	Al-Re'ay Al-Motakamla	Assiut	2/19/2015
Safwat Gendy	Director	Ali Ebn-Abi-Taleb	Assiut	2/19/2015
Ali Othman Ahmad Mahmoud Ismael Khaleel Nermine Abdo Ahmad Farag	BOT	Ali Ebn-Abi-Taleb	Assiut	2/19/2015
ESP ATs: Rehab Ibrahim Tamany Amer Wafa' Hussain Non ESP AT: Soha Helmy	AT - ESP/ non ESP	Ali Ebn-Abi-Taleb	Assiut	2/19/2015
Sahar Mos'ad	Mentors	Ali Ebn-Abi-Taleb	Assiut	2/19/2015
Abd-El-Azeez Ateya	Undersecretary	MOE- Sohag	Sohag	2/22/2015
Youhanna Ya'koub	Master Trainer	MOE- Sohag	Sohag	2/22/2015
Ahmad Farghal Khaled Gelany	AT Trainers	MOE- Sohag	Sohag	2/22/2015

Abd-El-Mohsen Mandour Ahmad Hashem Ahmad Ismael	Reading Unit	MOE- Sohag	Sohag	2/22/2015
Yasser Amin	Principal/ Director	Gezeeret Mahrous	Sohag	2/23/2015
Yasser Amin Ali Mahmoud Mahrous Mohammad Mahrous Ali Ahmad Mahrous Abo-Bakr Abdo Mohammad Fahmy Abd-El-Hameed Ibrahim Essam El-Deen Khaled	BOT	Gezeeret Mahrous	Sohag	2/23/2015
Khalaf El-Sayed Naser Ameen El-Kazzafy Ahmad	Mentors	Gezeeret Mahrous	Sohag	2/23/2015
ESP ATs: Eman Ramadan Hassan Mahmoud Non ESP AT: Dhoha Mahmoud	ESP/ non ESP ATs	Gezeeret Mahrous	Sohag	2/23/2015
Eveline Ezzat Sayed Abo-El-Magd Mervat Rezk Waleed Mohammad	BOT Trainers	MOE-Sohag	Sohag	2/23/2015
Gamal Abo-El-Mawaheb	Principal/ Director	Abd-El-Hammed El-Ramly	Sohag	2/24/2015
Ahmad Hamza Ahmad Ibrahim Shaker Ali Abd-El-Nasser Abdeen Nashed Gad Mohammad Abd-El-Rahman	ESP BOT	Abd-El-Hammed El-Ramly	Sohag	2/24/2015

Wa'el Shamrookh Afaf El-Samman Gorgett Bolos				
Azza Ali Karam Ameen Ahmad Hamed Emad Abd-El-Mageed Essam Ameer Ahmad Mahmoud	Non ESP BOT	Salah Salem (Prep)	Sohag	2/24/2015

Location and Name of Person	Institution or Organization	Title of Position	Notes
General Offices in Cairo Govenorate			
Dr. Hassan Gawish	PAT	Director of the General Dpt of Qualification and Promotion	
Dr. Alaa Sabra	PAT	Director of the General Dpt of Quality and Accreditaion of Training System	
Enas Labib	PAT	Secretary General	
Berlanty Magdy	PAT	Officer in Charge of PAT Governorate Branches	
Dr. Enas Sobhy	PAT	Director ICT	

Dr. Magdy Amin	PAT	Ex-Director, PAT	
Alexandria Governorate			
Fayza Abdel Hameed El Shenawy	Ebdu Mabrouk School	Trainer	Certified Trainer
Asmaa Mostafa Mostafa	Montazah Idara	Master Trainer	Certified Trainer
Rehab Sabry Ghazy	Montazah Idara	Manager Remedial Reading Unit	RR
Sabah Gad Karim Semry	Montazah Idara	Manager Remedial Reading Department	RR
Ghada Sobhy Youssef Mohamad	East Alex Idara	Quality Control in Charge	Certified Trainer
Nelly Fouad Mahmoud	East Alex Idara	Manager Remedial Reading Unit	RR
Mohamad Mohamad Mostafa El Hennawy	West Alex, Idara	Director of Training Centre	Certified Trainer
Samia Gamal Hashem	Idara (Middle Alex)	Manager of Social Working Office	BOT
Samar Mohamad Nagui Mohamad	Idara (Middle Alex)	Social Worker	Certified Trainer
Saeed Kamel Youssef	Idara (Middle Alex)	Manager Training Department	
Ghareeb Fahmy Masoud	Idara (Middle Alex)	Mentor	Certified Trainer
Hasnaa Mostafa	Idara (Middle Alex)	Social Worker	BOT

Mohamad Hassan Mahmoud Khalil	Alex Educatioanl Modireya	Master Trainer	Master Trainer
Mogeda Ibrahim Sayed El Wazeer	Erfan School	Manager Preparatory School	
Fath Mohamad Samone	Erfan School	French Teacher	AT
Eman Ghoneim	Erfan School	Educational Supervisor	SC Club
Ashraf Abdel Meguid Mohamad El Masry	Erfan School	Council Head	BOT
Gamal Mohamad Attia	Erfan School	School Principal	BOT
Samia Abdel Aleem Mahmoud	Erfan School	BOT	BOT
Fayza Niham Samaan Abdel Messih	Erfan School	Social worker	BOT
Jehan Mahmoud El Sayed	Erfan School	Master Teacher	BOT
Ragab Shaaban Mohamad Aly	Erfan School	Marine Engineer	
Ramadan Kamal Mohamad El Sawy	Erfan School		
Bassant Farouk Mohamad Salem	Al Zahraa School	Master Teacher	
Jehan Ismaeel Sedky	Moharam Bey School	School Principal	
Ibtissam Abdel Kader	Moharam Bey School	Teacher	AT
Nevine Maarouf Mohamad	Moharam Bey School	Teacher	AT

