

## 2. **Teacher Training and Capacity Building:**

Teacher training and capacity building activities contribute to Results I, and II above. Pre-service (student-teachers education programs) reform activities will provide technical assistance to bring teaching approaches to modern standards, train staff to use and teach modern methods, develop learning materials, and develop testing skills. This also includes reforming the different components of the student-teacher preparation program as well as supporting the reform of the teacher certification process. The effort also includes interventions to promote better teaching practice, setting and adopting standards as the basis for curricula, testing, and student/teacher performance measurement. Assistance could also be provided to teaching faculties for setting new policies.

One major aim of the program is to improve the quality of classroom instruction and teacher training programs in Egypt. Assistance in the development of teaching skills for instructors will aim at building the institutional capacity of teacher training institutions in the MOE and Faculties of Education. The program also will provide technical assistance for improving the delivery of professional development programs to teaching staff, and will support the development of a standards based approach for underlying instruction and learning materials at the MOE and the FOEs nationwide. Finally, it will support the MOE's introduction of English language at the second grade level of the primary stage instead of at the fourth grade level.

Finally, the program will include in-country, overseas and third country participant training. The goal is to improve the performance of target educators from the Ministry of Education, the Ministry of Higher Education, NGOs, and other implementing partners under the above activities through high quality training and observation of proven models. The training would contribute to the achievement of the goals for each activity. Moreover, U.S. trained cadres would in turn improve the professional performance of Egyptian education institutions and organizations and help strengthen the management and technical capabilities within them.

The counterparts for training activities are the Ministry of Education and the Ministry of Higher Education and Scientific Research. Non-GOE partners will be determined.

### **3. Opportunities and Support for Disadvantaged Children**

Offering opportunities to disadvantaged children contributes to Results I and III above. One such activity is a life-skills development program. It expands access to non-formal education for girls and young women, increases community participation and support for girls' education, and improves the health and educational status of girls and young women living in Egypt. Local NGOs award primary and preparatory school scholarships and will deliver the life skills program, targeting girls who may or may not be enrolled in the formal education system. A special component will be targeted toward young men to raise awareness of health and life skills issues, similar to what is offered to the girls and women. Interventions to improve the nutritional status of school age children as well as aspects of the life skills program may be adopted also in formal educational settings.

A second activity focuses on improving pre-school readiness by focusing on basic literacy and numeracy skills. This will be provided through a television series that also helps equalize opportunities for early school success, particularly among the disadvantaged. It will actively promote girls' education and models positive images for girls and boys, as well as desired behavioral health and environmental practices for children and families. The activity will include a parental outreach component and will develop learning materials for rural areas targeting 10,000 families in Upper Egypt:

Providing scholarships for girls focuses on granting scholarships to school age girls from the poorest families to join schools. A stipend may or may not be paid to the family to substitute the income that the child would have earned through child labor. These scholarships increase access to education for girls in targeted areas by providing opportunities for those who would not otherwise be enrolled in school; increase community participation in girls' education; address the economic constraints to female enrollment in primary schools; and support monitoring of girls' health and well being.

Future scholarships will continue to support the poor and disadvantaged to increase the number of children, particularly girls, attending schools and to strengthen NGO capacity to demonstrate and implement innovative models.

Currently the life-skills New Horizons program is implemented under a grant to the Center for Education Development and Population Activities (CEDPA) in 21 governorates. It will be replicated under a follow-on grant, extended to other governorates, increasing access to critical health, literacy, and non-formal education for young women and men. The pre-school preparedness activity is under a grant to Sesame Workshop for a local version, "Alam Simsim". A follow on grant will support objectives such as language, health, hygiene, and a parental outreach activity. Save the Children is offering scholarships for formal education under a grant for the APEAL project.

Funding will also support a Scholarship Program at the American University in Cairo (AUC). The scholarship programs will enable students with leadership potential from all of Egypt's 26 governorates (and Luxor City) to attend AUC starting academic year 04/05. The program aims to expand access to quality higher education opportunities to economically less privileged but academically talented students who could not otherwise afford such an education.

The counterpart for these activities is the Ministry of Education and the Ministry of Higher Education. Implementing partners include the Governorates of Alexandria, Aswan, Cairo, Beni Suef, Fayoum, Minya, and Quena, the Ministry of Social Affairs, the Ministry of Information, CEDPA, Save the Children, Sesame Workshop, AIR, AED, their subcontractors, the American University in Cairo and others to be determined.

#### **4. Management Support (Miscellaneous, Personnel, Technical Assistance & Audits)**

This management support element funds project management, monitoring, audits, technical assistance, national policy dialogue, personnel and miscellaneous related expenses.