Hisham Mohamad Mahmoud	Moharam Bey School	Master Teacher	AT
Youssef Hamad Ibrahim	Moharam Bey School	Master Teacher	AT
Aly Mohamad Mohamad El Barbary	Moharam Bey School	Teacher	AT
Emad El Dine Abdel Latif Abdel Ghani	Moharam Bey School	Teacher	RR
Mariam Iskandar Edward	Moharam Bey School	TA	
Nourhan Mohamad Ragab Mohamad Helal	Moharam Bey School	TA	
Atef Abdel Hameed Ibrahim	Moharam Bey School	Master Teacher	
Ahmad Mohamad Ibrahim El Leithy	Mansour Hussein School	Master Teacher	RR
Doha Mohamad Soliman Abdel Hafez	Mansour Hussein School	Master Teacher	RR
Fayrouz Ezzat Mohamad	Mansour Hussein School	teacher	RR
El Sayed Mahmoud sayed Ahmad	Mansour Hussein School	Master Teacher	RR
Sayed Ahmad Jelan	Mansour Hussein School	Council Head	RR
Soraya Beshir Mahmoud	Mansour Hussein School	Council Member	
Ibrahim Mostafa Mohamad El Labany	Mansour Hussein School	Financial Controller	BOT
Mona Mohamad Soliman Abdel Hafez	Mansour Hussein School	Master Teacher	

Sagda Ibrahim El Sayed	Mansour Hussein School	Social Worker	RR
Alaa El Dine Mostafa Mohamad Mohamad Shalaby	Alex Educational Modireya	Social Workers Department Head	
Cairo Governorate			
Mohamad Shaaban Mohamad	Idara (El Zawya)	Supervisor Social Studies	
Mohamad Ahmad Mohamad	East Nasr City Idara	Supervisor Social Work	
Dalia Mohamad Adnan Naguib	Idara (East Nasr City)	Supervisor Social Studies	
Mohamad Ahmad Mohamad Kassab	Idara (East Nasr City)	Supervisor Social Studies	
Yvetter Malak Kaldas	Idara (Helwan)	Social Worker	
Marwa Abdel Samei	Al Farouk School	Assistant Teacher	AT
Amal Soliman Abdel Latif	Al Farouk School	BOT Al-Farouk School	BOT
Soheir Zaki Riad	Al Farouk School	BOT Al-Farouk School	BOT
Waheed Rushdy Hamad	Al Farouk School	BOT Al-Farouk School	AT
Nabeya Abdel Aati Aly	Al Farouk School	BOT Al-Farouk School	
Dalia Yehya Farid	Al Farouk School	BOT Al-Farouk School, Sc Club & AT	SC Club
Soheir Abdel Messih Makeen	Al Farouk School	BOT Al-Farouk School, Sc Club	SC Club

Madiha Talaat Soliman	Al Farouk School	BOT Al-Farouk School, Sc Club	SC Club
Medhat Mohamad Fathy Nassar	Al Farouk School	School Principal	
Amira Aly Mohamad	Talaat Harb School	Sc Club Parent	SC Club
Sherine Abdel Aziz	Talaat Harb School	Sc Club Parent	SC Club
Mona Seoudy	Talaat Harb School	Sc Club Parent	SC Club
Rania Zaky Abdel Rahman	Talaat Harb School	BOT Talaat Harb School, Sc Club Parent	BOT, SC Club
Nawal Abdel Rahman	Talaat Harb School	Sc Club Parent, BOT Talaat Harb School	SC Club
Ehab Mahmoud Abdel Azim	Talaat Harb School	Sc Club Parent	SC Club
Heba Yehya Youssef	Talaat Harb School	Sc Club Teacher	SC Club
Elham Karam Gadallah	Talaat Harb School	Sc Club Teacher	SC Club
Hoda Sayed Gomaa	Talaat Harb School	Sc Club supervisor	SC Club
Dalal Gamal El Dine Ibrahim	Talaat Harb School	Sc Club supervisor	SC Club
Maha Lotfy Mohamad	Talaat Harb School	BOT Talaat Harb School	BOT
Karima Abdel Salam Mohamad	Talaat Harb School	BOT Talaat Harb School	BOT
Ibrahim Mohamad Mohamad Ibrahim	Talaat Harb School	BOT Talaat Harb School	BOT

Sarah Talaat Abdel Latif	Talaat Harb School	Teacher - KG	AT
Hamed Hassan Mohamad	Talaat Harb School	First Teacher Arabic Language	RR
Doaa El Sayed Abdel Rahman	Talaat Harb School	Assistant Teacher	RR
Maysa Mohamad Fouad	Talaat Harb School	First Teacher Arabic Language	RR
Moataz Ghanem Salah	Talaat Harb School	Assistant Teacher	AT
Mohamad Rashad Metwally	El Zawia El Hamra School	Principal	
Mr. Ashraf	El Zawia El Hamra School	Deputy Principal	
Sayed Mohamad Atta	El Zawia El Hamra School	Financial Controller - BOT	
Abdel Nasser Mohamad	El Zawia El Hamra School	Head of BOT	
Nefissa Meghawry	El Zawia El Hamra School	Secretary BOT	
Abdallah Ibrahim Abdel Samei	El Zawia El Hamra School	Computer Teacher	AT
Eman Sayed El Toukhy	El Zawia El Hamra School	Supervisor Arabic Language	Mentor
Hala Sayed Mohamad	El Zawia El Hamra School	Teacher Arabic Language	AT
Khaled El Sayed Abdel Aziz	El Zawia El Hamra School	Supervisor Arabic Language	Mentor-AT
Mohamad Mosaad Aly	El Zawia El Hamra School	Teacher Arabic Language	AT

Atef Mohamad El Sayed	Mahmasha School BOT	Member of the BOT	
Mr. Sayed Omar Hameed	Mahmasha School	First Teacher Arabic Language	
Mr. Yasser	Mahmasha School	Teacher Arabic Language	AT
Zeinat Mohamad Abdel Aziz	Mahmasha School	Social Worker	AT
Samira TalaatOsman	Mahmasha School	Member of the BOT	ARB
Saeed Mohamed Tawfik	Mahmasha School BOT	Head of BOT	
Samy Abdel Aziz Al Husseiny	Mahmasha School BOT	Member of the BOT	
Nasser Ibrahim Abd Rabo	Mahmasha School BOT	Member of the BOT	
Khaled Mohamad abdel Wahab	Mahmasha School BOT	Member of the BOT	
Lamal Mohamad Abdel Wahab	Mahmasha School BOT	Member of the BOT	
Mohamad Kamel Abdel Mohsen	Mahmasha School BOT	Member of the BOT	
Zeinab Mohamed Abdel Fattah	Educational Directorate (Modireya)	General Supervisor Social Studies	Mentor
Soheir Mohamad Hassan	Matareya Training Centre	Master Trainer	Master Trainer
Essam Mohamad Aly Shawky	Matareya Training Centre	Manager Preparatory Education	
Mahmoud Abdel Ghani	Ibn Khaldoon School	Council Member	BOT

Dr. Abdel Fattah Abdel Raouf El Koweie	Ibn Khaldoon School	Councel Member	BOT
alaa Abdel Hakim Abdel Khalek	Ibn Khaldoon School	Council Member	BOT
Sherif Abdel Moety Mohamad	Ibn Khaldoon School	Council Member	BOT
Mona Mostafa El Khaleegy	Ibn Khaldoon School	School Principal	
Amal Mohamad Amin Mahmoud	Ibn Khaldoon School	Master Teacher	
Faten Mohamad Thabet Aly	Ibn Khaldoon School	Master Teacher	
Mona Mohamad Fawzy Nassar	Ibn Khaldoon School	Social Worker	
El Sayed Kamel Abdel Maksoud	Ibn Khaldoon School	Accountant	BOT
Rania Abdel Kader Abu Zeid El Henawy	Ibn Khaldoon School	Teacher	AT
Magdy William Sergah Khalil	Ibn Sina A School	School Principal	
Sally Salah Abdel Aati	Ibn Sina A School	TA	AT
Engy Refaat Mohamad Elwan	Ibn Sina A School	Teacher	AT
Mina Samir Shafik	Ibn Sina A School	Teacher	AT
Mahmoud El Sayed Mohamad Zahran	Ibn Sina A School	Master Teacher	RR
Heba Mohamad Hassan Mahgoub	Ibn Sina A School	Master Teacher	RR

Dina Mohamad Hassan Abdel Kader	Ibn Sina A School	Teacher	RR
Fawzya abdel Rehim Kandil	Ibn Sina A School	Council Member	BOT
Ahmad Abdel Aziz Hassan	Ibn Sina A School	Council Member	BOT
Amal Abbas Ibrahim	Ibn Sina A School	Council Head	BOT
Mervat Mostafa Mohamad Aly	Ibn Sina A School	Social Worker	BOT
Ashraf Abdel Hamid Bassiouny Ghoneim	Mansour School	School Principal	
Dr. Othman	Cairo Educational Modireya	Director of Training Departement	AT
Mr. Radwan	Cairo Educational Modireya	Director of Remedial Reading	
Mr. Radwan	Cairo Educational Modireya	Manager Remedial ReadingUnit	
Wafaa Gad Abu El Yazid	Cairo Educational Modireya	Master Teacher	RR
Hoda Ibrahim Ahmad Gaafar	Cairo Educational Modireya	Master Teacher	RR
Hanan Ahmad Mohamad Abu Dina	Cairo Educational Modireya	Master Teacher	RR

ANNEX C. - DOCUMENTS CONSULTED

AIR (2015) ESP 15- Month Performance Report Oct. 2013- Dec. 2014

AIR (2014). Response to the Inspector General's Recommendation: Assessment of the Impact of USAID-Funded Education Support Program.

ESP (2013). Design, Implementation and Initial Results of Remedial Reading Activities in Egypt.

ESP (2014). Design, Implementation and Final Results of Remedial Reading Activities in Egypt.

ESP (2011). Quarterly Performance Report No. 1.

ESP (2012). Quarterly Performance Report No. 3.

ESP (2012). Quarterly Performance Report No. 4.

ESP (2012). Quarterly Performance Report No. 5.

ESP (2013) Quarterly Performance Report No. 6.

ESP (2013). Quarterly Performance Report No. 7.

ESP (2013). Quarterly Performance Report No. 9.

ESP (2014). Quarterly Performance Report No. 12.

ESP (2012). Annual Report 1.

ESP (2013). Annual Report 2.

ESP (2015). 15-Month Performance Report, October 2013 – December 2014.

ESP (2012). Rapid Assessment Study Boards of Trustees and Assistant Teachers Data Analysis Report.

OIG (2013). Audit of USAID/Egypt's Education Support Program.

USAID (2012). Modification of Assistance.

USAID (2011). Cooperative Agreement No. AID-263-A-11-00010

ANNEX D. - DETAILED METHODOLOGY AND DATA COLLECTION INSTRUMENTS

The basic components of the methodology utilized in the evaluation are described in Section II of the report. The three data types and sources – (1) project documentation, monitoring files, and summary reports and assessments; (2) qualitative individual and group interviews, and focus groups with implementers, partners, stakeholders, and beneficiaries; and, (3) two quantitative databases (classroom observation and a teacher survey) generated by the evaluation team – were utilized to varying degrees in response to the six evaluation questions. Given the significant limitations of the methodology, also described in Section II, the analytic process of triangulation and cross-verification of the findings was critical. The team's confidence in the findings that are reported is bolstered by the fact that in no case did the various information sources produce aberrant or contradictory pictures of processes and outcomes.

Field Interviews and Focus Groups

Qualitative data collection through face-to-face interviews was organized around a sample of schools in two districts of each of the five governorates specified for the evaluation. Utilizing the ESP monitoring files of teachers trained and locations of the two principal school-based programs, remedial reading classes and scientific research clubs, the evaluation team developed a list of potential primary schools (and a limited number of preparatory schools) to be included in the fieldwork. The team contracted a field coordinator in each governorate who had previously worked with the ESP and was knowledgeable about the districts and schools in the governorate, as well the officials in the MOE governorate and district offices who granted permission to enter the schools and conduct interviews. The coordinators made the final selection of schools from the initial list based on accessibility and receptivity to participation in the evaluation. The final sample of 16 schools was therefore purposive both to accommodate the tight schedule of the evaluation fieldwork and to ensure inclusion of the essential elements to be covered in the evaluation.

In addition to the interviews in each school with the director, ESP-trained and non-ESP ATs, supervisors and mentors, and remedial reading teachers (as appropriate) and science club coordinators (as appropriate), and the focus group discussion with the school BOT, the team also interviewed MOE officials, and representatives of the social work department, and training and reading units in the mudereyas and idaras where the 16 schools were located.

Two additional points are important about the collection of the qualitative data in the field. Although the coordinators previously worked with the ESP and therefore might have introduced a potential bias into the sample selection, the added value of their knowledge of the local system and access to the schools and the officials, in the judgement of the evaluation team far out-weighed the risk of bias in this evaluation. Essentially, it would have been impossible to complete the fieldwork in the time permitted without the assistance of the coordinators. In addition, the coordinators organized the collection of the quantitative data in the governorates for the classroom observation and the teacher survey.