## VI. ROLES AND RESPONSIBILITIES OF THE PARTIES

Each counterpart Ministry identified under Section V above will be responsible, on behalf of the Government of Egypt (GOE), for overall implementation of the respective activity.

USAID and the Ministry of International Cooperation will manage this Agreement jointly; in particular signing and amending the Agreement.

Implementation of activities funded under this Agreement may be ~~carried out by the GOE and a combination of U.S., international and local~~ organizations working under grants, cooperative agreements and contracts in support of the Objective. USAID will enter into such grants, cooperative agreements and contracts only after consultation with the relevant GOE implementing partner.

### A. Grantee: The Government of Egypt

As the provider of public services in Egypt, the GOE establishes policies and program guidelines within which development partners provide assistance. The counterpart Ministries are responsible for ensuring that appropriate staff and infrastructure are in place to support the education activities to be carried out hereunder. In addition, they are responsible for collaborating with USAID to review program priorities and approaches, and to participate in planning and implementation processes.

### B. USAID

USAID, as the funding agency for this Agreement, is responsible for executing contracts and grants to implement approved activities needed to achieve the results described in this Agreement. USAID staff will establish informal working relationships with GOE and partner staff as needed to deal with routine implementation issues. The Strategic Objective (SO22) Team will constitute the more formal working relationship with the counterpart Ministries under this Agreement, and shall have a strong role in the deliberation and approval of specific activities to be financed.

### **C. Other Partners**

The private sector, U.S. and international Private Volunteer Organizations (PVOs); and U.S., international, and Egyptian Non-Governmental Organizations (NGOs) are also expected to participate in the planning and implementation of this program, and to make a substantial contribution toward achievement of the objective of this Agreement. International grantees may play a role in providing services where the Egyptian public and private sectors have limited capacity at present, and in developing that capacity by training and demonstrating the potential of innovative, effective approaches.

## **VII. MONITORING AND EVALUATION**

The indicators specified in Section III above will be used to track and measure progress toward achievement of the objectives of this Agreement, influence the allocation of financial resources, and monitor performance. GOE management information systems, complemented by activity reports, will provide the basis for annual assessments of overall progress toward program goals and objectives. Therefore, all activities funded under this Agreement will include reporting requirements to help USAID and the GOE to monitor achievement of activity results and performance targets. In addition, USAID, in consultation with the appropriate partner, will use performance data as the basis for recommending adjustments in targets, indicators and activities.

Measures of performance will be based on several sources, including the GOE, USAID and other donor-financed studies, and partner activity reports. The monitoring, evaluation, and training activity in this Agreement will collect data for measuring performance towards achieving the results specified in Section IV, results of the Agreement, and specific project and activity level results and accomplishments.

Ad hoc evaluations and assessments may be conducted to answer specific program design and implementation questions. Specific baseline data and targets will be determined to reflect program impact.

## VIII. FINANCIAL PLAN

The illustrative financial plan for this Agreement is attached. Changes may be made to the financial plan by the representatives of the Parties using implementation letters, without formal amendment to the Agreement, provided that such changes may not cause USAID's contribution to exceed the amount specified in Section 3.1 of the Agreement.

**Illustrative Financial Plan  
Basic Education  
(263-0286)  
USAID Contribution (\$000)**

<b>Activities</b>	<b>Previous Obligations Under this Agreement</b>	<b>F2004 Obligation</b>	<b>Obligations To Date</b>	<b>Anticipated Future Obligations</b>	<b>Estimated Total USAID Contribution</b>
Element I: Education Reform and Pilots	35,610	18,700	54,310	100,550	154,860
Element II: Training, FOE Reform	17,800	5,600	23,400	6,500	29,900
Element III: NGO Services and Scholarships	15,800	5,000	20,800	14,000	34,800
Element IV: Project Management (Personnel, Monitoring, Audit)	3,200	4,199	7,399	5,501	12,900
<b>TOTAL:</b>	<b>72,410</b>	<b>33,499</b>	<b>105,909</b>	<b>126,551</b>	<b>232,460</b>

**Illustrative Financial Plan**  
**Basic Education**  
**(263-0286)**  
**GOE Contribution (LE 000)**

<b>Activities</b>	<b>GOE Contribution (LE) FT-800 Account</b>	<b>GOE In-Kind (LE Equivalent)</b>	<b>Total GOE Contribution (LE)</b>
Element I: Education Reform and Pilots		238,800	238,800
Element II: Training, FOE Reform		6,000	6,000
Element III: NGO Services and Scholarships	249,000	4,600	253,600
Element IV: Project Management (Personnel, Monitoring, Audit)			
Employer share of Social Insurance, airfare tickets and medical checks	16,200		16,200
<b>TOTAL:</b>	<b>265,200</b>	<b>249,400</b>	<b>514,600</b>