The second point is that the implementation of the ESP was carried out on the governorate and district level rather than by school. For the sake of efficiency, the evaluation team identified the teachers, directors, and BOTs to be interviewed within specific schools but these 16 schools were in no sense

"ESP schools." The ATs who received training were drawn from the entire governorate and teachers that had received training and those that had not were present in the same schools. The coordinators also arranged the focus groups with the BOTs on the basis of the schools visited, for convenience. There was no necessary relationship between these particular schools and whether the BOTs had been exposed to the ESP BOT training, which was administered separately from the schools through the Department of Social Work, at the idara level.

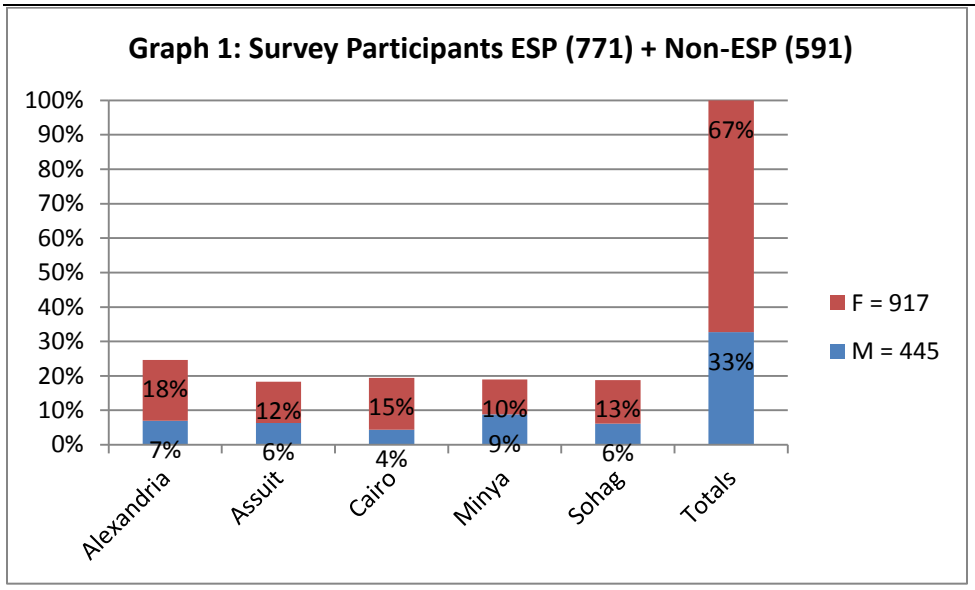
Classroom Observation

Formal classroom observations were carried out in 120 classrooms, 60 in the classrooms of teachers who had received the ESP training for ATs, and 60 in the classrooms of teachers without this training. Twenty-four classrooms were observed in each of the five governorates. The observations were conducted by experienced data collection personnel, engaged for this purpose by the coordinators. These data collectors had previously worked with the ESP and the MOE in classroom observation and were trained in the use of the modified SCOPE tool – the Standard Classroom Observation Protocol for Egypt – which also had been used by the ESP in its assessment studies and by the MOE as part of its promotion requirements.

Survey of Assistant Teachers

A short survey instrument was developed by the evaluation team to be administered by the coordinators to a sample of Assistant Teachers in each governorate who had and had not participated in the ESP AT training (Educational Applications.) The survey measured teachers' knowledge attitudes, and practices about various teaching methods and techniques that were addressed in the Educational Applications course. (ATs who had not received the ESP training were instructed to respond on the basis of other training they had received since they had started teaching.) The number of individuals completing the questionnaire (N=1362) exceeded the planned sample size of N=1200 (240 respondents per governorate.) The original intent was to identify 600 ESP participants and 600 non-ESP teachers as a comparison group. This target proved unrealistic, however, because of the difficulty in finding non-ESP ATs in the urban governorates. Accordingly, the coordinators were instructed to get as close to parity as possible in each governorate within the total of 240 respondents. In the urban governorates the total of 240 questionnaires already were complete when the coordinators identified additional groups of non-ESP ATs. They asked these individuals to complete additional questionnaires in order to boost the sample of those without ESP training. The individuals completing the survey were selected solely as ATs (or recent ATs) who had or had not participated in ESP training.

The classroom observation and survey data were entered into two databases and descriptive analysis was carried out using Excel. The distributions of the two samples by governorate and by sex are shown in the following tables.


Graph 1: Survey Participants ESP (771) + Non-ESP (591)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
18%
7%
12%
6%
15%
4%
10%
9%
13%
6%
67%
33%
Alexandria
Assuit
Cairo
Minya
Sohag
Totals
F = 917
M = 445

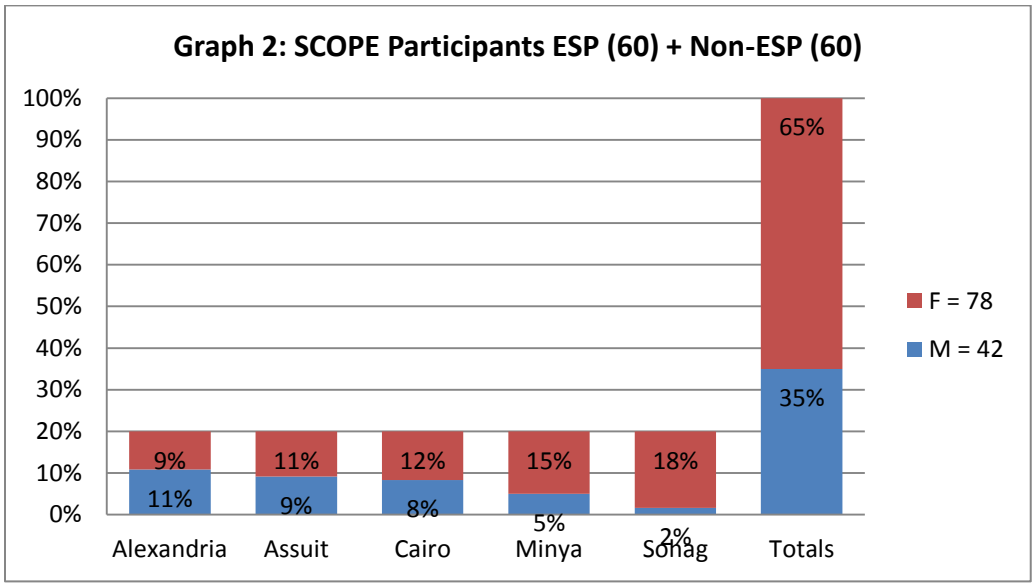

Graph 2: SCOPE Participants ESP (60) + Non-ESP (60)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9%
11%
11%
9%
12%
8%
15%
5%
18%
2%
65%
35%
Alexandria
Assuit
Cairo
Minya
Sohag
Totals
F = 78
M = 42

Table 01 ESP Evaluation Participants # (2 tools)

Gov	Survey			SCOPE		
	# M	# F	sub tot	# M	# F	sub tot
Alexandria	95	240	335	13	11	24
Assiut	86	163	249	11	13	24
Cairo	60	204	264	10	14	24
Minya	120	138	258	6	18	24
Sohag	84	172	256	2	22	24
Totals	445	917	1362	42	78	120
% M - F	33%	67%		35%	65%	

Table 02 ESP Evaluation Participants % (2 tools)

Gov	Survey			SCOPE		
	M = 445	F = 917	Subtot	M = 42	F = 78	Subtot
Alexandria	7%	18%	25%	11%	9%	20%
Assiut	6%	12%	18%	9%	11%	20%
Cairo	4%	15%	19%	8%	12%	20%
Minya	9%	10%	19%	5%	15%	20%
Sohag	6%	13%	19%	2%	18%	20%
Totals	33%	67%	100%	35%	65%	100%

Data Collection Tools

The data collection tools for the evaluation are attached in a separate file. Interview protocols were developed for each of the categories of people interviewed in the schools and related institutions, as well as for the BOT focus group discussions, so that cumulative and comparative analysis could be done across governorates. Protocols also were used for the key informant interviews in the MOE central offices, the PAT, and the ESP implementers. These instruments can be found on the following pages.

Interview Protocol for MOE Leadership

Purpose: The purpose of this document is to provide guiding questions for the interview with the MOE. The questions are intended to be a starting point for the interview; however it is at the discretion of the interviewer to follow leads during the course of the conversation. In other words, the questions should be used for a guided conversation and not a strict protocol.

Question 1: Can you provide insight on the context of the MOE when the ESP began? What was the process for the initiation of the ESP? Do you feel that there is a need for additional support of this type in the current context?

Question 2: How did the ESP fit within the overall MOE agenda for basic education nationwide?

Question 3: What features of the ESP do you think are most important?

Question 4: What aspects of the ESP would you change?

Question 5: What was your role in design, oversight, and management of the ESP? Did this change over time? Will the MOE continue to implement the training for ATs? Are there other components of the ESP you will or will not continue? Why?

Question 6: What recommendations do you have for future USAID Activities?

Interview- ESP

Purpose: The questions are intended to be a starting point for the interview; however it is at the discretion of the interviewer to follow leads during the course of the conversation. In other words, the questions should be used for a guided conversation and not a strict protocol. The focus is on understanding the background and context of the project. It is also to understand the implementation of the project from the point of view.

Question 1: How did the ESP start? is there background you can provide on the origins of the ESP?

Question 2: In your view, what are the overall successes of the ESP?, what were the challenges?

Question 3: If you were to implement the ESP again, what would you do the same, what would you do differently?

Question 4: What do you perceive is the future of the ESP? Will aspects of the program continue? Which? Why?

Question 5: In terms of the sustainability of the practices or methods introduced by ESP, are there aspects that, in your opinion, are unlikely to be sustainable? What suggestions do you have for correcting this problem or for follow-up in the future to reinforce the ESP inputs?

Question 6: What other information would you like to know about the evaluation or would you like to share to the Team?

Question 7: We would like to learn more about the M&E function in the ESP project. Please describe he process for data collection and documentation and reporting. In your opinion, did M&E function meet the project management requirements? How?

Question 8: Please describe the relationship between the ESP and its principal stakeholders, the MOE and the PAT. For example, did you work with them on a daily basis? What was the decision-making process? What was the process for introducing new initiatives, or for approval of plans, materials, etc.? What was the process for selecting teachers and social workers to participate in the ESP training programs?

INTERVIEW PROTOCOL FOR THE SOCIAL WORK DEPARTMENT

This interview is intended for the central and governorate directors for the SWD. The evaluators will use the trainer interview protocol for the district social workers. The focus of the questions is on the perception of the definition and achievement of the objectives relative to capacity-building of the BOTs, as well as sustainability and next steps.

1. Please describe the relationship between your department and the ESP. What was the process for developing the strategy and plan for your activities with ESP?

2. What was your role in the design and implementation of your program with the ESP? What was the role of the SWD in the governorates and districts? What were the strengths and weaknesses of the model and division of responsibility?

3. In your opinion, what was the most important part of the support you received from the ESP?

4. What challenges or problems did you encounter? Do you feel that these challenges were resolved? If yes, how?

5. What do you see as the next steps in strengthening the work of the SWD in the communities, and in building the capacity of the BOTs to contribute to effective school management?

PAT interview Questions

ESP has worked with PAT over the last few years providing technical support to the academy in a number of directions. Can you talk to us about this?
The above is the introductory question to the whole interview. It should be used as a door opener to more detailed questions, in terms of:

1- In what directions did ESP provide support to PAT?

Expected directions of support to be reported by PAT official are:

- website,
- databases for training participants and trainers,
- PD Certification System for training programs, trainers, reviewers (are the evaluators?), and training centres,
- Develop a leadership skills program for school principals,
- Training all school principals in 6 governorates
- Prepare trainers in all Egypt to expand the provision of training nationwide.
- For each direction of ESP support reported by PAT official, interviewer should probe for details using the questions below

2- Did PAT actually need support in each of these directions? If No go to 3, if Yes go to 4

3- Why did you accept it, and what will you do with the product of this particular support?

4- Did PAT get enough support in each direction? If No, ask why then go to 5

5- Did the quality of technical support provided by ESP to PAT meet your expectations? If No, Why? If Yes, How?

6- How do you describe the relationship between ESP and PAT?

7- Do you think that ESP has successfully completed its job with PAT or you think there are still jobs that need to be completed? What job in each category?
   a. For the successfully completed jobs, will PAT be able to sustain and develop the attained results? How?
   b. For the incomplete jobs, if any, will you work on completing them? How?

8- If you were to change/modify some the ESP scheme of support that PAT received, what exactly would you modify, why, and how?

INTERVIEW PROTOCOL FOR THE MOE OFFICIALS IN THE GOVERNORATES AND DISTRICTS

Because these individuals were the key counterparts for implementing the ESP at the local level, and managing the training and follow-up, these interviews will be key to understanding the implementation process, problems encountered and adjustments made along the way, and perception of continuing demand, next steps, and sustainability.

1. Please describe when and how you began working with the ESP in this muderiya/idarra?

2. What was the process for carrying out the program here? What problems did you encounter? What changes or additions did you make over time?

3. In your opinion, what were the most important achievements of the ESP in this muderiya/idarra?

4. What remaining gaps can you identify and how will you move forward in resolving then now that the ESP has ended?

5. [For those involved with the remedial reading and writing program and/or with the science clubs]

   - Please describe your experience with the remedial reading program/science clubs (i.e., how many students, how many schools, differences between girls and boys, how the teachers and school directors responded.)
   - Have you seen any evidence of changes or improvements that resulted from these activities?
   - What plans do you have for these programs in the future? (If they will be continued or expanded) where will they get the resources for these activities?

6. (Specific question about activities with the BOTs) How do you assess the activities so far in your muderiya/idarra for building the capacity of the BOTs to contribute to the management of the schools? What do you see as the achievements to date and the problems? What will be the next steps for this program?

7. Overall, how would you rate your experience with the ESP? What recommendations would you make for changes in this type of program in the future?

BOT CAPACITY ASSESSMENT

Focus Group Discussion PROTOCOL

Final Evaluation-Related Question: To what extent has BOT participation increased, in term of Effective School Management?

Purpose: This instrument is to assess the capacity of the BOT after receiving services from ESP. It assesses the BOT's capacity in '7' areas that describe internal processes and external relations and networking.

Analysis of data of each discussion will provide information on each area and at the overall level of the BOT as an independent/standalone organization.

Target Group: All of BOT members

Planning

Q1. How do you assess the school and students needs?
Q2. What is your plan for the second term of the school year/next school year?
    Q.2.1. Who is doing what?
Q3. Do you use groups/committees?
    Q3.1. How is that?

M&E:

Q1. How do you monitor and evaluate yourselves as a BOT/school management?
Q2. How do you reflect on the findings from the M&E?

Process

Q1. Where do you keep your files?
Q2. How often do you meet to discuss school-related issues?
Q3. How many BOT members attend, in average?
Q4. How do you follow up your decisions with the school management and other entities?

Good Governance

Q1: How do you perceive the participation of parents in the regular general assembly?
Q2: How was the BOT was identified?
Q3: Do you remember how many parents ran for BOT election?
Q4. What is both the gender and parents/teachers distribution of your BOT?
Q5. How do you describe your role?
Q6. How often school management respond to your decisions?
Q7. How decisions are communicated to other parents?
Q8. How do you collect opinions from other parents?

Finance and Resources Mobilization

Q1. How do you describe your capacity in managing financial issues of the BOT?

Q2. How much did you succeed in mobilizing resources required? Examples.

Networking

Q1.Do you have any relation with other BOT/ private sector/NGOs/GOs?

Detailed Description…

Q3. Was there a benefit, or foreseen benefit from those relations? (BOTs/Private sector/NGOs/GOs)

Q.4 How do you socially market your services and help the community recognize your role?

BOT's Perception on Capacity Building Received:

Q1. Do you think that your capacity has increased within ESP activities?

Q1.1. How is that?

Q2. What areas you needed most that was met/not met?

Q3. How ESP could have served you better?

INTERVIEW PROTOCOL FOR TRAINERS

This protocol will be the basis for the interviews with trainers at all levels. In the group (or individual) interviews we will tailor the questions to the specific group (i.e., SWD or AT trainers, master trainers, local trainers, etc.) The focus is on the capacity development of the trainers, the cascade model of training, and sustainability of the training structure.

1. Were you working as a trainer for the MOE prior to the ESP project?

2. Describe the training you received under the ESP project. Who provided the training? What was the best part of the training? How does it compare to other training you had in the past while you are prepared as a trainer?

3. Did the training involve any practical experience? Did your trainers (or supervisors) observe you as a trainer and make recommendations?

4. Did you have any role in planning the teacher training or in designing the training materials? If yes, in what way did you participate?

5. [*Questions for trainers who train other trainers]*
   - How many other trainers have you trained? How often? Do you have other responsibilities in addition to training trainers?
   - Do you provide any follow-up with the trainers you train – observation or evaluation? What does this follow-up include? Does it affect the trainer's employment or promotion?
   - Are you evaluated as a trainer on a regular basis?
   - Do you have access to the materials you need to use as a trainer? Are these materials useful to you?
   - In your opinion, was the training you received sufficient for you to train others? What was missing? What changes would you recommend in the training you received?

6. [*Questions for local trainers]*
   - Are you evaluated as a trainer on a regular basis?
   - Do you have access to the materials you need to use as a trainer? Are these materials useful to you?
   - In your opinion, was the training you received sufficient for you to train others? What was missing? What changes would you recommend in the training you received?
   - Do you have suggestions for improving the training you provide to the Assistant Teachers?
   - Do you do any testing or evaluation to assess whether the teachers understand the practices you are teaching them? Do you think they get enough information in the training to apply the practices in their classrooms?

- Are you interested in learning new techniques for training or in providing training on other types of programs?
- What types of requirements did you have to meet to become a master trainer?

7. *[Questions for the social workers at the local level who are training and giving technical assistance to the BOTs]*
   - How many BOTs are you training and assisting now on a regular basis? How often (or how many times do you meet with each BOT?]
   - What are some examples of successes you have had with the BOTs? What have been the major problems you have encountered?
   - Do you think that the training you received to work with the BOTs was sufficient for you to assist the BOTs? What were the most useful things you learned? What was missing? What changes would you recommend for the training you received?
   - Are you observed or evaluated in your training and assistance with the BOTs?
   - Would you like to have additional training? What recommendations do you have for changes or additions to the training you received?
   - In your opinion, is the training you provide to the BOTs effective in increasing the BOT capacity to improve school management? Please explain.

8. *[Sustainability*] Would you be able to deliver the same training effectively to incoming Assistant Teachers in your idarra?

INTERVIEW PROTOCOL FOR MENTORS

These following questions are the main topics to be covered in group interviews with the mentors in each school visit. Mentors are seen as important in helping ATs apply the practices presented in the training in their classrooms, and are therefore important in questions about sustainability, change in teacher behavior, and achievement of project objectives.

Assessment of the Training you received as a Mentor

1. What are you responsibilities as a mentor? Did the training you received from ESP help you in performing this job? If yes – how? If no – please explain.

2. What were the best aspects of the training you received as a mentor? What aspects did you find most useful/least useful?

3. Do you have any recommendations for the way in which the training was presented including:
   - Structure of the training (size of the group, hands-on, practical, length, location?
   - Quality of the trainers?
   - Quality of the materials?
   - Relevance of the training and the materials to your interactions with teachers? (or for you as a teacher?) Do you continue to use these materials in your work as a mentor? Have you distributed them to other mentors or teachers?
   - What was missing in the training?

4. Do you think that this training affected the way you interact as a mentor with teachers? How do you think you affected the teachers' practices in the classroom?

5. Would you recommend this training to other mentors? Would you be interested in receiving more of this type of training? If yes, examples of topics to be included.

Teacher Interview

This interview is designed as part of a larger study on teacher professional development in Egypt. Your answers will be kept strictly confidential. We appreciate you taking the time to participate; this should take no more than 30 minutes. Thank you!

Section 1: Background characteristics

Today's Date: _____
Governorate: _____
District: _____
School name:
_____
Grade: _____
Level of Education: _____
Years of Experience Teaching:_____

Gender: _____
Date of Birth: _____
Subject: _____
Trained (year): _____
Additional component(s):
_____
_____
_____
_____

Section 2: Interview questions

Directions to interviewer: Please use either the space below or your own pad to write down responses from Teachers. These qualitative responses will be entered into Dedoose for coding.

Q1- How has your teaching changed since participating in the ESP training? Please give an example.

Q2- What changes have you seen in your students since implementing the strategies you learned in the training?

Q3- Do you think there have been changes in student's reading and writing performance? Please give an example.

Q4- What kind of additional training do you need?

Q5- What kind of materials did you receive to implement the strategies learned in the training(s)?

Q6- What kind of support have you received since the training? (for example from the director, other teachers, a mentor or the head teacher?)

Q7- What are the biggest challenges to improve literacy?

Q8- Is there anything else you would like to share?

Director Interview

This interview is designed as part of a larger study on teacher professional development in Egypt. Your answers will be kept strictly confidential. We appreciate you taking the time to participate; this should take no more than 30 minutes. Thank you!

Section 1: Background characteristics

Today's Date: _____ Level of Education: _____

Governorate: _____ Years of Experience:_____

District: _____ Gender: _____

School name: _____ Date of Birth: _____

Grade: _____ Subject: _____

Section 2: Interview questions

Directions to interviewer: Please use either the space below or your own pad to write down responses from Teachers. These qualitative responses will be entered into Dedoose for coding.

Q1- How have your teachers changed since participating in the ESP training? Please give an example.

Q2- How has student performance changed since their teachers participated in the training? Please give examples.

Q3- Do you think there have been changes in student's reading and writing performance? Please give an example.

Q4- What kind of additional training or support do you as a Director need?

Q5- What are the biggest challenges to improve literacy?

Q6- Is there anything else you would like to share?

يمثل هذا الاستبيان جزءً من دراسة عامة حول التنمية المهنية للمعلمين في مصر. نود أن نؤكد لك أن كافة المعلومات والآراء التي ستقدمها بهذه الاستمارة ستتعامل على أساس أنها تامة السرية ولن تستخدم بأي صورة تسمح بتعريف الأشخاص أو الإدارات التي يعملون بها كما هو موضح في هذه الدراسات. إننا نقدر عالياً تعاونك معنا لإنجاح هذه الدراسة التي نرجو منكم ملاحظة أن التدريب الذي حصلتم عليه أو ستحصلون عليه هو محور هذه الدراسة سواء كان ذلك التدريب قد تم عن طريق مشروع دعم التعليم أو عن طريق جهات أخرى. لذا فأن استجابتك من بين تلك التي نود الاستبيان يجب أن تكون مستقاة من مشاركتك في التدريبات سواء المقدمة من مشروع دعم التعليم أو من جهات أخرى. ولكم جزيل الشكر مرة أخرى.

البيانات الشخصية:

التاريخ: _____ المؤهل الدراسي: _____

عدد سنوات الخبرة في التدريس: _____ الملاحظة: _____

الإدارة التعليمية _____ النوع (ذكر/أنثى): _____

تاريخ الميلاد: _____ إسم المدرسة: _____

مادة التدريس: _____ الصف الذي يتدرس له: _____

أولا: الأسئلة التدريبية

رجاء الإشارة إلى مستوى كل المعلومات التالية قبل وبعد التدريب وذلك بوضع دائرة حول الرقم المناسب بالجدول بحيث يعكس مستوى كل المعلومات، في حالة عدم وجود رأي لك برجاء وضع دائرة حول الرقم 0.

#	الأسئلة التدريبية	ليس لدي معرفة على الإطلاق	لدي معرفة قليلة	لدي بعض المعرفة	لدي معرفة كبيرة	لا يوجد رأي
	الأهداف التعليمية					
1	أكتب مستوى المعرفة بالأهداف التعليمية قبل التدريب	1	2	3	4	0
2	أصبح مستوى المعرفة بالأهداف التعليمية بعد التدريب	1	2	3	4	0
3	أكتب مستوى المعرفة بالتقويم الذي قبل التدريب	1	2	3	4	0
4	أصبح مستوى المعرفة بالتقويم الذي بعد التدريب	1	2	3	4	0
5	أكتب مستوى المعرفة بخطة الدرس قبل التدريب	1	2	3	4	0
6	أصبح مستوى المعرفة بخطة الدرس بعد التدريب؟	1	2	3	4	0
	التخطيط واستراتيجيات التدريس (التعليم)					
7	أكتب مستوى المعرفة بالمستحدث قبل التدريب	1	2	3	4	0
8	أصبح مستوى المعرفة بالمستحدث بعد التدريب	1	2	3	4	0
	الإستراتيجيات الخاصة بالتدريس وإدارة الفصل					
9	أكتب مستوى المعرفة بأساليب التعلم التعاوني قبل التدريب	1	2	3	4	0
10	أصبح مستوى المعرفة بأساليب التعلم التعاوني بعد التدريب	1	2	3	4	0
11	أكتب مستوى المعرفة باستراتيجيات حل المشكلات قبل التدريب	1	2	3	4	0
12	أصبح مستوى المعرفة باستراتيجيات حل المشكلات بعد التدريب	1	2	3	4	0
13	أكتب مستوى المعرفة باستراتيجيات التفكير الناقد قبل التدريب	1	2	3	4	0

#	الموضوع التدريبي	ليس لدي معرفة على الاطلاق	لدي معرفة قليلة	لدي بعض المعرفة	لدي معرفة كبيرة	لا يوجد رأي
14	اصبح مستوى معرفتي باستراتيجيات التفكير الناقد بعد التدريب	1	2	3	4	0
إدارة الفصل						
15	كان مستوى معرفتي بالأساليب الفعالة في إدارة الفصل قبل التدريب	1	2	3	4	0
16	اصبح مستوى معرفتي بالأساليب الفعالة في إدارة الفصل بعد التدريب	1	2	3	4	0
التقييم						
17	كان مستوى معرفتي بأدلة التحقق قبل التدريب	1	2	3	4	0
18	اصبح مستوى معرفتي بأدلة التحقق بعد التدريب	1	2	3	4	0
19	كان مستوى معرفتي بملف الطالب قبل التدريب	1	2	3	4	0
20	اصبح مستوى معرفتي بملف الطالب بعد التدريب	1	2	3	4	0

ثانيا: التدريبات

21- هل تدربت أو تلقيت تدريبك من خلال **تدريبات مشروع دعم التعليم؟** (من فضلك ضع دائرة على الإجابة المناسبة)
نعم / لا

22- في إذا كانت الإجابة بنعم برجاء إضافة المعلومات عن تلك التدريبات في الجدول التالي:

إسم التدريب	المدرسة التي تم فيها التدريب	عدد الأيام التدريبية

23- أذكر أفضل ما قابلته في تدريبك

24- اذكر ما تعرضت له في تدريبك وكيف يمكن تحسينها لتعظيم عائد التدريب عليك

شكراً على تعاونك معنا وبذلك للجهد ولوقتك في استيفاء هذه الإستمارة

Teacher Survey

*This survey is designed as part of a larger study on teacher professional development in Egypt. Your answers will be kept strictly confidential. We appreciate you taking the time to participate. If you participated in the ESP training please base your responses on the ESP training. If you did **not** participate in the ESP training please base your responses on the training you have received to date. Thank you!*

Section 1: Background characteristics

Today's Date: _____ Level of Education: _____

Governorate: _____ Years of Experience Teaching:_____

District: _____ Gender: _____

School name: _____ Date of Birth: _____

Grade: _____ Subject: _____

Section 2: Evaluation questions

Directions: These questions are based on a scale of 1 to 4.

1= no knowledge

2= a little knowledge

3= some knowledge

4= a lot of knowledge

O= no opinion

2.a. Criteria and planning

1. Before the training my knowledge of the National Teaching Standards was:

1 2 3 4 O

2. After the training my knowledge of the National Teaching Standards is:

1 2 3 4 O

3. Before the training my knowledge about self-assessment was:

1 2 3 4 O

4. After the training my knowledge of self-assessment is:

1 2 3 4 O

5. Before the training my knowledge about lessons plans was:

1 2 3 4 O

6. After the training my knowledge about lesson plans is:

1 2 3 4 O

2.b. Planning and teaching strategies

7. Before the training my knowledge about continuous assessment was:

1 2 3 4 O

8. After the training my knowledge about continuous assessment is:

1 2 3 4 O

2. c. Strategies for teaching and classroom administration

9. Before the training my knowledge about cooperative learning approaches was:

1 2 3 4 O

10. After the training my knowledge about cooperative learning approaches is:

1 2 3 4 O

11. Before the training my knowledge about problem solving strategies was:

1 2 3 4 O

12. After the training my knowledge about problem solving strategies is:

1 2 3 4 O

13. Before the training my knowledge about critical thinking strategies was:

1 2 3 4 O

14. After the training my knowledge about critical thinking strategies is:

1 2 3 4 O

2.d. Classroom management

15. Before the training my knowledge about classroom management techniques was:

1 2 3 4 O

16. After the training my knowledge about classroom management techniques is:

1 2 3 4 O

2. e. Assessment

17. Before the training my knowledge about rubrics was:

1 2 3 4 O

18. After the training my knowledge about rubrics is:

1 2 3 4 O

19. Before the training my knowledge about portfolios was:

1 2 3 4 O

20. After the training my knowledge about portfolios is:

1 2 3 4 O

3. a. Please use the space below to explain what you like about the Training.

3. b. Please use the space below to explain what could be improved in the Training.

Section 3: Training question(s)

Did you participate in the ESP training? Yes/ No

If yes, what year were you trained: _____

What ESP programs:

_____

_____

How many days of training: _____

PROGRESS INDICATORS

Indicators	Y1+Y2 Total	Y3 (1st half) 10/13-3/14	Y3 (2nd half) 4/14-9/14	Y3 (NCE QR) 10/14-12/14	Y3 (Total) 10/13-12/14	Y1-Y3 Project Final	Project Goals
Number of Idarra-level SWDs that completed ESP-developed training packaged endorsed by the MoE	271	0	0	0	0	271	271
Number of BoTs that completed MoE-endorsed BoT training course	19,420	371	2689	1,053	4,113	25,533	25K
Number of students in selected schools who participated in reading/ writing activities	2,699	4036	10770	2,487	17,293	19,992	20K
Number of students in selected schools who participated in Science Clubs	790	396	1218	513	2,127	2,917	3K
Numbers of Mudderia and Idarra-level trainers certified by PAT to deliver specific coursed	381	0	0	280	280	661	520
Number of newly hired teachers who completed PAT-certified training course	115,053	0	669*	0	669	115,722	100K
Percentage of newly hired teachers who successfully passed the PAT-certified training club	99%	0	99%	0	99%	99%	80%
Number of schools/Idarra potential leaders who successfully completed the PAT-certified leadership training package	2,648	0	0	0	0	2,684**	3K
Number of mentors who completed the PAT-certified training package	3,502	0	0	0	0	3,502**	10K
Percentage of mentors who successfully completed the PAT-certified training package	100%	0	0	0	0	100%	100%
Number of Idarra leadership teams that successfully completed ESP-developed contingency planning training package	22	0	0	0	0	22*	50

*699 ATs were trained in previous quarters, but their documentation arrived late and they were entered into the database for Q4 of Y3

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